



Chartiers-Houston School District Health and Safety Plan Template

Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non- instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity’s Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity’s Health and Safety Plan must be approved by its governing body and posted on the school entity’s publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health and Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity’s public website.

Table of Contents

Health and Safety Plan	3
Type of Reopening.....	4
Pandemic Coordinator/Team	6
Key Strategies, Policies, and Procedures	8
Cleaning, Sanitizing, Disinfecting and Ventilation.....	10
Social Distancing and Other Safety Protocols	13
Monitoring Student and Staff Health	26
Other Considerations for Students and Staff.....	31
Health and Safety Plan Professional Development.....	38
Health and Safety Plan Communications.....	42
Health and Safety Plan Summary	44
Facilities Cleaning, Sanitizing, Disinfecting and Ventilation.....	44
Social Distancing and Other Safety Protocols	44
Monitoring Student and Staff Health	49
Other Considerations for Students and Staff.....	50
Health and Safety Plan Governing Body Affirmation Statement	53

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

Health and Safety Plan: Chartiers-Houston School District

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

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

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

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

Type of Reopening

Key Questions

- **How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?**

The classrooms and learning spaces throughout the district buildings will be evaluated and organized, to the maximum extent possible, to provide the staff and students with social distancing regulations to mitigate the spread of the virus. Some examples are the following:

- Determine your maximum capacity for each room
- Turn desks in the same direction.
- Students sit on one side of tables/desk facing the same direction.
- Reduce Class Size
 - Half of class roster
 - Maximum classroom capacity
- Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
- Limit physical interaction through partner or group work
- Establish distance between the teacher’s desk/board and students’ desks
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing
- Implement standard operating procedures while taking preventative measures such as:
 - Providing hand sanitizer for students and staff
 - Students and staff to wear face masks/coverings
 - Limiting unnecessary congregations of students and staff
- **How did you engage stakeholders in the type of re-opening your school entity selected?**
Various meetings with Administration, School Board, Instructional Team Leaders and Pandemic Team.

- **How will you communicate your plan to your local community?**

Documentation of the Plan, Survey Results and any additional information will be distributed through the web page, e-blasts and phone notification.

- **Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?**

The district will continue to listen to the community, learn through educational and informational resources and adapt to the needs of our students and staff.

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 25

Schools will open for blended learning on August 24, 2020.

Virtual instruction will be an option. Even with schools opening in August for in-person instruction, Chartiers-Houston School District will continue to offer virtual learning to students.

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Pandemic Coordinator	John George	Plan Development and Response Team
JSHS Principal	Phil Mary	Plan Development and Response Team
Assistant JSHS Principal	Kurt Kesneck	Plan Development and Response Team
Allison Park Principal	Joseph Lemley	Plan Development and Response Team
Assistant Allison Principal	Nicole Bockstoce	Plan Development and Response Team
School Nurse	Maureen Lucas	Plan Development and Response Team

DOH	Health Official	Plan Development and Response Team
Building and Grounds Supervisor	Jeff Simpson	Plan Development and Response Team
Teacher	Suzanne Ashmore	Plan Development
Teacher	Erin Gasper	Plan Development
Teacher	Melissa Novak	Plan Development
Teacher	Adam Petras	Plan Development
Teacher	Mary Spegal	Plan Development
Social Worker	Karol Snead	Plan Development
Teacher	Stan Block	Plan Development
Teacher	Wendy Rozsas	Plan Development
Union President	Dan Alderson	Plan Development
Teacher	Lindsay Hope	Plan Development
Teacher	Lindsay Mermon	Plan Development
Guidance Counselor	Georgann Matise	Plan Development
Teacher	Colleen Smith	Plan Development
Teacher	Anatasia Rameas-Michael	Plan Development
Bus Contractor	Dale Lyons	Plan Development and Response Team
Technology Coordinator	Tim Georgalis	Plan Development
Township Police	Chief Horvath	Plan Development and Response Team
County EMA	Health Official	Plan Development and Response Team

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Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

In the following tables, an asterisk (*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

The Building and Grounds Supervisor has worked with the custodians and maintenance staff to clean and sanitize all buildings in the district to prepare for the safe and successful return of students and staff for the upcoming year. The procedures for cleaning and disinfecting the facility will be continually monitored and reviewed with the staff to ensure consistent and proper cleaning methods. Custodial Staff will continue to frequently clean high touched surfaces and objects including door handles and sink handles. Drinking fountains will be covered.

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

- **How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?**

Currently all supplies used to disinfect the buildings are EPA-approved disinfectants against COVID-19 that reduce risk.

