



Phased School Reopening Health and Safety Plan

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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Health and Safety Plan Governing Body Affirmation Statement 20

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:

In the best interest of education, the **Central Columbia SD** recognizes the need to have students participating in face-to-face instruction as often as possible. This plan outlines the **Central Columbia SD's** strategy in comparing responses to and recovering from the pandemic including specifically COVID-19. This will serve as a guide for the safe reopening of the **Central Columbia SD**. This is a fluid document based on local, state, and federal guidelines, which will continue to develop over time. This plan is based on the district's ability to follow the local, state, and federal guidelines to the best of its ability; however, this plan is developed to reduce the level of risk, but does not completely eliminate risks and exposure. For families with concerns, we recommend our K-12 virtual academy as an educational option.

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, congregated 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 27, 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) |
|----------------------|-------------------------------|---|
| Jeff Groshek | CCSD | Both |
| Tom Sharrow | CCSD | Both |
| Steve Dolak | CCSD | Both |
| Christina Fish | CCSD | Both |
| John Monick | CCSD | Both |
| Kim MacDonald | CCSD | Both |
| Adam Comstock | CCSD | Both |
| Chris Snyder | CCSD | Both |
| Chad Heintzelman | CCSD | Both |
| Emily Brockman | CCSD | Both |
| Brenda Fetterolf | CCSD | Both |
| Dwayne Prosceno | CCSD | Both |
| Dr. Chris O’Neil | Community | Health and Safety |
| Jan Dubbs | CCSD | Health and Safety |
| Union Representative | CCSD | Both |
| Alyson Livzey | CCSD | Both |

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|-------------------------------------|-----------|------|
| Kevin Morgan | CCSD | Both |
| Steve Crawford | CCSD | Both |
| Jim Murtin | CCSD | Both |
| Parent Rep for each building | Community | Both |

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:

There will be a schedule for cleaning high touch and high-traffic areas at key points throughout the day following the [CDC's Guidance for Cleaning and Disinfecting Schools](#)



| 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) | <p>Follow CDC's Guidance for Cleaning and Disinfecting Schools</p> <p>Scheduled protocol for cleaning high-touch and high-traffic areas including door handles and sink handles at key points throughout the day</p> <p>Implement and Supervise the Daily and Weekly COVID-19 cleaning activities as specified on the job charts</p> | Same as yellow. | <p>Building Principals</p> <p>Buildings and Grounds Director</p> | <p>Sanitation and disinfectant materials</p> <p>EPA list of disinfectants for COVID-19</p> <p>Daily cleaning checklist/job card</p> <p>Weekly cleaning checklist/job card</p> <p>Custodial supervisor inspection form</p> | Y |
| Other cleaning, sanitizing, disinfecting, and ventilation practices | Classrooms and common areas will be ventilated with additional circulation of outdoor air when needed. | Same as yellow. | <p>Building Principals</p> <p>Buildings and Grounds Director</p> | <p>AC filters</p> <p>Electrostatic Disinfectant sprayer</p> <p>Weekly cleaning checklist</p> | Y |

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| | Increase frequency of changing AC filters Weekly use of Electrostatic Spray Disinfectant | | | Custodial supervisor inspection form | |
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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:

Schedules will be as static as possible having the same group of students together for as much of the day as possible. Large group areas and outdoor space will be utilized to the greatest extent possible to allow for social distancing. Staff and students will wash hands frequently throughout the day.

| 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 | Masks will be required on the bus and at bus stops. Students and staff will wear masks when entering and exiting buildings, when traveling within the building and within all classroom settings at all times. Remove all unnecessary furniture in each room. | Same as yellow. | Building Principals | Warehouse space to store furniture. Staff and student schedules that allow for social distancing | Y |

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| | <p>Have desks face the same direction or have students sit on one side of the table spaced apart.</p> <p>Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level. (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Restrict interactions between groups of students.</p> <p>Hold classes in cafeterias, auditoriums, gymnasiums, or outdoors whenever possible to allow for social distancing to the greatest extent possible.</p> <p>Staggered schedule to limit the number of individuals in a classroom or other space</p> <p>Limit gatherings, events, and extracurriculars to those that can maintain social distancing and follow state guidelines.</p> <p>Should the use of a hybrid model be needed, the goal will be to have students attend school as much as possible.</p> | | | | |
| <p>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <p>Students will eat in classrooms or spread out throughout the building to the greatest extent possible.</p> <p>Individual containers/to-go type containers will be provided at designated areas to the greatest extent possible.</p> | <p>Size of groups may increase</p> | <p>Building Principals</p> <p>Food Services Director</p> | <p>Sanitation and disinfectant materials</p> <p>Lunch schedules with assigned locations</p> | <p>N</p> |

