Guam K-12 Public and Private School, and IHE Re-opening Plan Template

<School Name Here>

Type of school (elementary, middle, high, IHE): _____

Public, Private, Religion-based: _____

Village: _____

Principal's name: _____

Principal's office and cell numbers: ____ , ____

Vice/Assistant Principal's name: _____

Vice/Assistant Principal's office and cell numbers: ____ , ____

Plan Point-of-Contact name and title (responsible for this plan implementation and compliance): _____

Plan Point-of-Contact office and cell numbers: ____ , ____

COVID Positive Results & Outbreak Point-of-Contact name and title: _____

COVID Positive Results & Outbreak Point-of-Contact office and cell numbers: ____ , ____

[Note: Positive results will be reported to DPHSS Medical Operations via 311, Option 1]

Alternative COVID Positive Results & Outbreak Point-of-Contact name and title: _____

Alternative COVID Positive Results & Outbreak Point-of-Contact office and cell numbers: ____ , ____

School nurse name: _____

School nurse office and cell numbers: ____ , ____

Instructions
This template is based on the **DPHSS Guidance Memorandum 2020-027 (Updated)** dated January /__/ 2021. It is organized along the lines of a school day - from bus stop to when students exit a school at the end of the day; a different order than the Guidance. Each requirement for K-12 schools and Institutes of Higher Education on Guam needs to be met, but there is some flexibility in implementation as long as the intent of the requirements are clearly met and documented. Should there be questions on any part of this template or the requirements, contact the Guam Department of Public Health and Social Services' Division of Environmental Health, Monday-Friday between 8am-5pm at 300-9579. Plans, including updated ones, need to be submitted to: PCOR2Plans@dphss.guam.gov for final approval.

Basic Aspects of the Plan
Impact: To reduce, or eliminate, the one-to-one and one-to-many transmission of COVID-19 before school, in school, and after school, so that the school can remain open and employees and students, and their collective families, can stay safe and protected against the effects of COVID-19.

This table includes many of the basic requirements of the Guidance and some may be repeated below within a specific niche.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) List of leadership team contacts (this plan's cover).						
2) Provide enough supervision for students of different ages to ensure adherence to recommended measures, including during breaks between classes.						
3) Provide campus maps and building floor plans accessible and ready for use, especially if there is an Outbreak. (Not in Guidance, but will be needed for an Outbreak investigation).						
4) Define COVID-related training needs and communicated to DPHSS and DOE. This includes Contact Tracing and Outbreak Management. Confidentially statement will need to be signed. (Not in Guidance, but will help with training employees).						
5) A minimum distance of 6 feet shall be maintained between occupants of the facility.						
6) Back-up supplies of appropriate masks, face shields, and portable desk shields (latter is optional).						
7) Apply social distancing 6-foot ground/floor devices (decals).						
8) Provide hand-sanitizers in each classroom and throughout the buildings.						
9) Supply EPA approved disinfection materials, Personal Protective Equipment (PPE), and training to those individuals using such materials.						
10) Restrict non-essential visitors, volunteers, and activities involving other groups.						
11) Prohibit "congregations," as defined in the Executive Order, for outdoor gatherings, events, and extracurricular activities, unless otherwise approved.						

12) Eliminate or restrict access and use of communal spaces, including lounge for teachers, employees, and students.							
13) Stagger arrival and dismissal times to minimize over-crowding at drop-off and pick-up locations and times.							
14) Stagger recesses/breaks and lunchbreaks.							
15) Promote the consumption of food to only designated areas (i.e., cafeteria, classrooms) in accordance with current authorized occupancy rate for indoor dining.							

