



Ambridge Area School District

Phased School Reopening Health and Safety Plan Template

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.

Table of Contents

| | |
|--|----|
| Health and Safety Plan | 3 |
| Type of Reopening..... | 4 |
| Pandemic Coordinator/Team | 5 |
| Key Strategies, Policies, and Procedures..... | 7 |
| Cleaning, Sanitizing, Disinfecting and Ventilation..... | 9 |
| Social Distancing and Other Safety Protocols | 11 |
| Monitoring Student and Staff Health..... | 27 |
| Other Considerations for Students and Staff | 32 |
| Health and Safety Plan Professional Development | 38 |
| Health and Safety Plan Communications | 39 |
| Health and Safety Plan Summary | 40 |
| Facilities Cleaning, Sanitizing, Disinfecting and Ventilation | 40 |
| Social Distancing and Other Safety Protocols | 40 |
| Monitoring Student and Staff Health..... | 45 |
| Other Considerations for Students and Staff | 46 |
| Health and Safety Plan Governing Body Affirmation Statement | 49 |

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.

Ambridge Area School District Health and Safety Plan:

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? (SELECT ONE BOX BELOW)

- 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 17, 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”: **Meetings took place on June 22, June 25, June 30, and July 9, 2020. There are a total of 31 committee members.**

- **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 (Options Above) |
|---------------------------|-------------------------------|---|
| | | |
| Barry King | Ambridge Area School District | Both |
| Joseph Pasquerilla | Ambridge Area School District | Both |
| Doug McCausland | Ambridge Area School District | Health and Safety Plan Development |

| | | |
|---------------------------|--|------------------------------------|
| Rebecca DeMase | Ambridge Area School District | Both |
| Lori Heim | Ambridge Area School District | Health and Safety Plan Development |
| Janet Gaffney | Ambridge Area School District | Health and Safety Plan Development |
| Janice Zupsic | Ambridge Area School District | Both |
| Laura Burns | Ambridge Area School District | Both |
| Ronald Wilson | Ambridge Area School District | Health and Safety Plan Development |
| Thomas McKelvey | Ambridge Area School District | Both |
| Kelly Gregory | Ambridge Area School District | Health and Safety Plan Development |
| Cathy Fischer | Ambridge Area School District Board of Directors | Health and Safety Plan Development |
| Jennifer Phillips | Ambridge Area School District | Health and Safety Plan Development |
| Erica Schmidt | Ambridge Area School District | Health and Safety Plan Development |
| Michelle Wilson | Ambridge Area School District | Health and Safety Plan Development |
| Stuart Rusnak | Ambridge Area School District | Health and Safety Plan Development |
| Randall Dawson | Community Member | Health and Safety Plan Development |
| Jo Ann Hoover | Ambridge Area School District | Both |
| Aphrodite Galitsis | Ambridge Area School District | Both |
| Addie Lucatorto | Ambridge Area School District | Health and Safety Plan Development |
| Diana Marshall | Ambridge Area School District | Health and Safety Plan Development |
| Kristine McCloskey | Ambridge Area School District | Health and Safety Plan Development |
| Jane Stadnik | Parent | Health and Safety Plan Development |

| | | |
|------------------------|--|------------------------------------|
| Mary Jo Kehoe | Ambridge Area School District Board of Directors | Health and Safety Plan Development |
| Terry Mylan | Ambridge Area School District Board of Directors | Health and Safety Plan Development |
| Ashley Simpson | Ambridge Area School District | Health and Safety Plan Development |
| Sean Beighley | Ambridge Area School District | Health and Safety Plan Development |
| Kimberly Roppa | Ambridge Area School District | Health and Safety Plan Development |
| Adrianna Cephas | Parent | Health and Safety Plan Development |
| Keith Bielby | Ambridge Area School District | 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 AASD will provide each classroom with cleaning supplies, allowing staff to clean common areas/materials. The custodians will use the knowledge learned at the Fagan professional development training. Clean and disinfect frequently touched surfaces and objects within the school and on school buses **at least daily**, including door handles, sink handles, whenever possible frequently throughout the day. Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible. Talk to the HVAC company about techniques to increase ventilation and follow procedures recommended. All staff will receive professional related to these topics.

| 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) |
|--|---|---|------------------------------|--|-------------------|
| Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily , including door handles, sink handles, whenever possible frequently throughout the day. Close drinking fountains throughout the building and permit students to bring an individualized water bottle (clear with water only). | Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily , including door handles, sink handles, whenever possible frequently throughout the day. Close drinking fountains throughout the building and permit students to bring an individualized water bottle (clear with water only). | Custodial Lead/Mr. Bielby | Disinfectant Cleaning Solutions | Y |

| | | | | | |
|--|--|--|--|--------------------------------|---|
| | Provide each classroom with cleaning supplies, allowing staff to clean common areas/materials. | Provide each classroom with cleaning supplies, allowing staff to clean common areas/materials. | Custodial Lead | Cleaning supplies | Y |
| | Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible. Talk to HVAC company about techniques to increase ventilation and follow procedures recommended. | Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible. Talk to HVAC company about techniques to increase ventilation and follow procedures recommended. | Mr. Bielby All Staff | HVAC Consultation | Y |
| | Purchase adequate supplies, and carefully monitor inventory, to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans. | Purchase adequate supplies, and carefully monitor inventory, to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans | Mr. Bielby Building Custodial Staff | Supply inventory tracking form | Y |
| | Keep interior classroom doors open to increase air circulation in the building. | Keep interior classroom doors open to increase air circulation in the building. | All teachers | None | Y |
| | Limit entrance and exit to the buildings to one or two specific doorways and ensure regular cleaning of the area. | Limit entrance and exit to the buildings to one or two specific doorways and ensure regular cleaning of the area. | Building Principals Custodian | Cleaning supplies | Y |

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: Students will participate in **face-to-face instruction two days per week and online instruction three days per week** allowing for a reduced number of students in the building and regular weekly deep cleaning of learning spaces. Establish distances (of 6 feet) between student desks/seating and other social distancing practices to the maximum extent feasible and appropriate. Consider the unique needs of music programming (e.g., band, orchestra, choir) and transmission risk-mitigation protocols to address hygiene, disinfection of equipment, distancing during practice and competition, and numbers of participants. Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments. Create social distance between children on school buses (for example, seating children one child per seat or every other row).

- Students will be placed 6 feet apart in the classroom
- Students will not share music stands/instruments

Secondary courses will be held by section instead of as an entire ensemble. Restrict nonessential visitors, volunteers, and activities that involve other groups. All such activities will take place virtually when possible.