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| | <p>Parents/guardians will be encouraged to use My School Bucks to avoid the handling of cash or checks in the cafeteria.</p> <p>There will not be shared meal condiments. They will be provided to students in their pre-packaged meal containers.</p> <p>Students will not be permitted to serve themselves. There will not be self-service salad bars or any other type of buffet.</p> <p>Cafeteria and other eating spaces will be cleaned between lunch periods.</p> <p>Students will be encouraged to follow hand sanitizer protocol provided at stations within the cafeteria and/or designated areas prior to and after consuming food or beverages</p> | | | | |
| <p>Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> | <p>All staff and students will practice regularly scheduled hand washing practices including, but not limited to, entry into the classroom, after using the restroom, before eating, after coughing/sneezing.</p> <p>If soap and water are not available in a classroom or other area of the building then hand sanitizer with at least 60% alcohol will be made available.</p> <p>Ensure adequate supplies (e.g. soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.</p> | <p>Same as yellow</p> | <p>Building Principals</p> | <p>Paper towels</p> <p>Soap</p> <p>Alcohol-based Hand sanitizer</p> <p>Proper hand-washing technique posters</p> | <p>Y</p> |

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| | <p>Students will be permitted to use fill stations; however, water fountains will be closed for use. Steps will be taken to provide safe alternatives for providing water when possible.</p> <p><u>CDC Handwashing Techniques</u></p> <p><u>CDC When and How to Wash Your Hands</u></p> <p><u>CDC Teaching Handwashing Activity</u></p> <p><u>Geisinger Handwashing Tips</u></p> | | | | |
| <p>Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> | <p>Signs posted in all classrooms, offices, common areas and all restrooms.</p> | <p>Same as yellow.</p> | <p>Building Principals</p> | <p><u>CDC Wash Your Hands Poster</u></p> <p><u>CDC Germs Are Everywhere Poster</u></p> <p><u>Translated Materials</u></p> | <p>N</p> |
| <p>Identifying and restricting non-essential visitors and volunteers</p> | <p>In an effort to keep our students safe and allow for their educational needs to be met we will not be using volunteers and non-essential visitors at the beginning of the school term and will be revisited on a monthly basis.</p> <p>Visitors must wear masks upon entering the building. (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Hang signage regarding this requirement on outside entrances and in offices.</p> <p>Large group activities such as concerts, assemblies,</p> | <p>Same as yellow</p> | <p>Building Principals</p> | <p>Signage for entry doors and office regarding protocols.</p> <p>Disposable masks available to provide to visitors.</p> | <p>N</p> |

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| | <p>parties, field trips and other programs will not be scheduled to avoid an influx of visitors to be revisited on a monthly basis</p> <p>Limit visitors.</p> <p>No outside individuals renting facilities under Policy 707.</p> | | | | |
| <p>Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p> | <p>Recess Reduce the amount of students at recess at a given time by creating a recess schedule. (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Greatly restrict use of playground structures.</p> <p>Increase the amount of playground equipment to allow for more independent or small group play (balls, jump ropes, etc).</p> <p>Limit team sport type of activities.</p> <p>Encourage social distancing to the greatest extent possible.</p> <p>Physical Education <u>CDC Considerations for Youth Sports</u></p> <p>Select and provide safe opportunities for exercise and sports events for students. Consider:</p> <ul style="list-style-type: none"> • physical proximity of players • amount of touching of shared equipment • ability to engage in social distancing | Size of groups may increase | <p>Building Principals</p> <p>Physical Education Teachers</p> | <p>Recess Schedules to limit the number of students in a given area</p> <p>Playground equipment (balls, jump ropes, etc.)</p> | Y |

