

New England Kurn Hattin Homes Re-Opening Procedures

Academic Year 2020-2021



v. 8/2/20

New England Kurn Hattin Homes Re-Opening Procedures for the Academic Year Preparation 2020-2021

Sources informing this guideline:

- [Field Guide for Camps on Implementation of CDC Guidance](#) by Environmental Health and Engineering for the American Camp Association
- https://education.vermont.gov/sites/aoe/files/documents/edu-hybrid-learning-during-the-2020-2021-school-year_0.pdf
- <https://www.nais.org/articles/pages/additional-covid-19-guidance-for-schools/>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Camps-Decision-Tree.pdf>
- <https://accd.vermont.gov/news/update-new-work-safe-additions-stay-home-stay-safe-order>
- <https://humanresources.vermont.gov/popups>
- <https://education.vermont.gov/sites/aoe/files/documents/edu-vdh-guidance-strong-healthy-start-school-health-updated-8-11.pdf>
- <https://campnurse.org/education-and-resources/covid-19-considerations-for-camp/>
- https://www.ctoec.org/wp-content/uploads/2020/04/COVID-19-memo-18-youth-camp-guidance_2020.05.19-1-1.pdf
- <https://deerfield.edu/novel-coronavirus-2019-ncov-updates/>
- <https://www.nh.gov/covid19/resources-guidance/other-guidance.htm>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- https://eeclead.force.com/resource/1591036172000/Min_Reg
- NEASC webinar: <https://youtu.be/uSVsRFQgwuQ>

Sections:

1. Risk Assessment
2. Preparation and Planning
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QUICK REFERENCE

CALENDAR: The first day of school for students will be Tuesday, September 8, 2020. Kurn Hattin's draft school calendar is attached and may be modified if conditions change.

SCHOOL DAY SCHEDULE: School will operate five days a week utilizing an adapted schedule that ensures limited gathering and staggered class movements to allow for distancing. Outdoor space will be utilized as much as possible for conducting classes.

HEALTH AND SAFETY: Each building has developed plans that maintain a safe, clean environment for all our students and staff as well as be conducive to the learning and social-emotional needs of our students and staff. Including outdoor classroom space.

DAILY HEALTH CHECKS: Daily health checks will be conducted before staff and students are allowed in the buildings. A daily health check requires a temperature check with touch-free thermometers and a quick two-question interview related to a person's exposure to COVID. More details on the health check procedures will follow.

MASKS AND PERSONAL PROTECTIVE EQUIPMENT: Cloth facial coverings are required for all staff and students when inside the building, as well as outside when physical distancing cannot be maintained. The CDC recommends cloth facial coverings as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks or raises their voice. Cloth facial coverings are encouraged to be washed daily. The CDC does not recommend the use of face shields as a substitute for cloth facial coverings. As of August 1, 2020 the Governor has mandated that everyone is required to wear masks in public buildings and spaces.

HAND WASHING AND SANITIZATION ROUTINES: School at Cottages have a routine for staff and students to wash hands and sanitize equipment throughout the day. Students will be asked to bring only the minimum required personal belongings to the school; essentially a backpack and water bottle. Toys and extra books are to be left at the cottage.

IN THE EVENT OF ILLNESS OR EXPOSURE: Kurn Hattin will utilize an Isolation Room in the Wellness Center and have a protocol for what happens when a person in the building shows symptoms or reports possible exposure to COVID. In the event of illness or exposure that is COVID-19 related, the next steps will be guided by the Vermont Department of Health.

SCHOOL BUILDING DEEP CLEANING AND AIRFLOW:

Common spaces and frequently touched surfaces and doors will be disinfected by custodians three times each day. Custodial staff and teachers will continue to follow VT DOH regulations regarding cleaning, sanitizing, and disinfecting. Maintenance will inform trained staff on scope of cleaning, maintenance tasks and frequencies with checklists for cleaning, sanitizing and disinfection.

PERSONAL TRANSPORTATION-: Arrival times for students arriving by personal transportation may be staggered by family. Adults doing drop-off and pick-up must wear facial coverings if they exit their vehicle. No symptomatic parent should transport students to school.

Students arriving via personal transportation should report directly to the Wellness Center. Upon arrival, daily Health Checks are required for all staff and students at the first point of contact, meaning, before the student is allowed to enter (cont.)

the school. Parents/caregivers are required to stay at the drop off location until the health screening is complete, although not permitted to enter the building. Day students must go directly to their classrooms and wash their hands immediately.

FOOD SERVICE:

- Breakfast will be consumed by students/staff in the cottages. Lunch will be consumed in classrooms under AOE Step II guidance. Use of a staggered schedule for the dining hall will occur under Step III guidance.
- Staff and students will be expected to adhere to and monitor sanitation guidelines including hand washing before and after meals, sanitizing eating spaces, and maintaining physical distance during mealtimes when cloth facial coverings are not being worn.
- Hydration is important, students and staff are encouraged to bring a water bottle on a daily basis.

VOLUNTEERS/VISITORS: No parents, volunteers, or visitors will be allowed in buildings.

Introduction

The first day of school for students will be September 8, 2020, as directed the Governor's Executive Order.

This document provides students, families, and community members information on how Kurn Hattin Homes will reopen in the Fall of 2020. This information is based on the COVID-19 Guidance for Vermont Schools provided to us from the Vermont Agency of Education (VT AOE) and the Vermont Department of Health (VT DOH). Guidelines follow an IV step plan:

Step I- Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students.

Step II- Schools are open for in-person instruction with enhanced physical distancing measures.

Step III- Schools are open for in-person instruction with distancing measures.

