

CLEANING AND DISINFECTING

Follow guidance from state, tribal, local, and territorial authorities.

Resources:

- <https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

1. Develop your plan

- Determine what needs to be cleaned.
Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.
- Determine how areas will be disinfected.
Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.
- Consider the resources and equipment needed.
Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

2. Implement your plan

- Distribute plan to appropriate staff.
Consider which employees will be responsible for implementing the plan. Ensure they are familiar with the plan and provide training as needed.
- Clean visibly dirty surfaces with soap and water.
Prior to disinfection.
- Use the appropriate cleaning or disinfectant product.
Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.
- Always follow the directions on the label.
The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

3. Maintain and revise your plan

- Continue routine cleaning and disinfection.
Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.
- Maintain safe practices.
Such as frequent handwashing, using cloth face coverings, and staying home if you are sick.
- Continue Practices that Reduce the Potential for Exposure.
Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.

| GENERAL PREPARATION | |
|--|--|
| <input type="checkbox"/> 1. Prepare and post summary of practices for COVID-19 mitigation | <input type="checkbox"/> Prepare summary of practices your School plans to use to mitigate COVID-19 spread <input type="checkbox"/> Post summary of practices online and in conspicuous places at School facilities. |
| <input type="checkbox"/> 2. Provide staff training | <input type="checkbox"/> Train staff on all safety protocols. <input type="checkbox"/> Provide specific training based on job position and responsibilities (e.g., employees who will administer temperature checks, employees who will clean and disinfect, bus drivers, etc.). <input type="checkbox"/> Conduct training virtually. |
| <input type="checkbox"/> 3. Designate a COVID-19 Point of Contact | <input type="checkbox"/> Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). <input type="checkbox"/> All school staff and families should know who this person is and how to contact them. |
| <input type="checkbox"/> 4. Establish communications systems | <input type="checkbox"/> Put system in place for staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 in the past 14 days. (Keep ADA/FERPA confidentiality in mind.) <input type="checkbox"/> Put system in place for notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation). |
| <input type="checkbox"/> 5. Educate staff and students about isolation and quarantine | <input type="checkbox"/> Educate staff and families about when they/their child(ren) should stay home and when they can return to school. <input type="checkbox"/> Actively encourage employees and students to stay home if they have COVID-19 symptoms, test positive for COVID-19, or have been exposed to a confirmed or suspected case. |
| <input type="checkbox"/> 6. Plan for sick staff or students | <input type="checkbox"/> Establish a plan for immediately separating any staff or student who shows COVID-19 symptoms (or tests positive for COVID-19) while at a School facility. <input type="checkbox"/> Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms (or tests positive). <input type="checkbox"/> Incorporate all TEA and other government requirements into plan (e.g., identifying close contacts, notifying staff and parents/guardians) |
| <input type="checkbox"/> 7. Review employee leave policies | <input type="checkbox"/> Ensure that sick leave policies are flexible and consistent with public health guidance and that employees are aware of and understand these policies. |
| <input type="checkbox"/> 8. Make plans to implement instructional considerations | <input type="checkbox"/> Review TEA requirements and best practices for classroom group sizes and distancing on campus <input type="checkbox"/> Develop plans for addressing these operational considerations |

SYMPTOMS OF COVID-19 FOR SCREENING

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. This list does not include all possible symptoms. CDC will continue to update this list as it learns more about COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Known close contact with a person who is lab confirmed to have COVID-19
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Repeated shaking with chills

WHEN TO SEEK EMERGENCY MEDICAL ATTENTION

Look for emergency warning signs for COVID-19. This list is not all possible symptoms. School staff should monitor for any symptoms that are severe or concerning. It is likely that following guidelines for sending staff and students home according to CDC guidelines will prevent a presentation of emergency COVID-19 symptoms on-campus, but school staff and administrators should be aware of when to seek medical attention.

Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

CONDITIONS AND OTHER RISK FACTORS FOR SEVERE ILLNESS FROM COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk-old.html>

- Asthma
- Chronic kidney disease being treated with dialysis
- Chronic lung disease
- Diabetes
- Hemoglobin disorders
- Immunocompromised
- Liver disease
- People in nursing homes or long-term care facilities
- People aged 65 years and older
- Serious heart conditions
- Severe obesity

**INFECTION CONTROL AND MITIGATION STRATEGIES:
OPERATIONAL**

1. Instruction (Mandatory in TEA guidance for Summer 2020)

- Apply minimum classroom space and maximum class size requirements. When determining the number of students in a classroom group in a typical classroom space, the school **must** apply all three of the following factors:
 - **45 sq. ft. per person:** Each individual (teacher, staff, or student) must have a minimum of 45 square feet of space in the classroom.
 - **Maximum of 22 people per classroom:** No more than 22 total individuals can group in a typical classroom space (i.e., not a cafeteria, gym, library, or other larger space.)
 - **Desks 6 ft. apart:** Student desks (or seats at a table if tables are used) must be placed a minimum of six feet apart. It is recommended that students face the same direction rather than facing each other.
- Maintain distance between classroom groups. Multiple groups can meet in a larger space such as a gym or cafeteria, so long as the school applies all four of the following factors:
 - **45 sq. ft. per person:** Each individual (teacher, staff, or student) must have a minimum of 45 square feet of space.
 - **Separate into groups of 22 or fewer:** Students must be separated into distinct groups that cannot exceed 22 individuals, including students, teachers and staff.
 - **Desks 6 ft. apart:** Student desks (or seats at a table if tables are used) must be placed a minimum of six feet apart. It is recommended that students face the same direction rather than facing each other.
 - **12 ft between groups:** Each class group must be separated from other groups by at least 12 feet.
- No large group gatherings. Students must not be brought together in assemblies, field trips, or other group gatherings outside of their class group, unless the distancing of 12 feet between groups can be maintained.

2. Instruction (Best Practices/Suggestions)

- Encourage social distancing. Encourage students to practice social distancing and minimize the number of students who they encounter regularly.
- Use consistent grouping where possible. Whenever possible, students, teachers, and staff should maintain consistent groupings of people, to minimize virus spread in the school.
 - Elementary school students should be taught in self-contained classes if at all possible.
 - Secondary students should be taught in self-contained classes if possible and, if that is not possible, should be exposed to as few different individual teachers as possible.
- Use physical dividers on desks. Where possible, dividers should be placed on desks if they can serve the purpose of shielding students, teachers, and staff from respiratory droplets with which they might otherwise come into contact. This could be particularly helpful in settings where individuals cannot otherwise wear cloth face coverings or masks.

- No assignments requiring group or pair work. Whenever possible and developmentally appropriate, there should be no group or pairs work that would require students to regularly interact within six feet, recognizing that this is not possible for early childhood students and some students with disabilities.
- Reduce hallway crowding. When students must be taught by multiple teachers, it is better for students not to be brought together with those in other classes for shared instruction or mixed with other classes during elective or other periods or between classes.
 - Rather than having students change from classroom to classroom, consider having teachers rotate between classes while students stay in one class to minimize students encountering others in the hallway.
 - Alternatively, schools could stagger class start and end times to minimize the number of students in the hallway during passing periods.
- Gather outside where possible. When feasible and appropriate, it is preferable for students to gather outside rather than inside, because of likely reduced risk of virus spread outdoors. If students gather outside, they should maintain the maximum group size of 22 noted above and maintain 12 feet between groups.

□ **3. Lunchtime and Food Service (Best Practices/Suggestions)**

- Make plans for lunchtime social distancing. To the extent possible, students should eat lunch at their desks. When this is not possible, students could have assigned seats in the cafeteria that allow students to maintain social distancing.
- Limit food service. Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items. Use disposable food service items (e.g., utensils, dishes) where possible. If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- Avoid food sharing. If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.

□ **4. Playgrounds and Extracurricular Activities (Best Practices/Suggestions)**

- Take precautions with play spaces. Schools will need to consider how to minimize virus spread as a result of play space use.
 - Older elementary students who can follow social distancing protocols should be asked to keep six feet apart while using play spaces. For these children, it may also help to restrict class groups to specific areas of the play space using cones, caution tape, or a natural barrier, with the intent of preventing students from interacting across class groups and increasing virus spread. Alternatively, schools can send only one class group to a play space at a time.
 - For the youngest students, including early childhood and early elementary students, as well as some students with disabilities, social distancing on play spaces will not be possible or developmentally appropriate. These students are also unlikely to attend to

a natural barrier or cones. In these cases, it is recommended that, as much as possible, only one class group uses a play space at a time.

