Linn County Public Health
COVID-19 Guidance

Return to School (K-12)
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Authors

Amy Hockett, PhD, MPH, CHES®
Epidemiologist

Lynne Abbott, MSN, RN, AE-C
Public Health Program Planner

Illustrator

Katie Reasner, MPH, CHES®
Sr. Health Education Specialist

Editor

Heather Meador, BSN, RN
Clinical Services Branch Supervisor
Linn County Public Health (LCPH) is pleased to provide the return to school guidance and remains committed in our response efforts regarding COVID-19 with local school districts to support administrators, staff, students, and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. COVID-19 is a respiratory illness caused by a novel (new) coronavirus. This highly contagious virus is spread from respiratory droplets of an infected person. COVID-19 is present in most communities in Iowa and will have a direct impact on the daily operations of schools. LCPH has developed interim guidance based on the best public health data available at this time. As new data and practices emerge, these guidelines may need to be updated. Additionally, the material in this document will not reflect the full scope of issues that school districts may need to address. Recommendations are targeted for the general education setting. Therefore, additional considerations for students with 504 Accommodation Plans, Individual Health Plans (IHP’s) and Individual Education Plans (IEP’s) will need to be planned in conjunction with Grant Wood AEA, legal counsel, families, medical providers and other applicable participants in the child’s life and school district.

LCPH is aware that not all school districts will be able to implement each component of this guidance. Recommended health practices are additional strategies that schools may choose to use to minimize the spread of COVID-19. LCPH recognizes that there are diverse learning environments that will require teams to use thoughtful strategies when applying guidance to meet the health and safety needs of all students and staff. Not all recommended practices will be possible in all settings, and therefore should be tailored as appropriate.

Administrators and staff will need to be prepared for a large number of absences that are related to COVID-19. LCPH will work with schools as confirmed cases are identified and contacts need to be alerted. Ensure that staff and families have plans in place for these impending absences. In order to help mitigate absences related to COVID-19, continue to emphasize the 3 C’s. Contain yourself at home when ill, Cover coughs and Clean hands often. Additionally, the use of physical distancing and a cloth face covering or mask will reduce virus transmission within the district.

The guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include state health orders or recommendations, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of OSHA.

In your service,

Pramod Dwivedi, MS, DrPH (c), Health Director

Linn County, Iowa
Contents

Summary of Recommendations ................................................................. 4
Options for Returning to School ............................................................... 5
  Learning Environment Considerations ..................................................... 5
  Hybrid Scheduling Ideas ........................................................................... 6
Risk Categories ........................................................................................ 7
Infection Prevention Guidance ................................................................. 7
Classroom Guidance .................................................................................. 13
Common Areas and Shared Spaces .......................................................... 16
  Meal Services ........................................................................................... 17
  Recess ........................................................................................................ 19
  Physical Education .................................................................................... 20
  Music Education ......................................................................................... 21
  Fine Arts .................................................................................................... 22
  Art Class .................................................................................................... 24
  Library/Study Hall ....................................................................................... 25
  Sports .......................................................................................................... 27
Transportation ............................................................................................ 29
Buildings and Grounds ............................................................................. 32
Printable Resources ................................................................................... 35
  Remember the 3 C’s .................................................................................. 35
  Know Your W’s ........................................................................................ 36
  How Long is 6 Feet? (Elementary School) ................................................. 37
References ................................................................................................. 38
Summary of Recommendations

The guidance found in this document is intended to provide recommendations for how schools may reopen while making the school environment as safe as possible for students and staff members. These are recommendations based on best practice procedures and practices to limit the spread of the COVID-19 within the school environment. Linn County Public Health understands that every school building and classroom set-up will differ, particularly to accommodate different return to learn plans. This may limit the degree and ability to which a school may implement each of the enclosed recommendations. However, the goal is to provide guidance to support decisions to reopen schools in a manner that is as safe as possible.

Regardless of which model is used to return to school, the key recommendations are:

- Staff and students **stay home when ill**.
- **Wash hands** frequently for at least 20 seconds, if unavailable use hand sanitizer. Hand sanitizer and hand washing should be emphasized and encouraged throughout the school day.
- Encourage students and staff to **cover coughs and sneezes**.
- Wearing **cloth face coverings or masks** by students and staff is recommended, particularly when interacting in larger groups, physical distancing is not possible, or when moving within common areas. Students can remove their cloth face covering or mask during instruction if they are distanced 6 feet apart and are with their classroom cohort.
- **Physical distancing of 6 feet:**
  - Maximize distance between students and staff at all times. If 6 feet isn’t feasible, then distancing as much as possible in every situation is recommended as is wearing a cloth face covering or mask.
  - Maintaining a distance from each other in lines and in common areas should be emphasized. These reminders and education can be enhanced through the utilization of markings on floors and walls where appropriate.
  - If siblings and housemates are sitting together, either during school transport or within the cafeteria they do not need to be distanced in the same manner that non-siblings or non-housemates should.
- Students should be reminded to not touch their face and keep hands to themselves (no handshaking, hugging, fist bumps).
- Discontinue use of shared or communal items or disinfect between each use.
- Frequently disinfect high touch surfaces.
- Screen for symptoms both at home and school

<table>
<thead>
<tr>
<th>Fever of 100.4 or greater</th>
<th>Shortness of breath or difficulty breathing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cough</td>
<td>Sore throat</td>
</tr>
<tr>
<td>Chills</td>
<td>New loss of taste or smell</td>
</tr>
<tr>
<td>Body Aches or muscle pain</td>
<td>Headache</td>
</tr>
</tbody>
</table>

Contact Linn County Public Health (319-892-6000) for questions and guidance when handling symptomatic or positive cases or for further clarification on the recommendations below.
Options for Returning to School

Regardless of the return to learn option districts select, there are additional steps that can be taken to lessen the spread of the virus. Utilization of additional space through modular or offsite buildings, community-based organizations, or outdoor spaces should allow for maximum physical distancing. Increasing cleaning of the buildings and requiring cloth face covering or mask use when 6 feet of distancing is not possible may help limit virus transmission. Teachers, students, and parents need to be prepared to return to virtual learning in the event of increased infections. Some considerations for different return to learn plans are listed below.

