



# **Elizabeth Forward School District**

## **Phased School Reopening**

### **Health and Safety Plan**

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Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non- instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity's Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity's Health and Safety Plan must be approved by its governing body and posted on the school entity's publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health and Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity's public website.

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*This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.*

## Health and Safety Plan: **Elizabeth Forward School District**

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by [Governor Wolf's Process to Reopen Pennsylvania](#). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.
- The Yellow Phase and Green Phase: Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity's publicly available website.

Based on your county's current designation (i.e., red, yellow, green) and the best interests of your local community, indicate which type of reopening your LEA has selected by checking the appropriate box in row three of the table below. Use the remainder of the template to document your LEA's plan to bring back students and staff, how you will communicate the type of reopening with stakeholders in your community, and the process for continued monitoring of local health data to assess implications for school operations and potential adjustments throughout the school year.

Depending upon the public health conditions in any county within the Commonwealth, there could be additional actions, orders, or guidance provided by the Pennsylvania Department of Education (PDE) and/or the Pennsylvania Department of Health (DOH) designating the county as being in the red, yellow, or green phase. Some counties may not experience a straight path from a red designation, to a yellow, and then a green designation. Instead, cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that your school entity should account for changing conditions in your local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

## Type of Reopening

### Key Questions

- How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

### Based on your county's current designation and local community needs, which type of reopening has your school entity selected?

- Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).
- Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 31, 2020**

## Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

| Individual(s)         | Stakeholder Group Represented   | Pandemic Team Roles and Responsibilities<br>(Options Above)         |
|-----------------------|---|---|
| Dr. Todd Keruskin     | School Board of Directors, Staff, Students, Parents, Community Members                | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Mr. Keith Konyk       | Education – Staff, Students, Parents, Community Members                               | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Dr. Randal Sydeski    | Human Resources (Staff and Labor Unions)  | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Mr. Michael Routh     | Return-to-School Committee<br>Education – Staff, Students, Parents, Community Members | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Mrs. Kim Herbst       | School Nurse – High School  | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Mrs. Bethany Kilinsky | School Nurse – Middle School  | Health and Safety Plan Development<br>Pandemic Crisis Response Team |
| Mr. Tom Sharkey       | School Board of Directors – President & Parent  | Health and Safety Plan Development                                  |

|                     |  |                                    |
|---------------------|--|------------------------------------|
| Ms. Megan Ferraro   | School Board of Directors & Parent                           | Health and Safety Plan Development |
| Mr. Scott Henry     | School Board President & Parent                              | Health and Safety Plan Development |
| Dr. Paul Beck       | Emergency Room Physician and Community Member                | Health and Safety Plan Development |
| Dr. Jason Fronczak  | School Physician   | Health and Safety Plan Development |
| Mr. Damien Michaels | Elizabeth Township Emergency Management Coordinator & Parent | Health and Safety Plan Development |

## Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (\*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: The responses in the following matrix indicate Cleaning, Sanitizing, Disinfecting, and Ventilation procedures and Practices.**

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position   | Materials, Resources, and or Supports Needed  | PD Required (Y/N) |
|--|--|--|--|---|-------------------|
| <p>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <p>Daily cleaning of schools with EPA approved disinfectants against COVID-19. Cleaning products will decrease the potential virus residue left on surfaces and objects.</p> <p>Apply cleaner to frequently touched surfaces and objects including door handles, light switches, sink handles, drinking fountains and copiers.</p> <p>Custodial/Maintenance staff will utilize the disinfecting sprayer in all classes and common areas.</p> <p>Teaching staff will keep his/her desk area free from clutter to aid with end of day disinfecting</p> <p>Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible. Examples include opening windows and doors in a way does not pose a safety or health risk to children in the facility.</p> <p>Areas cleaned 3x/day (Prep period/lunch/end of day)</p> <p>When possible, classroom doors are kept open.</p> | <p>Daily cleaning of schools with EPA approved disinfectants against COVID-19. Cleaning products will decrease the potential virus residue left on surfaces and objects.</p> <p>Apply cleaner to frequently touched surfaces and objects including door handles, light switches, sink handles, drinking fountains and copiers.</p> <p>Custodial/Maintenance staff will utilize the disinfecting sprayer in all classes and common areas.</p> <p>Teaching staff will keep his/her desk area free from clutter to aid with end of day disinfecting</p> <p>Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible. Examples include opening windows and doors in a way does not pose a safety or health risk to children in the facility.</p> <p>Areas cleaned 3x/day (Prep period/lunch/end of day)</p> <p>When possible, classroom doors are kept open.</p> | <p>Mr. Zak DiGorio - Manager of Building &amp; Grounds</p> <p>Building Custodians/ Maintenance</p> | <p>Cleaning Supplies - Ensure supply chain through multiple vendors</p> <p>Monitor cleaning supply inventory</p> <p>Multiple sprayers throughout the district</p> <p>Possible Increase in temporary staff</p> <p>Proper PPE</p> | <p>YES</p>        |

