# 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: <span style="color:red">South Fayette Township School District</span>

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?
- How did you engage stakeholders in the type of re-opening your school entity selected?
- How will you communicate your plan to your local community?
- Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

SUMMARY: In May, the District formed a School Reopening Committee and created subcommittees with multiple stakeholders, including parents, teachers, administrators, board members, department leaders, and health professionals. The subcommittees were pandemic response, curriculum and instruction, health and safety, technology, post-secondary preparation, operations, and facilities. Each subcommittee worked on plans for each of the four types of reopening scenarios. Additionally, surveys were administered early June to students, teachers, and parents that included questions about the fall reopening. In the end, it was decided if the state remained in the green phase, it would be best for the social emotional and academic needs of our students to reopen in person with certain modifications in place to mitigate the potential spread of COVID-19. In deciding to reopen for all students, the School Reopening Committee had to look at protocols, schedules, signage, and other areas to incorporate social distancing. If suspected or confirmed cases begin to appear within our schools, the District will promptly notify the Allegheny County Health Department and activate its Emergency Operations Center to decide next steps and to prepare communications for the community.

**Based on your county's current designation and local community needs, which type of reopening has your school entity selected? (SELECT ONE BOX BELOW)**

- ☒ 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):** <span style="color:red">**August 19, 2020**</span>

## 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) |
|---|---|---|
| **Ken Lockette** | Superintendent | Plan Development and Crisis Response |
| **Tyler Geist** | Co-Safety Coordinator/Building-Level Administrator | Plan Development and Crisis Response |
| **Kevin Maurer** | Co-Safety Coordinator/Building-Level Administrator | Plan Development and Crisis Response |
| **Jeff Evancho** | Assistant to the Superintendent for Secondary Education | Plan Development and Crisis Response |

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|---|---|---|
| **Stephanie DeLuca** | Assistant to the Superintendent for Elementary Education | Plan Development and Crisis Response |
| **Rachel Andler** | Director of Student Support Services | Plan Development and Crisis Response |
| **Aileen Owens** | Director of Technology and Innovation | Plan Development and Crisis Response |
| **Rob Warfield** | Network System Administrator | Plan Development and Crisis Response |
| **Kim Sahady** | Technology Training Specialist | Plan Development and Crisis Response |
| **Lee Ann Jubas** | Network System Specialist | Plan Development and Crisis Response |
| **Kara Miles** | Lead Nurse | Plan Development and Crisis Response |
| **Steve Timmins** | Director of Facilities | Plan Development and Crisis Response |
| **Reggie Hale** | Maintenance Manager | Plan Development and Crisis Response |
| **Steve Lower** | Custodial Shift Supervisor | Plan Development and Crisis Response |
| **Mark Keener** | Athletic Director | Plan Development and Crisis Response |
| **Teresa Burroughs** | School Board Director | Plan Development and Crisis Response |
| **Lena Hannah** | School Board Director | Plan Development and Crisis Response |
| **Thomas Iagnemma** | School Board Director | Plan Development and Crisis Response |
| **William Ainsworth** | School Board Director | Plan Development and Crisis Response |
| **Jennifer Iriti** | School Board Director | Plan Development and Crisis Response |
| **Mike Perrott** | South Fayette Education Association/Lead Counselor | Plan Development and Crisis Response |
| **Bobby Ruffalo** | South Fayette Education Association/Teacher | Plan Development and Crisis Response |
| **David Taylor** | South Fayette Education Association/Teacher | Plan Development and Crisis Response |
| **Brandon Soubie** | Director of Transportation | Plan Development and Crisis Response |

| Tricia Wood | Director of Food Service | Plan Development and Crisis Response |
| --- | --- | --- |
| **Dr. Michael Speca** | District Physician | Plan Development |
| **Dr. Pamela Schoemer** | Pediatrician | Plan Development |

## Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

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

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

**Key Questions**

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

**Summary of Responses to Key Questions:** The South Fayette Township School District has adopted a cleaning schedule that includes the cleaning and disinfecting of high-touch and high-use areas throughout all school buildings and on school transportation. This includes learning areas, restrooms, offices, communal spaces and buses. Cleaning will be performed daily and throughout the day. Checklists for custodial staff have been developed and will be monitored by Director of Facilities and Custodial Shift manager.