Learning Environment Considerations

<table>
<thead>
<tr>
<th>In-Person Learning</th>
<th>Hybrid Learning</th>
<th>Virtual Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students return to in-person classes, activities and events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical distancing as much as possible with or without limiting classroom capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cloth face covering or mask recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increased sanitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students and teachers engage in a combination of virtual and in-person classes, activities and events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physical distancing while limiting capacity of classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cloth face covering or mask recommended when in common areas, in groups and when 6ft of distancing is not possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increased sanitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students and teachers engage in virtual-only classes, activities and events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Only essential personnel on the school grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cloth face covering or mask recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increased sanitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the following page, there are several options for hybrid learning schedules. This list is not all-encompassing of the options that may be exercised by school districts but are included to help highlight the types of schedules that could be employed.
## Hybrid Scheduling Ideas

### Hybrid Scheduling

#### Four-Day Week
- Students report to school four full days a week.
- Schools are closed on the fifth day for deep cleaning.
- Students should be provided with virtual learning materials to support learning on the fifth day that school is not in session.
- Teachers should use the fifth day for planning and professional development.

#### Half-Day
- Students should report to school for half-days five days per week.
- There should be a morning group and an afternoon group.
- Cleaning should be done between the two groups of students.
- The morning group should do virtual learning in the afternoon with the afternoon group doing virtual learning in the morning.
- This plan should allow for two shifts of busing.
- Deep cleaning should be done on the weekend.

#### Two-Day Rotation
- Students report to school for in-person learning two days per week with virtual learning the remaining days.
- One group of students should report to school Monday and Tuesday while the other group should report to school Thursday and Friday.
- Virtual learning should occur for the remaining three days of the week.
- Teachers should use Wednesday for planning and professional development.
- Deep cleaning should be done on Wednesday and the weekend between each group.

#### Blend of traditional and online learning environments
- Families are provided the option to have students attend onsite or virtually.
- One group of students attends school completely on site as another attends school virtually.
- This plan allows for decreased number of students in each building and allows for
# Hybrid Scheduling

## On/Off Week Rotation
- Half of the students should report to school during their “on” week and the other half should do virtual learning. The two groups should alternate between in-person and virtual learning weekly.
- Teachers should use one day per week for planning and professional development.
- Deep cleaning should be done between each group.

## Elementary in-person
- Elementary students should report to school with students spread out through elementary, middle and high school buildings as needed to ensure physical distancing.

## Secondary Virtual
- Secondary students should engage in virtual learning with the potential to move to a hybrid model as space allows with available buildings.

### Risk Categories

Risk Categories are depicted by the gauges that will be seen throughout this document. A dial in the red indicates a high risk of virus spread. Any activities or options listed under the red dial will be those that are not recommended at this time. A dial in the yellow indicates a medium risk of virus spread. Any activities or options listed under the yellow dial will be those that are to be implemented with caution as this could potentially cause virus spread. A dial in the green indicates a low risk of virus spread. Any activities or options listed under the green dial will be those that are highly recommended at this time as they pose the lowest risk to all.

# Infection Prevention Guidance

The following recommendations pertain to measures that can be taken to protect students, teachers, administrators, and staff as school districts consider re-opening to students. The following recommendations are based on best practice guidelines for minimizing the potential spread of COVID-19 within the school building and associated events. The guidance from Linn County Public Health applies to students in kindergarten through 12th grade, families/guardians,
administrators, staff, and school volunteers. The overarching theme is to ensure all individuals related to the school district follow basic steps to mitigate the spread of disease. These steps include: staying home when ill, covering coughs and sneezes, frequently washing hands with soap and water (at least 20 seconds), avoiding touching your face, maintaining a physical distance of at least 6 feet from others, and the use of a cloth face covering or mask when physical distancing is not possible. Additional guidance related to the school environment can be found below.

**Infection Prevention Guidance**

**Promoting Behaviors to Reduce the Spread**

- Staff and students need to stay home when ill.
- Staff and students with COVID-19 related symptoms, positive test, or have been identified as a close contact to someone who has tested positive must stay home until they meet the requirement to return. Contact Linn County Public Health for specific guidance. [https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html)
- Notify Linn County Public Health upon identification of confirmed COVID-19 cases among students and staff.
- Frequently wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, use hand sanitizer that contains at least 60% alcohol (staff and children who can safely use).
- Encourage staff and students to cover coughs and sneezes with a tissue.
- Remind staff and students not to touch their face.
- Use of communal items, such as writing utensils or items that cannot be disinfected between uses, should be discouraged.
- Frequently disinfect high touch surfaces such as door handles, handrails, restrooms, drinking fountains, toys, shared supplies, playground equipment.
- Disinfect desks, tables, chairs, bus seats, and shared electronics between uses.
- The use of shared items should be limited within in classroom play centers. Materials should be stored in a sealed container and disinfected prior to use by the next child. Items that cannot be easily disinfected between uses should not be included in the play center materials.
<table>
<thead>
<tr>
<th>Infection Prevention Guidance</th>
</tr>
</thead>
</table>

#### Access to Water
- Encourage students to bring their own water bottles to eliminate cross-contamination.
- If available, only non-touch water bottle filling stations should be available for use.

#### Protecting Vulnerable Populations
Persons 65 years or older and/or people of all ages with underlying medical conditions
- Implement remote or other learning options for students with high-risk health conditions or for those who live with someone who is at an increased risk for severe illness.
- Work with staff who self-identify as “high-risk” to assess the work options available as indicated by state and federal labor agencies.

