



# Return to School Planning Framework COVID-19 Risk Mitigation - Phase III 2020-2021 School Year

**Pending RMS Board of Trustees Approval  
August 12, 2020**

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## **SCOPE & OVERVIEW**

The Return to School Planning Framework (the Plan) serves to outline the procedures the school will follow during the COVID-19 pandemic, beginning on August 18, 2020. These procedures will enable us to provide educational services to our students while protecting those students, their families, our staff, and the community at large, to the best of our ability. Many of the protocols included have been directed by various government entities, as well as by elected and appointed federal and state officials. Nothing in this document is meant to contradict those directives. Our goal is to outline how Richmond Montessori School (RMS) plans to implement those directives and its own procedures in order to safely and effectively enable student learning during the COVID-19 pandemic. It's important to note that the school may respond to changes in guidelines and/executive orders at any time either prior to or during the school year, resulting in changes to our operating procedures and the Plan. We must remain both adaptive and agile as the impacts of the COVID-19 pandemic evolve.

The Plan is focused on complying with mandated health and safety procedures while remaining mission centric. In addition the Plan will provide the RMS Board of Trustees, families, faculty and staff with its overarching framework for adapting its teaching and learning environment to the risk of COVID-19 exposure. Furthermore, the Plan will provide the Head of School with a detailed road map for school operations during the pandemic.

The following vision and guiding principles have been established to guide the school in making decisions during this crisis.

### **Vision**

Throughout the 2020-21 school year, our community is healthy and connected, and all students are engaged in high-fidelity Montessori instruction that inspires academic excellence and nurtures human potential.

### **Guiding Principles**

- Supporting the health and safety of students, staff, and community stakeholders
- Nurturing the emotional well-being of students, faculty, and staff
- Maintaining student centered continuity of instruction in alignment with Montessori principles
- Ensuring access and equity for all students within a reasonable scope of the school's capacity
- Building community engagement through transparent and consistent communications with all stakeholders
- Maintaining the fiscal solvency and sustainability of the school

## **Considerations for the 2020-21 School Year**

The return to school steering committee identified four key areas for consideration when planning for the 2020-21 school year, while keeping the vision and guiding principles at the forefront of decision-making: Health & Safety, Operations, Teaching & Learning, and Family & Community Engagement

### **Health and Safety**

Prioritizing the health and safety of all students, staff and community members by following best practices in the areas of:

- Guidance, directives and recommendations from Public Health
- Health and safety information, social distancing and infection control practices (hand-washing, face coverings)
- Classroom, lunch/snack and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

### **Operations & Facilities**

Maintaining effective and efficient operations by following best practices in the areas of:

- Facilities
- Budgeting and financial operations
- Human Resource Services
- Technology infrastructure

### **Teaching & Learning**

Providing a high-quality instructional program by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies
- Continuity of services to at-risk populations that can be reasonably accommodated
- Access and use of instructional technology

Instructional Models include:

**On campus** where the teacher and the student meet physically on campus for the duration of a typical school day alongside classmates, with social distancing and health and safety measures in place.

**Remote Learning** occurs when the learner and teacher, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

**Hybrid Learning** includes a combination of on campus and remote learning.

### **Family and Community Engagement**

Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:

- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships

## Return to School Planning Framework

<p style="text-align: center;"><b>Health And Safety</b></p> <p>Prioritizing the health and safety of all students, staff and community members by following best practices in the areas of:</p> <ol style="list-style-type: none"> <li>1. Guidance, directives and recommendations from Public Health</li> <li>2. Health and safety information, social distancing and infection control practices (health screenings, hand-washing, face coverings)</li> <li>3. Classroom, meal and cleaning practices</li> <li>4. Health management practices, personal protective equipment, care and isolation of students, staff or visitors showing sign of illness</li> </ol>	
Best Practices	Resources
<b>Communication</b>	
<ul style="list-style-type: none"> <li>● Provide accurate and ongoing messaging to stakeholders about measures being taken to help keep students and staff safe</li> <li>● Provide timely updates</li> <li>● Communicate importance for individuals to stay home when sick, and message that students will be provided with opportunities to complete missed assignments due to illness where developmentally appropriate</li> <li>● Publicize guidelines and tailor specific messages for teachers/staff on how to decrease the risk of exposure while at work/school, including the use of face coverings, frequent handwashing, use of hand sanitizer, and social distancing</li> <li>● Provide training on these guidelines to staff and students</li> </ul>	<p><a href="#">CDC Handwashing materials/posters</a></p> <p><a href="#">CDC How to Protect Yourself &amp; Others</a></p> <p><a href="#">VA Association of School Nurses Health Services Recovery Plan</a></p>

<ul style="list-style-type: none"> <li>• Educate families on their role and responsibilities: students stay home when sick; keep emergency forms up to date; plan for when child needs to be picked up from school; quarantine/isolation recommendations</li> <li>• Ensure there are substitute employees to cover those who are out sick</li> <li>• Display hand washing and hygiene practices posters around campus</li> <li>• Have protocols in place for social distancing</li> <li>• Ensure time is built into the schedule to support hand-washing</li> <li>• Ensure front office staff is trained on handling and tracking absences</li> <li>• Have copies of quarantine/isolation guidelines available to share with parents/families/caregivers</li> </ul>	
<b>Health Chain of Command</b>	
<ul style="list-style-type: none"> <li>• Establish a Medical Advisory Group to provide guidance to school</li> <li>• Create a contact list for school point personnel, along with timeline expectations for making health-related decisions</li> <li>• Ensure multiple staff members are trained to perform health surveillance activities</li> </ul>	<a href="#">RMS Health Chain of Command</a>
<b>Safety Information</b>	
<ul style="list-style-type: none"> <li>• Post Public Health “Protocol for Social Distancing” in all public areas on both campuses</li> <li>• Post information about illness, social distancing, use of face coverings and hand-washing</li> <li>• Provide copy of “Protocol for Social Distancing” to substitutes/tutors who report to work</li> <li>• Ensure all staff members have access to and copies of COVID-19</li> </ul>	<a href="#">Virginia Department of Health How to Wash your Hands Poster</a>  <a href="#">CDC How to Protect yourself &amp; Others</a>  <a href="#">CDC What to do if you are sick</a>

<p>related protocols</p> <ul style="list-style-type: none"> <li>• Ensure front office staff understand the visitor restriction/screening protocol</li> </ul>	
<p><b>Social Distancing</b></p>	
<ul style="list-style-type: none"> <li>• Maintain at least three (3) to six (6) feet distance from others to the greatest extent possible - may momentarily come closer when necessary. Social distancing means avoiding crowds and staying at least three (3) to six (6) feet away from others whenever possible</li> <li>• Provide ingress/egress protocols and training for both campuses</li> <li>• Stagger recess</li> <li>• Prohibit congregating in in hallways and common areas</li> </ul>	<p><a href="#">Virginia Department of Health Protocol for Social Distancing</a></p>
<p><b>Face Coverings</b></p>	
<ul style="list-style-type: none"> <li>• All Staff wear face coverings unless isolated from others</li> <li>• Students over the age of two wear a face mask where developmentally appropriate and to the greatest extent possible</li> <li>• Allow for and promote mask breaks to the greatest extent possible</li> </ul>	<p><a href="#">Virginia Department of Health How to Wear a Face Covering</a></p> <p><a href="#">Virginia Department of Health How to Make your Own Cloth Face Covering</a></p> <p><a href="#">Virginia Department of Health How to Create a Clear View Mask</a></p> <p><a href="#">CDC How to Make Cloth Face Coverings</a></p>
<p><b>Handwashing</b></p>	
<ul style="list-style-type: none"> <li>• Promote good hygiene practices</li> </ul>	<p><a href="#">Virginia Department of Health How</a></p>

