

# **Bermuda School Prevention and Control Measures during the COVID-19 Pandemic: Phase 4**

## **Entry to Exit Safety and Health Protocols at the Primary School Level**



GOVERNMENT OF BERMUDA  
Ministry of Education  
DEPARTMENT OF EDUCATION

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### Purpose of this Document

This document is intended to provide schools with a daily structure for applying the Government's prevention and control measures/strategies. Aspects of the protocols include feedback from school COVID-19 teams, school principals, teachers, parents, and relevant unions. In actuality, the protocols are not rigid or prescriptive; but are interim, adaptable and inherently flexible and agile. They can be easily revised and new information added should there be a change in Bermuda's R-naught number and the level of viral transmission within a school and the community. These factors can influence whether there is an expansion or contraction within Bermuda's COVID-19 Pandemic Reopening Phases. Schools will be able to ascertain which elements of the protocols need to be modified to better align with their students' age and developmental status.

### The Government of Bermuda's COVID-19 Pandemic Infection Prevention and Control Measures

In March 2020, the Government of Bermuda implemented a Risk-based Approach to COVID-19 decision making in the community and schools. This approach includes a comprehensive package of non-pharmaceutical prevention and control measures/strategies aimed at protecting individuals and mitigating/reducing the risk of transmission of the novel coronavirus (COVID-19) by those who do not know that they have it. As a Phase is defined during periods of expansion or contraction of restrictions to reflect Bermuda's R-naught ( $R_0$ ) number\*, schools and the public will note any changes to a mitigation measure or strategy and govern themselves accordingly. *\*The  $R_0$  number is not a fixed number and is important because government leaders are using it as a proxy for determining whether their respective COVID-19 outbreaks are growing, shrinking or holding steady. Human behavior and level of adherence to the prevention and control measures tend to affect the  $R_0$  number.*

### The Government of Bermuda's Comprehensive Package of Non-Pharmaceutical Prevention and Control Measures

One mitigation measure or strategy alone will not eliminate the spread of the COVID-19 virus in schools and the community, but the thoughtful combination of multiple or layered strategies taken together may substantially control and reduce the risk of transmission.<sup>1</sup> The measures described below will not eliminate the virus, as there is no intervention (even a vaccine) that can guarantee 100% effectiveness against this novel coronavirus.

#### Mask Use Measures

1. A face mask/covering is an example of source control and is not intended to be a substitute for physical distancing. It is particularly important in situations when maintaining a 6-feet distancing is not possible. Face masks should not be placed on anyone under age 2, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, anyone who has trouble breathing or is unconscious, or anyone who cannot tolerate a face covering due to a behavioral, developmental, or medical health condition.<sup>2</sup>
2. Face masks/coverings are simple barriers that help to prevent the wearer from spreading germs to others.
3. Face mask wearing is a cultural shift and, while some think that wearing a face mask/covering for a longer length of time may cause hypercapnia, wherein excessive carbon dioxide accumulates in the bloodstream, resulting from inadequate respiration, this effect is not commonly noted in healthy individuals.
  - ❖ However, those wearing a face mask excessively or over extended periods of time may be impacted by heat and humidity; and may experience mouth drying and dehydration, which can cause nasal and oral health issues.
4. School leaders will work with students who cannot tolerate face coverings because of legitimate health reasons (e.g., health conditions, disability, and so on) and work to create a school climate that will combat stigma and bullying of these students.
5. Where mask use for children and teens is recommended and where physical distancing cannot be maintained:
  - a. A child/teen that shows respiratory symptoms at school and is waiting to be collected (But only **IF** tolerated).
  - b. A sick child/teen attending a health facility, pharmacy, or in their school's isolation/sick room (**IF** tolerated).
  - c. All children/teens in public places, e.g., shopping, and so on; including children aged 2 – 9 years of age (who will not wear masks all day in the classroom).
  - d. All children/teens on public transportation, in mini-buses/vans, and while car-pooling.
  - e. All students (from preschool to senior school) arriving to school; completing the entry protocols; sitting indoors in either Morning Care or afterschool activities (**IF** tolerated) and if mixed with children in different pods/bubbles; walking to the classroom and through hallways/to the bathroom; gathering in an alternate location for entry protocol completion in

- inclement weather; and, if easily available, during a fire or evacuation drill (Note: moving to the assembly/muster point will supersede stopping to locate a mask).
- f. All students in Middle and Senior School all day in school buildings, when less than 6 feet from others. During meals, outdoor classes, Physical Education classes, and physical activity breaks, masks can be removed; but donned when within 6 feet of another student or a staff member.
    - i. Many students will require breathing breaks throughout the day to help to them to tolerate wearing the masks better.
    - ii. Removing Masks when Indoors: During each indoor class, teachers can use their discretion and schedule a breathing break in a class, such as allowing alternating rows of students to remove their masks for a brief time-period (e.g., 1 – 2 minutes), as they will be up to 6 feet away from one another; while the remaining students continue to wear their masks. Then the remaining rows of students will have their breathing break, while the first set of students don their masks. Classrooms will have to be well-ventilated during these indoor breathing breaks.
    - iii. In classrooms that allow for the 6 feet or more, physical distancing, masks can be removed.
    - iv. Removing Masks when Outdoors: Allowing students to be outside as much as possible will also help them to tolerate wearing their masks.
      - ❖ Outside physical activity breaks and outdoor classes will help to improve behavior and mental health.
    - v. Face masks can be removed during P.E. classes and outdoor activities (but donned when within 6 feet of others); to facilitate overall tolerance and behaviors can improve, as masks will not have to be worn all day.
  - g. Schools will ensure that:
    - i. students, teachers, and staff are aware that they should not touch their cloth face masks while wearing them and, if they do, they should wash their hands before and after with soap and water or sanitize hands (using a hand sanitizer that contains at least 60% alcohol).
    - ii. all students and staff are aware that they should never share or swap cloth face masks/coverings.
    - iii. students and staff are aware that they should wash or sanitize their hands (using a hand sanitizer that contains at least 60% alcohol) before putting on a cloth face mask.
    - iv. students' cloth face masks should be clearly identified with their names or initials, to avoid confusion or swapping. Students' face masks may also be labeled to indicate top/bottom and front/back.
    - v. cloth face masks should be stored in a space designated for each student that is separate from others when not being worn (e.g., in individually labeled containers or bags, personal lockers, or cubbies).
    - vi. cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled.
  6. Throughout the school day, including in classrooms, hallways, and staff rooms/lounges, teachers and staff (with DOE Peripatetic Staff and Officers, DOH Allied Health Staff and Officers, and Community Partners) will wear face masks and model mask wearing to students. During meals, outdoor classes, and recess and lunch duty, masks can be removed, but donned when within 6 feet of a student or staff member.
    - a. Optionally: A clear face mask will enable students to see a teacher's complete face, thus facilitating communication, teaching and student learning; and promoting educational equity for all students.
    - b. Note: A clear face shield can be worn as an add-on with a face mask. A teacher can remove the face mask by the ear loops or head strap (not by the front of the mask) for a few minutes to get a breather and speak/instruct, while 6 feet or more away from students in the Teacher Safety Zone.
  7. Parents will wear face coverings when they enter the school grounds to model mask-wearing and protect others; and will not enter school buildings.
  8. Custodians will wear face masks when coming into contact with teachers/staff and students; and will ensure good ventilation



	and wear goggles when deep cleaning, should cleaning and disinfecting solutions splash.
Social/Physical Distancing Measures	<ol style="list-style-type: none"> <li>The difference between social distancing and physical distancing to slow the spread of the COVID-19: <ol style="list-style-type: none"> <li>The World Health Organization (WHO) intended for the term 'social distancing' to convey the need to maintain a distance from others, but found that social distancing or isolation was not good for mental wellbeing.</li> <li>The WHO replaced the term 'social distancing' with 'physical distancing', which refers to a set of non-pharmaceutical interventions or measures intended to prevent the spread of a contagious disease by maintaining a physical distance of 3 – 6 feet between people and reducing the number of times people come into close contact with each other.</li> <li>As opposed to sounding as if one has to disconnect or socially separate from family and friends, 'physical distancing' places the emphasis on keeping 3 – 6 feet away from others.</li> <li>Physical distancing measures are more effective when the infectious disease spreads via one or more of the following methods: (1) droplet contact (coughing, sneezing, and sharing the same breathing zone with someone else); (2) direct physical contact (by coming into direct contact with an infected person and touching your own or someone's else's eyes, nose, and mouth); and (3) indirect physical contact (by touching a contaminated surface and then touching your eyes, nose, or mouth).</li> <li>To slow down the spread of infectious diseases and avoid overburdening healthcare systems, particularly during the COVID-19 Pandemic, Bermuda (and many countries) used several social-distancing measures, including the closing of schools and workplaces; isolation; quarantine; restricting the movement of people and commencing curfews; and the cancellation of mass gatherings.<sup>3</sup></li> </ol> </li> <li>Physical distancing will be determined by the current directives elicited by the Government of Bermuda and Department of Health to reflect the current Phase of the COVID-19 Pandemic. The ideal for mitigating exposure to the virus is 6 feet physical distancing. Where that is not possible/practicable in schools (which are medium-risk settings), it will be important to strengthen other measures/strategies to prevent viral transmission: For example, when the 6-feet physical distancing cannot be fully realized and one is less than 6 feet from someone (e.g., when a teacher has to assist a student through closer contact at less than 3 feet for up to 15 minutes), wearing a mask becomes even more important in reducing the risk of viral transmission. In this instance good hand hygiene, excellent ventilation, and cleaning will also be critical strategies in helping to prevent the spread of the virus.</li> </ol>
Physical Distancing Measures in Schools	<p>In schools, physical distancing will be implemented by:</p> <ol style="list-style-type: none"> <li>preventing parents, and other adults and students who do not belong in a school from entering, in order to protect the teachers and staff, in particular from exposure to the virus; but also students.</li> <li>establishing class pods/bubbles as means of reducing crowding and implementing the 3- to 6-feet physical distancing in classrooms; and reducing the number of students who will be in a classroom, by as much as 50%: For example, to 5 – 10 students, if there is an increase to 1 or greater in Bermuda's R-number, which reflects the number of individuals in the population who have contracted the virus. <ol style="list-style-type: none"> <li>Depending on the room's dimensions, class pods/bubbles may include approximately 18 students with 3 – 6 feet separating each student. <ul style="list-style-type: none"> <li>❖ In this instance, when maintaining the 3 – 6-feet physical distancing and reducing the number of students in a classroom are not practicable, other prevention and control measures, and strategies must be strengthened to protect those in a classroom, including hand hygiene and respiratory hygiene; ventilation; and environmental cleaning, sanitizing, and disinfecting.</li> </ul> </li> <li>Establishing class pods/bubbles will: <ol style="list-style-type: none"> <li>help to contain, minimize and reduce transmission of the COVID-19 throughout a school.</li> </ol> </li> </ol> </li> </ol>



	<ul style="list-style-type: none"> <li>ii. facilitate contact tracing, should there be a positive COVID-19 result in a class pod/bubble or school.</li> <li>3. using a number of entrances and having different year-levels enter and exit through an assigned entrance.</li> <li>4. using a staggered strategy<sup>2</sup> and applying administrative controls throughout the day that limit contact and mitigate exposure amongst staff and students; and facilitate monitoring and contact tracing by the Department of Health, including: <ul style="list-style-type: none"> <li>a. Staggering assigned attendance days for a cluster of year-levels to alternate days with another cluster.</li> <li>b. Streamlining the entry to school process to reduce the number of students who typically arrive to school together.</li> <li>c. Scheduling different recess and lunch physical activity times to facilitate monitoring and avoid having students from different pods/bubbles interacting with and mixing together, as much as is practicable.</li> <li>d. Assigning different physical activity areas during recess and lunch physical activity to each class pod/bubble to prevent the mixing of students. Schools can reassign, schedule and rotate these areas every two weeks.</li> <li>e. Scheduling different finishing times for each class that will transition to another classroom to avoid hallway congestion, wherein students from different pods/bubbles will mix together during class transitions.</li> <li>f. Having teachers coming to class pods/bubbles to avoid the congestion of students in hallways, as they transition from class to class; and to better monitor with whom students are in close contact. Schools will schedule and closely monitor which teachers move to specific classrooms; including using class seating plans.</li> </ul> </li> <li>5. ensuring 3 – 6 feet spacing between/around classroom desks/tables and a 6-feet distance from the teacher's desk creating a Teacher Safe Zone, wherein a teacher can remove his/her mask for short periods of time for breathers and to promote educational equity for students with different learning styles and needs..</li> <li>6. painting/taping 6-feet outdoor ground markers and indoor floor markers that increase awareness of keeping one's distance from the person in front and creating order when waiting or walking in a file with others.</li> <li>7. walking along/following clearly marked hallway arrows/markers in one-way and two-way hallways and stairways.</li> <li>8. installing Plexiglas screens on desks. <i>Note: Even with Plexiglas desk screens, schools must avoid accommodating too many students in any classroom, as this can increase the risk of spreading this aerosolized virus by having too many people sharing the same air space at the same time. ** Cleaning protocols for the desk screens and desktops will have to be extremely rigorous prevent exposure to the virus; as will the level of ventilation in rooms occupied to near full/full capacity.</i></li> <li>9. having teachers and staff wear face masks throughout the day, and having middle and senior school students wear face masks throughout the day when physical distancing cannot be realized. Thus, mask wearing in schools will be an important strategy to reduce exposure to the virus and the spread of germs.</li> </ul>
Personal Protective Measures: Hand Hygiene and Respiratory Etiquette	<ul style="list-style-type: none"> <li>1. <u>Hand Hygiene:</u> <ul style="list-style-type: none"> <li>a. Practicing proper hand hygiene is a simple, yet effective way to prevent the spread of infections, including the COVID-19, for everyone, especially for children under the age of 6 who cannot use hand sanitizer.</li> <li>b. The WHO recommends washing hands with soap and water for at least 20 seconds and completely drying them with paper hand towels. Schools will implement a schedule for frequent hand hygiene during the school day and reinforce handwashing during key times, as follows: <ul style="list-style-type: none"> <li>i. Before eating recess snack and lunch</li> <li>ii. After using the toilet</li> <li>iii. After blowing one's nose, or coughing or sneezing</li> <li>iv. After touching objects with bare hands that have been handled by other people</li> <li>v. Before and after going out to play<sup>3</sup></li> <li>vi. At transition times between classroom activities and class to class</li> <li>vii. At the end of each class and the school day</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>c. Hand washing may be the only method for those who are sensitive to even hypoallergenic hand sanitizers.</li> <li>d. Only paper hand towels will be used, as cloth towels will become vehicles for transmitting infectious diseases.</li> <li>e. Students 5 years and under will not use hand sanitizer.</li> <li>f. If hands are <u>not</u> obviously soiled, hand sanitizers can be used when it is more expedient to do so, by 6 year-olds to Senior School students and teachers/staff. Only sanitizing wipes are an option for preschool and 5 year-old students, and will be discarded in labeled/special, covered and foot-pump waste receptacles.</li> </ul> <p>2. <b>Respiratory Etiquette:</b></p> <ul style="list-style-type: none"> <li>a. Respiratory and cough etiquette are terms used to describe infection prevention measures aimed at decreasing the transmission of respiratory illness, such as seasonal influenza, cold viruses, and the COVID-19.</li> <li>b. Students and adults will cough or sneeze into a sleeve or tissue, or inside of the elbow. The tissue should be tossed into a labeled/special, covered and foot-pump waste receptacle immediately and hands washed or sanitized.</li> <li>c. If a cough or sneeze is directed into the hands, hands should be washed immediately; and the student's desk sanitized with wipes. <i>All soiled wipes will be placed into labeled/special, covered and foot-pump waste receptacles.</i></li> </ul>
Department of Health Surveillance of Illness and Thermal Monitoring	<p>The Dept. of Health will continue to support schools through the COVID-19 Pandemic:</p> <ul style="list-style-type: none"> <li>1. During thermal monitoring or temperature measuring as a part of the Entry Protocols, all temperatures at or above the threshold of 100.4°F or 38°C will be recorded and sent to Child Health (<a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a>; tel.: 278-6452) to initiate an investigation into the cause(s) of a high temperature.</li> <li>2. If a student or staff member produces an elevated temperature or becomes ill with a possible infection of any kind (not just the COVID-19), school staff will isolate the individual in the isolation/sick room until she/he is collected to return home. Staff will send the individual's name and contact information to Child Health (<a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a>; tel.: 278-6452) to initiate an investigation into the illness.</li> <li>3. Schools will continue to maintain accurate attendance and class schedules to facilitate contact tracing, should anyone test positive for the virus. <ul style="list-style-type: none"> <li>a. It will be important that all in the school community constantly monitor for signs of illness, in order to protect others when someone is feeling ill. Sick students and staff must stay at home; and all will have to follow Bermuda's current COVID-19 specific exclusion and self-quarantine guidance, when appropriate.<sup>4</sup></li> <li>b. Thus, the assumption is that students and staff who clear the entry protocols are considered to be healthy, unless they become ill during the day. The illness could be a number of different infections; and not just the COVID-19.</li> </ul> </li> </ul>

#### Additional Infection Prevention and Control (Mitigating) Strategies

Environmental Cleaning, Disinfecting and Sanitizing Strategies	<ul style="list-style-type: none"> <li>1. The U.S. Centers for Disease Control and Prevention (CDC) stresses the importance of knowing the difference between <u>cleaning</u>, <u>disinfecting</u>, and <u>sanitizing</u> and describes them as follows: <ul style="list-style-type: none"> <li>a. <u>Cleaning</u> removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.</li> <li>b. <u>Disinfecting</u> kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.</li> <li>c. <u>Sanitizing</u> lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.<sup>2</sup></li> </ul> </li> </ul>
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2. The custodian will ensure that the custodial closet is kept clean and has adequate layout, storage options, and supplies for at least for two weeks at a time; which all play a significant role in his/her effectiveness in keeping a school safe, healthy, and clean.
3. The custodian will wear disposable protective gloves and safety goggles, while:
  - a. disinfecting bathrooms when students are at outdoor playtimes and deep cleaning bathrooms when there are no students or staff in the building at the end of the day: e.g., toilets, toilet flushing levers, stall handles and latches, stall walls and doors, light switches/covers, doorknobs, faucets and sinks, and floors.
    - ❖ Recommended: A female custodian will disinfect the girl's bathroom and a male custodian will disinfect the boy's bathroom.
  - b. deep cleaning all frequently-touched surfaces in classrooms (including, art and music rooms), hall/gym, offices, staff lounges and elevators before classes resume each day: e.g., desks/tables and chairs, elevator buttons, computer keyboards and mouses, locker/cubbie doors, whiteboard erasers and markers, floors, railings, light switches/covers, photocopier/laminator, doorknobs, faucets and sinks, bottle-filling station/Pure Water dispensers, Plexiglas desk screens, and so on.
  - c. deep cleaning all frequently-touched surfaces in the isolation/sick room and the bathroom used by a sick student, immediately after the student is collected by an authorized adult, and before anyone else enters the room.
  - d. disinfecting all frequently-touched surfaces in the library/computer lab/areas throughout the day, as multiple classes will use them in staggered pods/bubbles of approximately 18 students: e.g., computer keyboards and mouses, areas around computers and monitors, tables, desks, shelves, and chairs.
  - e. disinfecting lunch benches and fixed playground equipment, if used by multiple staggered, pods/bubbles of students.
  - f. disinfecting the outside shoe container and its cover at the entrance, before classes resume each day.
  - g. disinfecting the temporary or permanent sinks and counter areas in classrooms, before classes resume each day.
4. Teachers/staff will:
  - a. disinfect all backpacks and bags at the entrance, with a disinfecting wipe/ pump spray; but not at this time when Bermuda's WHO Classification remains as Sporadic Cases. A decision will be made about implementation, if science indicates the necessity.
  - b. disinfect each student's bin and materials after use during the day; or P4 – P6 students can sanitize their own.
  - c. sanitize computer mouses, tables and chairs:
    - i. after every activity/transition.
    - ii. before and after eating recess snack and lunch.
    - iii. after uncovered sneezes and coughs.
    - iv. at least two additional times throughout the day.
    - v. at the end of each class.
    - vi. at the end of the day.
  - d. sanitize each student's desk/table before a student eats his/her snack and lunch; or P4 – P6 students can sanitize their own.
  - e. sanitize rubber mats and hula hoops – if used/shared – after each activity, throughout the day.
  - f. sanitize students' tables with a wipe after a cough or sneeze into the sleeve/elbow, immediately washing hands with soap and water, in the classroom sink – or using a hypoallergenic sanitizing wipe; or P4 – P6 students can sanitize their own.
  - g. disinfect equipment used in low- and limited-contact activities, before and after recess and lunch playtime, and outdoor play.
  - h. monitor the cleanliness of temporary or permanent in-class sinks, throughout the day.
  - i. sanitize students' toys from home (not to be shared) and stored in Ziploc bags, after playtime and, if used outside, before being brought back into the classroom. The outside of the Ziploc bag will also be sanitized.

	<ul style="list-style-type: none"> <li>❖ Soiled disinfecting and sanitizing wipes, tissues, disposable protective gloves, disposable aprons/gowns and bibs, and so on will be discarded in labeled/special, covered and foot-pump waste receptacles.</li> <li>❖ See "COVID-19 Guidance for School Settings" at <a href="http://www.gov.bm/coronavirus">www.gov.bm/coronavirus</a><sup>4</sup> for cleaning guidelines.</li> </ul>
Ventilation Strategies	<ol style="list-style-type: none"> <li>1. <u>All classrooms, isolation/sick rooms, staff rooms, offices, halls, and bathrooms require as much ventilation as possible:</u> <ol style="list-style-type: none"> <li>a. Ventilation in a classroom will be increased, especially when the 6-feet physical distancing cannot be fully realized.</li> <li>b. Windows and doors will be opened as often as possible (starting with 30 mins. before classes resume each day and throughout the day), because the more circulating outside air that enters classrooms, the better.</li> <li>c. Ceiling fans will be used to increase the effectiveness of open windows, as long as the ceiling fans are cleaned and dust-free. In the summer, the fan setting should be reversed/changed to draw up hot air.</li> <li>d. Air conditioners will be used, as long as the blowers, frame, and filters are cleaned at least once every three months. In addition, the more the air and any viral air droplets move the better. A split-system/air conditioner pulls the air from the occupied areas of a room, filters it, and then pumps out cool air into the room. A window A/C pulls air in from the room, then filters and pushes out cool air into the room.</li> </ol> </li> <li>2. <u>It is important to ensure that the air quality in all rooms is healthy:</u> <ol style="list-style-type: none"> <li>a. Stagnant room air can negatively affect room occupants with a concentration of pollution, which can be up to 10 times higher than that in outside air.</li> <li>b. The lack of ventilation is a detriment to air quality in indoor environments, such as classrooms.</li> <li>c. <u>Windows and doors will be opened as often as possible:</u> <ol style="list-style-type: none"> <li>i. as mold proliferation can be greatly reduced, if the air circulates through all rooms in a school, especially during school breaks of more than 2 days in duration.</li> <li>ii. as stagnant air results in poor air quality, which can negatively affect the overall health of students and staff, causing such conditions as, dizziness, fatigue and lethargy.</li> <li>iii. as higher ventilation rates have been linked to improved academic achievement for students.</li> </ol> </li> </ol> </li> <li>3. Custodians will ensure that they have optimal ventilation when using cleaning and disinfecting products, which must be used only instructed by the manufacturer.</li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
Morning Care	<ol style="list-style-type: none"> <li>1. Although the maximum total number of people up to the Government of Bermuda's Mass Gathering is currently 75 people, Morning Care will only accommodate up to 50 students, as schools are considered to be medium-risk settings.</li> <li>2. If indoors in a room with two or more pods/bubbles, students will wear face masks (IF tolerated) and sit with their own class pod/bubble, located at least 6 feet away from other pods/bubbles.</li> <li>3. If needed, students can be in groups mixed with children from other pods/bubbles indoors or outdoors, while wearing their face masks (IF tolerated) and remaining 6 feet apart.</li> <li>4. If outdoors, students can remove their face masks, but maintain the 6-feet physical distancing, as much as possible. They will don their masks, if within 6 feet of someone and when re-entering the school building for any reason.</li> <li>5. Morning Care can be provided, if the adult receiving the children: <ol style="list-style-type: none"> <li>a. Has had a police background check, and is SCARS-certified and CPR First-Aid certified (the school will verify).</li> <li>b. Measures his/her own temperature before leaving home/arrival at school (see "Thermal Monitoring Guidelines<sup>4</sup>").</li> <li>c. Wears a face covering/mask upon arrival at the school.</li> <li>d. Maintains an attendance list with the names and parent/guardian contact information for all children.</li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>e. Reminds parents/guardians to stay in the car/on the motorbike and to wear a face covering.</li> <li>f. Ensures that each child is wearing a face mask during the entry process, when leaving the vehicle, and during the Morning Care Program, as children from different pods/bubbles will be mixed with those from other pods/bubbles.</li> <li>g. Groups children in their usual and individual class pods/bubbles in the room/outdoor area, as much as possible.</li> </ul> <p>6. <u>Questionnaire</u>: The adult will complete the 4-point questionnaire with each parent/guardian; including (1) Do you have any respiratory symptoms such as a cough or fever? (2) Have you or anyone in your household been in contact with anyone who has COVID-19? (3) Is anyone in your household sick or being quarantined due to COVID-19? (4) Have you traveled in the last 14 days? Also, ask parent/guardian, if the student has allergies.</p> <p>7. <u>Thermal monitoring</u>: The adult will measure each child's temperature with a touchless thermometer, before he/she leaves his/her parent's car/motorbike, and records any results at or above the threshold of 100.4°F/38°C, for surveillance purposes through the Department of Health (see "<i>Thermal Monitoring Guidelines</i>").</p> <ul style="list-style-type: none"> <li>a. The adult will <u>not</u> allow a child with a high temperature* (or coughs (unrelated to asthma) and sneezes) to enter the school, and will indicate the same to the parent/guardian. <ul style="list-style-type: none"> <li>i. * The adult will first ascertain if the high temperature may be due to the child running to the building, playing before the adult arrived, drinking a hot beverage, sitting in a hot car, etc.; have the child sit quietly and wait for at least 5 minutes before re-measuring the child's temperature.</li> <li>ii. If the temperature is still high, the child cannot enter the school building and will leave with the parent/ guardian.</li> <li>iii. If the parent/guardian has left, the adult will have the child sit/lie comfortably on a mat, located at least 10 feet from the other children, then call the parent/guardian to return and collect the child.</li> <li>iv. If the parent/guardian is unable to return immediately, the adult will wait for the principal/deputy to arrive to have the child moved to the isolation room, under supervision, to wait to be collected.</li> <li>v. The adult will disinfect the mat on which the sick child sat/lay.</li> <li>vi. The adult will ensure that the child's name is given to the administrative assistant who will forward the information to the school nurse or Child Health (<a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a> or tel.: 278-6452).</li> </ul> </li> </ul> <p>8. The adult will use sanitizing wipes on each student's hands/have them wash their hands at the school's outdoor handwashing station before they enter the Morning Care room, monitor the students to ensure that the 6-feet physical distancing is maintained and that they do not touch their own faces or the face of other children.</p> <p>9. If indoors, the adult will ensure that the Morning Care room is well ventilated, with windows and doors open.</p> <p>10. Students who already completed the Entry Protocols to enter Morning Care will not have to complete the Entry Protocols again, when school starts.</p> <p>11. The adult could engage the students in reading or watching a COVID-19-related video/fun, educational videos.</p> <p>12. After Morning Care ends and the school day starts, the students sitting in their class/year-level pods/bubbles will don their face masks to be collected and accompanied to their individual classrooms by the adult/staff member/paraeducator/specialist teacher, while walking along hallway and floor markers and maintaining the 6-feet physical distancing.</p> <p>13. <u>If morning care is not provided</u>, parents will not drop their child off before 8:30 a.m., unsupervised. (The time may vary: e.g., if schools use a staggered arrival time for different year levels).</p> <p>14. If possible, a volunteering teacher can supervise early arrivals from 7:30 – 8:30 a.m.</p>
Arrival on the Premises	1. There will be signage displayed as visuals for students and parents, including:



