

JANINE BROWN-SMITH  
HENRY W. CLARK  
JOSHUA D. KRELL  
ALEXANDRA SMITH  
COREY H. SURETT, OF COUNSEL

To: Elizabeth Becker, maaps  
From: Brown-Smith Attorneys at Law  
Re: Summary of DESE **Summer** Guidance for Reopening  
Date: July 6, 2020

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**Summary of DESE  
**Summer** Guidance for Reopening**

*On June 8, 2020 DESE provided guidance concerning in-person instruction over the summer for special education students. It was noted that schools should be aiming to begin offering limited in-person instruction to their most vulnerable students by July 6<sup>th</sup>. However, schools cannot open without the final/full guidance from DESE, i.e. until the full guidance is provided, in-person instruction cannot begin.*

*The final/full guidance was issued by DESE on July 1, 2020. **The highlighted sections** below are the new information contained in the final/full guidance (issued 7/ 1/2020).*

*While July 6<sup>th</sup> is the intended start date for in-person instruction, DESE made clear each individual program must make a determination of their ability to safely provide in-person services. It was suggested by DESE that the following 5 categories be in place in order to provide in-person services. If your program is unable to address all 5 categories for summer services, remote learning must continue. If it will take your program longer to implement these suggestions, you may need to begin in-person instruction at a date later than July 6<sup>th</sup>.*

*We have provided additional considerations and suggestions to the 5 categories provided by DESE as a more comprehensive resource for ensuring safe and effective in-person instruction.*

***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, 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.

**Designate COVID-19 response leader:** If you have not done so already, name a COVID-19 Response Leader for each school. The COVID-19 response leaders should coordinate on planning efforts over the summer and be a key part of the implementation as schools open.

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### **Steps for Implementation and Preparation for In-Person Summer Instruction**

1. Identify high-priority students most at need for in-person summer services and communication with families.
  - a. *NOTE: Based on this new guidance from DESE, if you've already sent out notice that you are continuing to provide remote learning this summer, it is suggested that you now send new notice about determining your ability to provide in-person summer services.*
  - b. Send out parent survey to get preliminary idea of how many parents want their children to receive in-person instruction
  - c. Establish criteria for high-priority students – document rational/reasonable basis for decision. Factors to consider in your determination:
    - i. Students with most significant disabilities
    - ii. Student demonstrating substantial regression
    - iii. Students receiving multiple related services
    - iv. Students that will require more time to learn new procedures to increase success for reentry in the fall
    - v. Students who have been off track or only intermittently engaged prior to and/or during the period of school closures
    - vi. Vulnerable students who may be at risk socially or emotionally due to the school closures
  - d. Additional considerations
    - i. Can only take less than 50% of building capacity with no more than 300 students in the building at one time
      1. Residential students are not included in less than 50%
      2. Day and residential students will remain separated
    - ii. Can only have 10 students maximum in class and 12 individuals maximum, including students and staff
    - iii. Some parents may not want their child to attend
      1. A Doctor's note is not required to excuse the child
      2. Remote services must continue for that child
      3. Document all communication around services and options provided to family

- iv. Parents may discuss their desire for in-home services rather than having their child attend school. DESE suggested this as an option but we strongly suggest considering all the implications of providing services in this manner:
  - 1. If in-home services are an option for your program or can be contracted for, consider whether this can be safely offered to students.
  - 2. There are many unknowns and challenges
    - a. Is the home environment cleaned and disinfected properly?
    - b. Do family members have COVID-19?
    - c. Do family members have underlying health issues?
    - d. Are family members following guidance-remaining home, socially distancing, wear masks, etc.
      - i. How can we ensure they are providing reliable information about these factors?
    - e. Will staff be required to travel to multiple homes? How do we ensure safely doing so?
- e. Plan for a mix of remote and in-person services
  - i. Make certain each student has a plan around the services they will receive this summer
  - ii. Determine which services are integral for in-person instruction
  - iii. Give clear expectations to student and parent around their new schedule for in-person and remote
- f. Communication with parents around identifying students for in-person instruction.
  - i. Inform parents if their child is considered high priority (use appropriate language for this determination) and can receive in-person instruction.
    - 1. Document communication and remain consistent with reasonable determination and criteria that led to this decision
    - 2. If child is determined to fit high priority and parents agree to in-person instruction, discuss with parents the mix of in-person and remote instruction that will follow.
  - ii. Inform parents if it was determined that their child will continue with remote services for the summer.
    - 1. Document communication and remain consistent with reasonable determination and criteria that led to this decision
  - iii. Discuss with parents if in-home services are available or an option for their child.
    - 1. BUT see above for important considerations

