



## Phased School Reopening: Health and Safety Plan

Updated: July 31, 2020

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.*

Updates in the July 31st document are noted in red.

## School District Health and Safety Plan

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

- The Red Phase: Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited. **The district is preparing a 100% virtual model as a contingency if schools are closed.**
- **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 district 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 cycle 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).** Results of the mid-June preliminary survey indicate that parents are planning for: in-person (81%); full virtual (10%); and not sure (9%). **Results from the mid-July survey indicate that parents are planning for: in-person (69.4%); full virtual (12.7%); and not sure (17.9%). At Pine-Richland, families can select from a set of options for virtual and/or hybrid in-person instruction. A third selection survey will be sent to parents on August 4th - 7th based on the details of the model proposed in this document.**
- 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.** **The school calendar may be adjusted if additional time is needed for professional development and planning. Act 80 days have been approved by the PRSD School Board if needed to address requirements.**

## 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](#)
- American Academy of Pediatrics (AAP). [COVID-19 Planning Considerations: Guidance for School Re-entry](#).
- [CDC Guidance Update \(July 23, 2020\)](#)
- [PDE Universal Face Coverings Order \(July 17, 2020\)](#)
- [PADOH FAQ RE: Targeted Mitigation Order \(July 15, 2020\)](#)
- [AAP COVID-19 Planning Considerations: Guidance for School Re-Entry \(June 20, 2020\)](#)
- [ACHD Isolation-Quarantine Basics](#)
- [ACHD Guidance for Travelers \(June 28, 2020\)](#)
- [ACHD Order \(July 17, 2020\)](#)

## Traditional In-Person

With oversight by the PRSD Healthcare Leadership Council and in 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 - 12). **As the plan to start the school year, in-person is a possibility at all grades levels. Details are outlined on pages 10 - 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 are 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 notification of any changing medical conditions. Staff members are also encouraged to communicate with the school nurse.
- Families who travel during the school year should review the [Allegheny County Health Department's Guidance for Travelers Document](#). For higher risk travel, it is strongly recommended you quarantine for 14 days upon return. If that is not possible, an alternative is to get tested twice at least 48 hours apart to reduce the chance of false negative tests. If only one test is possible, wait at least 4 days from your return to get tested. High risk travel includes: Travel to states with high COVID-19 cases and high positivity rates; Using airplanes, buses or trains; Visiting crowded places where maintaining 6 feet of distance is difficult, including day trips; Staying at hotels, motels or resorts or with non-household members; Frequenting bars, restaurants or shops; and Travel that involves large in-person meetings or social gatherings. The CDC recommends avoiding all non-essential international travel. Families should consult with building principals and the school nurse on all international travel experiences.
- 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.
  - PDE defines face coverings as: “...covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face. A "face covering" can be made of a variety of synthetic or natural fabrics, including cotton, silk, or linen, and, for the purposes of the order, can include a plastic face shield that covers the nose and mouth. "Face coverings" may be factory-made, sewn by hand, or

- improvised from household items, including but not limited to, scarves, bandanas, t-shirts, sweatshirts, or towels. ”
- Physical distancing, face coverings and frequent handwashing are three key fundamentals in promoting health for self and others. The PRSD Healthcare Leadership Council experts also support this precaution. We do not want our schools to be a place where valuable time and energy is spent in arguments or debates about face coverings. We want to focus on learning. We want to not only reopen but stay open. This has the best potential if we all follow these guidelines. If a person has a documented health condition, we also want to treat that person with respect. Again, the reduction in physical attendance helps with physical distancing. We will have hand sanitizer in all classrooms and throughout the schools. Face coverings are critical. In addition, there are opportunities to give students a break in the day with face coverings as long as certain conditions are met.
- Public health experts - including the twelve PRSD Healthcare Leadership Council experts noted on pages 3 and 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 with 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.