<ul style="list-style-type: none"> <li>● Provide adequate supplies for frequent hand-washing with soap and water, or use of hand sanitizer with at least 60% alcohol</li> <li>● Provide easily accessible hand-washing/hand sanitizing stations in common areas</li> <li>● Provide hand sanitizer to all classrooms</li> <li>● Post hand-washing posters</li> <li>● Educate/review hand-washing procedures for staff and students</li> <li>● Hand-washing should take place at the beginning of the day, before and after meals, after outside play, after using the restroom, after using a tissue, and before and after classroom activities that involve sharing supplies and materials and after coughing and sneezing</li> </ul>	<p><a href="#">to Wash your Hands Poster</a></p> <p><a href="#">Johns Hopkins How to Wash Your Hands Instructions</a></p> <p><a href="#">Johns Hopkins How to Wash Your Hands Video</a></p> <p><a href="#">CDC Handwashing Video/English</a></p> <p><a href="#">CDC Handwashing Video/Spanish</a></p>
<p><b>Entering School</b></p>	
<ul style="list-style-type: none"> <li>● Consider school entry points and staffing to monitor social distancing and prevent groups congregating</li> <li>● Limit/restrict access to school by volunteers and visitors</li> <li>● Post signs indicating that sick individuals must stay home and not come to school</li> <li>● Instruct parents/guardians/ caretakers to screen students before leaving home; anyone with symptoms consistent with COVID-19 should remain at home in isolation</li> <li>● Conduct health screenings for anyone entering the school - pending recommendation from Public Health regarding temperature checks and health screening</li> </ul>	<p><a href="#">School Entrance Sign (Poster)</a></p> <p><a href="#">RMS Visitor Restriction Poster</a></p> <p><a href="#">CDC Stay Home when Sick</a></p> <p><a href="#">RMS Screening Checklist</a></p>
<p><b>Personal Protective Equipment (PPE)</b></p>	

<ul style="list-style-type: none"> <li>• Those with prolonged exposure to ill students must wear N95 masks, protective eyewear/face shield/goggles, gown &amp; gloves</li> <li>• Store PPE supplies in secure/locked location</li> <li>• Cleaning staff must wear masks or face coverings, &amp; gloves</li> <li>• Plexiglass dividers will be used in areas where there is limited space for social distancing (less than 6 feet) - i.e., front office, shared office spaces</li> <li>• Plexiglass dividers must be cleaned at the end of each shift</li> </ul>	<p><a href="#">CDC Using Personal Protective Equipment (PPE)</a></p> <p><a href="#">Lunch Assist Face Mask Safety Precautions Infographic</a></p>
<p><b>Infirmaries</b></p>	
<ul style="list-style-type: none"> <li>• Two separate well-ventilated infirmaries created on each campus for: i) students with COVID-19 symptoms ii) students with other ill symptoms, accidents; cuts etc.</li> <li>• Keep sick students isolated in the infirmary with surveillance camera that allows for sight and sound supervision</li> <li>• Use separate locations to maintain isolation, privacy and safety of students who are ill</li> <li>• Use effective cleaning protocols to frequently clean high-touch surfaces throughout the day</li> <li>• Stock infrared thermometers in all infirmaries</li> <li>• Health Coordinator oversees the tracking of ill students/absences</li> <li>• Establish protocol for infirmary cleaning and disposal of PPE between use</li> </ul>	<p><a href="#">CDC Guidelines for Cleaning &amp; Disinfecting your Facility</a></p>
<p><b>Health Coordination/Staff/Training</b></p>	
<p>Prior to opening of school:</p> <ul style="list-style-type: none"> <li>• Return to School Steering Committee completes Johns Hopkins Contact Tracing Course</li> <li>• Front Desk staff completes training on illness-related procedures, forms, etc.</li> </ul>	<p><a href="#">Johns Hopkins Contact Tracing Course</a></p> <p><a href="#">CDC Clinical Presentation in Pediatric Patients</a></p>

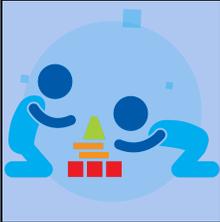
<ul style="list-style-type: none"> <li>• Front desk staff completes professional development on clinical manifestations of COVID-19 and pediatric presentation</li> <li>• Review training on practices for application and removal of PPE</li> <li>• Schedule time for Health Coordinator to provide training to Front Office staff on COVID-19, RMS protocols &amp; working with public health officials, health office practices for illness, and use of PPE</li> <li>• Dedicate time for training all staff including substitutes prior to the first day of instruction</li> <li>• In collaboration with Health Coordinator, provide time to meet with teachers/staff about COVID-19, address staff concerns, review health and safety procedures and review guidelines for when to send students to Front Office</li> <li>• Establish a substitute pool of front desk staff</li> </ul>	
<b>Illness at School</b>	
<ul style="list-style-type: none"> <li>• Students who develop symptoms of illness while at school should be separated from others right away, and brought to the infirmary</li> <li>• Staff members who develop symptoms of illness should be sent home. Have emergency sub plans in place</li> <li>• If possible, place a surgical mask (if not wearing a face covering) on the student with fever and/or cough as soon as possible after moving them to the infirmary</li> <li>• Students should remain in isolation with continued sight and sound supervision and care until picked up by an authorized adult to go home</li> <li>• Follow established guidelines for triaging students in the infirmary, recognizing not all symptoms are signs of illness</li> <li>• Health Coordinator to work with Public Health &amp; RMS Medical Advisory Group to create a flowchart/decision tree defining when to send a student home</li> </ul>	<p><a href="#">RMS Illness Protocols</a></p> <p><a href="#">RMS Decision Tree</a></p> <p><a href="#">CDC Stay Home when Sick</a></p>

