



Comprehensive Summer School Guidance

Jeffrey C. Riley
Commissioner

July 1, 2020



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Dear Fellow Educators, School Administrators, Parents, and Community Members,

I am writing to provide you with our Comprehensive Summer School Guidance.

You will notice that the health and safety requirements described for summer largely adhere to the [Initial Fall Reopening Guidance](#) the Department of Elementary and Secondary Education released last week, with some exceptions. Our reopening approach is built on a thorough review of current medical and scientific literature and was developed after extensive consultation with infectious disease physicians and public health experts from the Massachusetts General Brigham Health System, the Massachusetts COVID-19 Command Center's Medical Advisory Board, and the Massachusetts Chapter of the American Academy of Pediatrics. Based on the current public health data and COVID-19 trends, the medical community supports Massachusetts students' return to in-person learning, with appropriate health and safety guidelines in place. In fact, on June 26 the American Academy of Pediatrics (AAP) released [guidance](#) for reopening schools that closely mirrors what we developed in Massachusetts: **"...the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school."**

You will also find, however, some key differences between the fall reopening guidance and the requirements for summer school in this document, relating to issues such as physical distancing and classroom capacity. It is important to keep in mind that districts and schools developed their plans for summer school based upon the Initial Summer School Guidance we released on June 4. Those requirements are largely consistent with the requirements also being followed during this phase of reopening by other child and youth serving agencies, such as summer camps and childcare facilities. We are reopening Massachusetts together, in phases. It is important that services for children—whether summer camps or summer school—follow similar guidelines and requirements because at times they both use the same facilities and are overseen by the same local boards of public health. Consistent practices over the summer in camps, schools, and childcare facilities will help continue to pave the path for our phased reopening approach.

I am grateful for all that you have done to make summer programming happen for our students.

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Introduction

To address challenges associated with COVID-19, the Department of Elementary and Secondary Education (DESE) released two memos in June to provide guidance on summer school services:

- Initial Guidance on Summer School, June 4, 2020 ([download](#))
- Guidance about Summer 2020 Special Education Services, June 7, 2020 ([download](#))

Those documents offered districts and schools introductory protocols to begin planning for summer programming, focusing on the necessary health and safety measures to mitigate the risk of transmission of COVID-19.

This Comprehensive Summer School Guidance document is intended to support districts and schools with their ongoing preparation and planning for summer school services. Following DESE's guidelines, districts and schools should make reasonable efforts to establish in-person summer services in order to meet the educational needs of students while adhering to health and safety standards. A district or school that cannot meet these standards in the short term should consider remote learning as an option until they are well-positioned to transition to in-person instruction. If a school or district determines that it is not possible to implement these guidelines at all during the summer, then remote learning will continue to be the most feasible option for providing summer services.

We commend districts and schools for the planning and hard work already underway, and appreciate your careful review of these comprehensive guidelines to further support the implementation of summer services.

As described in the Initial Guidance on Summer School, the following student groups should be prioritized for instructional programs that will maximize student learning, including in-person instruction where possible:

- **Students with disabilities**, particularly those who receive summer services as a provision of their Individualized Education Programs (IEPs) (See Guidance about Summer 2020 Special Education Services, June 7, 2020 ([download](#)) for more information.)
- **Students who have been off track or only intermittently engaged** prior to and/or during the period of school closures
- **Vulnerable students** who may be at risk socially or emotionally due to the school closures

Whether held in-person or remotely, summer programming presents an opportunity for schools to focus on (re)engaging and supporting students who would most benefit from additional time and attention. While it may be tempting to focus on remediation because of the disruption to academic learning this spring, summer programming can and should do more. **Educators can prioritize student mastery of the [prerequisite content standards](#), credit recovery, and deliver services as identified in student IEPs during summer programming – and also help prepare students for success in the fall by previewing and practicing upcoming content. Moreover, research on summer learning has [taught us](#) that students are most successful when schools incorporate regular enrichment, social-emotional learning (SEL), and opportunities to build relationships and community.**

DESE has released numerous guidance documents and resources on supporting students and their families during this period of reduced in-person instruction, all of which can be found on DESE's [COVID-19 web page](#). Districts and schools are encouraged to continue to use those resources when preparing for and implementing summer services, with a particular emphasis on determining how they will best support students with particular needs, such as students with disabilities and English learners.

