



Iroquois School District Phased School Reopening Health and Safety Plan

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

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

This Plan was approved by the Iroquois SD Board of Directors on July 14, 2020

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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: **IROQUOIS SCHOOL DISTRICT**

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

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

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

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

Type of Reopening

Key Questions

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

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): AUGUST 26, 2020

Pandemic Coordinator/Team

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

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Shane Murray	All	Superintendent, Plan Development and Response Team
Karen Barringer	All	Assistant Pandemic Coordinator, Plan Development and Response Team
Thad Urban	All	Assistant Superintendent, Plan Development and Response Team
Doug Wilson	Administrators/Supervisors/Parents/Students	High School Principal, Plan Development and Response Team

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Jeannene Willow	Administrators/Supervisors/Parents/Students	High School Assistant Principal, Plan Development and Response Team
Jennifer Foutz	Administrators/Supervisors/Parents/Students	Elementary School Principal, Plan Development and Response Team
Veronica Will	Administrators/Supervisors/Parents/Students	Elementary School Assistant Principal, Plan Development and Response Team
Maria Modzelewski	Administrators/Supervisors/Parents/Students	Director of Special Education Services, Plan Development and Response Team
Kim Smith	Administrators/Supervisors/Parents/Students	Business Manager, Plan Development and Response Team
School Nurses	Health Official	Plan Development and Response Team
Erie County Department of Health	Health Official	Plan Development and Response Team
Teacher Committees	Teachers/Students	Plan Development and Response Team
Mike Huster	Parents/Students	First Student Transportation Services, Health and Safety Plan Development
Denise Pyle	Parents/Students	Nutrition, Inc. Food Services, Health and Safety 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: Cleaning and ventilation protocols and checklists have been developed for implementation. Staff will be trained through demonstration. Supervisors will spot-check employees to confirm implementation. Daily cleaning will include high-touch surfaces being sanitized frequently throughout the school day. Second shift employees will sanitize all high and low-touch surfaces each day to ensure staff and student safety. Ventilation units will be monitored daily for any signs of malfunction. Inventory of cleaning supplies and equipment will be monitored continuously.

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)	While cleaning and disinfecting, all staff will use appropriate PPE.	While cleaning and disinfecting, all staff will use appropriate PPE.	Thad Urban, Iroquois School District Assistant Superintendent	EPA-Registered Cleaning Chemicals	Y
	Custodial staff will routinely clean all classrooms, restrooms, locker rooms and common areas of each building using soap and water daily.	Custodial staff will routinely clean all classrooms, restrooms, locker rooms and common areas of each building using soap and water daily.	Karen Barringer, Iroquois School District Assistant Pandemic Coordinator	Masks, Gloves	
	Custodial staff will properly disinfect all frequently touched surfaces and objects using EPA-approved disinfectants daily. Frequently touched surfaces and objects include but are not limited to: door handles/knobs, sink handles, drinking fountains, light switches,	Custodial staff will properly disinfect all frequently touched surfaces and objects using EPA-approved disinfectants daily. Frequently touched surfaces and objects include but are not limited to: door handles/knobs, sink handles, drinking fountains, light switches, desks, tables, phones and all restroom fixtures.	Mike Huster, First Student	COVID-19 Signage	
		Playgrounds will be used as follows:	Transportation Services		
			Head Custodians		

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>desks, tables, phones and all restroom fixtures.</p> <p>Playgrounds will be closed.</p> <p>Bus drivers and monitors will disinfect all high touch areas and seats between each layer of routes. They will deep clean each bus each evening after all runs are completed. Hand sanitizer will be available on all buses. Masks will be required.</p> <p>Maintenance staff will monitor the automated Building Operations System for proper indoor air quality and ventilation in all student and staff areas.</p>	<ul style="list-style-type: none"> • The physical education teacher will be able to utilize the back and front playgrounds as part of the physical education curriculum for 20 minutes during each block • Grades K-3 students and teachers will use the front playground • Grades 4-6 students and teachers will use the back playground • The back playground will be sanitized at the beginning of the instructional day and at 11:00 • The front playground will be sanitized at the beginning of the instructional day and at 1:30 • Specialists and elementary administration have collaborated regarding a schedule and a list of socially distant recess activities to engage students <p>Bus drivers and monitors will disinfect all high</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
		<p>touch areas and seats between each layer of routes. They will deep clean each bus each evening after all runs are completed. Hand sanitizer will be available on all buses. Masks will be required.</p> <p>Maintenance staff will monitor the automated Building Operations System for proper indoor air quality and ventilation in all student and staff areas.</p>			
<p>Other cleaning, sanitizing, disinfecting, and ventilation practices</p>	<p>Upon arrival all kitchen tables, serving lines, and equipment is cleaned and sanitized. Staff will clean and sanitize after each use and at a minimum every two hours during production and after each group during service.</p>	<p>Upon arrival all kitchen tables, serving lines, and equipment is cleaned and sanitized. Staff will clean and sanitize after each use and at a minimum every two hours during production and after each group during service.</p>	<p>Denise Pyle, Nutrition, Inc.</p>	<p>EPA-Registered Cleaning Chemicals</p> <p>Masks</p> <p>Gloves</p>	<p>N</p>

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: All spaces within our buildings will be arranged to include physical distancing as much as possible. Utilization of outside spaces will be encouraged when possible. All students will be instructed on appropriate physical distancing in their classes and instructors will monitor. Teachers will move between classrooms where feasible. Hygiene education campaigns will be part of all classes with signage posted throughout all buildings. Only essential visitors will be permitted to enter buildings.

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 feet of separation among students and staff throughout the day, to the	Determine maximum capacity for each room. Survey families to determine which students want to conduct their schooling virtually for	Determine maximum capacity for each room. Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize physical distancing.	Shane Murray, Iroquois School District Superintendent Thad Urban, Iroquois School District Assistant Superintendent	Building schedule Cleaning supplies Classroom capacities Masks/face coverings	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)
<p>maximum extent feasible</p>	<p>the 2020- 2021 school year.</p> <p>Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize physical distancing.</p> <p>Limit physical interaction through partner or group work.</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for physical distancing.</p> <p>Implement standard operating procedures while taking preventative measures such as:</p> <p>Providing hand sanitizer for students and staff.</p>	<p>Limit physical interaction through partner or group work.</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for physical distancing.</p> <p>Implement standard operating procedures while taking preventative measures such as: Providing hand sanitizer for students and staff.</p> <p>Requiring students and staff to wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p>	<p>Doug Wilson, Iroquois High School Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p>		

