Delaware Department of Education

DEPARTMENT OF EDUCATION

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: http://www.doe.k12.de.us

Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

Summer School Guidance for Delaware Schools

5/29/2020

Beginning in Phase Two of Delaware's reopening, schools may choose to offer in-person summer school for students. The following guidance is for districts/charters if they intend to schedule in-person summer school opportunities. This guidance does not account for every scenario, and districts/charters are encouraged to reach out to the Delaware Department of Education (DDOE) or Division of Public Health (DPH) contacts for guidance while developing summer school plans.

Maintaining Healthy Operations

Social Distancing and Group Sizing

Q. How many students are allowed to attend summer school?

A. Division of Public Health strongly recommends that cohorts be limited to 15 children plus staff. Cohorts are required to remain stable from one day to the next, i.e. the same children and staff should make up one cohort for the duration of the program. Students and staff should not switch between cohorts, and interaction between cohorts should be restricted as much as possible.

Q. What will staffing look like?

A. At a minimum, one teacher/educator will be assigned to each group. The ratio may vary depending on the needs of the students in the group. If additional staff members are required, the number of students may remain with a cap of 15 students.

Q. How do we maintain healthy operations during summer school?

A. The guidance below should help you maintain healthy operations during summer school.

Staffing and Training:

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Staggered Scheduling:

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents/guardians as much as possible.

Designated COVID-19 Point of Contact:

- Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact him/her.

Recognize Signs and Symptoms:

- If feasible, conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students.
- Health checks should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations.
- Consider special protections for staff and children at higher risk for severe illness.
- Offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (telework, modified job responsibilities that limit exposure risk).
- Offer options for students at higher risk of severe illness that limit their exposure risk (remote learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Communication Systems:

- Put systems in place to be consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their students have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 (e.g. see "Notify Health Officials and Close Contacts" in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
- Notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

Q. What do we need to do to transport students safely to school?

A. Whether transportation will be provided is a district/charter school decision.

- If transport vehicles are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (hand hygiene, cloth face coverings).
- School buses' high-touch areas must be disinfected between each bus run. (i.e., railing, steps, seats, and driver's area) and deep cleaning should be scheduled daily based on the operation.
- Provide disposable disinfecting wipes and non-flammable alcohol-based hand sanitizer to drivers.

- Create distance between children on school buses (seat children one child per row, skip rows) when possible.
- Consult with DDOE School Transportation Office to receive more in-depth cleaning instruction and best practices that will fit each school's unique transportation requirements.

Maintaining Healthy Environments

Q. How do we maintain a healthy environment during summer school?

A. The guidance below should help you maintain a healthy summer school environment.

Cleaning and Disinfection:

- Develop a schedule for increased, routine cleaning, and disinfection.
- Clean and disinfect frequently touched surfaces (door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between uses as much as possible. Use of shared objects (gym or physical education equipment, art supplies, toys, games) should be limited or cleaned between uses.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects:

- Discourage students from sharing items that are difficult to clean or disinfect.
- Create protocols for sharing/cleaning of items if necessary for work and are not available for individual students (i.e. workshop tools, equipment, and computers).
- Keep each student's belongings separate from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (assigning each student their own art supplies, equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between uses.

Modified Layouts:

- Space seating/desks at least six feet apart.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Shop spaces or other educational settings must also follow guidelines.

Physical Barriers and Guides:

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least six feet apart (reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least six feet apart in lines and at other times.
- Hallways should have one-way traffic routes.

Communal Spaces:

- Close communal use shared spaces like dining halls if possible; otherwise, stagger use and clean and disinfect between uses.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least six feet apart.

Q. How should food service be provided during summer school?

A. It is best to have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria while ensuring the safety of children with food allergies.

- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and cleaned and sanitized per Delaware Food Code.
- Individuals should wash their hands when beginning work, after removing their gloves, after bare hand contact with surfaces or items that have not been sanitized and after using the restroom.
- If food is offered at any event, have pre-portioned boxes or bags for each attendee instead of a buffet or family-style meal.
- Avoid sharing food and utensils and ensure the safety of children with food allergies
- Consult with DDOE Nutrition Programs Office to receive more in-depth instruction and best practices that will fit each school's unique requirements.

Promoting Behaviors that Reduce Spread

Q. How do we promote behaviors that reduce the spread of Covid-19?

A. The guidance below should help promote behaviors that reduce the spread.

- Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
- Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.
- CDC's criteria can help inform when staff should return to work:
    - If they have been sick with COVID-19
    - If they have recently had close contact with a person with COVID-19

Q. How can we ensure that students and staff coming to summer school are not ill upon arrival?

A. All students and staff should be assessed upon arrival using either CDC's suggested screening methods or modifying DPH's screening recommendations, intended for essential employees. **At minimum, schools should assess attendees for:**

- Fever on-site by parent/caregiver or staff or before leaving home and report to staff upon arrival.

- Recent close exposure to COVID-19.
- Recent diagnosis of COVID-19 within seven previous days or 10 days since symptoms first appeared.
- Symptoms including but not limited to symptoms of a respiratory infection such as coughing, sneezing, lethargy or fussiness (for younger children), or gastrointestinal illness such as vomiting or diarrhea.

Q. What handwashing, hygiene, and sanitizing practices are recommended?

A. The guidance below should help you address handwashing and hygiene.

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
- If soap and water are not readily available, hand sanitizer that contains at least 60% ethanol or 70% isopropyl alcohol can be used (for staff and older children who can safely use hand sanitizer). Sanitizer should be used in addition to, not in place of, handwashing. Communicate with parents/guardians that hand sanitizer may be used by their student and ask about any known allergies to these products.
- Encourage staff and students to cough and sneeze into their elbow or a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Teach and reinforce the appropriate use of cloth face coverings. Face coverings should be worn by staff and cover the nose and mouth. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff on proper use, removal, and washing of cloth face coverings. Use signage as available.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Further information regarding students and cloth face coverings is forthcoming.

