



School District 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.

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

Health and Safety Plan: Canon-McMillan School District

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

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

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

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

Type of Reopening

Key Questions

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

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 24, 2020

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a

comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Pandemic Coordinator Matt Harding	School District	Plan Development and Response Team
Scott Chambers Grace Lani Rebecca Lieb Michael Daniels Jurdon Maier Justin Heckman Tim McCullough	Central Administration	Response Team
319 Responses	Professional Staff	Survey
2977 Responses	Parents	Survey
Building Principal Greg Taranto Tula Diziak Ken Crowley	Building Level Administrators	Response Team

Bob Klienhans		
DOH	Health Official	Plan Development and Response Team
County EMA	Health Official	Plan Development and Response Team

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: Buildings will be cleaned, disinfected and ready according to steps indicated in the chart below using OSHA guidelines with all custodian staff trained.

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)	<ul style="list-style-type: none"> • Daily cleaning of schools with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. 	<ul style="list-style-type: none"> • Daily cleaning of schools with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. 	Custodian Bus Driver or Contracted service provider Maintenance	Cleaning Supplies – Ensure supply chain through multiple vendors	Y
	<ul style="list-style-type: none"> • At Least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk. 	<ul style="list-style-type: none"> • At Least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk. 		Continuously monitor inventory	Y
				Continuously monitor inventory	Y

	<ul style="list-style-type: none"> • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. 				

Social Distancing and Other Safety Protocols

Key Questions

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

Summary of Responses to Key Questions: The following action steps address all aspects of a school day. The safety protocols and social distancing selected will be implemented to the extent possible. The school district will conduct enrollment into the distance learning program in July. This will provide the school district with expected attendance for face to face instruction and further planning can be done based on those

actual numbers. Based on the parent survey we could have 450 students or more select to distance learn and not physically return. This would allow for more space on buses and in the classroom.

A delayed start time for students would allow for teachers to post online lessons / materials and provide duty free time for teachers who do not have any students participation in distance learning. Those teachers who receive their duty free time prior to student arrival could then be scheduled for duties during lunch periods. This would allow the schools to further divide out students to eat in alternate locations within the school.

Students and staff are required to wear masks / shields/ coverings on school buses, in large gatherings outside of the classroom, and while transitioning from classroom to classroom.

Students and staff would not be required to wear masks / shields / coverings while seated in the classroom.

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)
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<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>	<ul style="list-style-type: none"> ● Survey families to determine what students would participate in 100% distance learning. ● Reduce Class Size <ul style="list-style-type: none"> ○ Half of class roster ● Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ● Turn desks in the same direction. ● Students sit on one side of tables/desk facing the same direction. ● Limit physical interaction through partner or group work ● Establish distance between the teacher’s desk/board and students’ desks ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Allowing students and staff to wear face ○ congregations of students and staff 	<ul style="list-style-type: none"> ● Survey families to determine what students would participate in 100% distance learning. ● Normal classroom capacity ● Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ● Turn desks in the same direction. ● Students sit on one side of tables/desk facing the same direction. ● Limit physical interaction through partner or group work ● Establish distance between the teacher’s desk/board and students’ desks ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Allowing students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff 	<p>Admin Principal Teachers Custodians</p>	<p>Master Scheduling</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>
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<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms to the maximum extent feasible</p>	<ul style="list-style-type: none"> ● Implement standard operating procedures while taking preventative measures such as: ● Provide hand sanitizer for students and staff ● Allow student hand washing before and after meal service ● Install plexiglass dividers between at the register and in serving lines. ● Limit the use of cash for purchases. ● Use disposable plates, utensils, etc. ● Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use ● Conduct cleaning of cafeterias and high-touch surfaces throughout the 	<ul style="list-style-type: none"> ● Implement standard operating procedures while taking preventative measures such as: ● Allow student hand washing before and after meal service to the extent possible ● Install plexiglass dividers between at the register and in serving lines. ● Limit the use of cash for purchases. ● Serving meals in cafeterias with: ● Spaced serving lines (marked on floors) to the maximum extent feasible ● Spaced seating to the extent possible. ● Consuming meals in alternate areas throughout the school to the extent possible. ● Providing hand sanitizers for students and staff 	<p>Principal Custodian Cafeteria Staff</p>	<p>Hand Sanitizer Sanitizing Wipes Cleaning Supplies Masks Shields</p> <p>Pre-packaged materials</p>	<p>Y</p>
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	<p>school day Alternative Serving Models:</p> <ul style="list-style-type: none"> • Allowing students and staff to wear face masks while in line and after eating. Allow face shields while eating. • Consuming meals in alternate areas throughout the school to the extent possible. • Serving meals in cafeterias with: <ul style="list-style-type: none"> • Spaced serving lines (marked on floors) • Spaced seating to the extent possible • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. • Avoid sharing of foods and utensils. 	<ul style="list-style-type: none"> • Allowing students and staff to wear face masks while in line and after eating. Allow face shields while eating. • Conducting cleaning of cafeterias and high-touch surfaces throughout the school day • Avoid sharing of foods and utensils. 			
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as handwashing, coverings, coughs, and face coverings 	<ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings 	<p>Administrator Teacher Para Nurse Students Parents</p>	<p>Signs Health Curriculum</p>	<p>Y</p>

