



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.

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, D.C.

Pine-Richland School District Health and Safety Plan

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

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited. **As of July 1, 2020, media reports in Pennsylvania indicate that a “return to red” is unlikely as a sweeping declaration. It is more likely that regional or county-based restrictions will be enacted based on rates of transmission and positivity levels.**
- **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.**

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. **Superintendents in Allegheny County have participated in bi-weekly calls with Allegheny County Health Department (ACHD) officials facilitated through the Allegheny Intermediate Unit (AIU).**

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 100% virtual distance learning for some families out of safety/health concern).** **At Pine-Richland, families can select 100% in-person or 100% virtual learning to ensure consistency in instructional delivery. Results of the mid-June preliminary survey indicate that parents are planning for: in-person (81%); full virtual (10%); and not sure (9%).** Anticipated by the end of July, results of the second survey indicate that parents are planning for: in-person (___%); full virtual (___%); and not sure (___%).
- Significant planning effort has focused on ensuring a healthy environment for staff with precautions and also addressing prioritized concerns from the preliminary survey. The PRSD Healthcare Leadership Council health experts have also reviewed and support these precautions. **The district will work with staff members who require special protocols based on higher risk for severe illness.** The district is actively working to ensure precautions for traditional in-person instruction that focus on key areas of physical distancing, face coverings, cleaning procedures, etc. Preliminary details are contained in pages 3 - 16 of this draft document.

Anticipated launch for start of traditional in-person learning and virtual learning: August 26, 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.

Senior Leadership Team: Dr. Miller (Superintendent); Dr. Pasquinelli (Asst. Superintendent); Dr. Justus (Asst. Superintendent); Mr. Noel Hustwit (Director of Student Services & Special Education); Mr. Kenney (Director of HR & Legal Affairs); Ms. Hathhorn (Director of Communication); Mrs. Kirk (Director of Financial & Operational Services); Mr. Shawn Stuebener (Director of Technology).

Administrators: Mrs. Nancy Bowman (PRHS); Dr. Dave Kristofic (PRMS); Mrs. Paula Giran (EHUE); Mrs. Greta Kuzilla (HES/RES/WES); Dr. Maura Paczan (Lead Psychologist); Mr. Jeff Zimmerman (Director of Facilities); Mr. Clayton Gruber (Custodial Supervisor); Mr. Sean Simmons (Director of Athletics); [Relevant building principals](#).

Staff: Mr. Chris Vins (PREA President); Mr. Brian DeVinney (PREA Secondary Vice-President); Mrs. Danielle Kcehowski (PREA Elementary Vice-President); Mrs. Patti Noble (ESPA President); Mrs. Michelle Schonbachler (School Nurse Department Chair); Mrs. Kim Charney (Transportation & Facility Use Coordinator); Mrs. Barbara Williams (Administrative Support); Ms. Margo Kohler and Mr. Jim Bichler (Building Level Technology Coaches). [Relevant building nurses](#).

Governance: Mrs. Christine Misback (PRSD School Board)

Students: Executive Board Pres: Zeyad Amr; Class of 2021 President: Gaby Stone.

Key Partners: Mrs. Colleen McAndrew (STA Manager); Mr. Andy Hartman (STA Assistant Manager); Mrs. Diane Bucknum (SODEXO Manager)

Medical and Public Health Experts*: Dr. Domenic Mantella (PRSD School Physician); Dr. Amy Cashdollar, Chief Operating Officer (AHN); Erin Colvin, CRNP (CHP); Dr. Vaughn Cooper, Professor of Microbiology Molecular Genetics (Pitt) Co-Founder of Microbial Genome Sequencing Center; Renee Dixon, RN (UPMC); Dr. Tony Farah, Executive Vice President, Chief Medical/Clinical

Transformation Officer (HH); Dr. Catherine Hrach, Emergency Physician (BHS); Dr. Jenene Hunkele, Sr. Medical Science Liaison (Alexion); Dr. Allan Klapper, CEO (AHN); Dr. Brook McHugh, Pediatrician (AHN); Dr. Tyler Quinn, Research Physiologist (NIOSH); Dr. Ryan Shields, Infectious Diseases Pharmacist/Assoc. Professor of Medicine (Pitt; UPMC). **Allegheny County Health Department staff.**

*These public health experts are residents of the Pine-Richland School District. Most of them have children actively enrolled in schools that cover the entire K - 12 span. Others have former graduates of the district and want to stay engaged. This stakeholder segment addresses two key groups. Other parent input is gathered via the surveys.

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 questions 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. 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 and Green Phases:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow and green. Requirements are the same for both designations.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the 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, professional development and training is necessary for staff, students, families, or other stakeholders. Training materials and expectations will begin prior to the return-to-school and continue after the start of school.

Public Health Guidance

- [Pennsylvania Department of Education Preliminary Reopening Guidance](#)
- REL (June 2020). [Considerations for Reopening Pennsylvania Schools](#).
- [CDC School Reopening Decision Tree](#)
- [CDC Considerations for Schools](#)
- Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries
- PDE "Health and Safety Plan Guidelines and Reopening Template"
- American Academy of Pediatrics (AAP). [COVID-19 Planning Considerations: Guidance for School Re-entry](#).