#### Monitoring for Symptoms
- Fever 100.4 or greater
- Cough
- Chills
- Body aches or muscle pain
- Shortness of breath or difficulty breathing
- Sore Throat
- New loss of taste or smell
- Headache

- Staff conduct at home symptom screenings for COVID-19 prior to school day, including temperature checks (100.4 or greater).
- If arriving on school transport, symptom screening should be conducted prior to boarding. This may be conducted by transport staff upon entry or by a parent/guardian prior to the start of the school day. If relying on families to self-monitor, provide education on the signs and symptoms of illness and what to do if the child is symptomatic.
- If applicable, develop contingency plans with staff and caretakers in the event a student is unable to board school transportation due to an elevated temperature.
- Conduct symptom screening and daily temperature checks of any person entering the building. Students, staff, and visitors with symptoms are not allowed entrance.
- Individuals waiting to be screened should be positioned six feet from the person in front of and behind of them in line.
- Use a touchless thermometer, if one is available. If unavailable, thoroughly sanitize the thermometer between uses.
- Individuals participating in after-school sports and activities are screened for signs and symptoms prior to participating in rehearsals, team practice, or competitive games.
- Participants with positive symptoms are not allowed to participate in activities, or board school transport, and should be sent home immediately.
Infection Prevention Guidance

Cloth Face Covering/Mask

- The use of cloth face coverings or masks for staff and students is recommended when on campus.
  - Cloth face coverings or masks should not be placed on anyone under the age of 2 years, those with trouble breathing or who is unconscious, for those who are unable to remove the cloth face covering or mask on their own, or for those who cannot tolerate a covering due to developmental, medical, or behavioral health needs.
- Wearing of a cloth face covering or mask by staff and students is recommended when interacting in large groups or when moving within common areas. Students may remove their cloth face covering or mask during instruction if they are distanced 6 foot apart and are within their classroom cohort (see the cohort section for clarification).
- If a cloth face covering or mask makes it difficult for instruction to be given, a face shield may be used to provide some protection for staff, but still allow for students to see and hear classroom instruction.
- Cloth face coverings or masks are **required** when on school transportation and for persons who become symptomatic and are waiting to leave the facility.

Guidance for Face Coverings

**Cloth Face Covering or Mask**

<table>
<thead>
<tr>
<th>Required</th>
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<tbody>
<tr>
<td>Students &amp; staff who become symptomatic during the day</td>
</tr>
<tr>
<td>On school transportation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in fine arts</td>
</tr>
<tr>
<td>While on school grounds</td>
</tr>
<tr>
<td>When in common areas outside of the primary classroom</td>
</tr>
<tr>
<td>For staff during meal prep and serving foods and beverages</td>
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<tr>
<td>When physical distancing cannot be achieved (ex: recess, physical education)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Recommended For Individuals Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot remove their mask on their own</td>
</tr>
<tr>
<td>Are under the age of 2 years</td>
</tr>
<tr>
<td>Cannot tolerate a covering</td>
</tr>
<tr>
<td>Have difficulty breathing</td>
</tr>
<tr>
<td>Are unconscious</td>
</tr>
</tbody>
</table>

**Face Shield**

<table>
<thead>
<tr>
<th>Recommended</th>
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<tbody>
<tr>
<td>As an option for staff when providing classroom instruction</td>
</tr>
</tbody>
</table>
Infection Prevention Guidance

Physical Distancing

- Limit density of people in school facilities and transportation vehicles to allow for physical distancing of at least 6 feet or as much space as possible. Refer to guidance on cloth face coverings and masks if physical distancing is not possible.
- Stagger students on school transport and within classrooms to allow for 6 foot distancing between occupants. Members from the same household may be seated together to allow for additional seating availability.
- Staff and students should follow floor/seating markers when on school transport, waiting in reception areas, traveling halls, and within classrooms, locker rooms, and restrooms.
- Limit non-essential visitors and activities that involve physical entry of external groups or organizations into the building.
- Essential school volunteers should be screened in accordance with building screening guidance.
- Discontinue activities that involve bringing large groups of people together. Consider incorporating virtual events.
- Consider broadcasting instruction to cohort classrooms and to those participating in virtual learning.
- Limit movement within the building as much as possible, including considerations for alternate meal sites within the primary classroom.
- Upon entry into the building, students and staff should go directly to their primary destinations.
- Stagger recess times, if applicable.
- Provide remote learning options for students unable to return to school due to illness or exposure.
- Discontinue extracurricular activities and sports where physical distancing would not be possible to maintain.
Infection Prevention Guidance

Communication & Signage

- Use multiple communication methods to communicate emerging information to staff, students, and their families including school policies and procedures for reducing the risk of transmission of COVID-19.
- Provide guidance for staff, students, and families on the proper use, removal, and cleaning of cloth face coverings and disposal of single use masks.
- Provide education for staff, students, and families on signs and symptoms of COVID-19 and reinforce messages using applicable signage and messaging.
- Establish a system for staff and families to confidentially report if they or their students have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days.
- Ensure that if a person was in the school setting while infectious, school administrators coordinate with Linn County Public Health to notify staff and families immediately while maintaining confidentiality.

Preparing for and Handling Symptomatic Cases

- Establish a dedicated isolation area for symptomatic individuals, eliminating access to the area by healthy individuals.
- Identify multiple emergency contacts for students in the event that immediate transport is needed.
- Establish a protocol for triaging students to the appropriate rooms for care (isolation, medication, mild illness).
- Establish a protocol for safely transporting anyone who is sick home.
- Minimize movement of the ill person throughout the building.

Know the symptoms of COVID-19, which can include the following:

- Cough
- Fever
- Chills
- Muscle pain
- Shortness of breath or difficulty breathing*
- Sore throat
- New loss of taste or smell
**Infection Prevention Guidance**

Handling Suspected Cases of COVID-19

- Immediately separate individuals who are experiencing COVID-19 symptoms to the designated isolation area and require use of a cloth face covering or mask while waiting to leave the facility.
- Nurses or delegated staff providing direct care need to utilize proper personal protective equipment (PPE) including cloth face covering or mask, gloves, and gowns when caring for ill patients. Remove and dispose of contaminated PPE upon exit and wash hands.
- Send ill individuals home to isolate or to a healthcare provider as soon as possible.
- Close off areas used by a sick person until cleaning and disinfection procedures have been followed. If possible, wait at least 24 hours before cleaning and disinfecting the area to minimize risk of exposure to staff.
- **Immediately notify Linn County Public Health upon identification of confirmed COVID-19 cases among students and staff to determine time required out of school and initiate contact investigation, if not already done.**

**Classroom Guidance**

Teachers and grounds personnel are essential in ensuring the safety and well-being of students while in their primary classroom setting. This guidance pertains to the preparation of the physical layout and operations that occur within a classroom setting to minimize the potential for disease transmission. Classroom set-up should account for physical distancing of individuals and furniture within the classroom. Additionally, increased hand hygiene and surface sanitation practices should be enforced.
Classroom Guidance

Promoting Behaviors to Reduce the Spread

- Encourage frequent hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, use hand sanitizer that contains at least 60% alcohol (staff and children who can safely use).
- Encourage students to cover coughs and sneezes with a tissue.
- Remind students not to touch their face.
- Use of communal items, such as writing utensils or items that cannot be disinfected between uses should be discouraged.
- In classroom play centers, should limit the use of shared items. Materials should be stored in a sealed container and disinfected prior to use by the next child. Items that cannot be easily disinfected between uses should not be included in the play center materials.
- Encourage students to bring their own water bottles to eliminate cross-contamination between students.