Step IV- Business as usual. The VT AOE and VT DOH have decided to start schools at Step II and transportation at Step III. Therefore, what is described in this plan is the highest level of safety measures for schools to provide in-person learning.

Travel Reminder

If you travel out of state to a location other than those counties with low rates of active cases you must quarantine in Vermont upon return. This includes day trips.

1. Risk Assessment – AOE Guidelines

Risk Assessment Scale

**Vermont is opening school in the Yellow Level -2*

<p>Low Risk Level (VT Level-3& 4) <i>No Community Transmission</i></p> <p>*No laboratory-confirmed cases of COVID-19 in the last 14 days, in-school increase in the number of cases over in-school 14 days.</p>	<p>Medium Risk (VT Level -2) <i>Some Community Spread</i></p> <p>*Low to moderate level of community transmission: Minimal amount of laboratory confirmed cases of COVID-19 as determined by community.</p>	<p>High Risk (VT-Level 1) <i>Widespread Community Transmission</i></p> <p>*High level of community transmission:</p> <p>*Outbreaks or increases in cases and recent laboratory-confirmed cases of COVID-19.</p>
<p>NEKHH is open for 5 day in person instruction with protocols detailed in the document.</p>	<p>NEKHH is open for 5 day in person instruction with protocols detailed in the document.</p>	<p>NEKHH is closed and will utilize remote learning as detailed in COL plan on file.</p>

Green and Yellow risk levels have the same CDC recommended guidelines for social distancing and other mitigation strategies. We anticipate starting the year in the Yellow level, Level 2 . *unless the community is in HIGH RISK status.***

Provided our community sustains low risk, (Green, VT Levels 3-4), we will begin to phase in additional face to face learning.

2. Preparedness and Planning

A. Planning: Programs must develop plans prior to reopening (and maintain them once reopened) to address how they will meet the new health and safety requirements. Programs must identify all the ways reopening during the COVID-19 pandemic might affect the program and develop a plan of action. Elements of this planning must include the following:

1. A **cleaning plan** that identifies what items must be cleaned, sanitized, or disinfected and with what frequency.
2. A **plan for identifying and handling sick, symptomatic, and exposed children and staff** that includes but is not limited to daily screening checks, location of screening activities, staff responsible for screening, and barriers for screening.
3. A **plan for the isolation and discharge of sick, symptomatic, and exposed children or staff**, including procedures for contacting parents immediately, criteria for seeking medical assistance, transportation of children or staff who have developed symptoms related to COVID-19.
4. A **plan to work with their local and state health departments** to ensure appropriate local protocols and guidelines are followed.
5. A plan for **safe vendor deliveries**, if applicable. Non-contact delivery protocols must be arranged whenever possible.
6. A **plan for transportation** that includes how to implement infection control strategies during transportation, including during boarding and disembarking, and a plan to maintain physical distancing and hand hygiene practices.
7. A **plan for the administration of medication** including a plan for the treatment of children with asthma and other chronic illness.
8. A plan for **sharing information and guidelines with parents** that includes the following:

B. Preparing: Programs must prepare the program environment to promote the new health and safety requirements and to facilitate infection control activities.

1. Prepare the **materials and equipment to be used by children to minimize sharing** and promote distancing.
2. **Prepare all cleaning, sanitizing, and disinfecting solutions and identify a safe place for storage** that is accessible to staff in each area of the program, but out of reach of children.
3. Ensure that **supplies for hand hygiene are adequate and placed appropriately throughout the program space**, including in all group, transition (e.g., hallways), and common spaces.

4. **Prepare the program space to promote physical distancing.** Programs must consider the physical building capacity limitations and the total number of children anticipated to be in any one area.
5. **Close drinking fountains** that require contact for use.
6. Ensure that **ventilation systems operate properly** and increase circulation of outdoor air as much as possible by opening windows and doors, using fans (must be inaccessible to young children), and other methods.

3. Communication

KHH administration will be in regular contact with students, parents/legal guardians, staff, and vendors. The following provides suggested communication guidelines KHH administrations can follow prior to, during, and after camp openings.

PREPARATION

- Designate a team consisting of both medical and administrative staff responsible for answering questions and concerns from campers, parents/legal guardians, and staff.
KHH's team will be Sue Kessler, Ellen Wood, Lee Bliss, & Sergio Simunovic

Academic Year:

- At the beginning of the school year, hold small group trainings and demonstrations on behaviors and precautions the children should abide by to prevent the spread of COVID-19, including:
 - How and when to effectively wash and sanitize hands
 - How to practice physical distancing in various settings
 - Which symptoms to look out for and when to report them and to whom
 - Coughing etiquette
 - Other KHH-specific policies or guidelines

Conversations with children

- **Encourage** the children to talk about how they are feeling.
- Tell the children they can **ask any questions** and staff will make themselves available to talk and listen.
- **Be calm** and reassuring; be careful not only about what you say but how you say it.
- Be a source of **comfort**.
- **Listen** for underlying fears or concerns.
- Let the children know that **fear is a normal and acceptable** reaction.
- Provide only honest and **accurate information**.
- **Correct any false information** they may have heard.

- Note: Make sure to **be considerate** with the children **when correcting** any information.
- *If you do not know the answer to a question, say so.* **Do not speculate.** Find answers by visiting the CDC website or direct them to talk with a member of the leadership team
- Make sure the children know how the virus can spread and **how to prevent** it from spreading.
- Talk about what the **KHH is doing to protect children** from getting sick.
- **Speak in age-appropriate language:**
 - **Lower School (K-5) aged children:**
 - Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick.
 - Give simple examples of the steps they make every day to stop germs and stay healthy, such as washing hands.
 - Use language such as “Adults are working hard to keep you safe.”
 - **Upper School (6-8) aged children:**
 - This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area.
 - They may need assistance separating reality from rumor and fantasy.
 - Discuss the efforts national, state, and community leaders are making to prevent germs from spreading and keep people healthy.
 - Provide honest, accurate, and factual information about the current status of COVID- 19.
 - Direct children with questions you cannot answer and/or fears you cannot assuage to administration or the designated staff member(s) responsible.
 - Have follow-up conversations with children who have asked questions or expressed concerns.

