



July 27, 2020

Columbia Public Schools District, Educators, and Families,

We are the Columbia Missouri National Education Association (CMNEA), an organization of Columbia Public Schools (CPS) educators who believe in great public schools for every child. As always, we are committed to keeping every student, family, teacher, and staff member safe, and providing our Columbia students with the best education possible. At this time, we do not believe it is safe to return to in-person classes in August and we have concerns about the District's ability to produce a high quality virtual platform in such a short amount of time.

In preparation for this fall, amidst a global pandemic, CMNEA formed two advisory committees. The Teaching & Learning committee made recommendations surrounding online and in-person learning. The Health & Safety committee provided evidence-based recommendations for conducting in-person school, considering the health and safety of students, school personnel, and their families. Each committee's report is attached and contains five main sections: Recommendations for District, Recommendations for Educators, Recommendations for Families, Recommendations for CMNEA, and Questions for the District.

Although there are many important details in these recommendations, we want to bring strong attention to starting school safely and providing a high quality curriculum. At this time, we support a delayed start of in-person learning until after Labor Day, **at the earliest**. The current data from the Boone County Health department shows the number of COVID-19 cases increasing exponentially and Columbia will soon receive its regular influx of college students from around the state, country, and world. The largest age group of COVID-19 cases in Missouri is currently 20-24. Delaying in-person learning for CPS until after Labor Day would allow sufficient time to see the impact of the return of college students on case numbers. A delayed in-person start would also allow CPS to monitor the impact of the city wide mask ordinance. As a district, CPS uses relevant data to drive decision making. In using this mindset: **If the number of positive COVID-19 cases in Columbia do not show a decline during this delayed start time, we recommend starting the semester virtually following Labor Day.**

We also do not believe the District is in a position to create high quality virtual instruction for all of its courses in such a short amount of time. Because of this, we strongly recommend the District purchase, or adopt a no-cost, virtual learning curriculum for Pre-K-12 and CACC from leading providers experienced in online learning.

We thank the many educators who served on our committees and devoted countless hours to this work. We hope the District, educators, and families will thoughtfully consider our recommendations as we work together to keep everyone in our community safe and continue to provide our Columbia students with an outstanding education.

Sincerely,

A handwritten signature in black ink that reads "Kathy Steinhoff".

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I. Recommendations for District**A. Technology****1. Students**

- a) A survey should be sent to all families to determine internet needs in July.
- b) Hotspots should be provided for every student in need and this distribution should start immediately.

2. Staff

- a) All educators should be provided an appropriate device to deliver instruction.
- b) Buildings should be available, even during closure, for educators to access wifi and other resources to deliver lessons as needed.
- c) Teachers should be informed in advance of proper storage and access to Zoom videos, taking into account individual teacher's storage capacity and confidentiality.

3. Support

- a) Home school media specialists should be easily accessible for instructional technology support.
- b) Help desk should be easily accessible for technology support.
- c) Optional in-person support should be available by appointment.
- d) How-to guides should be available and easily accessible to staff and students.
- e) The district should start reaching out to students who will be getting new devices now to ensure setup and connectivity.

B. Instruction**1. Digital Literacy****a) PreK-5:**

- (1) Lessons should be created by Media Specialists to be co-taught with classroom teachers (Lesson topics include: CPS Portal, Electronic Library, Schoology, Google Drive, Seesaw, Zoom, and access to digital materials from the Media Center).
- (2) Resources (with visuals) should be created for teachers, students and families and made available.

b) Secondary:

- (1) Lessons should be created by Media Specialists and will be incorporated into back to school instruction (Lesson topics include: CPS Portal, Electronic Library, Schoology, Google Drive, Zoom, and access to digital materials from the Media Center).
- (2) Resources (with visuals) should be created for teachers, students, and families and made available.

2. Standards

- a) Each content area should have documentation to keep track of missed Spring standards and clear instruction on how to incorporate these standards into the current school year.
- b) Each teacher should be provided a list of the standards to be covered for each class they teach.