- Volunteers not permitted in the buildings
- Outside service providers enter as per student IEPs
- All parent meetings held in pre-identified area which is then disinfected upon the conclusion of the meeting.

Post age appropriate signs on how to stop the spread of COVID-19, such as properly washing hands, promote everyday protective measures, and properly wear a face covering. Principals and staff will coordinate from the list from available list (PreK-5 & 6-12).

- Videos to be shown at the beginning of the year and reviewed periodically.

Staff, students, parents and all other building visitors will be provide with proper social distancing information.

| 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) |
|---|--|--|------------------------------|---|-------------------|
| Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible | Students will participate in face-to-face instruction two days per week and online instruction three days per week allowing for a reduced number of students in the building and regular weekly deep cleaning of learning spaces. | Students will participate in face-to-face instruction two days per week and online instruction three days per week allowing for a reduced number of students in the building and regular weekly deep cleaning of learning spaces. | District Staff | iPads Laptops | Y |
| | Provide training sessions for students and parents regarding how to access online learning (both in person practicing social distancing and video/written form, offering virtual options also). | Provide training sessions for students and parents regarding how to access online learning (both in person practicing social distancing and video/written form). | District Staff | PowerPoints iPads for video creation District Website | Y |

| 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>Develop a schedule so that student and staff groupings are as static as possible by having the same group of students stay with the same staff based on age and developmental level of students.</p> <ul style="list-style-type: none"> At the elementary level, teachers will rotate so that students remain in the same classroom All specials will be held in the regular classroom | <p>Develop a schedule so that student and staff groupings are as static as possible by having the same group of students stay with the same staff based on age and developmental level of students.</p> <ul style="list-style-type: none"> At the elementary level, teachers will rotate so that student may remain in the classroom | Building Principals | None | N |
| | Restrict interactions between groups of students. | Restrict interactions between groups of students. | All staff | None | N |
| | Create staggered schedules to limit the number of individuals in classrooms and other spaces to no more than 25 students. | Create staggered schedules to limit the number of individuals in classrooms and other spaces to allow for 6 feet between occupants. | Building Principals | None | N |
| | Establish distances (of 6 feet) between student desks/seating and other social distancing practices to the maximum extent feasible and appropriate. | Establish distances (of 6 feet) between student desks/seating and other social distancing practices to the maximum extent feasible and appropriate. | Custodial Lead | None | N |
| | Limit gatherings, events, and extracurricular activities to those that can maintain social distancing. | Limit gatherings, events, and extracurricular activities to those that can maintain social distancing. | Building Principals | None | N |

| 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) |
|--------------|---|--|--------------------------------------|--|-------------------|
| | Where possible, classes will be moved into large group instruction areas such as gyms, auditoriums, or other large spaces. | Where possible, classes will be moved into large group instruction areas such as gyms, auditoriums, or other large spaces. | Building Principals | None | N |
| | Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart to the maximum extent possible. | Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart to the maximum extent feasible. | Custodial Lead | None | N |
| | <p>Consider the unique needs of music programming (e.g., band, orchestra, choir) and transmission risk-mitigation protocols to address hygiene, disinfection of equipment, distancing during practice and competition, and numbers of participants. Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments.</p> <ul style="list-style-type: none"> Students will be placed 6 feet apart in the classroom Students will not share music stands/instruments Secondary courses will be held by section instead of as an entire ensemble Elementary teachers will continue to meet with small groups of students by section/instrument | <p>Consider the unique needs of music programming (e.g., band, orchestra, choir) and transmission risk-mitigation protocols to address hygiene, disinfection of equipment, distancing during practice and competition, and numbers of participants. Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments.</p> <ul style="list-style-type: none"> Students will be placed 6 feet apart in the classroom Students will not share music stands/instruments Secondary courses will be held section instead of as an entire ensemble Elementary teachers will continue to meet with small groups of students by section/instrument | Building Principals & Music Teachers | None | N |

| 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 | Serve meals in classrooms or other spaces as an alternative to the cafeteria. | Lunches served in cafeterias, with students practicing social distancing procedures | Cafeteria/Custodial Staff | None | Y |
| | Serve individually plated meals/box lunches and avoid buffet style meals whenever possible. | Serve individually plated meals/box lunches and avoid buffet style meals whenever possible. | Food Service Director | None | N |
| | Avoid sharing of food and utensils | Avoid sharing of food and utensils. | Cafeteria Staff | None | Y |
| Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | Teach and reinforce washing hands and covering coughs and sneezes among students and staff. | Teach and reinforce washing hands and covering coughs and sneezes among students and staff. | Building Principal | Videos Posters/Signs Announcement scripts | Y |
| | Teach and reinforce use of face coverings among all staff and students. | Teach and reinforce use of face coverings among all staff and students. | Building Principal | Videos Posters/Signs Announcement scripts | Y |
| | Strategically place hand sanitizing stations throughout the building and monitor regularly to ensure that they are filled. | Strategically place hand sanitizing stations throughout the building and monitor regularly to ensure that they are filled. | Custodial Lead | Hand sanitizer dispensers Hand sanitizer | N |
| | Purchase adequate face coverings and other personal protective equipment as appropriate and carefully monitor inventory. | Purchase adequate face coverings and other personal protective equipment as appropriate and carefully monitor inventory. | Keith Bielby School Nurses Building Principals | Inventory tracking form | N |

| 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) |
|--------------|--|---|------------------------------|--|-------------------|
| | Provide protective face coverings (masks or face shields) to all staff and students, including visiting adults. | Provide protective face coverings (masks or face shields) to staff and students, including visiting adults. <ul style="list-style-type: none"> Teachers will continue to wear face coverings all day ALL Students will wear face coverings in the hallways, on buses and in other areas at all times. When in the cafeteria, students may remove their masks. | Building Principal | Masks Face Shields | N |
| | Purchase adequate supplies, and carefully monitor inventory, to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans. (See Pennsylvania COVID-19 PPE & Supplies Business-2Business (B2B) Interchange Directory.) | Purchase adequate supplies, and carefully monitor inventory, to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, and no-touch trash cans. (See Pennsylvania COVID-19 PPE & Supplies Business-2Business (B2B) Interchange Directory.) | Keith Bielby/Custodial Lead | Inventory Tracking system | Y |
| | Work with health departments and local health care systems to disseminate hygiene and disinfection strategies for transmission prevention at home. | Work with health departments and local health care systems to disseminate hygiene and disinfection strategies for transmission prevention at home. | School Nurses | Health department contact identification | N |

