



# Phased School Reopening Health and Safety Plan Template

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

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

**Table of Contents**

**Health and Safety Plan: SHARON CITY SCHOOL DISTRICT ..... 3**

- Type of Reopening ..... 4
- Pandemic Coordinator/Team ..... 5
- Key Strategies, Policies, and Procedures ..... 6
- Cleaning, Sanitizing, Disinfecting, and Ventilation..... 8
- Social Distancing and Other Safety Protocols ..... 9
- Monitoring Student and Staff Health.....17
- Other Considerations for Students and Staff .....20
- Curriculum .....26
- Health and Safety Plan Professional Development .....33
- Health and Safety Plan Communications .....34

**Health and Safety Plan Summary: SHARON CITY SCHOOL DISTRICT ..... 35**

- Facilities Cleaning, Sanitizing, Disinfecting and Ventilation .....35
- Social Distancing and Other Safety Protocols .....35
- Monitoring Student and Staff Health .....37
- Other Considerations for Students and Staff .....38
- Curriculum .....40

**Health and Safety Plan Governing Body Affirmation Statement..... 45**

*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: SHARON CITY 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?

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

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): AUGUST 25, 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)
Michael Calla	Superintendent	Pandemic Coordinator, both
Justi Glaros	Curriculum, Instruction, and Assessment Supervisor	Both
Tresa Templeton	Business Manager	Both
LaReina George	Student Services Supervisor	Both

<b>Jim Steklachich</b>	Buildings & Grounds Supervisor	Both
<b>Garrett Dout</b>	IT Director	Health and Safety Plan Development
<b>Michael Fitzgerald</b>	Sharon Middle/High School Principal	Both
<b>Dawn Blair</b>	Sharon Middle/High School Assistant Principal	Both
<b>Matt Vannoy</b>	Sharon Middle/High School Assistant Principal	Both
<b>Traci Valentino</b>	Case Avenue Elementary School Principal	Both
<b>Michael Gay</b>	West Hill Elementary School Principal	Both
<b>Jeff DeJulia</b>	C.M. Musser Elementary School Principal	Both
<b>Lisa Fox</b>	School Nurse	Both
<b>Amanda Finzel</b>	School Nurse	Both
<b>Eric Wenger</b>	Instructor	Health and Safety Plan Development
<b>Jennifer Shaffer</b>	Instructor	Health and Safety Plan Development
<b>Melissa Headlee</b>	Instructor	Health and Safety Plan Development
<b>Frank Jannetti</b>	Mercer County Emergency Management Coordinator	Both

## Key Strategies, Policies, and Procedures

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

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure 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?

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)
* <b>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	Cleaning of high touch surfaces and restrooms throughout the day with a thorough cleaning at end of day. Classrooms are supplied with hand sanitizers and tubs with E23 disinfectant wipes for use during the day. Cleaning and disinfecting District vehicles will be assigned to a maintenance staff member. Other transportation will be the responsibility of third party provider.	Cleaning of high touch surfaces and restrooms throughout the day with a thorough cleaning at end of day. Classrooms are supplied with hand sanitizers and tubs with E23 disinfectant wipes for use during the day. Cleaning and disinfecting District vehicles will be assigned to a maintenance staff member. Other transportation will be the responsibility of third party provider.	Jim Steklachich (Buildings & Grounds Supervisor), Lead Building Custodians	Masks, gloves, face shields, cleaning supplies, hand sanitizer	Y
<b>Other cleaning, sanitizing, disinfecting, and ventilation practices</b>	Ventilation filters changed over summer and will be done again in winter. HVAC system is operational and includes air exchange from outside dampers. Windows should be kept closed to allow system to operate effectively.	Ventilation filters changed over summer and will be done again in winter. HVAC system is operational and includes air exchange from outside dampers. Windows should be kept closed to allow system to operate effectively.	Jim Steklachich (Buildings & Grounds Supervisor), Brad Ketterer (HVAC Operator)	Filters	N



## 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 tables and excess furniture will be removed to allow for desks to be adequately spaced apart. The goal is 6', but a minimum of 3' is being sought. Floor carpets are to be removed as well. Students will sit at desks facing away from each other.
- Class sizes will be reduced to the maximum extent possible. Hallways and stairs will be marked as one-way traffic.
- We will adhere to standard practice. These spaces will be utilized only at lunch times – table will be spaced out with limited students allowed at each.
- Classes will go outside when possible. They will use the stadium, quad area, and some parking lots. Educational courses may use parking areas for math class and the drives for writing areas using chalk.
- Hand sanitizer stations have been installed in every classroom and will also be placed in hallways and lunch rooms. Signs will be posted in bathrooms and staff will be reminded of proper hand washing protocols.
- Bus routes and arrival/dismissal plans will be established that will create social distancing.
- Visitors will have limited access to the building for emergencies only. Parents picking up students will sign them out in the vestibule areas. Outside agencies will be required to schedule appointment times. Anyone entering the building will be required to wear a mask, have their temperature taken, and identify the purpose of the visit.