- **How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?**

The buildings will receive a deep cleaning twice a week in addition to regularly scheduled cleaning. Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans.

- **What protocols will you put in place to clean and disinfect throughout an individual school day?**

Checklists and routines will be established for daily cleaning and disinfection of rooms and buildings. Building and Grounds Supervisor will conduct regular checks to ensure all assigned areas are clean and disinfected.

- **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?**

Training for cleaning, sanitizing, disinfecting and ventilation protocols will be provided during beginning of school year in-service as well as throughout the year as needed for all staff members. Checklist and protocols will be documented when activity is completed.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)

Social Distancing and Other Safety Protocols

Key Questions

- **How will classrooms/learning spaces be organized to mitigate spread?**

The classrooms and learning spaces throughout the district buildings will be evaluated and organized, to the maximum extent possible, to provide the staff and students with social distancing regulations to mitigate the spread of the virus. Some examples are the following:

- Determine your maximum capacity for each room
- Turn desks in the same direction.
- Students sit on one side of tables/desk facing the same direction.
- Reduce Class Size
 - Half of class roster
 - Maximum classroom capacity
- Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
- Limit physical interaction through partner or group work
- Establish distance between the teacher’s desk/board and students’ desks
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing

Implement standard operating procedures while taking preventative measures such as:

- Providing hand sanitizer for students and staff
- Students and staff to wear face masks/coverings

- Limiting unnecessary congregations of students and staff
- **How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?**

Using the examples above, classrooms will be rearranged to promote social distancing to the maximum extent feasible.

- **What policies and procedures will govern use of other communal spaces within the school building?**

Procedures for communal spaces will be evaluated daily in each building to meet the needs of the students in attendance. Some examples are:

- Develop Entry Procedures and schedule
- Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths
- Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup
- Clear one van/bus before another begins unloading.
- Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses.
- Provide hand sanitizer for students and staff
- Minimize unnecessary congregations of students and staff
- Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. Transitions for class changes and other transitions throughout the school day will be limited.
- **How will you utilize outdoor space to help meet social distancing needs?**

Whenever possible, outdoor spaces will be used to help meet the needs for social distancing.

- **What hygiene routines will be implemented throughout the school day?**

All staff and students will be provided training from the school nurse on the appropriate manner and frequency to mitigate the spread of the virus. The faculty will work together to educate the students on the rules and appropriate hygiene practices. Examples are:

- Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings. Face masks will be strongly encouraged when social distancing of 6 ft. is not possible.
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, classrooms and frequently trafficked areas

- **How will you adjust student transportation to meet social distancing requirements?**

Parent reports and surveys will utilize to determine student transportation needs. Transportation schedules will continue to be provided daily to all students electing in-person learning. Some mitigation procedures will be:

- Provide hand sanitizer for students and bus drivers
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)
- Clean and disinfect frequently touched surfaces on the bus at least daily
- Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households

- **What visitor and volunteer policies will you implement to mitigate spread?**

Daily Visitors and Volunteers will be limited and/or eliminated.

- **Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?**

Will be determined by the individual needs of students and staff members.