Traditional In-Person

With oversight by the PRSD Healthcare Leadership Council and consultation with the Allegheny County Health Department via functional work groups within the Allegheny Intermediate Unit (AIU3), the following areas were identified in the "door-to-door" sequence of traditional in-person instruction with an intentional focus on the differences between developmental grade spans (i.e., K - 3; 4 - 6; 7 - 8; and 9 - 12):

At Home (Symptom Check and Temperature)

Lead Person: Pandemic Co-coordinators and Director of Communications

- Of critical importance, students must be evaluated at home on a daily basis for symptoms and temperatures (100.0 degrees) must be taken.
- Parents will be asked to conduct a daily check and complete some form of attestation to assure school officials that student health is monitored.
- Parents will be asked to support school health by keeping children home if they are sick or symptomatic. The threshold for keeping children home from school is lower than the historic level. As a result, increased levels of absenteeism is expected and the enforcement of attendance policies will be adapted as needed to ensure personal and public health is the clear priority.
- Parents should communicate directly with the school nurse via email of any changing medical conditions. Staff members are also encouraged to communicate with the school nurse.
- Training materials and/or videos will be provided for students, parents and staff in early August 2020 so that a routine can be established before the official start of school.

Hygiene Fundamentals

Lead Person: School Nurse Department Chair and Nurses

- Students and staff can practice healthy hygiene habits at home PRIOR to the start of school. Fundamental behaviors include: (1) symptom/temperature checks; (2) stay home if sick or symptomatic; (3) correct and frequent hand washing; (4) coughing/sneezing into elbow followed by washing/cleaning; (5) maintain physical distancing to the extent possible; (6) eliminate or limit touching of face and others; (7) eliminate or limit sharing of equipment with cleaning; and (8) wear appropriate PPE.
- Per PADOH, **face coverings are required** for all students and staff (e.g., cloth mask, covering or plastic face shield that covers the nose and mouth). Exceptions would be determined on a case-by-case basis.
 - **Public health experts - including the twelve PRSD Healthcare Leadership Council experts noted on page 4 of this plan - strongly support the use of face coverings to reduce the risk of transmission in the school environment.** In addition to frequent hand washing and caution with face touching, this strategy is critical for plan success.
 - Face shields were purchased for all staff. Staff members have the option of using a mask or face shield or both if preferred. Voice amplification systems have been purchased for staff to assist the oral communication necessary for instruction.
 - A small supply of face shields was purchased for availability for students. Students will be expected to provide his/her own face covering. A supply of surgical-style masks will be available in schools and on the bus if the need emerges.
- Training materials and/or videos will be provided for students, parents and staff in early August 2020 so that a routine can be established before the official start of school. This training will also review the proper techniques to wear a mask and/or remove a mask safely for select activities. Training for students and staff will continue within the school day when students return.

“Soft” Opening Concept

Lead Person: Pandemic Co-coordinators and Supervisors

- The return-to-school for traditional in-person instruction represents a change for all stakeholders.
- As a strategy to reduce anxiety and build confidence for all groups, the district is developing a “soft” opening concept to build a gradual return and provide training and management expectations.
- It is anticipated that 70 - 80% of students will return for in-person instruction with the remaining students participating in virtual instruction.

- The district may identify half the students, such as last names beginning with A - K, to return on August 26th. This decision would significantly reduce the number of students to help develop comfort and establish routines. The second half of students, such as last names beginning L - Z would experience the first day on August 27th.
- This alternating “half and half” approach would continue for a couple of days to gradually layer other program elements (e.g., technology systems and absence procedures for learning).
- This approach also reduces the initial stress placed on large group settings, such as the cafeteria, hallway transitions and bus, so that a level of confidence can develop for students, staff and parents.

Building Cleaning, Sanitizing, Ventilation and HVAC

Lead Person: Director of Facilities, Custodial Supervisor and Maintenance Foreman

- **Training and professional development has been provided for custodial staff. The custodial supervisor will continue to monitor cleaning practices and provide department-wide and individual training as needed. A professional development website and training material resource has also been established to support best practices.**

Key Concepts:

- **Step 1 - Reduce the number of high touch areas**
 - When appropriate, prop open doors to prevent touch handles and doorknobs.
 - Close drinking fountains indefinitely - bottle filling stations only.
 - Touch-free Paper Towel dispensers are being installed in the three elementary schools.
- **Step 2 - Focused efforts on daily disinfection**
 - Custodial staff will disinfect all high touch areas daily (i.e. student desks/chairs, door handles/crash bars, faucets, dispensers, etc.).
 - To augment the daily cleaning within classrooms, teachers/staff will be provided with spray bottles to disinfect student desks and touchpoints when classrooms will be vacant for more than 10 minutes (i.e., spray and air dry).
- **Step 3 - Increased management of common areas and restrooms**
 - At scheduled intervals (e.g., once per hour), custodians will check restrooms and disinfect touchpoints, disinfect door handles at entrances and disinfect stair railings.