	<ul style="list-style-type: none"> ● Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no touch trash cans in all bathrooms, classrooms, and frequently trafficked areas ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. 	<ul style="list-style-type: none"> ● Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms and frequently trafficked areas ● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. 			
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc	https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc	Administrator Principal	Laminated Signs or posters	N
* Identifying and restricting non-essential visitors and volunteers	<ul style="list-style-type: none"> ● Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. ● Restrict nonessential visitors, volunteers, and activities that involve other groups. 	<ul style="list-style-type: none"> ● Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. ● Restrict nonessential visitors, volunteers, and activities that involve other groups. 	Administrator	Policies and procedures	N
* Handling sporting activities for recess and physical education classes consistent with	<ul style="list-style-type: none"> ● Refer to Athletic Return to Play Health and Safety Plan 	<ul style="list-style-type: none"> ● Refer to Athletic Return to Play Health and Safety Plan 	Admin Athletic Director Athletic trainers Coaches	Master Schedule Policies/Procedures	Y

<p>the CDC Considerations for Youth Sports</p>	<ul style="list-style-type: none"> ● CDC Guidance for Youth Sports: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html ● PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/ ● Stagger the schedule for large group gatherings such as recess to extent possible. ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Clean equipment/materials between PE classes, recess, training room ● Weight room closed ● Students do not dress for PE ● Individual items are placed in designated location within the gym ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Allowing students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff ○ Schedule recess so students remain in same groups together 	<ul style="list-style-type: none"> ● CDC Guidance for Youth Sports: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html ● PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/ ● Stagger the schedule for large group gatherings such as recess to extent possible. ● Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Clean equipment/materials between PE classes, recess, training room, and weight room to the greatest extent possible. ● Weight room 50% capacity ● Students do not dress for PE ● Individual items are placed in designated location within the gym ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Allowing students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff 	<p>Teachers Paraprofessionals Custodians</p>	<p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	
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	<ul style="list-style-type: none"> ○ Consider sports/activities that do not require sharing equipment 	<ul style="list-style-type: none"> ○ Schedule recess so students remain in same groups together ○ Consider sports/activities that do not require sharing equipment 			
Limiting the sharing of materials among students	<ul style="list-style-type: none"> ● Identify necessary learning tools and resources, consider using consumables (when possible) ● Allow students to bring learning tools from home. ● Assign a cubby or bin to each child where s/he can keep hard copy texts and learning tools (e.g. rulers, calculators) ● Limit the sharing of technology tools (chromebooks, ipads, etc) and provide cleaning materials to be used between uses ● Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses 	<ul style="list-style-type: none"> ● Identify necessary learning tools and resources, consider using consumables (when possible) ● Allow students to bring learning tools from home. ● Assign a cubby or bin to each child where s/he can keep hard copy texts and learning tools (e.g. rulers, calculators) ● Limit the sharing of technology tools (chromebooks, ipads, etc) and provide cleaning materials to be used between uses ● Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses ● Limit use of weight-lifting equipment/machines and clean after each use 	Admin Teachers Tech Coordinators Paraprofessionals	Bins/Cubby Individual Tech tools such as ipads, chromebooks, etc. Art supplies Manipulatives Individual basic school supplies such as scissors, ruler, pencils, notebooks Science equipment Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory; tech wipes for all technology PPE	N
Staggering the use of communal spaces and hallways	<ul style="list-style-type: none"> ● Develop Entry Procedures and master schedule ● Require face coverings while in these areas ● Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, 	<ul style="list-style-type: none"> ● Develop Entry Procedures and schedule ● Require face coverings while in these areas ● Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the 	Admin Principals Teachers Custodians Paraprofessionals Cafeteria staff	Master Schedule Signs on floors and walls Policies/procedures for dropoff/pickup Policies/Procedures for recess and cafeteria use	Y