- **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?**

Training for social distancing and other safety protocols will be provided during beginning of school year in-service as well as throughout the year as needed.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<p>The classrooms and learning spaces throughout the district buildings will be evaluated and organized, to the maximum extent possible, to provide the staff and students with social distancing regulations to mitigate the spread of the virus. Some examples are the following:</p> <ul style="list-style-type: none"> ○ Determine your maximum capacity for each room ○ Turn desks in the same direction. ○ Students sit on one side of tables/desk facing the same direction. ○ Reduce Class Size <ul style="list-style-type: none"> ○ Half of class roster ○ Maximum classroom capacity ○ Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ○ Limit physical interaction through partner or group work ○ Establish distance between the teacher’s desk/board and students’ desks ○ Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff 	<p>The classrooms and learning spaces throughout the district buildings will be evaluated and organized, to the maximum extent possible, to provide the staff and students with social distancing regulations to mitigate the spread of the virus. Some examples are the following:</p> <ul style="list-style-type: none"> ○ Determine your maximum capacity for each room ○ Turn desks in the same direction. ○ Students sit on one side of tables/desk facing the same direction. ○ Reduce Class Size <ul style="list-style-type: none"> ○ Half of class roster ○ Maximum classroom capacity ○ Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ○ Limit physical interaction through partner or group work ○ Establish distance between the teacher’s desk/board and students’ desks ○ Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing procedures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff 	<p>Admin Teachers Custodians Paraprofessionals</p>	<p>Master Scheduling</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE including desk cubicles</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use. <p>• Conduct cleaning of cafeterias and high-touch surfaces throughout the school day</p> <p>Alternative Serving Models:</p> <ul style="list-style-type: none"> • Serving meals in classrooms • Serving meals in cafeterias with: <ul style="list-style-type: none"> • Spaced serving lines (marked on floors) • Spaced seating (utilize outdoor space as practicable and appropriate) • Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. 	<p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use. <p>• Conduct cleaning of cafeterias and high-touch surfaces throughout the school day</p> <p>Alternative Serving Models:</p> <ul style="list-style-type: none"> • Serving meals in classrooms • Serving meals in cafeterias with: <ul style="list-style-type: none"> • Spaced serving lines (marked on floors) • Spaced seating (utilize outdoor space as practicable and appropriate) • Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. 	<p>Principal</p> <p>Cafeteria Staff</p>	<p>Hand Sanitizer Sanitizing Wipes Cleaning Supplies Masks</p> <p>Pre-packaged materials</p> <p>Grab and Go Lunches</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>All staff and students will be provided training from the school nurse on the appropriate manner and frequency to mitigate the spread of the virus. The faculty will work together to educate the students on the rules and appropriate hygiene practices. Examples are:</p> <ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings. Face masks will be strongly encouraged when social distancing of 6 ft. is not possible. • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, classrooms and frequently trafficked areas 	<p>All staff and students will be provided training from the school nurse on the appropriate manner and frequency to mitigate the spread of the virus. The faculty will work together to educate the students on the rules and appropriate hygiene practices. Examples are:</p> <ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings. Face masks will be strongly encouraged when social distancing of 6 ft. is not possible. • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, classrooms and frequently trafficked areas 	<p>Administrator Teacher Aide Nurse Students Parents</p>	<p>Signs Health Curriculum</p>	<p>Y</p>
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	<p>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc</p>	<p>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc</p>	<p>Administrator Principal</p>	<p>Laminated Signs or posters</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Identifying and restricting non-essential visitors and volunteers</p>	<ul style="list-style-type: none"> Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. Restrict nonessential visitors, volunteers, and activities that involve other groups. 	<ul style="list-style-type: none"> Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. Restrict nonessential visitors, volunteers, and activities that involve other groups. 	<p>Administrator</p>	<p>Policies and procedures</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p>	<p>Athletic Events</p> <p>Coaches, athletes, and spectators must wear face coverings unless they are outdoors and can consistently maintain social distancing of at least 6 feet.</p> <p>Athletes are not required to wear face coverings while actively engaged in workouts and competition that prevent the wearing of face coverings, but must wear face coverings when on the sidelines, in the dugout, etc. and anytime 6 feet of social distancing is not possible.</p> <p>The district will follow the PA and PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/</p> <p>School Activities</p> <p>The district will incorporate the following:</p> <ul style="list-style-type: none"> • Stagger the schedule for large group gatherings such as recess and PE • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Clean equipment/materials between PE classes, recess, training room • Weight room closed • Students do not dress for PE • Individual lockers/cubbies • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Limiting unnecessary congregations of students and staff ○ Schedule recess so students remain in same groups together ○ Consider sports/activities that do not require sharing equipment 	<p>Athletic Events</p> <p>Coaches, athletes, and spectators must wear face coverings unless they are outdoors and can consistently maintain social distancing of at least 6 feet.</p> <p>Athletes are not required to wear face coverings while actively engaged in workouts and competition that prevent the wearing of face coverings, but must wear face coverings when on the sidelines, in the dugout, etc. and anytime 6 feet of social distancing is not possible.</p> <p>The district will follow the PA and PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/</p> <p>School Activities</p> <p>The district will incorporate the following:</p> <ul style="list-style-type: none"> • Stagger the schedule for large group gatherings such as recess and PE • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing • Clean equipment/materials between PE classes, recess, training room • Weight room closed • Students do not dress for PE • Individual lockers/cubbies • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Limiting unnecessary congregations of students and staff ○ Schedule recess so students remain in same groups together 	<p>Admin Athletic Director Athletic trainers Coaches Teachers Paraprofessionals Custodians</p>	<p>Master Schedule</p> <p>Policies/Procedures</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Limiting the sharing of materials among students</p>	<p>Building and classroom supplies will be assessed to minimize sharing between students during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> • Identify necessary learning tools and resources, consider using consumables (when possible) • Assign technology tools (chromebooks, ipads, etc) to individual students/small groups of students and provide cleaning materials to be used between uses • Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses • Limit use of weight-lifting equipment/machines and clean after each use 	<p>Building and classroom supplies will be assessed to minimize sharing between students during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> • Identify necessary learning tools and resources, consider using consumables (when possible) • Assign technology tools (chromebooks, ipads, etc) to individual students/small groups of students and provide cleaning materials to be used between uses • Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses • Limit use of weight-lifting equipment/machines and clean after each use 	<p>Admin Teachers Tech Coordinators Paraprofessionals</p>	<p>Bins/Cubby</p> <p>Individual Tech tools such as ipads, chromebooks, etc.</p> <p>Art supplies</p> <p>Manipulatives</p> <p>Individual basic school supplies such as scissors, ruler, pencils, notebooks</p> <p>Science equipment</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory; tech wipes for all technology</p> <p>PPE</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Staggering the use of communal spaces and hallways	<p>Procedures for communal spaces will be evaluated daily in each building to meet the needs of the students in attendance. Some examples are:</p> <ul style="list-style-type: none"> • Develop Entry Procedures and schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Minimize unnecessary congregations of students and staff • Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. 	<p>Procedures for communal spaces will be evaluated daily in each building to meet the needs of the students in attendance. Some examples are:</p> <ul style="list-style-type: none"> • Develop Entry Procedures and schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Minimize unnecessary congregations of students and staff • Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. 	Admin Teachers Custodians Paraprofessionals Cafeteria staff	Master Schedule Signs on floors and walls Policies/procedures for dropoff/pickup Policies/Procedures for recess and cafeteria use Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory PPE	Y