Cleaning and Disinfecting:

- Cleaning and disinfecting used to be separate processes. Through innovation, chemical manufacturers have products that can now perform both tasks. In Pine-Richland School District, all buildings are now equipped with dilution systems that dispense an EPA Registered Hospital-grade disinfectant (EPA Reg. No. 47371-131-559) that has been proven effective against COVID-19.

Hand Sanitizer:

- Throughout the entire district, hand sanitizing dispensers are being installed in every classroom and strategically placed in common areas.
- Alcohol Foaming Hand Sanitizer will be used in all dispensers in compliance with CDC recommendations.

Disinfecting & Sanitizing Wipes:

- Approved disinfecting wipes will be available at every building but should only be used on electronics or when dwell time is a concern.
- Hand sanitizing wipes will continue to be used in locations where student allergies are a concern.

If there is a confirmed case of COVID-19 in one of our buildings, we will work closely with the Allegheny County Department of Health to properly clean and disinfect the areas affected. It is important to note that lag time will likely exist between notice of a confirmed case and ACHD communication. As a result, daily cleaning practices should be sufficient to address potential concerns. In addition, the areas will then be treated with an electrostatic fogger that ensures a 100% kill rate on all surfaces.

Ventilation/HVAC:

- The district is working with Tower Engineering and guidance from ASHRAE to manage mechanical systems. Our buildings are based on an air change rate of between 5 - 7 times per hour. Actions include:
 - Adjust dampers on HVAC units to bring in more outside air during normal operation.
 - Run HVAC systems with a continuous fan and do not use nighttime setback settings.
 - Use economizer mode on available units to bring in fresh air during cooler times of day.
 - Open windows in classrooms if applicable.
 - Prop open classroom doors for cross-ventilation and to reduce use of touchpoints.
 - Adjust HVAC units so that nurses' offices are slightly lower pressure than the rest of buildings. Additional air cleaners will be considered for the health offices.
 - Ensure restroom exhaust fans are operational.
 - Filter Efficiency: Our commercial-grade units have filters with an efficiency rating between MERV 6 and MERV 8 (designed for larger particulate down to spores/mold/allergens). Filters are being checked/replaced. If applicable in some schools based on type of equipment, higher efficiency filters will be considered.
 - Consideration factors: Air quality decreases when increasing outside air into the system (allergens); Bringing in more humid air that must be conditioned; Energy usage increases; Increased load on aging HVAC systems.

Personal Protective Equipment (PPE)

Lead Person: [Pandemic Co-coordinators and Supervisors](#)

- The recent order by Governor Wolf and PDE regarding [face coverings](#) is important to understand. Face coverings include any type of synthetic or natural fiber (scarfs, bandanas, etc.) or plastic face shields that cover the nose and mouth. These **face coverings are required for staff and students** and are especially important in dynamic social environments like schools when physical distancing is a challenge.
 - **Public health experts - including the twelve PRSD Healthcare Leadership Council experts noted on page 4 of this plan strongly support the use of face coverings to reduce the risk of transmission in the school environment.** In addition to frequent hand washing and caution with face touching, this strategy is critical for plan success (see page 5 of 17).
 - Per CDC, face coverings help prevent the spread of germs to others and are especially appropriate when a full six feet of physical distancing is difficult to maintain. They do not guarantee protection from germs.
 - Per the Director of the ACHD, either cloth masks or clear face shields have value. Face shields that go below the chin also help protect the eyes and can be cleaned by the user.
- Some people - adults and children - may have individual health conditions that prevent the safe use of a mask/face covering.
- Inappropriate use of a mask/face covering, such as frequent touching of the mask and face, vastly reduce potential benefits.
- Certain staff, such as food service, custodians and nurses, may have specialized PPE requirements.

- Training materials and/or videos will be provided for students, parents and staff in early August 2020 so that a routine can be established before the official start of school. This training will also review the proper techniques to wear a mask and/or remove a mask safely for select activities. Training for students and staff will continue within the school day when students return.

Transportation (Parent Drop-off or Bus)

Lead Person: Transportation & Facilities Use Coordinator; STA Manager; STA Assistant Manager

- Per the preliminary parent survey, 61% of parents can drive their child(ren) to school to reduce loading levels on the bus.
 - For parent drop-off, staggered arrival times for parents will be established for traffic flow;
- Students riding the bus - given close proximity and potential at-risk population of drivers - are required to wear a cloth mask or face shield. The seat behind the driver will be kept empty.
- Hand sanitizer will be available on the bus after students enter to ensure clean hands as they move to his/her seat.
- Buses will load from back-to-front to help with physical distancing/interaction and siblings will sit together;
- Buses will be cleaned prior to and following both the morning and afternoon runs;
- More complex than the morning arrival, staggered dismissal and pick-up times will need to be established for the purpose of reducing the number of students on the bus in the afternoon.
- Training materials and/or videos will be provided for students and parents in mid-August 2020 for awareness.