<b>Home Isolation</b>	
<ul style="list-style-type: none"> <li>● Any student or staff member with symptoms consistent with COVID-19 must follow the <a href="#">RMS Illness Protocols</a></li> <li>● Identify process and timeline for home isolation and when student or staff member can return to school/work (RMS Illness Protocols)</li> <li>● Establish a protocol for staff or students who have been in close contact with someone diagnosed with or suspected to have COVID-19. (RMS Illness Protocols)</li> <li>● Identify process and timeline for home quarantine and when student or staff member can return to school/work</li> </ul>	<p><a href="#">VDH Isolation/Quarantine/Movement Restrictions/Public Health Monitoring</a></p> <p><a href="#">VDH When is it Safe to Return to Work</a></p> <p><a href="#">VDH Exposure to COVID-19 - What to do if you have been in contact with a case</a></p>
<b>Exposure to COVID-19</b>	
<ul style="list-style-type: none"> <li>● Create RMS Protocol for student or staff person with a positive case of COVID-19 (Include health department contact information in protocol) Seek guidance on the following: <ul style="list-style-type: none"> <li>○ steps to minimize risk for other students &amp; staff</li> <li>○ how long, the school or classroom closure may be advised</li> <li>○ contact tracing process</li> <li>○ when &amp; what we can communicate with the community upon learning of a case</li> <li>○ notification of exposure and recommendation for home quarantine</li> </ul> </li> <li>● Note that while all parents and staff should be informed of a confirmed case of COVID-19 in someone connected to school, it is illegal to share the name of the infected individual. It is our duty to protect confidential information.</li> </ul>	<p><a href="#">RMS Illness Protocols</a></p>
<b>Immunization Requirements</b>	
<ul style="list-style-type: none"> <li>● At this time the Virginia Department of Health (VDH) states that</li> </ul>	<p><a href="#">VDH Immunization Requirements</a></p>

immunizations requirements for the 2020-21 school year remain in place

- Review immunization records for new students, kindergarteners & 6th graders

[VDH Supplemental Guidance for School Required Vaccines](#)

<p style="text-align: center;"><b>Operations-Facilities, Financial, &amp; Human Resources</b></p> <p>Maintaining effective and efficient operations by following best practices in the areas of:</p> <ul style="list-style-type: none"> <li>● Facilities</li> <li>● Budgeting and financial operations</li> <li>● Human Resource Services</li> <li>● Technology infrastructure</li> <li>● Other key systems and services</li> </ul>	
Best Practices	Resources
<b>General Use of Facilities &amp; Grounds</b>	
<ul style="list-style-type: none"> <li>● Identify what space is available and is appropriate for school reopening and match it to the school’s scenario planning (on-campus, remote learning, hybrid)</li> <li>● Create a campus map delineating learning and working environments including measurements of each space</li> <li>● Consider removal and storage of furniture to allow for social distancing requirements of 3-6 feet</li> <li>● Establish risk averse systems to support new carpool routines</li> <li>● Designate entry and exit doors whenever possible, not both, to limit people encounters</li> <li>● Designate foot traffic patterns where possible, such as one-way hallways to limit students passing each other Schedule restroom use and maintain separate classrooms or student groups for each restroom</li> <li>● Install markings on floor to illustrate social/physical distancing, foot traffic arrows, one-way traffic, elevator capacity, etc.</li> <li>● Install counter shields at front office as appropriate</li> <li>● Prohibit shared use of small spaces</li> </ul>	<p><a href="#">CDC Guidelines School Readiness and Planning Tool</a></p> <p><a href="#">CDC Schools &amp; Childcare Programs</a></p> <p><a href="#">CDC Community Mitigation Framework</a></p> <p><a href="#">Virginia Department of Education Recover, Redesign, Restart Plan</a></p>

<ul style="list-style-type: none"> <li>● Consider storing extra furniture and classroom materials in spaces that cannot be used for groups</li> <li>● Explore space availability with partner agencies to store extra furniture, fixtures, and equipment (eg: Temple Beth El)</li> <li>● Designate two separate infirmaries on each campus to separate staff and students suspected of being sick</li> <li>● Defer use of playgrounds and play structures or use in staggered shifts with cleaning and disinfecting between groups</li> <li>● Secure extension on modular learning unit (El Nido) with Henrico County</li> </ul>	
<b>Social/Physical Distancing</b>	
<ul style="list-style-type: none"> <li>● Identify and encourage use of available outdoor space for teaching and learning, weather permitting;</li> <li>● Explore allowable occupancy per social/physical distancing guideline for classrooms, offices and all spaces;</li> <li>● Place seats 3-6 feet apart where possible</li> <li>● Install floor markings to illustrate social/physical distancing</li> <li>● Remove extra chairs and tables/desks not expected to be used in classrooms, offices, meeting rooms, teachers lounge, etc.</li> <li>● Label, remove and store unused furniture and equipment as well as infrequently used classroom materials in another part of campus where social/physical distancing is not impacted</li> <li>● Disinfect classroom surfaces between school &amp; extended day in shared spaces</li> <li>● Label and safely store furniture, fixtures and equipment corresponding to each classroom</li> <li>● Maintain uncluttered classrooms to efficiently clean and disinfect surfaces</li> <li>● Communicate physical distancing plan to staff, parents and students</li> </ul>	<a href="#">Virginia Department of Education Recover, Redesign, Restart Plan</a>

<b>Specialty Spaces</b>	
<ul style="list-style-type: none"> <li>● Reevaluate functions and use of facilities per social distancing guidelines</li> <li>● Move classes outdoors, weather permitting (PE can expand on fields)</li> <li>● Reassign PAC to middle school to facilitate breakout spaces</li> <li>● Reestablish protocol to clean instructional materials including musical instruments after use</li> <li>● Close Parson's Hall for PE and create three classrooms within the space for early childhood programs allowing for 9 students and 1 teacher in each space and for appropriate social distancing and physical separation of 6 feet</li> <li>● Determine if and how play structures would be used with corresponding cleaning and disinfecting</li> </ul>	
<b>Common Spaces</b>	
<ul style="list-style-type: none"> <li>● Establish health &amp; safety protocols for teacher lounges</li> <li>● Determine protocol for access to microwaves, refrigerators, equipment in teachers' lounge/kitchens and any other previously shared spaces</li> <li>● Determine protocol on use of microwaves and water dispensers</li> </ul>	
<b>Infection control: cleaning, sanitizing &amp; disinfecting</b>	
<ul style="list-style-type: none"> <li>● Follow guidelines for cleaning, sanitizing and disinfecting per Centers for Disease Control and Public Health Recognize different methods and best practices for routine cleaning and disinfecting and if someone is sick</li> <li>● Update cleaning practices and protocols</li> <li>● Institute clean desk policy to mitigate exposure and maximize</li> </ul>	<p><a href="#">CDC Cleaning and disinfecting your facility</a></p> <p><a href="#">CDC Reopening guidance for cleaning and disinfecting schools</a></p>

- cleaning and disinfecting efficiencies for office spaces
- Staff must use applicable personal protective equipment to perform cleaning and disinfecting
  - Develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE
  - Determine what needs to be cleaned (classrooms, offices, common areas and outdoor areas) with applicable schedule and consideration to necessary timeline for routine cleaning and/or disinfecting
  - Recognize if necessary tools and equipment are available and procure materials that are needed
  - Clean and disinfect “high-touch” surfaces such as door handles, rails, counters, tabletops, bathroom fixtures, toilets, trash cans, phones, and radios/walkie talkies
  - Remove high-touch shared tools from classrooms
  - Use an Environmental Protection Agency (EPA)-registered product that cleans (removes germs), sanitizes (reduces number of germs to food safe levels) or disinfects (kills germs). Always follow the instructions on the labels of cleaning products and disinfectants
  - Establish expectations for cleaning and disinfecting while staff and students are on campus
  - Train staff on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard
  - Wait 24 hours or as long as practical before beginning cleaning and disinfection in a positive case; the space may be reoccupied after cleaning
  - Provide cleaning and disinfecting materials and supplies where appropriate and necessary