| 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)** | Daily cleaning checklists have been made detailing the items to be cleaned and disinfected by both daylight and evening custodial staff, including high-touch surfaces.<br><br>Daily cleaning of all learning spaces, offices, restrooms, communal/common spaces, buses.<br><br>All cleaning will continue in the evenings to ensure that the buildings are ready for the following day.<br><br>Water fountains will be designated for water bottles only.<br><br>Any quarantine spaces will be cleaned immediately after use, including all touch surfaces. | Daily cleaning checklists have been made detailing the items to be cleaned and disinfected by both daylight and evening custodial staff, including high-touch surfaces.<br><br>Daily cleaning of all learning spaces, offices, restrooms, communal/common spaces, buses.<br><br>All cleaning will continue in the evenings to ensure that the buildings are ready for the following day.<br><br>Water fountains will be designated for water bottles only.<br><br>Any quarantine spaces will be cleaned after use, including all touch surfaces. | Steve Lower, Custodial Shift Manager<br><br>Steve Timmins, Director of Facilities | Disinfectants:<br><br>• Virex 256 EPA 70627-72<br>• Oxivir five EPA 0627-58<br>• AlphaHP EPA 70627-92<br><br>Cleaning supplies<br><br>PPE Supplies<br><br>Cleaning checklist (see appendix)<br><br>CDC Guidance for Cleaning and Disinfecting Schools | Y |

| Other cleaning, sanitizing, disinfecting, and ventilation practices | Soap and water are available in Elementary and Intermediate School classrooms.<br><br>Hand sanitizer will be supplied in each classroom of all buildings and in cafeterias.<br><br>Buses will be cleaned and sanitized between runs and daily. | Soap and water are available in Elementary and Intermediate School classrooms.<br><br>Hand sanitizer will be supplied in each classroom of all buildings and in cafeterias.<br><br>Buses will be cleaned and sanitized between runs and daily. | Steve Lower, Custodial Shift Manager<br><br>Steve Timmins, Director of Facilities<br><br>Brandon Soubie, Director of Transportation | | N |
| **Ventilation protocol** | **Elementary:** Open OA dampers on HVAC units to a maximum level while maintaining a healthy air quality level in the building.<br><br>**Intermediate:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**Middle School:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**High School:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**Stadium/ Administration:** Open OA dampers on HVAC units to maximum level while | **Elementary:** Open OA dampers on HVAC units to a maximum level while maintaining a healthy air quality level in the building.<br><br>**Intermediate:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**Middle School:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**High School:** Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>**Stadium/ Administration:** Open OA dampers on HVAC units to maximum level while | Reggie Hale, Maintenance Supervisor | | 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) |
|---|---|---|---|---|---|
| | maintaining a healthy air quality level in the building.<br><br>**Nurse's Offices:** Installation and use of self-contained HEPA/UV air filtration machines.<br><br>Open bus windows when possible. | maintaining a healthy air quality level in the building.<br><br>**Nurse's Office:** Installation and use of self-contained HEPA/UV air filtration machines.<br><br>Open bus windows when possible. | | HEPA/UV air filtration machines | |

## Social Distancing and Other Safety Protocols

**Key Questions**

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions:** Students and staff will practice physical distancing to the maximum extent possible. The arrangement of classroom furniture will support social distancing, including student desks/chairs spaced out and facing in same direction. Students will be grouped and stay in groups when possible. Movement will be limited, including having special area teachers travelling to classrooms when possible. Recess schedules will be staggered to limit the number of students. Hygiene practices will occur throughout the day, and visual reminders about hygiene will be posted in all buildings. Plexiglass will be installed

in all office spaces. Visitors will be limited to essential personnel. Teachers and staff will provide cues and protocols for social distancing. Visual reminders for social distancing and directional traffic will be posted in all buildings.  Cafeteria spaces will be limited. Students will eat in classrooms in elementary grades. Additional spaces will be used for lunch in middle and high schools and assigned seating will be implemented.

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|---|---|---|---|---|---|
| | | | | | |
| **\* Classroom/ learning space occupancy that allows for 6 ft. of separation among students and staff throughout the day, to the maximum extent feasible** | (Same as Green Phase if large group gatherings of over 25 are allowed). | Students and staff will practice social distancing to the maximum extent possible. The arrangement of classroom furniture will support social distancing, including having student desks/chairs facing in the same direction. At 100% enrollment (without cyber academy), separation will vary from two-three feet of separation to six-feet separation. | Building Principals<br><br>Faculty and Staff | Signs<br><br>American Academy of Pediatrics Reopening Guidelines<br><br>CDC Signs | Y |