- All staff will be trained and provided with expectations. CDC, PA Department of Health, and PA Department of Education guidance will be followed at all times. Training will be provided at inservice days. Effectiveness will be monitored and deemed effective as it is seen carried out in the classroom and in the 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 maximum extent feasible	Individual student desks to be spaced as far apart as possible (elementary/middle/high school).	Individual student desks to be spaced as far apart as possible (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals)	None	N
	Remove all non-essential furniture from classrooms (elementary/middle/high school).	Remove all non-essential furniture from classrooms (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals)	None	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)
<b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b>	Students will pick up their meals in the cafeteria and report to their assigned tables or classrooms to eat (elementary school).	Cafeteria tables will be marked with an X to promote social distancing (elementary school).	Jeff DeJulia, Mike Gay, Traci Valentino (Building Principals)	None	N
	Additional tables will be added to Commons Area. Limit number of students at each table (middle/high school).	Additional tables will be added to Commons Area. Limit number of students at each table (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)	None	N
	Students with packed lunch will eat in LGI/Gym (middle/high school).	Students with packed lunch will eat in LGI/Gym (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)	None	N
	Students will be called to lunch line instead of standing and waiting in line (middle/high school).	Students will be called to lunch line instead of standing and waiting in line (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)	None	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><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>Teach and reinforce hygiene practices for students and staff (elementary/middle/high school).</p>	<p>Teach and reinforce hygiene practices for students and staff (elementary/middle/high school).</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Classroom Teachers</p>	<p>Signs for hallways and restrooms</p>	<p>N</p>
	<p>Teach and reinforce use of cloth face coverings for students and staff (elementary/middle/high school).</p>	<p>Teach and reinforce use of cloth face coverings for students and staff (elementary/middle/high school).</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Classroom Teachers</p>	<p>Signs for hallways</p>	<p>N</p>
	<p>Hand sanitizer stations in classrooms and throughout building to be used before/after class and before/after lunch (middle/high school).</p>	<p>Hand sanitizer stations in classrooms and throughout building to be used before/after class and before/after lunch (middle/high school).</p>	<p>Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)</p>	<p>Signs in restrooms, hallways, classrooms, and common areas</p>	<p>N</p>
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>The District will place signs in classrooms, hallways, and restrooms that promote social distancing, frequent hand washing, and wearing face coverings (elementary/middle/high school).</p>	<p>The District will place signs in classrooms, hallways, and restrooms that promote social distancing, frequent hand washing, and wearing face coverings (elementary/middle/high school).</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Classroom Teachers</p>	<p>Signs</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)
* <b>Identifying and restricting non-essential visitors and volunteers</b>	Work with School Administrators to develop a list of essential school visitors (elementary/middle/high school).	Work with School Administrators to develop a list of essential school visitors and services that must be provided utilizing alternative procedures (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Administrative Assistants	None	N
	Establish procedures that will limit visitors and volunteers while continuing to meet the needs of parents, students, and staff (elementary/middle/high school).	Establish procedures that will limit visitors and volunteers while continuing to meet the needs of parents, students, and staff (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Administrative Assistants	None	N
	Communicate procedures with community-at-large with signs on doors, parent handbooks, District website, and social media (elementary/middle/high school).	Communicate procedures with community-at-large with signs on doors, parent handbooks, District website, and social media (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals)	None	N
* <b>Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b>	Identify activities that can be conducted during physical education class that prohibit shared use of equipment (elementary/middle/high school).	Identify activities that can be conducted during physical education class that prohibit shared use of equipment (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Health/Physical Education Teacher	None	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)
<b>Limiting the sharing of materials among students</b>	Identify and remove non-essential materials from classrooms (elementary school).	Identify and remove non-essential materials from classrooms (elementary school).	Jeff DeJulia, Mike Gay, Traci Valentino (Building Principals) and Classroom Teacher	None	N
	Assign individual student lockers (middle/high school).	Assign individual student lockers (middle/high school).	Dawn Blair, Mike Fitzgerald, Traci Valentino (Building Principals)	None	N
	Provide notes/work packets via Chromebook (middle/high school).	Provide notes/work packets via Chromebook (middle/high school).	Classroom Teachers	None	N
<b>Staggering the use of communal spaces and hallways</b>	Buildings will develop schedules that will ensure social distancing in hallways (elementary school).	Building will develop schedules that will ensure social distancing in hallways (elementary school).	Jeff DeJulia, Mike Gay, Traci Valentino (Building Principals)	None	N
	Provide and develop procedures for transitions and one direction hallway travel (middle/high school).	Provide and develop procedures for transitions and one direction hallway travel (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)	None	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)
<b>Adjusting transportation schedules and practices to create social distance between students</b>	Establish bus routes and arrival/dismissal plans for identified special needs students that will create social distancing (elementary/middle/high school).	Establish bus routes and arrival/dismissal plans for identified special needs students that will create social distancing (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals), LaReina George (Student Services Supervisor) Transportation Coordinator, and bus companies	None	N
	Athletic travel to be developed to allow for social distancing with a possible increase in busing and limiting number of athletes traveling (middle/high school).	Athletic travel to be developed to allow for social distancing with a possible increase in busing and limiting number of athletes traveling (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals), Athletic department	None	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)
<b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b>	Establish a special schedule that will limit student interaction in hallways as much as possible (elementary/middle/high school).	Establish a special schedule that will limit student interaction in hallways as much as possible (elementary/middle/high school).	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and Classroom Teachers	None	N
	Create class sizes as small as possible to allow for social distancing (middle/high school).	Create class sizes as small as possible to allow for social distancing (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals) and Guidance Department	None	N
	Create arrival/dismissal schedule to limit student interaction in hallways both before and after school (middle/high school).	Create arrival/dismissal schedule to limit student interaction in hallways both before and after school (middle/high school).	Dawn Blair, Mike Fitzgerald, Matt Vannoy (Building Principals)	None	N
<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b>	N/A	N/A	N/A	N/A	N/A
<b>Other social distancing and safety practices</b>	N/A	N/A	N/A	N/A	N/A



## Monitoring Student and Staff Health

### Key Questions

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

### Summary of Responses to Key Questions:

Sharon City School District will develop and implement procedures to check for signs and symptoms of students and staff daily upon arrival, as feasible.

