Phased School Reopening Health and Safety Plan Template

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

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

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

Health and Safety Plan: Oxford Area 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 a fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

Type of Reopening

Key Questions

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

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

☒ Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).

☒ Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).

☒ Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).

☒ Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will reopen for in-person learning).

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 31, 2020

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make an 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)
DAVID A. WOODS	ADMIN	LEAD COORDINATOR Both
MARGARET BILLINGS-JONES, Ed.D	ADMIN	LEAD PROFESSIONAL DEVELOPMENT Both
MIKE GARRISON	ADMIN	LEAD HUMAN RESOURCES Both
BRIAN COONEY	ADMIN	LEAD BUSINESS AND B & G Both
CHAD KINSEY, PhD SHAWN MELLINGER	ADMIN	LEAD SPECIAL SERVICES, LEAD COMMUNICATIONS Both

Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

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

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and CDC requirements for COVID-19?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions

- *OASD administration will perform site visits weekly in an effort to ensure the protocols in the Health and Safety Plan are being carried out effectively. Staffing levels and related disinfecting supplies will be adjusted appropriately.*
- *OASD has and will continue to utilize cooperative purchasing networks as well as established vendor relationships to maintain an adequate stock of supplies meeting OSHA and CDC requirements for COVID-19*
- *The frequency of disinfecting will be increased. Disinfecting activities will occur throughout all facilities at a minimum of once per day.*
- *Checklists will be utilized to monitor the frequency of disinfecting high touch areas ensuring compliance with the reopening plan.*
- *All OASD maintenance, custodial, and cafeteria staff will be properly trained regarding cleaning, sanitizing, disinfecting, and ventilation protocols prior to the return of school for the 20-21 SY. Additionally, OASD will partner with contracted transportation and custodial vendors to provide training materials to their respective employees. Employees will be required to demonstrate a firm understanding of the cleaning, sanitizing, disinfecting, and ventilation protocols via written evaluation.*

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
*** Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)**	• Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily, including desktops, chairs, electronic devices door handles, sink handles, etc. • Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible. • Discontinue the use of drinking fountains and provide safe alternatives for providing water when possible. Consider the unique needs of music programming (e.g., band, orchestra, choir) to address hygiene, disinfection of equipment.	Same as Yellow	BRIAN COONEY	• Increase custodial staff to ensure high touch surfaces are disinfected at the required frequency • Procure an adequate supply of EPA-approved disinfecting agents, or alternative disinfectant if unavailable. • Procure and install touchless water filling stations to replace existing drinking fountains	Y N N
Other cleaning, sanitizing, disinfecting, and ventilation practices	Recommend ventilating all classrooms and common areas when available/possible using windows. Recommend air circulation patterns that push inside air towards open windows.	Same as Yellow	BRIAN COONEY	• Request and review reports from contracted HVAC professionals to ensure proper functionality of systems	N

Social Distancing and Other Safety Protocols

Key Questions

- How will classrooms/learning spaces be organized to mitigate spread- Students are spaced in classes to follow social distancing and masked with access to hand sanitizer. When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day – students will be kept in groups that are the same to the extent possible depending on the grade level and building.
- What policies and procedures will govern the use of other communal spaces within the school building – communal spaces will be monitored to maintain the social distancing mandated.
- How will you utilize outdoor space to help meet social distancing needs – outdoor spaces will be used for lunches, recess, mask breaks, and recess that meet recommended social distancing.
- What hygiene routines will be implemented throughout the school day – hand washing and sanitizing will be implemented throughout the day to include entering and exiting classrooms, recess, lunch, to and from school, and restroom breaks.
- How will you adjust student transportation to meet social distancing requirements – students will be seated to no more than two per seat and were masks.
- What visitor and volunteer policies will you implement to mitigate spread – visitors will be allowed in our buildings to a minimal degree and be screened. Same for volunteers. All will be masked and vetted through the superintendent or his designee.
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges – social distancing will be the same based on the Commonwealth guidance and will change only if the social distancing guidance from the Commonwealth changes.
- Which stakeholders will be trained on social distancing and other safety protocols – All District stakeholders will be notified on social distancing, and all staff will be trained on social distancing. When and how will the training be provided – Training will be provided to staff prior to school and in a virtual delivery. How will preparedness to implement as a result of the training be measured – questions will be taken and asked for from trained persons. Clarification will be given if stakeholders are not following social distancing guidelines.

Summary of Responses to Key Questions:

