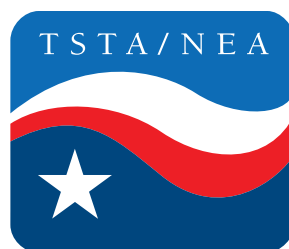




# **TSTA Standards for Safe Students, Schools, and Communities**



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## Planning and timing

- No hurried return based on artificial start date or any consideration other than safety
- District establishes and continues communication with local and state authorities to determine current mitigation levels in the community
- Plan developed with full participation of employee, parent and community groups
- Return does not begin until full plan is complete and agreed to by stakeholders

## Testing, monitoring, and contact tracing

- Local testing capacity adequate to sustain a robust testing and contact tracing regimen in schools and community (e.g. to assign Phase 1, 2, or 3 status as defined by CDC)
- District has developed technical and trained personnel capacity to participate in testing and contact tracing system
- Sufficient nurses or trained health professionals on every campus to monitor temperatures, and screen for symptoms, in all entering or leaving campus and to respond to sickness or symptoms in students or staff
- Sufficient thermometers and related equipment for routine temperature checks of students, staff, and visitors
- Commitment to send home anyone displaying fever or other symptoms
- Sufficient security personnel to enforce limited access to campuses and worksites
- Implementation of screenings safely, respectfully, as well as in accordance with any applicable privacy laws or regulations
- Confidentiality is maintained

## Social distancing

- Enhanced social distancing measures in place for students and staff
- Protection and support for staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
- Provision for teachers and staff from higher transmission areas to telework and other options as feasible
- Class-size limits that permit enhanced social distancing, and provision of sufficient staff to make those limits possible, no increase in class-sizes or student/staff ratios
- Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff (all day for young children, and as much as possible for older students)
- Restrict mixing between groups
- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas

- Limit sharing
  - Each child's belongings separated from others' and in individually labeled containers, cubbies, or areas
  - Adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use
  - Avoid sharing electronic devices, toys, books, and other games or learning aids
- Spacing of seating/desks to six feet apart, at minimum
- Enforcement of social distancing during entry, exit, and passing times with planning of one-way traffic flow and adequate staffing to maintain distancing
- Close communal use spaces such as dining halls and playgrounds if possible; otherwise stagger use and disinfecting in between uses
- If a cafeteria or group dining room is typically used, service of meals in classrooms instead
- Service of individually plated meals and holding of activities in separate classroom
- Staggering of arrival and drop-off times or locations, or putting in place other protocols to limit direct contact with parents as much as possible
- Provisions to limit the exposure of staff who currently have multi-campus responsibilities and contact with significantly more student and staff groups than other staff
- Creation of social distance between children on school buses where possible through increased staff and capacity, and staggering of pickup and drop-off times, rescheduling and/or redesign of routes, etc.
- Provision of adequate bus monitoring staff to enforce social distancing on buses
- Restriction of nonessential visitors, volunteers and activities involving other groups at the same time, with structured and scheduled access by stakeholders and partners in monitoring these standards considered to be "essential"

## Cleaning and disinfecting

- Early and repeated training in, and reinforcement of, hand washing and covering coughs and sneezes among students and staff
- Adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans
- Close, easy access to hygiene supplies and facilities for staff
- Built in time for hand washing and other healthy hygiene behaviors for both students and staff
- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily (for example, playground equipment, door handles, sink handles, drinking fountains, copiers, handrails, etc.) and shared objects (for example, toys, games, art supplies) between uses
- To clean and disinfect school buses see CDC guidance for bus transit operators
- Ensure safe and correct application of disinfectants and keep products away from children

## **PPE, supplies, and equipment**

- District supplied availability of Personal Protective Equipment (PPE), including, but not limited to, cloth face masks, gloves, clear face shields, for all staff and for students where appropriate
- Training, reinforcement, and provision of supplies for use, removal, and washing, of cloth face coverings for all staff
- Adequate supplies at each campus and worksite of specialized PPE necessary for safe handling of, and response to, the detection or presence of infection
- Adequate supplies at each campus and worksite of specialized PPE necessary to support and assist students with special needs

## **Schools and worksites**

- Reconfigure classrooms, common areas, workspaces, and traffic-flow areas for optimum social distancing
- Ensure that all classrooms (including “portable” structures) and worksites are equipped with sanitary facilities
- Inspect and ensure ventilation systems operate properly
- Increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to children using the facility
- Inspect and ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water

## **Behavior and Compliance**

- Compliance and implementation of these standards and activities to be closely monitored and enforced by authority at district level, and not left to the discretion or independent choices of building or worksite level managers
- Sufficient administrative/leadership staff onsite to monitor and direct compliance with these standards
- Designation of a staff person at both the district level and at each worksite to be responsible for listening and responding to COVID-19 concerns from students, families, and employees, with information provided on who this person is and how to contact them
- Review and adjustment of all district policies, procedures, and directives that might create an incentive for attendance at work or school by employees or students who are, or may be, infected with COVID-19 or have been exposed to the virus, including attendance, sick leave, evaluation, etc. policies and procedures
- Strict adherence by the district and all site level administrators and supervisors to leave policies created in federal law in response to this crisis, with training for staff in their rights under these laws and support in accessing them without fear of retaliation or negative consequences

- Training for all teachers and staff in these standards and the included safety actions
- Where possible such training conducted virtually or, if in-person, with social distancing maintained
- Above training made available, where possible, to families and community organizations as partners
- Posted signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering

## **Rapid response**

- Plan in place for when a staff member, child, or visitor becomes sick
- Identified isolation room or area to separate anyone who exhibits COVID-like symptoms
- School nurses and other health care providers trained to use Standard and Transmission-Based Precautions when caring for sick people
- Established procedures for safely transporting anyone sick home or to a healthcare facility
- Procedure to notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality as required by the Americans with Disabilities Act (ADA)
- Plan to close off areas used by a sick person and do not use before cleaning and disinfection
- Standard procedure to wait 24 hours before cleaning and disinfecting, or if not possible to wait 24 hours, wait as long as possible

## **Stakeholder partnerships**

- Ongoing, authoritative participation of employee and parent organizations in monitoring safety, preparedness, and compliance with these standards on a campus-by-campus and worksite-by-worksite basis

## **Psychological and emotional safety**

- Sufficiently increased staffing by counselors and other mental and emotional health personnel to meet the needs of both students and staff who have experienced or are experiencing trauma and/or anxiety, etc., as a result of this crisis
- Suspension of academic instructional activity for at least the first two weeks of the school term after students return with a concentration on emotional and social health and resocialization
- Suspension of high stakes testing and assessment — state and district — for this coming school year, with aggressive pursuit by the district of any necessary waivers
- Targeted assistance for students with special needs or who experience social or economic inequity exacerbated by the pandemic, with adequate, increased, dedicated staffing and resources to meet their needs