- Encourage anyone who is sick to stay at home,
- Plan for the possibility of a student or staff becoming sick.
- Regularly communicate and monitor developments with local authorities, staff, and parents regarding cases, exposures, and updates to policies and procedures.
- Monitor student and staff absences.

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)
<b>* Monitoring students and staff for symptoms and history of exposure</b>	Check students and staff for signs and symptoms, including temperature checks, daily upon arrival.	Check students and staff for signs and symptoms, including temperature checks, daily upon arrival.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health recommendations and CDC guidelines	Y
	Families will conduct routine daily health checks before sending their child to school.	Families will conduct routine daily health check before sending their child to school.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health recommendations and CDC guidelines	Y
	Develop a system for home/self screening and reporting procedures.	Develop a system for home/self screening and reporting procedures.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health recommendations and CDC guidelines	N
	Encourage individuals to stay home if they are sick.	Encourage individuals to stay home if they are sick.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health recommendations and CDC guidelines	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><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<p>Work with school administrators and school nurses to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms.</p>	<p>Work with school administrators and school nurses to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses</p>	<p>PA Department of Health recommendations and CDC guidelines</p>	<p>N</p>
	<p>Establish procedures for safely getting sick individuals home.</p>	<p>Establish procedures for safely getting sick individuals home.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses</p>	<p>PA Department of Health recommendations and CDC guidelines</p>	<p>N</p>
	<p>Close off areas used by a sick person and do not use before cleaning and disinfecting.</p>	<p>Close off areas used by a sick person and do not use before cleaning and disinfecting.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses</p>	<p>PA Department of Health recommendations and CDC guidelines</p>	<p>N</p>
	<p>Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality.</p>	<p>Notify local health officials, staff, and families of exposure or confirmed case while maintaining confidentiality.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses</p>	<p>PA Department of Health recommendations and CDC guidelines</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)
<b>* Returning isolated or quarantined staff, students, or visitors to school</b>	Refer to most recent PA Department of Health, PA Department of Education, CDC, or other guidance on home isolation or quarantine and returning to work/school.	Refer to most recent PA Department of Health, PA Department of Education, CDC, or other guidance on home isolation or quarantine and returning to work/school	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health and PA Department of Education recommendations and CDC guidelines	N
<b>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b>	The District will use the various online platforms (SCSD app, website, Facebook) as well as mass phone calls and email notifications.	The District will use the various online platforms (SCSD app, website, Facebook) as well as mass phone calls and email notifications.	Michael Calla (Superintendent), Garrett Dout (IT Director)	None	N
<b>Other monitoring and screening practices</b>	PA Department of Health recommendations and CDC guidelines	PA Department of Health recommendations and CDC guidelines	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals) and School Nurses	PA Department of Health recommendations and CDC guidelines	N

## 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:**

- The District's policy/procedure regarding face covering for staff and students will follow the guidance of the PA Department of Health and the Office of the Governor. The use of masks and/or face shields will be implemented as per the directives in place at the time of re-opening and will be modified as per future directives. All protocols for proper use, exemptions, and distribution/ disposal will be enforced as per the directive in place at the time.
- The District will work with our nursing staff, school physician, and personal care physicians to monitor students and staff who may be at a higher risk for severe illness. Measures specific to the needs of those who may be a higher risk will be determined with input from all medical personnel involved with the child and child's parents, and in the case of a staff member, the staff member directly.
- The District will provide materials and resources to all substitute teaching staff including casual substitutes, day-to-day substitutes, and emergency permit/guest teacher substitutes regard the District's COVID-19 protocols. As with most school districts, the pool of substitute teachers is extremely limited and the District will do it's best to maintain a sufficient number of trained substitute employees.
- All instructional and non-instructional staff members of the Sharon City School District provide quality learning opportunities on a daily basis. The onset of the COVID-19 pandemic has required each staff member to extend him/herself, learn new skills and strategies, and find new ways to reach out to families and the students they teach. The Academic and Continuity of Learning plans are being designed to allow for flexibility of instruction, modification of the curriculum, and assessment that will ensure that students are provided a high quality instructional product. The Academic plan will also include components to support the social emotional wellbeing of students and staff in all phases. This will include both in school and at home.