Considerations for In-Person Summer Programming

The safety and well-being of students, families, educators, and staff has been and must continue to be our top priority as an educational community.

Families,¹ in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person summer instruction if available, or whether their children will continue with remote learning if they are eligible for summer services. Districts and schools should engage regularly and substantively with families in their primary language to ensure that they have accurate and up-to-date information to make informed decisions about whether an in-person return is best for their children.

Districts and schools should continue to engage students and families most impacted by school closures and use their perspectives to drive the planning and decision-making process throughout the implementation of summer services. Clear ongoing communication between schools and families prior to, during, and after the implementation of these guidelines, is of the utmost importance, including a mechanism for parent feedback at either the district or school level. Doing so will allow for any questions or concerns from the individual level to reach necessary administrators. Taking steps to involve the school community and encourage a culture of awareness, safety, and health will better serve students and families in the long run.

Preparation and Program Planning for In-Person Summer Learning

The following section outlines important planning guidelines for districts and schools to implement when providing in-person summer instruction.

- ☐ **Designate COVID-19 response leader:** If you have not done so already, name a COVID-19 Response Leader for each school and for the district. The COVID-19 response leaders should coordinate with key district and school personnel on planning efforts over the summer and be a key part of the implementation as schools open.
- ☐ **Opening:** In-person summer learning may start no earlier than July 6th and can begin at any point later in the summer when the district or school is ready.
- ☐ **Instruction:** Provide instruction for up to 3-4 hours a day (with the exception of residential special education schools which can implement full-day instruction). Remote instruction can supplement in-person instruction.

- ❑ **Permissions:** Be sure summer school permission forms for each student (particularly for new students) include relevant medical information and comprehensive contact information to easily reach families in case of concerns. Review medical information submitted by parents and reach out to parents of high-risk children to encourage them to discuss with their healthcare provider whether the program is a safe option for the child, if additional protections are necessary, and what supports can be offered to best help their child understand and adhere to the health and safety requirements.
- ❑ **Protocol development:** Districts and schools must develop plans prior to reopening (and maintain them once reopened) to address how they will meet the health and safety requirements. Elements of this planning **must** include the following:
 1. **Cleaning and disinfecting:** A cleaning and disinfecting plan that identifies what items must be cleaned, sanitized, or disinfected and with what frequency.²³ This must include a daily cleaning schedule for staff as well as maintaining the inventory of essential cleaning supplies.
 2. **Collaboration with health authorities:** A process to work with local boards of health so that all parties are up to date on various statewide and local guidance and plans (e.g., health and safety updates, COVID-19 testing availability, etc.).
 3. **Transportation:** A plan for transportation that includes minimizing group transportation.
 4. **Training:** All training on health and safety protocols must be provided to staff before in-person summer services begin.
 5. **Medication administration:** A plan for administering medication including a plan for the treatment of students with asthma and other chronic illness. School health professionals should work with primary care providers (provided they have parental consent to do so) to identify alternatives to nebulizer treatments in the school setting, such as metered dose inhalers (MDIs) with a spacer.
 6. **Parent communication:** A plan for sharing information with parents that includes the following:
 - a. Two-way proactive communication and emergency communication
 - b. Email addresses and home, work, and mobile phone numbers from parents of all students at the program so that the program can reach them at any time.
 - c. Information published by the school into the primary language primary language spoken by the parents. This should include guidance on how to share information with their children in developmentally appropriate ways. (See [CDC guidance for parents and COVID-19](#).)

Summer School Health & Safety Requirements

The following health and safety requirements are grounded in the Initial Fall School Reopening Guidance released on June 25, but modified with several additional specifications that we laid out in our Initial Summer School Guidance released on June 4. The health and safety requirements for the summer account for the current phase of the Commonwealth's reopening plan and are consistent with the protocols already being followed at this time by other child and youth serving agencies (See the Department of Early Education and Care's "[Massachusetts Child and Youth Serving Programs Reopen Approach](#)", updated June 12, 2020).