## Social Distancing and Other Safety Protocols

### Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: The responses in the following matrix indicate Social Distancing and Other Safety Protocols.**

| Requirements  | Action Steps under Yellow Phase  | Action Steps under Green Phase  | Lead Individual and Position  | Materials, Resources, and or Supports Needed                        | PD Required (Y/N) |
|---|--|---|---|---|-------------------|
| <p>Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> | <p>Hybrid and/or Remote Learning</p> <p>Determine maximum capacity for each room</p> <p>Turn desks in the same direction</p> <p>Students sit on one side of the tables/desks facing the same direction</p> <p>Reduce class size</p> <p>If possible, remove unused desks, and furniture from the classrooms to maximize social distancing</p> <p>Survey families to gauge which students would prefer remote instruction to face to face</p> <p>Use master schedule to balance class numbers as much as possible</p> <p>Limit physical interactions through partner and group work</p> <p>Establish distance between the teacher's desk/board and students' desks</p> <p>Identify and utilize large spaces for social distancing</p> <p>Implement standard operating procedure while taking preventative measures such as</p> <ul style="list-style-type: none"> <li>• Providing hand sanitizer for students and staff</li> <li>• Allowing students and staff to wear face masks</li> </ul> | <p>In-Person, Hybrid and/or Remote Learning</p> <p>Determine maximum capacity for each room</p> <p>Turn desks in the same direction</p> <p>Students sit on one side of the tables/desks facing the same direction</p> <p>Reduce class size</p> <p>If possible, remove unused desks, and furniture from the classrooms to maximize social distancing</p> <p>Survey families to gauge which students would prefer remote instruction to face to face</p> <p>Use master schedule to balance class numbers as much as possible</p> <p>Limit physical interactions through partner and group work</p> <p>Establish distance between the teacher's desk/board and students' desks</p> <p>Identify and utilize large spaces for social distancing</p> <p>Implement standard operating procedure while taking preventative measures such as</p> <ul style="list-style-type: none"> <li>• Providing hand sanitizer for students and staff</li> <li>• Allowing students and staff to wear face masks</li> </ul> | <p>District &amp; Building Administrators</p> <p>Teachers</p> <p>Custodians/ Maintenance</p> <p>Support Staff</p> | <p>Master Scheduling</p> <p>Cleaning Supplies</p> <p>Proper PPE</p> | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position  | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|--|--|---|--|-------------------|
| * Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | Utilize elementary classrooms for lunches.<br><br>Ensure there is social distancing. 6ft. guidelines and maximum number of students at tables.<br><br>Cafeteria/Tents may be utilized at Middle and High Schools   | Utilize elementary classrooms for lunches.<br><br>Ensure there is social distancing. 6ft. guidelines and maximum number of students at tables.<br><br>Cafeteria/Tents may be utilized at Middle and High Schools   | Building Administrators<br><br>Kristin Savorelli – Nutrition, Inc., Supervisor  | Communication                                | YES               |
| * Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices        | Teachers and staff reinforce good hygiene measures such as handwashing, coverings, coughs and face coverings<br><br>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no touch trash cans in all bathrooms, classrooms, and frequently trafficked areas<br><br>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of infectious disease.<br><br>Required to use the station or personal hand sanitizer prior to classroom entry/re-entry. | Teachers and staff reinforce good hygiene measures such as handwashing, coverings, coughs and face coverings<br><br>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no touch trash cans in all bathrooms, classrooms, and frequently trafficked areas<br><br>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of infectious disease.<br><br>Required to use the station or personal hand sanitizer prior to classroom entry/re-entry. | Building Administrators<br><br>Teachers<br><br>Support Staff<br><br>Nurses/Nurse Aides<br><br>Students<br><br>Parents | Signage                                      |                   |
| * Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs  | Increased signage about following CDC guidelines   | Increased signage about following CDC guidelines   | Mr. Zak DiGorio - Manager of Building & Grounds<br><br>Nurses/Nurse Aides   | Laminated signs                              | NO                |