[OSHA: Guidance on preparing workplaces for COVID-19](#)

[Environmental Protection Agency \(EPA\): Healthy School Environments](#)

<https://www.nanoseptic.com/>

<https://www.epa.gov/saferchoice/products>

All staff are required to take OSHA training on August 18

<ul style="list-style-type: none"> <li>● Place hand sanitizer in strategic locations and inform staff/students of their location</li> <li>● Provide no-touch disposal receptacles (trash cans)</li> <li>● Use self-cleaning surface “skins” on doors and other high touch surfaces where appropriate</li> <li>● Frequently clean materials in classrooms</li> <li>● Water fountains will be shut off</li> <li>● Train facilities coordinator on updated cleaning procedures and protocol</li> <li>● Procure needed tools and equipment</li> <li>● Track details on efforts and expenditures</li> </ul>	<p><a href="https://www.nanoseptic.com/">https://www.nanoseptic.com/</a></p>
<p><b>Maintenance: HVAC, water, indoor air quality</b></p>	
<ul style="list-style-type: none"> <li>● Increase outdoor air ventilation whenever possible open outside doors and windows and use fans to increase air circulation</li> <li>● Improve central air filtration; upgrade filters to MERV 13 and increase the frequency of replacement.</li> <li>● Equip each class space with a freestanding HEPA filtration unit.</li> </ul>	
<p><b>Financial Considerations</b></p>	
<ul style="list-style-type: none"> <li>● Manage the PPE loan (application, loan forgiveness etc.)</li> <li>● Evaluate budget balancing techniques and develop contingency plans for revenue shortfalls with the finance committee</li> <li>● Prioritize funding for COVID-19 specific resources</li> <li>● Fully fund 1-1 Chromebooks for elementary students</li> <li>● Evaluate impact on FY22 budgets with the finance committee</li> <li>● Designate annual fund financial resources to COVID-19 related resources</li> </ul>	
<p><b>Personnel Considerations</b></p>	

<ul style="list-style-type: none"><li>• Ensure employees are aware of all leaves available, including CARES act, FMLA and accrued leaves</li><li>• Clarify and communicate protocol outlining the circumstances under which employees must be sent home or self-quarantine</li><li>• Consider referrals to employee assistance programs with Aetna</li><li>• Develop plans for payment to non-exempt hourly paid employees if/when school is closed</li></ul>	<a href="#">COVID-19 and the American Workplace</a>
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<p style="text-align: center;"><b>Teaching and Learning</b></p> <p>Providing a high-quality instructional program by following best practices in the areas of:</p> <ul style="list-style-type: none"> <li>• Curriculum and instructional delivery models</li> <li>• Assessment practices</li> <li>• Services to at-risk students, including students with disabilities, and other marginalized populations when possible</li> <li>• Access and use of instructional technology</li> <li>• Social and emotional wellbeing of teachers and students</li> </ul>	
Best Practices	Resources
<p><b>On-Campus Learning (Early Childhood Students during all Phases &amp; Shelter-in-Place)</b>  <b>On-Campus Learning (All students during Phase II, Phase III, &amp; Beyond Phase III)</b></p>	
<p>The school is prepared to operate under the following phased guidance, which was established by the Virginia Department Of Education (July 2020). The following plans may evolve at any time at the discretion of the RMS Board of Trustees and/or any governmental agency.</p>	
<p><u>Phase I/Shelter in Place</u>  <u>Early Childhood Students on campus:</u></p> <ul style="list-style-type: none"> <li>• Classes are split into groups up to a maximum of 9 students and one adult</li> <li>• Youngest half of class learns with lead teacher during pre-school hours 8:30am-11:45pm</li> <li>• Older half of class learns with assistant teacher from 8:30am-12:00pm and the lead teacher in the afternoon from 1pm-3pm</li> <li>• No extended care beyond 3:00pm during Phase I/Shelter in Place</li> </ul>	<p>See <a href="#">Scenario Plan</a></p> <p>See <i>Classroom Safety &amp; Distancing</i></p>

<p><u>Phase II/PhaseIII/Beyond PhaseIII</u> <u>All Students on campus:</u></p> <ul style="list-style-type: none"> <li>• Curriculum is guided with modifications to the learning environment to minimize risk of infection to students and teachers</li> </ul>	
<b>Remote Learning (Elementary &amp; Middle School students during Phase I/Shelter-in-Place)</b>	
<ul style="list-style-type: none"> <li>• Establish clearly stated educational goals and learning outcomes Ensure content aligns with the RMS/AMS learner outcomes</li> <li>• Include opportunities for both asynchronous and synchronous learning</li> <li>• Provide adequate training to students and parents on Google Classroom platform including integrated learning tools/apps</li> <li>• Organize Google Classroom in a way that students can easily navigate learning goals</li> <li>• Integrate quality instructional materials to enable and enrich student learning</li> <li>• Use regularly evaluated technology that supports the learning goals and enhances the learning experience Ensure equity and access for special populations</li> <li>• Provide orientation for parents, students and staff</li> <li>• Define expectations for remote learning</li> <li>• Establish assessment and progress monitoring for extended periods of remote learning</li> <li>• Purchase Chromebooks for 1-to-1 instruction for elementary students</li> <li>• Provide timely IT support for staff and students</li> <li>• Provide professional learning for staff to assist in identification of students in need of additional support for remote learning including the identification of students in crisis</li> </ul>	<p>See <a href="#">Scenario Planning</a></p>

<ul style="list-style-type: none"> <li>• Ensure strong communication protocols across level teams and between teams and administration</li> <li>• Flexibility in required instructional minutes</li> </ul>	
<b>Hybrid Learning</b>	
<ul style="list-style-type: none"> <li>• Hybrid learning may occur in many different scenarios. A plan has been established to serve : <ul style="list-style-type: none"> <li>○ individual students who may have been exposed outside of school and/or who have a case of COVID-19</li> <li>○ whole classrooms when a case has been identified within the class</li> </ul> </li> <li>• Create developmentally appropriate work packets tailored to individual student needs as appropriate by levels and content</li> </ul>	<p>Students will take their essential materials kit home and will have access to online work where appropriate, after five days of homebound or sooner. Teachers will check-in with students/parents at this time to provide an instructional plan.</p>
<b>Instructional Technology</b>	
<ul style="list-style-type: none"> <li>• Provide student access, teacher PD, parent support on platforms and tools which can support instructional strategies-both synchronously and asynchronously including, but not limited to: <ul style="list-style-type: none"> <li>○ Google Classroom</li> <li>○ Google Apps</li> <li>○ Appropriate COPPA compliant resources</li> </ul> </li> <li>• Review Acceptable Use of Technology Policies and determine whether any modifications are necessary</li> </ul>	
<b>Academic, Social &amp; Emotional, Physical Support</b>	
<ul style="list-style-type: none"> <li>• Continue to support all students through the work of the Instructional Support Team.</li> <li>• Seek to provide reasonable accommodations as possible given the circumstances for students with documented disabilities who have demonstrated that they need additional support in order to be</li> </ul>	<p><a href="#">Instructional Support Team</a></p> <p><a href="#">RRR Equity Strategies</a></p>

