



Guardians Drum and Bugle Corps

Physical Safety Guidelines

Last Update: 3/26/2021

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Overview: Guardians Drum and Bugle Corps has established a series of protocols, guidelines and policies to deal with physical safety in all aspects of our life on the road and in rehearsal. This document is subject to change at any time as is necessary to keep all directives compliant with local, state, and federal guidelines. This is also the case for the addition of any new guidelines/situations and the editing or deletion of outdated guidelines/policies. It is our pledge from the Guardians organization to keep an updated version of this document and publicly available, and it is the requested duty of all participating parties to familiarize themselves with any current and future versions of the document that are provided publicly by the organization. Please review the following protocols:

A. Concussion Protocol:

- a. *Recognition and diagnosis of concussion.*** All student-athletes who are experiencing signs, symptoms, or behaviors consistent with a sport-related concussion, at rest or with exertion, must be removed from practice or competition and referred to an athletic trainer or team physician with experience in concussion management. A student-athlete's health care provider experienced in the diagnosis and management of concussion should conduct and document serial clinical evaluation inclusive of symptom inventory and evaluation of cognition and balance. A student-athlete diagnosed with a sport-related concussion should not be allowed to return-to-play in the current game or practice and should be withheld from athletic activity for the remainder of the day. Disposition decisions for more serious injuries such as cervical spine trauma, skull fracture, or intracranial bleed, should be made at the time of presentation.
- b. *Post-concussion management.*** The foundation of sport-related concussion management is initial physical and relative cognitive rest as part of an individualized treatment plan. Initial management of

sport-related concussion is based on individual serial clinical assessments, taking concussion history, modifying factors, and specific needs of the student-athlete into consideration. Such management includes, but is not limited to:

- i. ***Clinical evaluation at the time of injury.*** When the rapid assessment of concussion is necessary (e.g., during competition), symptom assessment, physical and neurological exam, and balance exam should be performed. Brief concussion evaluation tools such as the Standardized Concussion Assessment Tool 3, also known as SCAT3, which includes the Standardized Assessment of Concussion, provide standardized methods and can be compared to a baseline evaluation.
- ii. ***Assessment for head and cervical spine injury*** at the time of injury and implementation of the emergency action plan, as warranted.
- iii. ***Transportation to the nearest hospital*** if any of the following signs and symptoms are present: Glasgow Coma Score less than 13; a prolonged period of loss of consciousness (longer than one minute); focal neurological deficit; repetitive emesis; persistently diminished or worsening mental status or other neurological signs or symptoms; and potential spine injury.
- iv. ***Serial evaluation and monitoring for deterioration following injury.*** Upon discharge from medical care, both oral and written instructions for home care should be given to the student-athlete and to a responsible adult (e.g., parent or roommate) who should continue to monitor and supervise the student-athlete during the acute phase of sport-related concussion.

c. *Return to Activity*

- i. Sport-related concussion is a challenging injury for student-athletes and, unlike other injuries, the timeline for return to full activity (including return-to-play and return-to-learn) is often difficult to

project. The psychological response to injury is also unpredictable. Sometimes, student-athletes who are kept out of their sport for a prolonged period of time experience emotional distress related to being unable to participate in sport. It is important that health care providers remain alert to the signs and symptoms of depression and other emotional responses to injury that can be particularly challenging following concussive injury. A student-athlete's health care providers should verify the diagnosis instead of assuming that the student-athlete has prolonged concussion symptoms. These symptoms may represent post-concussion syndrome, sleep dysfunction, migraine or other headache disorders, or co-morbid mood disorders such as anxiety and depression. Passive management, such as prolonged physical and cognitive rest, may be counter-productive in these scenarios.

d. *Active, Targeted Treatment for Concussion*

- i. Although initial treatment for concussion typically involves prescribed physical and cognitive rest, there is emerging evidence that active, targeted approaches for treating concussion may be more effective for certain patients. Prolonged rest may even lead to adverse effects, including social isolation, anxiety, low self-esteem, physical deconditioning, and academic difficulties. Given potential adverse effects from prolonged rest, coupled with the diverse symptoms and impairments in the function that may result from a concussion, treatment options may potentially include more active, targeted directed approaches in athletes that have specific symptoms and impairment. Specifically, some researchers have advocated for matching targeted treatments to an athlete's concussion clinical profiles (i.e., symptoms, impairment) such as vestibular, oculomotor, cognitive, fatigue, migraine, cervicogenic, and anxiety/mood.