| Requirements   | Action Steps under Yellow Phase   | Action Steps under Green Phase  | Lead Individual and Position  | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|---|---|---|--|-------------------|
| <p>* Identifying and restricting non-essential visitors and volunteers</p> | <p>Restrict nonessential visitors, volunteers, and activities that involve other groups</p> <p>Avoid scheduling large group activities such as field trips</p> <p>Follow guidelines from the Athletics and Activities Template</p> <p>Only approved meeting or appointments by schedule only</p> <p>Must wear face covering</p> <p>Limit visit/visitors to a predetermined room</p> | <p>Restrict nonessential visitors, volunteers, and activities that involve other groups</p> <p>Avoid scheduling large group activities such as field trips</p> <p>Follow guidelines from the Athletics and Activities Template</p> <p>Only approved meeting or appointments by schedule only</p> <p>Must wear face covering</p> <p>Limit visit/visitors to a predetermined room</p> | <p>District and Building Administrators</p> <p>Building Secretaries</p> | <p>Procedures and Practices</p>              | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position  | Materials, Resources, and or Supports Needed   | PD Required (Y/N) |
|---|--|--|---|--|-------------------|
| <p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p> | <p>CDC Guidance for Youth Sports:<br/> <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html</a></p> <p>PA and PIAA Guidance on Youth Sports<br/> <a href="https://www.governor.pa.gov/covid-19/sports-guidance/">https://www.governor.pa.gov/covid-19/sports-guidance/</a></p> <p>Stagger the schedule for large group gatherings such as recess and PE</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</p> <p>Clean equipment/materials between PE classes, recess, training room</p> <p>Weight room closed</p> <p>Students do not dress for PE</p> <p>Individual lockers/cubbies</p> <p>Implement standard operating procedures while taking preventative measures such as:</p> <ul style="list-style-type: none"> <li>*Providing hand sanitizer for students and staff</li> <li>*Allowing students and staff to wear face masks/coverings</li> <li>*Limiting unnecessary congregations of students and staff</li> <li>*Schedule recess so students remain in same groups together</li> <li>*Consider sports/activities that do not require sharing equipment</li> </ul> | <p>-CDC Guidance for Youth Sports:<br/> <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html</a></p> <p>-PA and PIAA Guidance on Youth Sports<br/> <a href="https://www.governor.pa.gov/covid-19/sports-guidance/">https://www.governor.pa.gov/covid-19/sports-guidance/</a></p> <p>-Stagger the schedule for large group gatherings such as recess and PE</p> <p>-Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing</p> <p>Clean equipment/materials between PE classes, recess, training room</p> <p>Weight room 50% capacity</p> <p>Students do not dress for PE</p> <p>Individual lockers/cubbies</p> <p>Implement standard operating procedures while taking preventative measures such as:</p> <ul style="list-style-type: none"> <li>*Providing hand sanitizer for students and staff</li> <li>*Allowing students and staff to wear face masks/coverings</li> <li>*Limiting unnecessary congregations of students and staff</li> <li>*Schedule recess so students remain in same groups together</li> <li>*Consider sports/activities that do not require sharing equipment</li> </ul> | <p>Building Administrators</p> <p>Athletic Director</p> <p>Athletic Trainers</p> <p>Coaches</p> <p>Teachers</p> <p>Support Staff</p> <p>Custodians/<br/>Maintenance</p> | <p>Master Schedule</p> <p>Policies &amp; Procedures</p> <p>Cleaning Supplies</p> <p>Proper PPE</p> | <p>YES</p>        |

| Requirements                                     | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position   | Materials, Resources, and or Supports Needed  | PD Required (Y/N) |
|--|--|--|--|---|-------------------|
| Limiting the sharing of materials among students | <p>Identify necessary learning tools and resources, consider using consumables (when possible)</p> <p>Assign a cubby, bin, or desk to each child where s/he can keep hard copy texts and learning tools (e.g. rulers, calculators)</p> <p>Limit the sharing of technology tools (iPads, laptops, etc.) and provide cleaning materials to be used between uses</p> <p>Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses</p> <p>Provide each classroom with a clean and dirty bin for those items that are shared</p> | <p>Identify necessary learning tools and resources, consider using consumables (when possible)</p> <p>Assign a cubby, bin, or desk to each child where s/he can keep hard copy texts and learning tools (e.g. rulers, calculators)</p> <p>Limit the sharing of technology tools (iPads, laptops, etc.) and provide cleaning materials to be used between uses</p> <p>Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses</p> <p>Provide each classroom with a clean and dirty bin for those items that are shared</p> | <p>Building Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>Technology Dept</p> | <p>CANVAS LMS</p> <p>Individual lockers, bins, cubbies, desks</p> <p>Individual classroom tools (i.e. goggles)</p> <p>Individual Art Supplies</p> <p>Individual Manipulatives</p> <p>Individual basic school supplies, scissors, rulers, pencils, notebooks</p> <p>Science Equipment</p> <p>Cleaning supplies</p> <p>Proper PPE</p> | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase   | Action Steps under Green Phase  | Lead Individual and Position  | Materials, Resources, and or Supports Needed   | PD Required (Y/N) |
|---|---|---|---|--|-------------------|
| <p>Staggering the use of communal spaces and hallways</p> | <p>Develop Entry Procedures and master schedule</p> <p>Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths</p> <p>Utilize water dispensers as fountains</p> <p>Close communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses</p> <p>Limit unnecessary congregations of students and staff</p> <p>Limit movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible.</p> <p>Transitions: For class changes and other transitions throughout the school day:</p> <p style="padding-left: 20px;">*Limit transition times</p> <p style="padding-left: 20px;">*Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to limit congregation of students</p> <p>Limit staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time</p> <p>Keep same group of students stay with the same staff (all day for young children and as much as feasible for older children)</p> <p>Implement standard operating procedures while taking preventative measures.</p> | <p>Develop Entry Procedures and master schedule</p> <p>Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths</p> <p>Utilize water dispensers as fountains</p> <p>Close communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses</p> <p>Limit unnecessary congregations of students and staff</p> <p>Limit movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible.</p> <p>Transitions: For class changes and other transitions throughout the school day:</p> <p style="padding-left: 20px;">*Limit transition times</p> <p style="padding-left: 20px;">*Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to limit congregation of students</p> <p>Limit staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time</p> <p>Keep same group of students stay with the same staff (all day for young children and as much as feasible for older children)</p> <p>Implement standard operating procedures while taking preventative measures.</p> | <p>District &amp; Building Administrators</p> <p>Teachers</p> <p>Support Staff</p> <p>Bus Company</p> | <p>Master Schedule</p> <p>Signage</p> <p>Practices &amp; Procedures</p> <p>Cleaning Supplies</p> <p>PPE</p> <p>Teacher carts</p> | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position                                   | Materials, Resources, and or Supports Needed                   | PD Required (Y/N) |
|---|--|--|--|--|-------------------|
| Adjusting transportation schedules and practices to create social distance between students | <p>Parent survey indicates fewer students using district transportation</p> <p>District encouraging students being driven to school which will create social distance</p> <p>Social Distancing by filling bus seats beginning in the back of the bus and filling towards the front. Family members can sit together.</p> <p>Review Vo-Tech (Steel Center) transportation Scheduling</p> <p>Review Special Education and other Out of District Placements</p> | <p>Parent survey indicates fewer students using district transportation</p> <p>District encouraging students being driven to school which will create social distance</p> <p>Social Distancing by filling bus seats beginning in the back of the bus and filling towards the front. Family members can sit together.</p> <p>Review Vo-Tech (Steel Center) transportation Scheduling</p> <p>Review Special Education and other Out of District Placements</p> | <p>District and Building Administrators</p> <p>Bus Company</p> | <p>Increased Communication</p> <p>Practices and Procedures</p> | NO                |