| 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>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> | <p>Post age appropriate signs on how to stop the spread of COVID-19, such as properly washing hands, promote everyday protective measures, and properly wear a face covering. Principals and staff will coordinate from the list from available list (PreK-5 & 6-12).</p> <ul style="list-style-type: none"> Videos to be shown at the beginning of the year and reviewed periodically. | <p>Post age appropriate signs on how to stop the spread of COVID-19, such as properly washing hands, promote everyday protective measures, and properly wear a face covering. Principals and staff will coordinate from the list from available list (PreK-5 & 6-12).</p> <ul style="list-style-type: none"> Videos to be shown at the beginning of the year and reviewed periodically. | <p>District/Building Administration</p> | <p>Printed Signs (age appropriate wording/pictures for each building)</p> | <p>N</p> |
| | <p>Ensure communications are in common languages spoken at school and easily understandable for children and adults.</p> | <p>Ensure communications are in common languages spoken at school and easily understandable for children and adults.</p> | <p>District/Building Administration</p> | <p>N/A</p> | <p>N</p> |
| | <p>Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a face covering).</p> | <p>Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a face covering).</p> | <p>District/Building Administration</p> | <p>Signs</p> | <p>N</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>Broadcast regular announcements on reducing the spread of COVID-19. Include messages (e.g., videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).</p> <ul style="list-style-type: none"> • Announcements to parents about keeping students home. Prescreening techniques • Announcements at the beginning of the school and periodically to students • County-wide nurses video shared with students, staff, and community | <p>Broadcast regular announcements on reducing the spread of COVID-19. Include messages (e.g., videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).</p> <ul style="list-style-type: none"> • Announcements to parents about keeping students home. Prescreening techniques • Announcements at the beginning of the school and periodically to students • County-wide nurses video shared with students, staff, and community | District/Building Administration | Videos Common Announcement Scripts | N |
| * Identifying and restricting non-essential visitors and volunteers | Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. All such activities will take place virtually when possible. | Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. All such activities will take place virtually when possible. | Building Principals | Non | N |

| 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>Restrict nonessential visitors, volunteers, and activities that involve other groups. All such activities will take place virtually when possible.</p> <ul style="list-style-type: none"> Volunteers not permitted in the buildings Outside service providers enter as per student IEPs IEP meetings held virtually when possible | <p>Restrict nonessential visitors, volunteers, and activities that involve other groups. All such activities will take place virtually when possible.</p> <ul style="list-style-type: none"> Volunteers not permitted in the buildings Outside service providers enter as per student IEPs All parent meetings held in pre-identified area which is then disinfected upon the conclusion of the meeting | Building Principals | None | N |
| <p>Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p> | All school facilities remain closed as per PA State Guidelines. | Students, Student-Athletes, Coaches and Staff should self-report any signs/symptoms of COVID-19 prior to a workout. | Athletic Director | None | Y |
| | Students, Student-Athletes, Coaches and Staff may communicate via online meetings (zoom, google meet, etc.). | Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. | Athletic Director | Screening check-in sheet (daily) | Y |
| | Student-Athletes may participate in home workouts including strength and conditioning. | Any person with positive symptoms reported will not be allowed to take part in AASD activities and should contact his or her primary care provider or other appropriate health-care professional. | Coaches | Screening Protocol | Y |
| | Students, Student-Athletes, Coaches and Staff should abide by guidelines set forth by the local and state governments. | Gatherings should only include Students, Student-athletes, Coaches and other required Staff. | Athletic Director | None | N |

| 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) |
|--------------|---------------------------------|---|-------------------------------------|--|-------------------|
| | | No gathering of more than 25 individuals including coaches per schedule. | Athletic Director | None | N |
| | | Controlled non-contact practices only, with an emphasis on conditioning in the beginning. | Coaches | None | Y |
| | | Social Distancing should be applied, as feasible, during practices and in locker rooms, and gathering areas. | Coaches | None | Y |
| | | Locker rooms will not be made available. Students, Student-Athletes, Coaches and Staff will need to arrive dressed for activity and return home to shower following any practice, competition or event. | Athletic Director | None | N |
| | | Adequate cleaning schedules will be implemented for all facilities to mitigate any communicable disease. | Athletic Director Custodial Lead | Cleaning Schedule | N |
| | | Facilities should be cleaned prior to arrival and post workouts and group activities. High touch areas should be cleaned more often. | Athletic Director Custodial Lead | Cleaning/Practice Schedule | N |
| | | Weight Room Equipment should be wiped down after any individual's use. | Student Athlete Coaches | Cleaning Supplies | N |
| | | Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment surfaces. | Student Athlete | None | N |

| 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) |
|--------------|--|---|------------------------------|---|-------------------|
| | | Modified practices may begin for Moderate and High-risk sports (practices must remain non-contact and include social distancing where applicable). | Athletic Director | Athletic facilities and sport-dependent equipment | N |
| | | All individuals should refrain from sharing clothing/towels and should be washed after each practice. | Coaches | Towels | N |
| | | All equipment that may be used by multiple individuals (balls, shields, tackling dummies, shotput, discus, pole vault, etc.) should be cleaned intermittently during practice and events as deemed necessary. | Coaches | Cleaning Supplies | Y |
| | | All equipment will be cleaned at the end of the practice day for use the following day by Coaches and Staff. | Coaches/Staff | Cleaning Supplies | Y |
| | | Spotters for weightlifting should be stationed at each end of the bar and not overtop the athlete. | Coaches | None | Y |
| | Clean and disinfect shared items between uses. | Clean and disinfect shared items between uses. | Teachers | Cleaning Supplies | Y |

| 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>Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas to the maximum extent possible.</p> <ul style="list-style-type: none"> • Secondary level – each student will be provided with their own locker • Elementary level – only one student will use a cubby daily; cubby will be emptied at the end of each day | <p>Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas to the maximum extent possible.</p> <ul style="list-style-type: none"> • Secondary level – each student will be provided with their own locker • Elementary level – only one student will use a cubby daily; cubby will be emptied at the end of each day | Building Principals | None | Y |
| | <p>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., textbooks, art supplies, equipment etc.) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use. For devices and materials that must be shared, ensure cleaning and disinfecting between uses.</p> | <p>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., textbooks, art supplies, equipment etc.) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use. For devices and materials that must be shared, ensure cleaning and disinfecting between uses.</p> | Building Principals | School Supplies as needed | N |
| | <p>Students will refrain from sharing food and other treats.</p> | <p>Students will refrain from sharing food and other treats.</p> | Teachers and Cafeteria monitors | None | Y |
| | <p>Elementary parties and birthday celebrations where students bring in treats of any kind are not permitted.</p> | <p>Elementary parties and birthday celebrations where students bring in treats of any kind are not permitted. This practice will reconvene when safe to do so.</p> | Building Principals | None | Y |