Entry to School and Homeroom Check (Staggered Slightly with Eliminated Touchpoints)

Lead Person: Building Principal and School Nurse

- Given a process to ensure symptom checks and taking temperatures at home, the only students or staff who will need a forehead temperature scan upon entry are those that did not have the opportunity at home. This process would be determined through communication with families.
- As a strategy to reduce touch points, exterior doors will be open and students will move directly into the building, to lockers and to homeroom (i.e., no congregating in small or large groups).
- As part of daily attendance, homeroom teachers will ask a large group question (e.g., *“This is our daily check. Did everyone have temperatures taken at home? If not, I will have you visit the health office area for a quick check”*) and “passive scan” of students to identify possible symptoms and ensure the At Home checks are happening.
 - Students who did not have a temperature verified at home or who demonstrate “noticeable” potential symptoms are directed to the school nurse. It is our goal to eliminate this potential by reducing the threshold by which parents keep students at home who exhibit symptoms.
- Training materials and/or videos will be provided for students and parents in mid-August 2020 for awareness.

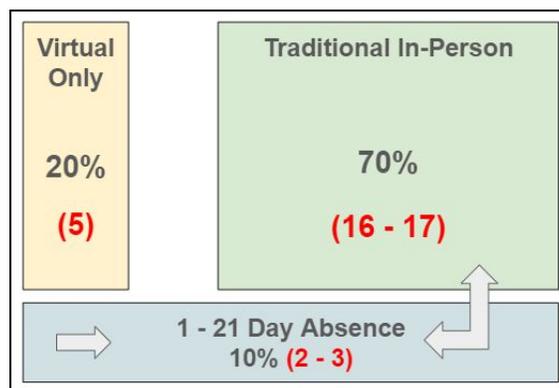
Classrooms (General Education, Special Education and Special Areas)

Lead Person: Building Principal

- Given regular class size conditions and regular attendance rates, we can create 5’ on center with desks and 3’ - 4’ between students (see AAP guidance);
 - When the number of students is identified that select the 100% virtual option, it will further reduce in-person class size. This in-person reduction will allow for even greater spacing of desks and physical distancing.
- Preferential seating could be given to students with chronic or acute health needs;
- Hand sanitizer units are available in all rooms;
- Doors open but locked to reduce “touch points” yet provide quick response for emergencies;

- **Teacher desk area off-limits that includes an “instructional space” that is designated for teachers with the goal of six feet of physical distancing;**
- Given the importance of teacher voice and challenge of speaking with face coverings or face shields, voice amplification units have been purchased for classrooms to improve sound quality without further taxing the teacher’s voice;
- Modified, reduced and/or elimination of close contact group work;
- Reduced sharing of materials with cleaning procedure or eliminate sharing if possible;
- Developmental differences will be implemented at various levels (i.e., K-3, 4-6, 7-8 and 9-12). To reduce and manage transitions, specific strategies will be used at different levels. For example, teachers may be asked to travel to deliver a special area course or students at the elementary level will be asked to maintain the exact same seating chart in various classes to better maintain proximity relationships. These development differences are continuing to be refined.
- **The “soft” opening will provide the time and reduced number of students to assist in this training and classroom management process.**

This image serves to illustrate the PRSD return-to-school model. Using a class size of 24 to convey the concept, we anticipate that the majority of students will return with all precautions for in-person instruction (green). An increased number of students - and staff - may be absent due to the lowered threshold to stay-at-home due to symptoms (blue). Some students will participate in virtual-only instruction (yellow). To illustrate, the actual number of students is shown in red. The practical impact of this model is that increased physical distancing is possible in classrooms. **We are still finalizing “how” we will manage all three groups of students and/or staff.**



Students with Intensive Needs

Lead Person: Building Principal and Director of Student Services & Special Education

- For some educational programs (e.g., Autistic Support and Life Skills Support), it is critical to provide additional planning.
- Key Concepts: Smaller number of students with intensive needs in classrooms (Sensory rooms); Consideration of close proximity for student and staff member(s) (e.g. PPE); 1:1 intense intervention safety needs; and detailed procedures were established for each intensive program to address sanitation, related services, hygiene, etc.
- **Specific training and classroom-by-classroom procedures are being developed. Additional communication and training will be addressed at the building, classroom and student level based on the Individual Education Plan (IEP).**

Health Office

Lead Person: School Nurse Department Chair and School Nurses

- Key concepts include: routine medications; illness; potential COVID-19 symptoms, temporary isolation; and contact tracing.
- Separate daily medications and other quick first aid visits to a different location (e.g. students report to the office and wait in the conference room for the nurse to meet them; arrange for supervision of those in the health office)
- Establish a “waiting area” outside of the health office for initial screening/evaluation. If COVID-19 symptoms, call home for pick-up (i.e., reduced threshold for sending students home). The reality of the situation is that COVID-19 symptoms are similar to many other forms of illness. As a result, we must manage anxiety, fear and potential stigma within the school.
 - ACHD indicates that if a test is given, it would likely be 3+ days before the family/school hears the result.
- If needed, leverage the building’s unique areas as the isolation location for those with illness (e.g. Room 52 in HS; Community Room at WE). Isolation areas would receive enhanced cleaning after each use.
- If a case of COVID-19 is confirmed, the process for contact tracing is initiated by a case manager in the Allegheny County Health Department. That case manager will work with the school nurse to determine “close contacts.” Close contacts are generally placed in quarantine at home for 14 days. There is a lag time between testing and test results.
- A specific pick-up procedure would be followed at each building to limit the amount of exposure for the student and the school.
- **Professional development for custodians is addressed in previous sections. Nurses will receive training and practice in day-to-day operations.**