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| | <p>while engaged in active play</p> <ul style="list-style-type: none"> • engagement of players at higher risk • size of team <p>Train teachers, coaches, officials and staff on all safety protocols</p> | | | | |
| Handling Music Classes and Activities | <p><u>Instrument Cleaning Protocols for Sharing Instruments</u></p> <p>Teachers will provide students with instruction on these cleaning policies prior to resuming instrumental music lessons or classes.</p> <p>Socially distance students to the greatest extent possible</p> <p>Clean/disinfect commonly used areas such as chairs, music stands, etc. to the greatest extent possible</p> <p>Consider:</p> <ul style="list-style-type: none"> • physical proximity of students • size of group • use of appropriate facilities to accommodate social distancing • amount of touching of share equipment • ability to engage in social distancing while not engaged in active play • engagement of players at higher risk | Size of groups may increase | <p>Building Principals</p> <p>Music Teachers</p> | Sanitation and disinfectant materials | Y |
| Limiting the sharing of materials among students | <p>Assign individual laptops/devices to the greatest extent possible</p> <p>Keep each student's belongings separate from</p> | Same as yellow | <p>Building Principals</p> <p>Technology Director</p> | Additional classroom supplies - crayons, pencils, glue, | N |

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| | <p>one another to the greatest extent possible / eliminate use of lockers (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Avoid the sharing of supplies to the greatest extent possible by providing individual supplies and encouraging parents to supply individual supplies when able.</p> <p>Assign textbooks to individual students whenever possible.</p> <p>Create book cleaning protocols for classroom and school libraries. <u>Handling Library Materials During COVID</u></p> <p>Clean and disinfect shared items between uses to the greatest extent possible.</p> <p>Avoid using other employees' phones, desks, offices, or other work tools or equipment when possible. Clean and disinfect them before and after use.</p> | | <p>Librarians</p> | <p>scissors, etc.</p> <p>Book cleaning protocol</p> <p>Sanitation and disinfectant materials</p> | |
| <p>Staggering the use of communal spaces and hallways</p> | <p>Create set traffic patterns in hallways(recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Keep students in one location to the greatest extent possible. Stagger hallway movement when movement is necessary (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Create schedules to promote social distancing at high congestion times</p> | <p>Same as yellow</p> | <p>Building Principals</p> | <p>Schedules for classes changes</p> <p>Hallway markings for traffic patterns</p> | <p>Y</p> |

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| | <p>such as lunch, arrival, and dismissal</p> <p>Create directions for stairwells</p> <p>Pursue virtual group events, gatherings, or meetings, if possible and promote social distancing of at least 6 feet between people if events are held.</p> | | | | |
| <p>Adjusting transportation schedules and practices to create social distance between students</p> | <p>Students in grades K-12 will follow masking guidelines from the PA Dept of Health.</p> <p>Students will be encouraged to sit with family members and distance from others to the greatest extent possible. Additionally, assign seats by cohort if possible so that students are always with the same group of students. (recommended by American Academy of Pediatrics (AAP))</p> <p>Windows will be open whenever possible to allow for ventilation. (recommended by American Academy of Pediatrics (AAP))</p> <p>To reduce the total population needing transportation, parents will be encouraged to transport their children if they are able.</p> <p>School buses and other vehicles will be cleaned after the morning and after the afternoon routes.</p> <p>Routes will be developed paying particular attention to balancing student ridership.</p> | <p>Same as yellow</p> | <p>Transportation Director</p> | <p>Sanitation and Disinfectant materials</p> | <p>Y</p> |

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| | <p>Extracurricular and Educational field trips will be limited based on state guidelines throughout the year.</p> <p>In order to keep schools open and communities safe we will limit outside exposure to schools/ opponents who follow a State Health and Safety Plan</p> | | | | |
| <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> | <p>To the greatest extent possible students should be socially distanced, six feet apart per CDC guidelines.</p> <p>Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level. (recommended by American Academy of Pediatrics (AAP))</p> <p>Limit interactions between the groups of students</p> <p>Geisinger Infographic on Power of Social Distancing</p> | Same as yellow | Building Principals | Staff and student schedules | Y |
| <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>Provide links and contact information to local childcare site on the CCSD webpage.</p> | Same as yellow | Director of Technology | | |
| <p>Other social distancing and safety practices</p> | <p>Installing plexiglass sneeze guards for staff in main offices and cafeterias</p> | Same as yellow | Buildings and Grounds Director | Sneeze guards / plastic partitions | |

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| | | | | Installation of guards | |
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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 first level of symptom screening will be done by parents/guardians at home before school each day. Parents will not send a child to school with symptoms. Staff will also not report to work if they are sick.