### **Initial “Soft” Opening Concept Shifted to Start-of-School Opening Model**

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 originally developed a “soft” opening concept to build a gradual return and provide training and management expectations.
- A modification of the “soft opening” concept has now been finalized as the recommended model for the start of the school year through at least the end of September. This approach is outlined in detail on page 10 to 12 with a further description hyperlinked to a July 31st narrated podcast to students, parents, staff and community.
- This plan is designed to run through the end of September. It may then continue or shift based on conditions and/or new guidance.
- The recommended approach reduces in-person attendance to maximize physical distancing.

### **Building Cleaning, Sanitizing, Ventilation and HVAC**

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

Key Concepts:

- Step 1 - Reduce the number of high touch areas
  - When appropriate, prop open doors to prevent touch of 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.
- Additional custodial work hours are being considered to assist with cleaning during the school day.

#### 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.

#### Plexiglas Barriers

- The maintenance department and building principals are working to identify locations for plexiglass barriers where physical distancing is more difficult (e.g., secretarial desks, counseling settings, psychologist testing locations, cafeteria, etc.).

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.
- 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 resources have also been established to support best practices.

## Facility Rental

Lead Person: Transportation and Facility Use Coordinator

- Third party facility rental is prohibited until further notice. This includes outside facilities. Organizational meetings (PTO, Booster, etc.) should be held virtually using video conferencing resources. Please contact the district's transportation and facility use coordinator or visit the [facility use website](#) for more information. Stepping Stones is the exception due to the need for before and after care for students and families.

## 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 pages 3 and 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 23).
  - 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, bus drivers and nurses may have specialized PPE requirements.
- Additional PPE may also be utilized in certain classrooms (e.g., Tier III special education) or courses that involve sharing of equipment (e.g., labs or hands-on activities).
- 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 mid-June parent survey, 61% of parents can drive their child(ren) to school to reduce loading levels on the bus.
- Per the second mid-July parent survey, 45% of parents can both drop-off/pickup; 13% of parents can drop-off in the a.m. only; 3% of parent can pick-up in the p.m. only; 29% require the bus services; and 11% indicated “not applicable.”
- The proposed model outlined on pages 10 to 12 will further reduce bus loading given the alternate day physical attendance provision.
- For parent drop-off and pick-up, 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.
- Individual hand sanitizers will be provided to all in-person students to be worn on book bags to ensure clean hands.
- 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). Exterior doors will be monitored by staff and are only open during arrival. Additional security presence is available to support arrival times.
- As part of daily attendance, homeroom teachers will conduct a passive scan for any overt symptoms. Students will be generally reminded to report to the health office if they are not feeling well for any reason. The reduction in physical attendance - given the alternating in-person schedule and virtual-only students - should make this a simple and straightforward process. For example, a homeroom teacher may only have 8 - 10 students physically present.
- 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)**