Restrooms

Lead Person: Director of Facilities and Custodial Supervisor

- Increased frequency of cleaning and disinfecting during the school day.
- Pre- and post-use wash routine for hands.
- Potential restriction to number of restrooms to ensure sanitization schedule.
- Given the requirement, all students and staff are wearing face coverings.
- Develop school procedures to limit the number of students in one restroom at a time
 - (K-3) Grades will be cohorted and assigned specific bathrooms to utilize. Proper handwashing procedures will be reinforced. There will be scheduled class bathroom breaks throughout the day to mitigate the number of students in the restroom at one time. Students will be permitted to use the assigned bathrooms as needed one at a time throughout the day should an emergency occur, signing out and in to track for potential contact tracing purposes.
 - (4-12) Normal bathroom procedures. Proper handwashing procedures will be reinforced. Teachers will only let one male and one female student out of their classroom at a time unless there is an emergency.
- **Professional development for custodians is addressed in previous sections. Students will receive training as a part of the back-to-school “soft” opening to reinforce key concepts.**

Transitions Between Classes

Lead Person: Building Principal

- Building-based design to limit congestion, provide spacing, move the teacher if applicable (vs. students), stagger times, traffic directions/flow etc. Face coverings are especially important during transitions when physical distancing is more difficult to regulate.
 - (K-3) Students will walk in a single file on the right hand side of the hallway with their teachers and maintaining spacing. Students must use hand sanitizer prior to leaving the classrooms and upon re-entering

- (4-6) Team teachers will rotate to switch classes. Students will walk in a single file on the right hand side of the hallway. One class at a time on the stairs. Students must use hand sanitizer prior to leaving the classrooms and upon re-entering.
- (7-8) Students will walk on the right side of the hallways. Students with odd numbered lockers will be able to go to their lockers during odd numbered periods; students with even numbered lockers will be able to use their lockers during even numbered periods.
- (9-12) Students will walk on the right side of the hallway and move in a single file manner. Students will be given 5 minutes between periods to transition (increase of 1 minute from previous school year). Stairwells will be designed as one way up or down.
- **Students will receive training as a part of the back-to-school “soft” opening to reinforce key concepts.**

Cafeteria

Lead Person: Sodexo Manager and Building Principal

- **Key Concepts:** Determined at developmental level; Multiple serving stations; Additional eating locations to reduce numbers and increase distancing; Possibility of eating in classrooms or outside; Additional actions include:
 - Daily SDX Employee Checkoff list before entering work K-12 (e.g., temperature and symptoms); Deliveries - Signage posted at doors; Required SDX Signage for distancing front and back of house K-12; Additional Cleaning Schedule K-12 (i.e., Smartpower Sink and Surface Cleaner Sanitizer (Ecolab)).
 - Increase pre-packaged products- K-12 (e.g., mini-pancakes, condiments, ‘grab-and-go’)
 - Decrease touch points K-12
 - Eliminate Self Serve Station/Food Service Worker will serve full meal
 - Pre-wrapped Silverware/Individual Condiments
 - Cashier to enter Student’s ID. Possibilities for creating a “quick scan” of a QR code to correspond to the students’ ID numbers and expedite the cash out process will be explored with our technology department.
 - No cash will be accepted at the register.
 - K-6 - Sent to office for pick up next day
 - 7-12 - Money boxes will be located at registers to drop into
 - Employees- place money into Food Service mailbox
 - Reduced meal options for speed of service K-12
 - Extended cafeteria hours/added service to accommodate fewer students in cafeteria 7-12
 - Pre-Order Meals 7-12 Sodexo SoHappy App (New) - not required, but encouraged
 - Pre-Order Meals K-6 via new student system or google docs- Required
 - Determine Max Cafeteria Number for service in Cafeteria and Food Court
 - Stepping Stones Procedure - Determined per building
- **HS:** lunch periods increased to 33 minutes. Multiple spaces will be used to manage the total number of students (e.g., cafeteria, auxiliary gym, large grand staircase foyer and outdoor areas weather permitting). Approximately 250 students in Cafeteria; approximately 150 - 200 students in Auxiliary Gym (packers encouraged to eat in the Aux Gym). All tables at half capacity - long tables 6 students each and round tables 4 students each. All doors to the cafeteria will be open for students to enter.
- **MS:** The cafeteria will fit around 160 students per lunch. Students who buy lunch will be prioritized to eat in the cafeteria. Students who pack lunch will eat in the library, chorus, and auditorium, which will accommodate 40 students each. We will need to purchase or locate extra tables and chairs for the auditorium.
- **EHUE:** Students will use the auditorium and cafeteria for lunches; students will sit by homeroom; tables will be spaced out in the cafeteria (approx. 50 students on each side);

students will have a 30-minute lunch; teachers will walk homerooms to cafeteria and each teacher will pick up his/her homeroom