3. Online Lessons

- a) The district should purchase, or adopt when free, an online learning curriculum for Pre-K-12 and CACC curriculum from a leading provider experienced in online learning. This should be provided for students who choose in-person or online, as well as students who have to leave in-person instruction for isolation or closure.
- b) Teacher creativity and innovation should be supported. While maintaining consistency across the district in teaching standards, teachers should be allowed flexibility to think creatively and apply learning effectively in supporting students' needs.
- c) For any district written curriculum, the district should provide clear guidance to curriculum writers that utilizes best practice in online instruction including, but not limited to:
 - (1) Appropriate lesson time length by grade level
 - (2) Appropriate synchronous learning expectations by grade level
 - (3) Appropriate maximum length of a video by grade level
 - (4) Appropriate testing limits by grade level (time, setting, format)
 - (5) Role of homework vs lessons by grade level
 - (6) Appropriate number of lessons per week by grade level
 - (7) Appropriate level of individual feedback by teacher per subject per week per level
- d) Teachers should be given access to a variety of district created relationship and community building lessons for use at each grade level.

4. Testing

- a) The district should take a stance opposing any standardized testing for this school year.
- b) Any district common assessments administered to in-person students should also be administered to online students.
- c) The district should suspend all AIMS testing and associated RTI at the PreK-5 level both in-person and online for the 20-21 school year.
- d) The district should provide safe opportunities for eligible students to take necessary in-person assessments such as AP exams, PSAT, and ACT.

5. Pre-K-5 Specials

- a) PreK-5 Specials should be held in their own spaces (art room, music room, gym, and computer lab) to provide students movement throughout their day, to limit adult to adult exposure, and to allow teachers to work in their own spaces.
- b) Building schedules should be adjusted to allow for a 5 minute transition between each specials class for cleaning and sanitation.
- c) The district should investigate a way to deliver EEE instruction to in-person students without having students leave the building.

C. Student Supports

1. Students with IEPs and 504 plans

- a) The district should develop a plan for meeting the goals and minute requirements outlined in IEP plans for both in-person and online students.
- b) The district should utilize paraprofessionals to support students in meeting their IEP goals for both in-person and online students

- c) The district should develop a plan for meeting individual 504 plans for both in-person and online students.
 - d) The district should develop a plan for any student accommodations as outlined in an IEP or 504 including, but not limited to, paper copies, large print, physical manipulatives. These accommodations should utilize paraprofessionals as much as possible.
 - 2. Student Services
 - a) The district should develop a plan for Title I Teachers and EL Teachers to provide services for both in-person and online students
 - b) The district should develop a plan for Counselors and Home School Communicators to provide services for both in-person and online students
 - 3. Media Center
 - a) Media Centers should provide opportunities to check out materials, even if the physical space is closed, for both in-person and online students.
 - b) Students should be allowed in media centers by appointment only with either a teacher/class or as an individual.
 - 4. Extracurricular
 - a) The district should seek out and provide students with opportunities for online field trips to supplement and enrich learning.
 - b) The district should provide some online extracurricular activities and/or events for students at every level.
 - c) Students who choose online learning should be allowed to participate in in-person extracurricular activities, when available.
 - d) The district should develop guidelines for maintaining in-person extracurricular activities such as sports and clubs, when possible.
 - 5. School Orientation and Parent Events
 - a) Each building should create and plan for delivery of online back to school information that includes items such as access to Specialists, Counselors, Nurse, Lunch, Admin, etc.
 - b) All parent meetings should be scheduled remotely. (Parent Teacher Conferences, IEP/504 Meetings)
 - c) The district should investigate ways to reach out to families online for events such as Schedule Pick Up, Back to School, Meet the Teacher Night.
- D. Professional Staff
- 1. Duty-free lunch
 - a) A reasonable amount of space(s) should be provided to accommodate the 25 minute duty free lunch for all staff.
 - b) Faculty lunch spaces should be regularly cleaned between occupants by custodial staff and extra cleaning supplies should be readily accessible in the space.
 - 2. NEE
 - a) Administrators and supervisors should continue to observe and provide support for our new teachers and those on PIPs, even if online.
 - b) Formal evaluations, including student surveys, should be put on hold for the 20-21 school year.
 - c) Professional Development Plans (PDP) should be put on hold for the 20-21 school year.