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>a. Visual reminders that adults/middle and senior school siblings will wear a mask, if on school premises.</li> <li>b. Where to drop off/where to wait (i.e., at the gate or location designated by the school).</li> <li>c. When entering the premises, if students walk to school or walk from the bus.</li> </ul> <p>2. <u>Arriving in a car or on a motorbike:</u></p> <ul style="list-style-type: none"> <li>a. To prevent congestion and bottlenecks in school carparks/ yards, parents/guardians will be directed to drop their child(ren) off at the school gate. Students will have to leave their car as quickly as possible to prevent traffic jams on the road(s) leading to the school. <ul style="list-style-type: none"> <li>i. <u>Alternately:</u> Schools with a turnaround /roundabout /drive-through driveway may decide to have parents enter the premises and drop their student(s) at a designated location, then drive straight through to the exit.</li> <li>ii. <u>Alternately:</u> Schools may choose to reopen with select year-levels on assigned days, which can more easily enable staff to better manage teaching and applying the safety and health protocols.</li> <li>iii. <u>Alternately:</u> Staggered arrival times by year-level can help to prevent bottlenecks and traffic control issues. E.g., P1 and P2 can arrive at 8:45 a.m., P3 and P4 can arrive at 9:00 a.m., and P5 and P6 can arrive at 9:15 a.m.</li> </ul> </li> </ul> <p>3. Parents will call the school office, so that students who arrive after 8:45 or 9:00 a.m. can be let in by the administrative assistant/custodian/ principal/non-teaching deputy.</p> <ul style="list-style-type: none"> <li>a. Parents who do not have minutes on their phone will knock on the school entrance door and wait for their child(ren) to be admitted.</li> <li>b. Parents will wear a face covering (can be homemade, cloth, or layered), while at the drop-off location, in their car/on their motorbike.</li> </ul> <p>4. <u>Primary School students who walk to school</u> must be supervised/accompanied by an adult/older middle-senior school sibling to ensure the 3- to 6-feet physical distancing on the way to school and once they arrive at the school gate.</p> <ul style="list-style-type: none"> <li>a. Even if the school uses the staggered arrival method, P1 – P3 students who have an older sibling in P4 – P6 who attend the same school can walk to school/arrive together.</li> <li>b. The adult/middle-senior school sibling will leave the student at the school gate under the supervision of the custodian/ principal/teacher/specialist teacher at the gate.</li> <li>c. Students and their parent/guardian/older middle – senior school sibling will follow the 6-feet markers on the sidewalk closest to the school gate.</li> <li>d. The adult/older middle-senior school sibling will not enter the school gate/building, depending on the school’s chosen entry location(s).</li> <li>e. Upon arrival near/at the school gate, the custodian/crossing guard/principal/teacher/specialist teacher will direct them to follow the pathway of 6-feet markers from the school gate to the next free spot behind other students lined up closer to the building.</li> </ul> <p>5. The custodian will be directing students across the street, as they exit the bus(es).</p> <ul style="list-style-type: none"> <li>❖ Schools with one custodian who is required to be the crossing guard and assist students who arrive by bus, with have a specialist teacher (who does not teach a pod/bubble of approximately 18 students) and the principal/non-teaching deputy facilitate the school entry protocols.</li> </ul> <p>6. The principal/duty teacher/specialist teacher will assist with this process at the school gate, by directing parents to allow their child(ren) to get out of the car and then guiding students to the clearly visible 6 feet physical distancing markers on the ground.</p>
Arrival at the Entrance of the School Building	<ul style="list-style-type: none"> <li>1. At least one volunteering teacher may supervise early-arriving students in a designated area, where ventilation should be good; and before a student enters, a face mask is donned and if the 6-feet physical distancing cannot be realized; the temperature is</li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
and Entry Protocols	<p>measured; and hands are washed with soap and water for 20 seconds, and completely dried or with hand sanitizer.</p> <ol style="list-style-type: none"> <li>2. Only one school entrance door (it may or may not be the main door) will be used for student and teacher arrivals to better manage the protocols. <ol style="list-style-type: none"> <li>a. To provide more normalcy for students and staff and if it is more practicable for a school to use more than one entrance, all entrances will be equipped with a wall-mounted hand sanitizer station for teachers and students (6 years and older), the 4 COVID-19 questions on a sheet/electronic device, teacher sign-in clipboards, and 2 – 3 thermometers.</li> <li>b. Schools with multiple entrances will choose the most suitable entrances to prevent bottlenecks and establish safety precautions for locking other doors, after students and teachers move to their building and classrooms.</li> <li>c. Schools with an attached preschool, will utilize at least two separate entrances fully-equipped with the safety and health entry materials that will double as the exits at the end of the day.</li> <li>d. Schools will confirm the location of all entrances to ensure that the 6-foot markers are taped/painted on the pathway from the school gate to the all entrances.</li> </ol> </li> <li>3. <u>Entry Protocols that Screen, Monitor and Exclude for Illness:</u> <ol style="list-style-type: none"> <li>a. <u>Health Questionnaire:</u>  <i>Every school day:</i> <ol style="list-style-type: none"> <li>i. Teachers/staff/DOE peripatetic staff and Officers, and the OT/PT/SLP will complete the entry protocols, including the 4-point questionnaire.</li> <li>ii. before each student leaves his/her parent's car/motorbike, parents will be screened by a teacher/specialist teacher using the 4-point questionnaire, including (1) Do you have any respiratory symptoms such as a cough or fever? (2) Have you or anyone in your household been in contact with anyone who has COVID-19? (3) Is anyone in your household sick or being quarantined due to COVID-19? (4) Have you traveled in the last 14 days? Also, ask parent/guardian, if the student has allergies. Any "Yes" responses: the individual cannot enter.</li> </ol> </li> <li>b. <u>Thermal Monitoring:</u>  <i>Every school day:</i> <ol style="list-style-type: none"> <li>i. Teachers/staff/DOE peripatetic staff and Officers, and the OT/PT/SLP will complete the entry protocols, including having their temperature measured.</li> <li>ii. Before each student leaves his/her parent's car/motorbike, his/her temperature will be measured with a touchless thermometer by a trained specialist teacher/the principal/ deputy principal, and the result recorded for surveillance purposes through the school nurse (see "Thermal Monitoring Guidelines"). <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> Middle School students who arrive to school alone, will complete the health questionnaire.</li> </ul> </li> <li>iii. Action steps to care for students and/or staff who arrive ill and do not pass screening: <ol style="list-style-type: none"> <li>1) Before indicating that a student/staff member cannot enter due to a temperature of 100.4°F/38°C or higher, first ascertain if the higher temperature is due to the student standing in the hot sun, running through the gate, and so on.</li> <li>2) Staff personnel measuring temperatures will wait approximately 15 minutes* before re-measuring the student/staff's temperature and if it still has not dropped to at or below the threshold of 100.4°F/38°C, the student/staff cannot enter the school building (* or according to the manufacturer's instructions).</li> <li>3) If the parent/guardian has left the premises or the student walked to school/caught the bus to school; under supervision, the student will be taken to the isolation/sick room and the parent/guardian called to come and collect him/her. Staff will either leave immediately or wait in the isolation room to be collected.</li> </ol> </li> </ol> </li> </ol> </li> </ol>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>4) The student/staff's name and parent/guardian's/personal contact information will be sent to the school nurse or Child Health (<a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a>; tel.: 278-6452).</p> <p>c. <u>Hand Hygiene</u>:</p> <ul style="list-style-type: none"> <li>❖ Students will either: wash their hands with soap and water for 20 seconds, and completely dry them; use Baby Wipes; or hand sanitizer, if 6 years and older.</li> </ul> <p>d. <u>Sanitizing backpacks/bags</u>:</p> <ul style="list-style-type: none"> <li>i. At this time, sanitizing of backpacks/bags will not take place, as long as Bermuda's WHO Classification remains as Sporadic Cases.</li> <li>ii. If science identifies backpacks/bags or fomites as vehicles for transmitting the COVID-19, then school personnel will sanitize plastic/vinyl backpacks/bags during the entry process, using sanitizing wipes.</li> </ul> <p>4. <u>Inclement weather</u>:</p> <ul style="list-style-type: none"> <li>a. Students will be wearing their face masks.</li> <li>b. During inclement weather, schools will identify an alternate area in which the entry protocols can be completed by school personnel: e.g., the school hall/gym.</li> <li>c. In the alternate location, schools will place class names on placards in the school hall/gym/designated area, so that students can assemble in their pods/bubbles after arriving at school. Chalk marks/tape can be placed every 4 feet (more than 3, but will likely be less than 6 feet, anyway) on the floor, so that students can line up, safely.</li> <li>d. Only school personnel will complete entry protocols for children in the school hall/gym/designated area.</li> <li>e. <u>For parents/guardians in cars/on bikes</u>: They and their child will wear face masks and both will get out of the car/off the motorbike and wait just inside of the entrance. The parent/guardian will answer the 4 COVID-19 questions, watch as their child has his/her temperature measured; bag disinfected – then return to their vehicle and quickly leave, to allow the next parent and child to complete their entry protocols.</li> <li>f. One at a time, all students at all levels, will enter the school hall/gym/designated area wearing their face masks, while maintaining the 6-feet physical distancing, and go to the area marked/allocated to their classes. <ul style="list-style-type: none"> <li>❖ Schools with more than one entrance to this location can mitigate congestion and exposure to the virus, by guiding students to specific entrances, especially the entrance closest to a student's class pod/bubble area in the alternate location for completing the entry protocols.</li> </ul> </li> <li>g. After students in a pod/bubble have completed their entry protocols, teachers/school personnel will guide them to their classrooms.</li> </ul> <p>5. To expedite the school entry protocols, 2 or more school personnel can be recruited and trained: All will complete the entry protocols prior to assisting with this process.</p> <p>6. <u>Parent Helpers</u>:</p> <ul style="list-style-type: none"> <li>a. will wear a face shield and a face mask, and will not enter the school building.</li> <li>b. will not measure temperatures, which would bring them to within 4 feet of a child. They can record high temperatures and/or disinfect bags, while school personnel measure temperatures. <ul style="list-style-type: none"> <li>❖ <u>During inclement weather</u>: Parent helpers will not enter the school building; but will wear a face shield and face mask; stand in a covered, exterior hallway/alcove/patio adjacent to the school entrance that will not be accessed from indoors or by students, teachers, or staff, until after the parent helper leaves.</li> </ul> </li> </ul> <p>7. The school entry time will take longer with the new protocols.</p> <p>8. Students will walk to the next 6-feet ground marker behind the last student in line.</p>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
Entering the School Building	<ol style="list-style-type: none"> <li>Depending on enrollment numbers, school entry for students and teachers/staff may be staggered, with teachers arriving before students and immediately entering the building to have his/her temperature measured with a touchless thermometer by a trained colleague/specialist teacher.               <ol style="list-style-type: none"> <li>Teachers/staff will sign in on the designated clipboard located just inside of the entrance/school office, after sanitizing the provided pen or using his/her own pen.</li> <li>Teachers/staff will wear a face mask when they arrive on school premises and throughout the day.</li> </ol> </li> <li>Students will arrive, starting by 8:30 a.m. or at a time chosen by the school to accommodate the staggered entry process.</li> <li>As students from different year-levels typically arrive at school together, clearly marked lines representing each year-level with 6-feet ground markers, will be placed near the building entrance and arriving students will join their class's approximately 18-student line at the next vacant 6-feet marker.               <ul style="list-style-type: none"> <li>❖ If it is raining, a similar line layout can be marked by strips of tape at the back of the school hall/gym.</li> </ul> </li> <li><u>Students who walked to school</u> will have their temperature measured before entering the building and the results recorded for surveillance by the school nurse.</li> <li>Students will file in, one at a time, maintaining the 6-feet distancing on the markers.</li> <li>The specialist teacher will direct each P2 – P6 student to use the hand sanitizer station and show them how to rub their hands and fingers as they do when washing hands. Students 5 and under will use a sanitizing wipe.               <ol style="list-style-type: none"> <li><u>Alternately</u>: Every school may have a portable/fixed handwashing station with a pull-out faucet and liquid hand soap, and paper hand towels at the designated school entrance. Younger, shorter students will require physical assistance.</li> <li>If a student is allergic to hand sanitizer and/or sanitizing wipes, they will wash their hands with soap and water at the entrance (and throughout the day in the bathroom/in-class sink, as often as possible).</li> </ol> </li> <li>The custodian will ensure that each hand sanitizer station is full every morning and throughout the school day.</li> <li>Students will no longer congregate in the school play area(s) or assembly hall to read before the bell rings.</li> <li>Schools can have virtual assemblies – or maybe over the PA system – but no assemblies wherein all students and teachers gather in the hall. Students' celebrations can be conducted over the PA system, virtually from each class, or in class pods/bubbles.</li> <li><i>Schools can have students practice how to walk on the outdoor ground and indoor floor markers, and stand on a marker, including if the student in front of them, stops, then starts moving again.</i></li> </ol>
Pathway to any Classroom	<ol style="list-style-type: none"> <li>Wider hallways will be clearly marked on the farthest sides of the hallway floor with different colored arrows on the left-hand sides of the hallways in both directions, directing students to walk only on them to ensure that they do not walk within the 6-feet physical distance of someone walking in the opposite direction.               <ol style="list-style-type: none"> <li><u>Alternately</u>: Narrow hallways and stairways can be made one-way, with large, visible wall signs reminding the students about this new layout.</li> <li>Schools with narrow hallways that cannot utilize the one-way method can:                   <ol style="list-style-type: none"> <li>schedule staggered ending times for each class, to prevent multiple pods/bubbles of approximately 18 students being in the hallways at the same time.</li> <li>have teachers communicate times (via walkie-talkie or through the non-teaching deputy) when their class will be in those particular hallways to avoid having numerous students from different pods/bubbles of approximately 18 mixing with one another.</li> </ol> </li> </ol> </li> <li>Under supervision, students will go directly to their assigned room, which will include being with the same students and teacher every day and sitting at the same desk every day.</li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ol style="list-style-type: none"> <li>3. Schools with elevators will ensure that only 1 – 2 people share a ride at a time and stand close to the far walls of the space.               <ol style="list-style-type: none"> <li>a. Students will be supervised when using an elevator. Adults who use the elevator (with or without a student) will take a sanitizing wipe from the box wall-mounted next to the controls before entering the elevator; then use it to disinfect the buttons and hand-railings before leaving the elevator.</li> <li>b. <u>Alternately</u>: Other elevator button touches, such as using an elbow or a tissue-covered finger can be used.</li> </ol> </li> <li>4. A hand sanitizer station and a box of disinfecting wipes will be wall-mounted next to the controls of the elevator doors on each floor.</li> <li>5. There will be at least one hand sanitizer station on the wall in the middle of the length of each hallway.</li> <li>6. The custodian will ensure that the hand sanitizer stations are full at the start of every day and refilled throughout the day, as needed.</li> </ol>
Arrival in any Classroom	<ol style="list-style-type: none"> <li>1. Teachers will await their students at the doorway to each classroom.               <ol style="list-style-type: none"> <li>a. Students can store backpacks/bags/plastic homework packets in the classroom in a place designated by the teacher.</li> <li>b. <u>Alternately</u>: Schools can determine if students will bring only their lunch kit/box, which can fit into classroom cubbies; and not their large backpacks/bags.                   <ol style="list-style-type: none"> <li>i. Schools can decide if teachers will assign homework, which would need to be carried back to school.</li> <li>ii. Schools may choose to have homework uploaded to teachers, as students did during remote learning.</li> </ol> </li> </ol> </li> <li>2. Each classroom will have one teacher and will include desks spaced at 3 – 6 feet apart, resulting in approximately 18 students in a class = an unchanging pod/bubble of students, which does not change throughout the day or mix with another pod/bubble, as much as is practicable.               <ol style="list-style-type: none"> <li>a. In smaller classrooms with dimensions of 20'x25' or less, there will be approximately 18 students and 1 teacher with their desks, maintaining the 3- to 6-feet physical distancing.</li> <li>b. Larger classrooms may be able to accommodate up to 15 students, as long as desks/tables are spaced 3 – 6 feet apart, including walkways between desks/tables; with the room fully ventilated with open windows and doors, and fans; or use of air conditioning and fans (e.g., on a rainy day or extremely warm day).</li> </ol> </li> <li>3. Classrooms with a paraeducator will include the paraeducator with the student, who is included in the range of approximately 18 students. The paraeducator will wear a face mask; as it will not be possible to maintain the 3- to 6-feet physical distancing (similar to how care is executed in a nursing home, doctor's office).</li> <li>4. Should there be insufficient numbers of teachers, as a contingency plan, more than one pod/bubble of approximately 18 students can have their desks moved to the school hall/gym/empty classroom in a separate formation from another pod/bubble of approximately 18 students and with the one available teacher.</li> <li>5. Each classroom will have a bottle of hypoallergenic hand sanitizer, sanitizing wipes, and tissues for unforeseen coughs and sneezes.</li> </ol>
Sitting in all Classrooms	<ol style="list-style-type: none"> <li>1. Good hand hygiene will be practiced throughout the day to help to mitigate transmission of the virus.</li> <li>2. Students will stand and walk out of the classroom door to a 6-foot floor marker and arrow on the hallway floor, and walk to the bathroom. One at a time, they will walk into the bathroom for a total of no more than 3 being in the bathroom at the same time. Students will wash their hands with soap and water, and then dry their hands with paper hand towel.               <ul style="list-style-type: none"> <li>❖ <u>Optionally</u>: One boy and one girl in each pod/bubble of approximately 18 can be trained for proper hand washing technique and be assigned as the 'bathroom monitor' in the bathrooms to ensure that all boys and girls in their pod/bubble wash their hands with soap and water for 20 seconds after using the bathroom, and dry them.</li> </ul> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ol style="list-style-type: none"> <li>3. Students will not switch desks/tables/chairs/plastic-covered floor cushions/floor stickers during a class, but will sit at their assigned place throughout the day.               <ol style="list-style-type: none"> <li>a. <u>Optionally</u>: In a large classroom/school hall/gym, if two students are assigned to a 6-foot long table, they will each sit at one end of the table, and on the <u>same side</u>, while facing in the same direction; and then use a wipe to sanitize their chairs and own end of the table before leaving the room. The short ends of the table will not be used.</li> <li>b. <u>Optionally</u>: If students must move around in their classroom on a limited basis, their desk/chair/floor sticker/cushion will be sanitized after each use.</li> <li>c. Plexiglas screens of 36" high or more can be placed between students sharing a table, which can be used to accommodate more students in pods/bubbles. Each day, all Plexiglas screens and desks will be disinfected with appropriate commercial products that can kill the coronavirus. * "<i>Social/Physical Distancing</i>" on page 3.</li> <li>d. Students will sit one behind the other in a row – and, where possible and able to view the whiteboard, sit in an offset or staggered/ alternating manner 3 – 6 feet apart to prevent the sharing of the air space, as much as possible.</li> <li>e. If kidney-shaped tables are used, two students can be positioned at each far, round end (not the short, straight sides), not facing each other.</li> </ol> </li> <li>4. Students will not share any objects, learning materials, or personal belongings.</li> <li>5. Walkways/gaps between desks will be 3 – 6 feet in width.</li> <li>6. <u>For students who remain in the same room throughout a school day and do not transition/go to any encore classes, learning support class, and other specialist classes:</u> <ol style="list-style-type: none"> <li>a. Teachers will come to the students in their pods/bubbles/classrooms to reduce the movement of students in hallways and the risk of viral exposure to and transmission of the virus.</li> <li>b. Hands will be washed with soap and water for 20 seconds and desks/tables will be sanitized by students/ teachers/paraeducators/custodian:                   <ol style="list-style-type: none"> <li>i. after every activity.</li> <li>ii. before and after eating recess snack and lunch.</li> <li>iii. after touching surfaces touched by many people.</li> <li>iv. after uncovered sneezes and coughs.</li> <li>v. at the end of each class.</li> <li>vi. at least two additional times throughout the day.</li> <li>vii. at the end of the school day.</li> </ol> </li> </ol> </li> <li>7. Teachers will sanitize student desks after every cough or sneeze into the hand/elbow/sleeve, immediately having students wash their hands with soap and water for 20 seconds, if the class has a sink or using the teacher's hand sanitizer if 6 years and older).               <ul style="list-style-type: none"> <li>❖ Teachers will sanitize the desk of any student who is allergic to sanitizing wipes.</li> </ul> </li> <li>8. Teachers will wear face masks, but can remove them while 6 feet or more away from students to ensure intelligible speech and the conveyance of sufficient cues to students (especially during phonics).</li> </ol>
Opening/Morning Routines	<ol style="list-style-type: none"> <li>1. These routines can proceed as normal, with students at or next to their desks, if standing, with 6 feet physical distancing; and no sharing of objects/school or personal belongings, being maintained.</li> <li>2. Teachers will collect and distribute learning materials and students will remain at their desks.</li> <li>3. Students can store their backpacks/bags under their chairs, in their cubbies, or use lockers in the hallways, under supervision.               <ul style="list-style-type: none"> <li>❖ While maintaining the 6-feet physical distancing, students will place their backpacks/bags into their lockers, then continue</li> </ul> </li> </ol>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	into their classroom one at a time and sit at their assigned desks.
Teaching and Learning Time	<ol style="list-style-type: none"> <li>1. As Bermuda's World Health Organization's (WHO) Classification is Sporadic Cases, the following protocols are appropriate. Should a level of COVID-19 spread occur, modifications may have to be made.</li> <li>2. <u>Outdoor Classes:</u> <ol style="list-style-type: none"> <li>a. As often as possible, teachers can coordinate/schedule use of covered/shaded outdoor spaces during teaching and learning times, ensuring 10 feet or a greater distance from any other pods/bubbles of students.</li> <li>b. As a given, teachers will remind students to maintain the 3- to 6-feet physical distancing while in- and outdoors; and if physical distancing is not realized, students will be instructed to don their masks.</li> <li>c. Teachers will don a face mask (and a face shield add-on, if desired) when their interaction with a student does not allow for 6-feet physical distancing.</li> </ol> </li> <li>3. <u>Indoor Classes:</u> <ol style="list-style-type: none"> <li>a. Classrooms of larger dimensions will accommodate more students (possibly, up to 20) and their desks/tables, spaced apart by 3 – 6 feet, with 3- to 6-feet wide walkways between desks</li> <li>b. Teachers will have 3 – 6 feet physical distancing to represent a Teacher's Safe Zone at the Whiteboard/Smartboard, where practicable: A 3-feet physical Safe Zone will be appropriate when Bermuda's WHO Classification is Sporadic Cases. <ul style="list-style-type: none"> <li>❖ Teachers will continue to effectively monitor students' work and provide feedback and assistance, and wear their face masks (and a face shield add-on, if desired) when walking between students desks, which are spaced apart by a minimum of 3 feet; when Bermuda's WHO Classification is Sporadic Cases.</li> </ul> </li> <li>c. Teachers will don a face mask (and a face shield add-on, if desired) when their interaction with a student does not allow for 6-feet physical distancing.</li> </ol> </li> <li>3. <u>For younger primary school children learning about the COVID-19 virus, teachers can:</u> <ol style="list-style-type: none"> <li>a. reinforce and remind children not to touch others or put toys or objects in their mouths.</li> <li>b. ensure assistance/supervision of children when performing hand hygiene.</li> <li>c. incorporate fun strategies to encourage compliance (e.g., hum catchy songs while handwashing).</li> </ol> </li> <li>4. <u>For older primary school children learning about the COVID-19 virus, teachers can:</u> <ol style="list-style-type: none"> <li>a. implement classroom and/or year-level projects (e.g., point programs, poster contests).</li> <li>b. organize "spirit week" (school-wide) awareness initiatives.</li> <li>c. leverage technology and use social media (e.g., have students post their most creative video on handwashing).<sup>7</sup></li> </ol> </li> <li>5. Students will not carry books/worksheets to other students.</li> <li>6. If desired, teachers will wait to collect worksheets and books from each student's desk during bathroom breaks, recess playtime, and lunch playtime.</li> <li>7. Students will not share pencils, markers, erasers, pencil sharpeners, pencil cases, pens, crayons, paper, toys, learning aids, electronic devices, toys, books, and so on.</li> <li>8. Students will not sit next to another student as a "study buddy". <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> If possible and space allowing, a student-buddy pair of students may move to another part of the room and sit 3 – 6 feet from one another, facing in the same direction (not facing one another), and wearing their masks.</li> </ul> </li> <li>9. Small groups and guided reading may be temporarily suspended, if physical distancing measures cannot be achieved as determined by a classroom's dimensions and the 3 – 6-feet physical distancing between each desk. <ul style="list-style-type: none"> <li>❖ However, 1 – 2 students and one teacher can utilize a learning center at a time, while maintaining 3 – 6 feet physical distancing and not facing one another; and the student/teacher will sanitize surfaces frequently touched (i.e., table and</li> </ul> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
Recess Break: Snack Time	<p>chairs); and any shared materials touched (e.g., computer keyboard and mouse, mousepad, and desk area around the keyboard and mouse), before another student/teacher uses the center.</p> <ol style="list-style-type: none"> <li>Teachers/P3 – P6 students will use a sanitizing wipe on student desk tops before students eat their snacks.</li> <li>Students will wash their hands with soap and water for 20 seconds, before eating their snack. <ol style="list-style-type: none"> <li>If the classroom has a sink, students will line up at 6-feet floor markers.</li> <li>If the classroom has no sink, under the supervision of a teacher, students will stand and walk out of the classroom door to a 6-feet floor marker and arrow on the hallway floor and walk to the bathroom. One at a time – and with a limit of 2 – 3 students in the same bathroom at the same time – they will walk into the bathroom to wash their hands with soap and water, and then dry their hands with paper hand towel. <ul style="list-style-type: none"> <li>❖ <u>Optionally</u>: One boy and one girl in each pod/bubble of approximately 18 students can be trained in proper hand washing technique and be assigned as the 'bathroom monitor' in the bathrooms to ensure that all boys and girls in the pod/bubble wash their hands correctly for 20 seconds after using the bathroom.</li> </ul> </li> </ol> </li> <li>Schools with a Recess Fruit Program sponsored by a community partner will ensure that cut-up/loose fruit is not brought to the school, but will be delivered in small covered, individual reusable/biodegradable containers and one given to each student. <ol style="list-style-type: none"> <li>If reusable containers are used by the community, they can be placed in a large garbage bag/container and returned to the community partner or students at the end of the school day or a specified time from a designated location.</li> <li>If students bring their own reusable containers, they can place the empty containers back into their backpacks/bags.</li> </ol> </li> <li>Students will eat their snacks at their desk.</li> <li>Students will not share food, food containers, or beverages and beverage containers.</li> <li>Under supervision, students can fill their refillable water bottles, so that they do not touch the motion-sensor spout. <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: Teachers/paraeducators can refill student water bottles.</li> </ul> </li> <li>While lined up, students will maintain the 3 – 6 feet physical distancing, by standing on the floor markers.</li> </ol>
Recess Break: Physical Activity	<ol style="list-style-type: none"> <li>Schools will not withhold recess as punishment for a student.</li> <li>Students will have a physical activity/movement break, for health reasons, to help improve the learning process, and foster healthy socialization and social skill development.</li> <li>Schools will evaluate available indoor and outdoor spaces on school property that can be used for recess.<sup>10</sup></li> <li>Schools will identify multiple areas where recess can be held for each pod/bubble of approximately 18 students to minimize crowding and the risk of exposure to the virus.<sup>10</sup></li> <li>Whenever possible, schools will use outdoor spaces for recess.<sup>10</sup></li> <li>Under supervision, students will wash their hands with soap and water for 20 seconds, before recess physical activity.</li> <li>Recess for unchanging pods/bubbles of approximately 18-student pods/bubbles can be staggered by 10 – 15 minutes, with students maintaining the 6-feet physical distancing throughout, while moving along the hallways and to and from the play area/field.</li> <li>If using indoor spaces for recess, schools will keep the doors and windows open to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.<sup>10</sup></li> <li>Non-contact and limited-contact activities will be encouraged, with guidance from P.E. teacher(s).</li> <li>As much as is possible, students can be reminded that they will not touch their own or one another's faces.</li> <li>Under close supervision, students can use fixed fitness/obstacle course equipment, as rain will wash away germs and evidence suggests that the sun's UV rays kill many germs. <ol style="list-style-type: none"> <li>Students will have washed their hands before coming outdoors and 2 – 3 students can use the same piece of equipment at</li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>a time, but maintaining a degree of physical distancing, as possible; and not touching one another – especially on the face.</p> <p>b. If multiple pods/bubbles of students come out for a physical activity break at staggered, non-overlapping times, the P.E. teacher/prefects will disinfect the fixed fitness equipment between use by each pod/bubble.</p> <p>12. If a student coughs or sneezes into his/her hand and without practicing good respiratory hygiene, the duty teacher will have him/her use an outdoor hand washing station (if available), hand sanitizer/Baby Wipes on hands.</p> <p>13. Students will not share personal equipment, including balls or toys – or any pieces of clothing or personal belongings.</p> <p>14. School equipment used by teachers will be disinfected at the end of recess physical activity. Under supervision, students/prefects can sanitize that equipment, before storing it away.</p> <p>15. Duty teachers will not wear face masks, unless in close contact (i.e., about 4 feet) with students or another staff member.</p> <p>16. Duty teachers will follow Universal Precautions and wear disposable gloves, in case a student is injured.</p> <p>a. Gloves will not be used for extended periods of time, as they will collect a multitude of germs and could become a vehicle of transmission for germs, because users are less likely to change them often and practice frequent hand hygiene.</p> <p>b. Extended glove use also results in cross-contamination of surfaces, as users carry germs from one place to the next.</p> <p>17. Under supervision, after outdoor play/activities, students will reenter the building and walk directly to the bathroom/in-class sink to wash their hands with soap and water for 20 seconds: e.g., while singing the “Happy Birthday Song”.</p> <p>❖ Students will line up in their pod/bubble at the 6-foot floor markers and wait for their turn to enter the bathroom, wash their hands, and leave the bathroom. They will follow the taped 6-foot hallway markers and arrows to their classrooms.</p>
Bathroom Break	<p>1. Under the supervision of a teacher, students will leave the classroom or field/play area and line up at the 6-foot floor markers and follow the hallway markers; maintain the 6-foot physical distancing in the bathroom; wash their hands with soap and water; and dry their hands with paper hand towel (no cloth towels can be used, as they will facilitate spreading the virus/infections).</p> <p>2. Schools can stagger and coordinate bathroom breaks for each pod/bubble of approximately 18 students to avoid congestion and having numerous students from different pods/bubbles lined up in the hallway.</p> <p>3. If a school does not have a separate adult male and student male bathroom, adult males will not use the bathroom at the same time as a student.</p> <p>4. During the day, schools will ensure that bathrooms are not overcrowded and that no more than 2 – 3 students enter at a time and leave the bathroom before the next 2 – 3 students enter. It is important to avoid having students from different pods/bubbles using the bathroom simultaneously.</p> <p>5. Schools can assign a male and female bathroom to each year-group/form, which means that more than one class will use a specific bathroom.</p> <p>6. <u>Outside of the designated bathroom breaks:</u></p> <p>a. Teachers will likely be unable to accompany every student who must use the bathroom.</p> <p>b. Schools may implement a 3-hook paddle/tag system. Two to three hooks should be placed on the wall outside of each bathroom and students leaving the classroom to go to the bathroom will carry a paddle/tag and place it on the hook outside of the bathroom during use. Those students who approach the bathroom can see how many paddles/tags are hanging prior to entry and if there is enough room for them to enter. If all hooks are full, students should wait outside of the bathroom on a 6-foot floor marker and wait for a previous occupant to leave before entering. If there is a line of 2 students outside of the bathroom, students should find another bathroom or return to the classroom and wait 5 minutes before going back to check the occupancy. When leaving the bathroom, each student will remove his/her paddle from the board and return to his/her classroom.</p> <p>7. Following the 6-foot physical distancing, an unchanging pods/bubble of approximately 18 students will use the bathroom as a</p>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>group.</p> <ol style="list-style-type: none"> <li>8. Six-feet taped floor markers will be spaced apart at each available sink.</li> <li>9. If needed, upon the return to the classroom, students will use the teacher's bottle of hand sanitizer or hand sanitizing wipes, to supplement their handwashing.</li> <li>10. While maintaining physical distancing and walking on the 6-feet floor markers and colored arrows, students will return to their classroom as an unchanging pod/bubble of approximately 18.</li> <li>11. The custodian will deep clean all bathrooms before classes resume each day and disinfect all frequently-touched surfaces in student and staff bathrooms after the recess and lunch bathroom breaks (e.g., faucet taps, sinks, doorknobs, light switches, liquid soap dispenser levers, toilet flushing handles, and stall doors handles), and throughout the day.</li> </ol>
Beverage Vending Machine Use	<ol style="list-style-type: none"> <li>1. Currently, Bermuda's World Health Organization's (WHO) Classification is Sporadic Cases, which means that our positive COVID-19 cases are small in number, random, and isolated.</li> <li>2. At this time the following contingency for the use of school beverage vending machines will be implemented: <ol style="list-style-type: none"> <li>a. To avoid the mixing of class pods/bubbles in hallways, teachers can monitor whether another class pod/bubble is already at the beverage machine before having his/her class pod/bubble line up to go and use it. <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: A school can schedule class pod/bubble use of the beverage vending machine.</li> </ul> </li> <li>b. Students in a class pod/bubble will wash their hands with soap and water for 20 seconds, and completely dry completely dry them with paper hand towel, before leaving the classroom to purchase their plain, unsweetened/flavored water or 100% juice.</li> <li>c. Students in the class pod/bubble will follow the hallway floor markers to the vending machine.</li> <li>d. Students in the class pod/bubble will access the school beverage machine as a group, while wearing their face masks and maintaining the 6-feet physical distancing in the line at the machine. <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: Each student can use an alternate touch, such as a knuckle or tissue, instead of using a fingertip to push the button.</li> </ul> </li> <li>e. A prefect or staff member can sanitize the high-touch points/surfaces on the beverage vending machine (e.g., coin slot, choice buttons), after the last student in a class pod/bubble purchased his/her beverage.</li> <li>f. Students in the class pod/bubble will follow the floor markers back to their classroom.</li> <li>g. The next class pod/bubble can line up and walk to the beverage vending machine.</li> <li>h. The custodian will have the vending machine on his/her list as an object with frequently-touched surfaces, which have to be sanitized during the day and disinfected at the end of the day.</li> </ol> </li> <li>3. If a level of COVID-19 spread occurs in Bermuda, the following contingency will be implemented: <ul style="list-style-type: none"> <li>❖ The beverage vending machine(s) will not be used.</li> </ul> </li> </ol>
Birthday Parties	<p>Parents/guardians will not drop off/have delivered birthday party cakes, cupcakes, cookies, bags of candy or treats, pizza, beverages, and so on to schools; whether homemade, store-bought, or provided by a fast food company or restaurant.</p>
Fundraisers	<ol style="list-style-type: none"> <li>1. Schools will develop Healthy or Non-Food Fundraisers, such as: <ol style="list-style-type: none"> <li>a. individually-wrapped fresh fruit and vegetables or dried fruit.</li> <li>b. daily/weekly food fundraisers are not permitted, but alternatives are: <ol style="list-style-type: none"> <li>i. selling household items such as: toothpaste, toothbrushes, toilet paper or tea towels. These items are considered 'essential' and are likely to put less financial strain on families that may not be able to afford 'luxury' items.</li> <li>ii. selling raffles, which are always a crowd pleaser. Raffle ticket booklets can be purchased from a local retail business. <ol style="list-style-type: none"> <li>1) For prizes – approach local businesses to see if they will donate a prize. Set the price according to the quality and</li> </ol> </li> </ol> </li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>value of prizes. For example, 1 for \$5 or 3 for \$10, 1 for \$10 or 3 for \$20, and so on.</p> <p>2) <u>Alternately</u>: A balloon raffle involves placing one raffle ticket in a balloon and charging \$2 - \$5 for each balloon. Everyone will pop the balloons they purchase to find their raffle ticket and the person with the winning ticket gets the prize. Balloon raffles work best when they are an activity nested within a larger event, where you have a large audience of possible donors in one location, such as at a health fair or an auction.</p> <p>iii. selling seedlings or plants for the school or family 'green thumb' and supporting local plant nurseries.</p> <p>iv. selling sunscreen, which is an essential item to protect the skin from sun damage. This is a definite 'health promoting' fundraiser!<sup>8</sup></p> <p>v. offering community classes, where a staff member could use his/her expertise (e.g., gardening, cooking, photography, and so on) and set up a class or several classes to raise money for a school cause or project.</p> <p>❖ Attendees can be charged admission and a donation jar can be placed in a visible location so participants can give more. The school can spread the word about the class(es) on social media and via email.</p> <p>vi. holding a jeans or casual dress day/Grub Day/Dress-down Day.</p> <p>vii. considerations for the following ideas after the COVID-19 Pandemic would be room dimensions, number of people who can participate/spectate, indoor or outdoor location, indoor ventilation, sanitizing, and mask-wearing:</p> <p>1) holding a pledge challenge, such as a Talent Show or walk-/run-/dance-/bike-a-thon. Supporters can also request songs for \$5.</p> <p>2) holding a local concert/movie night/Scavenger Hunt.</p> <p>3) hosting an amateur film festival and having participants enter their own productions. Schools can even turn it into a contest, where attendees can give \$5 in order to cast votes for their favorite films. Leading up to the contest, schools can create an email series with tips to show supporters how to create an impactful video.<sup>10</sup></p> <p>4) holding a car wash.</p> <p>5) holding an auction.</p>
Lunch Break: Eating	<p>1. Teachers/P3 – P6 students will use a sanitizing wipe on students' desk tops before lunch is eaten.</p> <p>2. Students will wash their hands with soap and water for 20 seconds, before eating their lunch.</p> <p>a. While maintaining the 6-feet physical distance and closely supervised, they will stand and walk out of the classroom door to a 6-feet floor marker and arrow on the hallway floor and walk to the bathroom.</p> <p>b. One at a time, they will walk into the bathroom and wash their hands with soap and water, and then dry their hands with paper hand towel.</p> <p>❖ <u>Alternately</u>: Students will line up at their in-class sink to wash their hands.</p> <p>3. Students will eat their lunches at their desks or at lunch benches, seated on opposite corners of the table. An "x" marker or special marker can be placed at the designated spaces on a lunch bench, so that no more than two students can easily find an appropriate eating place.</p> <p>4. Teachers can use a microwave in a school kitchen/staff room to warm students'/their own lunches.</p> <p>5. Students will not use any microwaves, as all surfaces are high-touch and can become vehicles for viral transmission.</p> <p>6. School counselors will continue to coordinate their Feeding Programs, utilizing a microwave located in their offices.</p> <p>7. School counselors will continue to monitor the number of students who report having no breakfast and/or lunch, and inform the community partners who provide those meals to schools.</p> <p>8. <u>Hot Lunches</u>:</p> <p>a. <u>Optionally</u>: A school may temporarily suspend its hot lunch program.</p>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>b. Principals will confirm that the <u>hot lunch/cafeteria vendor</u> has completed the Food Handler's course offered online by Environmental Health and each vendor will provide a copy of their completion certificate to each school that is serviced.</li> <li>c. <u>Daily healthy lunches</u> donated by community partners (i.e., Churches, Parish Councils and Corporate Partners, who must wear a face covering while on school premises) will be conveyed in an appropriate, closed and individual container for each student will call the school office upon their arrival).               <ul style="list-style-type: none"> <li>i. The lunches will be left in an agreed upon area and collected by the administrative assistant/principal/teacher, then distributed to each student in his/her classroom.</li> <li>ii. This instance does not apply to daily/weekly food-focused fundraisers, which are not permitted (See "Fundraisers" on page 18).</li> </ul> </li> <li>d. If meals are prepared in a licensed school cafeteria's kitchen, each meal will be "Grab and Go" in a container with a lid, and can be cashless.</li> <li>e. If pre-paid hot lunches are delivered to schools by vendors, each meal will be "Grab and Go" in a container with a lid.</li> <li>f. <u>Healthy Hot lunches</u> delivered to schools by a dedicated hot lunch provider, who submits menus to Healthy schools each month must be conveyed at safe temperatures (hot foods: at least 140°F and cold foods: at least 40°F) in appropriate and insulated containers, and not merely covered with foil paper.</li> <li>g. No meals can be served buffet-style out of an open container, bowl, chafing dish, pot, or pan.               <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: Community partners who provide school lunches can deliver them to the homes of the students they support, and then all students could bring their lunch to school, negating anyone outside of the school community entering the school premises.</li> </ul> </li> <li>9. No meals will be delivered by fast food companies/restaurants for lunches or birthday parties (which are not permitted).</li> <li>10. Students will not share food, food containers, or beverages and beverage containers.</li> <li>11. Students will be allowed to fill their refillable water bottles under the supervision of an adult, so that they do not drink from the water fountain/press their mouths over the spout/touch the motion sensor spout.               <ul style="list-style-type: none"> <li>a. <u>Alternately</u>: Teachers can refill water bottles. <i>Water bottles will no longer be stored in a communal container.</i></li> <li>b. Water fountain drinking spouts will be covered, but its bottle-filling function or a stand-alone bottle-filling station can remain available for use.                   <ul style="list-style-type: none"> <li>❖ Students can bring a large, filled water bottle to school each day, and refill it at their school's bottle-filling station.</li> </ul> </li> </ul> </li> </ul>
Lunch Break: Physical Activity	<ul style="list-style-type: none"> <li>1. Schools will not withhold lunch physical activity as punishment for a student.</li> <li>2. Students will have this physical activity/movement break, for health reasons, to help improve the learning process, and foster healthy socialization and social skill development.</li> <li>3. Schools will develop a "play plan" and evaluate available indoor and outdoor spaces on school property that can be used for lunch physical activity.<sup>10</sup></li> <li>4. Schools will identify multiple areas where lunch physical activity can be held for each pod/bubble of approximately 18 students to minimize crowding and the risk of exposure to the virus.<sup>10</sup></li> <li>5. Whenever possible, schools will use outdoor spaces for recess.<sup>10</sup></li> <li>6. Due to the safety and health protocols, lunch physical activity may have to be extended by 5 – 10 minutes and more staff required, if all students attend every day/together.</li> <li>7. If lunch physical activity is shortened due to the implementation of a new pacing guide to ensure curricular continuity, teachers will integrate physical activity across the curriculum (as a part of a regular lesson), which can include at least one movement break in the morning and another in the afternoon. Students can watch a fun video and move more.</li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>❖ Alternately: Schools can schedule 5- to 10-minute movement breaks at logical transitions between classes.</li> <li>8. Students will wash their hands with soap and water for 20 seconds, before going out for lunchtime physical activity.</li> <li>9. Lunch physical activity for unchanging pods/bubbles of approximately 18-student pods/bubbles can be staggered by 10 – 15 minutes, with students maintaining the 6-feet physical distancing, while moving along the hallways to and from the play area/field.</li> <li>10. Students will not wear face masks and can leave them in their name-labeled Ziploc bags in their classrooms while outdoors, but will maintain the 6-feet physical distancing, as much as possible.</li> <li>11. As much as is possible, students can be reminded that they will not touch their own or anyone else's face.</li> <li>12. Students will not share any pieces of clothing or personal belongings.</li> <li>13. Non-contact or limited-contact activities (e.g., cricket, football, and jump-rope) will be encouraged, with guidance from P.E. teacher(s).</li> <li>14. Under close supervision, students can use fixed fitness/obstacle course equipment, as rain will wash away germs and evidence suggests that the sun's UV rays kill many germs. <ul style="list-style-type: none"> <li>a. Students will have washed their hands before coming outdoors and 2 – 3 students can use the same piece of equipment at a time, but not touching one another – especially on the face.</li> <li>b. If multiple pods/bubbles of students come out for a physical activity break at staggered, non-overlapping times, the custodian will disinfect the fitness/obstacle course equipment between use by each pod/bubble.</li> </ul> </li> <li>15. If a student coughs or sneezes into his/her hand and without practicing good respiratory hygiene, the duty teacher will have him/her use the outdoor hand washing station (if available), or hand sanitizer or Baby Wipes on hands.</li> <li>16. School equipment used by teachers will be disinfected at the end of lunch physical activity. Under supervision, students/prefects can sanitize that equipment, before storing it away.</li> <li>17. Duty teachers will not wear face masks while outdoors, unless in close contact (under 6 feet) with students or another staff member.</li> <li>18. Duty teachers will follow Universal Precautions and wear disposable gloves, if a student is injured. <ul style="list-style-type: none"> <li>a. Gloves will not be used for extended periods of time, as they will collect a multitude of germs and could become a vehicle of transmission for germs, because users are less likely to change them often and practice frequent hand hygiene.</li> <li>b. Extended glove use also results in cross-contamination of surfaces as users carry germs from one place to the next.</li> </ul> </li> <li>19. Under supervision, after outdoor physical activity and under supervision, students will reenter the building and walk directly to the bathroom/in-class sink to wash their hands with soap and water for 20 seconds: E.g., while singing the "Happy Birthday Song".</li> <li>20. Students will line up in their approximately 18-student pod/bubble at the 6-feet floor markers and wait for their turn to enter the bathroom, wash their hands, and leave the bathroom. They will follow the 6-feet hallway markers and arrows to their classrooms.</li> </ul>
Leaving for an Appointment/Returning from an Appointment	<ul style="list-style-type: none"> <li>1. <u>At this time, teachers:</u> <ul style="list-style-type: none"> <li>a. are encouraged to make personal appointments for after school hours, school holidays and or personal days, where possible to maintain safe staffing levels throughout the day, as all available staff is needed throughout the school day; and to decrease the chance of virus exposure from individuals outside of the school.</li> <li>b. who must leave school for appointments will sign out at the school office on a designated clipboard.</li> <li>c. will continue to wear a face covering while off the premises and practice physical distancing, when needed.</li> <li>d. will sign back in on the designated clipboard, upon returning to school, wear their face masks in the building, and record</li> </ul> </li> </ul>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>businesses/locations visited in their diaries, should contact tracing be necessary, where they may have been exposed to the virus.</p> <ol style="list-style-type: none"> <li>e. will use the hand sanitizer station before returning to the classroom; and/or wash hands with soap and water before returning to the classroom.</li> </ol> <p>2. Where possible, parents will be discouraged from having their child going to appointments and returning to school, as adequate supervision to and from the school gate and classroom may not be available. In addition, the student will be interacting with people outside of the school bubble, which can increase possible incidence of exposure to the virus.</p> <p>3. <u>At this time, students who leave school for appointments before 3:00 p.m.:</u></p> <ol style="list-style-type: none"> <li>a. will have their appointment destination recorded in the office, should contact tracing be necessary, where the student and/or parent/guardian may have been exposed to the virus.</li> <li>b. will be accompanied by school personnel to the entrance and collected by an authorized adult (who does not enter the school building) confirmed by the school. While standing 6 feet or more from the entrance, the adult will remove his/her face covering for correct identification, then immediately don the face covering.</li> <li>c. will be signed out by the authorized adult on a designated clipboard located at the school entrance.</li> <li>d. will check in at the office <u>upon their return from an appointment</u>, after the authorized adult (who does not enter the building) calls the office. School staff will meet the student at the door and sign him/her back in.</li> <li>e. will wash their hands with soap and water after returning to school, if a bathroom is located close to the entrance or in the in-class sink, and dry their hands completely with a paper hand towel.</li> <li>f. will be accompanied by school personnel back to his/her assigned classroom and desk.</li> </ol>
Going to the Office	<ol style="list-style-type: none"> <li>1. Each school administrative assistant will have a Plexiglas shield installed around/in front of her/his desk.</li> <li>2. With a Plexiglas shield, the administrative assistant can wear a face mask when others enter the office, if desired.</li> <li>3. Pens and shared items will be sanitized after each user.</li> <li>4. The bathroom monitor identified by each teacher can assist in accompanying classmates to the office, following the physical distancing hallway and floor markers.</li> <li>5. The school office will have a hand sanitizer station for all (except P1 students) who enter the office.</li> <li>6. A floor marker will be placed 6 feet from the administrative assistant's workspace to maintain appropriate physical distancing.</li> <li>7. Principals and custodians will monitor hand hygiene supplies to ensure adequate amounts of liquid soap; paper towel; hand sanitizer; sanitizing wipes; disinfecting wipes; tissues; and labeled/special, covered and foot-pump waste receptacles lined with plastic bags.</li> </ol>
Playing Outdoors	<ol style="list-style-type: none"> <li>1. Schools will not withhold or use physical activity as punishment for a student.</li> <li>2. Students will have this physical activity/movement break, for health reasons, to help improve the learning process, and foster healthy socialization and social skill development.</li> <li>3. Schools will evaluate available indoor and outdoor spaces on school property that can be used for recess.<sup>9</sup></li> <li>4. Schools will identify multiple areas where recess can be held for each pod/bubble of approximately 18 students to minimize crowding and the risk of exposure to the virus.<sup>9</sup></li> <li>5. Whenever possible, schools will use outdoor spaces for recess.<sup>9</sup></li> <li>6. Due to the safety and health protocols, outdoor physical activity may have to be extended by 5 – 10 minutes and more staff required, if all students attend every day/together.</li> <li>7. If outdoor physical activity is shortened due to the implementation of a new pacing guide to ensure curricular continuity, teachers will integrate physical activity across the curriculum (as a part of a regular lesson), which can include at least one</li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>movement break in the morning and another in the afternoon. Students can watch a fun video and move more.</p> <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: Schools can schedule 5- to 10-minute movement breaks at logical transitions between classes.</li> </ul> <ol style="list-style-type: none"> <li>8. Students will wash their hands with soap and water for 20 seconds, before outdoor physical activity.</li> <li>9. Outdoor physical activity for unchanging pods/bubbles of approximately 18 students can be staggered by 10 – 15 minutes, with students maintaining the 6-feet physical distancing, while moving along the hallways and to and from the play area/field.</li> <li>10. Students will not wear face masks while outdoors, but will maintain the 6-feet physical distancing as much as possible.</li> <li>11. As much as is possible, students can be reminded that they will not touch their own or one another's faces.</li> <li>12. Students will not share any pieces of clothing or personal belongings.</li> <li>13. Non-contact or limited-contact activities (e.g., cricket, football, and jump-rope) will be encouraged, with guidance from P.E. teacher(s).</li> <li>14. Under close supervision, students can use fixed playground equipment, as rain will wash away germs and evidence suggests that the sun's UV rays kill many germs.             <ol style="list-style-type: none"> <li>a. Students will have washed their hands before coming outdoors and 2 – 3 students can use the same piece of equipment at a time, but not touching one another – especially on the face.</li> <li>b. If multiple pods/bubbles of students come out for a physical activity break at staggered, non-overlapping times, the custodian will disinfect the fitness/obstacle course equipment between use by each pod/bubble.</li> </ol> </li> <li>15. If a student coughs or sneezes into his/her hand and without practicing good respiratory hygiene, the duty teacher will have him/her use hand sanitizer/ wipes to sanitize hands.</li> <li>16. School equipment used by teachers will be disinfected at the end of lunch physical activity. Under supervision, students/prefects can sanitize that equipment, before storing it away.</li> <li>17. Duty teachers will not wear face masks while outdoors, unless in close contact (under 6 feet) with students or another staff member.</li> <li>18. Duty teachers will follow Universal Precautions and wear disposable gloves, if a student is injured.             <ol style="list-style-type: none"> <li>a. Gloves will not be used for extended periods of time, as they will collect a multitude of germs and could become a vehicle of transmission for germs, because users are less likely to change them often and practice frequent hand hygiene.</li> <li>b. Extended glove use also results in cross-contamination of surfaces as users carry germs from one place to the next.</li> </ol> </li> <li>19. Under supervision, after outdoor physical activity and under supervision, students will reenter the building and walk directly to the bathroom/in-class sink to wash their hands with soap and water for 20 seconds: E.g., while singing the "Happy Birthday Song".</li> <li>20. Students will line up in their approximately 18-student pod/bubble at the 6-feet floor markers and wait for their turn to enter the bathroom, wash their hands, and leave the bathroom. They will follow the 6-feet hallway markers and arrows to their classrooms.</li> </ol>
Walking along Hallways	<ol style="list-style-type: none"> <li>1. Students, who must leave their classroom for any reason, will be supervised by a teacher/accompanied by an identified and responsible classroom 'bathroom monitor' as they walk along the hallways.</li> <li>2. In wide hallways, the floors will be clearly marked on the farthest sides of the hallway/wall with different colored arrow heads on the left-hand sides of the hallways, directing students to walk only on them to ensure that they do not walk within the 6-feet distance of someone walking in the opposite direction.             <ol style="list-style-type: none"> <li>a. Additionally, if possible, the same colored arrows will be taped/painted on the walls on the left-hand side of each wide hallway to guide students.</li> <li>b. <u>Alternately</u>: Narrow hallways/stairways will be made one-way, with signs reminding the students about this new layout.</li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>c. Schools with narrow hallways/stairways and cannot utilize the one-way method will have teachers coordinate/ schedule when their class will be using the hallway; or teachers can communicate via walkie-talkie.</li> <li>3. A clearly marked hand sanitizer station will be wall-mounted in heavy foot traffic areas, including the school office, the principal's office, hallways (for P2 – P6 students), and next to the elevator (if the school has one).</li> <li>4. The custodian will ensure that each hand sanitizer station is filled before classes resume each day and refilled throughout the day, as needed.</li> </ul>
Teacher is Absent	<ul style="list-style-type: none"> <li>1. Schools will establish a trigger to inform parents should there be insufficient numbers of teachers:               <ul style="list-style-type: none"> <li>a. <u>Alternately</u>: More than one pod/bubble of approximately 18 students can have their desks/chairs moved to the school hall/gym in a separate layout/formation from another pod/bubble of approximately 18 students and with the one available teacher.</li> <li>b. <u>Alternately</u>: If the absence is anticipated to be long and/or it is not possible to combine pods/bubbles of approximately 18 students in the school hall/gym, the affected students can resume their remote learning/updated learning packets at home (if parents/ guardians are not working).</li> <li>c. <u>Alternately</u>: At least two substitutes can be assigned in each school on a full-time basis to cover a teacher's absence. Many parents will have returned to work and will be unable to stay at home with their child(ren) for remote-learning/completion of learning packets at all, or at short notice.</li> </ul> </li> </ul>
Teachers and Staff	<ul style="list-style-type: none"> <li>1. When moving around the school, teachers and staff will follow the same colored hallway arrows and floor markers as students.</li> <li>2. Teachers/staff will practice good respiratory etiquette and cough/sneeze into tissues or the sleeve/crook of their arm, discard the tissues into a labeled, purposeful and covered waste receptacle, and then sanitize/wash their hands.</li> <li>3. During the day, teachers/staff will wear a face mask and, if desired a washable cloth smock, which is changed after contact with each student, if not covered by a disposable apron. Disposable aprons can be worn over the smocks, as needed and, after interacting with each student, discard soiled items into a labeled/purposeful and covered foot-pump waste receptacle.</li> <li>4. If needed/desired, encore teachers will be provided with carts/trolleys to store and carry their teaching supplies from room to room, if they are not able to use their regular classrooms for teaching and, instead go to the class pods/bubbles.</li> <li>5. Teachers/paraeducators/learning support teachers/reading teachers/school counselors working with students with special needs/exceptionalities, where distancing cannot be regularly maintained, will wear a face mask, at all times.</li> <li>6. Clothing of a teacher or student that is soiled during a bathroom change, regurgitations, or oral secretions must be removed and placed in a labeled/purposeful, covered and foot-pump waste receptacle. The teacher and student will have a change of clothes, if these types of soiling incidents are known to occur/in anticipation of a soiling incident.</li> <li>7. Teachers/staff will regularly disinfect shared equipment after use with a student and schools will post flyers of regular handwashing before and after interacting with a student.</li> <li>8. Existing learning materials can be used, but effectively disinfected by teachers before classes resume each term.</li> <li>9. <u>If Leaving the Premises at Lunchtime, Staff will</u>:               <ul style="list-style-type: none"> <li>a. sign back in on the designated clipboard sheet, sanitizing the provided pen or using his/her own pen.</li> <li>b. provide the name of each establishment visited in their personal diaries to ensure that contact tracing can be implemented, should he/she have been exposed to the virus.</li> <li>c. wash their hands with soap and water for 20 seconds at the outdoor handwashing station before entering the building or in the restroom of the staff room/lounge, and completely dry them; prior to entering the classroom.                   <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: Staff will use hand sanitizer at the entrance, then wash their hands with soap and water for 20 seconds, and completely dry them in the staff restroom.</li> </ul> </li> </ul> </li> </ul>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>d. maintain 6 feet physical distancing from another staff member (wearing face mask/covering is optional), if entering the staff room/lounge; or if within 6 feet of another staff member, don a face mask/covering.</p> <p>10. All staff will practice these procedures at all times when in the staff room/lounge or together in a classroom or school area:</p> <p>a. Sit at least 6 feet from others – but not seated across from anyone – and remove the face mask, if eating lunch in the staff room/lounge.</p> <p>b. If desired, eat outdoors in a shaded area and remove their masks while eating and 6 feet or more from others; but don it, if seated 6 feet or more from others.</p> <p>c. Ensure that there is very good ventilation in the staff room/lounge.</p> <p>d. Clean and sanitize items, and areas used in the staff room/lounge seating and kitchen areas.</p> <p>e. Wash hands with soap and water for 20 seconds, and completely dry them before leaving the staff room/lounge to transition back into the classroom.</p> <p>f. Sanitize tabletop/desktop after eating, and wash hands with soap and water for 20 seconds, and completely dry them, if eating in the classroom.</p> <p>11. <u>Staff Room Use at Lunchtime and for Get-togethers:</u></p> <p>a. The food-focused protocols implemented for students on school premises also apply to teachers.</p> <p>b. There will be no preparation/heating up of food in the staff kitchen/school premises for communal consumption.</p> <p>c. There will be no serving of food communally on school premises, whether in the staff room/kitchen or another location, indoors or outdoors: That is, no food can be served from open pots, pans, containers, chafing dishes, and so on to teachers/staff members/students.</p> <p>d. There will be no congregating in the staff room/lounge by teachers/staff, which increases the risk of exposure to the virus to one another (and students when teachers return to the classroom) – especially without wearing masks.</p> <p>e. Depending on the dimensions of the staff room/lounge, no more than 6 teachers will utilize the staff room/lounge at one time, with those unable to enter, waiting outside of the room on the 6-foot floor markers.</p> <p>f. Teachers/staff will maintain the 3 – 6 feet physical distancing when in the staff room/lounge and clean the kitchen area/microwave/ toaster/tables/chairs after they use them.</p> <p>g. While sitting at a table indoors, teachers/staff will not sit opposite one another without wearing face masks: They can sit side-by-side without their masks (at a table, on individual chairs or on a couch), at least 6 feet apart and sanitize their chair and table area before leaving the room/area.</p> <p>h. A teacher/staff member can heat up his/her own meal and clean any appliances and utensils used; and sanitize countertops, and so on after use.</p> <p>i. Teachers/staff can bring packed lunches.</p> <p>j. Teachers/staff can go off school premises to purchase lunch and record establishments visited in diaries to facilitate contact tracing, if an individual may have been exposed to the virus while off school premises.</p> <p>k. Teachers can eat as a group in an alternate, large room, which permits 6 feet physical distancing between each individual and very good ventilation, so that masks can be removed when eating.</p> <p>12. Teachers who wish to only use the restroom adjoined to the staff room/lounge, may do so, then leave the room.</p>
School Principal and Deputy Principal	<p>1. When moving around the building, principals and deputy principals will complete the entry procedures first; then follow the hallway/floor markers; and don their face masks when outside of their office(s) and/or encountering others.</p> <p>2. Relevant information related to teachers and staff will apply, also (see “Teachers and Staff” above).</p> <p>3. At this time, as Bermuda still has the World Health Organization’s Classification of Sporadic Cases, principals can enter</p>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
Parent-Teacher Meetings/Classroom or School Tours	<p>class pods/bubbles, after sanitizing their hands before entering each classroom, and maintaining 6 feet distancing, while in a classroom.</p> <ol style="list-style-type: none"> <li>1. At this time, as Bermuda still has the World Health Organization's Classification of Sporadic Cases (i.e., cases that are in small numbers, random, and isolated), the following can be implemented to mitigate risk of exposure and transmission of the virus:               <ol style="list-style-type: none"> <li>a. The best meetings and tours are those that are held remotely or – if in-person – outdoors, where people can more easily maintain the 6 feet physical distancing with or without wearing face masks, and the risk of exposure is lower.</li> <li>b. Schools will ensure that only children of the visiting parents/guardians are present/participating.</li> <li>c. Schools will schedule and stagger parent-teacher meetings and use different entrances, and exits for the arrival and departure of each student's parent(s), so that no parents of different students cross paths with one another in classrooms, hallways or stairways.</li> <li>d. Before entering the building, all parents will wear masks at all times, measure temperature, and sanitize or wash hands; parents and teachers will practice 6 feet physical distancing.</li> <li>e. Occupied rooms will be well-ventilated, with windows and doors open, preferably.</li> <li>f. The school and each teacher will maintain an accurate list of meeting locations, date/time, individuals who met with others/teachers and the names of those with whom they encountered, in case there is a positive COVID-19 and contact tracing has to be initiated by the Dept. of Health.</li> <li>g. Cross-contamination and risk of exposure of the virus (and many infectious diseases) may occur, if multiple people touch high-touch surfaces (i.e., chairs, tables, doorknobs, bathrooms, and so on) and the sanitizing between each person is not carried out as soon as people vacate and others come behind them and use them.</li> <li>h. The rooms that were used for the meetings would have to be deep cleaned by the custodian, before students return the next day.</li> </ol> </li> </ol>
Servicing Two or More Schools a Day by Peripatetic Staff and Partners  <i>* Non-Peripatetic Staff work at one School</i>	<ol style="list-style-type: none"> <li>1. The Centers for Disease Control and Prevention (CDC) recommends that therapeutic service providers should work with the same group of students/schools on a regular basis to reduce the risk of contracting or transmitting the COVID-19. Typically, service providers work with different students throughout the day/week and travel to multiple schools to provide services, thus, increasing their risk. Therefore, the CDC recommends the provision of telehealth as a service delivery option, when the COVID-19 spread is defined and there is an R-number/Reproduction number that is greater than 1.</li> <li>2. At this time, as Bermuda's WHO Classification is Sporadic Cases and R-number is below 1, the following contingencies can be implemented:               <ol style="list-style-type: none"> <li>a. Non-Peripatetic and Peripatetic Staff and Therapists ("Staff"); and Private Therapists/Tutors and Community Partners ("Partners") can enter schools to provide services as a measure of educational equity for the students, who require services.</li> <li>b. <u>Non-Peripatetic Staff</u> who work at one school will function as a part of their school's healthy bubble, being able to move to each assigned classroom, as follows:                   <ol style="list-style-type: none"> <li>i. Wearing a face mask at all times, when in shared spaces/rooms where the 6 feet physical distancing cannot be fully realized.</li> <li>ii. Washing hands with soap and water for 20 seconds and completely drying them/using sand sanitizer before entering each classroom.</li> <li>iii. Maintaining the 6 feet physical distancing where practicable.</li> <li>iv. Conducting pull-out and push-in services, as prescribed in a student's IEP.</li> </ol> </li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>v. Only entering assigned classrooms to avoid accessing hallways and shared spaces, as much as possible.</li> <li>vi. Conducting pull-out and push-in services as described in items 'e' and 'f' as below, in this section.</li> <li>c. <u>Peripatetic Staff</u> can visit two schools each day – one in the morning and another in the afternoon.</li> <li>d. Peripatetic Private Allied Health therapists will contact Dept. of Health Coordinators, Mrs. Theresa Woolridge at <a href="mailto:tjwoolridge@gov.bm">tjwoolridge@gov.bm</a> and Mrs. Susan Price-Barrett at <a href="mailto:sgbarrett@gov.bm">sgbarrett@gov.bm</a> to facilitate open communication channels, increase clarity, and ensure consistency with IEP goals developed by government Allied Health therapists with each school.</li> <li>e. The entry protocols will be completed for the school visited in the morning and again in the school visited in the afternoon, including: <ul style="list-style-type: none"> <li>❖ Before entering any school, Peripatetic Staff and Partners will complete the requisite entry protocols, which include measuring their temperature, answering the 4 COVID-19 questions in the health questionnaire, sanitizing their hands, and signing in and out.</li> </ul> </li> <li>e. <u>Pull-out services</u> can be provided by Staff and Partners, and they will: <ul style="list-style-type: none"> <li>i. confirm with each school, the room to be used for service provision, which will be located near the school's entrance (if possible) away from classrooms, shared areas and hallways.</li> <li>ii. ensure that the intervention room can accommodate the planned interventions for individual and small groups of up to 4 students from the same class pod/bubble, wherein physical distancing of 3 – 6 feet between each student can be maintained, with face masks on; or 6 feet or more, with no face masks.</li> <li>iii. ensure that the room has good ventilation, with windows and doors open, and ceiling fans on; or air conditioners on.</li> <li>iv. arrange for the students to be brought to the therapy/intervention room at the scheduled time, as service providers providing only pull-out services on any given day will not walk through hallways to classrooms to collect the students.</li> <li>v. schedule individual and small-group sessions/classes with students from the same class pod/bubble, as stipulated in a student's IEP.</li> <li>vi. maintain accurate attendance lists for pull-out sessions/classes, to include the school name, location of the intervention room, the date, time, staff name and contact information, class level/teacher's name, and the name(s) of each student in a small group.</li> <li>vii. ensure that students wash their hands with soap and water for 20 seconds, and completely dry them with paper hand towel both before and after the session/class.</li> <li>viii. wash his/her own hands with soap and water for 20 seconds, and completely dry them with paper hand towel before the first session/class; and before each subsequent session/class.</li> <li>ix. ensure that students are not seated facing one another, whether at a table or on plastic-covered cushions/floor stickers/in hula hoops.</li> <li>x. wear a face mask at all times, when outside of the intervention room and/or within 6 feet students and school personnel.</li> <li>xi. sit next to students, as needed, wearing a face mask and the add-on face shield (if desired or appropriate), and disposable gloves and a disposable apron, as needed. <ul style="list-style-type: none"> <li>1) <u>Note:</u> A face shield will not protect the wearer from the COVID-19, as droplets can enter around and from under the open edges of the face shield.</li> <li>2) A face shield will enable the service provider to promote communication equity and remove the face mask when students require sight of the servicer's face/mouth – and preferably, while maintaining physical distancing when 6 feet or more apart, or in close contact at less than 3 feet for 15 minutes or more.</li> </ul> </li> </ul> </li> </ul>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>xii. ensure that students do not share supplies and books, where possible.</li> <li>xiii. sanitize any shared equipment/materials before the first session/class of the day and between each subsequent session.</li> <li>xiv. dispose of used disposable gloves and disposable aprons in a labeled, purposeful and covered foot-pump waste receptacle.</li> <li>xv. sanitize student chairs and tables before the first session of the day and between each subsequent session/class.</li> </ul> <p>g. <u>Push-in Services:</u></p> <ul style="list-style-type: none"> <li>i. At this time, while Staff will provide pull-out services in the morning and afternoon school, push-in services will be provided in the morning school only, and not in the afternoon school to mitigate risk of exposure of the virus to that school and to all Staff. To promote equity to those students, Staff can rotate his/her morning and afternoon school every week, if possible.</li> <li>ii. At this time, Partners will provide pull-out services in the morning and afternoon, but will not provide push-in services in any school in the morning or afternoon to mitigate risk of exposure of the virus to each school and to all Partners. <ul style="list-style-type: none"> <li>❖ Exceptions will be those who enter a school first thing in the morning with school staff and students, and complete the entry protocols, becoming a part of the school bubble – but do not provide push-in services at any other school in the morning or afternoon.</li> </ul> </li> <li>iii. All Peripatetic Staff and Partners will maintain accurate attendance lists for each push-in session/class, to include the school name, class/teacher for each classroom receiving the intervention, date, time, and Staff/Partner's name and contact information, should contact tracing be initiated due to someone has possibly been exposed to the virus.</li> </ul> <p>3. If Bermuda's WHO Classification of Sporadic Cases changes and the R-number is at or above 1, indicating positive cases of the COVID-19, these contingencies may be implemented:</p> <ul style="list-style-type: none"> <li>a. Staff and Partners will visit one school each day. <ul style="list-style-type: none"> <li>❖ Before entering any school, Staff and Partners will complete the requisite entry protocols, which include measuring their temperature, answering the 4 COVID-19 questions in the health questionnaire, sanitizing hands, and signing in.</li> </ul> </li> <li>b. Staff and Partners will utilize a Hybrid/Blended Service Delivery Model and visit one school every 2 weeks on a rotation with any other schools on the caseload; providing learning packets and/or other distance options, such as telehealth: if the number of positive COVID-19 cases continues to increase.</li> </ul> <p>4. Before entering any school, Staff and Partners will complete the requisite entry protocols, which include measuring their temperature, answering the 4 COVID-19 questions in the health questionnaire, sanitizing hands, and signing in.</p>
Adapted Physical Education (APE) Teacher: Peripatetic	<ul style="list-style-type: none"> <li>1. The peripatetic APE teacher requires a dedicated space in each school serviced and a home base to conduct administrative duties and store and clean materials used in classes.</li> <li>2. APE involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student and implementing physical education (P.E.) games and activities, whose content, process, environment, and/or student assessment have been adapted/modified to accommodate students with exceptional physical needs due to gross motor developmental delays or other impairments.</li> <li>3. The APE teacher provides services at Success Academy, Dame Marjorie Bean Hope Academy, and Primary, Middle, and Senior Schools; and: <ul style="list-style-type: none"> <li>a. writes reports to summarize student performance, social growth, or physical development.</li> <li>b. attends in-service training, workshops, or meetings to keep abreast of current practices or trends in adapted physical education.</li> <li>c. writes or modifies individualized education plans (IEPs) for students with intellectual or physical disabilities.</li> </ul> </li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>d. provides students with positive feedback to encourage them and help them to develop an appreciation for physical education.</li> <li>e. prepares lesson plans in accordance with individualized education plans (IEPs) and the functional abilities or needs of students.</li> <li>f. maintains thorough student records to document attendance, participation, or progress, ensuring confidentiality of all records.</li> <li>g. maintains inventory of instructional equipment, materials, or aids.</li> <li>h. evaluates the motor needs of individual students to determine their need for adapted physical education services.</li> <li>i. assists in screening or placement of students in adapted physical education programs.</li> <li>j. assesses students' physical progress or needs.</li> <li>k. adapts instructional techniques to the age and skill levels of students.</li> <li>l. establishes and maintains standards of behavior to create safe, orderly, and effective environments for learning.</li> <li>m. communicates behavioral observations and student progress reports to students, parents, teachers, and/or administrators.</li> <li>n. advises education professionals of students' physical abilities or disabilities and the accommodations required to enhance their school performance.</li> </ul> <p>4. The APE teacher:</p> <ul style="list-style-type: none"> <li>a. practices transition with students to shape expectations, including highlighting visual guides (i.e., Government of Bermuda/Department of Health COVID-19 safety and health flyers/signage, direction signs, 6-foot ground and hallway/floor markers, and so on).</li> <li>b. provides individual or small groups of students with adapted physical education instruction that meets desired physical needs or goals.</li> <li>c. provides adapted physical education services to students with intellectual disabilities, autism, traumatic brain injury, orthopedic impairments, or other disabling condition.</li> <li>d. instructs students, using adapted physical education techniques, to improve physical fitness, gross motor skills, perceptual motor skills, or sports and game achievement.</li> <li>e. inventories physical education equipment within his/her supplies and at the school to identify which pieces of equipment can be easily and effectively sanitized.</li> <li>f. limits the use of physical education equipment and eliminate the use of equipment that would be passed between or shared by multiple students throughout a class period.</li> <li>g. assigns each student his/her own piece of equipment for that class period, for equipment that will be touched or handled by students,</li> <li>h. properly cleans and disinfects equipment between classes. <ul style="list-style-type: none"> <li>i. avoids the use of equipment altogether, if there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes.</li> <li>ii. keeps extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity, if using equipment.</li> <li>iii. removes any porous or cloth materials (e.g., area rugs, pillows, cushions), which cannot be effectively cleaned and removed them from instructional areas.</li> </ul> </li> </ul> <p>5. The APE teacher will reinforce the following with students at all school levels and as appropriate for the school level/age of students:</p>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>a. hand hygiene</li> <li>b. respiratory etiquette</li> <li>c. the 6-feet physical distancing (especially why the APE teacher will maintain 6 feet, unless wearing a mask)</li> <li>d. reasons for wearing face masks/covering</li> </ul> <p>6. The APE teacher will apply the following Instructional Strategies and:</p> <ul style="list-style-type: none"> <li>a. focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).</li> <li>b. use games and activities that require no physical contact and do not require students to be in close physical proximity to each other. <ul style="list-style-type: none"> <li>❖ <u>Optionally</u>: Currently, netball, football or cricket can be played at a school with the school's own students, as long as students are in the same class/year-group/level and have washed their hands with soap and water, and completely dried them with a paper hand towel; and all equipment is disinfected before the game/class and between students in the same class/year-groups/levels.</li> </ul> </li> </ul> <p>7. The APE teacher will:</p> <ul style="list-style-type: none"> <li>a. confirm an appropriate indoor location/room in which services can be provided, with each school serviced, in the event of inclement weather and to complete administrative tasks.</li> <li>b. utilize fixed and permanent structures when working one-on-one with a student, as follows: <ul style="list-style-type: none"> <li>i. use an appropriate disinfectant that is known to kill the COVID-19 before and after use by the student.</li> <li>ii. dry still-wet/moist surfaces, before the student uses the equipment.</li> </ul> </li> <li>c. utilize fixed and permanent structures when working with 1 – 2 students, as follows: <ul style="list-style-type: none"> <li>i. use an appropriate disinfectant that is known to kill the COVID-19 before and after use by each student.</li> <li>ii. dry still-wet/moist surfaces, before either student uses the equipment.</li> </ul> </li> </ul> <p>8. The APE teacher will wash his/her hands with soap and water for 20 seconds, and completely dry them with paper hand towel, before and after interacting with a student; and during a session, as needed.</p> <p>9. The APE teacher will not go into or lean into any classrooms.</p> <ul style="list-style-type: none"> <li>a. The APE teacher will not walk through hallways, as many classrooms will have their doors open.</li> <li>b. The administrative assistant will call the classroom teacher and have the student brought to the APE teacher/room by a responsible student in the student's class, while following the hallway and floor markers.</li> <li>c. Students can be seen (while maintaining the 6-feet physical distancing): <ul style="list-style-type: none"> <li>i. one at a time in the APE teacher's classroom/room.</li> <li>ii. in a group of up to 4 from the same class pod/bubble in the APE teacher's classroom/room.</li> <li>iii. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same pod/bubble/cohort, while maintaining the 6-feet physical distancing.</li> </ul> </li> </ul> <p>10. The APE teacher will sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students:</p> <ul style="list-style-type: none"> <li>a. with an anti-viral solution or soap and water.</li> <li>b. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>c. then thoroughly drying each item with paper hand towel.</li> </ul> <p>11. Before entering and leaving the APE classroom/room/school gym or going out to the field, students will wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels.</p>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>a. Students 5 and under will wash their hands with soap and water for 20 seconds and completely dry them.</li> <li>b. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul> <p>12. Students will not share any materials or personal materials/belongings.</p>
<p>Deaf and Hard of Hearing (DHH) Teacher: Peripatetic</p>	<ul style="list-style-type: none"> <li>1. The DHH teacher requires a dedicated space in each school serviced and a home-base to conduct administrative duties.</li> <li>2. The DHH teacher will: <ul style="list-style-type: none"> <li>a. provide direct and/or consultative special education services specific to hearing loss with classroom teachers, parents, and therapists to create a classroom environment that encourages academic success and students to be independent and prepared to be the most productive member of society possible.</li> <li>b. continue to maintain total confidentiality at all times, both inside and outside of school.</li> <li>c. assist a family with choosing whether their child could benefit from receiving a cochlear implant, as needed.</li> <li>d. teach preschool, primary, or secondary classes in academic, elective, or special subjects to educate deaf and hard-of-hearing students.</li> <li>e. work with the school team by sharing ways of enhancing the student's learning by adapting activities and materials to the student's abilities.</li> <li>f. provide teachers with adaptations in testing procedures (e.g., understanding that a student cannot read a whiteboard, while reading lips or looking at their interpreter), time frames for implementation, and class placement.</li> <li>g. provide support to students and act as a liaison with community services.</li> <li>h. assist schools with determining and procuring classroom equipment and materials necessary for students to learn (i.e., amplified devices, TV listening devices/alerting devices/assistive technology, computer) including ensuring necessary room accommodations and environment modifications (e.g., the student has full visual access with the best seating arrangement).</li> <li>i. utilize audiograms to ascertain appropriate curricula and use research-based teaching methods based on assessment of students' needs.</li> <li>j. monitor and evaluate student academic and behavioral progress.</li> </ul> </li> <li>3. Whilst Bermuda is in the COVID-19 Pandemic, the DHH teacher will be able to go into the classroom to ensure that the student understands concepts introduced in academic courses; or for observations. <ul style="list-style-type: none"> <li>a. The U.S. Centers for Disease Control and Prevention (CDC) does permit allowances for students who require personal assistants/interpreters for day-to-day activities. Thus, to the maximum extent feasible, the same support personnel should be used to minimize risk and all personnel in the room will follow the safety and health protocols for in-class sessions.</li> <li>b. If it is not possible for the DHH teacher to go into the classroom for any reason, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>c. To complete behavior observations as a part of either a referral or ongoing interventions, the ETA will choose classes, which allow the ETA (while wearing a face mask) to sit 6 feet or more from the student being observed and any other classmates in the student's pod/bubble</li> </ul> </li> <li>4. The DHH teacher will: <ul style="list-style-type: none"> <li>a. wear a face mask during all DHH classes at all times – especially during hand-over-hand instruction.</li> <li>b. wear disposable gloves when a student first meets the DHH teacher; and when hand-over-hand instruction is necessary, then the ruler can be introduced, if appropriate for a student use an alternate touch, such as with a ruler or stick to provide tactile cues to a student learning a new sign.</li> </ul> </li> </ul>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>c. conduct Functional Hearing Assessments to help school staff/parents gain a greater understanding of the student's auditory functioning within his/her natural environment.</li> <li>d. enter or lean into classrooms, as infrequently as possible.</li> <li>e. walk through as few hallways as possible, as many classrooms will have their doors open. <ul style="list-style-type: none"> <li>i. <u>Alternately</u>: The administrative assistant will call the classroom teacher and have the student brought to the DHH classroom by a responsible student in the student's class, while following the hallway and floor markers.</li> <li>ii. <u>Alternately</u>: The DHH teacher can obtain the cell numbers of the teacher and paraeducator to have the student brought down to the office/DHH's room.</li> </ul> </li> <li>f. sit as far from the student as is practicable, while in the class pod/bubble; and 6 feet from any other student in the classroom.</li> <li>g. see students, as Bermuda's WHO Classification is Sporadic Cases: <ul style="list-style-type: none"> <li>i. one at a time in the DHH teacher's classroom.</li> <li>ii. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same bubble, while maintaining the 6-feet physical distancing. <ul style="list-style-type: none"> <li>❖ in a small "mixed" group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by Fall Mid-Term, if Bermuda's WHO Classification remains at Sporadic Cases.</li> </ul> </li> </ul> </li> <li>h. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>i. ensure that students do not share school supplies or equipment, including pens, pencils, sharpeners, crayons, playdoh, paper, books, toys, computers, and so on. <ul style="list-style-type: none"> <li>❖ If materials must be shared, the DHH teacher will carefully and completely sanitize them before another student uses them.</li> </ul> </li> <li>j. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the DHH classroom/room. <ul style="list-style-type: none"> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, if needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul> </li> </ul>
Educational Therapist (ET): Peripatetic	<ul style="list-style-type: none"> <li>1. The ET works under the direction of the Education Officer for Student Services, to support students who require behavior interventions beyond the scope of typical classroom management techniques (Tier 2 and Tier 3).</li> <li>2. The ET will: <ul style="list-style-type: none"> <li>a. develop objectives for behavior management programs for students with behavioral challenges.</li> <li>b. implement and assess the effectiveness of behavior management plans.</li> <li>c. recommend appropriate service delivery plans including formal assessments from physicians, psychologists and or psychiatrists.</li> <li>d. recommend to and assist with the transitioning of students to alternative programming and return to the regular classroom.</li> <li>e. provide information to and models for the classroom teacher through various interventions designed to meet the needs of identified students.</li> </ul> </li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>f. assist with the instruction of identified students during school hours.</li> <li>g. submit appropriate reports on statistical data on each student serviced, including behavioral interventions and academics.</li> <li>h. help students adopt healthier thought processes and behavior patterns.</li> <li>i. design unique and individualized programs for each student, according to the student's needs and abilities.</li> <li>j. highlight a student's strengths and use them to compensate for areas of weakness.</li> </ul> <p>3. The ET requires a dedicated space in each school serviced and a home base to conduct administrative duties.</p> <p>4. The ET will:</p> <ul style="list-style-type: none"> <li>a. meet with students to discuss a treatment plan.</li> <li>b. meet with students to discuss their progress and offer new strategies.</li> <li>c. meet with year-level and MTSS teams to discuss a student's progress.</li> <li>d. develop classroom and school behavior improvement strategies, monitoring forms, individual crisis management plans, behavior improvement plans and functional behavior assessments as deemed necessary.</li> <li>e. write observation notes on students.</li> <li>f. update student treatment plans/success plans.</li> <li>g. create behavior techniques to help students adjust their thought patterns.</li> <li>h. lead a behavior therapy group.</li> <li>i. meet with a parent/guardian to discuss a child's behavior.</li> <li>j. act as a mediator between students.</li> <li>k. assist with crisis management.</li> <li>l. ensure that if educational materials for students and their families are shared, all are disinfected upon their return.</li> <li>m. consult with other therapists and clinicians to discuss student progress and engage additional resources and services, as needed.</li> <li>n. talk with individuals who have significant roles in a student's life, including friends, family, other professionals and employers, in order to develop productive support strategies.</li> <li>o. promote independence and self-advocacy in students, helping them take control of the learning process.</li> <li>p. provide support for emotional and social development.</li> </ul> <p>5. When it is possible, to complete observations as a part of either a referral or ongoing interventions, specialist teachers and will choose classes, which allow him/her (while wearing a face mask) to sit 6 feet or more from the student being observed and any other classmates in the student's pod/bubble.</p> <p>6. The ET will:</p> <ul style="list-style-type: none"> <li>a. enter or lean into classrooms, as infrequently, as possible.</li> <li>b. walk through as few hallways as possible, as many classrooms will have their doors open. <ul style="list-style-type: none"> <li>i. <u>Alternately</u>: The administrative assistant will call the classroom teacher and have the student brought to the ET classroom by a responsible student in the student's class, while following the hallway and floor markers.</li> <li>ii. <u>Alternately</u>: The ET can obtain the cell numbers of the teacher and paraeducator and call upon arrival.</li> </ul> </li> <li>c. wear a face mask during all classes – especially during hand-over-hand instruction.</li> <li>d. sit as far from the student while in the class pod/bubble, as is practicable; and sit 6 feet from any other student in the classroom.</li> <li>e. use an alternate touch, such as with a ruler or stick to provide tactile cues to a student, if that technique is effective.</li> <li>f. wear disposable gloves, if any hand-over-hand instruction is necessary for the first one or two sessions or when meeting a</li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>student; and then a ruler can be introduced for gentle tactile cues, if appropriate for a student.</p> <ul style="list-style-type: none"> <li>g. conduct assessments, as needed to help school staff/parents gain a greater understanding of the student's level of functioning within his/her natural environment.</li> <li>h. ensure that students do not share school supplies, materials, or personal belongings.</li> </ul> <ul style="list-style-type: none"> <li>7. The ET/older students will sanitize all frequently-touched surfaces, including chairs and tables, and any shared equipment/supplies after each class leaves and before the next class begins.</li> <li>8. To complete observations as a part of a referral, the ET will sit in the doorway of the classroom of the referred student; or ongoing interventions, the ET will sit as far the student as is practicable, but at least 6 feet from other students in the class.</li> <li>9. The ET will use music therapy as both a strategy and activity with students. <ul style="list-style-type: none"> <li>a. If there are <u>Sporadic Cases</u> of the virus in Bermuda, the following contingencies can be implemented: <ul style="list-style-type: none"> <li>i. <u>Indoor Classes</u>: <ul style="list-style-type: none"> <li>1) <u>Singing</u>: <ul style="list-style-type: none"> <li>a) Music therapy and activities involving choral singing and solo singing, voice projecting and playing wind instruments can be provided, with the aim of controlling possible aerosolized transmission and people sharing the same air, as follows: <ul style="list-style-type: none"> <li>1. One-on-one, solo singing provided privately in a well-ventilated room: The student can wear a face shield or duck-bill mask (which has been shown to enhance the singing voice) and/or the instructor can stand 10 feet or more in front of the student.</li> <li>2. Private or music class choral singing with 2 – 6 students, in an auditorium-sized room with good ventilation, with students in a straight line and facing in the same direction. The instructor can stand 10 feet or more in front the students.</li> </ul> </li> </ul> </li> <li>2) <u>Instruments</u>: <ul style="list-style-type: none"> <li>a) Students can play wind/brass instruments as follows: <ul style="list-style-type: none"> <li>1. privately, in a large, well-ventilated room (i.e., at least that of a regular classroom – 20'x25'), using a clean bell cover to prevent aerosols from entering a room's shared airspace.</li> <li>2. in a well-ventilated classroom of at least 20'x25', with 6 – 12 students spread apart by close to 6 feet and standing around the perimeter of the room, facing into the center of the room; with the ET wearing a face shield and face mask, standing at least 6 feet from the nearest student, not in the center of the room. Bell covers can be placed on all brass instruments. Recorders can be played in this configuration, also.</li> </ul> </li> </ul> </li> </ul> </li> <li>b. If <u>spread</u> of the virus occurs in Bermuda, the following contingencies will be implemented: <ul style="list-style-type: none"> <li>i. <u>Indoor Classes</u>: <ul style="list-style-type: none"> <li>1) Music therapy and activities involving choral singing and solo singing, voice projecting and playing wind instruments will be temporarily suspended, due to aerosolized transmission and people sharing the same air, when community-wide transmission or the R-naught number is increasing.</li> <li>2) Students can "air play" their musical instrument to assist with improving their ability to attend, focus, and develop fine-motor skills.</li> <li>3) Students can play an actual instrument, <u>excluding wind and brass instruments</u> (e.g., recorders, flutes, reed instruments; and horns, etc.), such as xylophones, string instruments, bells, triangles, maracas, etc.</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>ii. <u>Outdoor Classes can be conducted during sporadic cases and limited spread of the virus:</u></p> <ul style="list-style-type: none"> <li>❖ Outdoor classes are the safest type of music class to provide. Music classes that include choral or solo singing, or blowing wind and brass instruments can include 1 – 6 students from the same pod/bubble, spaced 6 feet apart. The ET can face the students from 10 feet or more in front of them..</li> </ul> <p>10. The ET will:</p> <ul style="list-style-type: none"> <li>a. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>b. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the ET's classroom/room. <ul style="list-style-type: none"> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, if needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul> </li> </ul>
Education Therapy Assistant (ETA): Non-Peripatetic	<ul style="list-style-type: none"> <li>1. The non-peripatetic ETA will be supervised by the peripatetic Educational Therapist.</li> <li>2. The non-peripatetic ETA will: <ul style="list-style-type: none"> <li>a. assist in facilitating one-on-one or small groups with students.</li> <li>b. assist with supervising students during class time, free-time or on field trips.</li> <li>c. assist teachers with classroom strategies: i.e., seating arrangements, classroom management strategies/advice.</li> <li>d. provide in class support to student and teacher.</li> <li>e. accompany the student with behavior challenges to school activities and extra-curricular activities, during the school day.</li> <li>f. facilitate appropriate social interaction between students with behavioral challenges and administrators, teachers and other students.</li> <li>g. assist with facilitating behavior observations/procedures that are planned with the supervising/peripatetic Educational Therapist (ET).</li> <li>h. assist the ET with monitoring students at their vocational job setting and collect weekly summary of behavior and work performance from supervisor.</li> <li>i. assist the ET and teacher with previewing, academic assistance to assigned students.</li> <li>j. assist the ET with direct service and monitoring students on behavior referral.</li> <li>k. assist the ET with the implementation of behavioral management programs for assigned students.</li> <li>l. assist the ET with observation, data collection and reports on student's daily/weekly or monthly behavioral trends and intervention implementation.</li> <li>m. assist the ET with the implementation of the Behavioral Intervention Plan considering best practices serving students.</li> <li>n. assist the supervising/peripatetic ET with the evaluative program and procedures.</li> <li>o. attend consultative meetings with the ET to review case studies.</li> <li>p. assist the ET with the system wide implementation of Multi-Tiered Systems of Supports (MTSS) Framework and Positive Behavioral Interventions and Supports (PBIS), including assist with collecting PBIS behavioral data.</li> <li>q. support school staff with the system wide implementation of Multi-Tiered Systems of Supports (MTSS) Framework and Positive Behavioral Interventions and Support (PBIS) behavior management program and classroom strategies.</li> <li>r. provide assistance in one-on-one consultations with behavior students referred to the ET's caseload.</li> </ul> </li> </ul>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>s. assist with Individual Behavioral Management Plan (IBMP).</li> <li>t. assist with preparing Behavior Support Programme materials.</li> <li>u. assist with maintaining Behavior Support Programme records.</li> <li>v. report changes in student academic and behavioral performance to relevant stakeholders.</li> <li>w. facilitate and assist with crisis intervention and discipline.</li> <li>x. counsel in personal hygiene techniques, as needed.</li> <li>y. encourage the development of a positive self-concept in students.</li> <li>z. exhibit enthusiasm and positive attitudes towards students.</li> </ul> <p>3. The ETA will:</p> <ul style="list-style-type: none"> <li>a. interact in an understanding and sensitive way with students.</li> <li>b. establish and maintain the confidence and respect of students.</li> <li>c. promote understanding and acceptance of the Behavior Support Programme in schools and the community.</li> <li>d. establish collaborative relationships with parents, teachers, students and other stakeholders.</li> <li>e. maintain and manage effective communications with school administrators, specialist and staff, regarding information or issues pertaining to student progress.</li> <li>f. assist with maintaining departmental policies, procedures, objectives and guidelines</li> <li>g. liaise with community agencies, groups and professional affiliations.</li> </ul> <p>4. Whilst Bermuda is in the COVID-19 Pandemic, at this time, the ETA will be able to go into the classroom to ensure that the student understands concepts introduced in academic courses; or for observations.</p> <ul style="list-style-type: none"> <li>a. The U.S. Centers for Disease Control and Prevention (CDC) does permit allowances for students who require personal assistants/interpreters for day-to-day activities. Thus, to the maximum extent feasible, the same support personnel should be used to minimize risk and all personnel in the room will follow the safety and health protocols for in-class sessions.</li> <li>b. If it is not possible for the ETA to go into the classroom for any reason, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts and social interaction skills are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>c. To complete observations as a part of a referral, the ETA will sit in the doorway of the student's classroom; or for ongoing interventions, the ETA can sit next to the student and maintain at least 6 feet from any other student in the classroom.</li> </ul> <p>5. For <u>Push-in Services</u>, the ETA will:</p> <ul style="list-style-type: none"> <li>a. enter or lean into classrooms, as infrequently, as possible.</li> <li>b. walk through as few hallways as possible, as many classrooms will have their doors open.</li> <li>c. enter each assigned classroom and wear a face mask during all classes.</li> <li>d. sit as far from the student when in the classroom, as is practicable; and 6 feet from any other student in the classroom.</li> <li>e. use an alternate touch, such as with a ruler or stick to provide gentle tactile cues to a student, if that technique is effective.</li> <li>f. wear disposable gloves when first meeting a student, if any hand-over-hand instruction is necessary; and then introduce the ruler for gentle tactile cues, if appropriate for a student.</li> </ul> <p>6. For the <u>Pull-out Services</u>, the ETA will see students (while maintaining the 6-foot physical distancing, as much as possible):</p> <ul style="list-style-type: none"> <li>a. one at a time in the ETA's classroom.</li> <li>b. in a group of up to 4 in the ETA's classroom, if from the same class pod/bubble; while maintaining the 6-foot physical distancing and not facing one another.</li> <li>c. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same bubble, while maintaining the</li> </ul>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>6-feet physical distancing.</p> <ul style="list-style-type: none"> <li>❖ in a small “mixed” group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by the end of Term One, when a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in schools are conducted.</li> </ul> <ol style="list-style-type: none"> <li>7. The ETA will ensure that students do not share any materials or personal materials/belongings. <ul style="list-style-type: none"> <li>❖ If materials must be shared, the ETA will carefully and completely sanitize them before another student uses them.</li> </ul> </li> <li>8. The ETA will conduct assessments, as needed to help school staff/parents gain a greater understanding of the student’s level of functioning within his/her natural environment.</li> <li>9. The ETA will sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ol style="list-style-type: none"> <li>a. with an anti-viral solution or soap and water.</li> <li>b. being sure to apply friction/rub vigorously to remove germs from each item then thoroughly drying each item with paper hand towel</li> </ol> </li> <li>10. The ETA will ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the ETA’s classroom/room.</li> </ol>
Learning Support Teacher (LST): Non-Peripatetic	<ol style="list-style-type: none"> <li>1. LSTs work with students who may have physical disabilities, behavioral and emotional problems or reading or writing difficulties caused by such problems as dyslexia, causing students to fall behind their peers. <ol style="list-style-type: none"> <li>a. These special education teachers assess students and help them bridge that gap.</li> <li>b. Students may need long-term assistance in gaining confidence and developing independence.</li> <li>c. Students may have fallen behind academically, due to illness and thus, need extra help to catch up.</li> </ol> </li> <li>2. The LST requires a dedicated space in each school serviced and a home base to conduct administrative duties.</li> <li>3. <u>The Non-Peripatetic LSTs in Primary Schools and Dame Marjorie Bean Hope Academy will:</u> <ol style="list-style-type: none"> <li>a. continue to maintain total confidentiality at all times, both inside and outside of school.</li> <li>b. provide direct and/or consultative special education services specific to learning difficulties with classroom teachers, parents, educational psychologists, and therapists to create a classroom environment that encourages academic success and preschool – senior school students to be independent and prepared to be the most productive member of society possible.</li> <li>c. work with the school team by sharing ways of enhancing the student’s learning by adapting activities and materials to the student’s abilities.</li> <li>d. use audio-visual materials and computers to stimulate a student’s interest and learning.</li> <li>e. provide teachers with adaptations in testing procedures, time frames for implementation, and class placement.</li> <li>f. co-teach with teachers.</li> <li>g. plan and deliver lessons, and sets and marks assignments.</li> <li>h. assess and record student’s progress.</li> <li>i. assist schools with ensuring necessary room accommodations and environment modifications (e.g., the student has full visual access with the best seating arrangement).</li> <li>j. monitor and evaluate student academic and behavioral progress.</li> </ol> </li> <li>4. The LST will be wearing a face mask and maintaining 3 – 6 feet physical distancing from a student, as much as possible.</li> <li>5. Students will not share pencils, pens, crayons, paper, pencil sharpeners, or any art supplies.</li> <li>6. The LST/older students will sanitize all frequently-touched surfaces, including chairs and tables, and any shared equipment/</li> </ol>



Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<p>supplies after each class leaves and before the next class begins</p> <ol style="list-style-type: none"> <li>7. <u>Pull-out Classes will be provided, as follows:</u> <ol style="list-style-type: none"> <li>a. If desired, LSTs can hold classes <u>outdoors</u> with up to 4 students from the same pod/bubble.</li> <li>b. Before leaving the classroom to go to the LS classroom or a shaded outdoor location, students will:               <ol style="list-style-type: none"> <li>i. sanitize their desks and chairs with a wipe at this transition.</li> <li>ii. line up at 6 feet floor markers and go to the bathroom to wash their hands with soap and water for 20 seconds, and completely dry them/use hand sanitizer on their hands.                   <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> If the classroom has a sink, students will line up at 6-feet distancing to wash their hands with soap and water, before going to the LS classroom or a shaded outdoor location.</li> </ul> </li> <li>iii. maintain the 6-feet physical distancing and file down the hallway when leaving the regular classroom to walk to the LS room, under close supervision.</li> <li>iv. be seated 3 – 6 feet apart in the LS room, not facing one another.</li> </ol> </li> </ol> </li> <li>8. <u>Push-in Classes will be provided, as follows:</u> <ol style="list-style-type: none"> <li>a. Non-Peripatetic LSTs can enter any classroom, as assigned to provide support to students, first sanitizing hands before entering a classroom, maintaining the 3 – 6 feet physical distancing in each classroom; then sanitizing hands before interacting with each student in a classroom.</li> <li>b. The LST will sit as far from the student when in the class pod/bubble, as is practicable; and 6 feet from any other student in the classroom</li> <li>c. If it is not possible for the LST to go into the classroom for any reason, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> </ol> </li> <li>8. To complete observations as a part of a referral, the ETA will sit in the doorway of the student's classroom; or for ongoing interventions, the ETA can sit next to the student and maintain at least 6 feet from any other student in the classroom.</li> <li>9. The LST will:       <ol style="list-style-type: none"> <li>a. walk through as few hallways as possible to mitigate exposure to the virus; as many classrooms will have their doors open.           <ol style="list-style-type: none"> <li>i. <u>Alternately:</u> The administrative assistant will call the classroom teacher and have the student brought to the LST classroom by a responsible student in the student's class, while following the hallway and floor markers.</li> <li>ii. <u>Alternately:</u> The LST can obtain the cell numbers of the teacher and paraeducator and call upon arrival.</li> </ol> </li> <li>b. wear a face mask during all classes.</li> <li>c. use an alternate touch, such as with a ruler or stick to provide tactile cues to a student, if that technique is effective.</li> <li>d. wear disposable gloves when first meeting a student, if any hand-over-hand instruction is necessary; and then introduce the ruler for tactile cues, if appropriate for a student.</li> <li>e. conduct assessments, as needed to help school staff/parents gain a greater understanding of the student's level of functioning within his/her natural environment.</li> <li>f. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students:           <ol style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ol> </li> </ol> </li> </ol>