- iv. For students with high-risk medical conditions, encourage parents to consult with their child’s health care provider to discuss appropriateness of receiving in-person instruction.
  - v. Discuss with parents the potential risk that is created by child coming to school or having in home services.
    - 1. Address their need to fully understand these risks and requirement that they sign an **Assumption of Risk form** or liability waiver prior to allowing any in-person services
2. Identify, hire, and onboard appropriate staff to meet the needs of students. Determine staffing necessary and spacing required.
- a. Programs must have adequate levels of staffing available based on number and needs of students that will be attending and receiving in-person services
  - b. Ratios
    - i. Program must meet DESE approved ratio for student-to-licensed educator and/or aide
      - 1. If unable to maintain, contact liaison
  - c. After determining the amount of students/staff, appropriate distancing must be considered
    - i. Group size
      - 1. Maximum of 10 students
      - 2. Maximum of 12 individuals including students and staff
    - ii. Room size and layout
      - 1. Large enough to have at least 6 feet distance between all students and staff
        - a. Adjust amount of students/staff to meet ratio and space as needed
      - 2. Layout must accommodate the most effective means of social distancing possible
      - 3. Desks should be separated as much as possible
    - iii. Building
      - 1. Classrooms must be appropriately spaced in building to allow for adequate social distancing
        - a. Keep space between occupied classrooms to reduce potential exposure
        - b. Students should remain in the same general area to reduce potential exposure
        - c. Limit passing by other students who are not in the same classroom
        - d. Keep in mind need for additional staffing in close enough proximity in case of behavioral intervention/support

2. Consider making use of alternative spaces that are larger to accommodate more distance between students
  - d. Create schedule with coverage/relief in a number of scenarios
3. Identify and purchase necessary protective equipment.
- a. Schools must purchase and procure appropriate protective equipment. All direct services providers must be provided with appropriate PPE.
  - b. What PPE is appropriate and quantity
    - i. The following are suggested items:
      1. Gloves- appropriate sizes
      2. Gowns- appropriate sizes
        - a. Difference between disposable gown and gown/layers/coveralls
          - i. Disposable gown cannot be reused and must be disposed of at the end of use.
          - ii. Gown/layers/coveralls machine washable, can reuse after cleaning.
      3. Face masks- Appropriate for the person (staff/student) and situation
        - a. Shields
        - b. Goggles
        - c. N-95
      4. Hand soap
      5. Hand sanitizer
      6. Paper towels
      7. Tissues
      8. Disinfectant wipes/cleaners
      9. No-touch trash cans
    - c. Keep track of costs related to purchasing PPE
    - d. Keep track of how quickly PPE is being used up
    - e. Staff must wear masks unless an exception applies
    - f. Students that are able to tolerate wearing a mask must wear one
    - g. Staff should wear appropriate PPE for the situation/specific interaction they are having with students
      - i. DESE provided a chart with more specific guidance on what should be worn in specific situations
4. Develop new protocols/policies/procedures.
- a. Anticipate and plan for situation-specific protocols that are necessary
  - b. 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.).

- c. Modify existing health and safety plans and/or school protocols as needed
- d. Suggested areas for new policies/procedures/protocols:
  - i. Social distancing
    - 1. Where possible there must be a 6-foot distance between all students and staff
    - 2. Where a 6-foot distance is not possible, staff and students must wear masks, staff should make best efforts to reduce amount of time within close proximity to student
    - 3. Where it is not possible for students to wear masks, staff must wear a mask and other PPE as needed, staff should make best efforts to reduce amount of time within close proximity to student
    - 4. Identify situations where distance is attainable
    - 5. 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.
    - 6. Identify situations where distance is not attainable
      - a. In these situations, identify what PPE is required
  - ii. Infection control
  - iii. 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.
  - iv. Classroom activities
  - v. Classroom/building design/layout
    - 1. Classroom and facility configuration: To the extent possible, aim for desks to be spaced six feet apart and facing the same direction.<sup>i</sup> Again, schools should seek to maximize physical distance between desks within their physical and operational constraints.
      - a. 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.

b. In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.