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position                                | Materials, Resources, and or Supports Needed           | PD Required (Y/N) |
|--|--|--|---|--|-------------------|
| <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> | <p>Parent survey indicates that some students will receive remote instruction thus limiting interactions</p> <p>Determine maximum seating capacity for each room</p> <p>Limit movement in each classroom</p> <p>Limit movement throughout the building</p> <p>Restrict mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible</p> <p>When possible, students remain in the same classroom; Teacher switches classrooms instead of students</p> <p>Use the master schedule to balance class numbers as much as possible</p> <p>If practical, remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)</p> <p>Limit physical interaction through partner or group work</p> <p>Establish distance between the teacher's desk/board and students' desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing)</p> <p>Provide hand sanitizer for students and staff</p> <p>Conduct cleaning of classrooms and high touch surfaces each day</p> | <p>Parent survey indicates that some students will receive remote instruction thus limiting interactions</p> <p>Determine maximum seating capacity for each room</p> <p>Limit movement in each classroom</p> <p>Limit movement throughout the building</p> <p>Restrict mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible</p> <p>When possible, students remain in the same classroom; Teacher switches classrooms instead of students</p> <p>Use the master schedule to balance class numbers as much as possible</p> <p>If practical, remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)</p> <p>Limit physical interaction through partner or group work</p> <p>Establish distance between the teacher's desk/board and students' desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing)</p> <p>Provide hand sanitizer for students and staff</p> <p>Conduct cleaning of classrooms and high touch surfaces each day</p> | <p>District and Building Administrators</p> <p>Teachers</p> | <p>Master Schedule</p> <p>Practices and Procedures</p> | <p>NO</p>         |

| Requirements   | Action Steps under Yellow Phase                                    | Action Steps under Green Phase                                     | Lead Individual and Position                                  | Materials, Resources, and or Supports Needed           | PD Required (Y/N) |
|--|--|--|---|--|-------------------|
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | Review arrangements and communicate with local childcare providers | Review arrangements and communicate with local childcare providers | District Administrators<br>Bus Company<br>Childcare providers | Communication with bus company and childcare providers | NO                |

## Monitoring Student and Staff Health

### Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: The responses in the following matrix indicate Monitoring Student and Staff Health procedures and Practices.**

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position  | Materials, Resources, and or Supports Needed                   | PD Required (Y/N) |
|--|--|--|---|--|-------------------|
| <p><b>* Monitoring students and staff for symptoms and history of exposure</b></p> | <p>Encourage parents to keep their student(s) home if he/she is sick</p> <p>Encourage staff to stay home if he/she is sick</p> <p>Monitor student/staff wellness throughout the day and identify potential signs and symptoms of COVID-19</p> <p>Identify any history of exposure to COVID-19 for students/staff if exhibiting signs/symptoms of COVID-19</p> <p>Develop a protocol for a return to school/work</p> <p>Review/adopt flexible attendance procedures/practices</p> | <p>Encourage parents to keep their student(s) home if he/she is sick</p> <p>Encourage staff to stay home if he/she is sick</p> <p>Monitor student/staff wellness throughout the day and identify potential signs and symptoms of COVID-19</p> <p>Identify any history of exposure to COVID-19 for students/staff if exhibiting signs/symptoms of COVID-19</p> <p>Develop a protocol for a return to school/work</p> <p>Review/adopt flexible attendance procedures/practices</p> | <p>District and Building Administrators</p> <p>Nurses/Nurse Aides</p> | <p>Parent/staff communications</p> <p>Infrared thermometer</p> | <p>YES</p>        |