- How will classrooms/learning spaces be organized to mitigate spread- Students are spaced in classes to follow social distancing and masked with access to hand sanitizer. When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day – students will be kept in groups that are the same to the extent possible depending on the grade level and building.
- What policies and procedures will govern the use of other communal spaces within the school building – communal spaces will be monitored to maintain the social distancing mandated.
- How will you utilize outdoor space to help meet social distancing needs – outdoor spaces will be used for lunches, recess, mask breaks, and recess that meet recommended social distancing.
- What hygiene routines will be implemented throughout the school day – hand washing and sanitizing will be implemented throughout the day to include entering and exiting classrooms, recess, lunch, to and from school, and restroom breaks.
- How will you adjust student transportation to meet social distancing requirements – students will be seated to no more than two per seat and wear masks.
- What visitor and volunteer policies will you implement to mitigate spread – visitors will be allowed in our buildings to a minimal degree and be screened. Same for volunteers. All will be masked and vetted through the superintendent or his designee.
- Will, any of these social distancing and other safety protocols, differ based on age and/or grade ranges – social distancing will be the same based on the Commonwealth guidance and will change only if the social distancing guidance from the Commonwealth changes.
- Which stakeholders will be trained on social distancing and other safety protocols – All District stakeholders will be notified on social distancing and all staff will be trained on social distancing. When and how will the training be provided – Training will be provided to staff prior to school and in a virtual delivery. How will preparedness to implement as a result of the training be measured – questions will be taken and asked for from trained persons. Clarification will be given if stakeholders are not following social distancing guidelines.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
*** Classroom/ learning space occupancy that allows for 3-6 feet of separation among students and staff throughout the day, to the maximum extent feasible** **When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.** **.**	• Turn desks to face in the same direction or have students sit on only one side of tables to limit face-to-face seating. • Target six feet between students. When the metrics from the CCDoH alow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible. • Limit activities in classrooms that do not support social distancing. • Ensure social distancing in offices and staff lounges, and during staff meetings. • Limit large gatherings, events, and extracurricular activities to those that can maintain social distancing. • Implement strategies to reduce the number of individuals in the hallways at one time, such as: o Use one-way traffic patterns in hallways along the outside edges. o Stagger end of class periods to reduce the number of students in the hallways at one time. o All student are required to wear masks at school all day. Monitor school to ensure staff or students do not commune; close communal areas if needed.	Same as Yellow When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.	DAVID WOODS - Superintendent	Storage for excess furniture. Principal directed room set-up. Vetted plans for classroom activities. Plan for re-entry in green and yellow. Adjusted plans for hallway passage. Movement by floor or area of the building. Require all K-12 students to wear a mask at school all day. Staff at buildings to dis-allow congregation in communal areas.	N N Y N N Y 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)
*** Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**	• Staff and students should wash hands before and after lunch/snacks. • Schools able to serve meals in classrooms should use plated meals/box lunches and avoid buffet-style meals. • Schools not able to serve meals in classrooms should avoid face-to-face seating and allow for six feet social distancing. • Staff should avoid face-to-face seating while eating. Avoid sharing of food and utensils.	Same as Yellow When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible. .	DAVID WOODS-Superintendent	Frequent hand washing breaks K-12 as scheduled with appropriate hand washing. Student lunches will be grab and go where needed and in rooms where social distancing cannot be met. Lunch will be in classrooms and cafeteria areas where the District can maintain social distancing and smaller student counts	Y N
*** Hygiene practices for students and staff including the manner and frequency of handwashing and other best practices**	• All individuals in school will sanitize or wash their hands on a frequent basis. • Hand sanitizer will be made available in all common areas, hallways, and/or in classrooms where sinks for handwashing are not available. Teach and reinforce washing hands and covering coughs and sneezes among students, staff, volunteers, and visitors.	Same as Yellow	MARGARET BILLINGS-JONES		

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)
*** Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**	Ensure information is about everyday protective measures such as by proper washing hands, proper face covering and social distancing is available throughout the school (signage, announcements, etc.) and made available to parents/guardians (websites, emails, etc.)	Same as yellow as revised below: When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.	MIKE GARRISON	Free printables from PDE-CDC-CC DoH-District Clear page holders Tape Principal and staff	N
*** Identifying and restricting non-essential visitors and volunteers**	• Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. • Restrict non-essential visitors, volunteers, and activities that involve outside groups. If restrictions for non-essential visitors/volunteers are not feasible the school must screen for symptoms and temperature prior to entry and require face covering while on school property.		DAVID WOODS-Superintendent	Superintendent or designee shall review all non-essential visitors by appointment only. Same for volunteers.	N

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)
*** Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports**	• The decision to resume sports-related activities, including conditioning, practices, and games, is the discretion of a school entity's governing body. Each school entity must develop and adopt an Athletics Health and Safety Plan – see Pennsylvania Guidance. Limit travel to areas not in the "green" phase. • Recommend continuing with recess and physical education activities as long as those activities limit physical contact and touching, when feasible. Recommend sanitizing materials and equipment used in recess and physical education class, when feasible.	Same as yellow as revised below: When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent possible.	MIKE GARRISON	Pennsylvania Guidance https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html AD Plan for practice resumption	Y
Limiting the sharing of materials among students	• Limit shared items to the maximum extent possible. • Clean and disinfect shared items, including technical devices between uses. Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers, or other areas.	Same as Yellow	MARGARET BILLINGS-JONES	1:1 IPADS re-issued to all students. Computer labs in secondary school used when needed, keyboards, and desk areas sanitized after each class-need sanitizing supplies and staff to clean areas throughout the day. Elementary schools need bins to individually label to contain student belongs. Separate supply containers needed for students' writing tools.	N

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	Recommend limiting high-traffic, high-volume hallway use, when feasible, to increase social distancing.	Same as Yellow	DAVID WOODS	Building principals shall limit hallway passing all day.	N
Adjusting transportation schedules and practices to create social distance between students	• Promote social distancing at bus stops. • Buses can operate with a maximum of two students per seat. • Students from the same family should sit together. • All students are required to wear face-covering (mask or shield) while on the bus. • Bus drivers must wear face-covering (mask or shield) while whenever others are on the bus unless specifically prohibited by the bus company/school policy. Buses must be disinfected after each run and thoroughly cleaned daily.	Same as Yellow	BRIAN COONEY	• Develop and provide guidance to parents, students, and childcare facilities regarding bus stop expectations • Develop and maintain a seating chart on each bus run to ensure appropriate distancing • Procure an adequate supply of EPA-approved disinfecting agents, or alternative disinfectant if unavailable.	N Y N