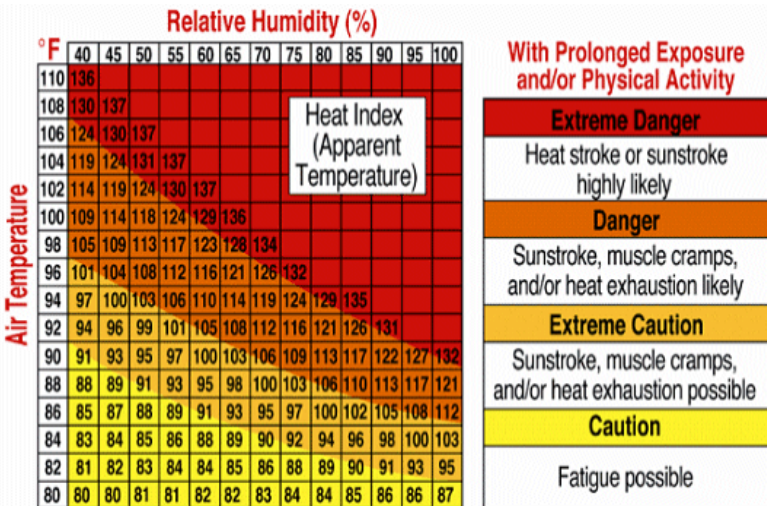
B. Heat index Protocol

a. Guidelines and Recommendations for Practicing During Periods of Heat Stress:

- i. It is recommended that athletes weigh themselves prior to and immediately following practices.
- ii. Athletes losing 3% of their body weight or greater during practice may not return to practice until they are properly rehydrated. Scales will be in the Athletic Training Room and weight room with team weight sheets.
- iii. During periods of heat stress, a member of the sports medicine personnel or staff will record a Wet Bulb Globe (WBG).
- iv. Thermometer (WBGT) reading before practice on days when it is felt that heat-related illness could be at a higher risk and the following protocol is recommended for making decisions concerning activity during periods of heat stress using the Wet Bulb Globe Thermometer.
- v. Individuals identified as being prone to heat stress will be treated on an individual basis to reduce heat stress.
- vi. In general:
 1. WBGT <80 Allow fluids as needed. No break in activity*
 2. WBGT 80-84 Frequent hydration of athletes and scheduled 5min. break every 25-30 minutes of activity*
 3. WBGT 85-88 Frequent hydration. 5min. break every 15-20 minutes of activity. *
 4. WBGT 88-90 Continued hydration. 5 min. breaks every 10-15 minutes. * Modify practice, as necessary (time, equipment, drills). Consider changing practice time.
 5. WBGT 90+** Change practice time or move to the indoor facility.

6. * Individuals prone to heat stress may be given more frequent or extended breaks to replace fluids and cool down body temperature.
 7. **If WBGT 90+ are anticipated the day of practice or game the Sports Medicine team and the Athletic Department will work together to notify coaches of any apparent dangers and alterations that will be made to the schedule or location.
- vii. Student-athletes who experience heat illness/cramping during/following a practice session, or student-athletes who lose more than 3% of their body weight must have their body weight within 2% of pre-practice weight from the previous practice.
1. At the discretion of the Head Athletic Trainer, selected student-athletes with heat-related issues may be expected to meet the rehydration criteria as well as have weigh-ins become mandatory during their season and be cleared before a contest or practice in order to be eligible to participate.

Heat Index Chart



The Heat Index Chart is calculated with a shade temperature and light wind of 5.8 mph. Direct sun light can add 15 degrees to the Heat Index. The Wet Bulb Globe Temperature is measured using three different thermometers: (1) A standard dry bulb thermometer (Dry Bulb Temperature; DB); (2) a standard dry bulb thermometer whose bulb is wrapped in a cotton sleeve, the bottom of the sleeve lying in a pool of water, so that the cotton sleeve will always be wet, allowing continuous evaporative cooling of the thermometer's bulb, simulating the evaporation of sweat (Wet Bulb Temperature; WB); and (3) a standard dry bulb thermometer whose bulb is black to allow measurement of the effects of sunshine and other radiant heat (Black Globe Temperature; GT). These three temperatures are integrated as follows:
 $WBGT = 0.7 WB + 0.2 GT + 0.1 DBT$
 WBGT temperature is very similar to the Heat Index (see chart above) but can vary due to intensity of the sun. WBGT temperatures feel similar to the color ranges in the Heat Index Chart. WBGT temperature of 80 to 84 yellow, 85 to 88 tan, 88-90 orange, and 90+ red.

c. Hydration Protocol

Water makes up approximately 70% of muscle and 55-65% of total body weight. It also composes the main component of blood for distributing oxygen, nutrients, and disposing of waste products...i.e. body heat and sweat. Athletes require more fluids and fluid replacement than non-athletes.

- a. *Maintaining Fluid Balance:* Drink **water** and/or sports drinks such as Powerade or Gatorade. Be sure to drink enough fluids daily to support daily and athletic activities. Fluids are lost through sweat, expired air, and excreted urine.
- b. *Sweating:* Sweat is primarily water containing essential minerals (electrolytes) such as sodium, potassium, and chloride. Sweating is very important, but if an athlete does not replace fluids lost through sweating, this can lead to dehydration and heat illness.