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Adjusting transportation schedules and practices to create social distance between students	<p>Transportation schedules will continue to be provided daily to all students electing in-person learning. Some mitigation procedures will be:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and bus drivers • Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p>	<p>Transportation schedules will continue to be provided daily to all students electing in-person learning. Some mitigation procedures will be:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and bus drivers • Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p>	<p>Transportation Coordinator</p> <p>Administration</p>	<p>Master schedules</p> <p>Cleaning Materials</p> <p>Masks</p> <p>Temperature scanners</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Examples are:</p> <p>Develop Entry Procedures and schedule</p> <p>Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths</p> <p>Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup</p> <p>Clear one van/bus before another begins unloading.</p> <p>Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses.</p> <p>Provide hand sanitizer for students and staff</p> <p>Minimize unnecessary congregations of students and staff</p> <p>Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible.</p> <ul style="list-style-type: none"> • Transitions: For class changes and other transitions throughout the school day: 	<p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Examples are:</p> <p>Develop Entry Procedures and schedule</p> <p>Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths</p> <p>Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup</p> <p>Clear one van/bus before another begins unloading.</p> <p>Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses.</p> <p>Provide hand sanitizer for students and staff</p> <p>Minimize unnecessary congregations of students and staff</p> <p>Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible.</p> <ul style="list-style-type: none"> • Transitions: For class changes and other transitions throughout the school day: 	<p>Admin Teachers Paraprofessionals Custodians</p>	<p>Master Schedule</p> <p>Signs and markings for the floor and walls</p> <p>Policies/Procedures</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	Develop procedures that are beneficial for both the school and the childcare center. Increase communication as needed <ul style="list-style-type: none"> Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the yellow phase. 	Develop procedures that are beneficial for both the school and the childcare center. Increase communication as needed. <ul style="list-style-type: none"> Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the Green phase. 	Administrator, transportation coordinator and transportation provider, and childcare providers	Transportation vehicles and childcare space	N
Other social distancing and safety practices	Additional social distancing and safety precautions may be established based on the evaluation and implementation of this plan	Additional social distancing and safety precautions may be established based on the evaluation and implementation of this plan	Administrators	Evaluation material	N

Monitoring Student and Staff Health

Key Questions

- **How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?**

Symptom screening will be done by all parents/guardians at home each morning before the school day. No children with symptoms will be sent on a bus or brought to school. All district staff will perform a symptom screen on them prior to leaving for work, and will stay home if ill. Staff, students and community will be constantly informed of the signs and symptoms of COVID-19

- **Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?**

Daily at home and conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure.

- **What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?**

Procedures for isolation and quarantining will be the following:

- If in school, student/staff member immediately quarantined in health office.
- School Nurse will notify the Department of Health and follow their guidance regarding school closure, who must quarantine and for how long, and whether the instructional operation model must change.
- All families and staff will be notified.
- If there is a known COVID-19 case in a student or staff member's household, the School Building Office should be contacted and action will be taken as necessary based on guidance from the Department of Health.

- **Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?**

School Nurse and Administrators

- **What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable or uncomfortable to return?**

The return to work or school will be determined through consultation with School Physician, school nurse, local health care professionals and state and federal guidelines.

Notification of local health officials, staff, and families will occur while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. Constant evaluation of the procedures will be completed and protocols may be adjusted as needed.