<p>successful at RMS. Each request for accommodation is reviewed and decided on a case by case basis by our instructional support team.</p> <ul style="list-style-type: none"> <li>● Plan for students with difficulty observing social distancing or unable to tolerate facial covering <ul style="list-style-type: none"> <li>○ Increase frequency of student hand-washing</li> <li>○ Important for those around the student to wear face covering</li> </ul> </li> <li>● Plan for cleaning/disinfecting critical care devices (insulin pumps etc.)</li> <li>● Consider modifying the new teacher mentorship program so that collegial support is possible</li> </ul>	
<b>Classroom Safety &amp; Distancing</b>	
<ul style="list-style-type: none"> <li>● Decrease classroom density when necessary (Phase II/I), by establishing auxiliary spaces for each class.</li> <li>● Decrease class caps to allow students to maintain three (3) to six (6) feet social (physical) distancing to the greatest extent possible Implement social (physical) distancing within the classroom as feasible. Social distancing is deliberately increasing physical space between people to avoid spreading illness</li> <li>● Rearrange classrooms to put three (3) to six (6) feet between students work areas tables/chairs etc. to the greatest extent possible</li> <li>● When possible, classroom should have stable groups of students (“stable” means the same group of students each day ie: cohorts)</li> <li>● When possible, specialty teachers move between classrooms, instead of students moving to specialty classrooms</li> <li>● Limit sharing of materials/supplies; create individual student supplies;</li> <li>● Establish new group/circle time and other group activities routines</li> </ul>	<p><a href="#">Virginia Department of Education Recover, Redesign, Restart Plan</a></p>

<p>to allow for three (3) to six (6) feet between students</p> <ul style="list-style-type: none"> <li>• Develop lessons that model and reinforce good hygiene and social (physical) distancing practices</li> <li>• Use floor decals to help students visualize the required 6-foot distance between people</li> <li>• Create a schedule for mask breaks for staff and students and ensure appropriate coverage for staff</li> <li>• Establish schedules that allow for social distancing</li> <li>• Create secondary learning environments for all classrooms to allow for break-out groups and to minimize the amount of time whole classes work together</li> </ul>	<p><i>Refer to Operations &amp; Facilities Considerations for additional information</i></p>
<p><b>Food/Lunch/Snacks</b></p>	
<ul style="list-style-type: none"> <li>● Discontinue food preparation activities in classrooms</li> <li>• Have lunch and/or snacks in supervised classrooms and avoid sharing tables whenever possible</li> <li>• Use outdoor spaces for lunch/snack where possible</li> <li>● Remind students to not share or touch anyone else's food or beverages</li> </ul>	
<p><b>Restrooms</b></p>	
<ul style="list-style-type: none"> <li>• Establish a restroom use protocol for students &amp; staff</li> <li>• Monitor restrooms to ensure social distancing</li> </ul>	
<p><b>Cleaning</b></p>	
<p>Establish a routine for cleaning of devices and materials, including markers, mini white boards, trays, tables &amp; chairs, sensory items, iPads, Chromebooks, etc.</p>	<p><a href="#">CDC Guidance for Cleaning &amp; Disinfecting</a></p>

<p style="text-align: center;"><b>Community Engagement</b></p> <p>Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:</p> <ul style="list-style-type: none"> <li>● Ensuring effective communication systems</li> <li>● Engaging stakeholders</li> <li>● Using community partnerships</li> </ul>	
Best Practices	Resources
<b>Family Engagement</b>	
<ul style="list-style-type: none"> <li>● Develop a consistent communications plan/strategy that reaches all families</li> <li>● Strive for unified direction in an uncertain environment</li> <li>● Provide uniform and mission aligned messaging</li> <li>● Share the school’s reopening plan with the community</li> <li>● Create a centralized system for feedback</li> <li>● Partner with community-based organization supports (RMPA) to coordinate multifaceted activities that support the participation of all parents (consider scheduling, social media, virtual and physical platforms where possible)</li> <li>● Establish practices that result in developing positive relationships with families (regular communication, personalized contact and welcoming environments)</li> <li>● Establish collaboratively the new roles for families (duties and responsibilities, ie: how to volunteer, how to be a virtual parent ambassador, how to be a virtual class rep)</li> <li>● Maintain safety protocols while also sustaining a welcoming environment</li> <li>● Strive for physical distancing AND social connectedness</li> </ul>	<p><a href="#">National Education Association: Parent, Family, Community Involvement in Education</a></p> <p><a href="#">CDC: Parent Engagement - Strategies for Involving Families in School Health</a></p>

## Communications Platforms

- Practice asset-based communication to create surveys that proactively involve families in the feedback loop to inform decision-making
- Utilize well-established communication strategies (e.g., newsletters, school website, marquee, etc.) as well as innovative approaches (social media, Classtag and mainstream media) to communicate with parents at their convenience (video conferencing platforms)
- Leverage the Board of Trustees, the Board's Culture & Community committee and the RMPA, to help share our message

## Admissions

- Create virtual tour videos that clearly articulate the RMS mission
- Consider the role of parent ambassadors in the recruitment process
- Create or establish new pathways for parent orientation and education for families to help build their capacity to support the educational and needs of their child

## Budget Implications

- Consider creative fundraising ideas to support the school's annual fund
- Create a communication plan that articulates the need for the annual fund particularly in times of economic crisis



## HEALTH & SAFETY MITIGATION STRATEGIES

The health and safety of all students, staff and community members is our first priority. Our goal is to implement best practices by following:

1. Guidance, directives and recommendations from Public Health
2. Health and safety information, social distancing and infection control practices (health screenings, hand-washing, face coverings)
3. Campus & classroom cleaning practices
4. Health management practices, personal protective equipment, care and isolation of students, staff or visitors showing sign of illness

1. Guidance, directives and recommendations from Public Health

The plan follows guidance, directives and recommendations from the following public health entities:

- The Centers for Disease Control (CDC)
- The World Health Organization (WHO)
- The Virginia Department of Health (VDH)
- The Henrico County Department of Health
- Governor Ralph Northam

2. Health and safety information, social distancing and infection control practices

- Health screenings will be performed during arrival in the carpool line during arrival daily. (See appendix i)
- Families are required to use a health screening app which will enable them to screen students at home prior to arriving on campus. This app will allow us to monitor symptoms of ill students while also providing access to physicians to families. Since RMS does not employ a nurse, the use of this app will

ensure that families are following the highest level of care with ill students. Through the app families are notified when their ill student can safely return to school. The system will be monitored by the RMS health coordinator and data will be maintained in a confidential manner.