2. Barriers
  3. Spacing
  4. Taping
  5. Visual guides
  6. Use of hallways
  7. Use of bathrooms
  8. Staggered time outside of classroom
- vi. Meals/snacks
1. Cleaning and disinfecting before and after eating
  2. No sharing between students
  3. Considerations for students who need to be fed or need assistance while eating
  4. Keep students in their same classroom instead of moving to cafeteria/other location for eating
- vii. Cleaning and disinfection
1. High touch areas
  2. Frequency
  3. Step by step method
  4. Create signage with specifics with easy to follow instructions
- viii. Utilization of PPE
1. Proper techniques for putting on and taking off
  2. **Masks/face coverings:** As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction.
    - a. 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.
    - b. Adults, including educators and staff, are required to wear masks/face coverings.
    - c. 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.

- d. Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open.
  - e. 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.
  - f. Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
  - g. 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.
3. Proper disposal techniques
  4. Guidance about what PPE is necessary at what times and in what situations
  5. System for tracking how much PPE is used, practicality of use, challenges or need for different PPE
- ix. Toileting
1. Create specific PPE requirements as well as cleaning and disinfecting procedures
    - a. Toileting and diapering areas must be cleaned and disinfected after each use
      - i. Clean- physically removing dirt, debris, sticky film by washing, wiping and rinsing
      - ii. Disinfect- kill nearly all germs on hard, non-porous surface with recommended chemical to remove bacteria
    - b. Disinfecting must be done when students are not in the area
    - c. Place signage in bathrooms or other changing area with easy to follow steps
    - d. Students and staff clothing must be changed when soiled with secretions or bodily fluids
    - e. Staff must be trained on proper removal of PPE and handwashing before donning and after removing PPE
    - f. Staff should assemble all necessary supplies or they should be available in changing



- area/bathroom before bringing the student to be changed or use the bathroom
    - g. Students hands must be washed after toileting/diaper change
    - h. Staff must thoroughly wash their own hands after toileting/diaper change
  - x. Physical intervention and restraint
    - 1. Consider how to best protect all involved in a restraint and provide realistic guidance for safely doing so
      - a. Students will likely feel anxiety when approached by staff with PPE or seeing staff begin to put it on- use student-centered approach and offer reassurance
      - b. Limiting risk of infection prior to restraint
        - i. Ensure staff is wearing disposable gloves, disposable masks, face shields and long sleeves to maximum extent possible
          - 1. Plastic protective gowns/disposable gowns are not advised
        - ii. Only staff required in safely restraining a student should be involved
        - iii. One additional staff should monitor and address PPE as needed (provide more, adjust, etc.)
      - c. Limiting risk of infection during restraint
        - i. Keep hands clear of eyes, mouth and nose of self and others involved
        - ii. First responders should be relieved ASAP if they are not wearing proper PPE
        - iii. As always, but even more important with the risk of COVID-19, try as best possible to avoid long and extended restraints
      - d. Limiting risk of infection after a restraint
        - i. Remove/dispose of/clean protective equipment immediately in manner trained
        - ii. As soon as is possible, wash hands.
          - 1. Avoid touching face and limit contact with hard surfaces before washing hands
        - iii. Clean and disinfect areas that may have been touched
        - iv. Staff should have a change of clothes available if clothes become contaminated
        - v. Once all health/safety issues have been addressed, follow debriefing/reporting procedures for the restraint
- xi. Transportation

1. Districts and schools should work with families to determine their ability to transport their child
    - a. If parents are unable, districts must coordinate and provide transportation. Communicate with parents around district coordination.
    - b. If parents are able, communicate with them new procedures for pick-up/drop-off
  2. Procedures for when students arrive and enter school
  3. Procedures for when students leave school
  4. Staggered timing of drop off/pick up
    - a. Consider which students are receiving transportation services
    - b. Consider which students have their parents transporting them
- xii. Communication with parents and districts around COVID-19 and new practices
1. A plan for sharing information with parents that includes the following:
    - Two-way proactive communication and emergency communication
    - 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.
    - 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.](#))
  2. Provide clear and timely communication with all parties about COVID-19 new policies/procedures/protocols.
  3. Ensure there are open lines of communication
  4. Allow parents the opportunity to discuss safety concerns or questions they have
  5. Provide information through several means of communication (call, email, mail, posting on website, posting on portals, etc.)
- xiii. Attendance for both students and staff
1. When to stay home
  2. Symptoms to be aware of
  3. Exposure at home/outside of school
  4. Exposure at school
  5. Testing positive
  6. Returning after recovery