3. Professional Development

- a) Online professional development should be created and made available to teachers in the following areas:
 - (1) Online classroom management
 - (2) Trauma informed distance learning
 - (3) Web tools - Schoology, Seesaw, Flipgrid, etc.
 - (4) Mandatory reporting requirements
 - (5) Social Emotional Learning
- b) Any required professional development or meetings should be available online, with flexibility.

4. Planning Time

- a) A reasonable amount of space(s) should be provided to accommodate planning time for teachers.
- b) Shared spaces should be regularly cleaned between occupants by custodial staff and extra cleaning supplies should be readily accessible in the space.

5. Staffing

- a) If a building needs an in-person staff member to convert to online because of COVID-19 related enrollment, the district should seek teacher input. The staff member should retain their position in the building the following year. First year teachers should not be assigned online teaching except for medical reasons, or by request.
- b) Online teachers should have larger class sizes to help minimize in-person class sizes to allow for social distancing.
- c) When online class sizes are small, the district should combine students from multiple schools before assigning a teacher excessive preps or grade levels.
- d) If the district directs a staff member to be moved to a different building because of COVID-19 related enrollment, the district should seek teacher input and recognize seniority. The staff member should retain their position in the original building the following year.

6. Substitute teachers

- a) The district should increase the pool of long-term substitutes available for COVID-19 related emergencies.
- b) The district should avoid using resource teachers and specialists as substitute teachers.

7. Extra Duties

- a) Any teacher writing curriculum to be used district-wide should be notified as soon as possible and should be paid for all time worked outside of contract time.
- b) Coaches and sponsors should be paid their full stipends even if COVID-19 prevents meeting or cancels a season.
- c) Teachers on the Supplemental Pay program should be paid their full stipend even if COVID-19 prevents them from fulfilling the activities in their plan.

II. Recommendations for Educators**A. Online Learning**

1. Teachers teaching online should offer regular office hours that meet the needs of the students.
2. Teachers teaching online should incorporate regular synchronous opportunities to engage in the curriculum, grow relationships, and build community.
3. Teachers teaching online should continue to connect students and families to necessary supports. (mental health, guidance, academic referrals, home school communicators, etc)
4. Teachers teaching online should seek out and engage strategies that can improve student engagement in the online platform.
5. Teachers teaching online should make contact with each student at least twice per week.

B. Teachers should be cognizant of their own mental health and access resources available to assist them. ([Employee Assistance Program](#), <https://heartspaceclinic.org/>, TeleHealth through insurance)

C. Professional Development

1. Teachers teaching online should continue to participate in professional development and professional meetings.
2. Teachers teaching online should continue to engage in collaboration opportunities and participate in Professional Learning Teams, Data Teams and Professional Learning Community meetings when required.

D. Coaches and sponsors who are paid stipends but unable to meet or participate because of COVID-19 should make reasonable attempts to regularly reach out and engage students online.

E. Teachers who earn supplemental pay should make reasonable attempts to engage in activities that fall under the supplemental pay criteria, even if it is not part of their original plan.

III. Recommendations for Families**A. Online Learning**

1. Families should assist their student(s) by setting up a reasonable daily schedule, securing a dedicated work space, and supplying the space with appropriate learning tools.
2. Families should ensure that their contact information in Home Access is up to date.
3. Families should establish a check-in system with their students to help them stay on track and recognize their achievements daily or weekly.
4. Families should check email and Schoology frequently.

B. Support

1. Families should store contact information for school (office, teachers, counselors) in an easily accessible place and bookmark their school websites.
2. Families should store contact information for technology support in an easily accessible place.
3. Families should reach out to schools for assistance as needed. COVID-19 could put families in vulnerable positions they have not found themselves in before; not only can schools help with academic needs, they can connect families to community resources that can support them in a variety of ways (food insecurity, mental health, home insecurity, healthcare, etc).
4. Families should reach out to case managers if they believe their student's 504 and/or IEP accommodations are not being met.

IV. Recommendations for CMNEA**A. Stay current**

1. CMNEA should keep up to date on COVID-19 legislation affecting our educators, students, and families.
2. CMNEA should provide educators with online professional development opportunities in the area of online instruction.
3. CMNEA should provide educators with information and presentations on educator rights during COVID-19.
4. CMNEA should work closely with district administration and stay up to date on district decisions related to COVID-19.