If a student or staff member becomes ill at work they will immediately report to the nurse who will isolate the person to the greatest extent possible.

Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation following CDC recommendations.

| 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 | Monitoring Tiers: Symptom screening done by parents/guardians at home before school each day. | Same as yellow | Building Principals School Nurses | Thermometers for families in need <u>Screening Tool</u> | Y |

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| | <p>Parents will not send a child to school who has symptoms, fever, or exposure to COVID-19. <u>Geisinger Screening Protocol</u></p> <p>Students will be screened with a thermometer by the bus driver or parent volunteer prior to being seated on the bus.</p> <p>Students who do not utilize district transportation will be screened prior to entering the building at designated student drop off/parking areas.</p> <p>Students or staff who have a fever of 100.4 or higher will be sent home.</p> <p>All staff will screen for symptoms before coming to work. Staff will not come to work if experiencing symptoms.</p> <p>All staff/substitutes/visitors will be screened upon entering the building and will not be permitted to enter the building if they have a temperature of 100.4 or higher.</p> <p>Staff will receive training on COVID symptoms and can determine if a child should receive an additional screening at school. <u>Geisinger Screening Protocol</u></p> | | | <p>PPE for school nurses and health-care providers</p> <p>Post screening protocols on district website</p> | |
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| | <p>Staff or students will go immediately to the school nurse if they are experiencing symptoms</p> <p>School nurses and other health-care providers should use CDC Infection Prevention Guidelines and/or Geisinger Screening Protocol.</p> <p>Symptoms and hand washing protocol will be posted throughout the building for students and staff.</p> <p>All individuals in schools should sanitize or wash their hands on a frequent basis</p> | | | | |
| <p>Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <p>Individuals becoming ill or showing symptoms during the day should be isolated to the greatest extent possible until transported home</p> <p>School nurses and other health-care providers should use CDC Infection Prevention Guidelines</p> <p>Clean the isolation area between uses</p> <p>CDC Quarantine and Isolation Information</p> <p>Notify staff and families of confirmed cases while maintaining confidentiality</p> | <p>Same as yellow</p> | <p>Building Principals</p> <p>School Nurses</p> | <p>Designated isolation area</p> <p>Sanitation and disinfectant materials</p> <p>PPE for school nurses and health-care providers</p> <p>Notification letter</p> | <p>Y</p> |
| <p>Returning isolated or quarantined staff, students, or visitors to school</p> | <p>Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:</p> | <p>Same as yellow</p> | <p>Building Principals</p> <p>School Nurses</p> | | <p>Y</p> |

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|--|--|----------------|--|--|---|
| | <ul style="list-style-type: none"> Resolution of symptoms without the use of fever-reducing medications for the previous 72 hours. Improvement in respiratory symptoms (e.g., cough, shortness of breath) Minimum 10 days from the onset of initial symptoms. <p>OR</p> <ul style="list-style-type: none"> Documentation of negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens) <p><u>CDC Return Recommendations</u></p> | | | | |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | <p>Prepare families for remote learning if school is temporarily dismissed</p> <p>Post Health and Safety Plan on the website</p> <p>Provide regular updates on the website and in other forms of parent communication.</p> | Same as yellow | Building Principals | | Y |
| Other monitoring and screening practices | When a confirmed case is identified PA DOH should be involved. The superintendent will rely on DOH for instruction on the | Same as yellow | Superintendent School Doctor School Nurses | | N |

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|--|--|--|--|--|--|
| | closure of classrooms or schools. | | | | |
| | The superintendent will rely on the DOH for contact tracing. | | | | |

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:

We will follow the guidelines set forth in the Families First Coronavirus Act.