- xiv. Informed consent
- xv. Assumption of Risk/Liability waiver
- xvi. Plans for reassessing, monitoring effectiveness of all that has been implemented
  - 1. Create team to meet frequently and discuss new policies/procedures/protocols
    - a. What is working
    - b. What is not working
    - c. What needs to be changed to address issues
    - d. How can changes be implemented
    - e. What materials are needed
    - f. Impact on all students
    - g. Impact on all staff

## 5. Education and training.

- a. It is essential that all staff are trained properly before in-person instruction can begin
- b. Students must also be educated and trained on health and safety and new routines that may be required.
  - i. Begin presenting these changes through remote services for better adaption in-person
- c. Training plan
  - i. Identify who will need to be trained and what each training will address
  - ii. Identify who will provide the training and what materials are needed to do so
  - iii. Develop a timeline for training
    - 1. Trainings that must be done before in-person instruction
    - 2. Trainings that must be provided on an on-going basis
  - iv. Develop a system for monitoring staff completion of trainings and identify the person(s) responsible for ensuring all staff are trained
  - v. Consult with vendors or affiliated health/safety organizations to determine training resources available
  - vi. Consult with districts, collaboratives, other approved special education schools to share resources
  - vii. Develop a mechanism for staff to communicate need for more training
  - viii. Determine what training may be need for families
  - ix. Develop monitoring system/supervision for staff to ensure they are implementing newly trained procedures, policies, skills, etc.
- d. Staff training
  - i. Must be provided by qualified professionals
  - ii. Must include all staff who come in contact with students

1. May include educators, support and related services staff, administrators, clerical staff, custodial staff, food providers, etc.
- iii. Training should include but is not limited to:
  1. Safe and effective use, disposal and cleaning or protective equipment
  2. General information about COVID-19 from CDC/DPH
    - a. How does it spread
    - b. How to prevent spreading
    - c. What are symptoms
    - d. When to seek medical assistance for students/staff who exhibit symptoms
  3. Proper cleaning and disinfecting techniques
  4. Restraint/behavior intervention with COVID-19
  5. Communicating with parents during this time
  6. New policies/procedures/protocols listed above
  7. Communication and assisting children during this time
- iv. Student education
  1. Students should be provided with training through direct instruction and/or embedded content in lessons/activities, as developmentally appropriate.
  2. Training must include:
    - a. General information about COVID-19
    - b. Information to ensure they and their families understand changes to regular school practices
      - i. Routines for entering/exiting school
      - ii. Snacks/meals
      - iii. Assembling
      - iv. Passing in halls, walking through the building
      - v. Transportation
      - vi. Staggered time moving through the building, transportation
      - vii. Remaining in same space
      - viii. Accessing bathrooms
      - ix. Staff using PPE
      - x. Students using PPE, include breaks of taking off masks
      - xi. Cleaning/disinfecting
      - xii. Processing all that is happening/changing
    - c. Students must be explicitly trained on how to use PPE, as appropriate.
      - i. How to put it on
      - ii. How to take it off
      - iii. How not to use it
      - iv. How to dispose of it

- v. Where it should be placed if can be cleaned
  - vi. Breaks without the mask on
  - d. Social stories, visual cues and other appropriate developmental strategies should be used to reinforce
  - v. Guidance for specific populations
    - 1. Medically fragile children
      - a. Parents should be encouraged to consult with child's health care provider to discuss appropriateness of students with high risk medical conditions attending in-person instruction
    - 2. Students who are deaf or hard of hearing
      - a. Consider needs of students who must see lips of speakers and how close this requires speaker to be
      - b. Purchase clear masks or shields
      - c. Account for interpreter in classroom for numbers
      - d. Determine logistics of social distancing for interpreter
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### **Additional Updated Information:**

#### **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.

#### **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.
  - o 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.
- 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.

**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**

- **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.

### ***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>

**Visitors:** Visitors are not permitted in summer school programs.

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