In Case of a Confirmed or Suspected Case

- Refer to the KHH’s Communicable Disease Plan (CDP) which is on file in the Wellness Center or the applicable childcare standards for full guidance.
- Before any conversation with the children, make sure to consider their age and address fears and concerns appropriately.
- Interview the confirmed or suspected case and begin contact tracing in coordination with appropriate local and state health resources, as warranted.
- Maintain confidentiality; do not provide the name or any potentially identifying information of the confirmed or suspected case.

School Closure

Decisions regarding school closure will be made by the administration following state guidelines and in collaboration with the VT DOH and the VT AOE. We will use existing procedures for communicating closure.

Posters/Signage

- Post relevant posters and signage from the CDC, WHO, and/or other health agencies in appropriate areas to encourage behaviors that mitigate the spread of disease.

Examples:

- [COVID-19 information–Handwashing–Cough etiquette–Symptoms associated with COVID-19](#)
- [Don't Spread Germs at Work–Social Distancing–Stay Home If You're Sick](#)

4. Health Screening and Prevention

- Safety actions to implement:
 - All students returning to campus must be screened by the staff (temp check, lice check, screening questionnaire) before they are cleared to go to their cottage/school
 - Families will be directed to park in the Mathey parking lot, Health Center side near Hubbard Cottage
 - Child will go to the Wellness Center without family at scheduled time. KHH staff person will bring medications to the nursing staff in the Wellness Center
 - If cleared, the family will drive the child to their cottage/school and families will drop off student, with their things, outside of their respective cottage/school and depart from there
 - **If not cleared through the COVID screening protocols**, then families will be asked to depart with their child to see their healthcare professional for follow up ***Medical note will be required to return to school/campus from MD for our 9/8/20 opening**
 - Promote healthy hygiene practices and on-going education-**washing hands for 20 seconds. Using hand sanitizer when hand washing is not available. (See handwashing and hand sanitizer protocols and recommendations in this guide).**
 - Intensify cleaning, disinfection and ventilation for all buildings on campus
 - Ensure physical distancing- **at least 6 feet apart.**
 - Limit sharing
 - Train all staff- Encourage staff to keep a daily contact journal of people you're in contact with.

Ongoing screening will be conducted by KHH on an as-determined basis

- **Children will have their temps checked each morning** before leaving their cottage to go to the dining room for breakfast by the nurse when he/she stops at each cottage to distribute meds.
- **All staff** will be screened before their work shift – Health screens for all staff will be available in designated locations throughout the campus to include specific documentation each day.

General Guidelines:

- Everyone will be wearing a facial covering and will be screened (which includes temperature taking and answering the health screening questions) prior to entering the school building.
- All students and staff are encouraged to remain on school property during each school day. Students and staff who do depart the school property will be required to have a health screening upon return.
- All students, staff, and visitors are required to have their temperature checked before getting on the bus in the morning or upon arrival to school.

Health Screening for Students:

- We will expect parents to screen their day students prior to boarding busses or getting to school.
- There will be a system in place for identifying students who have screened at home.
- Screening of students who have not been screened at home will be conducted by school personnel or designees, following a specified screening protocol.
- Screening will at the place at KH Health Center with canopies provided for rain, and with physical distancing measures in place.
- If a student does not pass the screening, they will be referred to a school nurse for assessment. The student will be isolated or sent home as necessary.

Health Screening for Staff

- Staff are expected to do their own health screening every morning before work.
- There will be a system in place for reminding staff to conduct their screening and to denote that they have screened on a secure document when they arrive at work.
- This information (screening completed, no details) will be recorded daily (system to be determined) for each staff person.
- If an employee or substitute has not screened at home, they will get screened before entering the building.
- Any contractors or consultants arriving at the school during the school day will be screened by a nurse or office staff, and their name, contact info (phone), destination(s) within the building and time of entry and departure will be recorded (for contact tracing purposes).

- **When to Wash or Disinfect Hands for Students and Staff**

- Before eating food
- Upon entering your cottage
- Upon entering any school building or other campus building
- After being in contact with someone who may have been sick
- After touching frequently touched surfaces (railings, doorknobs, counters, etc.)
- After using the restroom

- After using common items, such as sports equipment, computer keyboards, and craft supplies, etc.
 - After coughing, sneezing, or blowing your nose
 - After having your temperature taken
 - Before and after handling facial coverings/face shields
 - Before and after playing with sand and sensory play
 - After handling garbage
 - Prior to switching rooms or locations
- **How to Wash Hands** <https://www.cdc.gov/handwashing/pdf/wash-your-hands-steps-8x11.pdf>
 - Wet your hands with clean, running water.
 - Turn off the tap and apply soap
 - Lather your hands by running them together with the soap.
 - Make sure to lather the back of your hands, between your fingers, and under your nails.
 - Scrub your hands for at least 20 seconds (about the time it takes to sing the “Happy Birthday” song twice.)
 - Rinse your hands well under clean, running water.
 - Dry your hands using a clean towel or an air dryer.
 - You may use paper towels to turn off the faucet and/or open doors of the bathrooms.
 - Additional key times to wash hands include:
 - After blowing one’s nose, coughing, or sneezing.
 - After using the restroom.
 - Before eating or preparing food.
 - After contact with animals or pets.
 - Before and after providing routine care for another person who needs assistance (e.g., a child).
- **How to Use Alcohol-Based Hand Sanitizer**
 - Hand sanitizers should contain greater than 60% ethanol or greater than 70% isopropanol.
 - Apply the product to the palm of one hand.
 - Rub your hands together.
 - Make sure the product contacts the back of your hands, palms, between your fingers, and fingertips.
 - Continue to rub your hands together until your hands are dry (about 20 seconds).
 - See [FDA’s Tips for Safe Sanitizer Use](#) and [CDC’s Hand Sanitizer Use Considerations](#)