	<p>etc.) to enter the building and designate entrance and exit flow paths</p> <ul style="list-style-type: none"> ● Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup ● Clear one van/bus before another begins unloading / loading to the extent possible. ● Close water fountains, install filling stations ● Close communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. ● Provide hand sanitizer for students and staff ● Limit unnecessary congregations of students and staff ● Limit movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. ● Transitions: For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to limit congregation of students ○ Limit staggered class (ex: by hall, 	<p>building and designate entrance and exit flow paths</p> <ul style="list-style-type: none"> ● Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup ● Clear one van/bus before another begins unloading / loading to the extent possible. ● Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. ● Close water fountains, install filling stations ● Provide hand sanitizer for students and staff ● Minimize unnecessary congregations of students and staff ● Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. ● Transitions: For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students ● Consider grouping students with the same staff (all day for young children and as much as 		<p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	
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	<p>odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time</p> <ul style="list-style-type: none"> ○ Keep same group of students stay with the same staff (all day for young children and as much as feasible for older children) <ul style="list-style-type: none"> ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Limiting unnecessary congregations of students and staff 	<ul style="list-style-type: none"> ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Limiting unnecessary congregations of students and staff 			
<p>Adjusting transportation schedules and practices to create social distance between students</p>	<ul style="list-style-type: none"> ● Reduce capacity to 50% ● Provide hand sanitizer for students and bus drivers ● Require face masks / coverings for bus drivers and students ● Utilize spaced seating (to the extent practicable) ● Eliminate field trips 	<ul style="list-style-type: none"> ● Provide hand sanitizer for students and bus drivers ● Require face masks / coverings for bus drivers and students ● Utilize spaced seating (to the extent practicable) ● Eliminate field trips 	<p>Transportation Coordinator</p> <p>Administration</p>	<p>Master schedules</p> <p>Cleaning Materials</p> <p>Masks</p>	<p>Y</p>

	<ul style="list-style-type: none"> ● Clean and disinfect frequently touched surfaces on the bus at least daily ● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p> <ul style="list-style-type: none"> • What Bus Operators Need to Know 	<ul style="list-style-type: none"> ● Clean and disinfect frequently touched surfaces on the bus at least daily ● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p> <ul style="list-style-type: none"> • What Bus Operators Need to Know 			
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<ul style="list-style-type: none"> ● Limit movement throughout the building ● Restrict mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible. ● Students remain in the same classroom; Teacher switches classrooms instead of students ● Use the master schedule to balance class numbers as much as possible ● Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ● Limit physical interaction through partner or group work ● Establish distance between the teacher's desk/board and students' desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing 	<ul style="list-style-type: none"> ● Minimize movement throughout the building ● Minimize mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible. ● Consider students remaining in the same classroom; Consider teachers switching classrooms instead of students ● Use the master schedule to balance class numbers as much as possible ● Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ● Minimize physical interaction through partner or group work ● Establish distance between the teacher's desk/board and students' desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing 	<p>Admin Principal Teachers Paraprofessionals Custodians</p>	<p>Master Schedule</p> <p>Signs and markings for the floor and walls</p> <p>Policies/Procedures</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	<p>Y</p>

	<ul style="list-style-type: none"> Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing) Providing hand sanitizer for students and staff Conducting cleaning of classrooms and high-touch surfaces each day 	<ul style="list-style-type: none"> Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing) Providing hand sanitizer for students and staff Conducting cleaning of classrooms and high-touch surfaces each day 			
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	<ul style="list-style-type: none"> Increase communication as needed. Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the yellow phase. 	<ul style="list-style-type: none"> Increase communication as needed. Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the Green phase. 	Administrator, transportation coordinator and transportation provider, and childcare providers	Transportation vehicles and childcare space	N
Other social distancing and safety practices					

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?

- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions: The school district will have in place protocols for monitoring student and staff health. Communications regarding those protocols will be prepared for use in situations listed in this section. CDC and DOH guidelines will be followed regarding the quarantine and return to school of individuals exposed / diagnosed with COVID-19. The school district’s plan that includes the dual delivery of instruction by the teacher(face to face and virtually) will allow students to move without interruption from one mode to another.