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)
Limiting the number of individuals in classrooms and other learning spaces and interactions between groups of students	• While staggered schedules to limit the number of individuals in classrooms and other spaces is optimal, if this is not feasible, minimally the following is required: ○ Turn desks to face in the same direction or have students sit on only one side of tables to limit face-to-face seating. ○ Target six feet between students to the extent possible. • Limit activities in classrooms that do not support social distancing. • Ensure social distancing in offices and staff lounges, and during staff meetings. • Limit large gatherings, events, and extracurricular activities to those that can maintain social distancing. • Implement strategies to reduce the number of individuals in the hallways at one time, such as: ○ Use one-way traffic patterns in hallways along the outside edges. ○ Stagger end of class periods to reduce the number of students in the hallways at one time. Monitor school to ensure staff or students do not commune; close communal areas if needed.	Same as Yellow	MARGARET BILLINGS-JONES	Additional classrooms to be used to accommodate spacing requirements Signage for one-way hallways and staircases Staggered class dismissal times to reduce students in the hallways at the same time. Straight tables in cafeteria for distancing and one-way direction of seating. Signage for unusable seating rows in an auditorium	N

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	Recommend requiring on-site before/aftercare providers to follow the same standards as adopted by District.	Same as Yellow	DAVID WOODS	Work with organizations to limit or follow our standards for COVID-19 related protocols	Y
Other social distancing and safety practices	Recommend limiting all field trips, inter-group activities, and extracurricular activities.	Recommend conducting field trips, inter-group activities, community-based instruction, work-studies, and extracurricular activities following the social distancing and hygiene practices described throughout this guidance, including increased use or enforcement of masks, hand washing, and distancing. When the metrics from the CCDoH allow for 3-6 feet of social distancing, the District will respond accordingly. Currently, the District will follow the guidance to allow for 6 feet of social distancing to the maximum extent.	MIKE GARRISON	Provide District planning form for Safety Consideration during field trips, inter-group activities, and extracurricular activities.	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? Provide all staff with CDC/CC DoH symptoms handouts that will also be posted in schools.
- 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)? Parent home check – bus arrival check- homeroom check – continuous during the day by staff.
- What is the policy for quarantine or isolation if a staff, student, or another member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19? Follow infectious disease guidelines in place,
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students? Nurse.
- What conditions will staff or students confirmed to have COVID-19 need to meet to return to school safely? How will you accommodate staff who are unable to uncomfortable to return? Follow CCDoH guidelines for return – staff return case by case basis through HR,
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return? Admin communicate with parents using CCDoH guidelines and case by case basis to accommodate,
- 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 Office
- 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 staff in each school trained prior to school opening through Admin with 100% participation,

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
*** Monitoring students and staff for symptoms and history of exposure**	• Provide ongoing communications to staff and parents/guardians about the importance of staying at home if they are sick • On-site screening of staff and students is preferred and highly recommended by the Chester County Health Department – see Symptom Monitoring • If on-site screening is not feasible, staff and students can be screened at home. Direct guidance (written, video, electronic, etc.) must be provided to staff and parents/guardians to include: o All current, relevant symptoms – see Symptom Monitoring o Temperatures must be based upon the type of thermometer – see Symptom Monitoring No students with symptoms or temperature are allowed on a bus, or at school. No staff with symptoms or temperature are allowed at school. • Staff and students must notify the school if an absence is due to COVID-19 • Schools must proactively monitor classrooms, cafeterias, hallways, common areas, etc. for symptoms • Teachers must be empowered to and supported in dismissing students to the school nurse/office is symptoms arise or are suspected • Consider sending reminder messages to staff and parents/guardians about daily symptom monitoring. • On-site screening for symptoms and temperature is required for all non-essential visitors and volunteers – see Symptom Monitoring. Bus drivers play a role in assessing symptoms when necessary	Same as Yellow	MIKE GARRISON	Etools for nurses Provide Symptom Monitoring	N

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)
*** Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure**	• Designate an isolation room or area to separate anyone who exhibits COVID-19like symptoms – ideally, this is not the existing nurse's office – until the individual is able to go home, or to a healthcare provider. Isolation rooms will be located closest to the building entrance as possible. • School must maintain adequate personal protective equipment for use when individuals become ill: ○ Gowns, N95 masks, eye protection, gloves. • All schools must monitor symptoms of students, staff, and visitors throughout the day to include: ○ Immediately separate individuals with COVID-19 symptoms into the designated isolation area. • Immediately close off the area(s) used by a sick person and do not use before cleaning and disinfection – see Cleaning and Disinfecting • Staff must be trained on the symptoms and procedure for sending individuals with symptoms to the school nurse/office; parents/guardians must be made aware of the classroom protocol. • Individuals who are sick or have a temperature must go home or to a healthcare facility depending on how severe their symptoms are; prior to leaving the school, guidance for self-isolation at home and guidelines for returning to school must be provided – see Home Guidance and Exclusion From and Return to School Requirements. • Schools must inform parents to be prepared in the event their student has to stay home per the exclusion requirements. • Schools should consider remote learning for students excluded from school for COVID who are well enough to continue learning. If an individual requires transportation by an ambulance, alert the ambulance and hospital that the person may have COVID-19.	Same as Yellow	MIKE GARRISON	Provide Symptom Monitoring Isolation room designation Provide: Cleaning and Disinfecting Home Guidance and Exclusion From and Return to School Requirements Notifications	Y
*** Returning isolated or quarantined staff, students, or visitors to school**	Establish regular communication with the Chester County Health Department – see Notifications	Same as Yellow	MIKE GARRISON		N