Hydrate BEFORE, DURING, AND AFTER physical activity! This can and will improve athletic performance. **NEVER** restrict proper fluid intake!

c. Daily Hydration Plan:

- i. The more calories you burn, the more fluids you need.
- ii. The average person should drink **8** cups of water per day. **1 cup = 8 ounces.**
- iii. Athletes require **12-14** cups per day.

d. Exercise Guideline for Hydration

- i. *Before Exercise:*
 - 1. Drink 1-2 cups (8-16oz.) of good fluid (i.e. water or sports drink) two hours prior to exercise.
 - 2. Drink ½-1 cup (4-8oz) of good fluid every 15-20 min. before exercise.

3. Drink $\frac{1}{2}$ -1cup (4-8oz) of good fluid immediately prior to exercise.
- ii. *During Exercise:*
 1. Drink $\frac{1}{2}$ -1 (4-8oz) cup of fluid every 15-20 minutes during exercise.
 2. Adapt drinking while you exercise to get accommodated to having fluids in your stomach while training and then while competing. You'll adapt. The fuller your stomach is with fluid, the quicker it will empty and get into your body to hydrate it, therefore improving athletic performance.
 - iii. *After Exercise:*
 1. You must replace lost fluids. Drink 2-2 $\frac{1}{2}$ cups (16-20oz) for every pound lost during exercise. If greater than 1 lb. lost as a result of activity, fluids were not replaced adequately.

D. Emergency Response Plan(s):

a. Assault on Child or Staff:

- i. Contact the current supervisor on duty.
- ii. Secure the area.
- iii. Render First Aid.
- iv. Contact the police (and EMS, if needed).
- v. Staff member will stay with the victim until police, family or others arrive.
- vi. Document incident

b. Blood-Borne Pathogen Exposure:

- i. If your eyes are splattered with blood or body fluids, flush immediately with water for at least five minutes. It is best to rinse under clean running water.

- ii. If blood or any body fluids get into your mouth, rinse your mouth with 50/50 mix of hydrogen peroxide and water, and rinse with plain water.
- iii. For incidents involving both eyes and mouth, report to your health care provider or medical authority immediately for follow-up treatment and care.
- iv. If you get a needle stick or puncture wound, the wound should be milked to induce bleeding.
- v. Wash the area thoroughly with soap and water.
- vi. For any bite, scratch, or lesion that may have had blood or body fluid exposure, do the following:
 - 1. Wash the area thoroughly with soap and water, or pour a small amount of hydrogen peroxide on the wound. (Hydrogen peroxide is known to destroy HIV and other viruses within seconds.)
 - 2. Cover the wound with a sterile dressing.
- vii. Ensure the spill is removed with proper procedures and universal precautions in place.
- viii. Seek medical attention for future action.
- ix. Contact supervisor.
- x. Document incident.

c. Bomb Threats:

- i. Note as much detail concerning the call as possible including gender, accent, age, emotion, background noise, and details of the threat.

- ii. Immediately notify the supervisor on duty.
- iii. Contact the police; follow their instructions; they are now in charge.
- iv. Ensure that all members, participants, and staff are safe.
- v. Follow evacuation procedures if directed to do so by police.
- vi. Document incident

d. **Building and Site Evacuation:**

- i. Evacuation should be initiated by the supervisor on duty or authorities when risks warrant evacuation - refer to posted diagrams for exits.
- ii. Contact EMS and/or police.
- iii. Notify admin staff to assist with field, gathering/living areas, other staff, and other priority areas.
- iv. Notify all people to leave the building by the PA system.
- v. Be calm and avoid panic and a surge at the exits - provide any assistance required to elderly people, people with small children, people with disabilities, students with emotional or learning disabilities etc.
- vi. Check restrooms and locker areas to make sure everyone is out.
- vii. Stand by exits to make sure no one re-enters
- viii. Secure doors and assemble at a specific, safe location outside.
- ix. Follow the instructions and directions of the police.
- x. Document incident.

e. Disorderly Persons:

i. There are many different situations that may occur which could cause staff and patrons discomfort because of the improper actions of others. These actions may or may not be illegal, but if they are inconsistent with the organization's values or procedures, they should not be tolerated. In the event a staff person encounters an irate or disruptive person, staff should:

1. Remain as calm as possible.
2. Remember that their personal safety and that of other staff or patrons is a priority.
3. Activate the emergency plan and ask for assistance – contact the police if needed.
4. Attempt to diffuse the situation by listening and engaging the person in conversation, using active listening techniques.
5. Ask the person to leave if appropriate.
6. Document the incident
7. Report the incident to the supervisor on duty. Behavioral expectations for patrons and staff should be communicated through a code of conduct and through posted rules within the facility. Staff should be trained in conflict resolution and workplace violence prevention so they are able to identify potentially bad situations before they explode and deal with people without escalating their distress.

f. Earthquake:

- i. Instruct all occupants to “drop, cover and hold and remain that way until the earth stops moving.
- ii. Stay away from windows, bookcases, and filing cabinets.

