

- ☒ G. If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV-13).
- ☒ H. Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices, and other spaces.
- ☒ I. Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

6. ☒ Implementing Distancing Inside and Outside the Classroom

- ☒ A. The following procedures have been put in place regarding arrival and departure:
 - i. Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable.
 - ii. Minimize contact at school between students, staff, families, and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
 - iii. Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - iv. Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
 - v. Implement health screenings of students and staff upon arrival at school. (See section 9)
 - vi. Ensure each bus is equipped with extra unused face masks on school buses for students who may have inadvertently failed to bring one.
- ☒ B. The following procedures have been put in place regarding in-classroom spaces:
 - i. To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
 - ii. Prioritize the use and maximization of outdoor space for activities where practicable.
 - iii. Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - iv. Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, 6 feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing, or arranging desks in a way that minimizes face-to-face contact.
 - v. Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
 - vi. Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
 - vii. Activities where there is increased likelihood for transmission from contaminated exhaled droplets, such as band and choir practice and performances, are not permitted.
 - viii. Implement procedures for turning in assignments to minimize contact.
 - ix. Consider using privacy boards or clear screens to increase and enforce separation between staff and students.