Staff and students in grades PK-12 will follow masking guidelines from the PA Dept of Health.

| 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 | Follow the guidelines set forth in the (FFCRA) Families First Coronavirus Act Discourage the use of perfect attendance awards and incentives. Cancel all non-essential travel | Same as yellow Limit or cancel all non-essential travel Follow the guidelines set forth in the (FFCRA) Families First Coronavirus Act | Building Principals Human Resources Director of Student Support Services | | N |
| Use of face coverings (masks or face shields) by all staff | All staff will follow masking guidelines as indicated in masking requirements listed above. | Same as yellow | Building Principals | Face masks and shields Signage about | N |

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|---|--|----------------|----------------------------|---|---|
| | <p>(recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p>Masks are to be utilized by all staff and students at all times.</p> | | | wearing masks | |
| <p>Use of face coverings (masks or face shields) by older students (as appropriate)</p> | <p>Students in grades PK-12 will follow masking guidelines as indicated in masking requirements listed above. (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> <p><u>Geisinger Face Mask Guidance</u></p> <p>It is encouraged that students be given outdoor time and socially distanced time where no masks are needed (recommended by <u>American Academy of Pediatrics (AAP)</u>)</p> | Same as yellow | Building Principals | <p>Face masks and shields</p> <p>Room set up that allows for social distancing</p> <p>Schedules that allow for outdoor time</p> | N |
| <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> | <p>Extra precautions in low incidence programs (AS, MDS, SFLS, LSS).</p> <p>Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to maintain proper social distance, students requiring hand-over-hand instruction and support, students requiring assistance with feeding or toileting.</p> <p>For these reasons, extra precautions will be implemented. These precautions include:</p> | Same as yellow | Special Education Director | <p>Gloves</p> <p>Soap</p> <p>Paper towels</p> <p>Alcohol-based hand sanitizer</p> <p>Sanitation and disinfectant materials</p> | Y |

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|--------------------------------------|--|----------------|---------------------|--|---|
| | <p>Staff should thoroughly wash hands or use hand sanitizer immediately before and after working with a student.</p> <p>Avoid the use of communal objects when possible and disinfectant communal objects between uses</p> <p>Staff should wear gloves when feeding students.</p> <p>Bathrooms and changing tables should be disinfected before and after student use. Limit students to one at a time. Students should be assisted with hand-washing.</p> | | | | |
| Strategic deployment of staff | <p>All instructional and non-instructional staff will be prepared to effectively deliver instruction in school and at home and pivot between the two platforms as needed throughout the school year.</p> <p>Cross-train staff if possible</p> | Same as yellow | Building Principals | <p>Training in virtual instruction for teachers and staff</p> <p>One-to-one devices for students</p> | Y |

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 | Maintenance Staff | Buildings and Grounds Director | Video | Video, daily checklist, weekly checklist <u>Geisinger Cleaning Guidelines</u> | | Video before first day with students / checklist on a daily basis |
| Cleaning Protocols | Teachers and substitutes | Building Principals | Video | video & daily checklist <u>Geisinger Cleaning Guidelines</u> | | Video before first day with students / checklist on a daily basis |
| Symptom Screening | Parents | Building Principals | Web link checklist & screening kit if needed | <u>Checklist</u> | | Checklist and kit to parents before first day of school / checklist on a daily basis |
| Symptom Screening | Teachers and substitutes | School Nurses | Training | Checklist | | Training before first day of school / checklist on a daily basis |
| CDC Quarantine and Isolation Recommendations | Parents | Building Principals | Media, web link | | | Before first day of school / shared with parents as needed throughout school year |
| CDC Quarantine and Isolation Recommendations | Teachers & substitutes | School Nurses | Training | Physical location for isolation in each building needed | | Before first day of school |

| | | | | | | |
|---|--|---------------------|-----------------|---|--|---|
| CDC Return to School Recommendations | Parents | School Nurses | Media, web link | | | Before first day of school / shared with parents as needed throughout the school year |
| CDC Return to School Recommendations | Teachers & substitutes | School Nurses | Training | | | Before first day of school / reminders as needed for quarantine or isolation situations |
| Handwashing and Hygiene | Teachers and substitutes | Building Principals | Training | Posters, access to hand sanitizer or soap and water, and handwashing schedule | | Before first day of school and reinforced regularly |
| Handwashing and Hygiene | Students | Teachers | Training | Posters <u>Geisinger handwashing poster</u> | | First day of school and reinforced regularly |
| Masking and Social Distancing | Teachers and substitutes | Building Principals | Training | Posters | | Before first day of school |
| Masking and Social Distancing | Students | Teachers | Training | Posters <u>Geisinger social distancing poster</u> <u>Geisinger masking poster</u> | | First day of school / directions about masks to parents prior to first day of school |
| Scheduling / Movement in Building / Meal Distribution | Teachers | Building Principals | Training | Schedules | | Before first day of school |
| Visitor Policy | Office staff, teachers and substitutes | Building Principals | Training | | | Before first day of school |
| Physical Education Plan | Physical education teachers | Building Principals | Training | | | Before first day of school |
| Music Education Plan | Music teachers | Building Principals | Training | | | Before first day of school |