| 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) |
|---|--|--|------------------------------|--|-------------------|
| Staggering the use of communal spaces and hallways | Close communal use spaces such as cafeterias and playgrounds. | Close communal use spaces such as playgrounds until further guidance; otherwise stagger use and disinfect in between use. | Building Principals | None | N |
| | Establish routines that limit student movement throughout the building and prohibit student congregation in communal areas. | Establish routines that limit student movement throughout the building and prohibit student congregation in communal areas. | Building Principals | Building Procedures | Y |
| | Have students wash/sanitize their hands prior to leaving and when returning to the classroom. | Have students wash/sanitize their hands prior to leaving and when returning to the classroom. | Classroom Teachers | Hand Soap/Sanitizer Paper towels | Y |
| | Explore options for monitoring and regulating the number of students in the building, utilizing a hall pass at the same time. | Explore options for monitoring and regulating the number of students in the building, utilizing a hall pass at the same time. | Administration | Hall Pass Software | N |
| | Stagger classes of students in hallways to limit numbers in hallways at any time. <ul style="list-style-type: none"> Stagger cafeteria arrivals Schedule class restroom breaks at the elementary level Stagger building dismissal | Stagger classes of students in hallways to limit numbers in hallways at any time. <ul style="list-style-type: none"> Stagger cafeteria arrivals Schedule class restroom breaks at the elementary level Stagger building dismissal | Building Principals | Building Schedules | N |
| | Create one-way traffic pattern in hallways. | Hallways will be one-way when possible. When this cannot be accomplished, we will clearly define the center of hallways and communicate traffic patterns. | Building Principals | Tape | Y |
| | Create videos to train students about the new traffic patterns and ways to social distance in the hallways. | Create videos to train students about the new traffic patterns and ways to social distance in the hallways. | Building Principals | iPads Building COVID procedures | N |

| 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) |
|--|---|---|------------------------------|--|-------------------|
| | When possible, restrict use of lockers by identifying specific times of day where lockers can be accessed. | When possible, restrict use of lockers by identifying specific times of day where lockers can be accessed. | Building Principals | None | N |
| | Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible. | Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible. | Building Principals | None | N |
| Adjusting transportation schedules and practices to create social distance between students | Stagger student arrival and drop-off times or locations. Request that parents dropping off their students arrive after all buses have left the lot. | Stagger student arrival and drop-off times or locations. Request that parents dropping off their students arrive after all buses have left the lot. | Building Principals | Building COVID procedures | N |
| | Communicate changes in traffic patterns/drop-off locations and procedures to families. Request that parents dropping off their students remain in the lot until their child's temperature is checked. | Communicate changes in traffic patterns/drop-off locations and procedures to families. Request that parents dropping off their students remain in the lot until their child's temperature is checked. | Building Principals | Signs Emails Letters | N |
| | When possible create social distance between children on school buses (for example, seating children one child per seat or every other row). | When possible create social distance between children on school buses (for example, seating children one child per seat or every other row). | Bus drivers | None | Y |
| | Institute daily temperature and symptom checks for bus drivers | Institute daily temperature and symptom checks for bus drivers | Bus Company | None | N |

| 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) |
|--|--|--|-------------------------------------|--|-------------------|
| | Limit bus seating to one student per seat, when possible. | Limit bus seating to one student per seat, when possible. | Transportation Coordinator | None | Y |
| | Busses will be cleaned after the morning runs and then deep cleaned again after the afternoon runs. | Busses will be cleaned after the morning runs and then deep cleaned again after the afternoon runs. | Transportation Coordinator | Cleaning Materials | N |
| | Remove all trash bins and other unnecessary items from the bus. | Remove all trash bins and other unnecessary items from the bus. | Transportation Coordinator | None | N |
| | Coordinate transportation schedules with other LEAs when sharing students or transportation systems. | Coordinate transportation schedules with other LEAs when sharing students or transportation systems. | District transportation coordinator | None | N |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | Close communal use spaces such as cafeterias and playgrounds. | Close communal use spaces such as playgrounds until further guidance; otherwise stagger use and disinfect in between use. | Building Principals | None | N |
| | Stagger classes of students in hallways to limit numbers in hallways at any time. <ul style="list-style-type: none"> Stagger cafeteria arrivals Schedule class restroom breaks at the elementary level Stagger building dismissal | Stagger classes of students in hallways to limit numbers in hallways at any time. <ul style="list-style-type: none"> Stagger cafeteria arrivals Schedule class restroom breaks at the elementary level Stagger building dismissal | Building Principals | Building schedules | N |
| | Create one-way traffic pattern in hallways. | Hallways will be one-way when possible. When this cannot be accomplished, we will clearly define the center of hallways and communicate traffic patterns. | Building Principals | Tape | N |

| 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) |
|---|---|---|--|--|-------------------|
| | Separate students within common areas. | Separate students within common areas. | All staff | None | Y |
| | Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible. | Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible. | Building Principals | None | N |
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | Communicate regularly all plans regarding educational calendar, social distancing and transportation, and their implementation with local childcare agencies. | Communicate regularly all plans regarding educational calendar, social distancing and transportation, and their implementation with local childcare agencies. | Elementary principals and transportation coordinator | Summary of Plan | N |
| | Post Health and Safety Plan on public school/district website. | Post Health and Safety Plan on public school/district website. | Lori Heim | Health and Safety Plan District Website | N |
| | Provide regular update information on school website and in parent flyers/letters. | Provide regular update information on school website and in parent flyers/letters. | Lori Heim | Information Updates | N |
| | Encourage caregivers and families to practice and reinforce good prevention habits at home and within their families. | Encourage caregivers and families to practice and reinforce good prevention habits at home and within their families. | District Administration | Emails Signs Posters | N |
| | Remind parents to keep child at home if sick with any illness. | Remind parents to keep child at home if sick with any illness. | Building Principals | Parent Communications Signs | N |
| | Prepare parents and families for remote learning if face-to-face instruction is suspended. | Prepare parents and families for remote learning if face-to-face instruction is suspended. | Building Principals | Trainings Communications | Y |

| 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) |
|---|---|---|------------------------------|--|-------------------|
| | Provide training to prepare parents/guardians for digital and remote learning. | Provide training to prepare parents/guardians for digital and remote learning. | Building Principals | Videos Communications | N |
| | Discourage students and families from gathering in other public places while school is dismissed to help slow the spread of COVID-19 in the community | Discourage students and families from gathering in other public places while school is dismissed to help slow the spread of COVID-19 in the community | District Administration | Signs Parent Communications | N |
| Other social distancing and safety practices | Nurse's office will only be used for emergencies. A satellite location will be identified for non-emergency services. | Nurse's office will only be used for emergencies. A satellite location will be identified for non-emergency services. | Nurse Building Principal | None | N |