Student Activities	Safety and Health Protocols (Including when and what the Custodian has to carry out)
	<ul style="list-style-type: none"> <li>g. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the LST classroom/room.</li> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, as needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul>
<p>Music (Encore) Teacher: Peripatetic</p>	<ol style="list-style-type: none"> <li>1. Peripatetic music teachers will provide classes at up to two schools per day: One in the morning and one in the afternoon, as a strategy for mitigating risk of exposure and transmission of the virus.</li> <li>2. At this time with Bermuda's World Health Organization Classification being Sporadic Cases, only students in the same pod/bubble will attend the same music class, whether it is provided privately before, during or after school, or as a part of the school schedule.</li> <li>3. If the Sporadic Cases Classification remains for the duration of Term One, the Dept. of Health will advise if Music Encore classes/private classes can include students from different pods/bubbles, but in the same year-level.</li> <li>4. Upon arrival at a school, all music teachers will complete the entry protocols, including measuring their temperature, answering the 4 COVID-19 questions, and sanitizing/washing hands, before entering the school building at each school.</li> <li>5. Music teachers will sign in at the entrance and announce their arrival with the school administrative assistant, who is behind a Plexiglas shield in the office.</li> <li>6. <u>Peripatetic Music Classes in Primary Schools:</u> <ol style="list-style-type: none"> <li>a. <u>At this time</u>, the Dept. of Education/school's music teacher will provide push-in classes/come to a class pod/bubble to reduce students' movement in the hallways and, thus, the risk of their exposure to the virus; however, the teacher's exposure will be increased due to the movement from more than one class on a given day. Mitigators will be teachers wearing face masks, practicing frequent hand washing before and after each class, sanitizing frequently-touched surfaces and shared instruments before and after each class, and ensuring that windows and doors are open to circulate outside air or air-conditioners or fans are turned on, as often as possible. <ul style="list-style-type: none"> <li>❖ Students will wash/sanitize their hands before their in-class music class.</li> </ul> </li> <li>b. After the risk assessment and evaluation of the effectiveness of the safety and health measures implemented in schools: <ol style="list-style-type: none"> <li>i. Students will wash their hands in their in-class sink or the nearest bathroom, before proceeding to the music room.</li> <li>ii. Students will follow the floor/hallway markers to maintain physical distancing.</li> <li>iii. Schools will stagger student movement through hallways to prevent crowding and mitigate risk of exposure to and transmission of the COVID-19.</li> <li>iv. Mitigators will be students and teachers wearing face masks, practicing frequent hand washing before and after each class, sanitizing frequently-touched surfaces and shared instruments before and after each class, and ensuring that windows and doors are open to circulate outside air or air-conditioners or fans are turned on.</li> </ol> </li> <li>c. Private music teachers will maintain attendance lists, including the date and time of each class/lesson, name of each student, each student's class pod/bubble year-level and teacher name, and the music teacher's contact information; and submit each attendance list to the school's administrative assistant after the last scheduled class/lesson, in the event that contact tracing must be initiated, if someone in a pod/bubble tests positive with the COVID-19 virus.</li> </ol> </li> <li>7. Before the first class and between each subsequent class, music teachers will wash their hands with soap and water for 20 seconds, and completely dry them with paper hand towel; and sanitize all frequently-touched surfaces in the room before the first class of the day and before each subsequent class.</li> <li>8. After a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in Primary Schools are conducted at the end of Term One, consideration could be made for students to go to the music room:</li> </ol>