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>Requiring students and staff to wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p>				
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<p>Elementary: Pre-K to Grade 3 will eat in the classroom, and meals will be delivered to them for both breakfast and lunch. Grades 4-6 will receive breakfast in the classroom and go to the serving line one group at a time for lunch and return to eat in their classroom.</p> <p>Secondary: Students will pick up breakfast at the kiosks and take to their homeroom to eat. For lunch each class/grade level will go through the serving line and will eat at designated socially distanced locations using the cafeteria, the high school lobby, and the</p>	<p>Elementary: Pre-K to Grade 2 will eat in the classroom and meals will be delivered to them for both breakfast and lunch. Grades 3-6 will receive breakfast in the classroom and go to the serving line one group at a time for lunch and return to eat in their classroom. Grades 3-6 may eat lunch in the cafeteria at 50% capacity or less if the Health Dept. grants clearance. Assigned seating, socially distanced with no students directly across from each other.</p> <p>Secondary: Students will pick up breakfast at the kiosks and take to their homeroom to eat. For lunch each class/grade level will go through the serving line and will eat</p>	<p>Denise Pyle, Nutrition, Inc.</p> <p>Kim Smith, Business Manager, Iroquois School District</p> <p>Jennifer Foutz, Iroquois Elementary Principal</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Head Custodians</p>	<p>Decals</p> <p>COVID-19 Signage</p> <p>Masks/face coverings</p> <p>Laptops and carts for meal services</p>	<p>Y</p> <p>Staff, faculty, and students will need training on procedures</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>outdoor courtyard whenever possible</p> <p>ALL: Students will maintain six-foot social distancing as much as possible Teachers would stagger dismissals from classrooms to come through the lunch line to limit students to 25 or less at one time. Require social distancing in all lines. Require students to wear masks.</p> <p>A la Carte sales are suspended under yellow phase.</p> <p>Meals will be unitized with prepackaged silverware, condiments and paper products for trays, etc. Trash disposal will be in hallways for meals eaten in classrooms.</p>	<p>at designated socially distanced locations using the cafeteria, the high school lobby, and the outdoor courtyard whenever possible.</p> <p>Capacity: Secondary students may eat lunch in the cafeteria at 50% capacity or less if the Health Dept. grants clearance. Assigned seating, socially distanced with no students directly across from each other.</p> <p>If the elementary cafeteria were to be used, it would have to be limited to partial capacity at 155; the high school would allow 110 students at 50% capacity. We would employ assigned, staggered seating assignments in the cafeteria as well as in other locations, such as the high school lobby and the outdoor courtyard.</p> <p>ALL: Teachers would stagger dismissals from</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
		<p>classroom to come through the lunch line to limit students to 25 or less at one time. Require social distancing in all lines. If eating in the Cafeteria, lobby, or courtyard, use assigned, staggered seating, and dismiss one table at a time to dispose of trash and leave cafeteria to return to classroom.</p> <p>Cashless a la carte sales only at both schools. Money must be in the student's account.</p> <p>Meals will be unitized with prepackaged silverware, condiments and paper products for trays, etc. Trash disposal will be in hallways for meals eaten in classrooms.</p>			
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>Teach and reinforce good hygiene measures such as handwashing, coverings, coughs, and face coverings.</p> <p>Provide hand sanitizing stations</p>	<p>Teach and reinforce good hygiene measures such as handwashing, coverings, coughs, and face coverings.</p> <p>Provide hand sanitizing stations upon entering the building, bathrooms,</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>School Nurses</p>	<p>Hand sanitizing stations at the entrance to every building</p> <p>Signage</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	upon entering the building, bathrooms, and frequently trafficked areas. Allow for frequent handwashing, including before eating.	and frequently trafficked areas. Allow for frequent handwashing, including before eating.			
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	Signage from DOH and CDC to be posted near restrooms and throughout buildings to communicate how to stop the spread of COVID-19, symptoms, and good hygiene practices	Signage from DOH and CDC to be posted near restrooms and throughout buildings to communicate how to stop the spread of COVID-19, symptoms, and good hygiene practices.	Karen Barringer, Iroquois School District Assistant Pandemic Coordinator Thad Urban, Iroquois School District Assistant Superintendent Doug Wilson, Iroquois High School Principal Jennifer Foutz, Iroquois Elementary School Principal	CDC and DOH posters	N
* Identifying and restricting non-essential visitors and volunteers	All buildings will screen visitors to determine if they are required to enter the building. Non-essential visitors will not be permitted to enter the building. Essential visitors will	All buildings will screen visitors to determine if they are required to enter the building. Non-essential visitors will not be permitted to enter the building. Essential visitors will undergo a health	Administrative assistants Doug Wilson, Iroquois High School Principal Jeannene Willow, Iroquois High School Assistant Principal	Thermometers Signage	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)
	<p>undergo a health screening before being granted access.</p> <p>No large group activities such as field trips, inter-group events, and extracurricular activities, will be permitted.</p>	<p>screening before being granted access.</p> <p>No large group activities such as field trips, inter-group events, and extracurricular activities, will be permitted.</p>	<p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p>		
<p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p>	<p>Stagger the schedule for large group gatherings such as recess and PE.</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for physical distancing.</p> <p>Clean equipment/materials between PE and recess.</p> <p>Weight training room/fitness room is closed during the yellow phase.</p>	<p>Stagger the schedule for large group gatherings such as recess and PE.</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for physical distancing.</p> <p>Clean equipment/materials between PE and recess.</p> <p>Weight room may be used during green phase, but with social distancing and disinfecting procedures in place.</p> <p>Individual lockers/cubbies.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jeannene Willow, Iroquois High School Assistant Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p> <p>Athletic Director</p> <p>Athletic trainers</p>	<p>Master Schedule</p> <p>Cleaning Supplies</p> <p>PPE</p>	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)
	<p>Implement standard operating procedures while taking preventative measures such as:</p> <p>Providing hand sanitizer for students and staff.</p> <p>Mandating that students and staff wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p> <p>Scheduling recess so students remain in the same groups together.</p> <p>Considering sports/activities that do not require sharing equipment.</p>	<p>Implement standard operating procedures while taking preventative measures such as:</p> <p>Providing hand sanitizer for students and staff.</p> <p>Mandating that students and staff wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p> <p>Scheduling recess so students remain in the same groups together.</p> <p>Considering sports/activities that do not require sharing equipment.</p>	<p>Coaches</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Head Custodians</p>		
<p>Limiting the sharing of materials among students</p>	<p>Identify necessary learning tools and resources, consider using consumables (when possible).</p> <p>Assign students individual devices for</p>	<p>Identify necessary learning tools and resources, consider using consumables (when possible).</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Doug Wilson, Iroquois High School Principal</p>	<p>Bins/Cubby</p> <p>Art supplies</p> <p>Manipulatives</p> <p>Individual basic school supplies such as scissors, ruler, pencils, notebooks</p> <p>Science equipment</p>	