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: Check for signs and symptoms of students and employees daily upon arrival. Staff check-in each morning with temperature and monitoring of symptoms. Student temperature checks each morning. A quarantine area will be established for students who exhibit COVID-19. Administration and the school nurse will decide which students are quarantined based upon best practices. Staff and students must have a doctor’s release to return to school activities. Post Health and Safety Plan on public school/district website.

| 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) |
|---|---|---|------------------------------|--|-------------------|
| Monitoring students and staff for symptoms and history of exposure | Check for signs and symptoms of students and employees daily upon arrival. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | Check for signs and symptoms of students and employees daily upon arrival. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | | | |
| | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | School Nurse | Thermometers Daily Check in sheet | N |

| 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) |
|--|--|--|------------------------------|--|-------------------|
| | Educate students and staff about the symptoms of COVID and the process for reporting should those symptoms begin mid-day. | Educate students and staff about the symptoms of COVID and the process for reporting should those symptoms begin mid-day. | Building Principals | Signs Communications | Y |
| | Building principals will collaborate with school nurses to determine if a staff member/student needs to be quarantined. The building principal will notify the COVID Coordinator if the decision has been made for quarantine. | Building principals will collaborate with school nurses to determine if a staff member/student needs to be quarantined. The building principal will notify the COVID Coordinator if the decision has been made for quarantine. | Building Principals | Checklist | Y |
| | Establish a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. | Establish a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. | District Administration | None | N |
| | Develop a system for home/self-screening and reporting procedures. Communicate this procedure to staff and families. | Develop a system for home/self-screening and reporting procedures. Communicate this procedure to staff and families. | District Administration | None | N |
| | Encourage staff to stay home if they are sick and encourage parents to keep sick children home. | Encourage staff to stay home if they are sick and encourage parents to keep sick children home. | District Administration` | Communication | N |
| | Adopt flexible attendance policies for students and staff. | Adopt flexible attendance policies for students and staff. | District Administration | District Policy/Contracts | N |
| Isolating or quarantining students, staff, or | Identify an isolation room or area to separate anyone who exhibits COVID-19like symptoms. | Identify an isolation room or area to separate anyone who exhibits COVID-19like symptoms. | Building Principals | School Available space | N |

| 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) |
|---|--|--|---|--|-------------------|
| visitors if they become sick or demonstrate a history of exposure | Establish procedures for safely transporting sick individuals home. | Establish procedures for safely transporting sick individuals home. | Transportation Director | Buses | N |
| | Close off areas used by a sick person and do not use before cleaning and disinfection. | Close off areas used by a sick person and do not use before cleaning and disinfection. | Building Principal, Nurse, Custodial Lead | Classrooms | N |
| | Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Implement flexible sick leave policies and practices, if feasible. | Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Implement flexible sick leave policies and practices, if feasible. | District Administration | None | N |
| | Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures. | Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures. | District Administration | None | N |
| | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work and comply to the fullest extent possible. | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work and comply to the fullest extent possible. | District Administration | DOH Guidance Documents | N |
| Returning isolated or quarantined staff, students, or visitors to school | Create a communication system for staff and families to communicate when a return to work/school is possible. | Create a communication system for staff and families to communicate when a return to work/school is possible. | District Administration | None | N |

| 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>Develop criteria/protocol for determining when an ill/thought-to-be ill person can return to school:</p> <ul style="list-style-type: none"> Utilize "Return to School" Excuse created by county nurses Fever (without the use of fever reducing medications) cough, shortness of breath AND at least 10 days have passed since symptoms first appeared according to CDC guidelines. Emerging evidence in the field of cardiology recommends a 14-day convalescent period from the start of symptoms prior to starting back to strenuous activity and consideration of cardiac testing. Students who test positive for COVID 19 should provide a written release for return to activity from their medical provider before allowing continued participation. | <p>Develop criteria/protocol for determining when an ill/thought-to-be ill person can return to school:</p> <ul style="list-style-type: none"> Utilize "Return to School" Excuse created by county nurses Fever (without the use of fever reducing medications) cough, shortness of breath AND at least 10 days have passed since symptoms first appeared according to CDC guidelines. Emerging evidence in the field of cardiology recommends a 14-day convalescent period from the start of symptoms prior to starting back to strenuous activity and consideration of cardiac testing. Students who test positive for COVID 19 should provide a written release for return to activity from their medical provider before allowing continued participation. | District Administration | CDC/State guidelines | N |

| 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) |
|--|---|---|------------------------------|--|-------------------|
| | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. <ul style="list-style-type: none"> • Staff check-in each morning with temperature and monitoring of symptoms • Student temperature checks each morning | Nurse | Thermometer Daily check-in log | Y |
| | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work and comply to the fullest extent possible. | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work and comply to the fullest extent possible. | Building Principal | DOH Communications | N |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | Post Health and Safety Plan on public school/district website | Post Health and Safety Plan on public school/district website. | Lori Heim | Website | N |
| | Provide regular update information on school website and in parent flyers/letters. | Provide regular update information on school website and in parent flyers/letters. | District Administration | Website Signs Communication home | N |
| Other monitoring and screening practices | | | | | |

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: ALL Students will wear face coverings in the hallways, on buses and in other areas at all times. Protect employees at higher risk for severe illness by supporting and encouraging options to telework. Explore offering duties that minimize higher risk individuals' contact with others. All students will receive technology (iPad/laptop). Utilize Prevention specialists, social workers, guidance counselors to meet with students requiring social-emotional supports (face-to-face; virtual).