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)
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	Establish regular communication with the Chester County Health Department – see Notifications	Same as Yellow	DAVID WOODS	Black Board, Website and Board meetings	N
Other monitoring and screening practices	Follow communications and updates provided by PDE, and consult with administrative team and Board regarding these updates; establish regular communication with the Chester County Health Department – see Notifications (phone number - (610) 344-6225)	Same as Yellow	CHAD KINSEY	Use of Black Board, Website and Board Meetings, One lead person for communications district-wide and per building level	N

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff – all staff will wear face coverings. What is the policy/procedure for students – Students are required/recommended to wear face coverings (except in cases where health issues do not allow it).
- Schools must require all students over 2 years of age to wear face coverings, except for any student who has a medical or mental health condition or disability that precludes the wearing of a face covering in school. Notwithstanding Section 3, Paragraph B of Secretary Levine's July 1, 2020 Order regarding face coverings, schools may require such students to provide medical documentation. PDE recommends that any documentation that is provided be in accordance with Section 504 of the Rehabilitation Act or IDEA of such medical or mental health condition or disability.
- What special protocols will you implement to protect students and staff at higher risk for severe illness – Social distancing, face coverings, increased cleaning, consultation with county and nurses.
- How will you ensure enough substitute teachers are prepared in the event of staff illness? Work with vendors.
- 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 home? Students will be monitored by professional staff and some non-professional staff for any intellectual needs as well as social-emotional needs in an in-person, hybrid and virtual environment.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
*** Protecting students and staff at higher risk for severe illness**	• Limit or cancel all non-essential travel. • In classrooms with high-risk students, it is recommended the students and staff assigned these rooms, have a temperature check done at the school. • Limit movement in and out of classrooms with high-risk students. • Enforce face coverings for adults working in classrooms with high-risk students. • Conduct temperature checks at school for high-risk students and staff, as well as the staff responsible for working with high-risk students; consult with school nurse regarding high-risk students (high-risk students and staff include those who have high-risk household family members). • Staff with higher risks should avoid gathering in groups of any size and avoid common areas such as staff lounges, and ensure diligence with face coverings.	Same as Yellow	CHAD KINSEY	Use of facemasks; thermometers; temperature recording log; alternative lunch/eating areas.	Y Faculty meeting dispersement of info and expectations

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)
*** Use of face coverings (masks or face shields) by all staff**	• All adults must wear face coverings (mask or shield) while on school property, or when using school vehicles. • All bus drivers must wear face coverings (mask or shield) • Share mask covering guidance with staff, volunteers, and visitors – see Mask Guidance. • Fabric masks should be washed regularly • Non-fabric masks should be changed regularly. Prohibit physical contact such as handshakes, fist-bumps, high-fives, etc.	Same as Yellow	MIKE GARRISON	Mask Guidance. Provide Nurses with required PPE beyond mask Provide CCDoH updates as received	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)

*** Use of face coverings (masks or face shields) by all students (as appropriate)**	• Students must wear face coverings at school all day at all times.
	• Share mask covering guidance with staff, volunteers, and visitors – see Mask Guidance.
	  ○ Fabric masks should be washed regularly
	  ○ Non-fabric masks should be changed regularly.
	• Prohibit physical contact such as handshakes, fist-bumps, high-fives, etc.
		Same as Yellow	DAVID WOODS-Superintendent	Shields, face coverings	Y

Unique safety protocols for students with complex needs or other vulnerable individuals	• Update care plans and/or IEPs to include unique mitigation strategies for individual students. • Ensure that families who choose not to send their children to school receive remote learning opportunities aligning with their individual IEPs. • Enforce face coverings, gloves, gowns for students working with students with complex needs, or vulnerable students, particularly when working one to one with students. • Consideration of use of face shields for staff and students with hearing impairments. • Increase the frequency of cleaning high touch surfaces in spaces used by students with complex needs or other vulnerabilities. • Increase the frequency of handwashing for students with complex needs or other vulnerabilities, and staff that interact with them. • Temperature and daily health checks of staff and students in special needs classrooms. • Recommend developing, for students with complex needs or vulnerabilities, a student-specific plan that facilitates his/her safe return to school using increased social distancing strategies, where feasible, for the student and staff.	Same as Yellow	CHAD KINSEY	Masks, face shields, gowns, increase cleaning products and schedules, thermometers.	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)
Strategic deployment of staff	As needed and identified on a daily basis	Same as Yellow	MIKE GARRISON	Nurse coverage thru HR	N