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>use at home and at school.</p> <p>Provide cleaning stations for devices.</p> <p>Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses.</p> <p>Disinfect all exercise equipment after each use.</p>	<p>Assign students individual devices for use at home and at school.</p> <p>Provide cleaning stations for devices.</p> <p>Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses.</p> <p>Disinfect all exercise equipment after each use.</p>	<p>Jeannene Willow, Iroquois High School Assistant Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p> <p>Teachers</p> <p>Paraprofessionals</p>	<p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory; tech wipes for all technology PPE</p>	
Staggering the use of communal spaces and hallways	<p>Develop entry procedures and master schedule.</p> <p>Direct movement with clear traffic patterns; establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and</p>	<p>Develop entry procedures and schedule.</p> <p>Direct movement with clear traffic patterns; establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jeannene Willow, Iroquois High School Assistant Principal</p>	<p>Master Schedule</p> <p>Signs on floors and walls</p> <p>Procedures for drop-off/pickup</p> <p>Procedures for recess and cafeteria use</p> <p>Cleaning supplies</p>	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)
	<p>designate entrance and exit flow paths.</p> <p>Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup.</p> <p>Clear one bus before another begins unloading.</p> <p>Drinking fountains closed during yellow phase. Water refilling stations will be placed throughout the building for student use. If possible, the district may opt to provide one or two bottles of water per student each day.</p> <p>Close communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses.</p>	<p>entrance and exit flow paths.</p> <p>Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup.</p> <p>Clear one bus before another begins unloading.</p> <p>Limit communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses.</p> <p>Provide hand sanitizer for students and staff.</p> <p>Minimize unnecessary congregations of students and staff.</p> <p>Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the</p>	<p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Mike Huster, First Student Transportation Services</p>	<p>PPE</p>	

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>Provide hand sanitizer for students and staff.</p> <p>Limit unnecessary congregations of students and staff.</p> <p>Limit movement throughout the building and restrict mixing between groups to the greatest extent possible. Try to keep the same student and staff groupings together throughout the school day to the greatest extent possible.</p> <p>Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to limit congregation of students.</p> <p>Keep same group of students with the same staff (all day for young children and as much as feasible for older children)</p>	<p>school day as much as possible.</p> <p>Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students.</p> <p>Consider grouping students with the same staff (all day for young children and as much as feasible for older children).</p> <p>Providing hand sanitizer for students and staff.</p> <p>Mandating students and staff to wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>Providing hand sanitizer for students and staff.</p> <p>Mandating students and staff to wear face masks/coverings.</p> <p>Limiting unnecessary congregations of students and staff.</p>				
Adjusting transportation schedules and practices to create social distance between students	<p>We will limit buses to 24 students per bus (1 per seat as allowed). School may follow an A/B schedule, reducing the number of layers each day. Masks will be required. Students will have assigned seats.</p> <p>The district will assign seats with the first stops at the back of the bus to limit student contact; multiple layers of runs; break up large bus stops into smaller staggered stops with less students. Bus stops will be limited to one</p>	<p>We will limit 48 students per bus (2 per seat). Masks will be required. Students will have assigned seats.</p> <p>The district will assign seats with the first stops at the back of the bus to limit student contact; multiple layers of runs; break up large bus stops into smaller staggered stops with less students. Bus stops will be limited to one finalized bus stop per family.</p> <p>First Student will plan routes to indicate how many runs will be necessary to transport students to and from school at these levels of capacity.</p>	<p>Mike Huster, First Student Transportation Services</p> <p>Kim Smith, Business Manager, Iroquois School District</p> <p>Jeannene Willow, Assistant Principal, Iroquois Junior/Senior High School</p> <p>Veronica Will, Assistant Principal, Iroquois Elementary School</p>	Transportation routes	<p>Y</p> <p>Bus drivers, bus monitors, and district aides will be trained before the start of the school year.</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>finalized bus stop per family.</p> <p>First Student will plan routes to indicate how many runs will be necessary to transport students to and from school at these levels of capacity.</p>				
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>Determine maximum capacity for each room and adjust class sizes to allow for social distancing to the extent possible.</p> <p>When possible, teachers will be instructed to keep desks facing forward to avoid cross-desk conversations and contamination.</p> <p>Limit movement throughout the building.</p> <p>Restrict mixing between groups.</p> <p>Keep the same student and staff</p>	<p>Determine maximum capacity for each room and adjust class sizes to allow for social distancing to the extent possible.</p> <p>When possible, teachers will be instructed to keep desks facing forward to avoid cross-desk conversations and contamination.</p> <p>Minimize movement throughout the building.</p> <p>Minimize mixing between groups.</p> <p>Keep the same student and staff groupings together throughout the school day as much as possible.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Thad Urban, Iroquois School District Assistant Superintendent</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jeannene Willow, Iroquois High School Assistant Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p>	<p>Master Schedule</p> <p>Signs and markings for the floor and walls</p> <p>Policies/Procedures</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p>	<p>Y</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>groupings together throughout the school day as much as possible.</p> <p>When possible, students remain in the same classroom; teacher switches classrooms instead of students.</p> <p>Use the master schedule to balance class numbers as much as possible.</p> <p>Remove unused desks and furniture in classrooms; maximize physical distancing.</p> <p>Limit physical interaction through partner or group work.</p> <p>Mark spaced lines for entry, exit, and flow in each room to promote physical distancing.</p> <p>Identify and utilize large spaces (i.e. gymnasiums,</p>	<p>Consider students remaining in the same classroom in some grade levels.</p> <p>Consider teachers switching classrooms instead of students in some grade levels.</p> <p>Use the master schedule to balance class numbers as much as possible.</p> <p>Remove unused desks and furniture in classrooms; maximize physical distancing.</p> <p>Minimize physical interaction through partner or group work.</p> <p>Mark spaced lines for entry, exit, and flow in each room to promote physical distancing.</p> <p>Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing)</p> <p>Providing hand sanitizer for students and staff.</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>auditoriums, outside spaces for physical distancing)</p> <p>Providing hand sanitizer for students and staff.</p> <p>Conducting cleaning of classrooms and high-touch surfaces each day.</p>	<p>Conducting cleaning of classrooms and high-touch surfaces each day.</p>			
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p>	<p>YMCA and Wesleyville Baptist After-School Programs: District will only allow one address for pick-up and drop-off each day during the pandemic modifications to routes and seating charts.</p> <p>Masks required for all but exempted students with medical reason.</p> <p>Assign seats with the first stops at the back of the bus to limit student contact; multiple layers of runs. Masks required</p>	<p>YMCA and Wesleyville Baptist After-School Programs: District will only allow one address for pick-up and drop-off each day during the pandemic modifications to routes and seating charts.</p> <p>Masks required for all but exempted students with medical reason.</p> <p>Assign seats with the first stops at the back of the bus to limit student contact; multiple layers of runs. Masks required for all but exempted students with medical reason.</p> <p>Communicate with parents that there will</p>	<p>Mike Huster, First Student Transportation Services</p> <p>Kim Smith, Business Manager, Iroquois School District</p> <p>YMCA and Wesleyville Baptist</p> <p>Bethesda Behavioral Health</p> <p>Erie County Technical School</p> <p>ROTC program/Wattsburg Area School District</p>	N/A	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)
	<p>for all but exempted students with medical reason.</p> <p>Communicate with parents that there will only be one stop for pick-up and one stop for drop-off for each student during the pandemic modifications to routes and seating.</p> <p>Alternate programs: including Bethesda, ROTC, and Vo-Tech will similarly assign seats to limit contact and require masks.</p>	<p>only be one stop for pick-up and one stop for drop-off for each student during the pandemic modifications to routes and seating.</p> <p>Alternate programs: including Bethesda, ROTC, and Vo-Tech will similarly assign seats to limit contact and require masks.</p>			
Other social distancing and safety practices					