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><b>* Protecting students and staff at higher risk for severe illness</b></p>	<p>To protect students and staff at higher risk of illness, strategies for infection protection will include physical distancing, face coverings, and hand hygiene. Additionally, the following protocols will be used:</p> <ul style="list-style-type: none"> <li>▪ Advise daily self-monitoring of students and staff prior to coming to school.</li> <li>▪ Staff and student temperature monitoring will be done daily.</li> <li>▪ Encourage staff to stay home if they are sick and encourage parent to keep sick children home.</li> <li>▪ Adopt flexible attendance policies for students.</li> <li>▪ Educate parents on the availability of all educational options including in-person, blended, and cyber options.</li> <li>▪ Encourage high-risk staff and students to work with Administration on available options.</li> <li>▪ The District will provide remote learning for students who must be excluded for short periods of time.</li> </ul>	<p>To protect students and staff at higher risk of illness, strategies for infection protection will include physical distancing, face coverings, and hand hygiene. Additionally, the following protocols will be used:</p> <ul style="list-style-type: none"> <li>▪ Advise daily self-monitoring of students and staff prior to coming to school.</li> <li>▪ Staff and student temperature monitoring will be done daily.</li> <li>▪ Encourage staff to stay home if they are sick and encourage parent to keep sick children home.</li> <li>▪ Adopt flexible attendance policies for students.</li> <li>▪ Educate parents on the availability of all educational options including in-person, blended, and cyber options.</li> <li>▪ Encourage high-risk staff and students to work with Administration on available options.</li> <li>▪ The District will provide remote learning for students who must be excluded for short periods of time.</li> </ul>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals, Classroom Teachers, and School Nurses</p>	<p>Face masks, face shields, hand sanitizing stations</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Use of face coverings (masks or face shields) by all staff</b></p>	<p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor's orders, a mask and/or face shield covering the mouth and nose must be worn in all public areas and in spaces with another person or people within 3-6 feet. Masks will be provided for all staff in need. Face shields will be provided for all instructional staff. Masks from home are appropriate. No person may enter a building without a mask. Signs will be placed at each entrance. Staff unable to wear a mask or face shield due to a specific health condition must discussion accommodations with Administration.</p>	<p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor's orders, a mask and/or face shield covering the mouth and nose must be worn in all public areas and in spaces with another person or people within 3-6 feet. Masks will be provided for all staff in need. Face shields will be provided for all instructional staff. Masks from home are appropriate. No person may enter a building without a mask. Signs will be placed at each entrance. Staff unable to wear a mask or face shield due to a specific health condition must discussion accommodations with Administration.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals, Classroom Teachers, and School Nurses</p>	<p>Face masks, face shields</p>	<p>N</p>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p>	<p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor's orders, all students are expected to wear a mask and/or face shield when on school buses/vans and on school property, both in and out of school. Students may remove their face covering under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. Eating or drinking when spaced at least 3-6 feet apart</li> <li>2. Seated at desks or assigned work spaces at least 3-6 feet apart</li> <li>3. Engaged in any activity when spaced at least 3-6 feet apart (e.g. breaks, recess, etc.)</li> </ol> <p>Any student who cannot wear a mask or face shield due to a medication condition, including those with respiratory issues that impede breathing, a mental condition, physical disability, and/or students who are unable to remove a mask without assistance, are not required to wear a face covering. While we expect students to come to school with a mask, masks will be available if necessary.</p>	<p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor's orders, all students are expected to wear a mask and/or face shield when on school buses/vans and on school property, both in and out of school. Students may remove their face covering under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. Eating or drinking when spaced at least 3-6 feet apart</li> <li>2. Seated at desks or assigned work spaces at least 3-6 feet apart</li> <li>3. Engaged in any activity when spaced at least 3-6 feet apart (e.g. breaks, recess, etc.)</li> </ol> <p>Any student who cannot wear a mask or face shield due to a medication condition, including those with respiratory issues that impede breathing, a mental condition, physical disability, and/or students who are unable to remove a mask without assistance, are not required to wear a face covering. While we expect students to come to school with a mask, masks will be available if necessary.</p>	<p>Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals, Classroom Teachers, and School Nurses</p>	<p>Face masks, face shields</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)
<b>Unique safety protocols for students with complex needs or other vulnerable individuals</b>	The District will determine additional considerations and supports needed for those students and staff with disabilities and complex medical needs to ensure the safety of these students and the individuals providing services. Plans will be developed/ revised in collaboration to provide health and safety provisions for students with complex needs/vulnerable individuals.	The District will determine additional considerations and supports needed for those students and staff with disabilities and complex medical needs to ensure the safety of these students and the individuals providing services. Plans will be developed/ revised in collaboration to provide health and safety provisions for students with complex needs/vulnerable individuals.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals, LaReina George (Student Services Supervisor), Classroom Teachers, and School Nurses	TBD	N
<b>Strategic deployment of staff</b>	Staff will be assigned to support academic instruction, social emotional skills, nutrition, and various types of therapy to the extent possible. Roles may be redefined to meet the needs of District students. Additional staffing considerations include the hiring of substitutes to provide class coverage as needed and additional day shift custodians will be deployed as needed to assist with daytime cleaning needs.	Staff will be assigned to support academic instruction, social emotional skills, nutrition, and various types of therapy to the extent possible. Roles may be redefined to meet the needs of District students. Additional staffing considerations include the hiring of substitutes to provide class coverage as needed and additional day shift custodians will be deployed as needed to assist with daytime cleaning needs.	Dawn Blair, Jeff DeJulia, Mike Fitzgerald, Mike Gay, Traci Valentino, Matt Vannoy (Building Principals	None	N