For the summer, these include:

- **Capacity:** Keep summer programming enrollment at less than 50 percent of a school's capacity, with no more than 300 students at a time in one building. For the fall, with appropriate health and safety measures in place and with public health metrics indicating low levels of COVID-19 incidence, capacity would be determined by the relation of the space with the physical distancing requirements.
- **Class size:** Have no more than 10 students and 12 people total in a classroom (i.e., 1-2 teachers/staff with 10 students). Similarly for the fall, class size would be determined by the relation of the space with the physical distancing requirements.
- **Physical distancing:** Maintain 6 feet of physical distance between students and staff, as feasible, including spacing desks 6 feet apart and ensuring this distance is maintained as students move through the building. For the reopening of schools in the fall, as noted in the Initial Fall Guidance, with appropriate health and safety measures in place and with public health metrics indicating low levels of COVID-19 incidence, 3' is the minimum with masks/face covering on. As described in [recent guidance](#) from the American Academy of Pediatrics, "Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic."
- **Face coverings and masks:** Ensure all students and staff wear face coverings or masks, unless not possible for medical or behavioral reasons.

As general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.⁴

Masks/face coverings: As the primary route of transmission for COVID-19 is respiratory,^{5 6 7} masks or face coverings are among the most critical components of risk reduction.^{8 9 10} Masks/face coverings protect the general public against COVID-19 infection,¹¹ with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset.¹² In the United States, states advising face masks/face coverings be worn in public saw a decline in their COVID-19 growth rates,¹³ and community-wide mask/face covering usage contributed to control of COVID-19 in Hong Kong.¹⁴

- **All students are required to wear a mask/face covering that covers their nose and mouth.** Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual/facial cues.
- **Adults, including educators and staff, are required to wear masks/face coverings.**
- **Exceptions to mask/face covering requirements** must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- **Mask breaks should occur** throughout the day.¹⁵ Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open.
- **Masks/face coverings should be provided by the student/family**, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students.
- **Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.**
- **Transparent face coverings provide the opportunity for more visual cues** and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

Physical distancing: Physical distancing is another important practice that helps mitigate transmission of the virus.

For the summer, to be consistent with other programs serving children and on pace with the overall state re-opening plan, our requirements and related guidance are as follows:

- **Distancing requirements:** Schools should aim for a physical distance of six feet when feasible. Schools should seek to maximize physical distance among individuals within their physical and operational constraints.
- **Classroom and facility configuration:** To the extent possible, aim for desks to be spaced six feet apart and facing the same direction.¹⁶ Again, schools should seek to maximize physical distance between desks within their physical and operational constraints.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.
 - In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible: These

precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids. (See Guidance about Summer 2020 Special Education Services, June 7, 2020 [download](#) for more information.)

Capacity and student groups:

For the summer, to be consistent with other programs serving children and on pace with the overall state re-opening plan, our requirements and related guidance are as follows:

- **Capacity:** Keep summer programming enrollment at less than 50 percent of a school's capacity, with no more than 300 students at a time in one building.
- **Student groups:** Classrooms can accommodate no more than 10 students and 12 people total (i.e., 1-2 teachers/staff with 10 students). Where feasible, schools should isolate individual groups of students with one consistently assigned teacher, and groups should not mix with other students or staff.

Screening upon entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms.¹⁷ Schools should provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. We will be providing a checklist of symptoms and other guides to districts and schools to help families and students.

- **Screening procedures are not required at the point of entry to the school.** However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- **As noted in previous guidance, temperature checks are not recommended** as screening for all students due to the high likelihood of potential false positive and false negative results.¹⁸

Hand hygiene: Handwashing and hand sanitizing: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available.^{19 20} As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.²¹

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Handwashing:** When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.²²
- **Hand sanitizing:** If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used.²³ Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of

rubbing hands together for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

COVID-19 Medical Waiting Room: In order to minimize transmission of COVID-19, schools must ensure they have an isolated space available for students displaying COVID-19 symptoms.

- **Schools are required to designate a COVID-19 Medical Waiting Room that is separate from the nurse's office or other space where routine medical care is provided.** A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member.²⁴

COVID-19 testing in schools: At this time, in-school testing is not recommended. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Health and safety/PPE supplies: Per the initial supply guidance issued by DESE, schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as when providing physical support to students with disabilities). All districts are eligible for federal CARES Act funds to support these purchases.