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 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 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
Full utilization of District Digital Resources (including supplemental) Understanding Learning Paths and the way to Adjust and Monitor them	Teachers	Dr. M. Billings-Jones, Assistant Superintendent	Multiple formats Webinar, Workshop, Tutorial	Educational specialists for each district digital resource, Professional Development Time	8-1-2020	9-30-2020
Use of Microsoft Teams Platform	Teachers Students Parents	Shawn Mellinger Director of Technology Dr. M. Billings-Jones, Assistant Superintendent	Online through Teams Live, Tutorials	Microsoft Teams, Technology Department staff, Professional Development Time	8-1-2020	9-30-2020
Instructional Technology Engagement	Teachers	Dr. M. Billings-Jones, Assistant Superintendent	Online workshop, tutorials,	Training materials directed at rigor and engagement particular to use with Teams and content area-specific where applicable. Professional Development Time	8-1-2020	12-30-2020

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Ebook Resources (Library)	Teachers	Suzy Liljestrand, HS Library Science Teacher	Online workshop	Ebooks, Professional Development Time	8-1-2020	9-1-2020
SEL Support	School Counselors	Dr. M. Billings-Jones, Assistant Superintendent	online	Digital Conference for school counselors to support students during COVID, Professional Development Time	8-23-2020	12-30-2020
Supporting Students with Special Needs in the Digital Classroom	Teachers	Dr. M. Billings-Jones, Asst. Superintendent and Dr. Chad Kinsey, Director of Special Education	Online	Professional development days	8-1-2020	9-30-2020
Using Microsoft Teams and BlackBoard for Freshman	Students	Shawn Mellinger, Director of Technology and Jamie Canaday, H.S. Principal	Online/ Blended Approach as appropriate	Scheduled student time	9-1-2020	9-3-2020

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
Stakeholder Meeting	Stakeholders	David Woods, Superintendent	Microsoft Teams	7/16/2020 7/30/2020 8/6/2020	7/16/2020 7/30/2020 8/6/2020
Stakeholder Meeting (Spanish)	Stakeholders	David Woods, Superintendent	Microsoft Teams	8/10/2020	8/10/2020
School Schedule & Technology Use	Stakeholders	Dr. Margaret Billings-Jones, Assistant Superintendent Shawn Mellinger, Director of Technology	Microsoft Teams Blackboard	Ongoing	Ongoing

Health and Safety Plan Summary: Oxford Area School District

Anticipated Launch Date: August 31, 2020

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies, and Procedures
*** Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)**	See Table – page 8

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies, and Procedures
*** Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible**	See Table – page 11
*** Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**	See Table – page 12
*** Hygiene practices for students and staff including the manner and frequency of handwashing and other best practices**	See Table – page 12
*** Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**	See Table – page 13
*** Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes**	See Table – page 14

Requirement(s)	Strategies, Policies, and Procedures
Limiting the sharing of materials among students	See Table – page 14
Staggering the use of communal spaces and hallways	See Table – page 15
Adjusting transportation schedules and practices to create social distance between students	See Table – page 15
Limiting the number of individuals in classrooms and other learning spaces and interactions between groups of students	See Table – page 16
Coordinating with local childcare regarding on-site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	See Table – page 17
Other social distancing and safety practices	See Table – page 17

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies, and Procedures
*** Monitoring students and staff for symptoms and history of exposure**	See Table – page 19
*** Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure**	See Table – page 20
*** Returning isolated or quarantined staff, students, or visitors to the school**	See Table – page 20
Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols	See Table – page 21

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies, and Procedures
*** Protecting students and staff at higher risk for severe illness**	See Table – page 22
*** Use of face coverings (masks or face shields) by all staff**	See Table – page 23
*** Use of face coverings (masks or face shields) by all students (as appropriate)**	See Table – page 24
Unique safety protocols for students with complex needs or other vulnerable individuals	See Table – page 25
Strategic deployment of staff	See Table – page 26

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Oxford Area School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **August 18, 2020**.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **August 18, 2020**

By:

_____

(*Signature* of Board President*)

_____

(*Print Name of Board President*)