## Curriculum

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Providing instruction to all students</b></p>	<p>The District is preparing three options to provide instruction to all students, dependent upon COVID-19 risk level guidelines and Governor Wolf's orders. These options include:</p> <ol style="list-style-type: none"> <li>1. Face to face instruction in every school building</li> <li>2. Blended Learning Model, with students attending the school building part time and engaging in instruction from home part time via Google Classroom</li> <li>3. Complete Virtual Learning Model, where students will participate in school at home daily via Google Classroom</li> </ol> <p>The District will be implementing a 1:1 initiative at the beginning of the school year and providing every K-12 student K-12 with Chromebook; hotspots will be provided to student homes currently without Wi-Fi connectivity. All teachers will be required to prepare for and maintain daily instruction both for in school face to face and through Google Classrooms.</p> <p>The first two weeks of school will focus on building relationships with students, the use of Google Classroom and Chromebooks, social/emotional supports, routines and procedures. Staff are required to have Google Classrooms ready by the first day of school. Regular instruction of academic content to begin September 8, 2020.</p>	<p>Justi Glaros (C//A Supervisor), Garrett Dout (IT Director)</p>	<p>Communication Plan, Google Classroom instructional lessons, SEL lesson</p>	<p>Y</p>

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Maintaining approved academic calendar</b></p>	<p>The District will attempt to maintain the Board approved Academic Calendar for the 2020-21 school year. The following options are available for consideration to adapt to COVID-19 risk level guidelines, Governor Wolf's orders, social distancing and capacity mandates, and the possible need for additional teacher preparation time for Google Classroom/virtual learning management and the deep cleaning of facilities:</p> <ol style="list-style-type: none"> <li>1. All students attend school Monday – Friday following regular school day hours.</li> <li>2. All students attend school Monday – Thursday following regular school day hours and virtually on Fridays via Google Classroom. Tiger Tuesdays would be replaced by Tiger Fridays.</li> <li>3. All students will attend school Monday, Tuesday, Thursday, and Friday following regular school day hours and virtually on Wednesdays via Google Classroom. Tiger Tuesdays would be replaced by Tiger Wednesdays.</li> <li>4. Students with the last name beginning with the letters A-L would attend school on Mondays and Wednesdays (following regular school day hours) and virtually on Tuesdays, Thursdays and Fridays via Google Classroom; Students with the last name beginning with the letters M-Z would attend school on Tuesdays and Thursdays (following regular school day hours) and virtually on Mondays, Wednesdays and Fridays via Google Classroom; Tiger Tuesdays would be replaced by Tiger Fridays. Families with last names falling in both brackets would follow the schedule of the last name of the oldest child.</li> </ol>	<p>Justi Glaros (C//A Supervisor)</p>	<p>Chromebooks, Google Classroom</p>	<p>N</p>

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Curriculum planning</b></p>	<p>Student completion of the enrichment review materials packets were reviewed by staff and will be used to inform curriculum and instructional planning for the 2020-21 school year. To address student learning gaps resulting from the disruption in educational services, grade level teams will meet to discuss student cohorts and necessary curriculum adjustments for 2020-21 and 2021-22 as needed. This will include conversations around essential skills and goals for student learning, what to cut, keep, and create. Google Meets will be established for Districtwide grade level teams, building level teams by grade and/or content area, and grades 5-8 Districtwide teams. Middle School/High School department representatives, having volunteered to assist with the Academic/Curriculum Plan, will lead conversations at those levels. Academic/Curriculum Plan team administrators and Title 1 teachers will lead the conversation at the elementary level. We anticipate needed to cut up to 40% of current curriculum due to loss of instructional time to make health and safety accommodations, assist students in readjusting to the school environment, address social/emotional needs, and prepare students for the use of Chromebooks and Google Classroom.</p> <p>Curriculum and Instructional design choices will be focused on essential skills and key concepts, important technical and cognitive skills, content central to Big Ideas, and those aligned to the District's vision for our graduates. Teachers will be encouraged to modify instructional practices towards more contemporary approaches, with students as self navigators, media critics, innovative designers, and digitally literate global citizens, and explore opportunities to provide a fresh perspective for learners, bridging multiple subject areas on common topics, problems, issues, and themes.</p>	<p>Justi Glaros (C//A Supervisor), Traci Valentino (Building Principal)</p>	<p>Acceptable Use policy, Consent to Contact form, SCSD Device agreement, Go Guardian permission agreement</p>	<p>N</p>

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Preparing classrooms for face-to-face, blended, and virtual models</b></p>	<ul style="list-style-type: none"> <li>• All teachers will be required to prepare for and maintain daily instruction both for in school and face to face and through Google Classroom. This will require pre-recorded or live direct instruction videos, learning resources, assessment measures, attendance tracking, weekly “At a Glance” documents etc.</li> <li>• All teachers will be required to set up Google Classrooms for each of their courses.</li> <li>• All M/HS and elementary teachers (as appropriate) will be required to set up a Homeroom classroom.</li> <li>• All M/HS Homeroom teachers will be required to post SEL lessons/activities to the Homeroom Google Classroom and elementary teachers will be required to post the provided SEL activities to their classrooms.</li> <li>• To provide continuity for students and parents, all teachers will post a “Week at a Glance” document for his/her classroom using the District provided template.</li> <li>• All teachers will submit weekly course Learning Sets (revised lesson plan template) to building principals.</li> </ul>	<p>Justi Glaros (C/I/A Supervisor), Building Principals</p>	<p>Chromebook apps, weekly “At A Glance” template</p>	<p>Y</p>