B. Advocacy & Support

1. CMNEA should seek input from members to relay their voice in district decisions related to COVID-19.
2. CMNEA should maintain the COVID-19 Teaching & Learning committee to make and revise recommendations as needed.
3. CMNEA should update the district on member concerns and recommendations related to COVID-19.
4. CMNEA should set up a virtual bulletin board that can assist teachers with children to find possible partners to lessen child care/work stress.
5. CMNEA should assist members who feel they need to change positions, take a leave of absence, resign, or retire due of COVID-19.

V. Questions for the District

- Is there a plan for our traveling teachers should one of their schools close but others remain open?
- What is the expectation for teachers who will be required to teach both in-person classes and online? (elective teachers)
- Will online students be using Zoom to join an in-person class or is the class recorded to be viewed later? What kind of equipment is needed for this?
- In the event of a school closure, does the District have a plan for meeting childcare needs of families?
- How will the Career Center handle the potentially increased number of lunch shifts at our secondary buildings?

I. Recommendations for District**All District procedures should be enforced equally among all buildings.****A. Reopening**

1. Schools should not reopen until we have 14 days of stable or declining rates of new COVID-19 cases.
2. Delay the start of in-school until after Labor Day (or longer) to allow:
 - a) case numbers to “settle” after the return of MU students to Columbia.
 - b) the impact of Columbia’s mask ordinance to be determined.
 - c) staff to access buildings to work to serve as a soft opening to test cleaning protocols and potential transmission.
 - d) the procurement of PPE and sanitation materials for all District personnel and students.
3. Publish and share the specific numerical criteria for opening/closing/reopening schools, district wide by August 15.

B. Testing

1. School personnel should be offered optional, free antigen testing prior to returning to school.
2. School personnel should be offered optional, free antigen testing weekly while school is in session.
3. School personnel directly exposed to COVID-19 at work should receive free antigen testing.
4. Anyone who tested positive for COVID-19 antigens should be allowed to return to school after 14 days quarantine and being symptom-free.
5. School-based testing sites should be opened in each section of town to assure testing access for all students and school personnel.

C. Masks

1. Until further notice, all people in a CPS building should be required to wear masks that fit the face, covering nose and mouth, with carefully considered exceptions provided by the District.
2. Availability of masks:
 - a) Two shall be provided by the District for all school personnel and students. See-through masks are a priority for pre-K- 2nd grade, ELL, speech pathologists, World language and teachers/paras of the hearing impaired.
 - b) Disposable masks should be available for anyone who enters the building without one.

D. Mask exemptions

1. Parents/Guardians must provide documentation to request an exemption from wearing a mask.
2. Building administration should be provided with a rubric for evaluating mask exemption requests.
3. Building admin/counseling should place a notification (like EEE, or personal) that pops up and shows as a yellow triangle by the student’s name in TAC. It should not state the reasons but could just say “Mask Exemption.” This could prevent awkward conversations between teachers and students that could potentially escalate.
 - a) Mask compliance
 - (1) The District should communicate a clear district wide plan regarding how they will support educators in enforcing mask requirements.

- (2) Enforcement should utilize non-punitive, mental health sensitive, and culturally relevant measures.
- (3) Building administrators and educators should work to create age-appropriate guidelines for mask breaks for students and staff.

E. Physical Environment

1. Each building should develop and implement a plan for maximizing ventilation. This would include opening windows, when and where possible. District or building administration should ensure the functionality of windows prior to the start of school. (able to open, free from wasps, etc)
2. Appropriate seating should be provided in every classroom that will maximize social distancing and front faced seating. This may require switching out current classroom seating.
3. Class sizes should be reduced so that students can maintain spacing of 6', even with masks in place and within stable groups.
4. Adjustments to school lunch shifts should be made and shared to reduce group sizes for social distancing purposes.
5. In-person before and after school activities should be re-evaluated for the safety of students, sponsors and their families. Replace activities with online meetings, where appropriate.
6. To reduce exposure, each building should develop and communicate a bathroom use plan for each classroom based on location and balancing numbers, unless exemptions exist.
7. Pre-K-5 Specials should be held in their own spaces (art room, music room, gym, and computer lab).