- a. Before leaving the classroom to go to music class, students will use hand sanitizer and students with allergies to it will use hypoallergenic sanitizing wipes on their hands.
    - i. Alternately: If the classroom has a sink, students will line up at 6-feet distancing to wash their hands with soap and water for 20 seconds.
    - ii. Alternately: Students can file in their physical distancing line to the nearest bathroom to wash their hands with soap and water for 20 seconds, and then proceed to the music room, in their physical distancing line.
  - b. Students will stand in an assigned spot or be seated in chairs spaced 3 – 6-feet apart.
  - c. Students will not share instruments and instruments will be disinfected by the music teacher before and after each student uses one; and before the next class.
9. If there continue to be Sporadic Cases of the virus in Bermuda, the following contingencies can be implemented:
- a. Indoor Classes:
    - i. Singing:
      - 1) Music classes/therapy and activities involving choral singing and solo singing, voice projecting and playing wind instruments can be provided, with the aim of controlling possible aerosolized transmission and people sharing the same air, as follows:
        - a) One-on-one, solo singing provided privately in a well-ventilated room: The student can wear a face shield or duck-bill mask (which has been shown to enhance the singing voice) and/or the instructor can stand 10 feet or more in front of the student.
        - b) Private or music class choral singing with 2 – 6 students, in an auditorium-sized room with good ventilation, with students in a straight line and facing in the same direction. The instructor can stand 10 feet or more in front the students.
    - ii. Instruments:
      - 1) Students can play all instruments in the percussion, bowed strings, percussion, keyboard, and the guitar families, as normal, while spaced apart by 3 – 6 feet in a well-ventilated room, and not facing one another. \* *See wind/brass instruments below in item 2.*
        - ❖ The music teacher will wear a face mask and a face shield, standing at least 10 feet from the nearest student, and at least 10 feet, if standing in front of the students.
      - 2) Students can play wind/brass instruments as follows:
        - a) privately, in a large, well-ventilated room (i.e., at least that of a regular classroom – 20'x25'), using a clean bell cover to prevent aerosols from entering a room's shared airspace.
        - b) in a well-ventilated classroom of at least 20'x25', with 6 – 12 students spread apart by close to 6 feet and standing around the perimeter of the room, facing into the center of the room; with the music teacher wearing a face shield and face mask, standing at least 6 feet from the nearest student, not in the center of the room. Recorders can be played in this configuration, also.
        - c) trombones should be given a space of 6 feet by 9 feet.
        - d) when breath condenses in a brass instrument and baritone and contrabass saxophone, students will empty their instrument spit valves onto an absorbent pad (e.g., a pet pad, and so on).
        - e) bell covers can be placed on all brass instruments.
        - f) a slit can be placed in the mask to accommodate the mouthpiece of the instrument.
10. If a level of spread of the virus occurs in Bermuda, the following contingencies will be implemented:
- a. Indoor Classes:

	<ul style="list-style-type: none"> <li>i. Music therapy and activities involving choral singing and solo singing, voice projecting and playing wind instruments will be temporarily suspended, due to aerosolized transmission and people sharing the same air, when community-wide transmission or the R-naught number is increasing.</li> <li>ii. Students can “air play” their musical instrument to assist with improving their ability to attend, focus, and develop fine-motor skills.</li> <li>iii. Students can play an actual instrument, e.g., recorders, flutes, reed instruments; and horns, etc., such as xylophones, string instruments, bells, triangles, maracas, etc., and <u>excluding wind and brass instruments</u>.</li> <li>iv. Teachers will use music lesson content that focuses on theory, appreciation, songwriting, or history.</li> <li>v. Where appropriate, the music teacher will encourage explorations of music-making with found sounds and vocalizations.</li> <li>vi. The music teacher will allow for at least one complete HVAC air exchange after 30 minutes, with a goal of three complete exchanges.</li> <li>vii. Students whose breath condenses in their instrument will empty their instrument spit valves onto an absorbent pad (e.g., pet pad, and so on).</li> <li>b. <u>Outdoor Classes can be conducted during Sporadic Cases and limited spread of the virus:</u> <ul style="list-style-type: none"> <li>❖ Outdoor classes are the safest type of music class to provide. Music classes that include choral or solo singing, or blowing wind and brass instruments can include 1 – 6 students from the same pod/bubble, spaced 6 feet apart. The music teacher can face the students from 10 feet or more in front of them.</li> </ul> </li> </ul>
Paraeducator: Non-Peripatetic	<ul style="list-style-type: none"> <li>1. The paraeducator provides non-peripatetic services in all school-levels and will: <ul style="list-style-type: none"> <li>a. wear a face mask alone or a clear face shield and a face mask, but, as needed, remove the mask (while still wearing a face shield), to enable students to view the paraeducator’s face and mouth to promote communication and educational equity.</li> <li>b. provide one-on-one and/or small group assistance to students.</li> <li>c. provide personalized supervised assistance to assigned students to develop or improve skills in the academic, behavior, or specialized areas as outlined by the classroom teacher and specialist.</li> <li>d. work with assigned individual and group of students to reinforce instruction.</li> <li>e. confer with teachers and specialists to discuss lesson plans and expectations to facilitate/monitor and evaluate assigned student progress.</li> <li>f. assist teachers in the implementation of classroom/school interventions intended to increase on-task behavior and learning.</li> <li>g. assist teacher and specialist with preparing academic materials and activities, and facilitating the evaluation of student progress and goals.</li> <li>h. assist with the facilitation of a wide variety of instructional activities and strategies to meet student needs and to facilitate learning.</li> <li>i. assist with preparing and implementing instructional plans and instructional materials.</li> <li>j. assist students with teacher and provided appropriate activities, discussions and practice and drill work.</li> <li>k. assist with supporting assignment completion, reading materials aloud, explaining directions/concepts, administering tests and monitoring/redirection behavior.</li> <li>l. assist with guiding independent study, enrichment work, and remedial work as assigned by the teacher and specialist.</li> <li>m. assist with the supervision of students throughout the school day, in school and on school trips at off-site venues.</li> <li>n. assist with recording, charting, and graphing of assigned students’ academic performance and growth.</li> <li>o. reinforce academic skills and instruction and redirecting negative student behavior to improve on task learning.</li> <li>p. assist students with personal care needs, mobility, classroom equipment and instructional materials.</li> <li>q. assist with reinforcing positive behavior through positive behavior support.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>r. make observations, collect data, maintain daily records/journals and give input to teacher and appropriate school staff regarding information or issues about students to which assigned.</li> <li>s. record and send to school administration, observed or notified behavior incidents immediately.</li> <li>t. attend IEP, team, staff and parent meetings as needed.</li> <li>u. maintain Ministry and Department of Education policies and procedures.</li> <li>v. maintain an organized, safe, appropriate educational environment as required by school administration and Department guidelines and standards.</li> <li>w. maintain and manage effective communication with school administrators, specialists and staff on a scheduled basis, regarding issues pertaining to student progress.</li> </ul> <p>2. Whilst Bermuda is in the COVID-19 Pandemic, the paraeducator will be able to go into the assigned classroom to ensure that the student understands concepts introduced in academic courses; or for observations.</p> <ul style="list-style-type: none"> <li>a. The U.S. Centers for Disease Control and Prevention (CDC) does permit allowances for students who require personal assistants/interpreters for day-to-day activities. Thus, to the maximum extent feasible, the same support personnel should be used to minimize risk and all personnel in the room will follow the safety and health protocols for in-class sessions.</li> <li>b. If it is not possible for the paraeducator to go into the classroom for any reason, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> </ul> <p>3. The paraeducator will:</p> <ul style="list-style-type: none"> <li>a. wear a face mask during hand-over-hand instruction.</li> <li>b. wear disposable gloves when a student first meets the paraeducator; and when hand-over-hand instruction is necessary, then the ruler can be introduced, if appropriate for a student.</li> <li>c. use an alternate touch, such as with a ruler or stick to provide tactile cues to a student learning a new sign.</li> <li>d. not enter or lean into other classrooms, but remain with his/her assigned student and class pod/bubble.</li> <li>e. sit as far from the student as is practicable, while in the class pod/bubble; and 6 feet from any other student in the classroom.</li> <li>f. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>g. ensure that students do not share school supplies or equipment, including pens, pencils, sharpeners, paper, books, computers, and so on. <ul style="list-style-type: none"> <li>❖ If materials must be shared, the paraeducator will carefully and completely sanitize them before another student uses them.</li> </ul> </li> <li>h. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the classroom.</li> </ul>
Physical Education Classes and Health Education Classes	<ul style="list-style-type: none"> <li>1. Physical Education (P.E.) teachers will consider that more space for instruction may be required for P.E. class due to increased respiration of students when participating in moderate-to-vigorous physical activity.</li> <li>2. P.E. teachers will evaluate available outdoor spaces on school property and, when possible, use outdoor spaces for P.E. instruction.</li> <li>3. If using the gymnasium/multipurpose room for instruction, the P.E. teacher will keep the doors and windows open if possible, to</li> </ul>

	<p>maximize circulation and airflow to accommodate for increased respiration by students who are participating in physical activity.</p> <ol style="list-style-type: none"> <li>4. Students will wear their P.E. uniform to school.</li> <li>5. Students in the same pod/bubble will wear not face masks to outdoor P.E. classes, when maintaining the 6-feet physical distancing, as much as is practicable.             <ul style="list-style-type: none"> <li>❖ Face masks can be left in the classroom, as students walk to the gym/outdoor playing area, while maintaining the 6 feet physical distancing.</li> <li>❖ P.E. teachers can remove their masks while 6 feet or more from a student, while indoors or outdoors; and will don their face masks, if within 6 feet from a student.</li> </ul> </li> <li>6. Before leaving the classroom to go to P.E. class, all students will sanitize their desks with a wipe.</li> <li>7. Before leaving the classroom to go to P.E. class, students will use hypoallergenic hand sanitizer on their hands, or wash their hands in the in-class sink(s); or file to the bathroom to take turns washing their hands.</li> <li>8. Students will remain in their pods/bubbles of approximately 18 and maintain the 6-feet physical distancing either in the school hall or out on the school field, where practicable.             <ol style="list-style-type: none"> <li>a. Students can complete different/independent fitness activities.                 <ol style="list-style-type: none"> <li>i. <u>Optionally</u>: Participation in different sports fosters students' social development and social skills. At this time, students from the same class pod/bubble can also participate in limited-contact sports such as netball, basketball, football, softball, cricket, and cycling, as students will be considered to be healthy from the entry protocols and will have sanitized/washed their hands before going to the gym/field; and all equipment will be disinfected before and after each class.</li> <li>ii. P.E. teachers will reduce numbers of students who participate in teams during P.E. class.                     <ul style="list-style-type: none"> <li>❖ For example: Reducing the number of students in a scrimmage.</li> </ul> </li> <li>iii. To facilitate contact tracing, if needed, accurate class lists will have to be maintained, complete with the name of every student in this combined pod/bubble, location of the class, date and time of the class and the P.E. teacher's name.</li> </ol> </li> <li>b. Students can wear their Adidas heart rate monitors during P.E. classes, and wipe them with the provided sanitizing wipes, as usual, during their check-in after class. Students will maintain the physical distance of 6 feet apart, while waiting for their turn. P.E. teachers can place cones on the floor/ground as the 6-feet markers for the students waiting in line.                 <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: The P.E. teacher will sanitize the heart rate monitors, especially, if having the students do so is too time-consuming. Then, P.E. teacher wash his/her hands with soap and water for 20 seconds, then dry them completely.</li> </ul> </li> <li>c. All equipment and frequently-touched surfaces will be disinfected after each class, before use by another class and before being stored away.</li> <li>d. At this time, Intra-mural sports/games will not be played in primary or middle schools, where students from different pods/bubbles/year-levels meet at one location on school premises.</li> </ol> </li> <li>9. <u>Health Education Class</u>:             <ol style="list-style-type: none"> <li>a. Students will sanitize/wash their hands prior to the start of the health education class, which can be held indoors or outdoors.</li> <li>b. P.E. teachers/an aide/students will sanitize all frequently-touched surfaces (especially, computer keyboards, mice, countertops, table tops, desk tops, and chairs), after each class.</li> <li>c. Students will not share books or any materials and will have a name-labeled container of required material.</li> <li>d. Students will use sanitizing wipes on desktops, chairs, and equipment that they use after each health education class and before any equipment is placed back into storage.</li> </ol> </li> </ol>
Reading Teacher (RT):	1. The non-peripatetic RT will:

Non-Peripatetic	<ol style="list-style-type: none"> <li>a. wear a face mask alone or a clear face shield <u>and</u> a face mask, but, as needed, remove the mask (while still wearing a face shield), to enable students to view the RT's face and mouth to promote communication and educational equity.</li> <li>b. write and execute lesson plans that meet each student's individual needs and, which appeal to all learning styles based on reading standards of the Bermuda Public School System.</li> <li>c. work to improve students' literacy through reading, comprehending what they're reading, and training them in phonetics, spelling, grammar, and vocabulary memorization, writing and speaking, as student expectations increase with every year level.</li> <li>d. diagnose disorders and take the extra time needed to work with students working to overcome reading difficulties.</li> <li>e. use daily activities and assessments to identify and work with students who have literacy disorders, such as dyslexia and stuttering, among others.</li> <li>f. help to coordinate reading materials into their lessons and to promote school-wide literacy programs.</li> <li>g. maintain a print-rich classroom, including a word wall.</li> <li>h. consult with other content teachers, special education teachers, parents and students, advising on strategies and activities that may be used to enhance a student's reading skills.</li> <li>i. communicate with parents, regarding their child's literacy needs and how their child is doing.</li> <li>j. keep parents, administrators, district, and community informed about the reading programs/strategies in the school encourage students to read outside of the classroom.</li> <li>k. participate in regular professional development to improve personal knowledge and skills.</li> <li>l. perform other related work as required.</li> </ol> <ol style="list-style-type: none"> <li>2. Whilst Bermuda is in the COVID-19 Pandemic, the RT will be able to go into the classroom to ensure that the student understands literacy concepts introduced in academic courses; or for observations.             <ol style="list-style-type: none"> <li>a. The U.S. Centers for Disease Control and Prevention (CDC) does permit allowances for students who require personal assistants/interpreters for day-to-day activities. Thus, to the maximum extent feasible, the same support personnel should be used to minimize risk and all personnel in the room will follow the safety and health protocols for in-class sessions.</li> <li>b. <u>If it</u> is not possible for the RT to go into the classroom; thus, he/she can consult with the classroom teacher to ensure that new and/or challenging literacy skills and academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>c. <u>At this time</u>: To complete observations as a part of a referral, the RT will sit at the doorway of a referred student's classroom; and 3 – 6 feet from a student receiving ongoing intervention in a classroom.</li> </ol> </li> <li>3. The RT will:             <ol style="list-style-type: none"> <li>a. walk through as few hallways as possible, as many classrooms will have their doors open.</li> <li>b. see students (while maintaining the 6-feet physical distancing, as much as possible):                     <ol style="list-style-type: none"> <li>i. one at a time in the RT's room.</li> <li>ii. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same bubble, while maintaining the 6-feet physical distancing, if possible (students in Middle and Senior Schools can remove their face masks, if they are 6 feet apart).                             <ul style="list-style-type: none"> <li>❖ in a small "mixed" group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by the end of Term One, when a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in schools are conducted.</li> </ul> </li> </ol> </li> <li>c. ensure that students do not share school supplies or equipment, including pens, pencils, sharpeners, paper, books, computers, and so on.</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"> <li>❖ If materials must be shared, the RT will carefully and completely sanitize them before another student uses them.</li> <li>d. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students:               <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>e. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the RT's room.</li> </ul>
School Counselor (SC): Peripatetic	<ol style="list-style-type: none"> <li>1. The SC will:           <ol style="list-style-type: none"> <li>a. continue to be provided with a dedicated room for carrying out individual/small group sessions, parent interventions, meeting, and administrative tasks.</li> <li>b. advise and counsel students regarding academic, educational, and short-term social and emotional problems.</li> <li>c. remain universally accessible and make an effort to know every student for whom they are responsible.</li> <li>d. provide a Comprehensive Developmental School Counselling Programme.</li> <li>e. consult, facilitate, and maintain communication with parents, teachers, administrators, and community partners to facilitate student academic success, personal, social and emotional health.</li> <li>f. provide feedback and recommend appropriate action and solutions to individual student's academic and educational needs.</li> <li>g. participate on the school team and identify students who may need targeted or intensive services, and coordinates with behavioral health specialists/therapists.</li> <li>h. assist students/parents in understanding school policies and procedures.</li> <li>i. communicate, coordinate, and collaborate with behavioral health specialists/therapists on developing and implementing student supports.</li> <li>j. support and attend appropriate student activities and events.</li> <li>k. ensure that students do not share materials, supplies, or personal belongings.               <ul style="list-style-type: none"> <li>❖ If materials must be shared, the SC will carefully and completely sanitize them before another student uses them.</li> </ul> </li> </ol> </li> <li>2. <u>Peripatetic SCs in Primary Schools and Dame Marjorie Bean Hope Academy:</u> <ol style="list-style-type: none"> <li>a. <u>Pull-out classes will be conducted, as follows:</u> <ol style="list-style-type: none"> <li>a. On pull-out days, students will be brought to the SC's room; the SC will not go to the classroom to collect the student.</li> <li>b. If desired, SCs can hold classes <u>outdoors</u> with up to 4 students in the same pod/bubble, with students spaced at 6-feet intervals and not facing one another, and the SC can remove his/her face mask, if at least 6 feet from students.</li> <li>c. Before leaving the classroom to go to the SC's room or a shaded outdoor location, students will:               <ol style="list-style-type: none"> <li>1) sanitize their desks and chairs with a wipe at this transition.</li> <li>2) line up at 6 feet floor markers and go to the bathroom to wash their hands with soap and water for 20 seconds, and completely dry them/use hand sanitizer on their hands.                   <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> If the classroom has a sink, students will line up at 6-feet distancing to wash their hands with soap and water, before going to the SC's room or a shaded outdoor location.</li> </ul> </li> <li>3) maintain the 6-feet physical distancing and file down the hallway when leaving the regular classroom to walk to the SC's room or a shaded outdoor location, under close supervision,</li> <li>4) students will be seated 6 feet apart in the SC's room or a shaded outdoor location.</li> </ol> </li> </ol> </li> <li>b. <u>Push-in Classes will be conducted, as follows:</u></li> </ol> </li> </ol>



	<ul style="list-style-type: none"> <li>i. At this time, peripatetic SCs who service one school in the morning and one school in the afternoon will provide <u>push-in</u> classes at the <u>first</u> school visited in the morning only, as he/she will enter with school staff and complete the entry procedures to become a part of that school's healthy bubble. Push-in classes will not be provided in the school visited in the afternoon to reduce the risk of exposure to the virus in that school. To promote equity to those students, the SC can rotate his/her morning and afternoon every week, if possible.</li> <li>ii. After a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in schools are conducted at the end of Term One, considerations will be made for the resumption of push-in classes in both the morning and afternoon schools.</li> <li>c. If it is not possible for the SC to go into the classroom for any reason, he/she can consult with the classroom teacher to determine how SEL can be integrated into lesson delivery.</li> <li>d. To complete observations as a part of a referral, the SC will sit in the doorway of the student's classroom; or for ongoing interventions, the SC can sit next to the student and maintain at least 6 feet from any other student in the classroom.</li> </ul> <p>3. The SC will:</p> <ul style="list-style-type: none"> <li>a. walk through as few hallways as possible, as many classrooms will have their doors open.</li> <li>b. provide services in his/her office, while maintaining the 6-feet or greater physical distancing, and masks are not required (<u>Note</u>: Good ventilation is critical). If seated less than 6 feet apart, masks will be worn.</li> <li>c. teach guidance classes and maintain the 6-feet physical distancing, as much as possible.</li> <li>d. see students: <ul style="list-style-type: none"> <li>i. one at a time in the SC's room, while maintaining the 6-feet physical distancing..</li> <li>ii. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same bubble, while maintaining the 6-feet physical distancing, if possible (students in Middle and Senior Schools can remove their face masks, if they are 6 feet apart). <ul style="list-style-type: none"> <li>❖ in a small "mixed" group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by the end of Term One, when a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in schools are conducted</li> </ul> </li> </ul> </li> <li>e. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>f. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the SC's room. <ul style="list-style-type: none"> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, as needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul> </li> </ul> <p>4. <u>Feeding Program</u>:</p> <ul style="list-style-type: none"> <li>a. Outside agencies will provide meals. Meals will be delivered in individual and covered Grab-and-Go packages. If meals must be heated, the SC will heat up the meals -- teachers will heat up meals in the staff room/kitchen microwave. Students will not operate communal microwaves , as microwaves are frequently-touched objects.</li> <li>b. SCs will continue to use their microwaves and clean them after heating up/preparing all lunches/meals.</li> </ul>
School Psychologist:	1. The SP provides peripatetic services and will complete assessments in schools from primary to senior levels.