| *Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | | Limited lunch menus will be offered to streamline process in all buildings. There will be no soup and salad bars. All items will be "grab and go."<br><br>Elementary School: Students will eat in the classroom, cafeteria, and other designated spaces to ensure six feet distance during lunch times.<br><br>Intermediate School: Each grade level will be split in half to reduce gathering size. Students will eat lunch in the cafeteria and other designated spaces as needed to maintain six feet distance during lunch times.<br><br>K-5 recess: limited number of classrooms out to recess and clean after use.<br><br>6-12: Utilize seating charts for lunch.<br><br>6-8: Student seating will be pre-assigned and split between cafe and gymnasium. Students will be sent to lunch by their team cohorts in staggered shifts. Students will report to their assigned seat or directly get in line to obtain purchased lunch and then to seat. For those eating in the gymnasium, they will report to the gymnasium after purchasing their | Building Administrators<br><br>Tricia Wood, Director of Food Service<br><br>Steve Timmins, Director of Facilities | Signs, floor markers<br><br>Serving carts<br><br>Additional cleaning | 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) |
|---|---|---|---|---|---|
| | | lunch and not return to the cafeteria. Those who pack their lunches and are assigned to the gymnasium will report directly to the gymnasium. Staff supervision will be split between gym and cafeteria.<br><br>9-12 Utilize large group spaces and the cafeteria to have less than 250 occupants in a single space. Other spaces will be utilized to maintain six feet of distance during lunch.<br><br>Students report to homeroom or first period upon entry to buildings<br><br>Students dismissed from classrooms at specific time intervals (bus dismissal, etc.). | | | |

| 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) |
|---|---|---|---|---|---|
| * **Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices** | | Wash hands/use hand sanitizer before lunch, after recess, and upon arrival.<br><br>Post signs for hygiene in and around restrooms and classrooms.<br><br>PA announcements of proper handwashing and physical distancing.<br><br>Frequent reminders/instruction on proper handwashing by teachers.<br><br>Hand sanitizer readily available in common areas and classrooms. | Building Administrators<br><br>Faculty and Staff<br><br>Steve Timmins, Director of Facilities | Signs<br><br>PA system announcements<br><br>Hand sanitizer in common areas/classrooms<br><br>CDC resources | Y |
| * **Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs** | | Signs have been made/purchased to provide visual cues and reminders of proper physical distancing and proper handwashing procedures. Signs will be posted throughout all buildings in multiple areas.<br><br>Students and staff will be oriented to new practices and visual cues/signs. | Steve Timmins, Director of Facilities<br><br>Tyler Geist/Kevin Maurer, Safety Coordinators | Signs | 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) |
|---|---|---|---|---|---|
| **\* Identifying and restricting non-essential visitors and volunteers** | | Restrict nonessential visitors, volunteers, and activities.<br><br>No outside rental of facilities.<br><br>Offering virtual/phone meetings for non-essential visitors.<br><br>Temperature screening of visitors and use of self-assessment questionnaire.<br><br>Visitors required to wear face coverings when entering building.<br><br>ES/IS/MS Parent Pick-Up: Parents/guardians will wait outside at the designated location for each building. Staff members will complete the sign-out process outside the building, and the student(s) will meet the parent/guardian outside. Social distancing reminders will be placed outside to remind parents/guardians of appropriate distancing.<br><br>HS Parent Pick-Up: Parents/guardians will be permitted inside the first set of exterior doors in small increments to complete the sign-out process and retrieve their student(s). | Building Administrators<br><br>Tyler Geist/Kevin Maurer, Safety Coordinators<br><br>Administrative Assistants | Self-health assessment questionnaire<br><br>Masks/face coverings<br><br>Infrared thermometers<br><br>Sign-in/out sheets | 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) |
|---|---|---|---|---|---|
| * **Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports** | | Minimize sharing of equipment.<br><br>Cleaning of equipment between use.<br><br>As per CDC, increase focus and time on individual skill building versus competition.<br><br>For Locker Room Usage related to Physical Education and Aquatics Classes- students should be sent in small groups, in shifts, to locker rooms for changing.<br><br>Encourage the use of personal water bottles which can be refilled at water fountains.<br><br>Encourage outside areas for recess and physical education when possible. | Building Administrators<br><br>Faculty and Staff<br><br>Recess Monitors | Cleaning supplies<br><br>CDC Considerations for Youth Sports | 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) |
|---|---|---|---|---|---|
| **Limiting the sharing of materials among students** | | Students assigned their own textbooks and devices.<br><br>Encourage families to purchase a school supply kit (K-5) or purchase own supplies from list provided on the District's website.<br><br>Reinforce the concept of not sharing materials in the classroom.<br><br>Special area teachers will try to plan as not to use the same materials for each class.<br><br>Course-specific supply lists (6-12) provided. | Building Administrators<br><br>Faculty | | 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** | | At K-5, consider the use of homeroom classrooms for special area instruction to the extent possible. <br><br> Stagger schedules for traveling to other essential spaces. <br><br> Hallway traffic will be limited to essential travel. <br><br> Directional signs posted for traffic flow in hallways and stairwells. | Building Administrators <br><br> Faculty and Staff | Signs | 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) |
|---|---|---|---|---|---|
| **Adjusting transportation schedules and practices to create social distance between students** | | Promotion of social distancing at bus stops.<br><br>Encourage parents to drive students to/from school if able to assist social distancing on bus transportation. Remind the parents of the desired/appropriate drop-off times.<br><br>Family members to sit together.<br><br>Students to sit in same seats daily.<br><br>Adjust bussing transportation schedules so that students are not arriving at schools before faculty and therefore best mitigating safety procedures.<br><br>Additional kindergarten bus runs will be added to reduce the number of our youngest students on each bus.<br><br>Bus drivers and students will be required to wear face coverings while on bus. | Brandon Soubie, Director of Transportation<br><br>Building Administrators<br><br>Sergeant Jeff Sgro, School Resource Officer | Signs | |