Q. What supplies are considered adequate?

A. Support healthy hygiene behaviors by providing adequate supplies, which include soap, hand sanitizer with at least 60 percent ethanol or 70% isopropyl alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans. Hand sanitizer or handwashing stations must be readily available for all staff and students.

Q. What signage and/or messages would be helpful to post?

A. Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering). Broadcast regular announcements on reducing the spread of COVID-19 on public address systems. Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts). Find free CDC print and digital resources on CDC's communications resources main page.

Preparing for When Someone Gets Sick

Q. What do we do if someone gets sick during summer school?

A. Advise staff and families of sick students of the home isolation criteria. Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation. Make sure that staff and families know that they (staff) or their children (families) should not come to school if ill and that they should notify school officials (the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. The following steps should be taken upon being notified of a sick staff member or student:

- Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.
- In accordance with federal, state, and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Q. Are school-based wellness centers available to support summer school operations?

A. School-based wellness centers are managed by health systems across the state and can be found in most high schools and a few elementary schools. The outside organizations that run the centers may be contacted to discuss summer operations. School nurses provide health care in other buildings and may be employed by the districts/charters during the summer.

Summer School Instruction

Q. May the district/charter offer a hybrid of remote and in-person instruction during summer school?

A. Yes. Each district/charter may offer a hybrid of remote and in-person instruction during summer school depending on the subject area, the age of the students, and their specific learning needs. The decision around how to structure summer school will be up to each district/charter, as long as the district/charter meets mandatory cleaning and social distancing protocols. Each district/charter should take into account staffing, transportation, family concerns, educator concerns, and their respective populations when making the decision about how to structure this time. Communicating with families, staff, and students may help a district/charter decide the best way to set up this instructional time.

Q. Will we be able to offer driver education during summer school?

A. Yes, driver education summer school can be offered this summer as described below.

- The 30-hour course can be conducted virtually if students/staff are not allowed back into classrooms. Students and teachers must both be present live on-screen and two-way interactive communication must take place.
- The final exam may be administered within the guidelines issued by DDOE on May 12, 2020.
- Once driving options are made available, students with unfinished driving hours from the 2019 – 2020 school year should be scheduled first.
- The driving range option will be available to the summer programs.
- Consult with the DDOE Student Support Team to receive more in-depth instruction and best practices that will fit each school's unique requirements.

Q. What protocols should we follow for our most at-risk, special education populations?

A. District office and special school administrators must consider the needs of our most at-risk students and collaborate with families to assure that physical attendance at school is the safest option for the delivery of services this summer.

- If a public school building for children with disabilities is closed solely because the children are at high risk of severe illness, the district/charter must determine whether each student could benefit from online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, to the extent available.
    - If a student does not receive services during a closure, his/her IEP team must make an individualized determination whether and to what extent compensatory services may be needed, including to make up for any skills that may have been lost
- If a public school building is open and a child cannot physically attend temporarily (generally 10 consecutive school days or more) due to the high risk of severe illness, the provision of services such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, to the extent available, is not considered a change in placement.
    - During this time period, a child's parent/guardian or other IEP team member may request an IEP meeting to discuss the potential need for services if the exclusion is likely to be of long duration (generally more than 10 consecutive school days). For long-term exclusions, a district/charter must consider placement decisions under the IDEA's procedural protections of 34 CFR §§ 300.115 – 300.116. If the IEP team, which includes the parent/guardian, determines that the child meets established high-risk criteria and, due to safety and health concerns, the child's needs could be met through homebound instruction, the district/charter must issue a prior written notice proposing the change in placement.

● Consult with DDOE Exceptional Children Resources Office to receive more in-depth instruction and best practices that will fit each school's unique requirements.

Q. How will schools meet the social/emotional needs of students and educators during summer school?

A. Social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic success. Districts/charters may choose to provide social/emotional support during summer school through the services provided by such student support personnel as counselors, social workers, school psychologists, and school-based wellness centers. Each district/charter's SEL contact may connect staff members to access a wealth of social/emotional training, resources, and activities provided by DDOE's Office of Innovation and Improvement as well as counseling resources through DDOE's School Support Services.

Q: Are there special provisions for contractors who have to enter schools to provide services within the school (i.e. Occupational Therapy, Physical Therapy, Speech Therapy)?

A: District/charters must suspend the use of all outside contractors, programs, and entertainment, **except**:

- Contractors doing work outside of school hours (ensure that proper cleaning/sanitizing has been conducted before children re-enter the facility or areas where work was being done)
- Physical therapy/occupational therapy/speech therapy appointments
- Mental health consultants
- Substitute teachers/summer monitors for school nutrition programs

Information contained in this document was obtained primarily through the Center for Disease Control and Prevention's guidance.

For general questions regarding the document's guidance please email the following people:

Christine Alois, Department of Education: christine.alois@doe.k12.de.us
Dana Carr, Division of Public Health: dana.carr@delware.gov

For program-specific guidance please email the following people:

Counseling: jennifer.davis@doe.k12.de.us
Driver Education: michael.wagner@doe.k12.de.us
Exceptional Children's Resources: maryann.mieczkowski@doe.k12.de.us
Innovation and Improvement: teri.lawler@doe.k12.de.us
Nutrition Programs: aimee.beam@doe.k12.de.us
School Health: susan.haberstroh@doe.k12.de.us
Transportation: tyler.bryan@doe.k12.de.us