Furniture Layout

- Desks and seating should be arranged to allow for 6 feet between individuals or to allow for as much distance as possible. Student desks should be faced in one direction. Do not use pod-style or cluster seating arrangements. Non-essential furniture should be removed from classrooms to allow for additional space between occupants.

Homework

- If possible, provide alternate ways for students to submit assignments for grading (such as electronic submission).
## Classroom Guidance

### Physical Distancing
- Interaction between students should be limited to allow for physical separation. Group projects requiring face-to-face interaction should be discontinued.
- Limit non-essential visitors and activities that involve physical entry of external groups or organizations into the building. Consider working with external groups to provide virtual presentations if possible.
- Consider broadcasting instruction of shared instructors to cohort classrooms and to those participating in virtual learning.
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.

### Cleaning and hygiene
- Frequently disinfect high touch surfaces such as door handles, toys, shared supplies, playground equipment. Disinfect play aides such as balls, jump ropes, after each use or discontinue use.
- Have a plan to disinfect desks, tables, chairs, and shared items between uses.
- Avoid shared use of soft or other items that cannot be easily cleaned such as upholstered furniture, stuffed toys, pillows and blankets.
- Water bottles should not be shared between participants. Encourage individuals to bring their own with a name marking to discourage accidental contamination between participants.

### Ventilation
- Work with facilities and grounds to increase ventilation, improve air circulation within classrooms and the building.
- Increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods.

### Cloth Face Covering/Mask
- Encourage the use of cloth face coverings or masks when physical distancing of 6 feet or more is not possible.
  - Cloth face coverings or masks should not be placed on anyone under the age of 2 years, those with trouble breathing or who is unconscious, those who are unable to remove the cloth face covering or mask on their own, or for those who cannot tolerate a covering due to developmental, medical, or behavioral health needs.
- If cloth face covering or mask makes it difficult for instruction to be given, a face shield may be used to provide some protection for staff, but still allow for students to see and hear classroom instruction.
- Students who become symptomatic during the day should immediately cover their face with a cloth face covering or mask and be sent to the designated isolation area.

### Preparing for Handling Symptomatic Cases
- Follow school protocol for sending students who become symptomatic to the designated isolation area in the building.
Classroom Guidance

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No physical distancing</td>
<td>• Physical distancing within classrooms</td>
<td>• Cohort classrooms to minimize interaction with other</td>
</tr>
<tr>
<td>• Student desks or stations facing one another</td>
<td>• Cloth face covering or mask optional</td>
<td>groups/classrooms</td>
</tr>
<tr>
<td>• Sharing of communal items</td>
<td>• Desks are faced in the same direction and with at least 6 foot distance</td>
<td>• Virtual learning available</td>
</tr>
<tr>
<td>• No sanitation of items between use</td>
<td>between students</td>
<td>• Cloth face covering or mask used when unable to physical distance</td>
</tr>
<tr>
<td></td>
<td>• Disinfection of communal items between uses.</td>
<td>• Items are not shared between students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Frequent sanitation of desks, chairs, tables, etc.</td>
</tr>
</tbody>
</table>

Common Areas and Shared Spaces

It is recommended to keep students and teachers in cohorts to prevent cross contamination between groups. A cohort can be an entire classroom and teacher or smaller subset of a classroom that are kept together and not allowed to mix with other cohorts (classrooms or groups) within the building. It is recommended that cohorts are comprised of 10 or less students. Cohorting will decrease the chance of virus spread by containing any infection to the members of the cohort only rather than infecting the entire building. In other words, if one person in the cohort becomes ill, only those within the infected person’s cohort would be exposed. Only the exposed cohort group would require isolation rather than the entire school building. The cohort groups should stay together as much as possible during the day and from day to day. Limit mixing between cohort groups as much as possible.
### Meal Services

**Cleaning and hygiene**
- Decrease capacity of cafeteria to allow for 6 foot distance between non-household members. If unable, stagger students to allow for the greatest possible distance between individuals.
- It is recommended that food service staff should wear a cloth face covering or mask and gloves.
- It is recommended that students wear a cloth face covering or mask when entering the cafeteria. The cloth face covering or mask may be removed for eating and donned following the completion of their meal, if physical distancing is not possible.
- Hand sanitizer, or a hand washing sink with soap and towels, should be available at the entry and exit to the cafeteria.
- Discontinue use of any self-service food or beverage distribution in the cafeteria (meals and/or snacks should be individually packaged and served directly to the student).
- If condiments are made available, they should be provided in individual packets or servings at the request of the individual being served.
- Silverware, straws, beverages should be placed on the tray for the student rather than students retrieving their own.
- Clean and disinfect surfaces frequently touched by students during meal service including tables, chairs, carts used in transportation, etc.
- Sanitize food trays between each use.

**Ventilation**
- Work with facilities and grounds to increase ventilation, improve air circulation within the cafeteria.
- Keep windows open when possible.
- Work with facilities and grounds to increase ventilation and increase fresh air circulation within the cafeteria.

**Traffic Flow**
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.
- If there are two doors that lead into the cafeteria, designate one door as an entrance and one door as an exit to establish a one-way flow of traffic.

**Physical Barriers**
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
**Meal Services**

**Physical Distancing**

Post signs or tape markings to walls and floors to indicate the flow of traffic and indicate spacing for physical distancing.

Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.

Cohort groups should not mix in the cafeteria; table mates should be from the student’s cohort group.

If students are eating outside of their cohort (breakfast) there should be at least 6 feet between each individual unless they live in the same household.

Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.

Consider delivering meals directly to the classroom rather than having groups congregate in the cafeteria.

Consider providing outdoor seating options to limit the number of students in the cafeteria at one time.