| 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** | | (K-5) Staggering the recess schedule to minimize groups of students.<br><br>(K-5) Reading rooms will be determined/scheduled to limit the number of students from each class.<br><br>(K-12) Staggering the enrichment and other "pull out" schedules to minimize groups of students to practice physical distancing. | Building Principals<br><br>Teachers | Schedules | N |
| **Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars** | | N/A | | | |

| 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) |
|---|---|---|---|---|---|
| **Other social distancing and safety practices** | | Providing clear face shields for all faculty, staff, and students. Face shields are an additional layer of protection in addition to masks or face coverings. Wearing both at the same time is optional. Face shields may be desirable during specific instructional activities for communication purposes.<br><br>Plexiglass installed in office areas and checkout lines in cafeterias. | Tyler Geist/Kevin Maurer, Safety Coordinators<br><br>Steve Timmins, Director of Facilities<br><br>Reggie Hale, Maintenance Supervisor | Face shields<br><br>Plexiglass | N/A |

## Monitoring Student and Staff Health

**Key Questions**

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?

- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions:** Parents will be responsible for referencing the health self-assessment on a daily basis, monitoring their child's temperature and consulting with their pediatrician as needed, prior to each school day, to ensure their child is not exhibiting any signs or symptoms of illness related to COVID-19. Faculty and staff are to do the same. Students and staff who are not feeling well during the school day will be encouraged to see their building school nurse for a physical assessment.

The Allegheny County Health Department will be notified if any staff, student, or other school community members become ill or have been exposed to an individual confirmed positive for COVID-19. The South Fayette Township School District administration will follow the recommendations and procedures set forth by the CDC and the Allegheny County Health Department.

The South Fayette Township School District Nursing Department will be responsible for isolating symptomatic staff or students. The Nursing Department will work with school district administration regarding quarantine situations on a case by case basis, maintaining FERPA as well as HIPAA requirements.

Students or staff who have been confirmed to have had COVID-19 may return to school provided quarantine requirements and improving health status have met current guidelines for their return. These scenarios will be handled on a case by case basis and criteria for return may also include but are not limited to a written physician note and/or verbal clearance with Allegheny County Health Department. Online accommodations will be made for students who are not comfortable with returning in-person.

The Nursing Department will provide distance learning videos and virtual training on COVID-19 for faculty and staff prior to the start of school. The staff will be asked to complete an online survey following the virtual learning and training videos. In addition the Nursing Department will provide training videos for families and students for hygiene, social distancing, and other safety measures.

| 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** | (Same as Green Phase if gatherings of over 25 are allowed.) | Daily Health Assessments: The District will require students, faculty, and staff to complete self-assessment and take their own temperature before reporting to school buildings.<br><br>Faculty, staff, and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they exhibit COVID-19 symptoms as determined by building nurses. | Kara Miles<br><br>SF Nursing Department<br><br>Allegheny County Health Department<br><br>School Physician<br><br>Medical Director-Quality, Safety and Outcomes UPMC-CCP Pediatrics | CDC and ACHD guidelines<br><br>CCP Pediatric education materials<br><br>SF Nursing Department educational videos to staff/parents<br><br>Self-health assessment tool | 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) |
|---|---|---|---|---|---|
| **\* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure** | | Staff, students, or visitors showing symptoms or with a history of exposure shall be isolated in designated areas, health office areas or other appropriate areas.<br><br>District nurses will use a symptoms/history algorithm developed in collaboration with local pediatricians/school physicians to use in determining the isolation and quarantining criteria for ill or exposed students and staff. ACHD will be notified of any potential concerns or cases.<br><br>Arrange for transport of anyone who is sick to go home or to a healthcare facility.<br><br>The District will work with the county and state health departments to determine when students, staff, or visitors should isolate or quarantine at home.<br><br>The District will work with the county and state health departments to determine when to notify staff and families of a possible case, while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. | Kara Miles, Lead Nurse<br><br>SF Nursing Department<br><br>School Physician<br><br>Medical Director-Quality, Safety and Outcomes UPMC-CCP Pediatrics<br><br>School Physician<br><br>Allegheny County Health Department<br><br>Staff/Student Private Healthcare Provider | CDC and ACHD guidelines<br><br>Additional furniture purchased for isolation situations<br><br>Additional cubicle curtains for health suites<br><br>PPE for students and staff and nurses | |