Medication Distribution Protocol

- Monday - Friday nurse on duty will go to cottages for both morning and evening medications to deliver them to the children and during lunch and any afternoon meds will deliver during lunchtime and afternoon snack.
- Nursing will package weekend medications and those will be distributed by the director on duty to each child as needed according to their prescriptions until further notice.

We will continue to review weekend med protocols and work to keep them in line with expectations from NEASC and with best practices for serving our children.

5. SCHOOL PROCEDURES

Fire and Safety Drills

- Fire and safety drills will continue to occur according to state regulations. Administrators will develop protocols to do this safely in the context of this guidance and while providing for physical distancing of staff and students. COVID guidance (AOE) for fire and safety drills will be added as an addendum to NEKHH's Emergency Protocols.

Signage

- There will be signage in and around schools on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering in visible areas for students and staff to view.

Assemblies

- All school- wide assemblies, concerts and the like will not occur until guidance changes. Any group activities must conform to the maximum number allowed by current state guidance.

Hydration/Water Fountains

- In order to maintain student safety, water fountains are closed for drinking but will be available for filling water bottles and will be frequently sanitized.

Ventilation

- All school ventilation systems have been properly cleaned and meet all required operating standards per manufacturer. Existing building ventilation systems will run extended hours prior to school start time and be shut down just after evening disinfection application. Air filters will be replaced every 90 days.

Classrooms

- Outdoor classroom spaces will be utilized as much as possible.
- Classrooms are laid out with 6 feet social distancing (3ft min for lower school), including where desks, tables and chairs must be located and teacher work areas. Students must be spaced 6 feet apart with assigned seats. Layouts include a buffer distance from windows, fans, and heating devices with blowers. Movement of furniture is not allowed. Movement in hallways should be limited so classes do not commingle, when at all possible. When waiting in lines indoors or outdoors physical distancing guidelines must

be followed.

- All students and staff are required to wear masks and are encouraged to bring their own. Masks will be provided for those who do not.
- Teachers, with the support of custodial staff, will clean up and reorganize the space to ensure that only essential materials and furniture remain in place. Avoiding clutter and crowding of a room is the goal, including storage that may not be obvious at first sight. Soft furnishings have been removed, along with other items that cannot be wet or disinfected.
- All classrooms will remove extra seating and furniture that is not needed to allow for distancing and maximum air flow.

Lower School

- Students in lower school (K-5) will be assigned to their skills group classroom and will include assigned seating. Classes will not exceed the maximum number allowed by state guidance.
- Students will be provided with individual supplies and curriculum materials. Teachers and staff will remain with a single class if possible. If not possible, teachers will travel between cohorts to deliver instruction.

Middle School

- Upper School students (6-8) will follow their skills group schedule. Students will only mix with other students as needed to follow their daily set of classes. Students will not be organized in groups except as needed for purely instructional reasons. Additional grouping for activities such as advisement/homerooms will be limited to only the needs of special and important school activities.

Specials

- Specials will take place within the classroom or outside. Specials for lower school will take place in the regular classroom.
 - PE will occur outside, except in the case of inclement weather. At these times, PE will take place in the classroom or covered outdoor space. Activities that may generate increased respiratory droplets will be avoided.
 - Music activities will be limited in line with health recommendations. This includes singing and music involving woodwind or brass instruments.
 - Art classes will utilize individually assigned kits of supplies instead of communal supplies.

Restrooms

- Restrooms will be used by one person at a time. Proper hand sanitizing will be required.

- All restrooms will be disinfected three times each day, at a minimum.

Meals/Hydration

- Breakfast will be consumed by students/staff in the cottages. Lunch will be consumed in classrooms under AOE Step II guidance. Use of a staggered schedule for the dining hall will occur under Step III guidance.
- Staff and students will be expected to adhere to and monitor sanitation guidelines including hand washing before and after meals, sanitizing eating spaces, and maintaining physical distance during mealtimes when cloth facial coverings are not being worn.
- Hydration is important, students and staff are encouraged to bring a water bottle on a daily basis.

6. FOOD SERVICE

Operations and Configuration

- Screen food service employees and assess their symptoms prior to starting work each day.
- Under Step II (VT AOE) guidelines all meals will take place in cottages/classrooms
- Under Step III guidance the following protocols will be utilized.
- There will be decals on the floor to show social distancing practices - only three can be in the serving area at a time
- There will need to be a designated staff member at each meal to be the line manager and call up tables so that only the number of people are in the line that can stand on a decal - the HP/rec staff will stay at the table until everyone has been called up to wait their turn in line before the next table is activated for their turn
- Tables will have to limit the number of people sitting at it if mixing cottages ex: a table that normally sits 8 would have to only sit 4 - otherwise cottages are still considered households (after quarantine period) and can sit as a group

7. CLEANING

- Wear disposable gloves to clean and disinfect.
- Children in the cottages will still have chores, but the HP's will have to take the lead on following effective cleaning procedures for the bathrooms and all common areas to ensure it is done properly
- Clean surfaces using soap and water, then use disinfectant.
- Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces: Ex: Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Click to see [EPA's 6 steps for Safe and Effective Disinfectant Use](#)

For soft surfaces such as carpeted floor, rugs, and drapes

- Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
OR
- Disinfect with an EPA-registered household disinfectant. [These disinfectants](#)
- [Vacuum as usual.](#)

For electronics, such as tablets, touch screens, keyboards, remote controls, etc

- Follow manufacturer's instruction for cleaning and disinfecting.
 - If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Laundry For clothing, towels, linens and other items

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves, and wash hands right away.