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	<ul style="list-style-type: none"> • Implement a system for home/self-screening and reporting procedure. • Check for signs and symptoms of students and employees daily upon arrival. • Individuals who are symptomatic will receive health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. 	<ul style="list-style-type: none"> • Implement a system for home/self-screening and reporting procedure. • Individuals who are symptomatic will receive health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Staff and students should stay home if they are sick.. 	Administrator Principal Teacher Nurse	Temperature Scanner When and how will trainings be provided	Y

	<ul style="list-style-type: none"> • Staff and students should stay home if they are sick • Flexible attendance policies for students. 	<ul style="list-style-type: none"> • Flexible attendance policies for students.. 			
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<ul style="list-style-type: none"> • Identify an isolation room or area within the school to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Arrange for the transport of anyone who is sick to go home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of 	<ul style="list-style-type: none"> • Identify an isolation room or area within the school to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Arrange for the transport of anyone who is sick to go home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of 	<p>Administrator Nurse</p>	<p>Isolation Room Proper PPE Equipment for Health Professionals</p>	<p>Y</p>

	<p>disinfectants and keep disinfectant products away from children.</p> <ul style="list-style-type: none"> • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation • The district will follow appropriate state DPH guidance for confirmed cases of COVID-19. 	<p>disinfectants and keep disinfectant products away from children.</p> <ul style="list-style-type: none"> • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation • The district will follow appropriate state DPH guidance for confirmed cases of COVID-19. • Symptoms of Coronavirus • What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection • Standard Precautions • Transmission-based Precautions 			
* Returning isolated or quarantined staff, students, or visitors to school	<ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronaviruses/2019-ncov/if-you-are-sick/end-home-isolation.html 	<ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronaviruses/2019-ncov/if-you-are-sick/end-home-isolation.html 	Administrators Department of Health Nurse	Policies and Procedures	Y
Notifying staff, families, and the public of school closures and within-school-year	<ul style="list-style-type: none"> • Post on the public Website 	<ul style="list-style-type: none"> • Post on the public Website 	Administrators	Communication System	N

changes in safety protocols	<ul style="list-style-type: none"> ● Blackboard Connect Rapid Notification System ● Social Media 	<ul style="list-style-type: none"> ● Blackboard Connect Rapid Notification System ● Social Media 			
Other monitoring and screening practices	<ul style="list-style-type: none"> ● Wellness Checks ● Health screening for symptomatic individuals 	<ul style="list-style-type: none"> ● Wellness Checks ● Health screening for symptomatic individuals 	Teachers School Nurses Transportation Coordinator	Temperature Scanners Bus Aides (possibly)	Y

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: Students and staff are required to wear masks / shields/ coverings on school buses, in large gatherings outside of the classroom, and while transitioning from classroom to classroom. Students and staff would not be required to wear masks / shields / coverings while seated in the classroom. Any student or staff member who wishes to wear the PPE while in the classroom will be permitted to.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Protecting students and staff at higher risk for severe illness</p>	<p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> • Provide PPE to vulnerable students and staff as appropriate • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • The director of human resources will work with staff who request 	<p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> • Provide PPE to vulnerable students and staff as appropriate • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Allow vulnerable students and staff to wear PPE throughout the 	<p>Administrator and School Nurse, Teacher, Paraprofessional Director of HR</p>	<p>Policies and Procedures</p>	<p>N</p>

	<p>special accommodations or support.</p> <ul style="list-style-type: none"> ● Adhere to FERPA and HIPPA requirements ● Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) ● Establish a process for regular check- ins with vulnerable students and staff ● Adhere to state and federal employment law and extended leave allowances ● Offer an Employee Assistance Program to all staff members ● Limit large group gatherings/Interactions for vulnerable students and staff 	<p>school day (to the extent practicable)</p> <ul style="list-style-type: none"> ● Establish a process for regular check- ins with vulnerable students and staff ● The director of human resources will work with staff who request special accommodations or support. ● Adhere to FERPA and HIPPA requirements ● Adhere to state and federal employment law and extended leave allowances ● Offer an Employee Assistance Program to all staff members ● Limit large group gatherings/Interactions for vulnerable students and staff 			
<p>* Use of face coverings (masks or face shields) by all staff</p>	<ul style="list-style-type: none"> ● Provide Information to staff on proper use, removal, and washing of cloth face coverings. ● Any policy regarding face coverings should be sensitive to the needs of staff with medical issues that make the wearing of a face covering inadvisable. 	<ul style="list-style-type: none"> ● Provide information to staff on proper use, removal, and washing of cloth face coverings. ● Any policy regarding face coverings should be sensitive to the needs of staff with medical issues that make the wearing of a face covering inadvisable. 	Administrator	Masks, signage for proper use	N