- iii. Hold onto the item you are using as a cover, if it moves, move with it.
- iv. If no items are available for cover, crouch by a load-bearing wall and cover your head with your arms.
- v. Clear Rehearsals.
- vi. Check on the health and safety of all occupants after the threat has passed.
- vii. Check utilities for disruption/damage (gas, water, sewer).
- viii. Contact EMS before any evacuation of the facility if damage has occurred.
- ix. Document incident Outdoors
- x. Drop, cover and hold," keeping away from glass, bricks, and power lines.
- xi. If near a building and there is no safer location, take cover in the doorway.

g. Lightning and Electrical Storm Indoors:

- i. Clear field areas evacuate personnel to indoor facility and secure doors.
- ii. Clear all wet areas including showers and changing rooms.
- iii. Turn off computers.
- iv. Avoid the use of landline phones.
- v. Encourage all members, guests and staff to stay indoors away from windows and doors.
- vi. Wait 30 minutes

h. Lightning and Electrical Storm Outdoors

- i.** Immediately seek shelter.
- ii.** If shelter is not available, use a vehicle (car, van or bus) for shelter.
- iii.** Avoid open areas or lone tall objects.
- iv.** Suspend all water activities.
- v.** Wait 30 minutes before beginning the activity

i. Fire Alarm/Emergency:

- i.** *If smoke or fire is seen:*
 - 1. Activate fire alarm if not sounding.
 - 2. Evacuate everyone in the facility, including staff; drop and crawl to avoid smoke and close doors behind you.
 - 3. Call 911 from outside the building.
 - 4. Staff in charge of youth should take attendance
- ii.** *If no smoke or fire is seen:*
 - 1. Follow the steps above and:
 - 2. If safe to do so, search the building for anyone missing.
 - 3. Supervisor on duty will check areas of concern and use a fire extinguisher if safe to do so.
 - 4. Follow Site Evacuation procedure if appropriate.
 - 5. Communicate with EMS.
 - 6. Document incident

j. Intruders:

- i. Unfamiliar persons on the camp property may range from someone lost and looking for directions to a person with the intent to do harm to persons or property. Some judgments must be made on the part of the staff. Be observant as to the make, model, and license number of the car. Persons should be questioned to ascertain who they are and why they are here. Do not antagonize the intruder. Be polite, give assistance if possible, refer the person to the camp office, or ask them to leave. Observe that the person leaves the site.
- ii. If the appearance of the unfamiliar person makes you uncomfortable, approach another staff member. Someone should stay with the campers away from the situation.
- iii. If the person seems threatening in any way, do not approach or take any chances. Remove yourselves and the campers from the area, notify the camp office and observe the whereabouts of the person.
- iv. If you see or suspect an intruder in camp at night, immediately and quietly notify the other staff members and the camp office. Check all camper sleeping areas with a headcount. In order to prevent false alarms and unnecessary fright, all camp personnel will carry flashlights and identify themselves when walking in the camp at night.
- v. Teach the campers to come quietly and tell you if they see an unfamiliar person on the property. If a member of the organization encounters an unfamiliar person, real or imagined, never tell the member that “it really wasn’t anything,” “there is no need to be afraid,” or “it was just your imagination.” Members need to be

allowed to experience their fear, to know that it is okay to be afraid, and to talk about their experience.

- vi. Notify the camp director immediately of any intruders.
- vii. Complete an incident report and any other reports requested.

k. Kidnapping:

- i. When a member of the organization has been kidnapped or removed from a program without authorization, staff should respond by:
 1. Activating the emergency plan and notifying other staff.
 2. Securing the facility.
 3. Notify the supervisor on duty.
 4. Taking attendance for all youth and initiating search teams of staff.
 5. Notify the Police Department and provide the following info: person's name and age, physical and clothing description of the person, including any distinguishing marks such as birthmarks, and time and location the person was last seen.
 6. Notify local Child Care authority if applicable.
 7. Document incident

l. Lockdown:

- i. *When to activate a Lockdown?*
 1. When notified to do so by local police or government.
 2. When an armed person (gun/weapon) is identified in the facility or on the grounds.
 3. The sound of a discharged firearm is heard.

4. A person has been identified as missing.

ii. *Who activates a Lockdown?*

1. The Executive Director or their designee may activate a Lockdown when an appropriate (see above) emergency is evident.
2. Any immediate life-threatening situation must be reported immediately.
3. Anyone observing or suspecting a dangerous situation must immediately notify Executive Director or their designee.
4. The Executive Director or their designee will immediately notify the Police upon activation of a Lockdown Prior to an emergency:
 - a. Review lockdown and evacuation procedures with staff, patrons, youth and parents. Clearly communicate how parents should respond to the emergency and how their children will be protected.
 - b. Identify communication strategies for notifying police, fire, health officials, staff, patrons, and parents. These may include radio, landlines, cell phones, text messages, email, and other means. Secondary means for communications should be identified in the event the primary communication method is not available. Prepare phone and other communication lists.
 - c. Identify meeting room - select an internal room, preferably one without windows for those in the facility to assemble.

iii. *During an emergency:*

1. Activate Lockdown.
2. Notify all concerned.
3. Staff account for all members, staff, and volunteers.
4. Secure facility, post signage.
5. Move to the meeting place/room.
6. Wait for further instructions and/or until Lockdown is cleared.

m. **Missing or Fleeing Student-Member:**

- i. When a “Student-Member” is missing or suspected of fleeing a program, staff should respond by:
 1. Activating the emergency plan and notifying other staff.
 2. Securing the facility.
 3. Notify the supervisor on duty.
 4. Taking attendance for all youth and initiating search teams of staff.
 5. Notify the Police Department (number).
 6. Notify the person’s parents/family/emergency contact.
 7. Notify local Child Care authority if applicable.
 8. Document incident

n. **Power Outage:**

- i. Emergency lighting will be activated and flashlights are located with First Aid kits.
- ii. Call 911 if concerned about a fire or safety hazard.