F. Sanitation

1. Cleaning Protocols

- a) Daily cleanings for buses and common areas in schools should be communicated clearly.
- b) Common areas/surfaces include, handrails, door bars, media center surfaces, cafeteria surfaces, bathroom surfaces, playground equipment, drinking fountains, staff planning and eating areas.
- c) Shared objects should be limited when possible, or cleaned between use such as toys, manipulatives, art supplies, musical instruments, games, gym equipment.
- d) Classroom trash cans should be emptied throughout the day or larger classroom trash cans will be provided.
- e) Bathrooms should be cleaned more frequently on a rotation and a log should be maintained and displayed.
 - (1) Checklists and schedules should be provided to personnel responsible for cleaning.
 - (2) A protocol should be established and followed to clean and disinfect the areas used by a sick person who is sent home.
 - (3) Install long wave UV lights in bathrooms
 - a. The viral load in fecal material is significant for those who have been infected. Each flush aerosolizes virus particles (NOT droplets as from a cough) which may remain suspended in the air much longer than droplets, making bathrooms particularly dangerous.
 - b. Long-wave UV lights have been shown to effectively inactivate coronavirus.

2. Classroom supplies should be provided:
 - a) cleaning supplies (wipes, sprays, paper towels, and soap for rooms with sinks)
 - b) hand sanitizer (>60% ethanol or isopropyl alcohol)
 - c) face tissues
 - d) disposable gloves for staff
 - e) if elementary students will not be allowed to use water fountains, replacement water bottles should be easily available to classroom teachers
- G. Illness among students/ staff
 1. COVID-19 self-assessment
 - a) District should create or adopt an appropriate COVID-19 self-assessment (screening tool).
 - b) District should promote the assessment to families and employees and make it accessible.
 2. Student Illness
 - a) Students who report symptoms should be removed from class, isolated, evaluated and sent home if warranted.
 - b) A dedicated, socially distant waiting area for symptomatic students should be available in every building (not the nurses' office which needs to remain clear, safe and available for other medical needs).
 - c) Online learning should be available for quarantined students.
 3. Staff illness
 - a) Staff who report symptoms should be sent home.
 - b) A clear description of "medical leave", sick days and COVID-19 related days (quarantine of staff, staff family members or loss of daycare due to COVID-19) should be provided to all staff by August 1.
 - c) Reasonable efforts should be made to allow quarantined employees to work from home. Sick leave should not be impacted by COVID-19 related issues.
 - d) Sub coverage should be a reliable option. Teachers covering other teacher's classes (or WORSE, dividing students among other classes) is NOT an option because it places teachers at increased risk.
 4. Positive Cases
 - a) The District should be transparent and timely about positive cases among students and staff.
 - b) A clear policy should be communicated of what will happen in the case of a COVID-19 positive case occurring in a school.
 - c) The District should conduct contact-tracing to notify close contacts, including family members, which may be in other school buildings.
 - d) A protocol for the return to school following illness or quarantine should be published, distributed and followed.
- H. Covid related trauma
 1. Teachers should be trained regarding trauma-informed instruction of vulnerable students.
 2. Mental health assistance should be available at schools for students and personnel.
 3. Staff should be reminded of the employee assistance program.
- I. PR and Education
 1. District should provide education on the following:
 - a) Masks

- (1) The role and effectiveness of the mask to slow COVID-19 spread
- (2) How shields increase mask effectiveness in conjunction with a face mask
 - a. How to wear a mask
 - b. How to remove a mask
 - c. Mask washing and care
- (3) Distancing
 - a. What is distancing
 - b. Why distancing works
 - c. Reasons for distancing across school day--and outside school
 - d. Reasons for directionality in halls and classroom
 - e. Why we are logging for contact tracing
- (4) Hand hygiene and transmission
 - a. Correct handwashing technique
 - b. Effective hand sanitizer use
 - c. High touch areas
 - d. What to do when you get home from school
- b) Recommended methods include videos, presentations, newsletters, dissemination through faculty meetings, posters, fliers and public media outlets.
- c) All messaging needs to focus on striving to keep schools open through our collective efforts. (Masks, hygiene, staying home when sick, social distancing, daily checks, etc.)