Cleaning and disinfecting your building or facility if someone is sick

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- [Vacuum the space if needed.](#) Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
 - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Once an area has been appropriately disinfected, it can be opened for use.

Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.

- High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

8. ACTIVITIES

. General Guidance

- Children and staff should wear cloth **face coverings** during **indoor** activities when maintaining **physical distancing is not feasible**.
- Holding **activities outdoors as much as possible** is recommended.
- When selecting sports and physical activities utilize the per cottage approach.
- Ensure children and staff **practice proper hand hygiene**
- All **shared items** and equipment (e.g., bows and arrows, tennis rackets, oars, art supplies) should be properly **cleaned and disinfected between use**
- **Limit the amount of shared supplies** and equipment for activity by providing each participant their own (e.g., life jackets, art supplies) for the duration of camp, **if feasible**.
- Children should use disposable cups for water fountains, jugs, and bubblers; staff should disinfect the spigot between group use.
- Encourage the use of individual refillable water bottles.

OUTDOOR ACTIVITIES

Sports

- Limit shared high-touch equipment and designate equipment to children or cottages, if feasible
- All outdoor equipment and facilities should be routinely cleaned in accordance with guidelines outlined in the Cleaning and Disinfecting section of this guide.
- All shared equipment (e.g., bows and arrows, tennis rackets) should be cleaned immediately after each use or session by rec staff
- Cleaning and disinfection at the end of each day should also be conducted on all sports and range equipment during the last activity of the day by rec staff.

Aquatics

- The novel coronavirus SARS-CoV2 is not waterborne. There is no current evidence that COVID-19 can be spread to people through the water in a pool or water play areas. Proper operation and maintenance (including disinfection with chlorine or bromine) of these facilities will likely inactivate the virus in the water. Pool Operation
- Proper operation, maintenance, and disinfection of swimming pools will likely inactivate the virus that causes COVID-19. Keep swimming facilities properly cleaned and disinfected
- Follow local regulations pertaining to operation and maintenance of pools.

Swimming

- Children should follow physical distancing per groups/cohorts and perform proper hand hygiene prior to entry and when leaving pools or other outdoor aquatic facilities (e.g., lakes, ponds).
- During swimming activities, the following practices are recommended
 - Best practice: For free swim, continue safe swim practices, such as the swimming buddy system where each camper is assigned a “buddy” to stay with at all times. Try to ensure that assigned buddies are in the same cohort.
 - Swimmers must participate in swim drills to maintain safety.

Equestrian Activities

- Children and staff participating in equestrian activities should follow physical distancing and good hand hygiene practices (e.g., washing hands pre/post activity).
- Consider keeping activities together to include the same group of campers each day and consider keeping the same instructors per group.
- Tack (saddles, reins, etc.) are made from hide/leather and can be properly cleaned between riders using mild soap and water.
- Helmets can be cleaned and disinfected using the appropriate cleaning products for nonporous and porous surfaces.
- All other shared and used equipment should be cleaned and disinfected between each use.
- Cleaning and disinfection at the end of each day should also be conducted on all tack and helmets.

Outdoor/Wilderness Activities

- Ensure cloth masks are available during travel by car, van, or bus.
- Children and instructors should practice physical distancing or wear masks, if feasible and safe, during wilderness activities.
- Ensure students and staff practice hand hygiene prior to/following any outdoor/wilderness activities.
- If clean, running water is not available, ensure hand sanitizer is available for use.
- Consider keeping groups small and include the same campers and instructors each day.
- All shared and used equipment (e.g., maps, binoculars, hiking poles, etc.) should be cleaned and disinfected in accordance with proper cleaning procedures; refer to manufacturer guidelines and the Cleaning and Disinfecting section of this guide.
- Good practice: Limit the quantity of shared supplies and equipment per activity.
- Consider designating certain equipment to individuals for the duration of camp, to decrease the number of shared items.
- Overnight stays and camping in tents must be able to maintain proper physical distancing practices, where practical
- Safety protocols should follow standard operating procedures with the adjustments outlined in the Safety section of this guide.

Movement and Outdoor Breaks

- Teachers and staff will plan for frequent movement breaks for students throughout the

school day, utilizing outdoor spaces as much as possible. Staff will continue to reinforce physical distancing when outdoors. Facial coverings may be removed while outside provided physical distancing is maintained and cloth facial coverings are readily available.

Recess/Playground

- Teachers or designee will be responsible for supervising students during scheduled recess periods for their cohort. Each cohort will have recess at scheduled times utilizing pre-determined locations to prevent the mixing of cohorts. The playground will be available for use if the health and safety of students can be maintained. If opened, playground equipment will be disinfected between different cohort uses.
- The targeted use of disinfectants will be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people (e.g., handrails, benches).

Playgrounds

- Clean before and/or after each group.
- Encourage social distancing
- Handwashing and sanitizing stations must be set up on the playground.
- Facial coverings are expected when 6 ft. cannot be maintained
- Signs will be posted about wearing facial coverings and physical distancing.
- Scheduled recess for smaller sized recesses as well as assigning recess areas for smaller groups.
- No activities that violate social distancing, such as: no dodging, tagging, chasing, etc. Activities can be modified for social distancing- activities can be structured so they are developmentally appropriate.
- Students and staff should wash their hands after recess.
- “Hanging out” with social distancing is fine.