Classroom Programming and Movement within the Building

Transitions and physical distancing: Physical distancing must be encouraged for students and staff at all times, including but not limited to:

- During transitions (e.g., waiting for bathrooms)
- During mealtimes
- While traveling to and from the outdoors
- During all indoor and outdoor activities
- Prevent risk of transmitting COVID-19 by not permitting regular immediate contact (such as shaking or holding hands, or hugging).
- Assemblies are not permitted during summer school.

Recess: Stagger recess and play outside for one group at a time.

Activities:

- Refrain from games and activities that encourage physical contact or proximity of less than 6 feet, like tag or circle time.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., art supplies, equipment, etc. assigned to a single student per use) or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.

- Schools must limit travel off the premises for all students and staff, including canceling all field trips. Outdoor activities may be conducted on school grounds while maintaining physical distancing.
- Activities that require or may require direct physical support, close contact, or rescue must not be conducted, except where necessary to support participation for students with disabilities.
- The use of swimming pool facilities is prohibited for summer services.

Itinerant and traveling staff: Itinerant and traveling staff should determine if they can provide services to students remotely from within a building (such as through the use of video conferencing). Staff members who need to enter a classroom to provide additional supports (e.g., speech pathologists, occupational therapists, etc.) should stagger their schedules so they do not overlap with one another.

Classroom placement: Use additional space in school buildings to spread out classrooms as much as possible. Classes should be held outdoors to the extent possible.

Movement within building: Develop a plan for safely moving students in and out their classrooms while maintaining 6 feet of physical distance when feasible; staff must manage necessary student access to common areas, including bathrooms, to avoid crowding. Use signs such as arrows as visual reminders so students and staff can follow the proper direction to walk down a hallway.

Entry/exit: Ensure students enter school buildings in an orderly, staggered fashion. If available, multiple entrances can be utilized, and staggered timing is important to limit the number of students in a hallway at any given time. If possible, designate one-way entrances and exits at each access point.

Crowd management: Ensure students do not congregate outside the school before entering the building and after school is over. Students should leave school premises at the completion of each day.

Building and Facility Preparation

Schools must prepare the school environment to promote the current health and safety requirements and control infections.

Drinking fountains: Close drinking fountains that require contact for use. Motion activated or touchless drinking fountains are acceptable for use only when filling cups, water bottles, or other containers.

Ventilation: Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans (must be inaccessible to young students), and other methods. Unless used as an emergency exit, prop all interior doors open to reduce the number of people touching the door during the day and to increase ventilation.

Water systems: Ensure that all water systems and features (e.g., cooling systems) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

High-volume and communal areas: In high-volume areas (restrooms, reception areas, school office, entrances/exits) where adequate space for 6 feet of physical distancing is difficult or not possible, consider installing physical barriers such as sneeze guard partitions. Close communal use spaces, such as libraries, music rooms and computer labs, if possible. If this is not feasible, stagger use and disinfect in between uses or divide into two rooms. Communal spaces can be repurposed as classrooms if appropriate. When dividing rooms, create a clear barrier with cones, chairs, etc.

Student and staff storage: Ensure there are adequate provisions for the storage of student and staff belongings, so each individual's belongings are adequately separated. Store students' belongings in a secure location where they are not repeatedly handled during the school day.

Sinks, hand-sanitizing stations, and touchless trash cans: Ensure availability of accessible sinks and/or hand-sanitizing stations to accommodate frequent handwashing.

- Provide handwashing or sanitizing stations for common areas where there are no sinks or hand sanitizer readily available (such as by entrances/exits).
- Establish a regular handwashing routine upon entry; before and after meals; after sneezing, coughing, or nose blowing; after using any shared equipment such as computer keyboards; and before dismissal. Handwashing should use soap and water or hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content.
- Post clear and age-appropriate signage in highly visible locations throughout school property, reminding students and staff of health and safety measures such as handwashing and physical distancing.
- If possible, touchless trash cans should be installed and located throughout the school.