Plan Support Resources

Guam Department of Public Health and Social Services

DPHSS educational resources
http://dphss.guam.gov/covid-19-educational-resources/

DPHSS school regulations
http://dphss.guam.gov/wp-content/uploads/2019/11/School-Building-Sanitation-Rules-Regulations.pdf

US Centers for Disease Control and Prevention

CDC Operating schools during COVID-19: CDC's Considerations
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

CDC Strategies for Protecting K-12 School Staff from COVID-19
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html

CDC recommendations on how to set-up a 6-foot classroom
https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How_Do_I_Set_Up_My_Classroom.pdf

CDC poster on how the virus is spread and how to minimize the spread
https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf

CDC People at Increased Risk and Other People Who Need to Take Extra Precautions
https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html

CDC Social Media Toolkit
https://www.cdc.gov/coronavirus/2019-ncov/communication/social-media-toolkit.html

CDC Cloth face cover guidance
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html.

CDC DIY cloth face cover guidance
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html

CDC Home disinfection guidance
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html

CDC Indicators for Dynamic School Decision-Making
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html

US Environmental Protection Agency

EPA approved disinfectants for COVID-19
https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19

Johns Hopkins University

John Hopkins Contact Tracing course - free
https://www.coursera.org/learn/covid-19-contact-tracing

Communicating with Parents and Legal Guardians
Impact: Helping parents and legal guardians, and family members, understand school processes and expectations.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Prepare informational document on COVID-19 prevention measures for students and employees (and parents and legal guardians).						
2) Inform that students should bring their own masks, non-vent type.						
3) Inform that students should bring their own personal hand sanitizers.						
4) ____.						

Bus Stop Interactions at Villages
Impact: Important to manage bus stop interactions with children and families so that virus transmission risk is reduced.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Establish and maintain a 6-foot distance to be maintained while waiting, loading, and unloading.						
2) Enforce that masks must be worn, properly, at all times.						
3) ____.						
4) ____.						

On the Bus
Impact: Children and support staff must maintain distance with the closed environment to reduce virus transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Enforce that masks must be worn, properly, at all times.						
2) Make hand sanitizer and extra masks available on the bus at all times.						
3) Establish and maintain a 6-foot distance at all times.						
4) Mark seats to be left vacant.						
a) Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.						
b) Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.						
5) Seat students from the rear of the bus forward to prevent students from walking past each other. To						

prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)						
6) ____.						
7) ____.						

- Ride-Share Pods
Impact: Knowing who is being transported in a shared vehicle will help in Contact Tracing during an Outbreak Investigation.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Contact information for all riders and drivers should be kept and easily accessible.						
2) Masks should be worn by all riders.						
3) ____.						
4) ____.						

Daily Opening, Entering, and Moving About the School, Exit Bus Stops
Impact: Minimize mixing and clustering of students and employees reduces the possibility of virus transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Daily symptom health check/screening to be performed.						
2) Utilize visual aids (e.g., painter's tape, stickers), in high traffic areas such as cafeteria, receptions areas, hallways, and offices to illustrate traffic flow and appropriate spacing to support social distancing. • For buildings with staircases, it is recommended that students, employees, and visitors utilize one-way-traffic option when applicable.						
3) Divide student / employee entry points, rather than funneling everyone through the same entry.						
4) ____.						
5) ____.						

No Sitting Places, Loitering Areas and Their Markings
Impact: Minimize mixing and clustering of students and employees reduces the possibility of virus transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA

1) Identify where students and employees can sit, outside the classroom, with a minimum of 6-foot spacing.						
2) Create awareness to deter students from gathering and socializing when leaving the school.						
3) ____.						
4) ____.						

Pods, Bubbles, Seating, and Attendance Taking
Impact: Knowing where students and employees have been every day will help with Contact Tracing during an Outbreak Investigation.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Keep daily rosters of where students, and employees, have been throughout the school day.						
2) ____.						
3) ____.						
4) ____.						