- **How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?**
- Post Health and Safety Plan on CHSD Website. Provide regular update information on CHSD website and in parent flyers/letters. Prepare parents and families for remote learning.
- **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?**

District Webpage and AlertNow Phone System.

- **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?**

All School employees will be trained on the procedures and caring of COVID-19 procedures. Students and staff will consistently be made aware of the signs and symptoms of COVID-19. This training will take place prior to the beginning of the school year and as needed throughout the year as situations change.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Symptom screening will be done by all parents/guardians at home each morning before the school day. No children with symptoms will be sent on a bus or brought to school. All district staff will perform a symptom screen on them prior to leaving for work, and will stay home if ill. Staff, students and community will be constantly informed of the signs and symptoms of COVID-19</p>	<p>Symptom screening will be done by all parents/guardians at home each morning before the school day. No children with symptoms will be sent on a bus or brought to school. All district staff will perform a symptom screen on them prior to leaving for work, and will stay home if ill. Staff, students and community will be constantly informed of the signs and symptoms of COVID-19</p>	<p>Administrator Nurse</p>	<p>Temperature Scanner When and how will trainings be provided</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>Procedures for isolation and quarantining will be the following:</p> <ul style="list-style-type: none"> • If in school, student/staff member immediately quarantined in health office. • School Nurse will notify the Department of Health and follow their guidance regarding school closure, who must quarantine and for how long, and whether the instructional operation model must change. • All families and staff will be notified. • If there is a known COVID-19 case in a student or staff member's household, the School Building Office should be contacted and action will be taken as necessary based on guidance from the Department of Health. 	<p>Procedures for isolation and quarantining will be the following:</p> <ul style="list-style-type: none"> • If in school, student/staff member immediately quarantined in health office. • School Nurse will notify the Department of Health and follow their guidance regarding school closure, who must quarantine and for how long, and whether the instructional operation model must change. • All families and staff will be notified. • If there is a known COVID-19 case in a student or staff member's household, the School Building Office should be contacted and action will be taken as necessary based on guidance from the Department of Health. 	<p>Administrator Nurse</p>	<p>Isolation Room Proper PPE Equipment for Health Professionals</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Returning isolated or quarantined staff, students, or visitors to school	<p>The return to work or school will be determined through consultation with School Physician, school nurse, local health care professionals and state and federal guidelines.</p> <p>Notification of local health officials, staff, and families will occur while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Constant evaluation of the procedures will be completed and protocols may be adjusted as needed.</p>	<p>The return to work or school will be determined through consultation with School Physician, school nurse, local health care professionals and state and federal guidelines.</p> <p>Notification of local health officials, staff, and families will occur while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Constant evaluation of the procedures will be completed and protocols may be adjusted as needed.</p>	Administrators Department of Health Nurse	Policies and Procedures	Y
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	<ul style="list-style-type: none"> • Post on the public Website • One Call Systems 	<ul style="list-style-type: none"> • Post on the public Website • One Call Systems 	Administrators	Communication System	N
Other monitoring and screening practices	<ul style="list-style-type: none"> • Temperature Scans • Wellness Checks 	<ul style="list-style-type: none"> • Temperature Scans • Wellness Checks 	School Nurses Transportation Coordinator	Temperature Scanners Bus Aides (possibly)	Y

Other Considerations for Students and Staff

Key Questions

What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?

Staff: Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup

- Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.
- Teach and reinforce use of face coverings among all staff.
- Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.
- Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.
- Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.

Students: All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.

- Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.
- Teach students and families how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering.
- Schools should provide face covering breaks throughout the day. Maintain a distance of at least 6 feet during these face covering breaks. Schools may allow students to remove face coverings when students are:
 - Eating or drinking when spaced at least 6 feet apart;
 - Seated at desks or assigned workspaces at least 6 feet apart;
 - Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.)

- **What special protocols will you implement to protect students and staff at higher risk for severe illness?**

The district will:

- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPPA requirements
- Adhere to state and federal employment law and extended leave allowances
- Offer an Employee Assistance Program to all staff members
- Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.

- **How will you ensure enough substitute teachers are prepared in the event of staff illness?**

Substitute teachers have been an issue for many years; the district will identify critical job functions and positions, and plan for alternative coverage by cross-training staff.