- Classrooms are designed to allow for 6 feet (with minimum of 3 feet) of distance where possible between work areas. Since Montessori students often work on the floor, Individual floor mats will be provided for each student. Designated spaces will be marked on the floor for the use of floor mats and each will be spaced at least 3-6 feet apart. Additionally students will be seated at least 3-6 feet apart when using single and/or shared tables. In addition at least one six foot diameter washable vinyl floor mat will be provided for each classroom for larger works.
- Each class is assigned an auxiliary classroom space (see appendix # ). This space may be used to reduce the population density in the home room classroom. The spaces can be used as breakout rooms by teachers and/or assistants working with small groups of students. They may also be used for specialty classes.
- The same group of students will remain in their home room classroom and their designated auxiliary classroom space for instruction.
- The same student cohort will remain in their auxiliary classroom space for after school care.
- Indoor common spaces will be used by single cohorts of students at any given time. There will be no crossover of cohorts in these spaces.
- Outdoor playtime will be scheduled by class so that there is no crossover of classes/cohorts outdoors.
- Playground equipment will be used by one single class each day and classes will use the playground on a rotating schedule. When not using the playground, classes will use other designated play areas including the soccer field, Wishing Woods, and other green space on both campuses.
- Students will be required to wash hands regularly throughout the day - at a minimum upon arrival to school, before lunch/snack, after recess, and after bathroom use.
- Hand washing lessons will be provided to students during the phase-in and transition period at the onset of the school year.
- Students will be given lessons on the proper use of face coverings during the same time period.
- Students may remove face coverings when working at a designated work space.

- Students may remove face coverings when outdoors - either working or playing.
- Outdoor learning environments will be used to the greatest extent possible. All classrooms include an outdoor learning space and classroom patios will be equipped with shade.
- Students will remain in their cohorts throughout the duration of their day on campus. (A cohort refers to two adjacent classrooms.) This means that after school care groups will be smaller than usual, and there will be no mixing of cohorts.
- Auxiliary classroom spaces have been established for every class on campus (with the exception of the toddler program since each toddler class has ten or fewer students). This will allow us to reduce the density in the main classrooms, should the state of VA regress to Phase II. We may use these auxiliary classrooms as breakout spaces for small group lessons/activities etc. throughout the school year.
- Microwaves and refrigeration will no longer be accessible to students. Parents/students will be required to pack individual snacks and lunch in insulated containers.
- Faculty and staff will receive training on the proper use of face coverings and hand washing by a registered nurse during our in-service training prior to the start of the school year.
- Water fountains will be shut off and students may bring a personal water bottle to school. Water is always available from the water faucets in each classroom and paper cups will be accessible.
- Schoolwide HVAC systems will be outfitted with upgraded filters and replaced bi-monthly.
- Each class will be equipped with a freestanding HEPA air purifier.
- During the first semester, visitors will be strictly limited on campus, including parents and other members of the community.

\*a cohort refers to two adjacent classrooms

### 3. Campus & classroom cleaning practices

- Entrance and hallway doors will be equipped with [nano-technology self-cleaning strips](#)
- Bathrooms will be limited to use of classroom cohorts to the greatest extent possible.
- All restroom toilets have been equipped with lids.

- All bathrooms will be sanitized at least twice during the school day and disinfected at the end of each day.
- Bathroom use protocols will be shared with students, faculty, and staff.
- Staff will be responsible for sanitizing the adult bathroom after personal use.
- Schoolwide sanitizing using electrostatic sprayers, will occur nightly
- Faculty and staff will be trained on the approved protocol for cleaning instructional materials after each use. Some materials may be cleaned between use and others may only be used once per day. Many Montessori materials are at minimum duplicated in each classroom so that more than one student can work on any lesson on a given day. In addition, each student over the age of three will be provided with an essential materials kit for use at school. This kit will include items such as writing utensils, art supplies, replicate Montessori materials etc. Elementary students will be able to take these materials home in a remote learning scenario.
- On-site training will be provided to all staff prior to assigning cleaning tasks for individual classrooms. Training will include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Faculty and staff will receive professional development about the Coronavirus, how it is spread, and the critical role physical distancing, face coverings, and hand washing play in limiting its spread.

4. Health management practices, personal protective equipment, care and isolation of students, staff or visitors showing sign of illness

Employee/Student illness policy and protocols can be found here.

Please refer to the [RMS COVID-19 FAQs](#) for further details. This document will be housed on the school website, ([richmont.org/covid19](http://richmont.org/covid19)), and will be updated as appropriate throughout the school year.

## **Working Groups**

### Return to School Planning Framework Steering Committee:

Lane Burgess, Director of Marketing & Communications - Community Engagement  
Darlene Marschak, Director of Montessori Enrichment - Steering Committee/Health Coordinator  
Grainne Murray, Head of School - Steering Committee/Pandemic Coordinator  
Kimberly Waite, Assistant Head of School - Steering Committee/Teaching & Learning  
Tracy Wilburn, Director of Finance & Operations - Steering Committee/Operations; Facilities, Financial & Human Resources  
Jill Williams, Director of Advancement - Community Engagement  
Maureen Nay , Director of Admission & Enrollment Management - Community Engagement

### Faculty Advisory Group

Janet Deyo – Technology Plan/Remote Learning  
Michelle Fojtik – Curriculum  
Kristin Giacco – Curriculum  
Bree Linton- Remote Learning  
Stacy O'Shea – Remote Learning  
Jerry Rodriguez – Technology Plan

### Medical Advisory Group

Dr. Alan Dow, Physician, VCU Health  
Dr. Thokozeni Lipato, Primary Care Physician, VCU Health  
Dr. Elizabeth Wolf, Pediatrician, Children's Hospital of Richmond at VCU; Board member, American Academy of Pediatrics - VA chapter

### In consultation with:

The National Association of Independent Schools  
The Virginia Association of Independent Schools  
The American Montessori Society  
The Virginia Council for Private Education  
The Virginia Department of Education  
The Virginia Department of Health & the Henrico Health Department  
RMS Legal Counsel; McGuire Woods and Kaplan Voekler Cunningham & Frank

Appendix i



COVID-19 Daily Health Screening Form

The following questions pertain to either the RMS staff member or student.

**Do you have any of the following symptoms :**

Fever (100.4° F or higher) or chills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Shortness of breath when sitting or standing	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sore throat OR Cough not attributed to other health conditions*	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fatigue, body aches unexplained by other causes (adults)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fatigue and/or fussiness unexplained by other causes (children)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Headache not attributed to other health conditions*	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Nausea	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Vomiting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Diarrhea	<input type="checkbox"/> Yes	<input type="checkbox"/> No

(\* a physician's note is required for symptoms that are attributed to other health conditions)

I have been in close contact with a confirmed case of Coronavirus in the last 14 days.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

("Close contact" means being at a distance of less than 6 feet for more than 10 minutes.)

I have traveled internationally in the last 14 days.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	------------------------------	-----------------------------

([International travel](#) is considered high risk)

If you (staff member or student) answered "Yes" to any of the questions above, you should not come to school, consult with your healthcare provider, and should begin quarantine. Staff are required to notify their supervisor immediately. Please check the [RMS COVID-19 FAQ's](#) for further information.

Contact Darlene Marschak, RMS health coordinator [dmarschak@richmont.org](mailto:dmarschak@richmont.org) with questions.