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**Cafeteria**

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<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
</table>
| - No physical distancing  
- Multiple groups eating in the cafeteria at one time  
- Self-Service items  
- Sharing of communal items  
- Students grab own silverware and drink  
- No sanitation between groups | - Cohort groups eating in the cafeteria at staggered times  
- Physical distancing of cohort groups  
- No self-service  
- No sharing of communal items  
- Each student handed silverware and drink  
- Sanitation between groups | - Students bring own bagged lunch  
- Students are served individually in the cohort classroom  
- Physical distancing among cohort members |
### Recess

**Cleaning and hygiene**
- Disinfection of playground equipment after each use or discontinue use.
- Disinfection of play aides such as balls, jump ropes, etc. after each use or discontinue use.
- Provide for separation of personal items in lockers, cubbies or containers.
- Have hand sanitizer available at entry and exit doors as well as outdoors during recess.
- Students and staff should wear a cloth face covering or mask when at recess if physical distancing between individuals cannot be assured.

**Physical Distancing**
- Minimize interaction between cohort groups, keeping students within cohort groups together for recess.
- Engage students in activities that allow for at least 6 feet of physical distancing.
- Stagger recess times to prevent more than one cohort out at the same time.

### High Risk
- No physical distancing
- Multiple groups playing on the playground equipment at one time
- Sharing of items and equipment
- No sanitation between groups

### Medium Risk
- Cohort groups playing on the playground equipment at staggered times
- No physical distancing of members within cohort
- Students and staff wear a cloth face covering or mask when unable to physically distance.
- Physical distancing of multiple cohort groups
- Sharing of items and equipment
- Sanitation between groups

### Low Risk
- Do not allow students to use the playground equipment
- No sharing of items and equipment
- Recess activities allow for a 6 foot distance between members of the cohort
- Students and staff wear a cloth face covering or mask when unable to physically distance.
### Physical Education

**Cleaning and hygiene**
- Staff and students should wear cloth face coverings or masks during physical education classes, if unable to ensure 6 foot of distance between participants.
- Clean and disinfect surfaces frequently touched by students during physical education classes.
- Increase time between classes to allow for enough time to sanitize the equipment as well as locker room, restroom and gym surfaces.
- Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the gym, locker rooms and restrooms.

**Ventilation**
- Work with facilities and grounds to increase ventilation and increase fresh air circulation within the gym.
- Keep windows and doors open when possible and use fans as needed to increase fresh air into the gym.
- Consider holding physical education classes outdoors.

**Physical Distancing**
- Keep students in their cohort groups for physical education classes.
- Engage students in activities that allow for at least 6 feet of physical distancing.
- Consider taking physical education to the classroom rather than having the groups come to a shared space.
- Post signs or tape markings to walls and floors of locker rooms and restrooms to indicate the flow of traffic and indicate spacing for physical distancing.
- Provide at least 6 feet of physical distancing between lockers, and on benches by marking spaces as closed or off limits.

### Risk Levels

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No physical distancing</td>
<td>- Cohort groups having staggered class times</td>
<td>- Physical Education classes are brought to the cohort classroom</td>
</tr>
<tr>
<td>- Multiple cohort groups coming together</td>
<td>- No physical distancing of members within cohort</td>
<td>- No sharing of items and equipment</td>
</tr>
<tr>
<td>- Sharing of items and equipment</td>
<td>- Sharing of items and equipment</td>
<td>- Activities that allow for a 6 foot distance between members of the cohort</td>
</tr>
<tr>
<td>- No sanitation between classes</td>
<td>- Sanitation between classes</td>
<td></td>
</tr>
</tbody>
</table>

Linn County Public Health Guidance
Music Education

Cleaning and hygiene

- Students and staff should wear cloth face coverings or masks during music education.
- Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the music room.
- Discontinue use of any communal or shared items during music education.
- If equipment is used during the class such as instruments, they are to be cleaned and disinfected between classes.
- Increase time between classes to allow enough time to sanitize the equipment as well as music room surfaces.
- Clean and disinfect surfaces frequently touched by students during music class.

Ventilation

- Work with facilities and grounds to increase ventilation and increase fresh air circulation within the music room.
- Keep windows and doors open when possible and use fans as needed to increase fresh air into the music room.
- Consider holding music education classes outdoors.

Physical Distancing

- Keep students in their cohort groups for music education classes.
- Engage students in activities that allow for at least 6 feet of physical distancing.
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.
- Arrange desks and seating so that students are not facing each other and are spaced 6 feet apart.
- Consider taking music education to the classroom rather than having the groups come to a shared space.
- Consider broadcasting musical education to classroom cohorts and to those participating in virtual learning.

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
</table>
| • No physical distancing  
• Multiple cohort groups coming together  
• Sharing of items and equipment  
• No sanitation between classes  | • Cohort groups having staggered class times  
• No physical distancing of members within cohort  
• Sharing of items and equipment  
• Sanitation between classes  | • Music Education classes are brought to the cohort classroom  
• No sharing of items and equipment  
• Activities that allow for a 6 foot distance between members of the cohort  |
### Fine Arts

**Show Choir, Choir, Band, Orchestra**

| Cleaning and hygiene | Until a cure, vaccine or very effective treatment is readily available, physical distancing and other preventive measures such as face coverings should be in use if practices, rehearsals, and concerts are to continue.  
| | • Instruments, equipment, and other materials should not be shared unless properly sanitized and disinfected between uses.  
| | • Instruments, equipment, and other materials should be sanitized and disinfected at the end of each practice/rehearsal/concert.  
| | • Water bottles should not be shared between participants. Encourage individuals to bring their own with a name marking to discourage accidental contamination between participants.  
| | • Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the practice/rehearsal/concert space.  
| | • Discontinue use of any shared items, props or equipment when possible.  
| | • Increase time between uses of the practice/rehearsal/concert space to allow time to sanitize the equipment as well as room surfaces.  
| | • Clean and disinfect surfaces frequently touched by students and attendees during practices, rehearsals, and concerts.  
| Cloth Face Covering or Mask | Wearing cloth face coverings or masks is recommended when singing or playing instruments that do not require the use of a mouth piece. Singing and wind/brass instruments increase aerosolized particles in the air, which may lead to widespread infection if a member is unknowingly infectious. Apply the cloth face covering or mask as able.  
| Ventilation | Work with facilities and grounds to increase ventilation and increase fresh air circulation within the space being used.  
| | • Keep windows and doors open when possible and use fans as needed to increase fresh air into the space.  
| | • Consider holding practice/rehearsal/concert outdoors. |
## Fine Arts