Classrooms and Other Spaces Such as the Cafeteria
Impact: Social distancing, correct mask wearing, and sanitization are the keys to virus transmission reduction.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Regularly sanitize high-touch surfaces.			UOG High-touch disinfection template			
2) Learners and their instructor need to have face masks, properly worn, at all times.						
3) Spacing of 6 feet must be maintained by all persons.			https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How_Do_I_Set_Up_My_Classroom.pdf			
4) Face all desks in the same direction.						
5) Assign and document students the same seat in every class, as possible.						
6) Install physical barriers, such as Plexiglas and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart. Barriers can be useful at reception areas and other areas where remaining at least 6 feet apart is difficult.						
7) Establish a minimum of a 6-foot buffer between						

teacher/instructor space and the first student in the front of classroom.							
8) Limit, or prohibit, the mixing of students. For example, students in a class will stay in one classroom throughout the day, while teachers move between classrooms; or classes use different entrances and exit, if available, or establish an order for each classroom students to enter and leave the building/classroom.							

Ventilation Systems and Air Flow

Impact: Having good air circulation, and well-serviced equipment, is important to reducing virus transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, such as by opening windows and doors or consider using portable high-efficiency particulate air (HEPA) fan/filtration systems to help enhance air cleaning. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to individuals occupying the facility.						
2) Take steps to minimize air from blowing from one person directly at another individual if fans and other mechanical ventilation systems are used.						
3) ____.						
4) ____.						

Hygiene and Daily Practices Guidance

Impact: Keeping the school clean and sanitized, especially high-touch surfaces, reduces viral (and bacterial loads) on surfaces. The goal of cleaning and sanitization is to keep COVID out of everyone's eyes, nose, and mouth. It is just one way to reduce the risk of virus transmission.

Topic - School-wide COVID Awareness

During the opening days of every School, and the start of every semester at IHEs, all students and employees are to be informed on COVID-19 prevention measures https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Campus-wide communication that includes:						
a) Proper way to wear masks and/or face shields.						
b) Disallowed face masks: the ones with vents on them.						
c) Hand-hygiene.						
d) Social distancing - 6-feet minimum at all times.						
e) Avoid touching eyes, nose, mouth with unwashed / unsanitized hands.						
f) Respiratory hygiene (proper cough and sneezing etiquette)						
g) COVID-19 symptoms.						
h) What to do if feeling ill.						
i) Providing contact numbers for parents / guardians.						
2) ____.						
3) ____.						

High-Risk Students and Employees and Alternative Accommodations
Impact: Take extra precautions for those students and employees who are in the "high-risk" categories.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Create plans for educating and serving high-risk individuals including alternative accommodations.			https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html			
2) Offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions or disabilities) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).			https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html			
3) Offer students alternative learning spaces and/of the ability to learn from off-campus.						
4) ____.						

Topic - Students and Employees Feeling Ill at Home (any type of illness)
Impact: Require students and employees who are filling ill or are sick (with sickness) to stay home and contact the school for further instructions.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA

1) If informed that a student or employee is sick, inform the student, parent / legal guardian, or employee to:						
a) Stay home.						
b) Not to leave the house except to get medical care						
c) Not to visit public areas						
d) Monitor for symptoms including fever, cough, shortness of breath, fatigue, body aches, headaches, loss of taste or smell, sore throat, congestion, nausea, and diarrhea						
e) Look for emergency warning signs for COVID-19 and seek emergency medical care immediately or call "911". - Trouble breathing - Persistent pain or pressure in the chest - New confusion - Inability to wake or stay awake, and - Bluish lips or face						
2) Contact the school and inform them of the situation.						
3)						
4) ___						

Topic - Students and Employees with Identified Symptoms of COVID-19 (Feeling Ill?) at School
Impact: Responding quickly can reduce severity of illness and reduce virus transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Employee/student will be assessed, and preliminary contact tracing be done.						
2) Establish 1-2 rooms specifically for isolation people who have signs of COVID illness or are confirmed COVID cases.						
3) Employee will be released and sent home immediately.						
5) K-12 school students will be isolated, and parents / legal guardians will be notified immediately to pick up their child within one (1) hour.						
4) Collect information on Close Contacts.						
6) School nurse involvement, if applicable.						
7) Immediately close spaces where student / employee was for at least 24 hours and thoroughly disinfect all high-touch surfaces starting after 24 hours.						