Parties and Celebrations

- We will continue celebrating in new ways. Until the VT AOE’s guidance states otherwise, no all school parties or celebrations are allowed at this time, including shared snacks and visitors. Teachers are encouraged to creatively and safely maintain small-scale classroom celebrations and to continue to promote a positive environment without compromising health and safety.

INDOOR ACTIVITIES

General guidance

- Good practice: Ensure enough space to accommodate staff and students while practicing safe physical distancing.
- Good practice: Staff members and students should wear cloth face coverings during activities indoors when physical distancing is not maintained.

- Good practice: Ensure that there is proper ventilation within the space by maximizing fresh air intake or natural ventilation via screened windows and doors.

Performing Arts

- Children and instructors should follow recommended physical distancing and good hand hygiene practices prior to/following performing arts activities.
- Better practice: Consider planning performing arts activities to include the same group of campers each day and consider keeping the same instructors per group.
- All shared and used equipment (e.g., props) should be cleaned and disinfected.
- Limit the amount of shared supplies and equipment per activity.
- All indoor creative arts and STEAM activities should be conducted following physical distancing guidelines for class groups and proper hygiene guidance. Consider moving activities outdoors.
- Best practice: Limit the number of individuals to the craft/STEAM area, incorporate increased spacing and physical distancing, and require staff to wear masks or face coverings.
- Consider keeping activities together to include the same group of campers each day and consider keeping the same instructors per group.
- All shared and used equipment (e.g., tools, scissors, paint brushes) should be cleaned and disinfected between each use, refer to Cleaning and Disinfecting section of this guide.
- Good practice: Limit the amount of shared supplies and equipment per activity. Individual supply kits are preferred.
- Ensure there are enough supplies to minimize sharing during each activity.

TRAVEL OFF-SITE – STAFF DAYS OFF; FIELD TRIPS

A goal of pandemic response is to reduce interpersonal contacts to limit potential exposure to coronavirus. At KHH, this means limiting the amount of off-site exposure of staff and students in the community (e.g., staff days off, etc.). Staff and students should be encouraged to remain on the premises for the duration of the school day. When staff or campers leave KHH, screening and temperature checks should be conducted prior to entry as outlined in the Screening section of this guide.

9. STAFFING AND USE OF COTTAGE COHORTS

At KHH we will use our cottages to create small cohorts and treat this group as a “household” in our residential program. Staff will be assigned to their respective cottage cohorts with some staff overseeing specific larger group activities

- “Households” may join together with other “households” for larger group activities using social distancing practices when applicable
- Mitigation for these and any gathering could include splitting into smaller groups (by “household”), outdoor programming, dining and programmatic changes to minimize mixing, maintain physical distancing between “households”, and provide facial coverings when distancing cannot be accomplished.

- Holding activities outdoors as much as possible is recommended.
- As mentioned above, creating consistent larger gatherings made up of consistent “households” is the best possible method to limit spread of disease and should be considered regardless of the actual group size number.
- Good Practice:
 - Organize KHH into the smallest practical group sizes and to the extent possible keep groups consistent throughout the program.
 - If groups must mix, consider other mitigation methods such as outdoor activities, increased ventilation in buildings, physical distancing between groups, or the use of facial coverings if age and developmentally appropriate.
 - Make all staff aware of the best practices they can independently follow to mitigate spread during time they spend off property. How to Protect Yourself & Others. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

All 9 cottages will be used for the academic year to ensure recommended distancing is possible.

10. Social and Emotional Health for Children and Staff

As we return to having children on campus, **our top priority as a community will be the social and emotional health of our children and the staff.** This pandemic world wide shutdown has disrupted so much of our rituals, routines, and will continue to disrupt these practices for the foreseeable future. It is imperative that we work as a community to support **“physical distancing for safety, but not social distancing”**.

To help us all learn to reconnect - no longer will we be muted on zoom, but we may still find ourselves being quiet as we learn to negotiate how to be in groups again. At the start of both summer recreation and the academic year **our focus will be on creating space for transition to our “new normal” and work together to adjust to elbow taps rather than side hugs or handshakes.** We will strive to be mindful and **lead with empathetic listening** as we do not know how this time apart has impacted each of us. Well before the children come to campus we will need to start addressing these topics and preparing them for the physical distancing changes we will need to utilize through videos and pictures of the new expectations, but again stressing that socially we can still be highly connected.

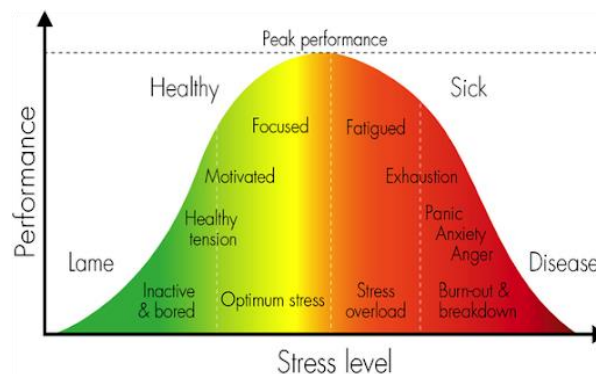
STAFF SOCIAL-EMOTIONAL HEALTH:

We first want to acknowledge that we all are just coming back together after having been apart, and we too, have probably experienced some significant stressors. The level of uncertainty is new and uncomfortable for a lot of us, and we might just be stressed about all of that ourselves. Which may make it harder for us to “be the adults in charge”; the ones with all of the answers to the children’s questions; be able to manage our own stress in addition to the stress that our

students are sure to bring back with them. We want to encourage you to make sure that you are taking care of your own emotional health.