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Distribution and use of Chromebooks and Google Classroom</b>	<p>Students attending school face-to-face will receive a Chromebook on the first day of school in the homeroom classroom. Students not attending school will arrange to pick up the machine at the building. Each child will receive a Chromebook and bag assigned to him/her directly. Chromebooks tags are inventoried per building by the IT Department.</p> <ul style="list-style-type: none"> <li>• Building Principals will print labels with student names by homeroom.</li> <li>• Building principals will assign a Chromebook to each student by homeroom and will record the device inventory tag number and service tag number, student name, ID and grade level on a shared Google Sheet.</li> <li>• Building Principals will place student identification tags on the Chromebooks.</li> <li>• Building Principals will sign off on the final Google inventory sheet indicating that all records are accurate and will maintain the accuracy of this sheet as students enroll and withdraw.</li> </ul> <p>Homeroom teachers will distribute Chromebooks and lead students through the introductory Chromebook usage lessons provided by the Academic/Curriculum Planning team. Teachers will be directed to add these lessons to their Homeroom Google Classrooms. All teachers will provide instruction on accessing his/her Google Classrooms during the remainder of the school day.</p>	Garrett Dout (IT Director), Justi Glaros (C/I/A Supervisor), Building Principals	Acceptable Use policy, Consent to Contact form, SCSD Device agreement, Go Guardian permission agreement	N
<b>Assessing student learning</b>	<p>The District will implement student assessment practices already in place, following the District 2020-21 Assessment Calendar. We will prepare to deliver assessments for face to face, blended and virtual learning scenarios. Ongoing formative and summative assessments will be utilized in instructional decision making and to ensure student mastery of concepts. Gaps in student learning will be addressed as they arise. Staff will participate in scheduled data teams regularly, following District Data Team protocols.</p>	Justi Glaros (C/I/A Supervisor), Building Principals, classroom teachers	Data Team protocols/schedule, 2020-21 assessment calendar	Y

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Logging student attendance</b>	Attendance of students in the virtual/blended model will be taken daily in the Google Classroom Homeroom and will be reported to Tyler SIS by the Homeroom teacher. Students will be required to log into his/her Google Homeroom daily by 11:59 PM and submit the attendance activity.	Building Principals, Homeroom Teachers	Tyler SIS	N
<b>Communicating with parents</b>	<p>The District Communications Team will prepare materials for parents on the format of student learning, parent roles and responsibilities to support blended/virtual learning, and the distribution of and accountability for District devices.</p> <p>Instructional sessions for parents on the use of Chromebooks and supporting students at home will be created and provided in both face to face and virtual models.</p> <p>Ongoing District/Building Communication will be provided by staff and Building Principals via District website, Facebook, and Google Homerooms and Classrooms.</p> <p>Teachers must schedule parent contact time at least once every two weeks. All parent contact hours must be logged by the teacher and submitted upon request by District Administration.</p> <p>Teachers will reach out to parents of students with IEPs to check on progress, make revisions to IEPs, and hold IEP meetings when needed. Communication can be through Google Meet, WebEx, email, etc. on a consistent basis.</p>	Justi Glaros (C//A Supervisor), Garrett Dout (IT Director), Building Principals, Classroom Teachers	Chromebooks, Google Meet, Webex, email	N

Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Special education accommodation and adaptations</b>	<p>If the District is implementing a blended learning model, student IEPs will be revised to allow for more specific virtual accommodations and adaptations. Students may be required to complete less work, have different assignments, extended time, shortened assignments, and/or assignments on a different instructional level than their grade level peers, etc.</p> <p>Students will be provided with special education accommodations and adaptations as stated in their IEPs. IEP revisions will be done on a case by case basis as students' needs may change.</p>	LaReina George (Student Services Supervisor)	As specified in student IEP	N
<b>Social emotional learning</b>	The District SEL Framework will be aligned to the PA Career Ready Skills, lessons will be developed by the District Guidance Counselors and delivered via Homeroom Google Classrooms. Counselors will provide lessons to teachers who will post them in their Homeroom classrooms, and follow up and discussion will be led by homeroom teachers. Any concerns regarding students' social/emotional/Mental health will be directed to the Guidance Counselors, building principals and ESAP/SAP teams.	Dawn Blair (Assistant Principal)	PA Career Ready Skills Standards, CASEL, SAS, SEL lessons & activities	Y
<b>Procedures to limit the sharing of materials among students</b>	<ul style="list-style-type: none"> <li>● Every student will have their own pencil, binders, erasers, etc.</li> <li>● Materials will be cleaned each day/period as applicable</li> <li>● Students will be instructed to not share with their peers</li> <li>● Use of Chromebooks is encouraged</li> <li>● Textbooks will not be shared by students</li> </ul>	Building Principals, Classroom Teachers	Student supplies	N
<b>Role of support staff</b>	Aides will support students in the classroom through their assigned classes; if the District is using a blended method or completely virtual, the aides will need to reach out to the students to provide extra support; if an aide is one-on-one with a student, they will reach out to their individual student to provide support; support can be in the form of help with classes, SEL, etc.	LaReina George (Student Services Supervisor)	Academic curriculum and materials	Y



Requirements	Action Steps	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Building principal responsibilities</b>	Building principals are required to: <ul style="list-style-type: none"> <li>Observe all Google classrooms and reach out to staff on a weekly basis to offer support and check on student attendance and progress.</li> <li>Respond to parent concerns within 24 hours.</li> <li>Maintain clear communication with staff and parents</li> <li>Monitor the submission of teacher Learning Sets (lesson plans)</li> <li>Duties as assigned by this plan</li> </ul>	Michael Calla (Superintendent)		Y