Parents/Guardians and Faculty & Staff are asked to perform daily health screenings prior to departure for school. If you (staff member or student) answered "Yes" to any of the questions above, you should not come to school and should begin quarantine. Staff are required to notify their supervisor immediately. Check in with your healthcare provider and please consult the [FAQ's section on the RMS website](#) for further information.

The school will administer health screenings for all students during morning carpool. If a student presents with any of the symptoms of COVID-19 you will be asked to pull into a designated parking spot so that a second staff person can reassess the student. RMS health screeners have been trained appropriately to administer health screenings. If your child is confirmed with one or more symptoms, you will be asked to take them home.

- Parents are encouraged to contact their health care provider
- Parents are encouraged to always have a "plan B" ready for childcare in the event their student is required to quarantine for any reason.



## Illness Protocols

### Student illness

- Teacher first assesses the nature of the child's symptoms.
- If no [COVID-19 symptoms](#) exist, follow routine protocols with ill students. If necessary, take the ill child to the infirmary, and call the parent/guardian to pick up the child. If you are alone, use the radio to call for assistance and an administrator will come and fetch the student (radio #22 for assistance).
- If any of the COVID-19 symptoms exist, call immediately to the front desk for assistance (See health chain of command below for contact info.)
- After 4:30 p.m. or on days when front desk staff are absent, Montessori Enrichment (M.E.) employees will contact the Director of M.E. by radio to attend to the student. The Director will involve additional M.E. staff as needed.
- Front desk personnel/administrator will don appropriate PPE (found in the COVID-19 infirmary), and fetch the student from the class. Bring the student to the nearest COVID-19 infirmary and reassess the child for symptoms.
- If no symptoms are present, the child may be returned to class. Otherwise ensure they are comfortable before calling the parent/guardian to pick up the child.
- Contact Darlene Marschak immediately to report the illness - the parent/guardian will be contacted for follow up guidance from the school.
- If Darlene is unavailable/unresponsive follow the chain of command below.
- Front desk personnel monitors the child - students ages 4 and under must be supervised in person, older students may be monitored via sight and sound.
- After notification, parents are obligated to pick their child up within 30 minutes and asked to follow the protocol for students with symptoms of COVID-19 below.

- Students and staff who present symptoms during screening or from those reporting a positive test result for COVID-19, will be recorded and data will be updated as conditions evolve. Front desk staff, the Directors, the Assistant Head of School, and the Head of School will have access to this data for purposes of follow up and support for these members of the RMS community.

**COVID-19 Health Chain of Command - contact the following team members. If one is unavailable, move down the list:**

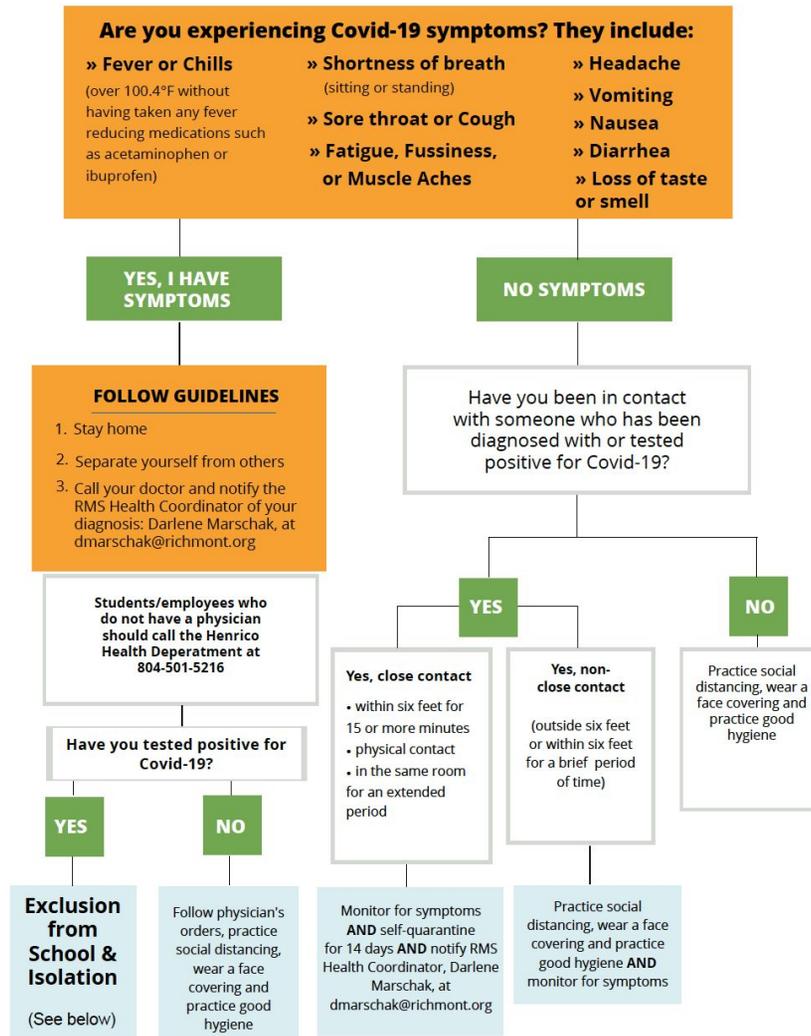
South Campus

Front desk	radio #22 /ext.10
Kristin Giacco	radio #22/ext. 29
Darlene Marschak	radio #4/ext. 24
Tracy Wilburn	radio #22/ext. 12
Grainne Murray	radio #22/ext. 11

North Campus

Front desk	radio #22 /ext. 20
Michelle Fojtik	radio #22/ext. 30 (north campus)
Kim Waite	radio #22/ext. 34 (north campus)
Darlene Marschak	radio #4/ext. 24
Grainne Murray	radio #22/ext. 11

## GUIDANCE ON COVID-19



Appendix (iii)

## Exclusion from school

### 1. Exclusion from school due to COVID-19 diagnosis

RMS employees and RMS students are excluded from school until they meet one of the following criteria:

- For known or suspected to be infected with the COVID-19 virus the symptom-based strategy excludes an employee or student from returning to school until at least 3 days (72 hours) have passed since recovery, defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and, at least 10 days have passed since symptoms first appeared.

OR

- The test-based strategy excludes an employee or student from returning to school until resolution of fever without the use of fever-reducing medications, and improvement in respiratory symptoms (e.g., cough, shortness of breath), and negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARSCoV-2 RNA from at least two consecutive respiratory specimens collected  $\geq 24$  hours apart (total of two negative specimens).

### 2. Exclusion from school due to close contact with a case

Close contact with a person who has been diagnosed with COVID-19 (case) results in exclusion from school for 14 days since last being in close contact with the case. Stay at home, monitor for symptoms and check in with your healthcare provider for further instructions. In

- If the case is in your child's class, the entire class will self-quarantine for 14 days and RMS will conduct contact tracing to determine if anyone else outside of the class should self-quarantine.
- If the case is not an RMS student or employee member, the employee or student will self-quarantine for 14 days from the date of his/her last contact with them. In this scenario, no one else in the class including the teachers, will need to self-quarantine.
- If the case lives within your household, the employee or student will self-quarantine for 14 days after the infected person has completely recovered to ensure they have not contracted the illness.