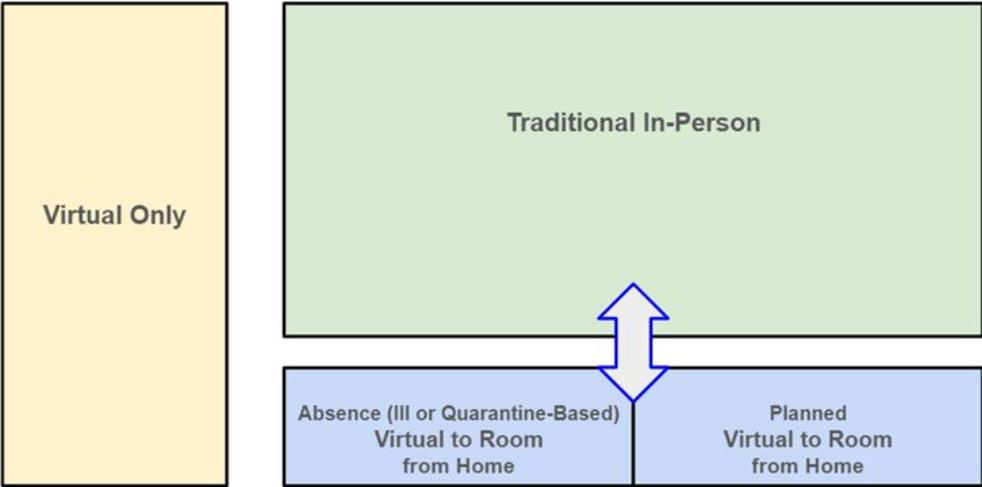
**Lead Person:** Building Principal

- Given the proposed educational program model, the reduction in physical in-person attendance should allow for six feet of physical distancing in classrooms (see CDC and AAP guidance);
- 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 is off-limits and includes an “instructional space” that is designated for teachers with the requirement of at least 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 developmental differences are continuing to be refined.

**Educational Model Details**

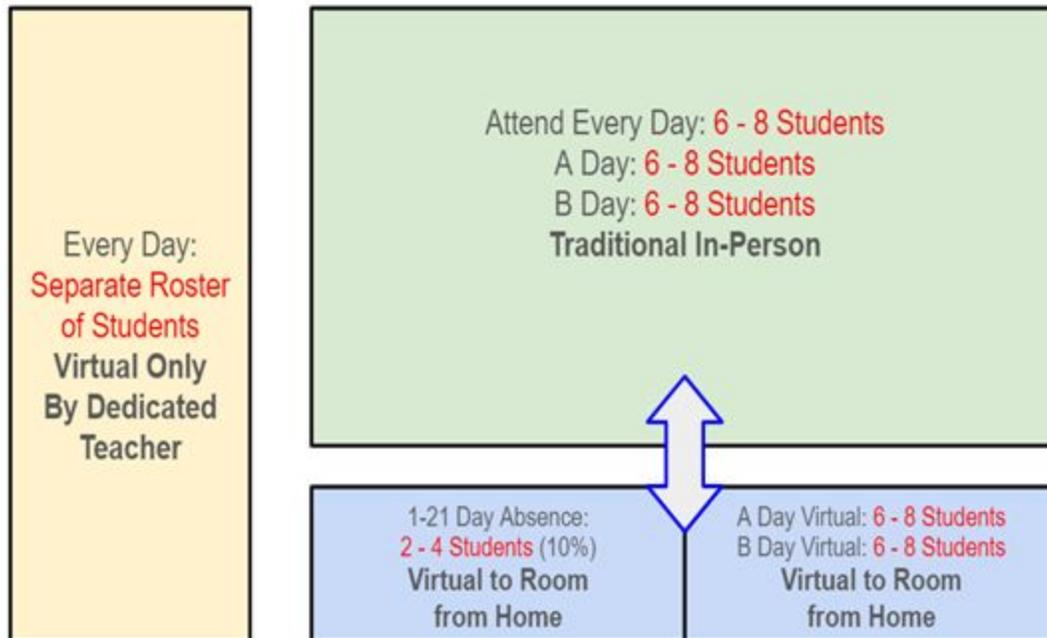
Before getting into the details by grade span, we want to reinforce this visual model. The image has evolved over time as conceptual models were developed through several iterations. In green, we have the traditional in-person students who will be physically in school. In blue, we have students who would like to be in-person but are home as part of the model to reduce physical attendance each day or due to absence. Absences could be due to illness or quarantine. In yellow, we see students who will participate in 100% virtual instruction. Importantly, the concepts on the next few slides are focused on the first five weeks of school through the end of September. This period of time – focused on maximum health/safety – will be evaluated to determine next steps on the continuum. For both families and staff, we want to note that not all content areas will be addressed in this model overview. This information will focus on the general classroom environment.