Outdoor spaces: Develop and enforce protocols for safe use of outdoor spaces:

- Sanitize any surfaces utilized (such as tables or benches).
- Ensure students use hand sanitizer/wash hands before and after going outside.
- Mandate and supervise physical distancing.

Transportation

Group transportation should only be provided during the summer when there is no other option to transport children to and from the school. Instead, districts and schools should encourage alternative transportation options (e.g., walking, biking, driving) and ensure that schools are prepared to respond to changing transport patterns (e.g., providing enough bike racks and clear drop-off and pick-up guidelines for parents).

Food Service / Meals

Protocols for safety: Develop meal distribution plans that include the following food safety guidelines:

- Serve breakfast and/or lunch in classrooms.
- Ensure food is distributed in pre-packaged and ready-to-serve individual portions and not family style or self-serve.
- If it is not feasible to provide service directly to classrooms, students may go to the cafeteria classroom by classroom to collect their meals and return to their classroom to eat. If that method is used, sanitize all high touch surfaces in between groups.
- If classroom meals are not an option and there is no alternative to utilizing the cafeteria for meals, develop staggered schedules that minimize mixing of cohorts and enforce physical distancing protocols. Follow appropriate food safety guidelines and take specific precautions for food allergies.
- Physical distancing (6 feet) must be maintained during mealtimes.
- Multiple students shall not use the same serving or eating utensils. Each student must have an individual cup to use.
- The CDC recommends use of disposable utensils for in-school meals where possible.
- Sinks used for food preparation must not be used for any other purposes.
- Staff must ensure students wash hands prior to and immediately after eating.
- Staff must wash their hands before preparing food and after helping students to eat.
- A staff member (or several depending on need) should be identified to distribute meals. Proper PPE, such as disposable masks and gloves, must be provided to those distributing meals.
- Tables, chairs, highchairs, and highchair trays used for meals must be cleaned and disinfected before and after each student's use.
- All food contact surfaces, equipment, and utensils used for the preparation, packaging, or handling of food products must be cleaned and disinfected before and after each mealtime. Additionally, schools must frequently clean non-food contact surfaces, such as doorknobs, tabletops, chairs, and other objects frequently touched by students or staff. Use sanitizers approved by the EPA for use against COVID-19 and for food-contact surfaces. Students 6 and older who are able to do so should clean their desks independently.
- When disinfecting for coronavirus, [the EPA recommends following the product label use directions](#) for enveloped viruses, as indicated by the approved emerging viral pathogen claim on the master label. If the directions for use for viruses/viricidal activity list different contact times or dilutions, use the longest contact time or most concentrated solution. Be sure to follow the label directions for 'food contact surfaces' when using the chemical near or on utensils and food contact surfaces.

- Discontinue usage of vending machines
- Ensure continuity of school meal service for remote summer learners using non congregate meal distribution such as grab and go, parent pick up, bus routes or home delivered.
- Promote Project Bread’s summer meal site finder for non-summer school days including weekends: <https://meals4kids.org/find-summer-meal-site>

Staffing

Inform staff: Provide staff with information about COVID-19, including how the illness is spread, how to prevent its spread, symptoms, and when to seek medical assistance for sick students or employees.

Absenteeism: Have a system to monitor absenteeism to identify any trends in employee or student absences due to illness, as this might indicate the spread of COVID-19 or other illness.

Back-up staff: Have a plan for securing trained back-up staff in order to maintain sufficient staffing levels.

Sick leave: Districts and schools should develop sick leave policies that promote the importance of staff not coming to work if they have symptoms of COVID-19. Symptoms include:

- Fever or chills
- Signs of a lower respiratory illness (i.e., cough, shortness of breath, lowered oxygen saturation)
- Fatigue, sore throat, runny nose or congestion, headache, body aches/myalgia, or new loss of sense of taste or smell
- Other less common symptoms can include gastrointestinal symptoms (i.e., nausea, vomiting, diarrhea), rash, inflammatory conditions such as “COVID toes,” and thromboembolic events

Communications: Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

Staff at increased risk: Districts and schools should be prepared to engage in discussions with staff who are at increased risk of severe complications from COVID-19.