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position   | Materials, Resources, and or Supports Needed                   | PD Required (Y/N) |
|--|--|--|--|--|-------------------|
| <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <p>The Pandemic Team recommended an isolation room or area to separate anyone who exhibits COVID-like symptoms</p> <p>Any student/staff member who exhibits COVID-like symptoms will:</p> <ul style="list-style-type: none"> <li>• Be required to wear a mask at all times</li> <li>• Be placed in an isolation room</li> <li>• Contact a student's parent/guardian</li> <li>• Make arrangements to go home or to a healthcare facility</li> </ul> <p>Siblings of potential COVID students should be dismissed from district schools</p> <p>Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Close off areas used by a sick person and do not use before cleaning and disinfecting.</p> <p>Ensure safe and correct application of disinfectants and keep disinfectant products away from children</p> <p>Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation</p> <p>Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.</p> | <p>The Pandemic Team recommended an isolation room or area to separate anyone who exhibits COVID-like symptoms</p> <p>Any student/staff member who exhibits COVID-like symptoms will:</p> <ul style="list-style-type: none"> <li>• Be required to wear a mask at all times</li> <li>• Be placed in an isolation room</li> <li>• Contact a student's parent/guardian</li> <li>• Make arrangements to go home or to a healthcare facility</li> </ul> <p>Siblings of potential COVID students should be dismissed from district schools</p> <p>Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Close off areas used by a sick person and do not use before cleaning and disinfecting.</p> <p>Ensure safe and correct application of disinfectants and keep disinfectant products away from children</p> <p>Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation</p> <p>Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.</p> | <p>District and Building Administrators</p> <p>School Nurses/Nurse Aides</p> | <p>Parent/staff communications</p> <p>Infrared thermometer</p> | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase   | Action Steps under Green Phase  | Lead Individual and Position         | Materials, Resources, and or Supports Needed                    | PD Required (Y/N) |
|---|---|---|--------------------------------------|---|-------------------|
| * Returning isolated or quarantined staff, students, or visitors to school                                      | Procedures will be followed that adhere to PA Department of Health, Allegheny Department of Health and CDC guidelines                     | Procedures will be followed that adhere to PA Department of Health, Allegheny Department of Health and CDC guidelines                     | District and Building Administrators | Policies and Procedures<br><br>- Various forms of communication | YES               |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | Communicate using PowerSchool Messenger in email, text and/or telephone<br><br>Post important messages to the website in the NEWS section | Communicate using PowerSchool Messenger in email, text and/or telephone<br><br>Post important messages to the website in the NEWS section | District and Building Administrators | Various forms of communication                                  | NO                |

### Other Considerations for Students and Staff

#### Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

**Summary of Responses to Key Questions: The responses in the following matrix indicate Other Considerations for Students and Staff.**

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position   | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--|--|--|--|--|-------------------|
| <p>* Protecting students and staff at higher risk for severe illness</p> | <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</a></p> <p>Communicate with staff about health conditions that might inhibit a person's return to work.</p> <p>Go through the interactive process with respect to the Americans with Disabilities Act (ADA) and protecting staff/students. See if accommodations are an option.</p> <p>Survey families to gauge their intentions in returning to a traditional school setting.</p> <p>Provide a remote learning opportunity</p> <p>Consult with the school solicitor about case by case about vulnerable population students. See if accommodations are an option.</p> <p>Adhere to FERPA and HIPAA requirements</p> <p>Adhere to state and federal employment law and extended leave allowances</p> <p>Offer an Employee Assistance Program to all staff members</p> | <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</a></p> <p>Communicate with staff about health conditions that might inhibit a person's return to work.</p> <p>Go through the interactive process with respect to the Americans with Disabilities Act (ADA) and protecting staff/students. See if accommodations are an option.</p> <p>Survey families to gauge their intentions in returning to a traditional school setting.</p> <p>Provide a remote learning opportunity</p> <p>Consult with the school solicitor about case by case about vulnerable population students. See if accommodations are an option.</p> <p>Adhere to FERPA and HIPAA requirements</p> <p>Adhere to state and federal employment law and extended leave allowances</p> <p>Offer an Employee Assistance Program to all staff members</p> | <p>District &amp; School Administrators</p> <p>School Nurses &amp; Nurse Aides</p> | <p>Practices &amp; Procedures</p>            | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase   | Action Steps under Green Phase  | Lead Individual and Position                | Materials, Resources, and or Supports Needed   | PD Required (Y/N) |
|---|---|---|---|--|-------------------|
| <p>* Use of face coverings (masks or face shields) by all staff</p> | <p>CDC, PA Department of Health, PDE and PA Governor's Office regarding Guidance on Face Coverings</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p> <p>Face coverings, such as masks or face shields, must be worn by all staff while on school property unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced</p> | <p>CDC, PA Department of Health, PDE and PA Governor's Office regarding Guidance on Face Coverings</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p> <p>Face coverings, such as masks or face shields, must be worn by all staff while on school property unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced</p> | <p>District and Building Administrators</p> | <p>Ample supply of face masks for students who do not have them.</p> <p>Building Signage</p> | <p>YES</p>        |