| 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** | | Students, staff, and visitors shall resume returning to school campus when CDC/ACHD guidelines for COVID-19 symptom resolution have been met and/or student or staff's own provider has provided consultation or written note of consultation for return to school. | Kara Miles, Lead Nurse<br><br>SF Nursing Department<br><br>School Physician<br><br>Health and Safety Coordinator UPMC-CCP Pediatrics<br><br>Allegheny County Health Department<br><br>Staff/Student Private Healthcare Provider | Return to School or Work Notes | N |
| **Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols** | | Post Health and Safety Plan and any updates on District's website.<br><br>The District will continue to use School Messenger, a mass notification system, to keep the community informed of any changes or updates.<br><br>The Allegheny County Health Department will determine school closures. | Dr. Ken Lockette, Superintendent<br><br>Webmasters | | N |
| **Other monitoring and screening practices** | | | | | |

## Other Considerations for Students and Staff

**Key Questions**

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

**Summary of Responses to Key Questions:** On July 1, 2020, the Pennsylvania Department of Health issued an order requiring face coverings to be worn in any public space, including inside a school building. This order is in effect indefinitely and the South Fayette Township School District will comply with this order, as well as any and all orders from the Pennsylvania Department of Health.

As per the July 1, 2020, order from the Pennsylvania Department of Health, a face covering means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face. A face covering can be made of a variety of synthetic or natural fabrics, including cotton, silk, or linen, and, for the purposes of the order, can include a plastic face shield that covers the nose and mouth. Face coverings may be factory-made, sewn by hand, or improvised from household items, including but not limited to scarves, bandanas, t-shirts, sweatshirts, or towels. While procedural and surgical masks intended for health care providers and first responders, such as N95 respirators, would meet these requirements, these specialized masks should be reserved for appropriate occupational and health care settings.

Students will be allowed to remove their face coverings when

1. Eating or drinking when spaced at least 6 feet apart.
2. Seated at desks or assigned work spaces at least 6 feet apart; or
3. Engaged in any activity at least 6 feet apart (e.g. face covering breaks, recess, etc.)

Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear face coverings. 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.

Nurses have created videos for the school community on mask usage and other social distancing norms.

The district recognizes there is an increased need to address the social and emotional health of our students both attending brick and mortar and virtual learning. As a result, the district is adopting a social and emotional universal screener to identify all students who may be experiencing social and emotional distress. This will enable the district to deploy student support services based on the needs identified. The district also anticipates an increase in the need for counseling in both individual and group settings; therefore, there have been additional personnel added to the district that includes counselors, school psychologists, and school psychologist interns to support the need. With the addition of the screener and current referral system for students, we will be able to accurately position student support services to our students in both settings. For those students in the virtual environment, teachers, counselors, and the school worker will continue to communicate and maintain positive, engaging connections with students and their families.

| 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 | (Same as Green Phase if gathering over 25 are allowed.) | Provide PPE to vulnerable students and staff as appropriate.<br><br>Provide remote learning opportunities for vulnerable student populations.<br><br>Adhere to FERPA and HIPPA requirements.<br><br>Offer Employee Assistance Program to all staff members.<br><br>Adhere to state and federal employment law and extended leave allowances. | Dr. Rachel Andler, Director of Student Support Services<br><br>Brian Tony, Director of Finance and Human Resources<br><br>Dr. Jeff Evancho, Assistant to the Superintendent of Secondary Education<br><br>Stephanie DeLuca, Assistant to the Superintendent of Elementary Education | | 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) |
|---|---|---|---|---|---|
| **\* Use of face coverings (masks or face shields) by all staff** | | Follow the PA Department of Health July 1, 2020, order requiring face coverings to be worn in all public spaces, including inside school buildings.<br><br>Distribute face shields to all faculty, staff members, and students. | Building Administrators<br><br>School Nurses<br><br>Tyler Geist, Safety Coordinator<br><br>Kevin Maurer, Safety Coordinator | Face shields | N |
| **\* Use of face coverings (masks or face shields) by older students (as appropriate)** | | Follow the PA Department of Health July 1, 2020, order requiring face coverings to be worn in all public spaces, including inside school buildings. | Building Administrators<br><br>School Nurses<br><br>Tyler Geist, Safety Coordinator<br><br>Kevin Maurer, Safety Coordinator | | 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) |
|---|---|---|---|---|---|
| **Unique safety protocols for students with complex needs or other vulnerable individuals** | | Provide remote learning opportunities for vulnerable student populations.<br><br>IEP teams will reconvene to determine how services will be delivered to best meet the individual needs of each student.<br><br>Adopt a social/emotional universal screener to identify all students who may be experiencing social/emotional distress and deploy support services based on the needs identified. | Dr. Rachel Andler, Director of Student Support Services<br><br>Building Administrators<br><br>Dr. Jeff Evancho, Assistant to the Superintendent of Secondary Education<br><br>Stephanie DeLuca, Assistant to the Superintendent of Elementary Education | | N |
| **Strategic deployment of staff** | | | | | |