II. Recommendations for Educators

A. Face-coverings/ social distancing/ hygiene

- 1. Create a culture that promotes community and taking care of each other.
- 2. Teach and model proper mask wearing, mask-cleaning, and hygiene.
- 3. Establish a seating arrangement that is as physically distanced as possible with all desks forward facing. *The educator should seek administrative support if limits of room size or furnishings does not allow for this mitigation.*
- 4. Create, maintain, and keep dated records of all seating charts (for contact tracing purposes).
- 5. Hand sanitizer and facial tissues should be clearly visible and easily accessible for student use in each classroom. Classrooms with sinks should have soap and paper towels clearly visible and easily accessible for student use. *These should be provided by the District and not purchased by staff.*
- 6. Restorative conversations (not punitive actions) should be the first action taken with non-compliant students.
- 7. Help students build mask compliance and stamina. (Employ a growth mindset with students regarding their ability to wear and keep a mask on.)
- 8. Provide positive feedback for compliance and efforts towards compliance.
- 9. Implement building assigned bathroom use plan and maintain a log of who leaves/enters the classroom (bathroom passes, passes to nurse, etc.).

B. Sanitation

- 1. Upon entry, each student or teacher for very young students should wipe down their desk/table/work area with a sanitizing wipe or COVID-19 effective cleaning spray/paper towel. *These should be provided by the District and not purchased by staff.*

2. Students should then wash hands or use hand sanitizer. *These should be provided by the District and not purchased by staff.*
3. Between classes, the teacher should clean doorknobs (both sides) and frequently-touched common surfaces like the edge of the teacher desk, whiteboards/ markers, pencil sharpener, sink faucet handles, etc. *These should be provided by the District and not purchased by staff.*
4. Following lunch in the classroom, elementary students or teachers should wipe down desks and common surfaces. *These should be provided by the District and not purchased by staff.*
5. Teachers should include COVID-19 related procedures in sub plans. (sanitation, assigned restrooms, reporting student illness, etc.)

C. Illness among students/staff

1. Staff should self-report symptoms consistent with COVID-19 infection to their supervisors and go home. They should then get tested for free as soon as possible. Their return to school should follow return-to-school protocols established by the District.
2. Staff should discretely notify administration if a student exhibits COVID-19 symptoms but does not self-report. Students should then be removed from class, isolated, evaluated and sent home if warranted. Their return to school should follow return-to-school protocol established by the District.

D. Trauma

1. Teachers should attend training and follow trauma-informed instruction methods.
2. Teachers should create a caring community in the classroom. Daily check-ins, such as check-in boards or restorative circles, are a good idea (for mental and physical health).
3. Teachers should refer students (or peers) who seem to be struggling to a counselor if a personal conversation is not feasible or helpful.

E. Personal Safety

1. Staff should wear a mask and shield as an added layer potentially decreasing exposure.
2. Scrubs or outer coverings (apron/lab coat) are recommended as cleaning supplies may damage nicer clothing.
3. Staff should thoroughly wash their hands between fingers and to the elbow immediately upon returning home. If possible, staff should change out of clothing worn to school.
4. Staff should frequently wipe down their personal space. (keyboard, desk, closet handles, etc)

III. Recommendations for Families

A. Health

1. Families should keep children home from school who feel ill or exhibit symptoms.
2. Families should screen each student for symptoms at home, prior to coming to school, and should be provided with the district assessment tool.
3. Families should have plans in place for care and supervision if their student(s) need to isolate.
4. Families should notify their school if their student tests positive for COVID-19 or is isolating because of exposure.

B. Sanitation

1. Families should wash masks each day.
2. Families should encourage students to wash their hands immediately upon returning home. If possible, students should change out of clothing worn to school.

3. Families should set aside an area for school bags and equipment to avoid contamination of home belongings.

IV. Recommendations for CMNEA

A. Stay current

1. CMNEA should keep up to date on COVID-19 legislation affecting our educators, students and families.
2. CMNEA should keep up to date on COVID-19 infection (positive tests) and transmission rates, using it to inform our decisions.
3. CMNEA should provide educators with information and presentations on educator rights during COVID-19.
4. CMNEA should keep up to date with CDC, Boone County Health, and DESE recommendations.
5. CMNEA should work closely with District administration and stay up to date on District decisions related to COVID-19.