- Students in age groups who do not need to use play equipment for recreation should not spend their recreation time in play spaces, if possible, and should maintain social distance at all times when outside, just as they do inside.
- Participation in extracurricular activities on campus is permitted under the following conditions:
 - Students may participate in UIL-approved conditioning or training programs, consistent with UIL guidance.
 - Students may participate in conditioning or training programs for non-UIL activities that typically compete or conduct activities during the fall semester, consistent with Guidance on Non-UIL Activities, posted in the Closure Guidance section of the TEA coronavirus website.
 - Students participating in these activities can make use of school gyms, weight rooms, and other indoor facilities, consistent with either UIL or non-UIL guidance linked above, while supervised by school staff.
 - Indoor facilities are to remain closed for purposes of athletic or fitness activities to unsupervised students and to the community.

□ **5. Common Areas and Administrative Offices (Best Practices/Suggestions)**

- Use physical guides. 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).
- Consider installing physical barriers. Where physical distancing is difficult to maintain, consider installing physical barriers, such as plexiglass guards. For example, in the front office reception area where visitors check in or any other shared office space. Physical barriers, such as plexiglass screens, should also be added between bathroom sinks especially when they cannot be at least 6 feet apart.
- Minimize contact among employees. Minimize contact among employees by replacing face-to-face meetings with virtual communications and implementing telework if feasible. Consider establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week, where feasible.
- Plan for entry and exit procedures. Campuses will need to plan for entry and exit procedures that reduce the number of students and parents congregating outside and/or mixing in the hallways. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
- Minimize visitors. Parents can participate in school visits if their participation is needed. In these cases, parents should follow the guidance in this document. School systems and parents should consider how to minimize visits inside the school building when they are not needed to reduce the number of individual interactions during summer school (e.g., have parents drop off and pick up students outside the school rather than inside).

6. Transportation (Best Practices/Suggestions)

- Reduce number of riders. School systems should reduce the number of students on a bus route and consider grouping bus routes to align to class groupings to minimize cross-group exposure.
- Sanitize hands. Students, teachers, and staff should use hand sanitizer upon boarding the bus.
- Seat students 6 feet apart. Students who do not live in the same household should be seated at least six feet from other students on the bus (in most cases, this will mean one student per row, on opposite sides of the bus). Students should stay in their seats.
- Encourage bus alternatives. Encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
- Clean buses after each trip. Buses should be thoroughly cleaned after each bus trip, particularly high-touch surfaces such as bus seats, steering wheels, knobs, and door handles. During cleaning, open windows to allow for additional ventilation and air flow, which is helpful in mitigating COVID-19 spread.
- Increase ventilation. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the bus.

7. Signs and Messages (Best Practices/Suggestions)

- Post signs. Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Broadcast announcements. Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- Include COVID-19 resources in communications. Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Utilize CDC resources. Find free CDC print and digital resources on CDC's communications resources main page. This includes signs and recorded digital announcements. The CDC provides a range of printed resources such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.

**INFECTION CONTROL AND MITIGATION STRATEGIES:
HEALTH AND HYGIENE**

1. Employee and Student Health Screening

- Employees should self-screen. Teachers and staff should self-screen for COVID-19 symptoms before coming onto campus.
- Pre-screen students. Before coming onto campus and at the start of every week of instruction, all students should be pre-screened for COVID-19 symptoms that they or others living in their house will experience. Screening of students can be completed by phone prior to the first day of school and/or prior to entering the campus in person or in writing.
- Screen students daily. School teachers and staff should take the temperature of each student each day they are on campus, if possible.

Consider conducting daily health checks for employees. Consider conducting daily in-person or virtual health checks (e.g., symptom and/or temperature screening) of employees before they enter the facility, in accordance with state and local public health authorities.

Educate Staff and Families. Educate staff and families about when they/their child(ren) should stay home and when they can return to school.

- Actively encourage employees and students who are sick to stay home. Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.