	<ul style="list-style-type: none"> • Face masks should be worn on the bus, in large group gatherings, and in transition outside of the classroom. • Staff members are permitted to wear face masks at all times if they wish. <p>> CDC Guidance</p>	<ul style="list-style-type: none"> • Face masks should be worn on the bus, in large group gatherings, and in transition outside of the classroom. • Staff members are permitted to wear face masks at all times if they wish. <p>> CDC Guidance</p>			
<p>* Use of face coverings (masks or face shields) by students (as appropriate)</p>	<ul style="list-style-type: none"> • Provide information on proper use, removal, and washing of cloth face coverings. • Any policy regarding face coverings should be sensitive to the needs of students with medical issues that make the wearing of a face covering inadvisable. • Face masks should be worn on the bus, in large group gatherings, and in transition outside of the classroom. • Students are permitted to wear face masks at all times if they wish. <p>> CDC Guidance</p>	<ul style="list-style-type: none"> • Provide information on proper use, removal, and washing of cloth face coverings. • Any policy regarding face coverings should be sensitive to the needs of students with medical issues that make the wearing of a face covering inadvisable. • Face masks should be worn on the bus, in large group gatherings, and in transition outside of the classroom. • Students are permitted to wear face masks at all times if they wish. <p>> CDC Guidance</p>	Administrator	Masks, signage for proper use	N
<p>Unique safety protocols for students with complex needs or other vulnerable individuals</p>	<ul style="list-style-type: none"> • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while 	<ul style="list-style-type: none"> • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while 	Administrator	Accommodations as needed	Y

	<p>maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <ul style="list-style-type: none"> • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. • Reconvene IEP Meetings to adjust for Special needs. 	<p>maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <ul style="list-style-type: none"> • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. • Reconvene IEP Meetings to adjust for Special needs. 			
Strategic deployment of staff					

Health and Safety Plan Professional Development

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

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Hygiene Basics	Staff and Students	Nurse and Pandemic Coordinator	F2F/Virtual	CDC Resources		
Daily Cleaning/Deep Cleaning	Custodians/Bus Contractors	Pandemic Coordinator	F2F/Virtual	CDC Resources; Cleaning supplies		
Coordination with local childcare	Child Care Organizations	Pandemic Coordinator and Admin	F2F/Virtual	Policies/Procedures		
Temperature Scans/Isolation and Quarantine of Students and Staff	Admin/Nurse/Possibly Bus Monitors/Staff	Nurse and Pandemic Coordinator	F2F/Virtual	Policies/Procedures		
Use of Face Coverings/PPE	Admin/Staff/Students/Bus Contractors/Visitors	Pandemic Coordinator	F2F/Virtual	Policies/Procedures		
Unique Safety Protocols for Students with Complex Needs or vulnerable individuals	Admin/Staff	Pandemic Coordinator and Special Education Director and Nurse	F2F/Virtual	Policies/Procedures		
Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	Admin/ Staff/Students	Pandemic Coordinator and Athletic Director and Nurse	F2F/Virtual	Policies/Procedures		

Staggering the use of communal spaces and hallways	Admin/Staff/Students	Pandemic Coordinator and Admin	F2F/Virtual	Signs and markings for walls and floors/Policies and Procedures/Master Schedule		
Adjusting transportation practices to create social distance between students	Admin/Bus Companies/Staff	Pandemic Coordinator and Admin	F2F/Virtual	Policies and Procedures/Master Schedule		
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	Admin/Staff/Students	Pandemic Coordinator and Admin	F2F/Virtual	Signs/Markings for walls and floor/Policies and procedures/Master Schedule		
Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	Admin/Staff/Students	Pandemic Coordinator and Admin	F2F/Virtual	Signs/Markings for walls and floor/Policies and procedures/Master Schedule		

<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<p>Admin/Staff/Students</p>	<p>Pandemic Coordinator And Admin</p>	<p>F2F/Virtual</p>	<p>Cleaning Supplies and Master Schedule</p>		
<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>Custodians, paraprofessionals, Cafeteria Staff</p>	<p>Buildings & Grounds</p>	<p>Virtual</p>	<p>Janitorial Supplies</p>		
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>Students and Staff</p>	<p>Nurse, Administration</p>	<p>Virtual & Health Class</p>	<p>Curriculum and video materials, web site, posters</p>		
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Students and Staff</p>	<p>All staff, Department of health contacts</p>	<p>Virtual and Staff Observation</p>	<p>Temperature scanners, posting of symptoms on web and posters</p>		

* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	All Building Staff	Nurse and Administration Department of Health	Virtual and Nurses presentation	CDC guidance and Department of Health assistance and Isolation room, school web page		
* Returning isolated or quarantined staff, students, or visitors to school	Parents, All Staff	Nurse	Virtual, Communication with families of students	Videos, letters, school website		
Other monitoring and screening practices	Students and staff	Nurse, staff, security, and administration	Virtual	Temperature Checks		
Unique safety protocols for students with complex needs or other vulnerable individuals	Parents and Staff	Nurse, Special Needs Staff	Virtual or in person if possible	Special Devices a special care materials		