## 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
<b>Health &amp; Safety Plan Review</b>	Staff	Superintendent	Inservice	Copies via handout or email	August 21, 2020	August 2020
<b>Healthy Hygiene Practices</b>	Staff	Superintendent	Inservice	Copies via handout or email	August 21, 2020	August 2020

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>Healthy Hygiene Practices</b>	Students	Classroom teachers	In-person or virtual lessons	Copies via handout or Google Classroom	August 25, 2020	Ongoing
<b>Cleaning, Sanitizing, Disinfecting</b>	Maintenance, custodial, & food service staff	Building & Grounds Supervisor and Food Service Director	In-person	CDC guidelines and manufacturer recommendations	July 2020	Ongoing
<b>Safety Protocols for Students with Complex Needs</b>	Guidance and special education staff	Student Services Supervisor	In-person or virtual	CDC and PA Department of Health guidelines	August 21, 2020	Ongoing
<b>Google Classroom Training</b>	All staff	Curriculum, Instruction, and Assessment Supervisor	In-person or virtual	Handouts and slides	May 2020	Ongoing

## 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
<b>Parent survey</b>	Parents	Michael Calla, Superintendent	Online	July 2020	July 2020
<b>2020-21 instructional options</b>	Parents	Michael Calla, Superintendent	Mailed and online	August 2020	August 2020
<b>Parent updates</b>	Parents	Michael Calla, Superintendent	Mixed	Ongoing	Ongoing
<b>Staff updates</b>	Staff	Michael Calla, Superintendent	Mixed	Ongoing	Ongoing

## Health and Safety Plan Summary: SHARON CITY SCHOOL DISTRICT

**Anticipated Launch Date: AUGUST 25, 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><b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b></p>	<p>Cleaning of high touch surfaces and restrooms throughout the day with a thorough cleaning at end of day. Classrooms are supplied with hand sanitizers and tubs with E23 disinfectant wipes for use during the day. Cleaning and disinfecting District vehicles will be assigned to a maintenance staff member. Other transportation will be the responsibility of third party provider.</p>

### Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b></p> <p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<p>Individual student desks to be spaced as far apart as possible (elementary/middle/high school). Remove all non-essential furniture from classrooms (elementary/middle/high school).</p> <p>Students will pick up their meals in the cafeteria and report to their assigned tables or classrooms to eat (elementary school). Additional tables will be added to Commons Area. Limit number of students at each table (middle/high school). Students with packed lunch will eat in LGI/Gym (middle/high school). Students will be called to lunch line instead of standing and waiting in line (middle/high school).</p>

Requirement(s)	Strategies, Policies and Procedures
<p>* <b>Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>Teach and reinforce hygiene practices for students and staff (elementary/middle/high school). Teach and reinforce use of cloth face coverings for students and staff (elementary/middle/high school). Hand sanitizer stations in classrooms and throughout building to be used before/after class and before/after lunch (middle/high school).</p>
<p>* <b>Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>The District will place signs in classrooms, hallways, and restrooms that promote social distancing, frequent hand washing, and wearing face coverings (elementary/middle/high school).</p>
<p>* <b>Identifying and restricting non-essential visitors and volunteers</b></p>	<p>Work with School Administrators to develop a list of essential school visitors and services that must be provided utilizing alternative procedures (elementary/middle/high school). Establish procedures that will limit visitors and volunteers and continue to meet the needs of parents, students, and staff (elementary/middle/high school). Communicate procedures with community-at-large with signs on doors, parent handbooks, District website, and social media (elementary/middle/high school).</p>
<p>* <b>Handling sporting activities consistent with the <a href="#">CDC Considerations for Youth Sports</a> for recess and physical education classes</b></p>	<p>Identify activities that can be conducted during physical education class that prohibit shared use of equipment (elementary/middle/high school).</p>
<p><b>Limiting the sharing of materials among students</b></p>	<p>Identify and remove non-essential materials from classrooms (elementary school). Assign individual student lockers (middle/high school). Provide individual copies of notes/work packets (middle/high school).</p>
<p><b>Staggering the use of communal spaces and hallways</b></p>	<p>Buildings will develop schedules that will ensure social distancing in hallways (elementary school). Provide and develop procedures for transitions and one direction hallway travel (middle/high school).</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>Adjusting transportation schedules and practices to create social distance between students</b></p>	<p>Establish bus routes and arrival/dismissal plans for identified special needs students that will create social distancing (elementary/middle/high school). Athletic travel to be developed to allow for social distancing with a possible increase in busing and limiting number of athletes traveling (middle/high school).</p>
<p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></p>	<p>Establish a special schedule that will limit student interaction in hallways as much as possible (elementary/middle/high school). Create class sizes as small as possible to allow for social distancing (middle/high school). Create arrival/dismissal schedule to limit student interaction in hallways both before and after school (middle/high school).</p>
<p><b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b></p>	<p>N/A</p>
<p><b>Other social distancing and safety practices</b></p>	<p>N/A</p>

### Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Monitoring students and staff for symptoms and history of exposure</b></p>	<p>Check signs and symptoms, including temperature checks, of students and staff daily upon arrival. Families will conduct routine daily health checks before sending their child to school. Develop a system for home/self screening and reporting procedures. Encourage individuals to stay home when sick.</p>
<p><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<p>Work with school administrators and school nurse to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms. Establish procedures for safely transporting sick individuals home. Close off areas used by a sick person and do not use before cleaning and disinfecting. Notify local health</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<p>officials, staff, and families of exposure or confirmed case while maintaining confidentiality.</p> <p>Refer to most recent PA Department of Health guidance on home isolation or quarantine and return to work/school.</p>
<p><b>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</b></p>	<p>The District will use the various online platforms (SCSD app, website, Facebook) as well as mass phone calls and email notifications.</p>