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: Students, faculty, and staff will be highly encouraged to stay home if they are sick. If an individual comes to school with Our schools will continue to support students with acute or chronic health conditions. Short-term absences will be handled on a case-by-case basis. Long-term absences may be evaluated if criteria is appropriate for medical leave or other potential medical accommodations (IEP IHP, 504, homebound). Parent/Guardian will be responsible to check the child's temperature at home and keep the child home if the temperature is greater than or equal to 100.4 degrees Fahrenheit. 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 will follow the guidelines set forth by the Erie County Department of Health. The school nurse will be responsible for making decisions regarding quarantine or isolation requirements of staff or students in accordance with the guidelines set forth by the Erie County Department of Health. If a staff or student is confirmed to have COVID-19 they will need a written release from a physician to return to school. Families will be notified of confirmed staff or student illness or exposure to COVID-19 and resulting changes to the local Health and Safety Plan in a letter sent by administration.

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	Parents and staff will be asked to monitor at home for signs and symptoms of COVID-19 and stay home if they are ill.	Parents and staff will be asked to monitor at home for signs and symptoms of COVID-19 and stay home if they are ill.	Parents/Staff School Nurses Karen Barringer, Iroquois School	Protocol by Erie County Department of Health	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)
	<p>Families and staff will be educated on the signs and symptoms of COVID-19 and will have a health checklist to reference daily.</p> <p>Parents and staff will be asked to notify the school nurse if they or the students have had a history of exposure.</p> <p>If possible, families will be provided with thermometers and a means of daily communication of body temperatures.</p>	<p>Families and staff will be educated on the signs and symptoms of COVID-19 and will have a health checklist to reference daily.</p> <p>Parents and staff will be asked to notify the school nurse if they or the students have had a history of exposure.</p> <p>If possible, families will be provided with thermometers and a means of daily communication of body temperatures.</p>	District Assistant Pandemic Coordinator		
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	<p>Students, staff or visitors that become sick at school or demonstrate a history of exposure will be isolated in the designated quarantine office as per the nurse.</p> <p>The Parent/Guardian will be notified and required to pick up the student within one hour.</p>	<p>Students, staff or visitors that become sick at school or demonstrate a history of exposure will be isolated in the designated quarantine office as per the nurse.</p> <p>The Parent/Guardian will be notified and required to pick up</p>	<p>School Nurse</p> <p>Karen Barringer, Assistant Pandemic Coordinator</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jennifer Foutz, Iroquois</p>	Quarantine room in addition to traditional nurse's office	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)
	<p>Staff members who become ill will be sent home.</p> <p>If a student, staff, or visitor tests positive for COVID-19 after being on campus, they must report to the principal/designee. This is a reportable condition. Likely the healthcare provider who diagnosed COVID-19 has already reported to ECHD. Follow these CDC guidelines:</p> <p>Employees who have been exposed to COVID-19 (“close contact” within 6 feet for greater than 15 minutes) should notify their supervisor and their PCP or ECHD for instructions.</p> <p>Employees not considered exposed should self-monitor for symptoms such as fever, cough, or shortness of breath.</p> <p>All students, faculty, and staff who have traveled to areas designated as “hot zones” by the state and</p>	<p>the student within one hour.</p> <p>Staff members who become ill will be sent home.</p> <p>If a student, staff, or visitor tests positive for COVID-19 after being on campus, they must report to the principal/designee. This is a reportable condition. Likely the healthcare provider who diagnosed COVID-19 has already reported to ECHD. Follow these CDC guidelines:</p> <p>Employees who have been exposed to COVID-19 (“close contact” within 6 feet for greater than 15 minutes) should notify their supervisor and their PCP or ECHD for instructions.</p> <p>Employees not considered exposed should self-monitor</p>	Elementary School Principal		

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>local governments may be asked to self-quarantine for up to 14 days, as per state guidelines.</p> <p>These procedures will be updated as additional guidance is provided.</p>	<p>for symptoms such as fever, cough, or shortness of breath.</p> <p>All students, faculty, and staff who have traveled to areas designated as “hot zones” by the state and local governments may be asked to self-quarantine for up to 14 days, as per state guidelines.</p> <p>These procedures will be updated as additional guidance is provided.</p>			
* Returning isolated or quarantined staff, students, or visitors to school	Required written documentation from physician or Erie County Department of Health.	Required written documentation from physician or Erie County Department of Health.	School Nurse	N/A	N
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	<p>Updates to district website.</p> <p>Notification from administration to families regarding changes in safety protocols through mass notification.</p>	<p>Updates to district website.</p> <p>Notification from administration to families regarding changes in safety protocols through mass notification.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Shane Murray, Iroquois School District Superintendent</p>	N/A	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)
			Doug Wilson, Iroquois High School Principal Jennifer Foutz, Iroquois Elementary School Principal		
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: All staff and students will wear face coverings as per state and local guidance. Guidelines from the CDC and the DOH will be implemented to protect students and staff at higher risk for severe illness.

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	Survey at-risk staff members to gauge their intentions in returning to	Survey at-risk staff members to gauge their intentions in returning to	School Nurses	Hand sanitizer Sani-Cloth wipes	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)
<p>at higher risk for severe illness</p>	<p>work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Adhere to state and federal employment law and extended leave allowances.</p> <p>Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.</p> <p>Require students to maintain physical distance by remaining 6</p>	<p>work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Adhere to state and federal employment law and extended leave allowances.</p> <p>Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.</p> <p>Require students to maintain physical distance by remaining 6 feet from any other person and avoid contact with people who are ill.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Thad Urban, Iroquois School District Assistant Superintendent</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jeannene Willow, Iroquois High School Assistant Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p> <p>Veronica Will, Iroquois Elementary School Assistant Principal</p>		