8) Seek medical clinical evaluation and testing.						
9) (Should) notify school of COVID test results.						
10)						

Topic - *Students and Employees Who are Probable or Positive for COVID-19 as Indicated by Laboratory Testing*
Impact: Managing the spread of COVID from an infected person, a "case," is critical to keeping a larger community safe.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Student / Parent / Legal Guardian / Employee shall notify school's COVID Point-of-Contact of COVID test results.						
2) Student / Parent / Legal Guardian / Employee will be contacted by DPHSS Investigation Unit to conduct Case investigation.						
3) If not done so already, immediately close spaces where student / employee was for at least 24 hours and thoroughly disinfect all high-touch surfaces starting after 24 hours.						
4) Be prepared to gather information on "close contacts" to include name, location, etc. of those individuals who were in "close" contact with the infected person for 15 minutes, within 6 feet, over a cumulative total of 24 hours.						
5) Students or employees who are identified to be "close contacts" by DPHSS case investigators will be directed for COVID-19 testing, as appropriate, and should notify the school of test result.						
6) Students or employee who are not identified as "close contacts" through case investigation, can return back to school or work.						
7) Schools shall not disclose the name of the student or employee who tested positive to the other students or employees unless permission has been given (preferably in writing) by the affected student (or student's parent/legal guardian) or employee. *Note: All personnel involved in case investigation and contact tracing activities with access to confidential information should sign a confidentiality statement acknowledging the legal requirements not to disclose COVID-19 information.*						

8) Employees will be placed on leave according to the institution's leave policy if identified as "close contacts."						
9) If the student or employee was **asymptomatic**, they can return to school or work: a) 10 days after the date of their first positive CONFIRMED COVID-19. b) Isolation and other precautions can be discontinued.						
10) If the student or employee was **symptomatic**, they can return to school or work: a) 10 days after the date of their first positive test for COVID-19 and b) 24 hours with no fever (without the use of fever-reducing medications) and, other symptoms have improved.						
11) Note: Requiring a negative COVID-19 test prior to returning to school or work is not recommended. Instead, employers and schools should follow the time and symptom-based approach described above in determining when individuals can return to school or work following COVID-19 diagnosis. If the student or employee was monitored by DPHSS, they will be issued a written clearance letter by DPHSS once they are cleared to return to school or work.						
12) If a student or employee is diagnosed with probable or laboratory confirmed case of COVID-19 through any School/IHE clinic or health center, the following steps should be taken: - Inform the student (or student's parent/legal guardian) or staff of result and that DPHSS would be notified and contacting them for more information.						
13) A student or employee who is in close contact with someone outside the school who tested positive with COVID-19 as identified by DPHSS: - Shall inform the school or IHE point of contact once identified by DPHSS as case or contact and must quarantine for 14 days and not report to school or work.						

14)							

Topic - Absenteeism tracking for reasons of COVID or other to obtain current health status.
Impact: Knowing what might be happening with all students and employees and their health status can reduce accidental COVID transmission.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Each absent student must be tracked on a daily basis and records kept.						
2) ____.						
3) ____.						
4) ____.						

OPTIONAL - *Topic - Campus Outbreak Management*
Impact: Knowing the steps of a coordinated Outbreak Response will help reduce the spread of the virus.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Take training course for Outbreak Management						
2) ____						
3) ____.						
4) ____.						
5) ____.						

Social Distancing and Other Protective Measures, Inside and Outside
Impact: Reducing the number of new people to a group of people reduces the potential that COVID will be transmitted and spread within a school environment. Also, eliminating the sharing of items can keep virus transmission to very low levels.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Restrict non-essential visitors, volunteers, and activities involving other groups.						
2) Discourage sharing of office/classroom furniture, equipment, and other items. If shared, item must be disinfected frequently following proper cleaning and disinfecting procedures.						
3) ____.						
4) ____.						
5) ____.						