- iii. Clear Fields(at night), gymnasiums, and fitness centers.
 - iv. Supervisor on duty will contact the property manager if needed.
 - v. Evacuate and secure the facility if power has not returned after 30 minutes.
 - vi. Document incident
- o. Shelter in Place (see also Lockdowns):**
- i. Plans for reaction to the atmospheric or environmental release of a chemical, biological, or other hazardous materials should include a Shelter in Place procedure. In these situations, it may be necessary to seek shelter at a designated location and seal the premises when notified by authorities.
 - ii. *When to activate Shelter in Place procedures?*
 - 1. When notified to do so by local police or government.
 - 2. When notified through radio, television or other emergency communication system.
 - 3. When a hazardous chemical has been released.
 - iii. *During an emergency:*
 - 1. Activate Shelter in Place procedures.
 - 2. Notify all concerned.
 - 3. Staff account for all student-members, staff, and occupants.
 - 4. Secure facility, post signage.
 - 5. Deactivate air handling system(s).
 - 6. Forward calls to the meeting room phone.
 - 7. Move to a meeting place/room.

8. Seal room.
 9. Wait for further instructions.
- iv. Local officials are the best source of information; following their instructions during and after emergencies is the safest choice. Shelter in Place instructions are usually provided for durations of a few hours.
- p. **Site Evacuation or Living Space Evacuation:**
- i. Staff should bring the following items to the alternate sites:
 1. member/staff rosters and visitor/volunteer sign-in sheets.
 2. student emergency and medical information/supplies.
 3. cell phone, if available.
 - ii. Student-members will be taken to the alternate site location by walking, vans, or the safest means possible.
 - iii. Once at the alternate site location, take attendance again. Teachers must remain with their group of members until the student-members are picked up by parents or emergency contacts.
 - iv. Director will continue to communicate with parents and coordinate the pick-up of student-members.
 - v. Director will report the incident to the licensor.
 - vi. Director will complete a written incident report.
- q. **Suspicious Mail or Package:**
- i. Do not touch, smell, or taste unknown substances.
 - ii. Cover substance with paper, trash can, clothes, or other material.
 - iii. Evacuate and seal off the room.
 - iv. Wash hands thoroughly.

- v. Notify the supervisor on duty.
- vi. Mark the room as “Dangerous.”
- vii. Contact the police.
- viii. Make a list of anyone present in the room at the incident to provide to police.
- ix. Document incident

r. **Tornado Planning:**

Tornadoes are incredibly violent local storms that extend to the ground with whirling winds that can reach 300 mph. Powerful thunderstorms can generate tornadoes that uproot trees and buildings in a matter of seconds. Tornadoes can occur in any state but occur more frequently in the Midwest, Southeast and Southwest. They usually occur with little or no warning.

When planning emergencies such as tornadoes your organization should consult your state emergency management office, licensing agency, and local EMS. Most areas have a tornado warning system in place that monitored with NOAA Weather Radio. The system will use two alert designations; Tornado Watch and Tornado Warning.

A Tornado Watch means tornadoes are likely and organizations, staff, and participants should be ready to take shelter. A Tornado Warning means that a tornado has been sighted in the area or is indicated by radar. Staff and participants should take shelter immediately.

Tornado procedures should also include methods to inform personnel when tornado warnings are posted, reviewing facilities to designate tornado shelter areas, and other preparations. The Federal Emergency Management Administration (FEMA) has a planning guide that can assist you with planning for weather emergencies.

<https://www.fema.gov/>

- General Operator: (202) 646-2500
- Mailing Address:
Federal Emergency Management Agency
500 C Street S.W.
Washington, D.C. 20472

E. COVID-19 Policy

a. Camp Check-in

- i. Students will text confirm arrival, and upon being hailed (via text), proceed to the specified camp check-in location(s). This will help control contact during this process.
- ii. Students must have all required paperwork, signed agreements, and any required testing/medical results (note: testing is no longer required for day camps).