Peripatetic	<ol style="list-style-type: none"> <li>a. <u>At this time</u>: It is not possible for the SP to go into the classroom; thus, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>b. <u>At this time</u>: To complete observations as a part of either a referral or ongoing interventions, the SP will choose classes, which allow the SP (while wearing a face mask) to observe the student from the classroom doorway.</li> </ol> <p>2. The SP will:</p> <ol style="list-style-type: none"> <li>a. continue to maintain total confidentiality at all times, both inside and outside of school.</li> <li>b. not walk through hallways, because many classrooms will have their doors open.</li> <li>c. ask the administrative assistant to call the classroom teacher and have the student brought to the SP's room by a responsible student in his/her class, while following the hallway and floor markers.             <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>: The SP can obtain the cell number of the teacher and paraeducator and call upon arrival.</li> </ul> </li> <li>d. wear a face mask during all sessions and wash his/her hands with soap and water for 20 seconds, before entering a classroom/starting a session.</li> <li>e. see students:             <ol style="list-style-type: none"> <li>i. one at a time in the SP's room, while maintaining the 6-feet distancing.</li> <li>ii. outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same pod/bubble, while maintaining the 6-feet physical distancing (students in Middle and Senior Schools can remove their face masks, if they are 6 feet apart).                 <ul style="list-style-type: none"> <li>❖ in a small "mixed" group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by the end of Term One, when a risk assessment and an evaluation of the effectiveness of the safety and health measures will be conducted.</li> </ul> </li> <li>iii. when in a class pod/bubble, as needed, the SP will sit next to the student, but 6 feet or more from other students in the classroom.                 <ol style="list-style-type: none"> <li>1) Students will not share any materials or personal materials/belongings.</li> <li>2) If materials must be shared, the SP will carefully and completely sanitize them before another student uses them.</li> </ol> </li> </ol> </li> <li>f. use an alternate gentle touch, such as with a ruler or stick to provide gentle tactile cues to a student, if it is an effective technique when used with a student.</li> <li>g. sanitize all high-touch surfaces in the assessment classroom/room and any materials that will be used for any given session, prior to the start of sessions and between sessions with different students:             <ol style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ol> </li> <li>h. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the SP's room.             <ol style="list-style-type: none"> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, if needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ol> </li> </ol>
Substitute Teacher (ST)	<ol style="list-style-type: none"> <li>1. The Department of Education, school principals and preschool administrators will confirm that a substitute teacher is <u>not</u> Extremely Clinically Vulnerable to avoid exposure to the virus.</li> <li>2. The substitute teacher will:             <ol style="list-style-type: none"> <li>a. complete school Entry Protocols each morning, including temperature measurement, the 4 COVID-19 questions, and hand washing/sanitizing, before entering the school.</li> <li>b. follow Entry to Exit Safety and Health Protocols with the Government of Bermuda's safety and health measures throughout</li> </ol> </li> </ol>

	<p>the day, including wearing a face mask/covering, practicing good hand hygiene, maintaining the 6-feet physical distancing, and following the hallway markers/arrows, as much as is practicable.</p> <p>c. maintain the class pod/bubble, not mixing students in one pod/bubble with another; as a means of containing the virus, should someone in a class test positive for the COVID-19, and enabling the Department of Health to initiate more effective contact tracing, if needed.</p>
Teacher of the Hearing-Impaired (THI): Peripatetic	<p>1. The peripatetic THI will:</p> <ol style="list-style-type: none"> <li>provide push-in and pull-out services at up to two schools a day – one in the morning and one in the afternoon. Push-in services can only be provided in the <u>morning</u> school to reduce the risk of exposure of the virus at the afternoon school.</li> <li>teach Primary, Middle, Senior School subjects to hearing-impaired students, using various methods of communication to receive and convey language: Plans the curriculum and prepares lessons and other instructional materials according to the year-level of students, utilizing visual media, such as computer, videos, television, and charts.</li> <li>confer with parents, administrators, testing specialists, school counselors, and others to develop a treatment plan or individual educational program.</li> <li>instruct students in academic subjects.</li> <li>instruct students in various forms of communication, such as gestures, sign language, finger spelling, and speech cues.</li> <li>encourage students to participate in verbal communication classroom learning experiences to ensure their comprehension of subject matter, development of social skills, and ability to communicate in situations encountered in daily living.</li> <li>test students' hearing aids to ensure that the hearing aids are functioning.</li> <li>interpret instructions for students enrolled in regular classes.</li> <li>teach parents how to participate in and enhance students' learning experiences, if needed.</li> <li>teach students to use the computer, if needed.</li> <li>may or may not teach lip reading.</li> <li>enter assigned classrooms, only.</li> <li>walk through as few hallways as possible, as many classrooms will have their doors open. <ol style="list-style-type: none"> <li><u>Alternately</u>: The administrative assistant will call the classroom teacher and have the student brought to the THI's classroom by a responsible student in the student's class, while following the hallway and floor markers.</li> <li><u>Alternately</u>: The THI can obtain the cell numbers of the classroom teacher and paraeducator to have the student brought down to the office/THI's room</li> </ol> </li> <li>wear disposable gloves when hand-over-hand instruction is necessary or when first meeting a student; then the ruler can be introduced as an alternate-touch, if appropriate for a student.</li> <li>see students: <ol style="list-style-type: none"> <li>one at a time in the THI's classroom on pull-out days: The THI will not collect the student from his/her class.</li> <li>outdoors in a shaded area, one at a time; in a small group of up to 4 students from the same pod/bubble/cohort, while maintaining the 6-feet physical distancing (students in Middle and Senior Schools can remove their face masks, if they are 6 feet apart). <ul style="list-style-type: none"> <li>❖ in a small "mixed" group of up to 4 students from different bubbles from the same year-level, while maintaining the 6-feet physical distancing – to be considered by the end of Term One, when a risk assessment and an evaluation of the effectiveness of the safety and health measures will be conducted:</li> </ul> </li> </ol> </li> <li>sit next to the student when in a class bubble, as needed; but 6 feet or more from other students in the classroom. <ol style="list-style-type: none"> <li>Students will not share any materials or personal materials/belongings.</li> <li>If materials must be shared, the THI will carefully and completely sanitize them before another student uses them.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>o. sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students (e.g., hearing-aids, computer keyboards, computer mice, computer table top/desk top, chairs): <ul style="list-style-type: none"> <li>i. with an anti-viral solution or soap and water.</li> <li>ii. being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>iii. then thoroughly drying each item with paper hand towel.</li> </ul> </li> <li>p. ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the THI classroom/room. <ul style="list-style-type: none"> <li>i. Students 5 and under can use hypoallergenic sanitizing wipes, if needed.</li> <li>ii. Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ul> </li> </ul> <p>2. Whilst Bermuda is in the COVID-19 Pandemic, the THI will be able to go into the classroom to ensure that the student understands concepts introduced in academic courses; or for observations.</p> <ul style="list-style-type: none"> <li>a. The U.S. Centers for Disease Control and Prevention (CDC) does permit allowances for students who require personal assistants/interpreters for day-to-day activities. Thus, to the maximum extent feasible, the same support personnel should be used to minimize risk and all personnel in the room will follow the safety and health protocols for in-class sessions.</li> <li>b. If it is not possible for the THI to go into the classroom for any reason, he/she can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>c. To complete observations as a part of a referral, the THI will sit in the doorway of the student's classroom; or for ongoing interventions, the THI can sit next to the student and maintain at least 6 feet from any other student.</li> </ul>
Visual Arts Teacher (VAT) (Encore): Peripatetic	<p>1. <u>The peripatetic VAT in Primary Schools:</u></p> <ul style="list-style-type: none"> <li>a. <u>At this time</u>, the VAT will come to a class pod/bubble to reduce students' movement and congestion in the hallways, which can increase the risk of exposure to the virus.</li> <li>b. For ease, the VAT will store art supplies at each school and can use an "Art on a Cart" trolley/wheeled suitcase to convey art supplies to each classroom. <ul style="list-style-type: none"> <li>i. If needed and depending on a school's layout, a VAT can maintain more than one trolley/wheeled suitcase of supplies.</li> <li>ii. To reduce the amount of art supplies brought to each classroom, the VAT can provide students with individual art kits, which can be easily sanitized with wipes and kept in students' classrooms.</li> </ul> </li> <li>c. After a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in the schools are conducted at the end of Term One: <ul style="list-style-type: none"> <li>❖ considerations will be made for whether art class can resume with Primary School students going to the art room.</li> </ul> </li> <li>d. <u>Outdoor Classes:</u> Art class can be held <u>outdoors</u>, with students spaced at 6-feet intervals and not facing one another; and removing their face masks.</li> <li>e. <u>Indoor Classes after the all-clear is given to resume students going to the art room:</u> <ul style="list-style-type: none"> <li>i. Before leaving the classroom to go to art class, students will sanitize their desks and chairs at this transition, use hand sanitizer on their hands. <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> If the classroom has a sink, students will line up at 6-feet distancing to wash their hands with soap and water, and completely dry them.</li> </ul> </li> <li>ii. Under close supervision, when leaving the regular classroom to walk to the art room, each unchanging pod/bubble of approximately 18 students will maintain the 6-feet physical distancing and file down the hallway or to the stairs to the</li> </ul> </li> </ul>



	<p>art room, by following the colored arrows/floor markers.</p> <p>iii. Students will be seated 3 – 6 feet apart in the art room.</p> <ol style="list-style-type: none"> <li>Students will not share paint brushes, crayons, paper, or any art supplies.</li> <li>The VAT will allow only limited numbers of students, maintaining physical distancing to view art works at one time.</li> <li>The VAT will consider creating and uploading artwork in various online platforms/create online galleries.</li> <li>The VAT/older students will sanitize all frequently-touched surfaces, including chairs and tables, and any shared art equipment/supplies after each class leaves and before the next class begins; then wash hands with soap and water for 20 seconds, and completely dry them.</li> </ol>
Visual Impairment (VI) Teacher: Peripatetic	<ol style="list-style-type: none"> <li>The peripatetic VI teacher requires a dedicated space in all schools serviced and a home-base, wherein administrative duties are conducted.</li> <li>The VI teacher can provide pull-out and push-in services at two schools a day – one school in the morning and one school in the afternoon. Push-in services can only be provided in the morning school to reduce risk of exposure to the virus.</li> <li>The VI teacher wears many hats and provides direct and/or consultative special education services specific to vision loss with classroom teachers, parents, and therapists to create a classroom environment that encourages academic success and students to be independent and prepared to be the most productive member of society possible. <ol style="list-style-type: none"> <li>The VI teacher also works with the school team by sharing ways of enhancing the student's learning by adapting activities and materials to the student's abilities.</li> <li>The VI teacher provides teachers with adaptations in testing procedures, time frames for implementation, class placement, and physical education classes.</li> <li>The VI teacher provides ongoing support to students and acts as a liaison with community services.</li> <li>The VI teacher assists schools with determining and procuring classroom materials and equipment required for students to learn (i.e., low vision devices, assistive technology and software, braille, computers), including ensuring necessary room modifications, and lighting changes.</li> <li>Whilst Bermuda is in the COVID-19 Pandemic, the VI teacher will be able to go into the classroom to ensure that the student understands concepts introduced in academic courses; or for observations. <ol style="list-style-type: none"> <li>The VI teacher can consult with the classroom teacher to ensure that new and/or challenging academic concepts are both pre-taught and reviewed to facilitate the student's mastery.</li> <li>The VI teacher will continue to maintain total confidentiality at all times, both inside and outside of school.</li> </ol> </li> </ol> </li> <li><u>Peripatetic VI teachers in Schools:</u> <ol style="list-style-type: none"> <li><u>Pull-out classes will be conducted, as follows:</u> <ol style="list-style-type: none"> <li>If desired, the VI teacher can hold classes of up to 4 students from the same pod/bubble <u>outdoors</u>, with students spaced 6-feet apart and not facing one another; and can remove his/her face mask, if at least 6 feet from students.</li> <li>Before leaving the classroom to go to the VI teacher's room or a shaded outdoor location, students will: <ol style="list-style-type: none"> <li>sanitize their desks and chairs with a wipe at this transition.</li> <li>line up at 6 feet floor markers and go to the bathroom to wash their hands with soap and water for 20 seconds, and completely dry them/use hand sanitizer on their hands. <ol style="list-style-type: none"> <li>❖ <u>Alternately:</u> If the classroom has a sink, students will line up at 6-feet distancing to wash their hands with soap and water, before going to the VI teacher's room or a shaded outdoor location.</li> </ol> </li> <li>maintain the 6-feet physical distancing and file down the hallway when leaving the regular classroom to walk to the VI teacher's room or a shaded outdoor location, under close supervision,</li> </ol> </li> </ol> </li> </ol> </li> </ol>

	<p>4) Students will be seated 6 feet apart in the VI teacher's room or a shaded outdoor location: Middle and senior school students will wear their face masks, if less than 6 feet from a peer or the VI teacher).</p> <p>b. <u>Push-in Classes will be conducted, as follows:</u></p> <ol style="list-style-type: none"> <li>At this time, peripatetic VI teachers who service one school in the morning and one school in the afternoon will provide <u>push-in</u> classes at the <u>first</u> school visited in the morning only, as he/she will enter with school staff and complete the entry procedures to become a part of that school's healthy bubble. Push-in classes will not be provided in the school visited in the afternoon to reduce the risk of exposure to the virus in that school. To promote equity to those students, the VI teacher can rotate his/her morning and afternoon every week, if possible.</li> <li>After a risk assessment and an evaluation of the effectiveness of the safety and health measures implemented in schools are conducted at the end of Term One, considerations will be made for the resumption of push-in classes in both the morning and afternoon schools.</li> </ol> <p>5. To complete observations as a part of a referral, the VI teacher will sit in the doorway of the student's classroom; or for ongoing interventions, the VI teacher can sit next to the student and maintain at least 6 feet from any other student.</p> <p>6. The VI teacher will:</p> <ol style="list-style-type: none"> <li>walk through as few hallways as possible, as many classrooms will have their doors open. <ol style="list-style-type: none"> <li><u>Alternately</u>: For a pull-out class, the administrative assistant can call the classroom teacher and have the student brought to the VI teacher's room by a responsible student in his/her class, while following the hallway and floor markers.</li> <li><u>Alternately</u>: For a pull-out class, the VI teacher can obtain the cell numbers of the teacher and paraeducator to have the student brought down to the office/VI's room.</li> </ol> </li> <li>wear a face mask during all VI classes in and outside of the classroom, unless outdoors.</li> <li>wear disposable gloves when hand-over-hand instruction is necessary, then the ruler can be introduced for a gentle tactile cue, if appropriate for a student.</li> <li>sit next to the student, as needed, when in a class pod/bubble; but 6 feet from other students in the classroom.</li> <li>conduct Functional Vision Assessments to determine how much usable vision a student has to perform visual tasks, to set appropriate goals, and determine the level of services.</li> <li>ensure that students do not share materials or any personal belongings. <ul style="list-style-type: none"> <li>❖ If materials must be shared, the VI teacher will carefully and completely sanitize and dry them before another student uses them.</li> </ul> </li> <li>sanitize all high-touch surfaces in the classroom/room and any materials that will be used for any given class, prior to the start of classes and between classes with different students: <ol style="list-style-type: none"> <li>with an anti-viral solution or soap and water.</li> <li>being sure to apply friction/rub vigorously to remove the virus from each item.</li> <li>then thoroughly drying each item with paper hand towel.</li> </ol> </li> <li>ensure that students wash their hands with soap and water for 20 seconds and completely dry them with paper hand towels, before entering AND leaving the VI classroom/room. <ol style="list-style-type: none"> <li>Students 5 and under can use hypoallergenic sanitizing wipes, as needed.</li> <li>Students 6 years and older can use hypoallergenic hand sanitizer, if needed.</li> </ol> </li> </ol>
Detention	<p>Schools will:</p> <ol style="list-style-type: none"> <li>ensure that students from different class pods/bubbles and different year-levels are not mixed or placed into the same</li> </ol>

	<p>classroom during detentions.</p> <ul style="list-style-type: none"> <li>❖ If only one room is available, all students will continue to wear their face masks and be seated 6 feet apart.</li> </ul> <ol style="list-style-type: none"> <li>2. have the teacher who dispensed detention to any students from the same pod/bubble, oversee detention for just those students.</li> <li>3. develop alternate forms of discipline. For example, a student is given a detention for not completing his/her homework; so the purpose of the detention MUST be to complete that homework.             <ol style="list-style-type: none"> <li>a. If a school provides early arrival times to school, the student could arrive to school early to complete that homework assignment.</li> <li>b. Parents could be called upon to monitor their child's homework assignments, which are typically written in their child's school planner/agenda/Power School profile.</li> <li>c. The school can ascertain if providing a tutor/volunteering teacher is the type of support that the student needs. The student may be experiencing academic problems and has not mastered the concepts in the homework; thus, not being able to complete the homework.</li> <li>d. The school can provide the student with peer mediation and youth mentoring.</li> </ol> </li> <li>4. discontinue the common practice of consistently placing the same student(s) into detention during recess and lunch physical activity. Teachers will meet with parents/guardians (remotely or by phone) to ascertain the root problem and not just punish the behavior.</li> </ol>
Transporting Students to and from School via Shared Vehicles, Mini-Buses, Vans and Carpooling	<ol style="list-style-type: none"> <li>1. At this time, Bermuda's World Health Organization (WHO) Classification is Sporadic Cases, which means that positive COVID-19 cases are small in number, random, and isolated.</li> <li>2. Shared vehicles, mini-buses and carpooling are used as three means of transporting students to and from school.</li> <li>3. At this time, the safe use of the shared vehicle and mini-bus includes:             <ol style="list-style-type: none"> <li>a. <u>Entry Protocols will implemented, as follows:</u> <ol style="list-style-type: none"> <li>i. ensuring that at least two adults are on a mini-bus, one to drive and one to monitor the student passengers.</li> <li>ii. having all staff wear a face mask/covering at all times.</li> <li>iii. having all students wear a face mask/covering for the duration of the ride, IF tolerated.</li> <li>iv. if transporting students to school in the morning, measuring students' temperatures before they enter the vehicle; recording temperatures at or above the threshold of 38°C/100.4°F; informing a parent/guardian that a student with a temperature at or above the threshold cannot enter the bus or go to school that day; and giving the school administrative assistant/receiving school personnel the name of any student who could not enter the bus due to a high temperature and/or "yes" response to a COVID question.</li> <li>v. if transporting students to school in the morning, asking parents/guardians the 4 COVID questions and informing a parent/guardian that the student cannot enter the vehicle or attend school, if "yes" is a response to any question.                     <ul style="list-style-type: none"> <li>❖ Each morning, the school nurse will be called or emailed (at childhealth@gov.bm) and provided with the name of any student who had a temperature at or above the threshold and/or whose parent/guardian responded "yes" to any of the COVID-19 questions.</li> </ul> </li> <li>vi. sanitizing students' hands with sanitizing wipes before they enter and leave the vehicle for any ride.</li> <li>vii. utilizing physical distancing of at least 3 feet between students, reducing normal capacity by up to 50%.</li> <li>viii. utilizing a zig-zap seating pattern that reduces risk of exposure to the virus, by not having students sharing the same breathing space.</li> <li>ix. avoiding carrying students who attend multiple schools during the same trip, as much as possible.</li> </ol> </li> <li>b. <u>Disinfecting the vehicle will be implemented, as follows:</u></li> </ol> </li> </ol>

- i. sanitizing frequently-touched surfaces on a regular basis (see "Sample vehicle high-touch areas" in item (d)).
- ii. being mindful of the cleaning/disinfecting agents used on the vehicle to avoid inadvertently damaging the interior or exterior.
  - 1) Many of the same household cleaners (such as non-bleach, unscented, non-chlorinated disinfectant cleaners and wipes) that kill coronaviruses on hard surfaces at home can also clean most vehicle interiors without causing damage.
  - 2) Alcohol solutions that contain at least 70 percent alcohol are effective against coronavirus, according to the Centers for Disease Control and Prevention (CDC). Almost every interior surface of a vehicle can be cleaned with isopropyl alcohol.
  - 3) Vigorous washing with soap and water can also destroy a coronavirus. Soap and water are safe for most vehicle interiors, but it is important to use care and not to saturate the surfaces.
- iii. consulting the cleaning directions provided in the Vehicle Owners' Manual.
- iv. following the cleaning agent manufacturer's product label guidance for the recommended disinfecting procedure, as guidance varies by cleaning product.
- v. reading all instructions and precautions of the materials being utilized and following all safety recommendations when utilizing cleaning products to ensure personal safety.
- vi. when using wipes, removing excess liquid before wiping surfaces, especially electrical components and touch screens.
- vii. testing selected cleaning agent in an inconspicuous location.
- c. Staff will:
  - i. avoid using bleach or hydrogen peroxide on the inside of the vehicle.
  - ii. avoid using scented wipes or wipes containing bleach.
  - iii. avoid using ammonia-based cleaners on vehicle touch screens or dashboards, as they can damage anti-glare and anti-fingerprint coatings.
  - iv. never combining cleaning chemicals, as doing so may lead to toxicity.
- d. Sample vehicle high-touch areas, include:
  - i. Vehicle keys and fobs
  - ii. Door handles, door latches and lock buttons
  - iii. Steering wheel
  - iv. Shift lever
  - v. Any buttons or touch screens (radios, mirror adjusters, climate controls, etc.)
  - vi. Wiper, headlight, and turn signal stalks
  - vii. Center console and cup holders
  - viii. Driver and passenger armrests and seat belts, grab handles, and seat adjusters
  - ix. Headrests and seat pockets
- e. Other suggestions:
  - i. Staff will wash their hands before and after driving.
  - ii. Staff will wear gloves when possible outside of vehicle, especially when fueling.
    - 1) Pumps, keypads and other surfaces are frequently-touched and may not have been sanitized.
    - 2) Staff will remove gloves correctly and dispose of them in a covered waste receptacle before re-entering the vehicle.
    - 3) Staff will use hand sanitizer before re-entering the vehicle.
    - 4) Staff will use contactless payment methods when possible to avoid touching keypads or pens.
    - 5) Staff will consider using an alternate touch, such as their knuckles rather than fingertips to touch common-use