2. On-Campus Hygiene

- Encourage respiratory etiquette. Encourage staff members to practice respiratory etiquette and instruct students on how to do the same. This means that staff and students should
 - Cover their mouth and nose with a tissue when they cough or sneeze
 - Throw used tissues in the trash immediately
 - If tissue is not available, cough or sneeze into their elbow, not their hands
 - Immediately wash their hands with soap and water for 20 seconds, or use hand sanitizer, after blowing their nose, coughing, or sneezing
- Provide hand sanitizer and/or handwashing stations. Schools should have hand sanitizer and/or hand washing stations with soap and water at each entrance and require students, teachers, and staff to use it whenever they enter the building. Hand sanitizer or hand washing stations with soap and water should also be available in every classroom, and students and teachers should be encouraged to sanitize and/or wash hands frequently. Students, teachers, and staff should also wash hands or use hand sanitizer after they have touched something another person recently touched.
- Instruct students on handwashing. Students should be instructed in good handwashing techniques and given frequent opportunities to wash their hands.
- Encourage frequent hand washing. Students should engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating. Students, teachers, and staff should also wash hands or use hand sanitizer after they have touched something another person recently touched.
- Promote frequent and thorough hand washing among adults. Promote frequent and thorough hand washing, including by providing staff and visitors with a place to wash their hands.

- Consider requiring face coverings. Consistent with the actions taken by many organizations across the state, consider having all employees wear cloth face coverings (over the nose and mouth).
 - If available, employees should consider wearing non-medical grade face masks.
 - Similarly, consider having all students for whom it is developmentally appropriate wear cloth face coverings (over the nose and mouth), except while doing an activity where the mask cannot be worn (e.g., eating).
 - Masks or face coverings are especially important in hallways, between classes or at the beginning and end of the school day when students may congregate and class groups may not be as easily isolated from one another.
 - It is most likely not developmentally appropriate for students younger than five years old and for some students with disabilities to wear masks or face coverings. Young children and persons who are unable to adjust or remove face coverings should not be regarded as suitable candidates for wearing face coverings. The decision is up to the individual or their parent, guardian, or attendant.
 - Cloth masks should not be placed on: children younger than 2 years old; anyone who has trouble breathing or is unconscious; or anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
 - Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings per the CDC.
- Discourage supply sharing. Discourage sharing of items that are difficult to clean or disinfect.
 - Discourage employees from using each other's phones, desks, offices, or other items, when possible.
 - Discourage or limit students from sharing school supplies or equipment (e.g., gym or physical education equipment, art supplies, toys, games, tablets, books, etc.), particularly objects that are hard to clean or disinfect.
 - Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
 - Implement campus cleaning procedures for shared objects.
- Clean campuses frequently. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
 - Arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day (e.g., playground equipment, door handles, sink handles, drinking fountains).
 - Arrange for cleaning of classrooms between different class groups if the same room will be used by multiple class groups. This would include objects such as door handles, common tables/desks, and high touch devices such as shared laptops or tablets.

- The CDC has provided guidance on cleaning community buildings to prevent COVID-19 spread, available at <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>.
 - Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
 - Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- Increase ventilation. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms, excessive heat) to children using the facility.
- Implement steps for water system safety. If a building has remained dormant for an extended period, we recommend you review CDC guidance on maintaining water system safety when buildings are dormant and apply this guidance as appropriate. Guidance is available at <https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>.

| STAFF SCREENING | |
|---|--|
| <input type="checkbox"/> 1. Determine what level of screening to implement for all staff (non-symptomatic) | |
| | <i>Options (may select one or more)</i> |
| | <input type="checkbox"/> Self-screen / self-report |
| | <input type="checkbox"/> Daily temperature check at the workplace |
| | <input type="checkbox"/> Daily symptom check at the workplace |
| | <input type="checkbox"/> Proof of negative COVID-19 test results before return to workplace |
| | <input type="checkbox"/> COVID-19 testing administered by School before return to workplace |
| <input type="checkbox"/> 2. Ensure relevant staff comply with confidentiality requirements | |
| | <input type="checkbox"/> Notify/remind staff members who will be responsible for handling or storing self-report, screening, and/or testing results of confidentiality requirements. |
| | <input type="checkbox"/> Provide staff training on confidentiality of medical information and record storage practices, as appropriate |
| <input type="checkbox"/> 3. Be prepared to handle requests for screening accommodations | |
| | <input type="checkbox"/> Notify/remind staff members who will be responsible for administering staff screening that employees may be entitled to ADA or Title VII accommodations. |
| | <input type="checkbox"/> Provide staff training on the process for determining entitlement to reasonable accommodations under the ADA and Title VII, as appropriate. |