- **HE:** Lunch periods will be staggered, students will sit by homeroom and assigned to seats near same proximity peers from homeroom; tables spaced out in the cafeteria as much as possible accommodating around 50 students; use of separate space will be considered pending space limitations accommodating around another 50 students
- **RE:** Lunch periods will be staggered, students will sit by homeroom and assigned to seats near same proximity peers from homeroom; tables spaced out in the cafeteria as much as possible; use of separate space will be considered pending space limitations
- **WE:** Lunch periods will be staggered, students will sit by homeroom and assigned to seats near same proximity as peers from homeroom; tables spaced out in the cafeteria as much as possible; use of separate space will be considered pending space limitations.
- **Students will receive training as a part of the back-to-school “soft” opening to reinforce key concepts.**

Athletics and Activities

Lead Person: Director of Athletics and Building Principal

- See posted PRSD Health and Safety Plan for athletics and activities.
- **Training was provided to all coaches and sponsors. Each coach and/or sponsor was also required to submit a program-specific plan for outline procedures.**

Communication

Lead Person: Director of Communications; Pandemic Co-Coordinators; School Nurse Department Chair

- Allegheny County school districts are working with Allegheny County Health Department officials to develop a consistent flowchart and communication template for COVID-19 cases.
- School districts must protect the privacy rights of students and balance those rights with public health information for families.
- In the situation of a confirmed case by a student or staff member, it is likely that a template-style notification will be sent to all families K-12 to ensure consistency and clarity of messaging.
- The district will establish a hotline for the community to share concerns, problems, etc. that can help improve implementation of the Health and Safety Plan.
- The district will continue to update the COVID-19 website and archive all communications.
- Ensure communication is accessible in non-English languages.
- Create script(s) for front office staff as they receive calls regarding various topics including if a case is confirmed in school/district.

Visitors and External Groups

Lead Person: Building Principal and Transportation & Facilities Use Coordinator

- As a general approach, the district will work to significantly reduce outside visitors unless it is critical for a student’s needs. In those rare instances, an appointment must be made in advance.
 - Visitors will need to attest to being symptom-free prior to admission. This attestation includes temperature. Visitors must wear face coverings.
- Most parent meetings will continue through video conferencing technology. This approach will also reduce the need for school staff to meet in close proximity.
- Systems will be established in each school to support “drop-off” of forgotten materials without needing to enter the building (e.g., instrument, lunch, books and equipment).
- Share guidelines with the community via eBlast, on the website and posted at the entrance to each school.
- External or Outside groups will be prohibited until the district can establish a sense of normalcy in day-to-day operations with internal groups. When public health metrics and agency guidance

support expansion of the buildings and grounds to external groups, a set of regulations and compliance standards will be developed.

Stepping Stones and Pre-School

Lead Person: [Stepping Stones Director](#); [Building Principal](#); [Assistant Superintendent \(K-6\)](#)

- (K - LEAP) The LEAP students will remain in the Stepping Stones space before and after their Kindergarten classes and use those designated restrooms. Students will be required to follow all protocols of this plan pertaining to classrooms, restroom use, hand sanitizing upon entry, and morning symptom checks and completion of the attestation form.
- (1-3) HE Students will remain in their designated Stepping Stones space for the morning and use Stepping Stones designated restrooms in the building. Students will be required to follow all protocols of this plan pertaining to classrooms, restroom use, hand sanitizing upon entry, and morning symptom checks and completion of the attestation form.
- (1-3) RE Students will remain in their designated Stepping Stones space for the morning and use Stepping Stones designated restrooms in the building. Students will be required to follow all protocols of this plan pertaining to classrooms, restroom use, hand sanitizing upon entry, and morning symptom checks and completion of the attestation form.
- (1-3) WE Students will remain in the gym for the morning and use their assigned restroom in the building. Students will be required to follow all protocols of this plan pertaining to classrooms, restroom use, hand sanitizing upon entry, and morning symptom checks and completion of the attestation form.
- (4-6): Will remain in the cafeteria; Tables will be wiped down after students leave by EHUE custodians. Students will be required to follow all protocols of this plan pertaining to classrooms, restroom use, hand sanitizing upon entry, and morning symptom checks and completion of the attestation form.
- **A meeting and training will be held between Stepping Stones staff and PRSD administrators prior to the return-to-school to verify all procedures on July 14, 2020, and again prior to the start of the school year.**

Mental Health Supports

Lead Person: [Lead Psychologist](#); [Director of Student Services & Special Education](#)