**Hance, Richland and Wexford (K - 3)**

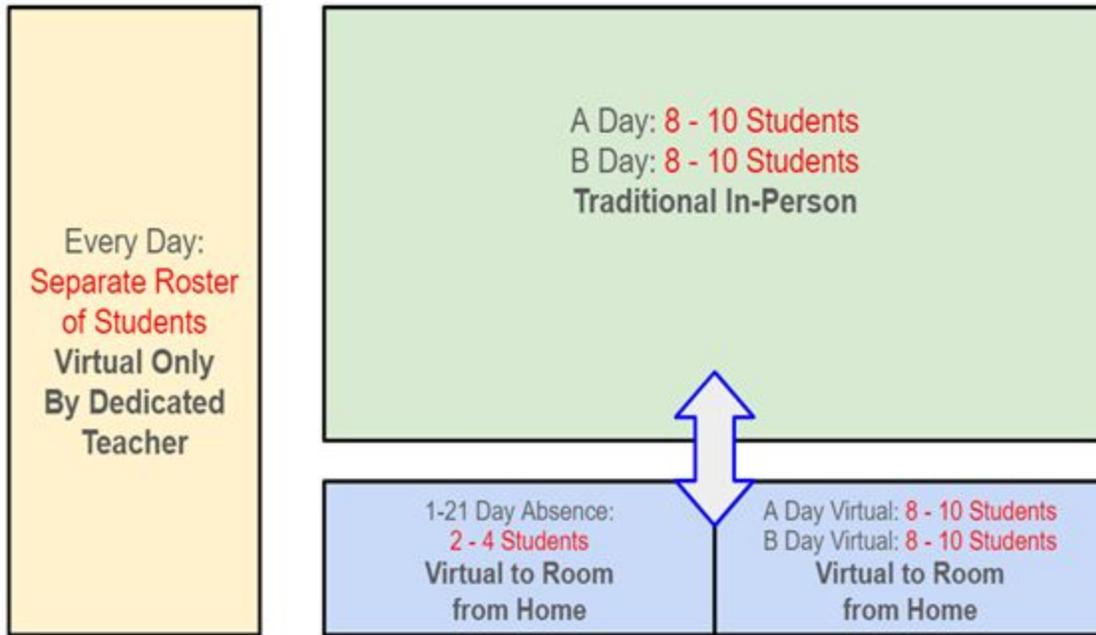
At the primary level, parents will have three choices. These choices have been selected through guidance, parent input and staff input. For in-person instruction due to developmental level supported by emerging COVID-19 health research, parents can have children attend every day or participate physically on an alternate day schedule. This reduces the number of students in the classroom at one time. By reducing students, we increase physical distancing. When at home (in the blue), these students will be able to see the interactive display board in the classroom, access materials and listen to the teacher. At the K-3 level, students participating in 100% virtual instruction – yellow – will be regrouped with other fully virtual

students and reassigned to a dedicated teacher. This is possible given the number of teachers and nature of curriculum at this level.



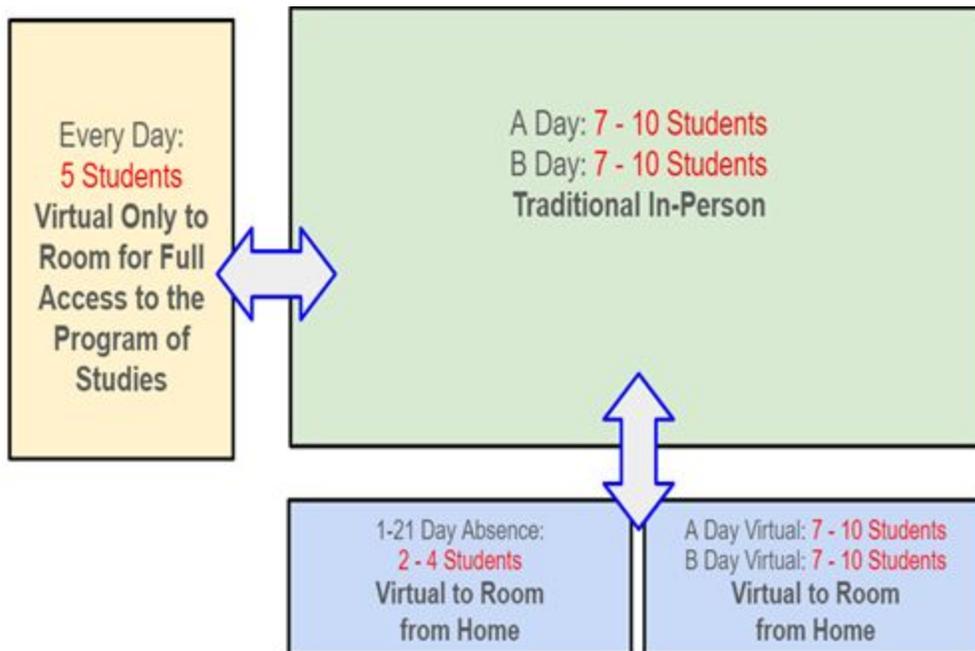
#### Eden Hall (4 - 6)