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>feet from any other person and avoid contact with people who are ill.</p> <p>Educate families on signs and symptoms of COVID-19 and request that children, faculty, and staff who are symptomatic must stay home.</p> <p>Encourage students, faculty, and staff to cough or sneeze with a tissue or cough or sneeze into your elbow.</p> <p>Avoid touching eyes, nose, and mouth.</p> <p>Encourage students to wash their hands with soap and water frequently.</p> <p>Provide hand sanitizer for all classrooms and building entrances.</p> <p>Promote non-contact methods of greeting others.</p> <p>Promote up-to-date</p>	<p>Educate families on signs and symptoms of COVID-19 and request that children, faculty, and staff who are symptomatic must stay home.</p> <p>Encourage students, faculty, and staff to cough or sneeze with a tissue or cough or sneeze into your elbow.</p> <p>Avoid touching eyes, nose, and mouth.</p> <p>Encourage students to wash their hands with soap and water frequently.</p> <p>Provide hand sanitizer for all classrooms and building entrances.</p> <p>Promote non-contact methods of greeting others.</p> <p>Promote up-to-date vaccinations, including the flu vaccine, in accordance with Pennsylvania State law.</p> <p>Thoroughly clean</p>			

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>vaccinations, including the flu vaccine, in accordance with Pennsylvania State law.</p> <p>Thoroughly clean Nurse's office and the quarantine room throughout the day.</p> <p>Daily cleaning of school building, as per cleaning and sanitization plan.</p>	<p>Nurse's office and the quarantine room throughout the day.</p> <p>Daily cleaning of school building, as per cleaning and sanitization plan.</p>			
* Use of face coverings (masks or face shields) by all staff	<p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Staff will wear face coverings when physical distancing is unable to be maintained and in common areas. Each staff member will be provided with a mask/face covering.</p>	<p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Staff will wear face coverings when physical distancing is unable to be maintained and in common areas. Each staff member will be provided with a mask/face covering.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p> <p>Thad Urban, Iroquois School District Assistant Superintendent</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p>	Face masks	Y
* Use of face coverings (masks or face shields) by older students (as appropriate)	<p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings.</p>	<p>Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings.</p>	<p>Karen Barringer, Iroquois School District Assistant Pandemic Coordinator</p>	Face masks	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)
	<p>Students will wear face coverings when physical distancing is unable to be maintained and in common areas. Each student will be provided with a mask/face covering.</p>	<p>Students will wear face coverings when physical distancing is unable to be maintained and in common areas. Each student will be provided with a mask/face covering.</p>	<p>Thad Urban, Iroquois School District Assistant Superintendent</p> <p>Doug Wilson, Iroquois High School Principal</p> <p>Jennifer Foutz, Iroquois Elementary School Principal</p>		
<p>Unique safety protocols for students with complex needs or other vulnerable individuals</p>	<p>Survey families with vulnerable children to determine their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.</p> <p>Reconvene IEP Meetings to adjust for Special needs.</p>	<p>Survey families with vulnerable children to determine their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.</p> <p>Reconvene IEP Meetings to adjust for Special needs.</p>	<p>Shane Murray, Iroquois School District Superintendent</p>		