B. Advocacy & Support

1. CMNEA should seek ongoing input from members to relay their voice in District decisions related to COVID-19.
2. CMNEA should maintain the COVID-19 Health & Safety committee to make and revise recommendations as needed.
3. CMNEA should update the District on member concerns and recommendations related to COVID-19.
4. CMNEA should provide their members guidance regarding worker's comp, death and disability benefits related to COVID-19.
5. CMNEA should provide their members guidance, resources, and recommendations regarding end of life planning (including, but not limited to DNR, living will, estate planning, trusts, power of attorney, medical power of attorney, life insurance).

V. Questions for the District

- How can schools avoid a culture of stigma or judgment and protect privacy while encouraging families to be honest and accountable regarding keeping sick or exposed students at home and reporting confirmed or suspected COVID-19 cases in their households?
- How will fire/earthquake/severe weather/intruder drills proceed safely?
- How will schools provide adequate and safe coverage for teachers who need to utilize lactation rooms during the day? How will schools provide safe and adequate coverage for other regular and/or unexpected needs?
- At the building level, can we stagger release times to avoid large gatherings of students?
- Can we make hallways unidirectional (like the West walk) in schools with narrow hallways, or provide "lane lines" for bidirectional traffic in schools with wider hallways?
- How will we monitor hallways? If teachers are cleaning their rooms' surfaces, and having them monitor traffic places them at increased risk, how will this be accomplished? Our high school teachers are already at greater risk because of more student access, monitoring hallways will increase that exposure even more.
- How far along is the District in supplies procurement (masks and sanitation)?

- How will the safety of faculty and staff in small offices be assured? They see many students in small spaces that don't allow physical distancing. (Administrators, Home School Communicators, Counselors, Psychometrists, etc.)

References

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

[Far-UVC Light Safely Kills Airborne Coronaviruses](#)

NEA: <https://educatingthroughcrisis.org/meeting-students-and-families-needs/guidance-for-reopening-schools-covid/>

<http://neatoday.org/2020/07/13/returning-safely-to-in-person-instruction-what-educators-need-to-know/>

(https://twitter.com/CoMo_HealthDept/status/1275789245513216000?s=09)

[Is a Face Shield Better Protection Against the Coronavirus Than a Face Mask? | Health.com](#)

[Could Face Shields Replace Masks in Preventing COVID-19?](#)

[Moving Personal Protective Equipment Into the Community: Face Shields and Containment of COVID-19 | Infectious Diseases | JAMA](#)

[NIOSH-2 Publications Search - 20043721 - Efficacy of face shields against cough aerosol droplets from a cough simulator.](#)

--summary--face shields are great if you are in a patient's face, but not great if distant and particles are aerosolized. Not a good option for a teacher in front of a classroom.

YouTube video

that explains mask effectiveness for secondary students: <https://youtu.be/0Tp0zB904Mc>

[https://www.who.int/publications/i/item/advice-on-the-use-of-masks-in-the-community-during-home-care-and-in-healthcare-settings-in-the-context-of-the-novel-coronavirus-\(2019-ncov\)-outbreak](https://www.who.int/publications/i/item/advice-on-the-use-of-masks-in-the-community-during-home-care-and-in-healthcare-settings-in-the-context-of-the-novel-coronavirus-(2019-ncov)-outbreak)

[Key planning recommendations for mass gatherings in the context of the current COVID-19 outbreak](#)

IAN M. MACKAY, PHD      (@MackayIM) tweeted at 0:12 AM on Sun, Jul 12, 2020:

“Our hypothesis is that covid-19 begins as a respiratory virus and kills as a cardiovascular virus.”[from May] :

<https://t.co/vlQy7vyUGy>

[The implications of silent transmission for the control of COVID-19 outbreaks](#)

From the Proceedings of the National Academy of Sciences of the United States of America

[DESE's reopening guidance FAQs as of 7/16/20](#)

<https://www.nap.edu/catalog/25858/reopening-k-12-schools-during-the-covid-19-pandemic-prioritizing?et rid=17271839&et cid=3415501>