At Eden Hall, parents will have two choices. Students attending in-person will physically attend on an alternating schedule. This will likely be determined by the alphabet. This reduces the number of students in the classroom at one time. By reducing students, we increase physical distancing. When at home (in the blue), these students will be able to see the interactive display board in the classroom, access materials and listen to the teacher. At Eden Hall, students participating in 100% virtual instruction (in the yellow) will be regrouped with other fully virtual students and reassigned to a dedicated teacher. This is possible given the number of teachers and nature of curriculum at this level. Given the age of students, however, the everyday option is removed at this level. This results in the lowest number of students in physical attendance to maximize physical distancing.



### Middle School and High School (7 - 12)

For middle school and high school, we also have two choices but the delivery model is slightly different. The differences are based on the level of independence of students. They are also based on the robust nature of the program of studies and variations in courses. As a starting point for the year with plans to run through the end of September at least, this model significantly reduces the number of students in physical attendance. It increases the importance – however – that students at home are able to stay on track with curriculum pacing and learning. The increased independence of students will allow them to follow along with direct instruction and continue engagement in learning activities in a more synchronous environment. More information about technology will be shared in an upcoming slide.



## 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.
- K-12: Special Education and Students in Tier III Interventions will have three options:
  - Attend in-person every day (green)
  - Attend in-person on an A/B day schedule [students remotely connect on alternating days] (green/blue)
  - Attend 100% virtually [K-6 taught by a teacher designated as the virtual teacher] or [7-12 these students will remotely connect to their classrooms and follow the same schedule as in-person students] (yellow)
- 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 are present, 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.
- Additional work opportunities are being offered to staff during the school day to assist with cleaning and augment the first shift custodians.
- The reduced number of students identified in this recommended educational program model will assist in this process.
- 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.
- The reduced number of students identified in this recommended educational program model will assist in this process.
- 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

- Based on a current Pennsylvania order (July 17, 2020), students must have six feet of distancing to remove their face covering to eat. The reduced number of students identified in this recommended educational program model will assist in this process. For example, the high school has 1500 students. Several hundred may participate in virtual-only learning. Of the 1200 remaining, a maximum of 600 would attend each day. With three lunch periods, it is approximately 200 students per lunch. The high school is planning for multiple locations to meet physical distancing requirements (e.g., cafeteria, auxiliary gym, foyer space, etc.).