| 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) |
|--|---|---|------------------------------|--|-------------------|
| Protecting students and staff at higher risk for severe illness | Establish and maintain communication with local and state authorities to determine current mitigation levels in your community. | Establish and maintain communication with local and state authorities to determine current mitigation levels in your community. | District Administration | None | N |
| | Adopt flexible attendance policies for students and staff. | Adopt flexible attendance policies for students and staff. | District Administration | Policy; Contracts | N |
| | Protect employees at higher risk for severe illness by supporting and encouraging options to telework. | Protect employees at higher risk for severe illness by supporting and encouraging options to telework. | District Administration | Laptops; iPads | Y |
| | Explore offering duties that minimize higher risk individuals' contact with others. | Explore offering duties that minimize higher risk individuals' contact with others. | Building Principals | None | N |
| | Limit or cancel all non-essential travel and field trips as necessary. | Limit or cancel all non-essential travel field trips as necessary. | Building Principals | None | N |
| | Limit visitors to the building. | Limit visitors to the building. | Building Principals | None | N |
| | Establish procedures for parents entering the building to pick-up their children to minimize contact. | Establish procedures for parents entering the building to pick-up their children to minimize contact. | Building Principals | Building Procedures | N |

| 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) |
|--|--|--|------------------------------------|--|-------------------|
| | Address equity and truancy risks relating to vulnerable populations such as homeless students, migrant students, English Learners and those served by the juvenile justice system. | Address equity and truancy risks relating to vulnerable populations such as homeless students, migrant students, English Learners and those served by the juvenile justice system. | Building Principals/Social Workers | Truancy policy | Y |
| | Determine additional considerations and supports needed for students with disabilities with complex medical needs to ensure the safety of these students and the individuals providing services to these students. | Determine additional considerations and supports needed for students with disabilities with complex medical needs to ensure the safety of these students and the individuals providing services to these students. | Building Principals | To Be Determined | Y |
| Use of face coverings (masks or face shields) by all staff | All staff will wear face coverings throughout the day. | All staff will wear face coverings throughout the day. | Building Principals | Face masks/shields | N |
| Use of face coverings (masks or face shields) by older students (as appropriate) | ALL Students will wear face coverings in the hallways, on buses and in other areas at all times. | ALL Students will wear face coverings in the hallways, on buses and in other areas at all times. | Building Principals | Face Masks | N |
| | District will provide masks for students that forget/require new masks | District will provide masks for students that forget/require new masks | Keith Bielby | Inventory Tracking Sheet | N |
| Unique safety protocols for students with complex needs or other vulnerable individuals | Check for signs and symptoms of students and employees daily upon arrival . | Check for signs and symptoms of students and employees daily upon arrival . | Nurse/Building Principals | Daily Check-in Log | Y |
| | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. | Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. | Building Nurse | Daily Log | Y |

| 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) |
|--------------------------------------|--|--|---------------------------------|--|-------------------|
| | Establish a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. | Establish a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. | District Administration | None | N |
| | Develop a system for home/self-screening and reporting procedures. Communicate the procedures to all members of the school community. | Develop a system for home/self-screening and reporting procedures. Communicate the procedures to all members of the school community. | District Nurses/ Administration | Parent Communication | Y |
| | Encourage staff to stay home if they are sick and encourage parents to keep sick children home. | Encourage staff to stay home if they are sick and encourage parents to keep sick children home. | District Administration | None | N |
| | Adopt flexible attendance policies for students and staff. | Adopt flexible attendance policies for students and staff. | District Administration | Contracts; Policies | N |
| Strategic deployment of staff | Work with school administrators, nurses, and other healthcare providers to identify and staff an isolation room or area to separate anyone who exhibits COVID-19like symptoms. | Work with school administrators, nurses, and other healthcare providers to identify and staff an isolation room or area to separate anyone who exhibits COVID-19like symptoms. | Building Principals | School Building | N |
| | Identify person responsible for notifying the families of and safely transporting sick individuals home. | Identify person responsible for notifying the families of and safely transporting sick individuals home | Building Principals | None | N |
| | Close off areas used by a sick person and do not use before cleaning and disinfection. | Close off areas used by a sick person and do not use before cleaning and disinfection. | Custodial Lead | Cleaning Materials | Y |

| 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) |
|--------------|---|---|-------------------------------|--|-------------------|
| | Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Implement flexible sick leave policies and practices, if feasible. | Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Implement flexible sick leave policies and practices, if feasible. | District Administration | None | N |
| | Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures. | Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures. | District Administration | None | N |
| | All students will receive technology (iPad/laptop). | All students will receive technology (iPad/laptop). | Lori Heim | iPads Laptops | Y |
| | All staff prepared for remote leaning (transition between in-person and virtual instruction). | All staff prepared for remote leaning (transition between in-person and virtual instruction). | District Administration | Computer Software | Y |
| | Provision of tele-therapy (social workers, guidance counselors, Positive Steps). | Provision of tele-therapy (social workers, guidance counselors, Positive Steps). | Building Principal | Microsoft Teams | Y |
| | Revision of IEPs to address remote learning and reflect reopening plan. | Revision of IEPs to address remote learning and reflect reopening plan. | Director of Special Education | IEP Case managers | Y |
| | Utilize SAP/Child Study teams to identify students struggling to re-acclimate to school setting. | Utilize SAP/Child Study teams to identify students struggling to re-acclimate to school setting. | Building Principal | SAP Team | N |
| | Utilize Prevention specialists, social workers, guidance counselors to meet with students requiring social-emotional supports (face-to-face; virtual). | Utilize Prevention specialists, social workers, guidance counselors to meet with students requiring social-emotional supports (face-to-face; virtual). | Building Principal | None | N |

| 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) |
|--|--|--|------------------------------|--|-------------------|
| | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work. | Refer to most recent DOH Guidance on Home Isolation or Quarantine and Returning to Work. | All staff | DOH communication | N |
| Training of Substitute Teachers | Collaborate with Precision (substitute company) in sharing of protocols | Collaborate with Precision (substitute company) in sharing of protocols | | | |
| | Train substitutes (teachers and custodians) on COVID protocols | Train substitutes (teachers and custodians) on COVID protocols | | | |
| | Provide PPE for substitute employees | Provide PPE for substitute employees | | | |

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 |
|--------------------------------|----------------------------|---------------------------|-----------------|--|----------------|-----------------|
| Cleaning Protocols | Custodial Staff | Keith Bielby | Training | | July 1, 2020 | July 1, 2020 |
| COVID Protocols and Procedures | Teachers/Paraprofessionals | Principals/Administration | Training/Videos | | August, 2020 | September, 2020 |
| Cafeteria Procedures | Food Service Staff | Janet Gaffney | Training | | August 1, 2020 | August 1, 2020 |
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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 |
|--|----------|--------------------------|------------------------|------------|-----------------|
| Transportation Changes | Parents | Building Principals | Email/Letters | | |
| Reopening Plan | Parents | Building Principals | Email/Letters | | |
| District Attendance Policy/COVID screenings | Parents | Building Principals | Email/Letters | | |
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Health and Safety Plan Summary: (Ambridge Area School District)