| Requirements  | Action Steps under Yellow Phase   | Action Steps under Green Phase  | Lead Individual and Position                | Materials, Resources, and or Supports Needed   | PD Required (Y/N) |
|---|---|---|---|--|-------------------|
| <p>* Use of face coverings (masks or face shields) by students (as appropriate)</p> | <p>CDC, PA Department of Health, PDE and PA Governor's Office regarding Guidance on Face Coverings</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p> <p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> <li>• Eating or drinking when spaced at least 6 feet apart; or</li> <li>• When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task; or</li> <li>• At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes</li> </ul> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Information provided to students and families about proper use and cleaning of cloth face coverings.</p> | <p>CDC, PA Department of Health, PDE and PA Governor's Office regarding Guidance on Face Coverings</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p> <p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> <li>• Eating or drinking when spaced at least 6 feet apart; or</li> <li>• When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task; or</li> <li>• At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes</li> </ul> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Information provided to students and families about proper use and cleaning of cloth face coverings.</p> | <p>District and Building Administrators</p> | <p>Ample supply of face masks for students who do not have them.</p> <p>Building Signage</p> | <p>YES</p>        |

| Requirements   | Action Steps under Yellow Phase  | Action Steps under Green Phase   | Lead Individual and Position  | Materials, Resources, and or Supports Needed                            | PD Required (Y/N) |
|--|--|--|---|---|-------------------|
| <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> | <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</a></p> <p>Review of student health, 504, and IEP records</p> <p>Survey families to gauge their intentions in returning their child to a traditional school setting.</p> <p>Provide a remote learning opportunity</p> <p>Consult with the school solicitor on a case by case basis about vulnerable population students. See if accommodations are an option.</p> <p>Adhere to FERPA and HIPAA requirements</p> <p>Reconvene IEP meetings for students with special needs</p> | <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</a></p> <p>Review of student health, 504, and IEP records</p> <p>Survey families to gauge their intentions in returning their child to a traditional school setting.</p> <p>Provide a remote learning opportunity</p> <p>Consult with the school solicitor on a case by case basis about vulnerable population students. See if accommodations are an option.</p> <p>Adhere to FERPA and HIPAA requirements</p> <p>Reconvene IEP meetings for students with special needs</p> | <p>School Administrators</p> <p>Mr. Keith Gephart, Director of Special Education</p> <p>Special Education teachers</p> <p>School Nurses &amp; Nurse Aides</p> | <p>Survey results</p> <p>Student health records</p> <p>Student IEPs</p> | <p>NO</p>         |

## Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

| Topic  | Audience  | Lead Person and Position   | Session Format           | Materials, Resources, and or Supports Needed                            | Start Date | Completion Date |
|--|---|--|--------------------------|---|------------|-----------------|
| Hygiene Basics   | Students and Staff  | School Nurses, Nurse Aides, and Teachers                         | Virtual/<br>Face to Face | CDC Resources   | 8-19-2020  | TBD             |
| Daily Deep Cleaning  | Custodians  | Manager of Building & Grounds                                    | Face to Face             | CDC Resources/ Cleaning Supplies  | 8-19-2020  | TBD             |
| Coordination with Local Childcare  | Child Care Organizations                                  | School Nurses, Support Nurse                                     | Virtual/<br>Face to Face | CDC Resources/ Policies & Procedures                                    | 8-19-2020  | TBD             |
| Symptom Monitoring System and Quarantine of Students and Staff   | Administration, School Nurses, Support Nurse, Staff       | District and Building Administrators ' School Nurses Nurse Aides | Virtual/<br>Face to Face | Policies and Procedures   | 8-19-2020  | TBD             |
| Use of Face Coverings  | Administrators, Directors, Faculty, Staff, Visitors, etc. | Building Administrators & Teachers                               | Virtual/<br>Face to Face | Practices & Procedures  | 8-19-2020  | TBD             |
| Unique Protocols for Students with Complex needs or Vulnerable Individuals   | Administrators, Directors, Faculty, Staff, Visitors, etc. | District and Building Administrators School Nurses Nurse Aides   | Virtual/<br>Face to Face | Policies & Procedures   | 8-19-2020  | TBD             |
| Handling Sporting activities for recess and physical education classes consistent with the CDC guidelines for Youth Sports | Administrators, Directors, Faculty, Staff, Visitors, etc. | Athletic Director District and Building Administrators           | Virtual/<br>Face to Face | Policies & Procedures   | 8-19-2020  | TBD             |
| Staggering the use of communal spaces and hallways   | Administrators, Directors, Faculty, Staff, Visitors, etc. | District and Building Administrators                             | Virtual/<br>Face to Face | Policies & Procedures   | 8-19-2020  | TBD             |
| Limiting the number of individuals in classrooms and other learning spaces and interactions between groups of students     | Administrators, Directors, Faculty, staff, etc.           | District and Building Administrators                             | Virtual/<br>Face to Face | Signage<br>Floor Markings<br>Policies & --Procedures<br>Master Schedule | 8-19-2020  | TBD             |