### Physical Distancing

- If it is necessary to hold practice/rehearsal/concert indoors, ensure a 6 foot distance between participants.
- Consider conducting practice/rehearsal within small groups (cohort) of students (5-10 students), if possible and appropriate.
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.
- Limit the number of spectators to 50 or less, while allowing for physical distancing.
- Stagger seating at concerts to ensure physical distancing of 6 foot or greater between non-household groups.
- Consider providing a virtual attendance option to limit number of attendees and to encourage vulnerable populations to engage in activities in alternate ways.
- Discourage shaking hands, hugging, or engaging in any other physical touching such as high-fives or fist bumps.

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No physical distancing</td>
<td>• Cohort small groups to practice together at staggered times</td>
<td>• No sharing of items, props and equipment</td>
</tr>
<tr>
<td>• Sharing of items, props and equipment</td>
<td>• Activities that allow for a 6 foot distance between students</td>
<td>• Activities that allow for a 6 foot distance between students</td>
</tr>
<tr>
<td>• No sanitation between classes</td>
<td>• Sharing of items, props and equipment</td>
<td>• Sanitation between groups</td>
</tr>
<tr>
<td></td>
<td>• Sanitation between groups</td>
<td>• Suspend all contests and concerts</td>
</tr>
</tbody>
</table>
### Art Class

##### Cleaning and hygiene
- It is recommended that students and staff wear cloth face coverings or masks during art class, if physical distancing of 6 foot or more is not possible.
- Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the art classroom.
- Discontinue use of any communal or shared items during art education.
- If equipment is used during the class, it should be cleaned and disinfected between classes.
- Increase time between classes to allow for enough time to sanitize the equipment as well as music room surfaces.
- Clean and disinfect surfaces frequently touched by students during art class.

##### Ventilation
- Work with facilities and grounds to increase ventilation and increase fresh air circulation within the art classroom.
- Keep windows and doors open when possible and use fans as needed to increase fresh air into the art classroom.
- Consider holding art education classes outdoors.

##### Physical Distancing
- Keep students in their cohort groups for art classes.
- Engage students in activities that allow for at least 6 feet of physical distancing.
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.
- Arrange desks and seating so that students are not facing each other and spaced 6 feet apart.
- Consider taking art education to the classroom rather than having the groups come to a shared space.
- Consider broadcasting art education to classroom cohorts and to those participating in virtual learning.

### High Risk
- No physical distancing
- Multiple cohort groups coming together
- Sharing of items, supplies and equipment
- No sanitation between classes

### Medium Risk
- Cohort groups having staggered class times
- No physical distancing of members within cohort
- Sharing of items, supplies and equipment
- Sanitation between classes

### Low Risk
- Art education classes are brought to the cohort classroom
- No sharing of items, supplies and equipment
- Activities that allow for a 6 foot distance between members of the cohort
# Library/Study Hall

| Cleaning and hygiene | • Decrease capacity of library/study hall to allow for physical distancing of at least 6 foot distance between individuals.  
|                     | • It is recommended that library staff wear a cloth face covering or mask when outside of their personal desk area.  
|                     | • Library staff should wear gloves when handling and disinfecting returned library materials.  
|                     | • Clean hard surfaces of returned library materials with a disinfectant wipe or solution.  
|                     | • Quarantine returned library materials for 72 hours before returning to circulation.  
|                     | • It is recommended that students wear a cloth face covering or mask in the library.  
|                     | • Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the library.  
|                     | • Discontinue use of computers for students to search for library materials. Any searches should be completed by the library staff at the request of the student.  
|                     | • Computer use in the computer lab should be by appointment only with cleaning and disinfecting by staff before and after each use.  
|                     | • Clean and disinfect surfaces frequently touched by students (tables, chairs, shelving).  
|                     | • Consider library visits by appointment, or within cohort groups, in order to control capacity and increase ease of cleaning.  
| Ventilation         | • Work with facilities and grounds to increase ventilation and improve air circulation within the library.  
| Traffic Flow        | • Post signs or tape markings to walls and floors to indicate spacing for physical distancing  
|                     | • If there are two doors that lead into the room, designate one door as an entrance and one door as an exit to establish a one-way flow of traffic.  
| Physical Barriers   | • Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (reception desks, between computers in computer labs).  

**Library/Study Hall**

### Physical Distancing
- Post signs or tape markings to walls and floors to indicate the flow of traffic and indicate spacing for physical distancing.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Cohort groups should not mix in the library; table mates should be from the student’s cohort group.
- If students are coming to the library outside of their cohort, there should be at least 6 feet between each individual unless they are siblings or live in the same household.
- Stagger library times to allow for cleaning between visits and to serve students in smaller groups.
- Consider delivering age appropriate library materials to the classroom during library times rather than having groups come to the library.
- Make online search and reservation of materials an option for finding resources.

### High Risk
- No physical distancing
- Multiple cohort groups coming together
- Sharing of items, supplies and equipment
- No sanitation between classes/groups

### Medium Risk
- Cohort groups having staggered class times
- No physical distancing of members within cohort
- Sharing of items, supplies and equipment
- Sanitation between classes

### Low Risk
- Library books and classes are brought to the cohort classroom
- No sharing of items, supplies and equipment
- Activities that allow for a 6 foot distance between members of the cohort
- Library use is by appointment only
- Online material checkout
### Sports

**Cleaning and hygiene**
- Until a cure, vaccine or very effective treatment is readily available, physical distancing and other preventive measures such as face coverings should be in use if workouts, practices, contests and games are to continue.
- Equipment and other materials should not be shared unless properly sanitized and disinfected between uses.
- Equipment and other materials should be sanitized and disinfected at the end of each workout/practice/contest/game.
- Water bottles should not be shared between participants. Encourage individuals to bring their own with a name marking to discourage accidental contamination between participants.
- It is recommended that students, staff, and coaches wear cloth face coverings or masks during workout/practice/contest/game when possible.
- Hand sanitizer, or a hand washing sink with soap and towels should be available at the entry and exit to the workout/practice/contest/game.
- Discontinue use of any shared items, or equipment when possible.
- Increase time between uses of the workout/practice/contest/game space to allow time to sanitize the equipment as well as room surfaces.
- Clean and disinfect surfaces frequently touched by students, staff, coaches and attendees.
- Concession stands may operate, but may not include self-service food or beverages. Concession workers must use proper personal equipment (cloth face covering/mask and gloves), practice hand hygiene practices, and abide by sanitation and disinfection guidance. If applicable, individual packets of condiments may be available at the customer’s request.