| STUDENT SCREENING | |
|---|--|
| <input type="checkbox"/> 1. Establish pre-screening procedure | |
| | <input type="checkbox"/> Before coming onto campus and at the start of every week of instruction, all students should be pre-screened for COVID-19 symptoms in themselves or others living in their house. |
| | <input type="checkbox"/> Screening of students can be completed by phone prior to the first day of school and/or prior to entering the campus in person or in writing. |
| <input type="checkbox"/> 2. Conduct daily temperature checks | |
| | <input type="checkbox"/> Teachers and staff should take the temperature of each student each day they are on campus, if possible. |
| <input type="checkbox"/> 3. Ensure relevant staff comply with confidentiality requirements | |
| | <input type="checkbox"/> Notify/remind staff members who will be responsible for handling or storing screening or testing results of confidentiality requirements. |
| | <input type="checkbox"/> Provide staff training on FERPA, as appropriate |
| <input type="checkbox"/> 4. Be prepared to handle requests for screening accommodations | |
| | <input type="checkbox"/> Notify/remind staff members who will be responsible for administering student screening that students may be entitled to accommodations |
| | <input type="checkbox"/> Provide staff training on the process for determining entitlement to reasonable accommodations, as appropriate |

CDC RECOMMENDED BEST PRACTICES FOR TEMPERATURE CHECKS

Screening employees is an optional strategy that employers may use. There are several methods that employers can use to protect the employee conducting the temperature screening. The most protective methods incorporate social distancing (maintaining a distance of 6 feet from others), or physical barriers to eliminate or minimize the screener's exposures due to close contact with a person who has symptoms during screening. Examples to consider that incorporate these types of controls for temperature screening include:

- **Reliance on Social Distancing:** Ask employees to take their own temperature either before coming to the workplace or upon arrival at the workplace. Upon their arrival, stand at least 6 feet away from the employee and:
 - Ask the employee to confirm that their temperature is less than 100.4° F (38.0° C), and confirm that they are not experiencing coughing or shortness of breath.
 - Make a visual inspection of the employee for signs of illness, which could include flushed cheeks or fatigue.
 - Screening staff do not need to wear personal protective equipment (PPE) if they can maintain a distance of 6 feet.
- **Reliance on Barrier/Partition Controls:** During screening, the screener stands behind a physical barrier, such as a glass or plastic window or partition, that can protect the screener's face and mucous membranes from respiratory droplets that may be produced when the employee sneezes, coughs, or talks. Upon arrival, the screener should wash hands with soap and water for at least 20 seconds or, if soap and water are not available, use hand sanitizer with at least 60% alcohol. Then:
 - Make a visual inspection of the employee for signs of illness, which could include flushed cheeks or fatigue.
 - Conduct temperature and symptom screening using this protocol:
 - Put on disposable gloves.
 - Check the employee's temperature, reaching around the partition or through the window. Make sure the screener's face stays behind the barrier at all times during the screening.
 - **If performing a temperature check on multiple individuals, make sure that you use a clean pair of gloves for each employee and that the thermometer has been thoroughly cleaned in between each check.** If disposable or non-contact thermometers are used and you did not have physical contact with an individual, you do not need to change gloves before the next check. If non-contact thermometers are used, clean and disinfect them according to manufacturer's instructions and facility policies.
 - Remove and discard PPE (gloves), and wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer with at least 60% alcohol.

If social distance or barrier controls cannot be implemented during screening, PPE can be used when the screener is within 6 feet of an employee during screening. However, reliance on PPE alone is a less effective control and more difficult to implement given PPE shortages and training requirements.

- **Reliance on Personal Protective Equipment (PPE):** Upon arrival, the screener should wash their hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol, put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with an employee is anticipated. Then:
 - Make a visual inspection of the employee for signs of illness, which could include flushed cheeks or fatigue, and confirm that the employee is not experiencing coughing or shortness of breath.
 - Take the employee's temperature.
 - **If performing a temperature check on multiple individuals, make sure that you use a clean pair of gloves for each employee and that the thermometer has been thoroughly cleaned in between each check.** If disposable or non-contact thermometers are used and you did not have physical contact with an individual, you do not need to change gloves before the next check. If non-contact thermometers are used, you should clean and disinfect them according to manufacturer's instructions and facility policies.
 - After each screening, remove and discard PPE and wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol.