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

Plan for Special Education Services

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)
Medically fragile/at-risk Students with Special Education disabilities	<p>Special Education services will be provided in brick in mortar, but also offered virtually. For medically at-risk students, virtual instruction is recommended. Proper documentation to support live instruction (brick and mortar) will be provided. Virtual delivery of Special Education services will include live and/or pre-recorded lessons, live support from Special Education teachers and/or paraprofessionals.</p> <p>The IEP Team will review the student's IEP and provision of services on a case by case basis to ensure</p>	<p>Special Education services will be provided in brick in mortar, but also offered virtually. For medically at-risk students, virtual instruction is recommended. Proper documentation to support live instruction (brick and mortar) will be provided. Virtual delivery of Special Education services will include live and/or pre-recorded lessons, live support from Special Education teachers and/or paraprofessionals.</p> <p>The IEP Team will review the student's IEP and provision of services on a case by case basis to ensure</p>	Director of Special Education	IEP Writer, IEP Teams, Building Admin, Technology	<p>Y</p> <p>(Brick and Mortar)</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	student's needs are being addressed. IEP Team participation is strongly encouraged to include pertinent health care provider(s) if applicable.	student's needs are being addressed. IEP Team participation is strongly encouraged to include pertinent health care provider(s) if applicable.			
Consideration for Masks	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	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	Director of Special Education	Masks, Face shields	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)
	such as a plastic face shield.	such as a plastic face shield.			
FAPE	<p>The delivery of FAPE will be provided via face to face instruction following social distancing protocols as directed by the state. SDIs, modifications and accommodations will be implemented per student's IEPs. Revisions will be considered as part of the IEP Team revision process if necessary due to scheduling factors.</p> <p>Virtual delivery of Special Education services will also be provided (family choice) and will include live and/or pre-recorded lessons, live support from Special Education teachers and/or paraprofessionals.</p> <p>The IEP Team will review the student's IEP and provision of services on a case by case basis to ensure</p>	<p>The delivery of FAPE will be provided via face to face instruction following social distancing protocols as directed by the state. SDIs, modifications and accommodations will be implemented per student's IEPs. Revisions will be considered as part of the IEP Team revision process if necessary due to scheduling factors.</p> <p>Virtual delivery of Special Education services will also be provided (family choice) and will include live and/or pre-recorded lessons, live support from Special Education teachers and/or paraprofessionals.</p> <p>The IEP Team will review the student's IEP and provision of services on a case by case basis to ensure</p>	Director of Special Education	IEP Writer, Technology platform for instruction/ meetings, tech support, PPE for delivery of direct support which may include face masks, shields, partitions.	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)
	<p>student's needs are being addressed.</p> <p>Scheduling changes that result in changes to a student's LRE, will be documented via the issuance of a NOREP and IEP Revision, per IEP Team recommendation.</p> <p>Time will be scheduled prior to the start of school for IEP case managers to review IEPs, make needed revisions, establish parent contacts, and schedule any necessary IEP meetings.</p>	<p>student's needs are being addressed.</p> <p>Scheduling changes that result in changes to a student's LRE, will be documented via the issuance of a NOREP and IEP Revision, per IEP Team recommendation.</p> <p>Time will be scheduled prior to the start of school for IEP case managers to review IEPs, make needed revisions, establish parent contacts, and schedule any necessary IEP meetings.</p>			
Providing accommodations/SDI	<p>Accommodations will continue to be individualized, based on student needs. pace. Accommodations will continue to be implemented for face to face or virtual instruction, pending student learning platform. Paraprofessionals may be utilized to support</p>	<p>Accommodations will continue to be individualized, based on student needs. pace. Accommodations will continue to be implemented for face to face or virtual instruction, pending student learning platform. Paraprofessionals may be utilized to support</p>	Director of Special Education	IEP Writer, Technology platform for instruction/ meetings, tech support, PPE for delivery of direct support which may include face masks, shields, partitions.	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)
	<p>teachers and students in the delivery of SDIs.</p> <p>SDIs will be reviewed and revised if necessary per IEP Team recommendation.</p> <p>Related Services will be provided individually or in groups as noted in IEP's. PPE, including partitions, face masks, and/or shields will be used. Services may be provided virtually or face-to-face pending student learning platform.</p> <p>Student/parent concerns will be addressed through the IEP process.</p>	<p>teachers and students in the delivery of SDIs.</p> <p>SDIs will be reviewed and revised if necessary per IEP Team recommendation.</p> <p>Related Services will be provided individually or in groups as noted in IEP's. PPE, including partitions, face masks, and/or shields will be used. Services may be provided virtually or face-to-face pending student learning platform.</p> <p>Student/parent concerns will be addressed through the IEP process.</p>			
GIEP	<p>GIEPs will continue to be implemented via face to face or virtual platform based on student enrollment. Revisions will be made on an as needed basis per GIEP Team recommendation.</p>	<p>GIEPs will continue to be implemented via face to face or virtual platform based on student enrollment. Revisions will be made on an as needed basis per GIEP Team recommendation.</p>	Director of Special Education	IEP Writer, Technology platform for instruction/meetings, tech support, PPE for delivery of direct support which may include face masks	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)
Professional Development	<p>ISD will provide opportunities for professional development via virtual platforms and on a selective basis, face to face. This may include pre-recorded trainings by the LEA, or promotion of trainings/tech assistance by outside organizations/resources.</p> <p>Employees can also access PD through outside resources including the IU5 and PaTTAN.</p> <p>Parents will be provided professional development offerings via online or virtual platforms and through outside resources included IU5 and various community agencies/organizations.</p>	<p>ISD will provide opportunities for professional development via virtual platforms and on a selective basis, face to face. This may include pre-recorded trainings by the LEA, or promotion of trainings/tech assistance by outside organizations/resources.</p> <p>Employees can also access PD through outside resources including the IU5 and PaTTAN.</p> <p>Parents will be provided professional development offerings via online or virtual platforms and through outside resources included IU5 and various community agencies/organizations.</p>	Director of Special Education	Technology platform for PD trainings/offerings	N
Goals	IEP Goals will continue to be developed based on student's individual needs related to his/her disability.	IEP Goals will continue to be developed based on student's individual needs related to his/her disability.	Director of Special Education	IEP Writer	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)
Progress Monitoring	<p>Progress monitoring will be accomplished through either face to face or virtual administration, pending student platform. The method of progress monitoring will be documented in the student's PM data.</p> <p>Progress monitoring will be accomplished via virtual or face-to-face administration/monitoring to the greatest extent possible. Paraprofessionals will support teacher's efforts to secure PM sessions and administration efforts. When data is not able to be collected due to external variables, the IEP Team will document such reasons and communication attempts/efforts via the IEP Progress Monitoring paperwork.</p>	<p>Progress monitoring will be accomplished through either face to face or virtual administration, pending student platform. The method of progress monitoring will be documented in the student's PM data.</p> <p>Progress monitoring will be accomplished via virtual or face-to-face administration/monitoring to the greatest extent possible. Paraprofessionals will support teacher's efforts to secure PM sessions and administration efforts. When data is not able to be collected due to external variables, the IEP Team will document such reasons and communication attempts/efforts via the IEP Progress Monitoring paperwork.</p>	Director of Special Education	IEP Writer; Technology Platform for virtual PM administration; PPE for face to face PM administration include face mask, or face shield	Y
Low Incidence Disability Populations (Life Skills,	Special Education services will be offered on each school day for students in the LSS and AS classrooms. Due to	Special Education services will be offered on each school day for students in the LSS and AS classrooms. Due to	Director of Special Education	IEP Writer, Technology platform for instruction/meetings, tech support,	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)
Autistic Support)	<p>class sizes and student and adult populations (including teacher of records, paras, related service providers, and support staff), the delivery of Special Education services may be provided in an alternative Special Education setting/classroom to adhere to social distancing requirements.</p> <p>For those students who chose to receive instruction virtually, Special Education services will be delivered virtually for students in the LSS and AS programs, including the provision of related services.</p>	<p>class sizes and student and adult populations (including teacher of records, paras, related service providers, and support staff), the delivery of Special Education services may be provided in an alternative Special Education setting/classroom to adhere to social distancing requirements.</p> <p>For those students who chose to receive instruction virtually, Special Education services will be delivered virtually for students in the LSS and AS programs, including the provision of related services.</p>		PPE for delivery of direct support which may include face masks, shields, partitions.	
Compensatory Services	COVID Compensatory Services (CCS) will be considered on an individual basis per guidance from PDE. IEP Teams will review data regarding regression, recoupment in	COVID Compensatory Services (CCS) will be considered on an individual basis per guidance from PDE. IEP Teams will review data regarding regression, recoupment in	Director of Special Education	IEP Writer, PPE for delivery of CCS including face masks, shields, partition for related service providers	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)
	accordance to the student's IEP.	accordance to the student's IEP.			
Support for Parents of Special Education Students	<p>ISD will support parents' role via virtual instruction with consistent communication with key stakeholders including the student's Special Education case manager and Director of Special Education.</p> <p>Parents will be provided information regarding trainings and consultation from ISD and supporting agencies/organizations including PATTAN, IU, etc.</p> <p>Student and parent trainings for online learning with specific guidelines established through IEP teams</p> <p>Special Education School personnel will have daily "office hours" to serve as a resource for parents, students,</p>	<p>ISD will support parents' role via virtual instruction with consistent communication with key stakeholders including the student's Special Education case manager and Director of Special Education.</p> <p>Parents will be provided information regarding trainings and consultation from ISD and supporting agencies/organizations including PATTAN, IU, etc.</p> <p>Student and parent trainings for online learning with specific guidelines established through IEP teams</p> <p>Special Education School personnel will have daily "office hours" to serve as a resource for parents, students,</p>	Director of Special Education	Technology platform for PD trainings/offerings	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)
	<p>and teachers who are in need of assistance</p> <p>Special Education teachers and administration will be available for consult and collaboration via informal and formal processed (IEP Team Review, Meetings) when students are enrolled in virtual/brick and mortar.</p>	<p>and teachers who are in need of assistance</p> <p>Special Education teachers and administration will be available for consult and collaboration via informal and formal processed (IEP Team Review, Meetings) when students are enrolled in virtual/brick and mortar.</p>			
IEP Team Meetings	IEP Team meetings will be held virtually, either via phone or a virtual platform, such as Zoom. Signature pages will be sent via the mail.	IEP Team meetings will be held virtually, either via phone or a virtual platform, such as Zoom. Signature pages will be sent via the mail.	Director of Special Education	Technology platform for IEP Team Meetings. Administrative support for mailings	N
Assessment of Student, Special Education Evaluations	<p>Any face-to-face assessment measure will be conducted using PPE, which may include a face mask, a face shield, and/or a transparent partition/divider.</p> <p>In cases in which assessment data can be collected virtually, the evaluator will collect such data. In cases in which data is not able to</p>	<p>Any face-to-face assessment measure will be conducted with PPE, which may include a face mask, a face shield, and/or a transparent partition/divider.</p> <p>In cases in which assessment data can be collected virtually, the evaluator will collect such data. In cases in which data is not able to</p>	Director of Special Education	Technology platform for virtual assessments/ meetings, PPE for face to face assessment including face masks/shields, partition	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)
	<p>be collected due, the evaluator will report what data is available. If there is insufficient data to make eligibility and programming recommendations, the evaluation will be paused until sufficient data is available.</p>	<p>be collected due, the evaluator will report what data is available. If there is insufficient data to make eligibility and programming recommendations, the evaluation will be paused until sufficient data is available.</p>			
<p>Provision of Related Services</p>	<p>Related services will be provided in accordance to student's IEP to the greatest extent possible. Consideration for IEP Revision should be made on a case-by-case basis and with the discretion of the IEP Team. Related services will be provided virtually if the student is not receiving instruction in "brick and mortar."</p> <p>Related services being provided face-to-face will be conducted using PPE, which may include a face mask, face shield, and/or a transparent partition/divider.</p>	<p>Related services will be provided in accordance to student's IEP to the greatest extent possible. Consideration for IEP Revision should be made on a case-by-case basis and with the discretion of the IEP Team. Related services will be provided virtually if the student is not receiving instruction in "brick and mortar."</p> <p>Related services being provided face-to-face will be conducted using PPE, which may include a face mask, face shield, and/or a transparent partition/divider.</p>	<p>Director of Special Education</p>	<p>Technology platform for delivery of virtual related services, PPE for face to face delivery of services including face masks/shields, partition</p>	