**Ventilation**
- Work with facilities and grounds to increase ventilation and increase fresh air circulation within the space being used.
- Keep windows and doors open when possible and use fans as needed to increase fresh air into the space being used.
- Consider holding workout/practice/contest/game outdoors.
Sports

Physical Distancing

- If it is necessary to hold workout/practice/contest/game indoors, ensure a 6 foot distance between participants.
- Consider conducting workout/practice within small groups (cohort) of students (5-10 students), if possible and appropriate.
- Post signs or tape markings to walls and floors to indicate spacing for physical distancing.
- Limit the number of spectators to 50 or less, while allowing for physical distancing.
- Stagger seating at games to ensure physical distancing of 6 foot or greater between non-household groups.
- Consider providing a virtual attendance option to limit number of attendees and to encourage vulnerable populations to engage in activities in alternate ways.
- Discourage shaking hands, hugging, or engaging in any other physical touching such as high-fives or fist bumps.

High Risk
- No physical distancing
- Sharing of items, and equipment
- No sanitation between classes

Medium Risk
- Cohort small groups to practice together at staggered times
- Activities that allow for a 6 foot distance between students
- Sharing of items and equipment
- Sanitation between groups

Low Risk
- No sharing of items, and equipment
- Activities that allow for a 6 foot distance between students
- Sanitation between groups
- Suspend all contests and games
Transportation

Transportation refers to any vehicle (bus, van, car) used to transport students to and from school or school sponsored events. To decrease the burden on the school transportation system, encourage alternate modes of transport such as walking and biking. Since the students should be screened prior to entering the vehicle, there may be instances where students are not allowed to board. This possibility needs to be discussed with transportation and school officials as well as parents in order to develop the best contingency plan for students.

### Transportation

#### Monitoring for Symptoms

- Transportation staff should be screened for symptoms prior to the start of their morning and afternoon shift.
- Set up a plan to ensure students are screened for symptoms prior to entering school transportation. Some options may include, having transportation staff screen students with a touchless thermometer prior to entry or ensure parents/guardians check for symptoms prior to having a child board school transportation. If relying on families to self-monitor, provide education on the signs and symptoms of illness and what to do if the child is symptomatic.
- Display signage on school transportation to educate about the signs and symptoms of illness.

#### Cleaning and hygiene

- Have hand sanitizer available at the door and encourage students to use it upon entry and exit.
- Clean and disinfect surfaces after each route is completed. (Seats, arms rests, door handles, seat belt buckles, doors, windows, grab handles, etc.)
- If a student becomes sick during the day, they should not utilize school transportation to return home.
- If a driver becomes sick during the day, a replacement driver should be used to prevent the driver from exposing students.

#### Cloth Face Covering/Mask

- All students should wear a cloth face covering or mask at bus stops.
- Students and transportation staff are required to wear a cloth face covering or mask when on school transportation. If drivers are unable to wear a cloth face covering or mask, provide alternative protection, such as installing a physical barrier between the driver and those entering school transportation.

#### Ventilation

- Keep windows open when possible to increase circulation of fresh air on the bus while in operation and during cleaning procedures.
**Transportation**

**Physical Distancing**

- Provide physical guides, such as tape on seats and floor to ensure that students remain at least 6 feet apart in lines and at other times.
- Ensure 6 foot distancing between students while loading and unloading.
- Create a plan for seating that will maintain a 6 foot distance between passengers:
  - **Option 1** - seat one student to a bench on both sides of the bus, skipping every other row (14 Students)
  - **Option 2** - seat one student to a bench alternating rows on each side to create a zigzag pattern on the bus (14 Students)
  - **Option 3** - install physical barriers to back of seats to allow for one student per seat by the window to maintain maximum space between passengers (28 Students)
  - **Option 4** - any arrangement that allows for 6 feet between passengers and non-cohort members
- If unable, separate riders as best as possible, seating household members or those with normal interaction (i.e. cohort groups) together. This may require additional education be provided to staff, students, and families.
- If able, assign a bus aide to ensure distancing and if applicable, to do symptom screening.

**Traffic Flow**

- To prevent students from walking past each other, seat them from the rear of the bus forward.
- Board afternoon runs based on the order in which the students will be dropped off. Students who get off first, should board the bus last to prevent students passing each other.
**Transportation**

<table>
<thead>
<tr>
<th>Physical Barriers</th>
<th>Communication &amp; Signage</th>
</tr>
</thead>
</table>
| • Install physical barriers, such as sneeze guards and partitions, between driver and students. | • Display signage on bus to promote washing hands frequently, wearing a cloth face covering or mask, covering coughs/sneezes, physical distancing and staying home when showing symptoms of illness.  
• Display signage on bus to educate about the signs and symptoms of illness. |

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Medium Risk</th>
<th>Low Risk</th>
</tr>
</thead>
</table>
| • Vehicle at full capacity  
• No physical distancing  
• Multiple students per seat and all seats being filled  
• No screening of students  
• No hand washing/sanitizer  
• No sanitation between routes  
• No cloth face covering or mask | • Limited capacity of vehicle  
• Screening of students  
• Hand washing/sanitizer at the door  
• Multiple students per seat  
• No enforcement of physical distancing  
• Sanitation between routes  
• No cloth face covering or mask | • Limited capacity with physical distancing of students.  
• Screening of students  
• Hand washing/sanitizer at the door  
• One student per seat  
• Barriers on backs of seats  
• Enforcement of physical distancing  
• Sanitation between routes  
• Cloth face covering or mask required |
Buildings and Grounds

Pertains to the preparation and maintenance of school buildings, surrounding grounds, physical properties, machinery, equipment and other facilities. Buildings and grounds staff play an important role in infection prevention by making sure that the building design allows for maximum physical distancing through the placement of furniture and amenities, and installation of physical barriers where possible. The staff should also be able to design and implement a pattern of one-way traffic flow where possible through the installation of signage on walls, doors and floors where possible. CDC sanitation guidelines should be followed and an increased schedule of sanitation for frequently touched surfaces should be implemented throughout the school day. This will take collaboration with the school administration staff and teachers to ensure a system that is least intrusive, but still effective.