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

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

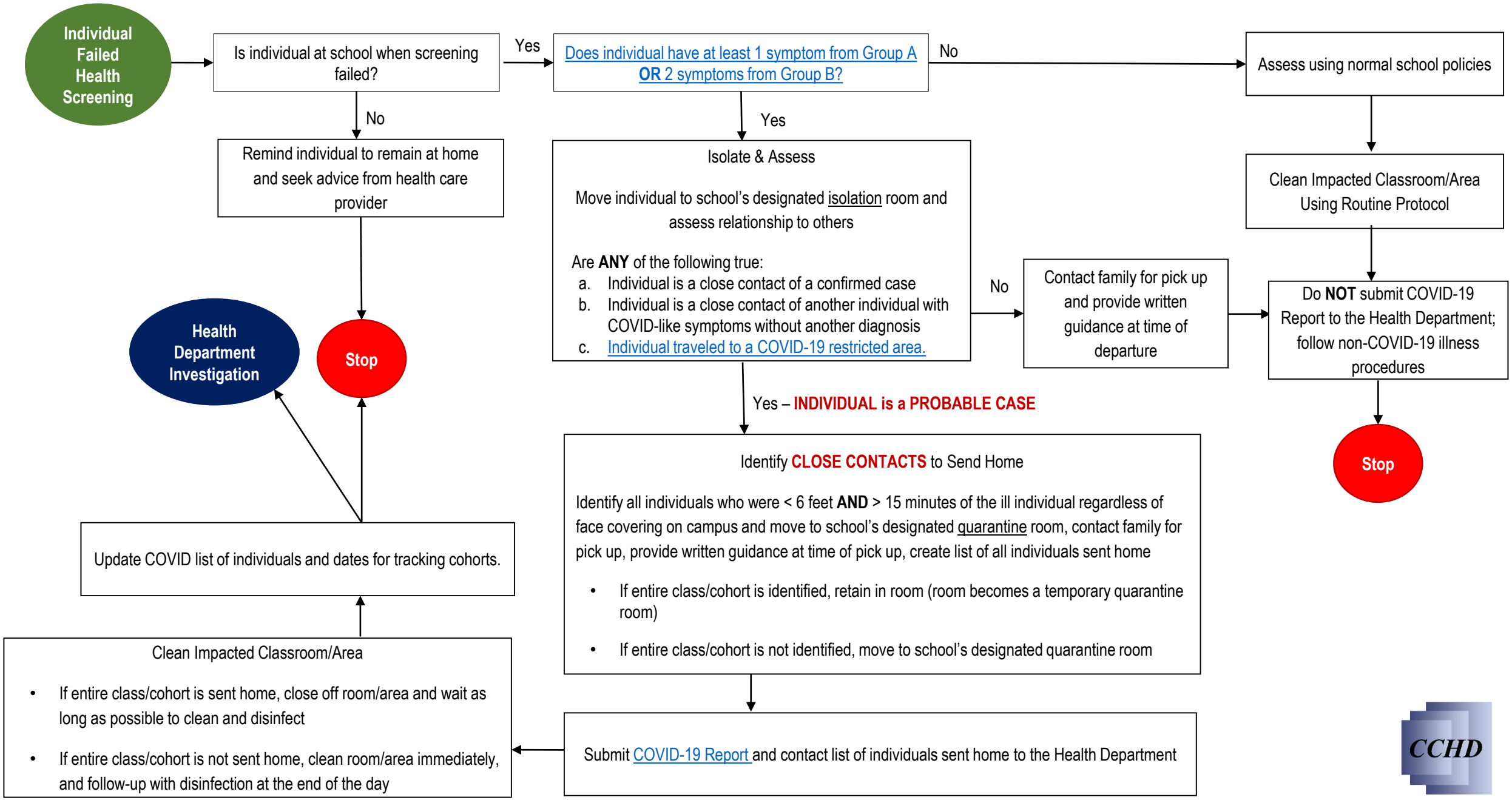
Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

Responding to COVID-19 in schools is a partnership between schools and the Chester County Health Department. The purpose of this document is outline the steps necessary to respond to COVID-19 to include:

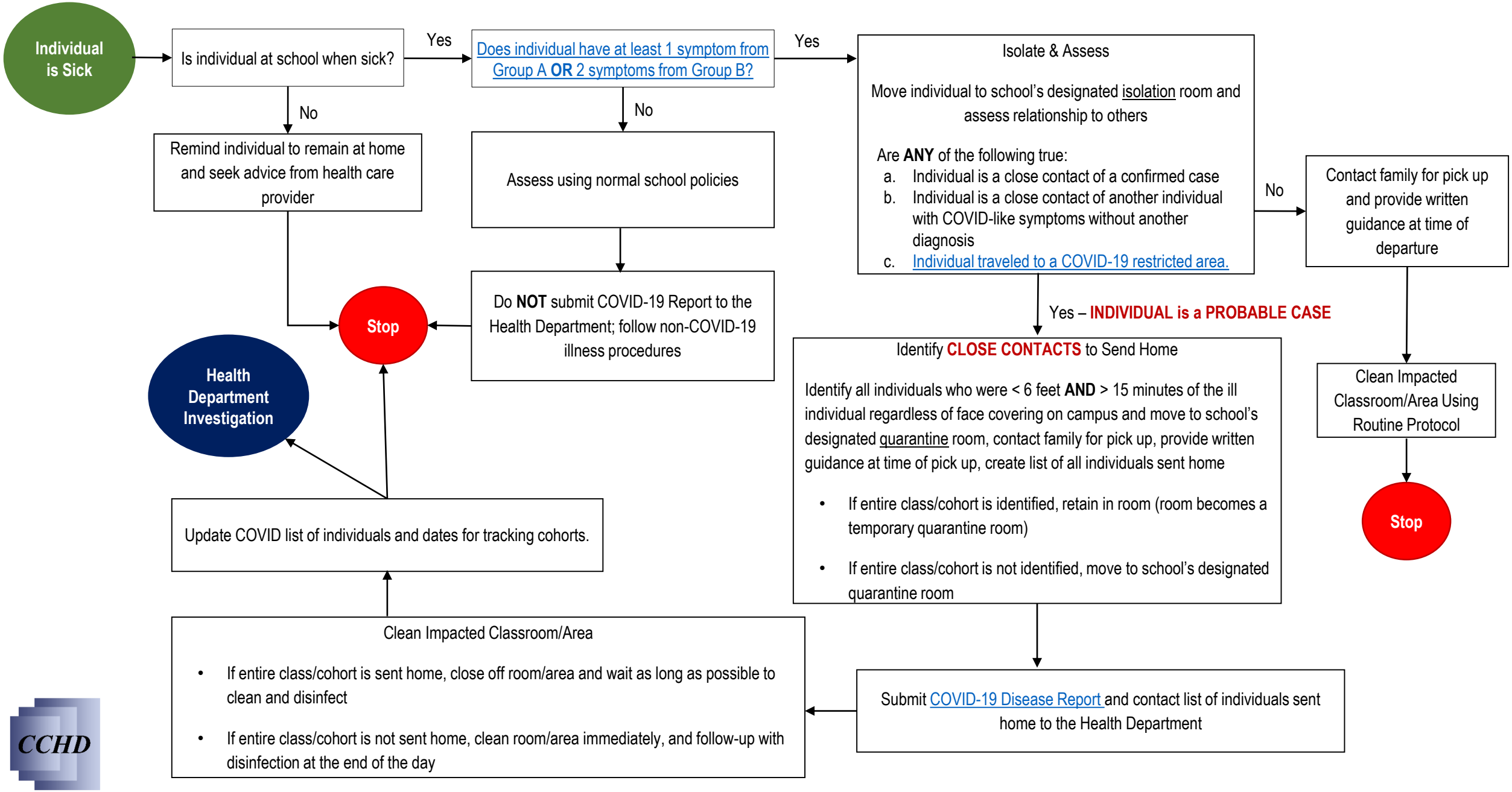
- ✓ Assessing if the individual is on campus, or not
- ✓ Assessing if symptoms exist
- ✓ Isolating individuals with symptoms and quarantining individuals exposed
- ✓ Sending individuals home based upon initial assessment of exposure
- ✓ When to submit the COVID-19 Disease Report
- ✓ Tracking of individuals impacted
- ✓ Cleaning affected areas