(<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html>). Districts and schools should work with their human resources and legal advisors to address individual situations and, if necessary, to modify policies and practices.

Training: Provide and reinforce COVID-19-focused education and training for all staff, including mitigation procedures, personal hygiene, signs and symptoms of illness, assessment, the referral process for students requiring mental health supports, and the use and disposal of health and safety supplies. Consider involving potential substitute staff in COVID-19 focused education and training as well. Focused training should be provided for staff who must maintain

close contact with students, such as special education teachers. All training must be provided before in-person summer services begin. (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials.) Educate staff and workers performing cleaning and trash pick-up activities to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop symptoms. At a minimum, any staff must immediately notify their supervisor and the local board of health if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.

Personal protective equipment (PPE): Develop policies for appropriate use of PPE and provide training to all cleaning staff on site prior to those staff members engaging in cleaning tasks for the first time. Training must include when to use PPE, what PPE is necessary, how to properly put on, use, and take off PPE, and how to properly dispose of PPE. (See [BU SHIELD COVID-19 training resources](#) for videos, posters and other training materials.)

Adequate staffing: Ensure there are available staff to effectively and safely deliver and support in-person programming for the number and need of students planning to attend, including:

- Teachers (general education, special education, ESL, etc.)
- Assistants/Paraprofessionals
- Clinical/Behavioral staff
- Related Service Providers
- Administrators
- Auxiliary Staff
 - Custodial
 - Cafeteria
 - Facilities
- Transportation
- Health and Wellness
- Nursing and COVID-19 Care

Contingency: To the extent possible, develop contingency staffing plans for any of the above positions in the event of staff member illness and/or absence.

Visitors: Visitors are not permitted in summer school programs.

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- ¹ Throughout this document, the term “Family” or “Parent” is meant to include all parents, guardians and caregivers.
- ² CDC, Cleaning and Disinfecting Your Facility. (2020, April 14). Available at <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- ³ CDC, How To Clean and Disinfect Schools To Help Slow the Spread of Flu. (2018, July 31). Available at <https://www.cdc.gov/flu/school/cleaning.htm>
- ⁴ CDC, How COVID-19 spreads. (2020, June 16). Available at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>
- ⁵ Zhang, Renyi, et al. "Identifying airborne transmission as the dominant route for the spread of COVID-19." Proceedings of the National Academy of Sciences (2020).
- ⁶ CDC., et al. "Coronavirus Disease 2019 in Children—United States, February 12–April 2, 2020." Morbidity and Mortality Weekly Report 69.14 (2020): 422.
- ⁷ World Health Organization. Modes of transmission of virus causing COVID-19: implications for IPC precaution recommendations: scientific brief, 27 March 2020. No. WHO/2019-nCoV/Sci_Brief/Transmission_modes/2020.1. World Health Organization, 2020. Available at: <https://www.who.int/news-room/commentaries/detail/modes-of-transmission-of-virus-causing-covid-19-implications-for-ipc-precaution-recommendations>
- ⁸ Wang, Y., Tian, H., Zhang, L., Zhang, M., Guo, D., Wu, W., ... & Liu, B. (2020). Reduction of secondary transmission of SARS-CoV-2 in households by face mask use, disinfection and social distancing: a cohort study in Beijing, China. *BMJ Global Health*, 5(5), e002794. Available at <https://gh.bmj.com/content/bmjgh/5/5/e002794.full.pdf>
- ⁹ Lyu, W. and Wehby, G. L. (2020). Community Use Of Face Masks And COVID-19: Evidence From A Natural Experiment Of State Mandates In The US. *Health Affairs*. Available at <https://doi.org/10.1377/hlthaff.2020.00818>
- ¹⁰ Cheng, V. C., Wong, S. C., Chuang, V. W., So, S. Y., Chen, J. H., Sridhar, S., ... & Yuen, K. Y. (2020). The role of community-wide wearing of face mask for control of coronavirus disease 2019 (COVID-19) epidemic due to SARS-CoV-2. *Journal of Infection*. Available at [https://www.journalofinfection.com/article/S0163-4453\(20\)30235-8/pdf](https://www.journalofinfection.com/article/S0163-4453(20)30235-8/pdf)
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