Bathrooms
Impact: Having clean and sanitized bathrooms is important to human hygiene and health. During this time to density of occupancy of toilet facilities must be reduced to lessen the chance of virus transmission. High-touch surfaces in bathrooms need to be sanitized frequently throughout the school day.

Toilet ratio:
- Elementary School
  - 1 for each 35 females
  - 1 for each 59 males

- Secondary School and IHE

- 1 for each 45 females
- 1 for each 50 males

- Urinal ratio:
  - 1 for each 30 males

The following link provides DPHSS school regulations:
http://dphss.guam.gov/wp-content/uploads/2019/11/School-Building-Sanitation-Rules-Regulations.pdf

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Intensify detail-cleaning and disinfection of entire facility, and establish a disinfection schedule for all high-touch surfaces.			UOG High-touch disinfection template			
2) Consider using a checklist to ensure thorough cleaning/disinfection of high touch surfaces, equipment and common areas of the facility.						
3) Provide and maintain adequate materials and supplies to help prevent transmission, such as well-stocked handwashing stations.			https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19			
4) Follow CDC's guidelines for cleaning and disinfecting surfaces.			https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html			
5) If commercial-grade, EPA-registered household disinfectant is unavailable, a home-made disinfectant may be used by mixing 5 tablespoons (1/3 cup) of bleach (5% - 6% hypochlorite concentration) per 1 gallon of water, or 4 teaspoons of bleach per quart of water.			https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html			
6) Provide contact-less trash bins for use.						
7) Ensure that toilet facilities and handwashing sinks are thoroughly and frequently cleaned and disinfected.						

Drinking Fountains

Impact: Frequently touched surfaces such as a drinking fountain can be a reservoir for COVID-19 if not regularly sanitized. Alternative ways to keep students and employees hydrated are necessary.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Prohibit use of water fountains (unless a process is in place and outlines the process that would prevent transmission of COVID-19) and other shared, self-service devices.						
2) Install touchless water bottle dispensers.						
3) Keep students and employees hydrated. Provide potable, cool water without having more than one-hand on the operating system.						
4) Sanitize water dispensing system frequently using an EPA-approved disinfection solution.						
5) ____.						
6) ____.						

Cleaning and Disinfection
Impact: Reducing the viral load on a high-touch surface is part of a good virus reduction plan.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Identify high-touch surfaces campus wide.			Disinfection template			
2) Decide how best to clean and sanitize high-touch surfaces.			Use EPA list of approved disinfection. https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19			
3) Assign employees to every contact surface on a timely basis.						
4) ____.						
5) ____.						

Cleaning and Disinfection Supplies and Equipment
Impact: Using EPA-approved COVID-19 sanitation supplies is critical to killing the virus. All materials need to be used per label instructions and with required Personal Protective Equipment (PPE).

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Acquire all supplies and tools for campus-wide sanitization.						
a) Isopropyl alcohol or similar disinfestation solution.			Use EPA list of approved disinfection. https://www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19			
2) ____.						
3) ____.						
4) ____.						

Optional - **Music, Sports, Clubs, and Outdoor Activities**
Impact: _____.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Understand the risk levels of certain sporting activities.			https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html			
2) _____.						
3) _____.						
4) _____.						
5) _____.						

High-Risk Activities

Impact: High risk activities increase droplet and aerosol transmission due to inability to perform such activities without a face mask.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) Follow current authorized Executive Order and DPHSS Guidance Memoranda.						
2) _____.						
3) _____.						
4) _____.						
5) _____.						

Optional - **Emergencies**
Impact: Fires, earthquakes, and other emergencies can force students and employees close together physically, especially on egress and waiting outside.

Policy Action Required	School Response	Resp. Person	Tools Used	To Do	Done	NA
1) _____.						
2) _____.						