1. COVID-19 Suggested Test Options:

- a. PCR tests - (to be taken 48-108 hours prior to camp.) They detect the genetic information of the virus, the RNA. That's only possible if the virus is there and someone is actively infected." PCR tests are used to directly detect the presence of an antigen, rather than the presence of the body's immune response, or antibodies. By detecting viral RNA, which will be present in the body before antibodies form or symptoms of the disease are present, the tests can tell whether or not someone has the virus very early on.
 - b. Rapid/Antigen Testing - (Administered once 1-2 days prior to the camp.)
 - i. Vivalytic consists of an analyzer device and matching test cartridges. There are biological components in each of the cartridges that are used to prove whether a sample contains SARS-CoV-2 or nine other respiratory viruses. This eliminates the need for further tests if a patient doesn't have Covid-19, but is presenting with one of the nine other infections.
2. COVID-19 Policy Agreement
 3. Pre-camp Quarantine Agreement
 4. Paid Camp Fee
 5. Signed Media Release
 6. Signed Liability Agreement
- iii. Surfaces at camp check-in stations will be disinfected after each check-in.

- iv. Writing utensils at check-in to be separated once used, and disinfected.
- v. Students will be given one temperature check immediately at the check-in station and another test before gaining entry.
- vi. Students will place their belongings (backpacks, purses, instrument cases etc.) along a designated wall, in a designated spot ensuring that no two students' belongings make contact.
- vii. Note: testing is no longer required, but is still recommended.

b. FACILITATING INSTRUCTION

- i. Guardians provided face coverings must be worn at all times when not playing, eating, or drinking.
 - 1. We do not honor mask exceptions at this time. We ask anyone who does not believe they can wear a mask during attendance of an in-person Guardians event to consider utilizing the virtual camp offering instead.
 - 2. Our provided masks will never be less than 2-Ply, include an adjustable nose bridge, and are big enough to be worn over the nose, mouth, and chin area at the same time.
- ii. Students and staff not wearing face coverings may not enter a rehearsal room/area while instruction is taking place.
- iii. Face coverings must be worn when entering the classroom or rehearsal rooms, as well as when students are actively dancing, acting, playing instruments, etc.
- iv. The staff should take all measures to maintain a safe social distance at all times while delivering instruction.
 - 1. Staff will place tape on the floor of rehearsal spaces to provide properly distanced spots for each student to occupy.
 - 2. Students may not share stands or any other rehearsal materials.
- v. In the event that outdoor rehearsal spaces are unusable, rehearsals will take place(with priority to the largest groups) in the largest of open facilities.
- vi. *Refusal or non-compliance with these rules will result in removal from the camp, at the discretion of the on-site administrative staff.*

c. WATER BREAK/DISMISSAL

- i. The instructors and staff will facilitate a staggered breaks/dismissal, ensuring that students exit the rehearsal space at a safe social distance from their peers. (Releasing by section or in waves.)
- ii. The instructors and staff will arrange water bottles and belongings during rehearsal at convenient intervals.
- iii. During rehearsal changes, the appropriate personnel will administer campus procedures for sanitization.

d. INDOOR LAYOUT

- i. Student chairs/stands/waterbottles/backpacks/etc. must be positioned at a safe social distance to the extent possible. Masks must be worn and bell covers must be worn on all wind instruments when playing indoors and/or outdoors. When working on drill formations students need to keep a safe social distance to the extent possible.
- ii. Breathing exercises can only be done while students wear non-slit masks.

e. LOCKER ROOM

- i. Locker rooms may be accessible for students to change into required clothing for classes/practice/rehearsals.
- ii. To allow for proper social distancing, the staff should limit the number of students permitted to enter the locker room at one time.
- iii. Locker rooms will need to be equipped with readily available hand sanitizer, soap, and water. - All high-touch locker room areas should be regularly and frequently cleaned and disinfected such as doorknobs, tables, chairs, lockers, and restrooms.
- iv. Any equipment that will be kept in student lockers and/or in these areas should be thoroughly cleaned and disinfected each day prior to new students accessing these areas.
- v. Staff and students must wear face coverings while inside locker rooms at all times unless actively using the shower facilities.

f. CLEANING & DISINFECTING SOUND BOARDS

1. How to Clean Your Equipment's Work Surface

- a. Unplug and/or disconnect power to the equipment.
- b. Use compressed air to clear away dust.
- c. Using a dry microfiber towel or cloth, gently wipe away any remaining dust. - If your equipment has built-in touch screens, they can usually be buffed clean with a dry, microfiber towel or cloth. If attacking stubborn, stuck on material, try LIGHTLY dampening the towel with a little water (preferably distilled).