| Topic  | Audience  | Lead Person and Position   | Session Format  | Materials, Resources, and or Supports Needed  | Start Date | Completion Date |
|--|---|--|---|---|------------|-----------------|
| Classroom Learning Space occupancy that allows for 6 feet of separation among students and staff throughout the days, to the maximum extent feasible | Administrators, Directors, Faculty, Staff, etc.   | District and Building Administrators                                 | Virtual/<br>Face to Face                                | Signage<br>Floor Markings<br>Policies & Procedures<br>Master Schedule                   | 8-19-2020  | TBD             |
| Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other area used by students                                   | Directors, Maintenance, Custodians, paraprofessionals, secretaries, and cafeteria staff | Mr. Zak DiGorio - Manager of Building & Grounds                      | Virtual/<br>Face to Face                                | Cleaning Supplies   | 8-19-2020  | TBD             |
| Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices                                 | Students and Staff  | All Staff  | Virtual/<br>Face to Face                                | Curriculum, video, materials, website, signage  | 8-19-2020  | TBD             |
| Monitoring students and staff for symptoms and history of exposure   | All Staff   | District and Building Administrators<br>School Nurses<br>Nurse Aides | Virtual/<br>Face to Face                                | CDC guidance<br>DOH guidance isolation room, District webpage and PowerSchool Messenger | 8-19-2020  | TBD             |
| Isolating and quarantining staff, students, or visitors if they become sick or demonstrate a history of exposure                                     | All Staff, parents, families  | Building Administrators<br>School Nurses<br>Nurse Aides              | Virtual/<br>Face to Face<br>Communication with families | CDC guidance<br>DOH guidance isolation room, District webpage and PowerSchool Messenger | 8-19-2020  | TBD             |
| Returning isolated or quarantined staff, students and/or visitors to school  | All staff, parents, families  | District and Building Administrators<br>School Nurses<br>Nurse Aides | Virtual/<br>Face to Face<br>Communication with families | CDC guidance<br>DOH guidance isolation room, District webpage and PowerSchool Messenger | 8-19-2020  | TBD             |
| Other monitoring and screening practices   | Parents, students and staff   | District and Building Administrators<br>School Nurses<br>Nurse Aides | Virtual/<br>Face to Face                                | Thermal Scanners<br>Communication   | 8-19-2020  | TBD             |
| Unique safety protocols for students with complex needs or other vulnerable individuals  | Parents, families and staff   | District and Building Administrators<br>School Nurses<br>Nurse Aides | Virtual/<br>Face to Face                                | Special Accommodations and individualized care, as needed                               | 8-19-2020  | TBD             |

## Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

| Topic                                 | Audience                 | Lead Person and Position   | Mode of Communications                                       | Start Date            | Completion Date |
|---------------------------------------|--------------------------|--|--|-----------------------|-----------------|
| Return to School and Safety Protocols | Parents, Staff, Students | Superintendent of Schools<br>School Nurses<br>Nurse Aides<br>Pandemic Team | Telephone, PowerSchool Messenger, District website, Meetings | Ongoing from 7-1-2020 | TBD             |
|                                       |                          |  |  |                       |                 |
|                                       |                          |  |  |                       |                 |
|                                       |                          |  |  |                       |                 |
|                                       |                          |  |  |                       |                 |
|                                       |                          |  |  |                       |                 |
|                                       |                          |  |  |                       |                 |

## Health and Safety Plan Summary: **Elizabeth Forward School District**

**Anticipated Launch Date: August 31, 2020**

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

### Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

| Requirement(s)   | Strategies, Policies and Procedures   |
|--|---|
| <p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <ul style="list-style-type: none"><li>-Daily cleaning of schools with EPA approved disinfectants against COVID-19 cleaning products will decrease the volume of virus left on surfaces and objects.</li><br/><li>-Apply to frequently touched surfaces and objects including door handles, light switches, sink handles, and water fountains/refill stations.</li><br/><li>-Custodial/Maintenance staff will utilize the misting machine in all classrooms and common areas.</li><br/><li>- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk.</li></ul> |

## Social Distancing and Other Safety Protocols

### Requirement(s)

- \* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible
- \* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms
- \* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices
- \* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs
- \* Handling sporting activities consistent with the [CDC Considerations for Youth Sports](#) for recess and physical education classes

Limiting the sharing of materials among students

Staggering the use of communal spaces and hallways

Adjusting transportation schedules and practices to create social distance between students

Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students

Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars

### Strategies, Policies and Procedures

A hybrid model of in-person/remote instruction will reduce overall class size to allow for 6 feet social distancing.

The school district is reviewing numbers to determine the use of classrooms, outdoor seating, large group areas and the cafeteria to maintain social distancing standards.

Good hygiene habits such as handwashing, covering coughs and using face coverings will be constantly reinforced by staff

Signage will be posted throughout each school building and reinforced by the teaching staff, nurses and nurse aides

The Athletic Director, coaches, and teachers will adhere to guidelines prescribed by the CDC and the Allegheny County Department of Health.

When possible, students will maintain their own classroom supplies.

Practices and procedures will be in place to minimize commonly shared spaces.

Parents will be encouraged to drive their child(ren) to school. Also, students will be seated in buses and they will be loaded to create social distance between students.

Modified instructional model will create social distancing and new learning spaces are being reviewed

Communication with local childcare providers to review numbers, students and schedules.