- **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?**

Instructional and non-instructional staff will continue to use standard procedures to accommodate for student needs. The staff may need to alter their assignments to balance student needs while using appropriate safety measures. As always, the district will use the 2 guidance counselors, 2 social workers, school psychologist and outreach counselor to meet the emotional needs of our students. Staff emotional needs will use the EAP Program that the district has used for many years.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Protecting students and staff at higher risk for severe illness</p>	<p>The district will:</p> <p>Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials</p> <p>Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations</p> <p>Adhere to FERPA and HIPPA requirements</p> <p>Adhere to state and federal employment law and extended leave allowances</p> <p>Offer an Employee Assistance Program to all staff members</p> <p>Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.</p>	<p>The district will:</p> <p>Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials</p> <p>Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations</p> <p>Adhere to FERPA and HIPPA requirements</p> <p>Adhere to state and federal employment law and extended leave allowances</p> <p>Offer an Employee Assistance Program to all staff members</p> <p>Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.</p>	<p>Administrator and School Nurse, Teacher, Paraprofessional</p>	<p>Policies and Procedures</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Use of face coverings (masks or face shields) by all staff</p>	<p>Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup.</p> <p>Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>Teach and reinforce use of face coverings among all staff.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.</p> <p>Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.</p> <p>Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.</p>	<p>Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup.</p> <p>Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>Teach and reinforce use of face coverings among all staff.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.</p> <p>Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.</p> <p>Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.</p>	<p>Administrator</p>	<p>Masks, signage for proper use</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p>	<p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Teach students and families how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering.</p> <p>Schools should provide face covering breaks throughout the day. Maintain a distance of at least 6 feet during these face covering breaks. Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> ○ Eating or drinking when spaced at least 6 feet apart; ○ Seated at desks or assigned workspaces at least 6 feet apart; ○ Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.) 	<p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Teach students and families how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering.</p> <p>Schools should provide face covering breaks throughout the day. Maintain a distance of at least 6 feet during these face covering breaks. Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> ○ Eating or drinking when spaced at least 6 feet apart; ○ Seated at desks or assigned workspaces at least 6 feet apart; ○ Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.) 	<p>Administrator</p>	<p>Masks, signage for proper use</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Unique safety protocols for students with complex needs or other vulnerable individuals	<p>Students that have complex needs and are at a higher risk for severe illness will be addressed on an individual basis to accommodate any specific needs. Some examples of the procedures will be:</p> <ul style="list-style-type: none"> • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. <p>Reconvene IEP Meetings to adjust for Special needs.</p>	<p>Students that have complex needs and are at a higher risk for severe illness will be addressed on an individual basis to accommodate any specific needs. Some examples of the procedures will be:</p> <ul style="list-style-type: none"> • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. <p>Reconvene IEP Meetings to adjust for Special needs.</p>	<p>Administrator</p>	<p>Accommodations as needed</p>	<p>Y</p>
Strategic deployment of staff	<p>Instructional and non-instructional staff will continue to use standard procedures to accommodate for student needs. The staff may need to alter their assignments to balance student needs while using appropriate safety measures.</p>	<p>Instructional and non-instructional staff will continue to use standard procedures to accommodate for student needs. The staff may need to alter their assignments to balance student needs while using appropriate safety measures.</p>			

Health and Safety Plan Professional Development

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

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

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Staggering the use of communal spaces and hallways	Admin/Staff/Students	Pandemic Coordinator and Admin	F2F/Virtual	Signs and markings for walls and floors/Policies and Procedures/Master Schedule	August	As Needed
Adjusting transportation schedules and practices to create social distance between students	Admin/Bus Companies/Staff	Pandemic Coordinator and Admin	F2F/Virtual	Policies and Procedures/Master Schedule	August	As Needed
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	Admin/Staff/Students	Pandemic Coordinator and Admin	F2F/Virtual	Signs/Markings for walls and floor/Policies and procedures/Master Schedule	August	As Needed
Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	Admin/Staff/Students	Pandemic Coordinator, admin and Building and Grounds Supervisor	F2F/Virtual	Signs/Markings for walls and floor/Policies and procedures/Master Schedule	August	As Needed

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	Admin/Staff/Students	Admin	F2F/Virtual	Cleaning Supplies and Master Schedule	August	As Needed
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	Custodians, paraprofessionals, Cafeteria Staff	Buildings & Grounds	F2F	Janitorial Supplies	August	As Needed
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Students and Staff	Nurse, Administration	Virtual & Health Class	Curriculum and video materials, web site, posters	August	As Needed
* Monitoring students and staff for symptoms and history of exposure	Students and Staff	All staff, Department of health contacts	Virtual and Staff Observation	Temperature scanners, posting of symptoms on web and posters	August	As Needed

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	All Building Staff	Nurse and Administration Department of Health	Virtual and Nurses presentation	CDC guidance and Department of Health assistance and Isolation room, school web page	August	As Needed
* Returning isolated or quarantined staff, students, or visitors to school	Parents, All Staff	Nurse	Virtual, Communication with families of students	Videos, letters, school web site	August	As Needed
Other monitoring and screening practices	Students and staff	Nurse, staff, security, and administration	Virtual	Thermal Scanners	August	As Needed
Unique safety protocols for students with complex needs or other vulnerable individuals	Parents and Staff	Nurse, Special Needs Staff	Virtual or in person if possible	Special Devices a special care materials	August	As Needed

Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Health and Safety Plan	Admin, Teachers and staff	Admin. Team	Meeting	6/17/2020	6/17/2020
Parent Survey	Community	Admin Team	Survey / Webpage	6/22/2020	6/30/2020
Teacher Survey	Staff	Admin Team	Survey Monkey	6/25/2020	6/30/2020
Health and Safety Plan	High School Staff	HS Admin	Meeting	7/2/2020	7/2/2020
Health and Safety Plan	Elementary Staff	Elementary Admin	Meeting	7/2/2020	7/2/2020
Health and Safety Plan	Admin, Teachers and staff	Admin Team	Meeting	7/8/2020	7/8/2020
Survey / Remote Learning	Staff / IT	Admin Team	Meeting	7/8/2020	7/8/2020
Fusion / Fusion Flex	Staff / IT	Admin Team	Meeting	7/8/2020	7/8/2020
Safety Meeting	Admin	Admin Team	Meeting	7/13/2020	7/13/2020
Health and Safety Plan	Admin, Teachers and staff	Admin. Team	Meeting	7/15/2020	7/15/2020
Washington County Superintendents	Superintendents	Superintendent	Meeting	7/17/2020	7/17/2020
Reopening PowerPoint	Families	Admin	PowerPoint	7/17/2020	7/17/2020
Parent Survey	Families	Admin	Survey	7/20/2020	7/20/2020

Health and Safety Plan Summary: Chartiers-Houston

Anticipated Launch Date: August 24, 2020

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<ul style="list-style-type: none"> • The Building and Grounds Supervisor has worked with the custodians and maintenance staff to clean and sanitize all buildings in the district to prepare for the safe and successful return of students and staff for the upcoming year. • The procedures for cleaning and disinfecting the facility will be continually monitored and reviewed with the staff to ensure consistent and proper cleaning methods. • Currently all supplies used to disinfect the buildings are EPA-approved disinfectants against COVID-19 that reduce risk. • Custodial Staff will continue to frequently clean high touched surfaces and objects including door handles and sink handles. Drinking fountains will be covered. • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. • Building and Grounds Supervisor will conduct regular checks to ensure all assigned areas are clean and disinfected.

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<p>The classrooms and learning spaces throughout the district buildings will be evaluated and organized, to the maximum extent possible, to provide the staff and students with social distancing regulations to mitigate the spread of the virus. Some examples are the following:</p> <ul style="list-style-type: none"> ○ Determine your maximum capacity for each room

Requirement(s)	Strategies, Policies and Procedures
<p>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<ul style="list-style-type: none"> ○ Turn desks in the same direction. ○ Students sit on one side of tables/desk facing the same direction. ○ Reduce Class Size <ul style="list-style-type: none"> ○ Half of class roster ○ Maximum classroom capacity ○ Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ○ Limit physical interaction through partner or group work ○ Establish distance between the teacher’s desk/board and students’ desks ○ Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings ○ Limiting unnecessary congregations of students and staff <p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> ● Provide hand sanitizer for students and staff ● Use disposable plates, utensils, etc. ● Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use. ● Conduct cleaning of cafeterias and high-touch surfaces throughout the school day ● Alternative Serving Models: <ul style="list-style-type: none"> ● Serving meals in classrooms ● Serving meals in cafeterias with: <ul style="list-style-type: none"> ● Spaced serving lines (marked on floors) ● Spaced seating (utilize outdoor space as practicable and appropriate) ● Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)

Requirement(s)	Strategies, Policies and Procedures
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p>	<ul style="list-style-type: none"> • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. <p>The restricting of congregate spaces will be evaluated daily. Appropriate usage of the area and safety procedures will be communicated daily based on evaluation.</p> <p>All staff and students will be provided training from the school nurse on the appropriate manner and frequency to mitigate the spread of the virus. The faculty will work together to educate the students on the rules and appropriate hygiene practices. Examples are:</p> <ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings. Face masks will be strongly encouraged when social distancing of 6 ft. is not possible. • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, classrooms and frequently trafficked areas <p>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</p> <p>Coaches, athletes, and spectators must wear face coverings unless they are outdoors and can consistently maintain social distancing of at least 6 feet.</p> <p>Athletes are not required to wear face coverings while actively engaged in workouts and competition that prevent the wearing of face coverings, but must wear face coverings when on the sidelines, in the dugout, etc. and anytime 6 feet</p>