2. How to Disinfect Your Equipment's Work Surface

- a. We highly recommend washing your hands and/or using hand sanitizer before and after touching shared equipment.
- b. To wipe down your equipment, the best option is to use 70% isopropyl alcohol on a cloth or a wipe and gently wipe down the hard, non-porous surfaces. Please avoid any porous surfaces and limit the wipe down to surfaces touched.
- c. Please be gentle, allow the 70% isopropyl alcohol to do the work, and do not scrub. It is imperative that you do not pour or spray any liquids on or near your board.

g. MUSIC AND SUPPLIES

- i. Music and instruments should be stored together. Any music distributed should be placed in the rehearsal spot prior to the start of class. If that is not possible, staff will use a designated area such as a table or shelf.
- ii. Students should not have to leave their seats to retrieve materials and supplies once the rehearsal has begun.
- iii. Extra materials or music to be used in class should be taken out and tabled in a specified area. Upon request, the teacher will retrieve extra supplies or music and place them in the designated area to avoid hand-to-hand contact. The student may then access them.
- iv. Students may not share any materials.

h. COVID-19 AND INSTRUMENT CLEANING

- i. The National Association for Music Education (NAfME) recommends the following guidelines for handling musical instruments during the COVID-19 pandemic. These guidelines are designed for use by music educators. Educators may use these guidelines when teaching students and parents how to clean instruments.
- ii. The CDC suggests the COVID-19 virus can remain on the following instrument surfaces for the stated amount of time:
 1. Brass – Up to 5 Days
 2. Wood – Up to 4 Days
 3. Plastic – Up to 3 Days
 4. Strings – Up to 3 Days
 5. Cork – Up to 2 Days
- iii. The CDC recommends general cleaning techniques for instruments that have not been used or handled outside of the above timelines. Essentially, if students are picking up instruments for the first time since school has been closed, those instruments will not need more than general cleaning as stated below.
- iv. If distributing instruments for the first time since schools have closed, it is recommended, out of an abundance of caution, that all cases be sprayed with an aerosol disinfectant.

i. INSTRUMENT HYGIENE (DBC & Winds)

- i. Considerations and recommendations for standard operating procedures regarding instruments are as follows:
 1. All students should have their own instrument.
 2. All students should have their own mouthpiece.
 3. All students using reed instruments **MUST** have their own individual reeds. Reeds should NEVER be shared.
 4. If instruments must be shared in class, alcohol wipes or Sterisol germicide solutions should be used before sharing instruments between different people.

j. MOUTHPIECES

- i. The mouthpiece (flute head joint, English Horn and bassoon bocal, and saxophone neck crook) are essential parts of wind instruments. As the only parts of these instruments placed either in or close to the student's mouth, research has concluded that these parts (and reeds) harbor the greatest quantities of bacteria.
- ii. Adhering to the following procedures will ensure that these instrumental parts will remain antiseptically clean for the healthy and safe use of our students.
- iii. **CLEANING BRASS MOUTHPIECES**
 - 1. Mouthpieces should be cleaned daily.
 - 2. Using a cloth soaked in warm, soapy water, clean the outside of the mouthpiece.
 - 3. Use a mouthpiece brush and warm, soapy water to clean the inside.
 - 4. Rinse the mouthpiece and dry thoroughly.
 - 5. Sterisol germicide solution may be used on the mouthpiece. Place on a paper towel for one minute. 6. Wipe dry with a paper towel.

k. CHOOSING A DISINFECTANT FOR MUSICAL INSTRUMENTS

- i. Sterisol Germicide Solution can be safely used on plastics, hard rubbers, and metals. 2.
- ii. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is NOT recommended for use on hard rubber mouthpieces.
- iii. 3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.
- iv. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.
- v. While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on the skin, plastics, and metals.
 - 1. Whichever disinfectants are chosen, it is crucial to read the product instructions and follow them closely.

2. Disinfectants do not remove dirt, so mouthpieces and instruments must be cleaned thoroughly before using.

I. STERILIZATION VS. DISINFECTION

- i. There is a difference between sterilization and disinfection of music instruments. Sterilization is limited in how long an instrument will remain sterile. Once an instrument is exposed to air or handled, it is no longer sterile. However, disinfecting an instrument to make it safe to handle will last longer and is easier to achieve. COVID-19 like most viruses has a limited lifespan on hard surfaces. Users of musical equipment may be more susceptible to infections from instruments that are not cleaned and maintained properly.
- ii. If the cleaning process is thorough, musical instruments can be disinfected. Basic soap and water can be highly effective in reducing the number of harmful bacteria and viruses simply by carrying away the dirt and oil that they stick to.

m. BRASS AND WOODWIND SPIT/ CONDENSATION REMOVAL

- i. When it becomes necessary for a brass or woodwind player to remove moisture from their instrument (by releasing the water key/ spit valve, blowing into a tone hole, etc.), this should be done over a trash can or an absorbent item such as a puppy pad that can be thrown away using a disposable glove at the end of the rehearsal.

n. Rehearsal Movement and Flow

- i. Where possible, students will utilize one doorway for entrance into the rehearsal space, and another doorway for the exit.
- ii. Students will be trained on this procedure prior to the first rehearsal and the doors will be clearly labeled inside and outside.
- iii. Teachers will facilitate a spaced-out entrance and exit of students.
- iv. Instrument storage rooms and small ensemble rooms should follow similar flow patterns when applicable. Small room modules will only hold one person at a time and should be left empty with the door propped open

for 15 minutes before another person enters. Staff must use a sign-in/out sheet on the door.