## Monitoring Student and Staff Health

### Requirement(s)

\* Monitoring students and staff for symptoms and history of exposure

### Strategies, Policies and Procedures

Symptom Monitoring System:

- Temperature with temporal touchless thermometer
- Are you taking any medication to treat or suppress a fever?
- Are you currently experiencing any of the following symptoms?

| Column A<br>1 or more symptoms | Column B<br>2 or more symptoms              |
|--------------------------------|---|
| Fever (100.4 or higher)        | Lack of smell/taste<br>(without congestion) |
| Cough                          | Sore throat                                 |
| Shortness of Breath            | Chills                                      |
| Difficulty Breathing           | Muscle Pain                                 |
|                                | Headache                                    |
|                                | Nausea/vomiting                             |
|                                | Diarrhea                                    |

Considerations:

- Has symptoms is defined as having 1 or more symptom(s) in Column A.
- Or 2 or more symptoms in Column B
- Yes to medication to suppress a fever

- Encourage staff to stay home if they are sick and encourage parents to keep sick children home  
 - Consider flexible attendance policies for students and staff.  
 - Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms  
 School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people

Establish procedures for safely transporting anyone who is sick home or to a healthcare facility  
 Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before cleaning and disinfecting. If not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children

Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation.

Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance for home quarantine.

\* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure

| Requirement(s)   | Strategies, Policies and Procedures                                     |                            |   |
|--|---|----------------------------|---|
| <p>* Returning isolated or quarantined staff, students, or visitors to school</p>                                | <b>Scenario</b>   | <b>Exclude from School</b> | <b>Return to School</b>   |
|  | #1 No Symptoms  | NO                         | Not applicable  |
|  | #2 COVID -19 Symptoms   | YES                        | Individual should be tested for COVID-19 <ul style="list-style-type: none"> <li>➤ If COVID test is negative, return in 3 days after symptoms are not present</li> <li>➤ If COVID test is positive, follow return to school guidance from scenario #3</li> </ul>   |
|  | #3 Positive COVID-19 Test WITH Symptoms                                 | YES                        | Individual was tested <ul style="list-style-type: none"> <li>✓ 3 days with no fever and</li> <li>✓ Improvement in symptoms and</li> <li>✓ 10 days since initial symptoms appeared</li> </ul>  |
|  | #4 Positive Test WITHOUT symptoms                                       | YES                        | 10 days after a test was collected <ul style="list-style-type: none"> <li>✓ If symptoms develop during the 10 days, follow return to school guidance in #3</li> </ul>   |
|  | #5 Close contact WITH symptoms  | YES                        | Individual should be tested for COVID-19 <ul style="list-style-type: none"> <li>✓ If test result is negative, return to school 14 days after last exposed to person WITH COVID and symptoms have been resolved</li> <li>✓ If test result is positive, follow return to school guidance for scenario #3</li> </ul> |
|  | #6 Close Contact of COVID-19 WITHOUT Symptoms                           | YES                        | Individuals may return <ul style="list-style-type: none"> <li>✓ 14 days after the date of last exposure to the person with COVID-19</li> <li>✓ If symptoms develop during 14 days, follow return to school guidance for scenario #5.</li> </ul>   |
| Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols | PowerSchool Messenger system and information posted on district website |                            |   |

**Other Considerations for Students and Staff**

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|-------------------------------------|
|----------------|-------------------------------------|

| Requirement(s)   | Strategies, Policies and Procedures   |
|--|---|
| <p>* Protecting students and staff at higher risk for severe illness</p>                       | <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</a><br/> Informally identify staff to determine their intention in returning to work while maintaining confidentiality.<br/> Identify vulnerable students to assist with health/academic accommodations<br/> Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and teachers<br/> Offer accommodations for staff with an identified ADA disability who are unable attend in-person school.<br/> Adhere to IEP, 504, FERPA, &amp; HIPAA requirements<br/> Monitor attendance and medical conditions to identify reasonable absence and leave allowances</p>   |
| <p>* Use of face coverings (masks or face shields) by all staff</p>                            | <p><b>Face Coverings CDC and PA Dept of Health Guidance</b></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p> <p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings<br/> Follow the guidance of the PA Department of Health and the Allegheny Department of Health with respect face coverings by all staff.</p> |
| <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p>      | <p><b>Face Coverings CDC and PA Depot of Health Guidance</b></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a></p> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p>  |
| <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> | <p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings<br/> Follow the guidance of the PA Department of Health and the Allegheny Department of Health with respect face coverings by older</p> <p>Follow the guidance of the PA Department of Health and the Allegheny Department of Health with respect to students with complex needs.<br/> Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and teachers<br/> If necessary, reconvene IEP meetings to adjust for complex/special needs</p>   |

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Elizabeth Forward School District** reviewed and approved the Phased School Reopening Health and Safety Plan on August 19, 2020.

The plan was approved by a vote of:

**Yes**

**No**

Affirmed on: August 19, 2020

By:

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*(Signature\* of Board President)*

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*(Print Name of Board President)*

\*Electronic signatures on this document are acceptable using one of the two methods detailed below.

**Option A:** The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

**Option B:** If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.