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Personal Care Assistance (PCA)	<p>PCA will be provided in accordance to student's IEP to the greatest extent possible. Consideration for IEP Revision should be made on a case-by-case basis and with the discretion of the IEP Team.</p> <p>PCA will be provided virtually if the student is not receiving instruction in "brick and mortar."</p> <p>PCA being provided face-to-face will be conducted using PPE, which may include a face mask, face shield, and/or a transparent partition/divider.</p>	<p>PCA will be provided in accordance to student's IEP to the greatest extent possible. Consideration for IEP Revision should be made on a case-by-case basis and with the discretion of the IEP Team.</p> <p>PCA will be provided virtually if the student is not receiving instruction in "brick and mortar."</p> <p>PCA being provided face-to-face will be conducted using PPE, which may include a face mask, face shield, and/or a transparent partition/divider.</p>	Director of Special Education	Technology platform for delivery of PCA, PPE for face to face delivery of services including face masks/shields, partition	

Plan for English as a Second Language Services

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)
Direct Student EL Instruction	EL services will be provided either face to face (with PPE) or virtually via electronic platforms such as phone, email, and	EL services will be provided either face to face (with PPE) or virtually via electronic platforms such as phone, email, and	Director of Special Education	EL teacher will need Schoology account and access to EL students via that platform. PPE for face to face instruction.	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)
	online platform of LEA choice (Schoology).	online platform of LEA choice (Schoology).			
Consultative Services with Teachers/Staff regarding EL student needs	<p>EL Teacher and Regular Education teacher should schedule regularly occurring collaboration meetings to support EL students' English acquisition across contexts.</p> <p>Consultative EL services will be provided virtually via electronic platforms such as phone, email, and the online platform (Schoology).</p> <p>Face to Face meetings should occur on a limited basis following social distancing and safety guidelines with PPE.</p>	<p>EL Teacher and Regular Education teacher should schedule regularly occurring collaboration meetings to support EL students' English acquisition across contexts.</p> <p>Consultative EL services will be provided virtually via electronic platforms such as phone, email, and the online platform (Schoology) and/or face to face meetings with PPE.</p> <p>Face to Face meetings should occur on a limited basis following social distancing and safety guidelines with PPE.</p>	Director of Special Education	EL teacher will need Schoology account and access to EL students via that platform. PPE for face to face interaction.	Y

Plan for Social/Emotional Needs of Students

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)
ISD Student Support Services (School Counselor, School Psychologist, Guidance Department)	<p>Student Support services will be delivered/available virtually or face-to-face with PPE. Sanitation will occur after all face-to-face meetings and must adhere to social distancing guidelines to the best of ability.</p> <p>School Counselors will hold office hours daily and referrals to both School Counselor and School Psychologist can be made directly or indirectly via email or phone.</p> <p>The counselor/school psychologist will facilitate communication/referrals virtually. Face to face meetings are limited (with PPE) with preference given to tele-meetings or Zoom.</p> <p>Team meetings should be virtual.</p>	<p>Student Support services will be delivered/available virtually or face-to-face with PPE. Sanitation will occur after all face-to-face meetings and must adhere to social distancing guidelines to the best of ability.</p> <p>School Counselors will hold office hours daily and referrals to both School Counselor and School Psychologist can be made directly or indirectly via email or phone.</p> <p>The counselor/school psychologist will facilitate communication/referrals virtually. Face to face meetings are limited with preference given to tele-meetings or Zoom.</p> <p>Team meetings should be either virtual or adhere to social</p>	Director of Special Education	PPE including partitions, face masks/shields	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)
		distance guidelines with PPE.			
Student Assistance Program (SAP)	<p>Student Assistance Program (SAP) services will be delivered/available virtually or face-to-face with PPE. Sanitation will occur after all face-to-face meetings and must adhere to social distancing guidelines to the best of ability.</p> <p>SAP Liaison will hold office hours daily and referrals can be made directly or indirectly via email or phone. Permission can be obtained via Written SAP Permission Form or written approval via email.</p> <p>The SAP Liaison will facilitate communication/ referrals virtually. Face to face meetings are limited (with PPE) with preference given to tele-meetings or Zoom</p> <p>Team meetings should be virtual.</p>	<p>Student Assistance Program (SAP) services will be delivered/available virtually or face-to-face with PPE. Sanitation will occur after all face-to-face meetings and must adhere to social distancing guidelines to the best of ability.</p> <p>SAP Liaison will hold office hours daily and referrals can be made directly or indirectly via email or phone. Permission can be obtained via Written SAP Permission Form or written approval via email.</p> <p>The SAP Liaison will facilitate communication/ referrals virtually. Face to face meetings are limited (with PPE) with preference given to tele-meetings or Zoom</p> <p>Team meetings should be either</p>	Director of Special Education	PPE including partitions, face masks/shields	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)
		virtual or adhere to social distance guidelines with PPE.			
School Based Outpatient Therapy (SBOP)	SBOP services will be delivered/available virtually. Referrals will be processed electronically via the SAP Liaison or through the Agency of choice. Communication with students/families/ school personnel will occur virtually/ electronically/phone.	SBOP services will be delivered/available virtually or face-to-face with PPE. Referrals will be processed electronically via the SAP Liaison or through the Agency of choice. Communication with students/families/school personnel will occur virtually/electronically/phone. Face to face meetings are limited (with PPE) with preference given to tele-meetings or Zoom.	Director of Special Education	PPE including partitions, face masks/shields	Y
Outside Agency Involvement (BHRS, MT, BSC, TSS, etc.)	Outside services will be delivered/available virtually outside of the school building to the greatest extent possible. School personnel can participate via phone, email, Zoom as requested when available. BHRS providers will be permitted in school building with student, but	Outside services will be delivered/available virtually outside of the school building to the greatest extent possible. School personnel can participate via phone, email, Zoom as requested when available. BHRS providers will be permitted in school	Director of Special Education/Building Administrator	PPE including face masks/shields	