o. AUDIENCES FOR PERFORMANCES

- i. All audience members must wear a face covering at all times while inside the performance venue. This includes the lobby, auditorium (or seating area), restrooms, and all other areas accessible to the public.
- ii. All efforts should be made to offer advance-purchase tickets and/or reserve seating prior to the performance.
- iii. When approaching the box office, auditorium entrance, or concession area, guests should form a line and stand a safe social distance of 6 feet apart.
- iv. Ushers and ticket-takers must wear a face covering and the appropriate personal protective equipment at all times.
- v. The first two rows or a minimum of 10 feet from the apron of the stage or performance area must be visibly taped off and clearly marked as unavailable seating for audience members. - For auditorium seating, audience members must sit at a minimum social distance of 6 feet apart or skip two seats between patrons. Audience members will be seated every other row. (Fig. 8)
- vi. For flexible-space performances, audience seats should be placed at a minimum of 6 feet apart between chairs and rows.
- vii. Maximum audience size will be determined by the venue capacity and current city orders for capacities.
- viii. No audience member may enter the performance space, backstage area, or control booth at any time or for any reason.
- ix. Different doors will be designated for entrance and exits, when possible.
- x. Directors or their designated attendants will facilitate a staggered exit, ensuring that audience members egress at a safe social distance of at least 6 feet from each other, with those nearest the exit doors leaving first.

- xi. After the performance, the appropriate personnel will administer facility procedures for sanitization.
- xii. Fine Arts directors on each campus must communicate these expectations in writing to all students and parents prior to any performance.

p. Staff

- i. Staff members must wear a face covering at all times and remain at the safest social distance possible while executing their duties.
- ii. No more than two staff/technicians at a time may occupy the sound booth during a performance, as well as 1:1 audition scenarios.
- iii. *Technicians must wear a face covering at all times and remain at a safe social distance to the extent possible.*
- iv. All tools, equipment, and technology should be safely handled using the appropriate personal protective equipment and properly disinfected before and after use.

q. PERFORMANCE GUIDELINES

- i. All staff and students will wear a face covering during setup and strike of instruments, props, equipment, and other materials needed for performance.
- ii. Guidelines for social distancing and the use of personal protective equipment will be strictly followed throughout the performance or production process.
- iii. All staff and students will enter the performance area staggered at a safe social distance to the extent possible. Face coverings must be worn when entering the performance space, as well as when students are not actively performing.
- iv. Students and staff not wearing face coverings may not enter the performance space for any reason before or during a performance.

- v. All staff should wear face coverings during all interaction. while directing or conducting.
- vi. Staff should take all measures to maintain a safe social distance at all times while facilitating a performance.
- vii. Staff will facilitate a staggered exit, ensuring that students egress at a safe social distance to the extent possible.
- viii. After the performance, the appropriate personnel will administer facility procedures for sanitization.

Onsite Protocol for “Suspicion of COVID-19 Infection”:

- Check-in and exhibiting symptoms:
 1. The person exhibiting symptoms at check-in will be asked to wait from 30 minutes up to an hour to re-examine the status of the exhibited symptoms.
 2. Check-in will be moved to a separate location while the check-in station that was used by a person showing increased-risk COVID-19 symptoms is sanitized, and the check-in station should be free of human contact for a minimum of 20 min after being properly cleaned.
 3. If the symptoms persist, the participant will be asked to return home and be provided a full credit toward the next in-person camp, as well as access to the virtual camp.
- Onsite and exhibiting symptoms:
 1. The person exhibiting symptoms will be immediately removed from the group, and safely distanced/isolated from as many people as possible.
 2. The person exhibiting symptoms will be asked to submit to a thermometer test to measure body temperature.
 - a. Anything above 100.2°F (factored .2°F rate of error) will be considered a “fever”, and result in the isolation of the person afflicted until the person can safely be removed from the campus/rehearsal site and sent home or to a medical facility.
 3. Guardians Drum and Bugle Corps WILL NOT transport anyone to a medical facility that is not in immediate medical danger.
 - i. Guardians Drum and Bugle Corps WILL allow legally able individuals or their legal guardians to leave the facility for medical
 - ii. Guardians Drum and Bugle Corps WILL contact a medical transport service IF any person is exhibiting symptoms that require immediate medical attention*.
 1. Symptoms requiring “immediate medical attention” or “immediate medical danger” include:
 - a. Any symptoms rendering an individual disabled.

- b. Any symptoms that include an inability or severe struggle to breathe(including Asthmatic symptoms of people not carrying an inhaler/medicine).
 - c. Any symptoms that include an inability or struggle to remain conscious.
 - d. Any symptom or injury that can not be safely and effectively handled by onsite staff.
 - e. Any symptom of bodily fluids being expelled at an uncontrollable rate.
- 4. The person exhibiting symptoms will attempt to retrace all points of contact to other people during their attendance of a Guardians Drum and Bugle Corps event with a staff member.
- 5. The person exhibiting symptoms will be asked to leave the event campus/site to:
 - a. Return "home" for quarantining.
 - b. Obtain a COVID-19 test.
 - c. Seeking medical attention.