<table>
<thead>
<tr>
<th>Buildings and Grounds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cleaning and hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>• Have hand sanitizer available at entry and exit doors.</td>
<td></td>
</tr>
<tr>
<td>• Have hand sanitizer available in high touch point areas: classrooms, restrooms, gyms, cafeterias, libraries (if these spaces will be in use)</td>
<td></td>
</tr>
<tr>
<td>• Have disinfecting supplies available in areas where supplies or equipment may be shared (computers, play centers, art supplies)</td>
<td></td>
</tr>
<tr>
<td>• Establish a daily schedule for and perform ongoing routine environmental cleaning and disinfection of high-touch areas per CDC cleaning guidance including but not limited to door handles, stair rails, faucet handles, toilet handles, playground equipment, light switches, desks, tables, chairs, countertops, vending machines, etc.</td>
<td></td>
</tr>
<tr>
<td>• Establish a weekly deep cleaning of the building and its components.</td>
<td></td>
</tr>
<tr>
<td>• Disinfect playground equipment after each use or discontinue use.</td>
<td></td>
</tr>
<tr>
<td>• Disinfect play aides such as balls, jump ropes, etc. after each use or discontinue use.</td>
<td></td>
</tr>
<tr>
<td>• Provide for separation of personal items in lockers, cubbies or containers.</td>
<td></td>
</tr>
<tr>
<td>• Avoid shared use of soft or other items that cannot be easily cleaned such as upholstered furniture, carpet, stuffed toys, pillows and blankets.</td>
<td></td>
</tr>
<tr>
<td>• Increase ventilation during and immediately following cleaning procedures.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ventilation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase ventilation to improve air circulation within classrooms and the building.</td>
<td></td>
</tr>
<tr>
<td>• Increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water System</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limit water filling stations to non-touch only. If not available, provide cups or alternative procedures to eliminate use of water fountains.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Screening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish a plan to check temperature and symptoms of illness upon entry of the school building for all students, staff and visitors.</td>
<td></td>
</tr>
<tr>
<td>• Non-contact thermometers are preferred, but are not the only option.</td>
<td></td>
</tr>
<tr>
<td>• There should be thermometers and a table provided for staff at the entry door to conduct child screening.</td>
<td></td>
</tr>
</tbody>
</table>
### Buildings and Grounds

#### Traffic Flow
- Designate hallways as one way-post directional reminders on the walls and/or floor.
- Designate one entrance and one exit into and out of the building as well as into and out of individual rooms or spaces if more than one door is available to reduce the chance of people meeting face-to-face.
- In the event of an emergency, previously established evacuation plans should remain unchanged.

#### Physical Barriers
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (reception desks).
- Place physical barriers such as Plexiglas or protection at reception desks, lunch lines, cashier, offices and similar areas.

#### Physical Distancing
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Provide physical distancing floor/seating markings in waiting and reception areas.
- Mark 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times when they may congregate.
- Provide marks on the floors of restrooms and locker rooms to indicate proper physical distancing.

#### Communication & Signage
- Display signage in classrooms and throughout the building to promote washing hands frequently, wearing a cloth face covering or mask, covering coughs/sneezes, physical distancing and staying home when showing symptoms of illness.
- Display signage in classrooms and throughout the building to educate on the signs and symptoms of illness.
**Buildings and Grounds**

<table>
<thead>
<tr>
<th>Sick Isolation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Close off any area used by a sick person and do not allow use until after it has been thoroughly cleaned and disinfected.</td>
</tr>
<tr>
<td>• Display signage in classrooms and throughout the building to educate on the signs and symptoms of illness.</td>
</tr>
<tr>
<td>• Identify an isolation area where others do not need to regularly pass for those with COVID-19 symptoms.</td>
</tr>
<tr>
<td>• The isolation area should be separated from the areas used by well students seeking treatment for injuries, medication etc., and for those with minor illnesses (sick room).</td>
</tr>
<tr>
<td>• Supply the isolation area with cloth face coverings or masks, tissues, hand sanitizer, soap and towels and sinks, disinfectant spray and cleaning supplies and trash receptacle.</td>
</tr>
<tr>
<td>• Place chairs and cots a minimum of 6 feet apart.</td>
</tr>
<tr>
<td>• Use barriers or screens between cots/chairs.</td>
</tr>
<tr>
<td>• Remove communal objects and hard to clean objects from the sick area.</td>
</tr>
<tr>
<td>• Remove pillows and blankets from cots</td>
</tr>
<tr>
<td>• After student leaves the isolation area, it should be cleaned and disinfected thoroughly (preferably with no other students in the area to prevent exposure to chemicals). If possible, wait at least 24 hours before disinfecting to minimize the potential for exposure.</td>
</tr>
<tr>
<td>• Ideally, the sick room should have the ability to provide increased ventilation.</td>
</tr>
</tbody>
</table>
Remember the 3 C’s

COVER YOUR COUGH
Use a tissue or your elbow.

CLEAN YOUR HANDS
Use soap and water or hand sanitizer.

CONTAIN GERMS
Stay home when sick.
KNOW YOUR W'S

WEAR
a cloth face covering.

WAIT
6 feet apart. Avoid close contact.

WASH
your hands often or use hand sanitizer.

STOP!
DO NOT ENTER if you have these symptoms of COVID-19

- Cough
- Shortness of breath
- Fever
- Chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell

REMEMBER THE 3 C'S

- Cover your cough. Use a tissue or your elbow.
- Clean your hands. Use soap and water or hand sanitizer.
- Contain germs. Stay home when sick.

Learn more at LinnCounty.org/COVID-19.
HOW LONG IS 6 FEET?

20½ crayons 16 sandwiches
6 rulers 5½ backpacks 4 cats
AND YOU!

6 FEET IS
References