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>must follow social distancing and health/safety guidelines. Building principal must be informed prior (or a schedule must be provided to building principal prior to the delivery of services) due to capacity restrictions.</p>	<p>building with student, but must follow social distancing and health/safety guidelines. Building principal must be informed prior (or a schedule must be provided to building principal prior to the delivery of services) due to capacity restrictions.</p>			
<p>Resources for Students/Families</p>	<p>The Guidance Department will feature online resources for families on the District Website. Information will include information to support social-emotional development and positive youth development. Topics will include areas such as anxiety/stress management, mental health first aide, and school/community supports. Supportive services are also available via the guidance department or SAP Program as identified above.</p>	<p>The Guidance Department will feature online resources for families on the District Website. Information will include information to support social-emotional development and positive youth development. Topics will include areas such as anxiety/stress management, mental health first aide, and school/community supports. Supportive services are also available via the guidance department or SAP Program as identified above.</p>	<p>Director of Special Education</p>	<p>Online platform, District website</p>	<p>N</p>

Health and Safety Plan Professional Development

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

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Hygiene Basics	Staff and Students	School Nurses Karen Barringer, Assistant Pandemic Coordinator	Face-to-face and/or virtual	CDC Resources	8/26/2020	N/A
Daily Cleaning/Deep Cleaning	Custodians Bus Drivers	Thad Urban, Assistant Superintendent First Student	Face-to-face and/or virtual	CDC Resources; Cleaning supplies	8/1/2020	N/A
Temperature Scans/Isolation and Quarantine of Students and Staff	Administration Teachers/Staff	School Nurses Karen Barringer, Assistant Pandemic Coordinator	Face-to-face and/or virtual	Procedures	8/1/2020	N/A
Unique Safety Protocols for Students with Complex	School Nurses	School Nurses	Face-to-face and/or virtual	IEP/Chapter 15 plans	8/1/2020	N/A

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Needs or vulnerable individuals	Special Education Teachers Guidance Counselors	Director of Special Education Services				
Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	Administration Teachers Paraprofessionals	School Nurses Karen Barringer, Assistant Pandemic Coordinator	Face-to-face and/or virtual	Procedures	8/26/2020	N/A
Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	Custodians Maintenance Cafeteria Staff	Thad Urban, Assistant Superintendent First Student	Face-to-face and/or virtual	Cleaning supplies	8/1/2020	N/A
Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Students Staff	School Nurses Karen Barringer, Assistant Pandemic Coordinator	Face-to-face and/or virtual	CDC materials, curriculum, video materials, web site, posters	8/26/2020	N/A
Monitoring students and staff for symptoms and history of exposure	Staff Students	School Nurses Karen Barringer, Assistant Pandemic Coordinator	Virtual and Staff Observation	Temperature scanners, posting of symptoms on web and posters	8/1/2020	N/A

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	Staff	School Nurses	Virtual and Nurses presentation	CDC guidance and Department of Health assistance and Isolation room	8/1/2020	N/A
	Students	Karen Barringer, Assistant Pandemic Coordinator				
	Parents					
	Visitors					
Returning isolated or quarantined staff, students, or visitors to school	Staff	School Nurses	Virtual and communication with families of students	Videos, letters, school website	8/1/2020	N/A
	Students	Karen Barringer, Assistant Pandemic Coordinator				
	Parents					
	Visitors					
Proper use of face covering	Staff	School Nurses	Face-to-face and/or virtual	CDC Resources	8/26/2020	8/26/2020
	Students	Karen Barringer, Assistant Pandemic Coordinator				
Effective use of NEW District-Wide Learning Management System: Schoology	Teachers/Staff	Thad Urban, Assistant Superintendent	Face-to-face and/or virtual	Schoology resources	8/1/2020	N/A

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 Letter: School Reopening Plan	School Community	Shane Murray, Superintendent	Each household will receive a letter in the mail with a pamphlet about the school reopening plan. They will be directed to complete an online survey and check the website for more information.	7/14/2020	7/17/2020

Health and Safety Plan Summary: **IROQUOIS SCHOOL DISTRICT**

Anticipated Launch Date: **08/20/2020**

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>Daily cleaning of schools with appropriate cleaning agents to reduce the risk of exposure. High-touch surfaces and objects including door handles, sink handles, will be sanitized frequently.</p> <p>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.</p>

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<p>Teach and reinforce hygiene measures such as handwashing, covering coughs, and using face coverings.</p> <p>Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas.</p> <p>Post signage in classrooms, hallways, and entrances to communicate how to mitigate the spread of COVID-19, symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.</p>
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	
<p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p>	

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

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Check for signs and symptoms of students and employees daily upon arrival.</p> <p>Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases.</p> <p>Develop a system for home/self-screening and reporting procedures.</p> <p>Encourage staff to stay home if they are sick and encourage parents to keep sick children home.</p> <p>Adopt flexible attendance policies for students and staff.</p>

Requirement(s)	Strategies, Policies and Procedures
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.</p> <p>School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.</p> <p>Establish procedures for safely transporting anyone who is sick home or to a healthcare facility.</p> <p>Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <p>Close off areas used by a sick person and do not use before cleaning and disinfection.</p> <p>Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation</p> <p>Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DOH guidance for home quarantine.</p> <p>Symptoms of Coronavirus</p> <p>What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection</p> <p>Standard Precautions</p> <p>Transmission-based Precautions</p>
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>	<p>Develop policies and procedures based on CDC guidelines and post them on the district website.</p>

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Iroquois School District** reviewed and approved the Phased School Reopening Health and Safety Plan on July 14, 2020.

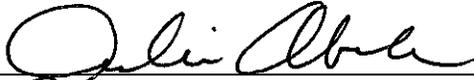
The plan was approved by a vote of:

9 Yes
0 No

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

Tuesday, July 14, 2020

By:



(Signature* of Board President)

Julie Abele

(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.