CCHD

School Response to COVID-19 – FAILED HEALTH SCREENING

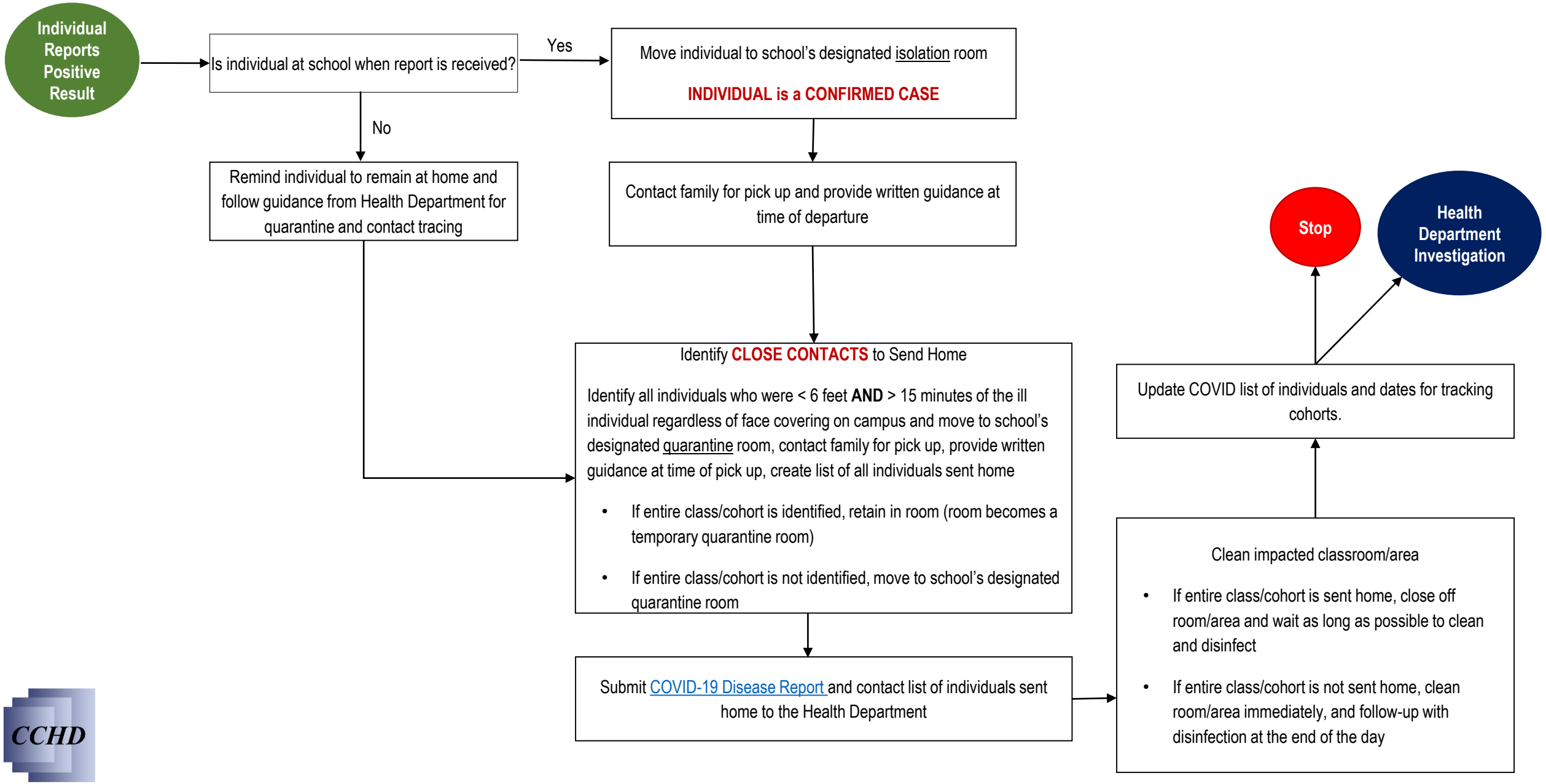


School Response to COVID-19 – SYMPTOMS PRESENTING



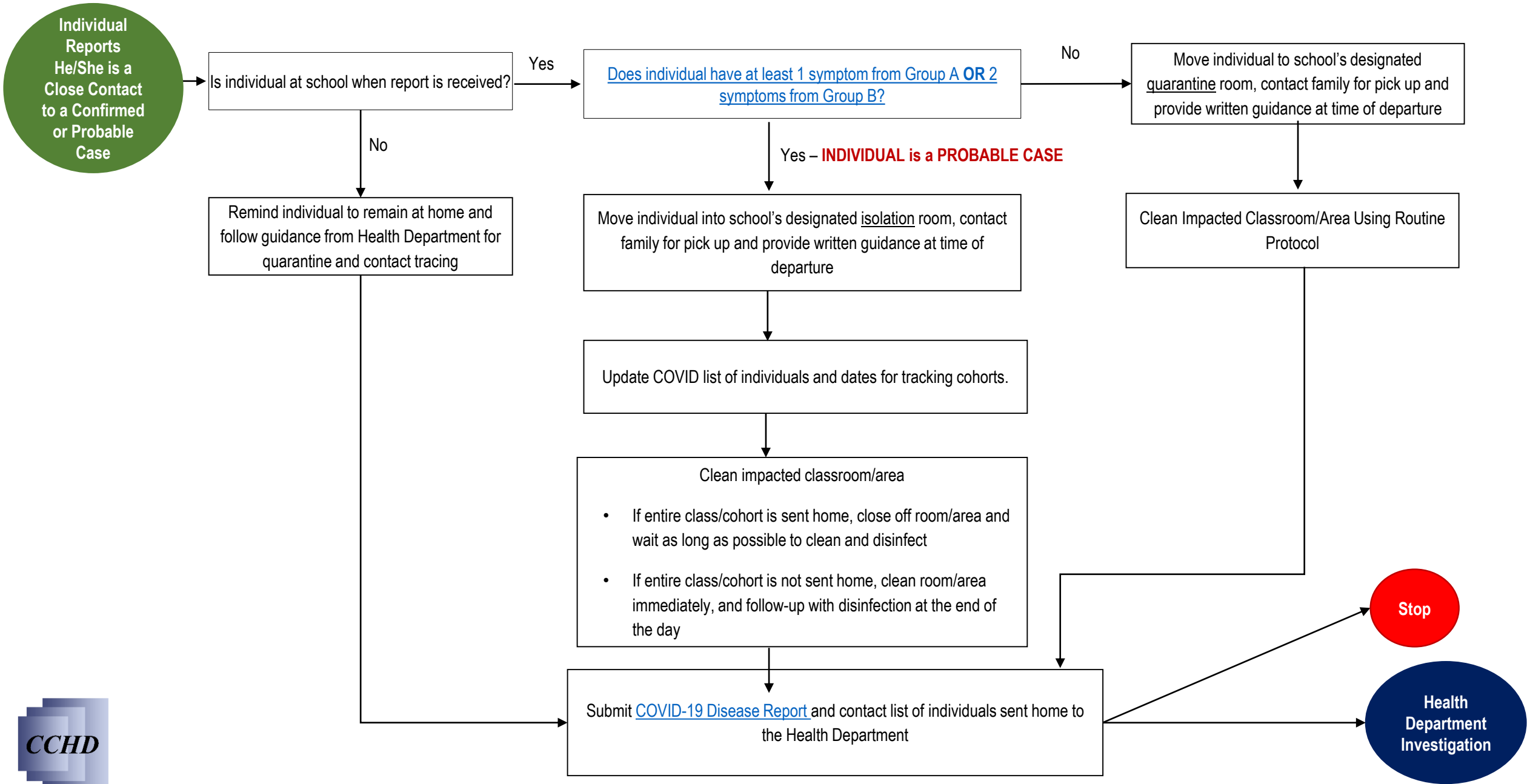
CCHD

School Response to COVID-19 – POSITIVE TEST REPORTED



CCHD

School Response to COVID-19 – CLOSE CONTACT REPORTED



CCHD

Individuals are considered COVID-19 symptomatic if he/she has:

- At least one (1) symptom from Group A

  OR

- Two (2) or more symptoms from Group B

Group A **1 or more symptoms**	**Group B** **2 or more symptoms**	
Lack of smell or taste (without congestion) Cough Shortness of breath Difficulty breathing	Fever (Oral>100, axillary/temporal>99.5) Sore throat Chills Muscle pain Fatigue	Headache Congestion or runny nose Nausea or vomiting Diarrhea

For a current list of symptoms see CDC's website: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html. Individuals with a known chronic condition that presents symptoms like those in either Group A or B may be exempt for those symptoms with documentation from a physician.

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