Requirement(s)	Strategies, Policies and Procedures
<p>Limiting the sharing of materials among students</p>	<p>of social distancing is not possible. The district will follow the PA and PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/</p> <p>Building and classroom supplies will be assessed to minimize sharing between students during the day. Some examples for the cafeteria are the following:</p> <ul style="list-style-type: none"> • Identify necessary learning tools and resources, consider using consumables (when possible) • Assign technology tools (chromebooks, ipads, etc) to individual students/small groups of students and provide cleaning materials to be used between uses • Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses • Limit use of weight-lifting equipment/machines and clean after each use
<p>Staggering the use of communal spaces and hallways</p>	<p>Procedures for communal spaces will be evaluated daily in each building to meet the needs of the students in attendance. Some examples are:</p> <ul style="list-style-type: none"> • Develop Entry Procedures and schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Minimize unnecessary congregations of students and staff • Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible.

Requirement(s)	Strategies, Policies and Procedures
<p>Adjusting transportation schedules and practices to create social distance between students</p>	<ul style="list-style-type: none"> • Transitions: For class changes and other transitions throughout the school day: <p>Transportation schedules will continue to be provided daily to all students electing in-person learning. Some mitigation procedures will be:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and bus drivers • Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p>
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>Building schedules and routines will be assessed to minimize contact between students and staff during the day. Examples are:</p> <ul style="list-style-type: none"> • Develop Entry Procedures and schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Minimize unnecessary congregations of students and staff <ul style="list-style-type: none"> • Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff

Requirement(s)	Strategies, Policies and Procedures
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p>	<p>groupings together throughout the school day as much as possible.</p> <ul style="list-style-type: none"> • Transitions: For class changes and other transitions throughout the school day: <p>Develop procedures that are beneficial for both the school and the childcare center. Increase communication as needed.</p> <p>Additional social distancing and safety precautions may be established based on the evaluation and implementation of this plan</p> <p>CDC and PDE reopening Guidelines</p>

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>Symptom screening will be done by all parents/guardians at home each morning before the school day. No children with symptoms will be sent on a bus or brought to school. All district staff will perform a symptom screen on them prior to leaving for work, and will stay home if ill. Staff, students and community will be constantly informed of the signs and symptoms of COVID-19</p> <p>Procedures for isolation and quarantining will be the following:</p> <ul style="list-style-type: none"> • If in school, student/staff member immediately quarantined in health office. • School Nurse will notify the Department of Health and follow their guidance regarding school closure, who must quarantine and for how long, and whether the instructional operation model must change. • All families and staff will be notified.

Requirement(s)	Strategies, Policies and Procedures
<p>* Use of face coverings (masks or face shields) by all staff</p>	<p>assignment) for personnel who are members of vulnerable populations</p> <ul style="list-style-type: none"> • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances • Offer an Employee Assistance Program to all staff members • Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. <p>Face coverings, such as masks or face shields, must be worn by all non-students, both staff and visitors (including parents and guardians), while on school property, including during student drop-off and pickup.</p> <p>Individuals must wear a face covering (mask or face shield) unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school.</p> <p>Teach and reinforce use of face coverings among all staff.</p> <p>Face coverings may be removed to eat or drink during breaks and lunch periods; however, at those times, social distancing must be practiced.</p> <p>Staff are not required to wear a face covering in situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task.</p> <p>Transparent face coverings provide the opportunity for more visual cues and should be considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield and increase physical distancing.</p>

Requirement(s)	Strategies, Policies and Procedures
<p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p>	<p>All students must wear a face covering (cloth mask or face shield) that covers their nose and mouth inside the school and while outside when physical distancing is not feasible.</p> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.</p> <p>Teach students and families how to properly wear a face covering (cover nose and mouth), to maintain hand hygiene when removing the face covering for meals and physical activity, and how to replace and maintain (washing regularly) a cloth face covering.</p> <p>Schools should provide face covering breaks throughout the day. Maintain a distance of at least 6 feet during these face covering breaks. Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> ○ Eating or drinking when spaced at least 6 feet apart; ○ Seated at desks or assigned workspaces at least 6 feet apart; ○ Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.)
<p>Unique safety protocols for students with complex needs or other vulnerable individuals</p>	<p>Students that have complex needs and are at a higher risk for severe illness will be addressed on an individual basis to accommodate any specific needs. Some examples of the procedures will be:</p> <ul style="list-style-type: none"> ● Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws ● Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. ● Reconvene IEP Meetings to adjust for Special needs.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Chartiers-Houston School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **Monday, July 27, 2020**

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

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

By:

(Signature of Board President)*

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.