- Identify and provide supports to students, families, and staff that are at a higher risk for significant stress or trauma from COVID-19 (i.e., death or loss of a loved one close to a student, parental substance use and abuse, exposure to domestic violence, child maltreatment, homelessness, financial/food/occupational housing insecurity, history of trauma or chronic stress, family separation, mental health issues or exacerbation of underlying issues, history of suicidality). Do not assume students in need will voluntarily disclose their distress or want to talk immediately.
 - Utilize current referral system for individuals that need targeted support (i.e., counselor check-ins, psychologist check-in, Pupil Service referral, MTSS referral, SAP referral, referral to School-Based Mental health services, checking-in with a trusted adult).
 - Attendance rates may drop due to medically fragile students or family members. It is encouraged to refer a student/family if you notice a drop in attendance.
 - Anticipate significant fatigue and sleepiness - particularly among adolescents.
 - Stigma to students/family members who become sick or tested positive for COVID-19 as well as with those with allergies or respiratory illness that may result in coughing/sneezing.
- Recognize all students had individual experiences during the virtual instruction period in the spring of 2020 due to COVID-19. Assist staff to understand the difference of student's experiences during delivery of education in the home environment due to family circumstances during this timeframe (e.g., validate that some students are disappointed, some had fun, some

are grieving, some are exhausted from added responsibilities at home, some are scared, some experienced trauma).

- Consider the impact of masks/facial shields on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and participate in academics (i.e., additional impacts on developmentally younger students, English-language learners, students with disabilities, including those with physical disabilities or those who are deaf and hard of hearing).
 - Recognize the potential negative impact of an environment that still requires minimized social interactions, face coverings and lack of shared manipulatives to help de-stress.
 - Encourage more frequent brain breaks, mindful moments and individual squeeze ball/bands to decrease stress.
- Facilitate Classroom Meetings in collaboration with school counselor, psychologist, social worker, SAP/HSAO caseworker to address social stories, mindfulness training, behavioral strategies, self-management skills, social skills, social-language skills and social-emotional skills to develop healthy coping skills to assist in modulating emotions.
 - Acknowledge the potential loss experienced by students who cannot participate in various activities that contribute to their development and sense of self (e.g., sports, performances, traveling). Encourage school teams to build activities within the classroom to help build students' sense of self. Consider opportunities for students to work cooperatively (in safe and creative ways in line with the guidance in this plan), feel empowered, and assist others, which can be restorative following disruption and stress.
- Reinforce back-to-school events to allow peers and staff to reconnect. This may need to occur virtually, including virtual tours and classroom visits. Back to school transitions will likely require more time than usual as students transition.
- Bolster the transition process and welcome students to school each day (e.g., have staff greeting students as they exit the bus or drop-off locations, present in the hallway during the change of classes, lunchroom, recess and when students are leaving the building).
 - Counselors, Psychologists, Social Worker and HSAO caseworker will be present to assist with the transition process back to school. Connect community providers as needed to address gaps.
- Make concerted effort to build the school community and establish staff and student relationships with a back-to-school activity (i.e., Encourage staff to get to know their students and talents to build those positive relationships). Provide opportunities for students to voice concerns, challenges and needs.
- Post and continue to leverage community resources on the website to provide a continuum of student support services for families.
- **Training and awareness activities will be provided to all staff prior to the start of school. Specific communication will be sent to families from the Pupil Services Department.**

Special Programs

Lead Person: Building Principal; Assistant Superintendents (K-6; 7-12); Relevant Department Chair

- Certain courses with special considerations (e.g., Music and Physical Education); No assemblies; large events conducted virtually (e.g., Open House); Extra- and co-curricular in consultation with WPIAL and PIAA;
- Physical Education:
 - Initially, the department will plan activities that do not require vigorous physical activity.
 - (K-3) PE classes will be outside weather permitting; While in the gym, social distancing must be maintained. Activities will be individual based to limit interaction with no use of shared equipment.
 - (4-6) PE Classes will be outside weather permitting; While in the gym, social distancing must be maintained; no fitness room;

- (7-8) PE classes will be outside weather permitting. Social distancing will be maintained, and students will have to wear masks until they are distanced from others. Small groups will be allowed to use the fitness room.
- (9-12) PE classes outside weather permitting. Small groups will be permitted to use the fitness room. Students will not be required to change clothes. Masks will be worn in the locker room; however, the locker room will have only limited use since students are not changing clothes.
- Recess:
 - (K-3) Outdoor recess will be held weather permitting. Students will not have access to shared equipment but will be able to use the large equipment such as swings on the playground. Contactless activities will be encouraged. Students will sanitize before recess begins and after recess ends. Masks will not be required outdoors. Students will rotate through various designated zones throughout the week on the playground to limit mixing with a large number of classes. On days when indoor recess is necessary, students will stay in their homeroom to engage in activities that are contactless participating in things like Go Noodle. Masks will be required for indoor recess if social distancing can't be achieved.
 - (4-6) All homeroom teachers will monitor their own students during indoor and outdoor recess. Outdoor recess will follow the regular schedule. Students will not have access to shared equipment but will be able to use the large equipment such as swings on the playground. Contactless activities will be encouraged. Students will sanitize before recess begins and after recess ends.
- Library:
 - (K-3) Library specials will be delivered to students in the child's homeroom. A cart of books will be taken into the classroom for student borrowing. Electronic resources will be leveraged as much as possible. Books can still be checked out of the library, but returned books will remain in isolation for 72 hours before being brought back into circulation.
 - (4-6) Books can still be checked out of the library, but returned books will remain in isolation for 72 hours before being brought back into circulation. Encourage the use of electronic resources; librarian can push into the classroom to help co-teach
 - (7-8) Books can be checked out of the library. When returned, books will remain isolated for 72 hours before brought back into circulation. Electronic resources will be encouraged.
 - (9-12) Library classroom can still be used but should follow the cleaning procedures used for other classrooms. Books can still be checked out of the library, but returned books will remain in isolation for 72 hours before being brought back into circulation. Students will not be permitted to eat in the library during lunch periods. Students will be socially distanced at tables and computers.
- Music:
 - (K-12) Weather permitting, all music groups use outside space, when possible. Tape music to allow choirs to sing outside.
 - (4-12) Choirs use the stage if possible to space choir members for significant physical distancing.
 - (K-3) Music special teachers will rotate to each classroom to provide instruction in student homerooms. Activities will be individual based to limit interaction with no use of shared equipment.
 - (4-6) Music encore teachers will begin the year teaching their classes in student homerooms. Ensembles will not be held initially. Small group instrumental lessons will be held as possible with added precautions and consideration for both group size,