Anticipated Launch Date: (August 17, 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> | <p>In both the yellow and green phases, building custodial staff will clean and disinfect frequently touched surfaces (i.e. door handles, sinks handles, etc.) and objects within the school and on school buses at least daily. The district will close drinking fountains throughout the building and permit students to bring water bottles. Administration will purchase adequate cleaning supplies and will collaborate with the custodial staff to maintain an adequate inventory and supply.</p> <p>Administration will work with the HVAC company to inspect and maximize the functioning of the ventilation system in each building. Interior classroom and office doors will remain open, to the extent possible, throughout the day in an effort to increase air circulation in the building. In addition, entrance and exit to the building will be limited to one or two specific building entrances (except in cases of emergency).</p> |

Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
|---|--|
| <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><u>Buildings during the instructional day</u> Students will participate in face-to-face instruction two/three days per week and online instruction two/three days per week allowing for a reduced number of students in the building and regular weekly deep cleaning of learning spaces. Building principals will develop a schedule so that students stay with the same staff member(s) as much as possible at each age level. For example, at the elementary</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|---|--|
| <ul style="list-style-type: none"> * 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 | <p>level, teachers will rotate so that student may remain in the classroom. Where possible, classes will be scheduled in large group instruction areas such as gyms, auditoriums, or other large spaces to maximize social distancing between students. In all instructional areas, classroom desks will be placed at a distances of 6 feet between student desks/seating to the maximum extent feasible and appropriate. Turn desks to face in the same direction or have students sit on only one side of tables, spaced apart to the maximum extent feasible. To limit the risk of droplet transmission in classes incorporating wind instruments, students will be scheduled into these classes by section, decreasing the number of students in the classroom and allowing for increased distances between students. Social distancing procedures will also be put into effect in the cafeterias. Lunch options will be limited to optimize flow through food lines. When possible, students will receive individually plated meals/box lunches and avoid buffet style meals. Seating at tables will be limited and tables placed as far apart as possible. Staff will encourage students to avoid sharing food and utensils. During the yellow phase, elementary lunches will be served in classrooms. Nurse's office will only be used for emergencies. A satellite location will be identified for non-emergency services.</p> |
| <p>Limiting the sharing of materials among students</p> | |
| <p>Staggering the use of communal spaces and hallways</p> | |
| <p>Adjusting transportation schedules and practices to create social distance between students</p> | <p>Movement throughout the building will be restricted to limit the interaction between groups of students. Where possible, building administration will create schedules to limit the number of individuals in hallways at the same time. When possible, restrict use of lockers by identifying specific times of day to access their belongings. Where possible, students will travel through one-way hallways. When this practice is not possible, clear lines will designate the center of the hallway, and students will travel as closely to the walls as possible. Building principals will create schedules that stagger entrance to the cafeteria and elementary principals will schedule bathroom breaks to avoid overcrowding of the restrooms and allow for proper cleaning. Communal areas, such as playgrounds, will be closed to use.</p> |
| <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> | |
| <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> | |
| <p>Other social distancing and safety practices</p> | <p>Procedures will be established to keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas to the maximum extent possible. At the secondary level, each student will be provided with his or her own</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>locker. Elementary students will be assigned a cubby for daily use; cubby will be emptied and cleaned at the end of each day. The district will provide adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., textbooks, art supplies, equipment etc.). Teachers will limit the use of supplies and equipment by one group of students at a time and clean and disinfect between use. For devices and materials that must be shared, staff will clean and disinfect between uses.</p> <p>Students will refrain from sharing food and other treats. Elementary parties and birthday celebrations where students bring in treats of any kind are not permitted at this time; this practice will reconvene when safe to do so.</p> <p><u>Hygiene</u> School staff will teach and reinforce washing hands and covering coughs and sneezes among students and staff. Students will wash/sanitize their hands prior to leaving and when returning to the classroom. In addition, staff will instruct students on the proper use, and reasoning for, face coverings among all staff and students. The district will provide masks for students, staff and school visitors. School staff throughout the day will wear face coverings. Students will wear face coverings in hallways and when moving through the building; they may remove masks when eating.</p> <p>Custodial staff will strategically place hand-sanitizing stations throughout the building and monitor regularly to ensure that they are filled. The district will continue to work with health departments and local health care systems to disseminate hygiene and disinfection strategies for transmission prevention at home</p> <p><u>Athletics</u> The district will suspend all athletics during times during the yellow phase. Students, Student-Athletes, Coaches and Staff should self-report any signs/symptoms of COVID-19 prior to a workout. Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. Any person with positive symptoms reported will not be allowed to take part in AASD activities</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>and should contact his or her primary care provider or other appropriate health-care professional.</p> <p>Gatherings should only include Students, Student-athletes, Coaches and other required Staff. No gathering of more than 25 individuals including coaches per schedule. Students, Student-Athletes, Coaches and Staff will need to arrive dressed for activity and return home to shower following any practice, competition or event. Locker rooms will not be made available. Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment surfaces. All individuals should refrain from sharing clothing/towels and should be washed after each practice. Spotters for weightlifting should be stationed at each end of the bar and not overtop the athlete.</p> <p>All equipment that may be used by multiple individuals (balls, shields, tackling dummies, shotput, discus, pole vault, etc.) should be cleaned intermittently during practice and events as deemed necessary. All equipment will be cleaned at the end of the practice day for use the following day by Coaches and Staff. Adequate cleaning schedules will be implemented for all facilities to mitigate any communicable disease. Facilities should be cleaned prior to arrival and post workouts and group activities. High touch areas should be cleaned more often. Weight Room Equipment should be wiped down after any individual's use.</p> <p>Modified practices may begin for Moderate and High-risk sports (practices must remain non-contact and include social distancing where applicable). Controlled non-contact practices only, with an emphasis on conditioning in the beginning. Social Distancing should be applied, as feasible, during practices and in locker rooms, and gathering areas.</p> <p><u>Transportation</u> Busses will be cleaned after both the morning and afternoon bus runs. The bus company will perform daily health checks on all drivers and work to clear buses of driver belongings and trashcans as much as possible. Students will sit one child per seat while on buses. When parents elect to transport their students, the district requests</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>that they arrive after buses have dropped off all students to help limit the number of students entering the building at one time.</p> <p><u>Extracurricular Activities and Gatherings</u> To limit access to the buildings, the district will work to pursue virtual group meetings as much as possible. Volunteers will not be permitted into the building during school days. Out-side service providers will only be permitted into buildings in accordance with students IEP plans and must adhere to district face mask and social distancing procedures. Parent meetings will be limited to specific areas in each building and will be cleaned between uses. The district will limit gatherings, events, and extracurricular activities to those that can maintain social distancing. Field trips are cancelled at this time.</p> <p><u>Training and Communication:</u> Prior to the beginning of remote learning, the district will provide training sessions for students and parents regarding how to access online learning (both in person practicing social distancing and video/written form) should the district need to return to full remote learning. To communicate all changes to procedures and instruction, the district will:</p> <ul style="list-style-type: none"> • Post age appropriate signs on how to stop the spread of COVID-19, such as properly washing hands, promote everyday protective measures, and properly wear a face covering. Principals and staff will coordinate from the list from available list (PreK-5 & 6-12). • Utilize video at the beginning of the year and reviewed periodically. • Ensure communications are in common languages spoken at school and easily understandable for children and adults. Create videos to train students about the new traffic patterns and ways to social distance in the hallways. • Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a face covering). • Broadcast regular announcements on reducing the spread of COVID-19. Include messages (e.g., videos) about behaviors that prevent the spread of COVID-19 when communicating with staff |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|--|
| | <p>and families (such as on school websites, in emails, and on school social media accounts).</p> <ul style="list-style-type: none"> • Post Health and Safety Plan on public school/district website. <p>Topics to be addressed in trainings and communication include:</p> <ul style="list-style-type: none"> • Announcements to parents about screening their child’s health at home and when to keep students home. • Communicate changes in traffic patterns/drop-off locations and procedures to families. Request that parents dropping off their students remain in the lot until their child’s temperature is checked. • Encourage caregivers and families to practice and reinforce good prevention habits at home and within their families. |

Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|--|---|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p> | <p>Students and staff will be encouraged to stay home should they have a fever or demonstrate any symptoms that align with COVID-19. Each morning, building administration will check for signs and symptoms of students and employees daily upon arrival. Staff sign-off that they have not experienced COVID-19 symptoms, nor been exposed to others, as well as having their temperature taken. The nurse and building principal(s) will take student temperatures as they arrive at school. Students demonstrating symptoms of COVID-19 will report to the isolation room until they can be transported home. Building principals will collaborate with school nurses to determine if a staff member/student needs to be quarantined. Should students begin to exhibit symptoms of COVID-19 during the instructional day, their classmates will be moved to an open classroom until that classroom can be safely cleaned; staff will close off areas used by a sick person and do not use before cleaning and disinfection. The building principal will notify the COVID Coordinator if the decision is made to quarantine. He will then notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Implement flexible sick leave policies and practices, if feasible.</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|--|
| | <p>After a staff member or student has determined they are ready to return to school after being isolated/quarantined, the district will utilize the “Return to School” Excuse created by the nurses of Beaver County school districts. Included in that checklist, is fever (without the use of fever reducing medications) cough, shortness of breath AND at least 10 days have passed since symptoms first appeared according to CDC guidelines. Emerging evidence in the field of cardiology recommends a 14-day convalescent period from the start of symptoms prior to starting back to strenuous activity and consideration of cardiac testing. Students who test positive for COVID 19 should provide a written release for return to activity from their medical provider before allowing continued participation.</p> <p>The district will also establish a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases, and create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.</p> |

Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| <p>* Protecting students and staff at higher risk for severe illness</p> <p>* Use of face coverings (masks or face shields) by all staff</p> <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p> | <p>The Ambridge Area School district will establish and maintain communication with local and state authorities to determine current mitigation levels in your community. The COVID coordinator will notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality. Where possible, the district will protect employees at higher risk for severe illness by supporting and encouraging options to telework and explore offering duties that minimize higher risk individuals’ contact with others. To assist in the confidential identification of students or staff experiencing COVID-19 symptoms, the district will create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures. When possible, the district will implement flexible sick leave and attendance policies and practices.</p> <p>To ensure the continuation of school COVID policies when teachers are out ill, the district will collaborate with Precision (substitute</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|--|
| | <p>provider) in sharing of protocols and training of substitutes (teachers and custodians) on COVID protocols.</p> <p>Should it be unsafe to continue face-to-face instruction, the district has taken measures to ensure a successful and seamless transition to complete remote learning. All students will receive technology (iPad/laptop) at the beginning of the school year. All staff is prepared for remote leaning (transition between in-person and virtual instruction) and has received additional professional development on best practices in remote learning. The district will continue to support teacher development of these skills. To support students struggling without the social interaction of school, the district is ready to support tele-therapy using social workers, guidance counselors and Positive Steps.</p> <p>Building principals and nurses will conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. Working together, school administrators, nurses, and other healthcare providers will identify an isolation room or area to separate anyone who exhibits COVID-19like symptoms. Staff will close off areas used by a sick person and will not use before cleaning and disinfection.</p> <p>All staff will wear face coverings throughout the day. ALL Students will wear face coverings in the hallways, on buses and in other areas where social distancing is difficult. When in the cafeteria, students may remove their masks. The district will provide masks for students that forget/require new masks.</p> <p>In an effort to eliminate outside contamination, the district will limit or cancel all non-essential travel and field trips as necessary. In addition, visitors to the building will be limited to those essential to providing students with required educational services. Volunteers will participate virtually when possible. Building principals will establish procedures for parents entering the building to pick-up their children to minimize contact.</p> <p>The district will work to determine additional considerations and supports needed for students with disabilities with complex medical</p> |

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|---|
| | <p>needs to ensure the safety of these students and the individuals providing services to these students. Following PDE regulations, special education teachers will complete the revision of IEPs to address remote learning and reflect the reopening plan. In addition, the district will work to address equity and truancy risks relating to vulnerable populations such as homeless students, migrant students, English Learners and those served by the juvenile justice system. To provide students all necessary services, buildings will utilize SAP/Child Study teams to identify students struggling to re-acclimate to school setting and utilize Prevention specialists, social workers, guidance counselors to meet with students requiring social-emotional supports (face-to-face; virtual).</p> |

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **(INSERT NAME OF LEA)** reviewed and approved the Phased School Reopening Health and Safety Plan on **(INSERT DATE: MONTH, DAY, YEAR)**.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **(INSERT DATE: MONTH, DAY, YEAR)**

By:

(Signature of Board President)*

(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.