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| Library Education Plan | Librarians | Building Principals | Training | | | Before first day of school |
| Guidance Department Plan | School Counselors | Building Principals | Training | | | Before first day of school |
| Safety Protocols for Students with Complex Needs | Teachers, instructional assistants, and substitutes | Special Education Director | Training | | | Before first day of school |
| Effective Virtual Instruction | Teachers | Curriculum Coordinator | Training | | | Ongoing |

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 |
|--|---------------------|--------------------------|--|--|----------------------------|
| Travel out of state two weeks prior to the start of school or during the school year as identified by PA Governor travel restrictions list will be required to be quarantined for 14 days. | Staff & students | Superintendent | Phone call, board meeting, website, social media | July 20, 2020 | |
| Pre-Return to School Notice of what has happened to make school safe - notice of H&S Plan | Parents and Staff | Superintendent | Letter, email, social, call system | After board approval of health and safety plan | |
| Health and Safety Plan | Internal / External | Superintendent | Website and Social | After board approval of health and safety plan | |
| Signage for internal buildings (mask wearing, handwashing, and social distancing) | Students and Staff | Building Principals | Print / Posters displayed | | Before first day of school |

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|---|-------------------------------|--|--|--------------------------------|----------------------------|
| Return to school procedures and protocols | Parents and staff | Superintendent | Letter, email, social media, district website | 2 weeks before start of school | |
| Supports for screening students at home | Parents and staff | Superintendent | Letter, email, social media and district website | | Before first day of school |
| Mitigation strategies | Parents, Staff, and Community | Superintendent | Website, email, and Social media | | Before first day of school |
| Exposure Letter | Exposed Community | Superintendent and Building Principals | Letter and Phone Call Script | As needed | |
| | | | | | |

Health and Safety Plan Summary:

Anticipated Launch Date: August 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 |
|--|---|
| Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | There will be a schedule for cleaning high-touch and high-traffic areas at key points throughout the day following the CDC's Guidance for Cleaning and Disinfecting Schools |

Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
|--|--|
| Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible | Schedules will be as static as possible having the same group of students together for as much of the day as possible. |
| Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | Large group areas and outdoor space will be utilized to the greatest extent possible to allow for social distancing. |
| Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | |

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|---|--|
| <p>Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</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>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>Staff and students will wash hands frequently throughout the day.</p> <p>We will limit the sharing of materials among students to the greatest extent possible.</p> |
|---|--|

Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|--|---|
| <p>Monitoring students and staff for symptoms and history of exposure</p> | <p>The first level of symptom screening will be done by parents/guardians at home before school each day. Parents will not send a child to school with symptoms. Staff will also not report to work if they are sick.</p> |
| <p>Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <p>If a student or staff member becomes ill at work they will immediately report to the nurse who will isolate the person to the greatest extent possible.</p> |
| <p>Returning isolated or quarantined staff, students, or visitors to school</p> | <p>Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation following CDC recommendations.</p> |
| <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p> | |

Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
|--|---|
| Protecting students and staff at higher risk for severe illness | We will follow the guidelines set forth in the Families First Coronavirus Act. |
| Use of face coverings (masks or face shields) by all staff | Staff and students in grades PK-12 will follow masking guidelines from the PA Dept of Health. |
| Use of face coverings (masks or face shields) by older students (as appropriate) | . |
| Unique safety protocols for students with complex needs or other vulnerable individuals | |
| Strategic deployment of staff | |

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the **CENTRAL COLUMBIA SCHOOL DISTRICT** reviewed and approved the Phased School Reopening Health and Safety Plan on **JULY 20, 2020**

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on **JULY 20, 2020**

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