- Stay connected to others.
- Process with your co-workers about how all of this has changed our lives and will change our work with students
- Just as our students need to rebuild their relationships and sense of community with us, we too, need to re-build that with each other and make meaning of the experiences we have all just had.
- Acknowledge that we are coming back to a changed work environment
- Acknowledge that there will be new protocols for all of us to follow
- Utilize the EAP:
 - www.investeap.org Each employee can set up their own login by entering their email address and setting up a password.
 - There is also a toll free number 1-866-660-9533

Many of the concepts discussed here come from a training facilitated by **Dave Melnick, a child trauma expert in the state of Vermont, about Transforming Trauma & Improving Well-Being During Crises: Helping Schools Become Healing Places**. One concept that is relevant for us as staff, and our students, has to do with our **Stress Response System and Stress Continuum**.



- He describes a bell curve and how stress is important in our lives: it can motivate us and helps us be goal-directed.
- Everyone has a midline or “Tolerance Line” and a “Tolerance Window” up to which we can manage stress relatively well.
- When we are on the **left side of the bell curve, we can do our best work there**.
 - This is Mild to Moderate stress and is positive and generative.
- When we move to the **right side of the bell curve** (outside our tolerance window), with Moderate to High stress, we **feel overloaded and exhausted**.
 - We are not able to remain in this area for any length of time.
 - This is toxic and degenerative stress, and we are not able to function well when we are here.
 - This is where **self-preservation happens: flight, fight, freeze**.

- **It is just about impossible to provide regulation to others if you are not on the left side of the bell curve.**
- As it is likely that some of us may still be struggling with our own experiences during this pandemic, we might find ourselves on the right side of the bell curve, outside our own windows of stress tolerance. It wouldn't be unexpected, and we recognize this.
- It will be good to frequently take your “emotional pulse” to know which side of the bell curve you are on, and determine if you are in a space to be able to effectively support student needs at that moment.
- And if you are not in a good space, it's okay to ask someone else for help.
- If your stress level is high, you can actually cause a child to escalate without intending to, and cause damage to your relationship with that child.
- We want to help avoid that if we can. We are all here to support each other and recognize that we may all need help sometimes.

STUDENT SOCIAL-EMOTIONAL HEALTH:

This section will largely focus on the social-emotional health of our children: what they might **present like when they return and how we can best respond to and support them when they are struggling.** Many of them will be coming back to us having experienced significant stress and social isolation. There will be **some regression in their ability to manage their emotions and big behavior.** And we will need to be prepared to help them with all of the changes that have already happened and the changes that they will experience returning to our campus.

Our students are going to return to us having experienced the same world-wide event that the rest of us have, and most of them will return with some level of increased stress—whether from the Pandemic, changes in their routine and loss of social connectedness or from increased stressors at home. And **with increased stress, usually comes changes in behavior.**

- Some will be more vulnerable and withdrawn.
- Some may be more guarded and angry; possibly angry at us, feeling betrayed that we did not keep them safe.
- It would be important to recognize that we will likely see regressive behavior in some of our students, like bedwetting or clinginess.
- We may see behaviors that are socially normative in their home environment, but are not social norms here (yelling, swearing or hitting), and recognize that those behaviors may take some time to become extinguished.

Using that same bell curve described above, our children **may exhibit some signs of misbehavior when they are on the left side of the bell curve.**

- This may be infrequent, but still unexpected behavior for them.
- Their window of tolerance for stressful situations may have changed while they have been away.

- Once back to their baseline, they will be able to explain their actions in a reasonably linear fashion that mostly makes sense, including what motivated the behavior.
- When students are on the right side of the bell curve, we will likely see chronic acting out of the same behaviors.
 - They will struggle to explain their actions (deny, lie, blame, minimize), they may be difficult to soothe and they are not able to respond well to traditional discipline.
 - This is more a sign of chronic/toxic stress, and not “attention seeking” but “connection seeking”.
 - When a student is on the right side of the bell curve, they are not able to hear your words, and will often distort or misunderstand what you say, so “less is better” in these situations.
- We have already seen these types of responses in our students and will likely see more.

There is some good news here as well. Great news, actually! And it is that **Resilience for all of us is Relational**. Our quality of life is dependent upon the quality of our relationships. And **Kurn Hattin is all about building relationships and social connectedness with our students**. So just doing what we already do, is going to help our students heal. And ourselves. Below is a suggested breakdown by our PBiS Tier system of the overall protocols that we are going to take with our students when they return. This is not an exhaustive list, but a baseline to start from. We may find that we need to add more innovative, outside-the-box ideas in order to fully meet the needs of our students, and we are open to suggestions.

TIER 1: The other **good news is that 70% of our students will recover from this pandemic in a resilient way**. They will be comforted by the Universal supports that we utilize in Tier 1: structure, routine, rituals and social connectedness and may settle in within days to weeks. We will achieve this by:

- Being **clear on our expectations**: visual schedules, reminder strips, 1 to 2 directives at time
- Providing **frequent, repetitive re-norming** (walking feet, inside voices) and frontloading of expected behaviors in order to reorient our students back into our environment.
- Giving students **permission to feel their feelings** and losses related to this crisis.
- **Being mindful that the use of masks** (by you or by students) may be anxiety-provoking for students.
 - Not being able to read facial expressions, may be disorienting for students and they may misinterpret information more easily.
 - Make sure to enunciate, make eye contact, and check for comprehension.
- **Building connection through the use of circles, check-ins, cottage meetings: giving children voice, choice and involvement** allows them to be more bought into our program which will increase their adjustment to expectations.
 - Simply having a space to **feel heard and respected** by adults and peers goes a long way to feeling socially connected.
- In the first days to weeks, complete these circles/check-ins with elementary aged-students every two hours.