- If the employee or student was within six feet of a person with a confirmed case for less than 10 minutes, he/she does NOT need to self-quarantine.
- If the employee or student develops symptoms and tests positive, all close contacts from school must self-quarantine.

A person who tests positive for COVID-19 may be contagious up to two days prior to experiencing symptoms. If someone has not been in contact with the infected person since before the two days prior to signs of symptoms, they are not considered a close contact.

### **3. Exclusion from school due to symptoms of COVID-19**

RMS employees and students who present with symptoms of COVID-19, are excluded from school until they meet one of the following criteria:

- An alternate diagnosis is received from your healthcare provider.
- A negative COVID-19 test is obtained from your healthcare provider.
- After completing a self-quarantine of 14 days starting two days before symptoms first appeared.

If the employee or student is diagnosed with COVID-19 they must follow the guidelines above for “Exclusion from school due to COVID-19 diagnosis”.

### **4. Exclusion from school due to international travel**

The employee or student must self-quarantine for 14 days since the date of return.

Domestic air travel does not trigger self-quarantine. Return to school and monitor for symptoms. It is possible that areas of the U.S.A. may be labeled as high risk travel destinations at some future date, by either the Centers for Disease Control or the Virginia Department of Health – we will regularly monitor these agencies for updated guidance.

### **Exceptions to exclusion from school**

RMS employees or students will not be excluded from school simply because they have been around someone who later developed symptoms of COVID-19. In this case, they should simply monitor carefully for symptoms. For example, students in

adjacent classrooms would not be required to self-quarantine or stay home if a person in the other classroom tests positive for COVID-19.

### **RMS reporting obligations**

- The school is required to notify the health department and the department of social services upon being informed of a positive case of an employee or student.
- The school is obligated to inform the RMS community of a positive case of an employee or student; names will not be disclosed in the interest of confidentiality.
- The school will immediately notify any employee or student who is a known close contact of the case. Contact tracing beyond the school will be performed by the health department.

### **COVID-19 testing**

- RMS will not conduct COVID-19 testing.
- Testing can be performed by most healthcare providers.
- To find testing sites in the Richmond/Henrico area, visit the [Richmond and Henrico Area COVID-19 Testing Sites page](#). This page is updated frequently
- Each testing site has different policies and procedures for testing and billing. Please reach out to the individual site for information about testing availability and cost. Free testing may be available at some sites.
- RMS will reimburse its employees for COVID-19 test expenses that are not covered through health insurance.

### **Definitions**

**A Case** is anyone who has been diagnosed with SARS-CoV-2, the virus that causes COVID-19

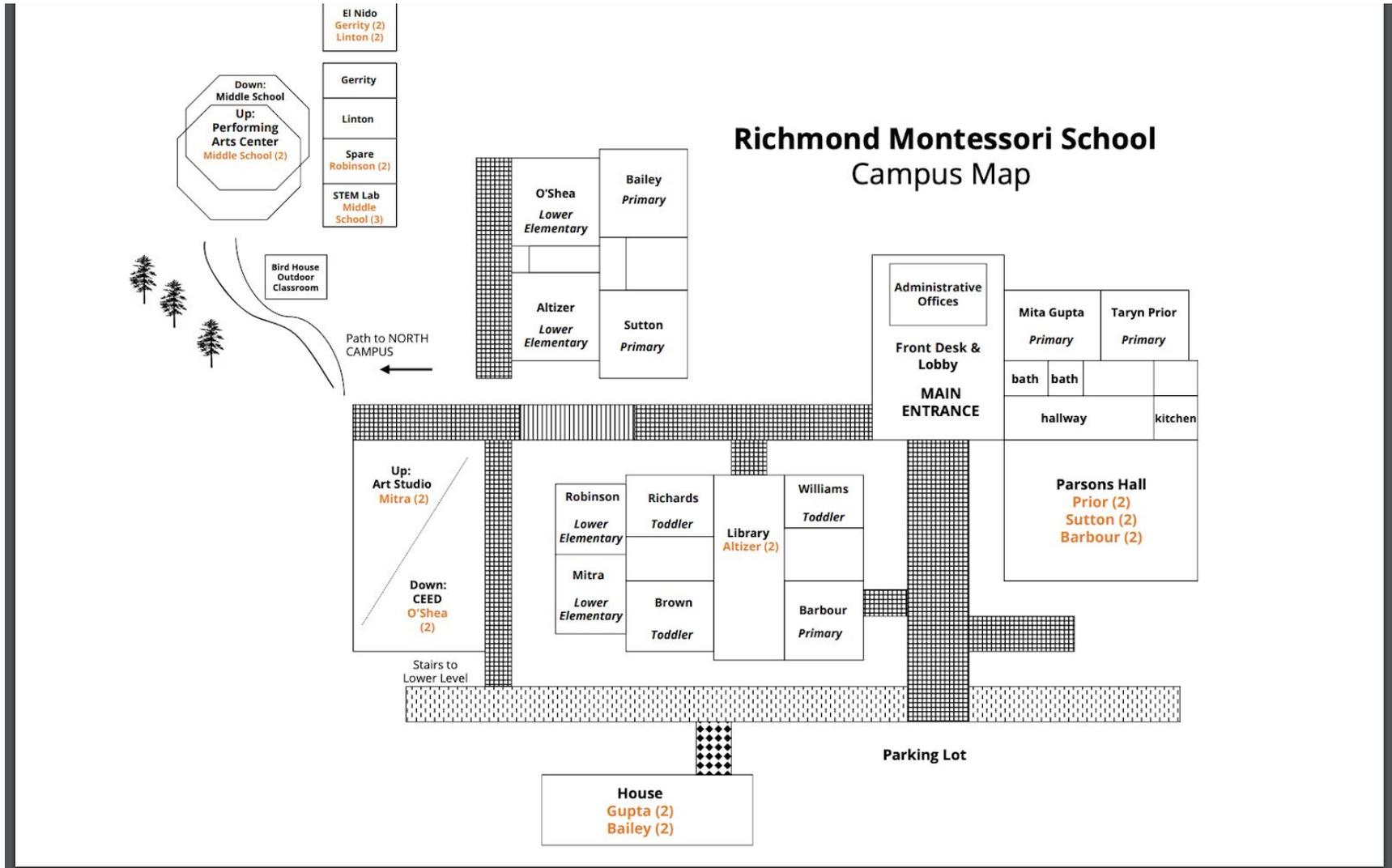
**Close Contact** means being within six feet of a case for 15 or more minutes, or having physical contact with a case, or being in the same room for an extended period of time.

**Self-quarantine** is used to separate people who display symptoms of COVID-19, or who have been in close contact with a case. Stay home and avoid contact with others. Do not go to work or school.

**Isolation** is used to separate people infected with SARS-CoV-2, the virus that causes COVID-19, from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

**Social Distancing** also called "physical distancing," means keeping a safe space between yourself and other people who are not from your household. To practice social distancing, stay at least 6 feet (about 2 arms' length) from other people who are not from your household in both indoor and outdoor spaces. When social distancing is not possible, wear a face covering.

Appendix (iv)



## Auxiliary Classroom Spaces