- **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-12 - Money boxes will be located at registers to drop into
      - Employees- place money into Food Service mailbox or Money box
  - Reduced meal options for speed of service K-12
  - Pre-Order Meals 7-12 Sodexo SoHappy App (New) - TBD
  - Meal Count taken K-6 via new student system - Required
  - Stepping Stones Procedure - Determined per building
- **HS:** lunch periods increased to 33 minutes.
  - 200 seats needed for three lunches
  - Maximum cafeteria seating with minimum 6 feet distance
    - 29 round tables @ 2 students/table= 58
    - 42 long tables @ 3 students/table= 126
    - 8 small long tables @ 3 students/table= 24
    - Student Government Room available for additional seating
  - All doors to the cafeteria will be open for students to enter.
- **MS:**
  - 110 seats needed for three lunches
  - Maximum cafeteria seating with minimum 6 feet distance
    - 13 round tables @ 2 students/table= 26
    - 19 long tables @ 3 students/table= 57
    - Additional seating for 27 students in Library, Chorus or Auditorium - TBD
- **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
  - 155 seats needed for lunch
  - Maximum cafeteria seating with minimum 6 feet distance
    - 23 long tables @ 3 students/table = 69
    - 13 round tables @ 2 students/table = 26
    - Auditorium= 20 - 8 foot tables @ 3 students/table = 60
- **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
  - 42 seats needed with three lunches
    - Cafeteria= 12 long tables @ 3 students/table = 36 students
    - Gym stage= 4 – 8 foot tables @ 3 students/table = 12 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
  - 56 seats needed with three lunches
    - Cafeteria = 12 long tables @ 3 students/table = 36 students
    - Cafeteria Extended= 9 - 8 foot tables @ 3 students/table =27 students
- **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.
  - 72 seats needed with three lunches
    - Cafeteria = 13 long tables @ 3 students/table = 39
    - Cafeteria = Adding 4 additional 8 foot tables @ 3 students/table = 12
    - Alternative location for 21 students (classroom/entrance) - TBD
- Students will receive training as a part of the back-to-school transition 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.
- This plan will be added as an addendum to the overall district plan. Phase 2 details are under development. The potential exists that Phase 1 procedures are extended and Phase 2 and Phase 3 are delayed, postponed or cancelled. PRSD staff are working collaboratively with the WPIAL and PIAA for athletics. The PIAA published a Return to Competition: Individual Sport Considerations document on July 29th. The WPIAL board continues to meet.
- Allegheny County Health Department limits the number of persons in a gathering to 25 (indoor) and 50 (outdoor). This applies to sports. As of July 30, 2020, the ACHD has requirements that are more restrictive - based on disease transmission - than Pennsylvania (i.e., 25 and 250 respectively).
- 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.

## Meetings

Lead Person: Building Principal

- In almost every case, face-to-face meetings of adults will be replaced with virtual video conference meetings (e.g., Google Meet). Examples include: faculty meetings; IEP meetings; department meetings; etc.).

## 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 on August 10, 2020.

## 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/face 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.

### Psychological Services and Testing

Lead Person: Lead Psychologist; Director of Student Services & Special Education

- **Assessment and Evaluation Procedures:** If a student has a pending consent for a multidisciplinary evaluation, reevaluation, gifted evaluation, or early entrance evaluation, the evaluation/reevaluation will proceed with face-to-face assessments taking place with additional safety guidelines (e.g., masks, face shields, plexiglass divider, physical distancing, sanitizing materials) upon parental/guardian consent. The psychologist will directly reach out to the parent/guardian and provide a letter outlining testing guidelines, including our steps to minimize exposure as well as the student and parent/guardian's responsibility to minimize exposure.
- **Individual and group counseling services** will continue to be provided either virtually or in person with safety guidelines in place (e.g., masks, face shields, plexiglass divider, physical distancing, sanitizing office between students). The psychologist (K-6; 7-12) will directly reach out to the parent/guardian to discuss services and preference at this time.

### 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;
- The professionals in special area departments will be empowered to work with building principals to develop classroom-specific procedures that meet health and safety requirements. A similar approach was used for each athletic team. In this case, the teachers will be part of the solution-finders in determining a course of action that will be reviewed and approved by the building principal.
- 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.
- **Additional security will be provided at critical points in the day.**

### 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 August 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	August 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 (Nurses/Principals), 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 \_\_\_\_\_.

The plan was approved by a vote of:

\_\_\_\_ Yes  
\_\_\_\_ No

Affirmed on:

By:

\_\_\_\_\_  
(Signature of Board President)

\_\_\_\_\_  
(Print Name)

## 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?