	<p>contact areas.</p> <ul style="list-style-type: none"> <li>❖ Compared to fingertips, knuckles will generally have less contact with other things throughout the day.</li> </ul> <p>6) Staff will thoroughly wipe down the vehicle with disinfectant wipes or other appropriate cleaning solutions, when finished driving the vehicle and after each use or transportation of a client/staff member.<sup>1</sup></p> <p>7) Staff will open as many windows as possible, and/or use the air-conditioner, when transporting students.</p> <p>4. If Bermuda experiences a level of spread of the COVID-19 virus, the protocols listed above will be implemented, with the following additions:</p> <ul style="list-style-type: none"> <li>a. Only students from the same school will travel in the shared vehicle or mini-bus for the same trip; which means that a mini-bus operator will make multiple trips, if he/she typically collects students who attend different schools.</li> <li>b. Students will be seated with 6-feet physical distancing between them – reducing normal capacity by 50% or more.</li> </ul> <p>5. Frequently-touched surfaces in the mini-bus will be sanitized between each trip of students from a different school.</p>
Field Trips and Excursions	<p>1. Should Bermuda's WHO Classification change from Sporadic Cases, as possible, schools will pursue virtual activities and events, in lieu of field trips.<sup>3</sup></p> <p>2. If a teacher does plan a field trip, while Bermuda's WHO Classification is Sporadic Cases:</p> <ul style="list-style-type: none"> <li>a. plans will be made to take one pod/bubble of students at a time to the field trip destination.</li> <li>b. the teacher(s) will confirm a date and time for the field trip and confirm with the field trip destination's personnel whether there will not be crowds of people there while the class/bubble is there.</li> <li>c. the teacher will confirm what the entry and safety and health protocols are at the field trip destination.</li> <li>d. the students will wash their hands with soap and water for 20 seconds, and completely dry them, before boarding the transportation.</li> <li>e. the students will wear their masks while being transported to the field trip destination; and follow the protocols of the operator of the vehicle: the vehicle is newly-sanitized (if not public transportation) before the students enter the vehicle, students sit apart by at least 3 feet and all windows are open or the air-conditioner is set at a high-speed.</li> <li>f. the students and the teacher will follow the entry and safety and health protocols at the field trip destination.</li> <li>g. the students will continue wearing their masks at the field trip destination, if it is indoors; if outdoors, students can remove their masks, whenever they are at least 6 feet from a classmate or someone outside of their school group. When within 6 feet of someone, students will don their face masks.</li> <li>h. the students will wash their hands or use hand sanitizer if 6 years or older; or wash their hands or use Baby Wipes if 5 years and under, before boarding the transportation to return to school.</li> </ul> <p>3. If a mini-bus/van is used to transport the students and staff to a field trip destination, the vehicle must be cleaned according to the "Transporting Students to and from School via Shared Vehicles, Mini-Buses and Carpooling" section above.</p> <p>4. If students are allowed to eat lunch or a snack, the teacher can have them use Baby Wipes on their hands, sit 6 feet away from one another; and then remove their face masks to eat/drink.</p> <p>5. Upon arrival back to school, under supervision, students will line up at the 6-feet ground markers and file into the school building – either washing their hands with soap and water for 20 seconds, and completely drying them at the outdoor hand washing station, or washing their hands in the bathroom closest to the entrance, or in their in-class sink.</p>
Fire Drills/Evacuation Drills	<p>1. The Government of Bermuda's Education Act stipulates that every school should have at least one fire drill per term.</p> <p>2. Fire drills in schools are only effective if they are regular and well-planned; and it would be useful to have one at the start of the school year to acquaint new students with a school's fire drill/evacuation process.</p> <p>3. Every school will to establish a clear, step-by-step evacuation plan that explains exactly what everyone should do in the event of a fire.</p>

	<ul style="list-style-type: none"> <li>a. schools must carry out regular fire drills, as it is important for checking that the plan actually works in practice; but allows everyone – especially students – in the school to be familiar with the evacuation process.</li> <li>b. fire drills also help to reduce confusion, panic, and any disorderly behavior.</li> </ul> <p>4. Carrying out a fire drill is crucial, as it helps to:</p> <ul style="list-style-type: none"> <li>a. remind staff and students of the sound and/or sight of fire alarms, location of emergency routes, assembly/muster point for each class pod/bubble, and any specific fire safety procedures.</li> <li>b. ensure that fire safety measures work as intended.</li> <li>c. assess how quickly students, teachers/staff can evacuate from the school.</li> <li>d. identify areas where alarms or signs may not be clear to people.</li> <li>e. give fire marshals an opportunity to practice their duties.</li> <li>f. test personal emergency evacuation plans.</li> <li>g. ensure that emergency routes and exits are free from obstructions.</li> <li>h. test your school's roll-calling procedure.</li> </ul> <p>5. When the alarm sounds, the fire drill/evacuation drill will proceed, as normal.</p> <p>6. Students will don their face masks, only if the masks are easily available, as the fire drill/evacuation drill procedures supersede mask-wearing.</p> <p>7. When each class pod/bubble reaches its assembly/muster point, as usual, each will wait at a pre-determined location, at least 6 feet from another other class pod/bubble.</p> <p>8. After the procedures end and teachers are given the signal to return to their classes, each pod/bubble will wait until the preceding class pod/bubble is at least 10 feet ahead, before filing back to class, following the one-way or two-way hallway floor markers/arrows.<sup>5</sup></p>
Lockdowns (Code Blues)	<ul style="list-style-type: none"> <li>1. Lockdowns can be conducted as normal, with teachers or staff, and middle and senior school students wearing face masks.</li> <li>2. If a lockdown is ordered, teachers and staff should do the following: <ul style="list-style-type: none"> <li>a. Lock all doors and windows immediately; but if a door can't be locked, attempts should be made to quickly block the door with heavy items.</li> <li>b. Never open doors or windows unless ordered to do so by a school official or the Bermuda Police. Always ask for documentation from an official to confirm their identity.</li> <li>c. Turn off all lights, and close the blinds or curtains.</li> <li>d. Instruct all students to stay low and away from the windows and doors.</li> <li>e. Keep students inside of the classroom.</li> <li>f. Silence televisions, cell phones and other electronics.</li> <li>g. Clear hallways, bathrooms and any area or room that cannot be thoroughly secured.</li> <li>h. Account for every student in the room.</li> <li>i. Assist those with special needs.</li> <li>j. Remain indoors and under lockdown until you receive an "all clear" from authorized personnel.</li> </ul> </li> <li>3. Students should abide by the following rules during a school lockdown, by: <ul style="list-style-type: none"> <li>a. alerting a faculty member or staff if they know that someone is simply pulling a prank.</li> <li>b. remaining quiet, still, calm and alert.</li> <li>c. following all instructions.</li> <li>d. only using cellular devices, if it is an emergency or if instructed to do so.</li> </ul> </li> <li>4. Throughout the school year, schools should have practice drills so that students and staff become familiar with the emergency</li> </ul>

	procedures. By knowing the lockdown procedures, and taking the practice drills seriously, everyone in the school can keep themselves and others safe. <sup>6</sup>
Deliveries	<p>The Dept. of education's Store's Dept. and external delivery people will call the school office upon their arrival:</p> <ul style="list-style-type: none"> <li>❖ The administrative assistant/school personnel will instruct the individual to either leave the items outside in a designated area, or ensure that the individual is wearing a face mask and allow the items to be placed just inside of the door or outside of the administrative assistant's office, if located near the entrance.</li> </ul>
Meetings/Workshops/ In-Services/ Presentations	<ol style="list-style-type: none"> <li>1. When planning meetings, workshops, in-services and presentations, distance options will be utilized, including the Zoom platform to reduce exposure to the virus, as often as possible.</li> <li>2. However, when applying the safety and health measures, in-person meetings/workshops/activities with up to 50 people can be held at this time with Bermuda's WHO Classification of Sporadic Cases, as follows:</li> <li>3. <u>Meetings at schools:</u> <ol style="list-style-type: none"> <li>a. With teachers and principals in schools at all school levels:               <ol style="list-style-type: none"> <li>i. Individually, with all attendees wearing a mask (if indoors) and spaced apart by 6 feet (if indoors and outdoors).</li> <li>ii. In same-school teams (IEP, in-service), with all attendees wearing a mask (if indoors and less than 6 feet apart) and spaced apart by 6 feet (if indoors and outdoors).</li> <li>iii. A well-ventilated room will be designated for the meeting.</li> <li>iv. The dimensions of the meeting room will facilitate the 6 feet physical distancing required between attendees.</li> <li>v. Attendees will be seated, facing in the same direction and 6 feet apart.</li> <li>vi. Each attendee will sanitize/wash hands before entering the meeting room.</li> <li>vii. Each attendee will use sanitizing wipes on chairs and tables to be used during the meeting</li> </ol> </li> </ol> </li> <li>4. <u>Meetings/events with staff from different schools, and parents and community partners</u> during the school day, after school, on weekends.       <ol style="list-style-type: none"> <li>a. To mitigate the risk of exposure when there is a level of COVID-19 spread, Zoom meetings or other remote options will replace face-to-face interactions in schools.</li> <li>b. <u>Alternately, when Bermuda's WHO Classification is Sporadic Cases</u>, application of administrative controls to mitigate exposure to the virus and after consultation with the school principal/preschool administrator means that a meeting/activity can be held <u>outdoors with up to 50 people</u>.</li> <li>c. Sick invitees will be instructed to not attend the meeting/activity.</li> <li>d. <u>Indoor meetings during school hours:</u> Meetings can be held indoors in a well-ventilated room (or outdoors), if all attendees work at the same school.</li> <li>e. <u>Meetings/events held outside of school hours with parents and/or members of the community:</u> <ol style="list-style-type: none"> <li>i. If the event for up to 50 people is held <u>outside of school hours</u>, it can be held indoors in a large, well-ventilated room or outdoors in a shaded location, with attendees completing the entry protocols upon arrival to the event; sitting in the same chair/at the same table for the duration of the event; sitting 6 feet or more apart (not wearing a face mask, if desired); not sharing materials (they can be provided with their own packets of supplies); and using the assigned restroom, which the custodian/cleaner will monitor and sanitize during the event's time period.</li> <li>ii. Before the event, attendees will be instructed to bring their own materials (as defined by the speaker), as they will not be able to share or borrow any items.               <ul style="list-style-type: none"> <li>❖ <u>Alternately:</u> The organizer can provide supply packets to all attendees.</li> </ul> </li> <li>iii. The speaker/organizer and the attendees will walk directly to the designated outdoor meeting/event location, not entering the school building- except to the designated restroom.</li> </ol> </li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>f. A seating plan will be developed with the name of each attendee in an assigned box to represent the location and to facilitate contact tracing, should a positive COVID-19 case occur.</li> <li>g. An attendance list will be established with the contact information of all attendees for contact tracing, should a positive COVID-19 case occur.</li> <li>h. Attendees will wear their face masks/coverings until they are seated.</li> <li>i. All attendees will complete the entry procedures before going the designated event location, including measuring temperatures, answering the 4 COVID-19 questions, and sanitizing of hands.</li> <li>j. Chairs/tables will be set out in advance of the activity and attendees will not switch places.</li> <li>k. All attendees will sit on the same side of an 8-foot long table (e.g., 2 on a side) and facing in the same direction.</li> <li>l. All attendees will sit 6 or more feet apart/in front of/behind others, and face in the same direction – except the speaker, who will sit/stand facing the group from 10 feet or more away.</li> <li>m. If anyone moves to within 6 feet of another individual, he/she will don a face mask.</li> </ul> <p>5. <u>For afterschool and weekend activities</u>, DOE Officers will gauge the risk of exposure to the virus and ascertain which safety and health protocols will be in place at each event/activity; and govern themselves accordingly.</p> <p>❖ <u>Safety and health measures and procedures are the same as in "Meetings/events held outside of school hours."</u></p>
Library/Computer Labs	<ul style="list-style-type: none"> <li>1. If the room dimensions are 20'x25' or less, approximately 18 students and one teacher (and a paraeducator, if normally in the class pod/bubble) at a time, spaced 3 – 6 feet apart can use the library/computer lab together.</li> <li>2. If the room is larger, several more students can be accommodated, if the 3 – 6-feet physical distancing and good hand hygiene and respiratory hygiene, ventilation and sanitizing strategies are maintained. <i>Overcrowding must be avoided, so that a large number of students do not share the same airspace simultaneously.</i></li> <li>3. Students can be seated at every other computer, but a student will not sit facing another student or be seated directly opposite one another at a desk/counter; or students will sit at alternating computers, while facing a wall.</li> <li>4. Students will not share books, computers, keyboards, mice, or any equipment.</li> <li>5. <u>Book cleaning/computer equipment cleaning:</u> <ul style="list-style-type: none"> <li>a. Books and computer equipment used by students will be placed in a designated area after each library/ computer class to be sanitized by the school librarian/custodian/teacher; or under supervision, students can clean their own equipment (but not books or CDs) with a sanitizing wipe at the end of the class.</li> <li>b. The American Library Association's guidelines indicate that books/paper products be left out for a period of 48 – 72 hours and that books and CDs should be wiped down and not sprayed.</li> </ul> </li> <li>6. The library/computer lab may be used as an additional classroom due to smaller teacher to student ratios. In that case, library services will be temporarily suspended and reading will take place in the classroom.</li> <li>7. The custodian will have deep cleaned all frequently touched surfaces before classes resume each day and wiped down those same areas throughout the day, as multiple classes will use the library/computer lab in staggered pods/bubbles of approximately 18 students throughout the day.</li> </ul>
Photocopier/Laminator Use	<ul style="list-style-type: none"> <li>1. Ideally, only the administrative assistant and the principal will use the photocopier.</li> <li>2. Teachers who require material to be photocopied will email it to the administrative assistant who will place the copied and Post-It note-labelled material, on a table outside of the office. <ul style="list-style-type: none"> <li>❖ <u>Alternately</u>, if teachers/staff have to use the photocopier/laminator, a schedule can be established to avoid having a crowd of teachers/staff around the machines: They will continue to wear face masks, as it may not be possible to realize the 6-feet physical distancing.</li> </ul> </li> <li>3. Caution will be taken when sanitizing the photocopier/laminator to ensure that each machine is not saturated with the solution</li> </ul>



	used in the sanitizing process. A box of sanitizing wipes will be placed near the photocopier/ laminator for the principal/administrative assistant to sanitize frequently-touched surfaces throughout the day.
Isolation/Sick Room	<ol style="list-style-type: none"> <li>1. Each school will identify a dedicated room as the isolation/sick room.</li> <li>2. Ideally, this room will not be located close to classrooms.</li> <li>3. Ideally, this room will be located close to a bathroom that will be accessed only by a sick individual (and no-one else) or has its own bathroom.</li> <li>4. The PPE supplies to be provided in this room and donned with school staff is supervising and assisting a sick individual will be as follows: Medical face masks, disposable aprons and nitrile gloves, and a touchless thermometer.</li> <li>5. Only one sick student/staff member will be in the isolation/sick room at one time. <ul style="list-style-type: none"> <li>❖ Should more than one student be ill, schools can identify additional locations, e.g., use the school hall, if unoccupied; or an area that encounters little to no feet traffic, and is equipped with a comfortable, wipeable chair.</li> </ul> </li> <li>6. Under close supervision, a sick student will wear a face covering, IF tolerated and he/she will be accompanied to the isolation/sick room, until his/her parents arrive to carry him/her home.</li> <li>7. After leaving the school, a sick student (or staff member) will not travel on any form of public transportation or catch a taxicab.</li> <li>8. The school will inform Child Health (<a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a>; tel.: 278-6452) about every sick student and begin an investigation into the cause of the illness.</li> <li>9. The custodian will deep clean the isolation room and bathroom after the sick student/staff member is collected, before anyone else enters those rooms.</li> </ol>
Exiting at the End of the Day	<ol style="list-style-type: none"> <li>1. The custodian/teachers will manage this process.</li> <li>2. Only one school exit door will be used for student and teacher departures/exiting to better manage the protocols. <ol style="list-style-type: none"> <li>a. To maintain a degree of normalcy, if more than one exit is typically used, schools can use more than one exit.</li> <li>b. If a school shares a building with a church preschool, the separate entrance(s) used in the morning will be used as the exit(s).</li> </ol> </li> <li>3. Under close supervision, students will wait in line between the school's building and the school gate on a 6-foot ground marker.</li> <li>4. <u>Students being picked up by car:</u> <ol style="list-style-type: none"> <li>a. Parents will have to be on time to prevent congestion between the school's building and the school gate.</li> <li>b. Parents will pick their child up at the school's gate, not driving through the gate. <ol style="list-style-type: none"> <li>i. If it is not conducive for a school to have parents collect their child(ren) at the school's gate, parents, wearing face coverings can drive into the school's carpark to collect their child(ren).</li> <li>ii. Parents arriving to collect their child(ren) will stay in their car/on their motorbike and not enter the building to collect their child(ren).</li> <li>iii. Schools with a turnaround/roundabout/drive-through road may decide to have parents enter the premises and collect their child(ren) at a designated location, then drive through to the exit.</li> <li>iv. Parents in cars/on bikes will park with space between vehicles and wait as their child(ren) maintains the 6-foot physical distancing behind students in front of them and can then approach the car or bike.</li> </ol> </li> <li>c. Students will walk to the next 6-foot ground marker behind the last student in line.</li> <li>d. To confirm correct identification, parents/guardians will lower the car window and partially remove their face covering so that school personnel can more clearly see the face. <ul style="list-style-type: none"> <li>❖ A parent/guardian on a bike can maintain their distance and show a part of their face for identification purposes.</li> </ul> </li> </ol> </li> <li>5. <u>Students who catch the bus:</u> Under supervision, students will be collected at the school's entrance by an authorized adult/older sibling and will follow the 6-foot ground markers from the entrance to the bus stop.</li> </ol>

	<ul style="list-style-type: none"> <li>a. Students needing to cross the road to the bus stop will wait with an authorized adult/older sibling at their 6-foot ground marking, until the custodian/crossing guard guides them across the road.</li> <li>b. Students will stand 6 feet apart with the authorized adult/older sibling, while waiting for the bus and supervised by the custodian/crossing guard.</li> <li>c. Students and their authorized adult/older sibling will be reminded to wear their masks while on the bus.</li> </ul>
After School Programs (ASPs), Extra-Curricular Activities (ECAs) and Clubs	<ul style="list-style-type: none"> <li>1. School principals/the Dept. of Youth &amp; Sport will ensure that each staff member of these programs has had a police background check and is SCARS-certified and First-Aid/CPR certified.</li> <li>2. Each ASP/ECA/Club leader will maintain an accurate daily register of students with the date; time; school name; location on the school property; leader's name and contact information; attendance and the name of every student in each pod/ bubble and his/her contact information to ensure prompt and timely contact tracing, if necessary (if a student/program leader falls ill).</li> <li>3. Staff of the ASP/ECA/Club will only work at <u>one school</u> to prevent cross-contamination when moving from one school/preschool to another.</li> <li>4. Leaders and staff of the ASP/ECA/Club will have to know the safety and health protocols, in order to ensure the safety of students, including wearing face masks while indoors and/or within 6 feet of a student or staff member, while indoors or outdoors (see the "<i>Guidelines for Summer Day Camps and After School Programmes</i>"<sup>4</sup>).</li> <li>5. An ASP/ECA/Club may be temporarily suspended; but <u>if not</u>, each may proceed, as follows: <ul style="list-style-type: none"> <li>a. Although the Government of Bermuda's Mass Gathering limitation is currently 75 people, ASPs/ECAs will only accommodate up to 50 students, as schools are considered to be medium-risk settings.</li> <li>b. <u>Pods/Bubbles</u>: <ul style="list-style-type: none"> <li>i. All students will wear face masks, while indoors or outdoors when within 6 feet of other students/leaders; but can remove them while outdoors when not within 6 feet of others.</li> <li>ii. As students from different class pods/bubbles will likely be mixed into a program/club, they will be separated into groups of up to 10 to form a new pod/bubble, which does not mix with another pod/bubble. <ul style="list-style-type: none"> <li>1) <u>Ideally</u>, a student will be grouped with students from his/her own class pod/bubble; and will not be mixed with students from other class pods/bubbles.</li> <li>2) <u>Alternately</u>: If it is not possible to group students with others in their usual class pod/bubble, the program/club leader can group them by year-levels (e.g., students in two P1 classes) and keep students at least 3 feet from one another, and each year-level pod/bubble at least 6 feet away from any other year-level pod/bubble.</li> </ul> </li> <li>iii. Students will wash their hands with soap and water for 20 seconds, and dry them with paper hand towels, before entering/transitioning to the afterschool program.</li> </ul> </li> <li>c. <u>Hand Hygiene</u>: <ul style="list-style-type: none"> <li>i. Students will leave the school hall/common area and line up at the taped 6-foot floor markers under the supervision of an adult, who will ensure that they maintain the 6-foot physical distancing in the bathroom, wash their hands with soap and water, and dry their hands with paper hand towels.</li> <li>ii. While maintaining physical distancing and walking on the taped 6-foot floor markers and colored arrows, students will return to their program's location as an unchanging pod/bubble of 10 or less.</li> </ul> </li> </ul> </li> <li>6. As much as possible, students will play <u>outdoors</u>, while adults remind them to not touch their own or another student's face (See "<i>Guidelines for Summer Camps and Afterschool Programmes</i>"<sup>4</sup>).</li> <li>7. If indoors, windows and doors will be open with or without ceiling fan-use; or air conditioners and ceiling fans can be used (especially on very hot or rainy days), with and without fans (windows can be cracked open a few inches to always allow fresh, outdoor air to enter a room).</li> </ul>

	<p>8. The school's isolation/sick room will be used, if a student falls ill. If this room is far removed from the school hall/ classroom in which the program is being delivered, an adequate location closer to the hall/classroom will be identified for use, by the program/club leader.</p> <p>a. <i>Alternately</i>: The sick student can sit/lie down on a disinfected, thick gym mat, which is located 10 feet or more from the other students in the same pod/bubble. The mat will be disinfected by the program leader before anyone else touches it/before the end of the program (see "<i>COVID-19 Guidance for School Settings</i>"<sup>4</sup>).</p> <p>b. Only one student can be in the isolation/sick room/on a gym mat at a time.</p> <p>c. The sick student will be closely supervised, until collected by a parent/ guardian.</p> <p>d. The isolation room will be disinfected after the student is collected by his/her parent, and if the sick student used the bathroom, the program/club leader/custodian will wear disposable protective gloves and goggles to disinfect the toilet, toilet flushing handle, sink and faucet, soap and paper dispenser levers, and so on, which the student touched (see "<i>COVID-19 Guidance for School Settings</i>"<sup>4</sup>), before anyone else uses that bathroom.</p> <p>9. The program/club leader will email the name and contact information of any sick student to Child Health (at <a href="mailto:childhealth@gov.bm">childhealth@gov.bm</a>; tel.: 278-6452), so that an investigation into the illness can be initiated.</p>
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#### Sources:

- <sup>1</sup> <https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>
- <sup>2</sup> <https://www.cdc.gov/coronavirus/2019>
- <sup>3</sup> <https://www.who.int> (World Health Organization)
- <sup>4</sup> <https://www.gov.bm/coronavirus>
- <sup>5</sup> <https://www.highspeedtraining.co.uk/hub/conducting-fire-drill-in-schools/>
- <sup>6</sup> <https://www.highspeedtraining.co.uk/hub/conducting-lock-downs-in-schools/>
- <sup>7</sup> <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html>
- <sup>8</sup> <https://healthierworkplacewa.com.au/media/130287/fundraising-guide.pdf>
- <sup>9</sup> [https://www.shapeamerica.org/advocacy/Reentry/K-12\\_School\\_Re-entry\\_Considerations.aspx](https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx): School Reentry Considerations K-12 Physical Education, Health Education, and Physical Activity
- <sup>10</sup> <https://www.classy.org/blog/fundraising-event-ideas-raise-money-cause/>

#### Updates:

1. Mask Use Measures: Page 1, items 4, 5.
2. Morning Care: Page 8, items 1, 2, 3, 4, 10.
3. Arrival at the Entrance of the School Building and Entry Protocols: Page 10, items 3, 4, 6.
4. Entering the School Building: Page 12, item 10.
5. Teaching and Learning Time: Page 15, items 1, 2, 3, 4.
6. Teachers and Staff: Page 24, items 9, 10, 11.
7. Music (Encore, Peripatetic): Page 39, All items.
8. Physical Education and Health Education Classes: Page 42, items: 1, 2, 3, 5, 8.

#### Additions:

1. Beverage Vending Machine Use: Page 18
2. Birthday Parties: Page 18
3. Fundraisers: Page 18
5. School Principal/Deputy Principal: Page 25
6. Parent-Teacher Meetings/Classroom or School Tours: Page 26
7. Servicing Two or More Schools a Day by Peripatetic Staff and Partners: Page 26
8. Adapted Physical Education (Peripatetic): Page 28
9. Deaf and Hard of Hearing Teacher (Peripatetic): Page 31

#### Additions:

10. Education Therapist (Peripatetic): Page 32
11. Education Therapy Assistant (Non-Peripatetic): Page 35
12. Learning Support Teacher (Non-Peripatetic): Page 37
13. Paraeducator (Non-Peripatetic): Page 41
14. Reading Teacher (Non-Peripatetic): Page 43
15. School Counselor (Peripatetic): Page 45
16. School Psychologist (Peripatetic): Page 46
17. Substitute Teacher: Page 47
18. Teacher of the Hearing-Impaired (Peripatetic): Page 48
19. Visual Arts Teacher (Peripatetic): Page 49
20. Visual Impairment Teacher (Peripatetic): Page 50
21. Detention: Page 51
22. Transporting Students to and from School via Shared Vehicles/Mini-Buses/Vans/ Carpooling: Page 52
23. Field Trips and Excursions: Page 54
24. Fire Drills/Evacuation Drills: Page 54
25. Lockdowns (Code Blues): Page 55
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