## Health and Safety Plan Professional Development

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

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

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|---|---|---|---|---|---|---|
| **Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and other areas** | Custodial and maintenance staff | Steve Lower, Custodial Shift Manager | In-person | Checklist based on CDC guidelines | | |
| **Hygiene Practices** | Staff and Students | Kara Miles, Lead Nurse | Virtual | Videos based on CDC guidelines | | |
| **Self-Wellness Screening** | Staff and Students | Kara Miles, Lead Nurse | Virtual | Screening tool based on CDC guidelines | | |
| **Identifying and restricting non-essential visitors and volunteers** | Administrative Assistants | Building Administrators | In-person | Protocols | | |
| **Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports** | Faculty and staff | Building Administrators | In-person/virtual | Protocols | | |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|---|---|---|---|---|---|---|
| **Health & Safety Plan** | Faculty and staff | Building Principals<br><br>Tyler Geist, Safety Coordinator<br><br>Kevin Maurer, Safety Coordinator<br><br>Kara Miles, Lead Nurse | In-person/virtual | Health & Safety Plan | | |
| **HEPA/UV air filtration unit training** | Nurses and applicable staff | Reggie Hale, Maintenance Supervisor | In-person | HEPA/UV air filtration units | | |
| **Social distancing training** | Faculty and staff | Kara Miles, Lead Nurse | Virtual (Videos) | Videos, CDC Guidelines | | |

## 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 |
|---|---|---|---|---|---|
| **Parent Survey** | Parents and Guardians | Dr. Ken Lockette, Superintendent | Mass email/Google Forms/Posting to website | June 5, 2020 | June 12, 2020 |
| **Teacher Survey** | Faculty | Dr. Jeff Evancho, Assistant to the Superintendent of Secondary Education<br><br>Stephanie DeLuca, Assistant to the Superintendent of Elementary Education | Email/Google Forms | June 3, 2020 | June 5, 2020 |
| **Student Survey** | Students | Dr. Jeff Evancho, Assistant to the Superintendent of Secondary Education<br><br>Stephanie DeLuca, Assistant to the Superintendent of Elementary Education | Email/Google Forms | June 3, 2020 | June 5, 2020 |

| Topic | Audience | Lead Person and Position | Mode of Communications | Start Date | Completion Date |
|---|---|---|---|---|---|
| **Athletic/Marching Band Return to Activity Plan** | Faculty, Parents, Students | Mark Keener, Athletic Director<br><br>Eryn Carranza, Marching Band Director<br><br>Dr. Ken Lockette, Superintendent | Board of Directors Meeting Presentation/Website Posting/ Mass Email | June 23, 2020 | June 23, 2020 |
| **Health & Safety Plan/Reopening Presentation Announcement** | Faculty, Parents, Students | Dr. Ken Lockette, Superintendent | Mass Email/Website Posting | July 1, 2020 | July 1, 2020 |
| **Health & Safety Plan/Reopening Plan** | Faculty, Parents, Students | Dr. Ken Lockette, Superintendent | Board of Directors Meeting Presentation/Website Posting/ Mass Email | July 14, 2020 | July 14, 2020 |
| | | | | | |