- This is especially important to do with students who are more at-risk to high stress responses. These can be from 10 minutes to 30 minutes as appropriate, and can be fun and simple:
 - “Ok everyone, let’s circle up and see what our bodies are telling us!” and have everyone go around and describe (or show with physical movement of body or hands) what they are feeling inside their bodies (energy, need to move, pain, etc.).
- This will help get students better attuned to their bodies and what is happening inside them and could possibly avert any big responses.
- All emotions start in the body, so this is an essential skill for them to learn.
- If you notice that they have some big energy and emotions, this may be a time to have them at your side to help them regulate or seek support from a counselor.
- **Weekly counseling groups** for all children for the first 2-3 weeks.
- **Individual counseling sessions** for each child (to include a social-emotional evaluation).
- **Children will need to know that you are in charge**, so if you don’t quite feel like you are in charge, then don’t discuss anything that you aren’t ready to.
- **It’s important to stick to the facts** and not give false hope or platitudes. Instead, you can **use Emotional and Relational Transparency**, and share your feelings with the students in an interactive, age-appropriate way.
 - For younger students you might say, “I feel confused and worried, but I know we are doing all we can to keep everyone safe ”.
 - For older students you might give a little more detail, “I’m very worried about all of the changes and what it will all mean for us, but I know that we will all be okay even with all of the changes. We’ll adjust”.
- Students will have questions for us that we may not know the answers to. **It is alright to admit that you do not have all of the answers**, especially if nobody does. If you need support in answering questions, please see a supervisor for assistance.
- **Provide movement every couple of hours.**
- **Allow students to eat regularly (snacks).**

TIER 2: 20 % of our students won’t be able to be resilient without additional supports from us. These students are likely ones who already had challenging behaviors in our program, including frequent office referrals, before we shut down and will likely still struggle when they return. These would be supports that we typically offer at Tier 2 and might include:

- **Targeted** counseling groups.
- Assessing for Relational Poverty and **identifying students who need social connectedness** and building a plan for them around this.
- **Check-in, Check-Out Plan (CICO).**
- Functional Behavioral Assessment (**FBA**) and **Behavior Support Plan.**

TIER 3: 10 % of our students may not be able to be resilient even with support and may struggle for a long time. We do not have the resources to support students at the Tier 3 level

and may need to work with outside services to get these students the support that they need to be healthy and successful.

The link below is to a PDF about **The Emotional Impact of Disaster on Children and Families** and provides some good information on how to support children through a crisis situation. In the Appendix, you will find a List of Behaviors and Suggested Responses that would be helpful to review as our students may exhibit many of these behaviors.

https://www.aap.org/en-us/Documents/disasters_dpac_PEDsModule9.pdf

REFRAMING TO MAINTAIN CONNECTEDNESS:

An additional tool that may help us from feeling overwhelmed and keep us empathetic and connected to students who are really struggling is to **reframe their behavior**. We can often get caught in labeling children's behavior, which is not unusual as we do this for communicating our concerns or for tracking behaviors. The down side to this is that it can keep us from seeing the whole picture and can affect our ability to relate to a student, which can negatively impact our relationship with them. **Recognize that they are likely putting up a shield to protect themselves and keeping their true, vulnerable-self hidden because they aren't feeling safe at that moment. Instead, try and focus on the drivers of their behavior, not the behavior itself.** Examples of this would be:

- When we might describe student behavior as "Avoidant", instead reframe as: the student is aware of what their capacities are at that moment.
- When we might describe student behavior as "Resistant or Defiant", instead reframe as: the student is strong-willed and determined.
- When we might describe student behavior as "Unmotivated or Lazy", instead reframe as: cautious and aware when they know they can't do something.
- If they don't respond well to traditional approaches, then we would use validation and empathy in that moment and give consequences after they have calmed down.
 - An empathetic response in that moment would focus on validating the feeling, not the behavior:
 - "I don't like how you're talking to me, but I really admire the way that you are protecting yourself.
 - I bet you've got a really good reason for protecting yourself", or "I don't like your behavior, but I admire how you're protecting yourself.
 - You stick with me and I'll teach you how to protect yourself without defiance".
 - This helps us maintain our connectedness with the student, while role modeling a healthy response regarding their unexpected behavior. And building and preserving relationships with our students is ultimately what our program is about and is what will help our students heal.

Resource list:

Taking care of kid's mental health: [Taking care of kids' mental health](#)

From NESCA: [The Uncertainty, Stress and Anxiety About What School Will Look Like](#) and [Behavior Happens! But Does It Have To?](#)

CDC: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

Help kids cope with stress: [Kids Regressing? Help Them Cope With Stress During Coronavirus](#)

Child Mind Institute:
<https://childmind.org/wethriveinside/>

20 Tips to help de-escalate with anxious/defiant students: [20 de-escalation tips](#)

Emotional Health for Kids with LD's from childmind.org: [Emotional health for kids with LD's](#)

Free resources from calm.com [Let's meet this moment together](#)

Lynn Lyons: [understanding anxiety](#)

Self care tips for parents and caregivers: [Self-Care tips](#)

Power of positive attention: [Positive attention](#)

Supporting teenagers during COVID-19: [supporting teens](#)

Staying emotionally healthy: [tips for emotional health](#)

Simple tips for taking care of social and emotional health: [Tips from Understood.org](#)

From NESCA: [Resiliency from NESCA](#)

Using Mindfulness: [Mindfulness](#)

VTPBIS: <https://www.pbisvermont.org/>