- sanitization of space and manipulatives/equipment (e.g. music stands), and possible larger spaces for instruction (e.g. auditorium and cafeteria when not in use).
- (7-8) Band will be offered in the band room with extra space provided between students. Chorus will use the auditorium as a backup if the chorus room does not have enough space to socially distance students.
- (9-12) Band will utilize all three music rooms to socially distance students. Students cannot share music stands or music. Music teachers will reconfigure classrooms
- All shared materials should be wiped down prior to students leaving classroom;
- Art/Family & Consumer Sciences/Technology Education/Business:
 - (K-3) Art and computer special teachers will rotate to each classroom to provide instruction in student homerooms. Activities will be individual-based to limit interaction with no use of shared equipment.
 - (4-6) Art and computer/keyboarding encore teachers will begin the year teaching their classes in student homerooms; Activities will be individual-based to limit interaction with no use of shared equipment.
 - (7-8) Students will travel to Unified Arts classes as usual. Procedures for cleaning shared materials and equipment will be taught at the beginning of each nine weeks as students rotate through each Unified Art course.
 - (9-12) Students will be taught to clean shared materials and equipment and reminded of procedures frequently.

Safety and Security

- The district will implement the Emergency Operations Plan.

Curriculum (Students)

- Training will occur for all students in hygiene and all relevant aspects of the Health and Safety Plan. Big ideas include: hygiene practices (e.g., hand washing, covering coughs/sneezes, face coverings, etc.); germs; keeping self and others health; and appropriate action if you feel sick.
- The training and learning activities are referenced in each section.

Health and Safety Plan Communications

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Guidelines & Fall Options	Families, Staff	R. Hathhorn/ Director of Communications	eBlast, email and possible rapid call, website, posters, etc.	June 2020	Ongoing
Closure/Move to Online Learning for All	Families, Staff	R. Hathhorn/ Director of Communications	Rapid call, eBlast, email	As Needed	As Needed
Survey/Input	Families, Staff	R. Hathhorn/ Director of Communications	Preliminary Survey & In-Depth Survey	June 2020 July 2020	Ongoing if needed for feedback & input
Contact Tracing Communication with principals, teachers, and nurses, etc., for standard protocol and understanding	Principals, teachers, and nurses	K. Justus, Asst. Supt. of Elementary and Nurses	Discussion with key point-of-contact: Principals, teachers, and nurses	August of 2020	September 2020

Hotline for Concerns	Families, Staff	R. Hathhorn/ Director of Communications & Alexia Meijer	Hotline/Details shared in communication	July 2020	Ongoing
Scripts for Secretaries/Front Offices	Community, parents, etc.	R. Hathhorn/ Director of Communications	Scripts via Google Docs for key front office	August 2020	As Needed
Closing Templates	Families, Staff	R. Hathhorn/ Director of Communications	Templates via Google Docs for instant access	August 2020	Ongoing
Visitor Guidelines	Community, parents, etc.	R. Hathhorn/ Director of Communications	Share guidelines via eBlasts, signs on doors, etc.	August 2020	September 2020

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. **Professional development requirements are noted in each topical section with audience, lead person, format and timeline identified.**

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Pine-Richland School District** reviewed and approved the initial Phased School Reopening Health and Safety Plan on _____. Revisions to the plan were reviewed and approved on _____, _____, etc.

The plan was approved by a vote of:

____ Yes
 ____ No

Affirmed on:

By:

(Signature of Board President)

Peter Lyons, School Board President
(Print Name of Board President)

Reference Section:

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?

Cleaning, Sanitizing, Disinfecting and Ventilation

Key Questions:

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- 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?

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?

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 will the monitoring take place?
- When and how frequently will the monitoring take place?
- What is the policy for quarantine or isolation if a staff, student, or another member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19? What conditions will a staff member or student confirmed to have COVID-19 need to meet to safely return to school? Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- 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?

Other Considerations for Students and Staff

Key Questions:

- How will you determine which staff are willing/able to return? How will you accommodate staff who are unable or 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?
- 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 address staff who are ill, or who have family members who have become ill?
- 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?