# Health and Safety Plan Summary: South Fayette Township School District

**Anticipated Launch Date: August 5, 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)** | Daily cleaning checklists have been made detailing the items to be cleaned and disinfected by both daylight and evening custodial staff, including high-touch surfaces. <br><br> Daily cleaning of all learning spaces, offices, restrooms, communal/common spaces, buses. <br><br> All cleaning will continue in the evenings to ensure that the buildings are ready for the following day. <br><br> Water fountains will be designated for water bottles only. <br><br> Any quarantine spaces will be cleaned after use, including all touch surfaces. <br><br> Soap and water are available in Elementary and Intermediate School classrooms. <br><br> Hand sanitizer will be supplied in each classroom of all buildings and in cafeterias. <br><br> Buses will be cleaned and sanitized between runs and daily. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | Elementary: Open OA dampers on HVAC units to a maximum level while maintaining a healthy air quality level in the building. Intermediate: Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building. Middle School: Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>High School: Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building. Stadium/ Administration: Open OA dampers on HVAC units to maximum level while maintaining a healthy air quality level in the building.<br><br>Nurse's Office: Installation and use of self-contained HEPA/UV air filtration machines.<br><br>Open bus windows when possible. |

## 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**<br><br>* **Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**<br><br>* **Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices** | Students and staff will practice social distancing to the maximum extent possible. The arrangement of classroom furniture will support social distancing, including having student desks/chairs facing in the same direction. At 100% enrollment (without cyber academy), separation will vary from two-three feet of separation to six-feet separation.<br><br>Limited lunch menus will be offered to streamline process in all buildings. There will be no soup and salad bars. All items will be "grab and go."<br><br>Elementary School:  Students will eat in the classroom. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| * **Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**<br><br>* **Handling sporting activities consistent with the [CDC Considerations for Youth Sports](#) for recess and physical education classes**<br><br>**Limiting the sharing of materials among students**<br><br>**Staggering the use of communal spaces and hallways**<br><br>**Adjusting transportation schedules and practices to create social distance between students**<br><br>**Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students**<br><br>**Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars**<br><br>**Other social distancing and safety practices** | Intermediate School: Each grade level will be split in half to reduce gathering size. Students will eat lunch in the cafeteria.<br><br>K-5 recess: limited number of classrooms out to recess and clean after use.<br><br>6-12: Utilize seating charts for lunch.<br><br>6-8: Student seating will be pre-assigned and split between cafe and gymnasium. Students will be sent to lunch by their team cohorts in staggered shifts. Students will report to their assigned seat or directly get in line to obtain purchased lunch and then to seat. For those eating in the gymnasium, they will report to the gymnasium after purchasing their lunch and not return to the cafeteria. Those who pack their lunches and are assigned to the gymnasium will report directly to the gymnasium. Staff supervision will be split between gym and cafeteria.<br><br>9-12 Utilize large group spaces and the cafeteria to have less than 250 occupants in a single space. Those who pack will be asked to eat in the studio.<br><br>Students report to homeroom or first period upon entry to buildings<br><br>Students dismissed from classrooms at specific time intervals (bus dismissal, etc.).<br><br>At 100% enrollment (without cyber academy), separation during lunches will vary from two-three feet of separation to six-feet separation.<br><br>Wash hands/use hand sanitizer before lunch, after recess, and upon arrival. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | Post signs for hygiene in and around restrooms and classrooms. |
| | PA announcements of proper handwashing and physical distancing. |
| | Frequent reminders/instruction on proper handwashing by teachers. |
| | Hand sanitizer readily available in common areas and classrooms. |
| | Signs have been made/purchased to provide visual cues and reminders of proper physical distancing and proper handwashing procedures. Signs will be posted throughout all buildings in multiple areas. |
| | Students and staff will be oriented to new practices and visual cues/signs. |
| | Restrict nonessential visitors, volunteers, and activities. |
| | No outside rental of facilities. |
| | Offering virtual/phone meetings for non-essential visitors. Temperature screening of visitors and use of wellness questionnaire. |
| | Visitors required to wear face coverings when entering building. ES/IS/MS Parent Pick-Up: Parents/guardians will wait outside at the designated location for each building. Staff members will complete the sign-out process outside the building, and the student(s) will meet the parent/guardian outside. Social distancing reminders will be placed outside to remind parents/guardians of appropriate distancing. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | HS Parent Pick-Up: Parents/guardians will be permitted inside the first set of exterior doors in small increments to complete the sign-out process and retrieve their student(s).<br><br>Minimize sharing of equipment.<br><br>Cleaning of equipment between use.<br><br>As per CDC, increase focus and time on individual skill building versus competition.<br><br>For Locker Room Usage related to Physical Education and Aquatics Classes- students should be sent in small groups, in shifts, to locker rooms for changing.<br><br>Encourage the use of personal water bottles which can be refilled at water fountains.<br><br>Encourage outside areas for recess and physical education when possible.<br><br>Students assigned their own textbooks and devices.<br><br>Encourage families to purchase a school supply kit (K-5) or purchase own supplies from list provided on the District's website.<br><br>Reinforce the concept of not sharing materials in the classroom. Special area teachers will try to plan as not to use the same materials for each class.<br><br>Course-specific supply lists (6-12) provided. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | At K-5, consider the use of homeroom classrooms for special area instruction to the extent possible.<br><br>Stagger schedules for traveling to other essential spaces.<br><br>Hallway traffic will be limited to essential travel.<br><br>Directional signs posted for traffic flow in hallways and stairwells.<br><br>Promotion of social distancing at bus stops.<br><br>Encourage parents to drive students to/from school if able to assist social distancing on bus transportation.  Remind the parents of the desired/appropriate drop-off times.<br><br>Family members to sit together.<br><br>Students to sit in same seats daily.<br><br>Adjust bussing transportation schedules so that students are not arriving at schools before faculty and therefore best mitigating safety procedures.<br><br>Additional kindergarten bus runs will be added to reduce the number of our youngest students on each bus.<br><br>Bus drivers and students will be required to wear face coverings while on bus.<br><br>(K-5) Staggering the recess schedule to minimize groups of students.<br>(K-5) Reading rooms will be determined/scheduled to limit the number of students from each class. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | (K-12) Staggering the enrichment and other "pull out" schedules to minimize groups of students to practice physical distancing.<br><br>Providing clear face shields for all faculty, staff, and students. Face shields are an additional layer of protection in addition to masks or face coverings. Wearing both at the same time is optional. Face shields may be desirable during specific instructional activities for communication purposes.<br><br>Plexiglass installed in office areas and checkout lines in cafeterias. |

## Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| * Monitoring students and staff for symptoms and history of exposure<br><br>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure | Daily Health Assessments: The District will require students, faculty, and staff to complete self-assessment and take their own temperature before reporting to school buildings. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| **\* Returning isolated or quarantined staff, students, or visitors to school**<br><br>**Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols** | Faculty, staff, and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they exhibit COVID-19 symptoms as determined by building nurses.<br><br>Staff, students, or visitors showing symptoms or with a history of exposure shall be isolated in designated areas, health office areas or other appropriate areas.<br><br>District nurses will use a symptoms/history algorithm developed in collaboration with local pediatricians/school physicians to use in determining the isolation and quarantining criteria for ill or exposed students and staff. ACHD will be notified of any potential concerns or cases.<br><br>Arrange for transport of anyone who is sick to go home or to a healthcare facility.<br><br>The District will work with the county and state health departments to determine when students, staff, or visitors should isolate or quarantine at home.<br><br>The District will work with the county and state health departments to determine when to notify staff and families of a possible case, while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.<br><br>Students, staff, and visitors shall resume returning to school campus when CDC/ACHD guidelines for COVID-19 symptom resolution have been met and/or student or staff's own provider has provided consultation or written note of consultation for return to school. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | Post Health and Safety Plan and any updates on District's website.

The District will continue to use School Messenger, a mass notification system, to keep the community informed of any changes or updates.

The Allegheny County Health Department will determine school closures. |

## Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| * **Protecting students and staff at higher risk for severe illness**

* **Use of face coverings (masks or face shields) by all staff**

* **Use of face coverings (masks or face shields) by older students (as appropriate)**

**Unique safety protocols for students with complex needs or other vulnerable individuals**

**Strategic deployment of staff** | Provide PPE to vulnerable students and staff as appropriate. Provide remote learning opportunities for vulnerable student populations.

Adhere to FERPA and HIPPA requirements.
Offer Employee Assistance Program to all staff members.

Adhere to state and federal employment law and extended leave allowances.

Follow the PA Department of Health July 1, 2020, order requiring face coverings to be worn in all public spaces, including inside school buildings.

Distribute face shields to all faculty, staff members, and students.

Follow the PA Department of Health July 1, 2020, order requiring face coverings to be worn in all public spaces, including inside school buildings. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| | Provide remote learning opportunities for vulnerable student populations.<br><br>IEP teams will reconvene to determine how services will be delivered to best meet the individual needs of each student.<br><br>Adopt a social/emotional universal screener to identify all students who may be experiencing social/emotional distress and deploy support services based on the needs identified.<br><br>Add additional personnel such as a counselor, school psychologist, and school psychologist interns to support the anticipated increase in counseling services (both group and individual).<br><br>Continue to utilize the existing referral process and student assistance programming as well as school-based mental health providers to support students. |

## Monitoring Student and Staff Health

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

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the South Fayette Township School District reviewed and approved the Phased School Reopening Health and Safety Plan on **(INSERT DATE: MONTH, DAY, YEAR)**.

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.