| STAFF AND STUDENTS WITH COVID-19 SYMPTOMS ON CAMPUS | |
|---|--|
| <input type="checkbox"/> 1. Isolate sick person | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Immediately separate staff and students with COVID-19 symptoms at school. <input type="checkbox"/> Follow CDC guidance for caring for oneself and others who are sick. |
| <input type="checkbox"/> 2. Transport sick persons out of school facilities | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Individuals who are sick should go home or to a healthcare facility, depending on severity of symptoms. <input type="checkbox"/> In most cases, students will need to be isolated until they can be picked up by their parent or guardian. <input type="checkbox"/> In most cases, staff members will be able to drive themselves home. Use appropriate judgment where an employee’s symptoms may compromise their ability to drive. |
| <input type="checkbox"/> 3. Clean and disinfect | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. <input type="checkbox"/> Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. <input type="checkbox"/> Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. |
| <input type="checkbox"/> 4. Identify potentially exposed staff and students | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> Identify any individuals who had regular or close contact with the affected person. <i>This may include an entire class (students, teachers and staff) and potentially other teachers and staff (if multiple teachers work regularly with the student or staff member). If those teachers or the students interacted with other students or staff on a regular basis or came in close contact with them, those students and staff should be considered potentially exposed as well and should be screened for symptoms and tested for COVID-19 before returning.</i> <input type="checkbox"/> Inform staff or students (and/or parents and guardians) who had close contact of the exposure (without identifying the person), and instruct them to stay home and self-monitor for symptoms or obtain a COVID-19 test. <input type="checkbox"/> Be aware that some staff members may be entitled to FFCRA leave (e.g. if they seek a COVID-19 test, if they develop COVID-19 symptoms, if their doctor recommends quarantine based on potential COVID-19 infection). |
| <input type="checkbox"/> 5. Notify health officials and close contacts | |
| | <ul style="list-style-type: none"> <input type="checkbox"/> In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the ADA and FERPA. <input type="checkbox"/> If part of a summer school program, all participants must receive written notification if a positive COVID-19 case is identified among summer school participants (teachers, staff, or students). For students, provide written notification to the parents or guardians. <input type="checkbox"/> Follow all TEA guidance regarding COVID-19 notification that may be released. |
| <input type="checkbox"/> 6. Follow CDC guidelines for permitting the person back on campus | |

| CDC GUIDELINES FOR WHEN SOMEONE CAN BE AROUND OTHERS AFTER THEY HAD OR LIKELY HAD COVID-19 | |
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| Staff and students should stay home if they: | Staff and students may return when: |
| <p>Have been diagnosed with COVID-19 OR Are waiting for COVID-19 test results OR Have symptoms of COVID-19</p> | <p>Testing available: <u>Symptomatic:</u> if they think or know they had COVID-19, had symptoms, and testing is available, they may return when:</p> <ul style="list-style-type: none"> ▪ No fever; and ▪ Symptoms have improved; and ▪ Received two (2) negative test results in a row, at least 24 hours apart. <p><u>Asymptomatic:</u> if they tested positive for COVID-19, but had no symptoms, and testing is available, they may return after: two (2) negative test results in a row, at least 24 hours apart.</p> |
| | <p>Testing unavailable: <u>Symptomatic:</u> If they think or know they had COVID-19, and had symptoms, they may return without testing after:</p> <ul style="list-style-type: none"> ▪ Three (3) days with no fever; and ▪ Symptoms improved; and ▪ Ten (10) days since symptoms first appeared <p><u>Asymptomatic:</u> if they had no symptoms, they may return without testing after ten (10) days have passed since the positive test.</p> <p><i>Per the TEA (not CDC): If the individual has symptoms that could be COVID-19 and wants to return to the summer school program before completing the above self-isolation period, the individual must obtain a medical professional's note clearing the individual for return based on an alternative diagnosis.</i></p> |
| Are asymptomatic but recently had close contact* with a person with confirmed or suspected COVID-19 | Fourteen (14) days have passed since their last exposure. |
| Recently traveled from somewhere outside the U.S. or on a cruise ship or river boat | Fourteen (14) days have passed since they returned home |

*Close contact generally means the individual has had close contact (< 6 feet) for ≥15 minutes with a:

- Person with COVID-19 who has symptoms (in the period from 2 days before symptom onset until they meet criteria for discontinuing home isolation; can be laboratory-confirmed or a clinically compatible illness)
- Person who has tested positive for COVID-19 (laboratory confirmed) but has not had any symptoms (in the 2 days before the date of specimen collection until they meet criteria for discontinuing home isolation)