**Other Considerations for Students and Staff**

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Protecting students and staff at higher risk for severe illness</b></p>	<p>To protect students and staff at higher risk of illness, strategies for infection protection will include physical distancing, face coverings, and hand hygiene. Additionally, the following protocols will be used:</p> <ul style="list-style-type: none"> <li>▪ Advise daily self-monitoring of students and staff prior to coming to school.</li> <li>▪ Staff and student temperature monitoring will be done daily.</li> <li>▪ Encourage staff to stay home if they are sick and encourage parent to keep sick children home.</li> <li>▪ Adopt flexible attendance policies for students.</li> <li>▪ Educate parents on the availability of all educational options including in-person, blended, and cyber options.</li> <li>▪ Encourage high-risk staff and students to work with Administration on available options.</li> </ul> <p>The District will provide remote learning for students who must be excluded for short periods of time.</p>
<p><b>* Use of face coverings (masks or face shields) by all staff</b></p>	<p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor’s orders, a mask and/or face shield covering the mouth and nose must be</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p>	<p>worn in all public areas and in spaces with another person or people within 3-6 feet. Masks will be provided for all staff in need. Face shields will be provided for all instructional staff. Masks from home are appropriate. No person may enter a building without a mask. Signs will be placed at each entrance. Staff unable to wear a mask or face shield due to a specific health condition must discuss accommodations with Administration.</p> <p>The District will follow the directives of the PA Department of Health and the Office of the Governor that are in place at the time. Currently, and in accordance with Governor's orders, all students are expected to wear a mask and/or face shield when on school buses/vans and on school property, both in and out of school. Students may remove their face covering under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. Eating or drinking when spaced at least 3-6 feet apart</li> <li>2. Seated at desks or assigned work spaces at least 3-6 feet apart</li> <li>3. Engaged in any activity when spaced at least 3-6 feet apart (e.g. breaks, recess, etc.)</li> </ol> <p>Any student who cannot wear a mask or face shield due to a medication condition, including those with respiratory issues that impede breathing, a mental condition, physical disability, and/or students who are unable to remove a mask without assistance, are not required to wear a face covering. While we expect students to come to school with a mask, masks will be available if necessary.</p>
<p><b>Unique safety protocols for students with complex needs or other vulnerable individuals</b></p>	<p>The District will determine additional considerations and supports needed for those students and staff with disabilities and complex medical needs to ensure the safety of these students and the individuals providing services. Plans will be developed/revised in collaboration to provide health and safety</p>

Requirement(s)	Strategies, Policies and Procedures
<b>Strategic deployment of staff</b>	<p>provisions for students with complex needs/vulnerable individuals.</p> <p>Staff will be assigned to support academic instruction, social emotional skills, nutrition, and various types of therapy to the extent possible. Roles may be redefined to meet the needs of District students. Additional staffing considerations include the hiring of substitutes to provide class coverage as needed and additional day shift custodians will be deployed as needed to assist with daytime cleaning needs.</p>

## Curriculum

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Providing instruction to all students</b></p>	<p>The District is preparing three options to provide instruction to all students, dependent upon COVID-19 risk level guidelines and Governor Wolf's orders. These options include:</p> <ol style="list-style-type: none"> <li>1. Face to face instruction in every school building</li> <li>2. Blended Learning Model, with students attending the school building part time and engaging in instruction from home part time via Google Classroom</li> <li>3. Complete Virtual Learning Model, where students will participate in school at home daily via Google Classroom</li> </ol>
<p><b>* Maintaining approved academic calendar</b></p>	<p>The District will attempt to maintain the Board approved Academic Calendar for the 2020-21 school year with the following options:</p> <ol style="list-style-type: none"> <li>1. All students attend school Monday – Friday following regular school day hours.</li> <li>2. All students attend school Monday – Thursday following regular school day hours and virtually on Fridays via Google Classroom. Tiger Tuesdays would be replaced by Tiger Fridays.</li> <li>3. All students will attend school Monday, Tuesday, Thursday, and Friday following regular school day hours</li> </ol>



Requirement(s)	Strategies, Policies and Procedures
<p><b>* Curriculum planning</b></p> <p><b>* Preparing classrooms for face-to-face, blended, and virtual models</b></p>	<p>and virtually on Wednesdays via Google Classroom. Tiger Tuesdays would be replaced by Tiger Wednesdays.</p> <p>4. Students with the last name beginning with the letters A-L would attend school on Mondays and Wednesdays (following regular school day hours) and virtually on Tuesdays, Thursdays and Fridays via Google Classroom; Students with the last name beginning with the letters M-Z would attend school on Tuesdays and Thursdays (following regular school day hours) and virtually on Mondays, Wednesdays and Fridays via Google Classroom; Tiger Tuesdays would be replaced by Tiger Fridays. Families with last names falling in both brackets would follow the schedule of the last name of the oldest child.</p> <p>Curriculum and Instructional design choices will be focused on essential skills and key concepts, important technical and cognitive skills, content central to Big Ideas, and those aligned to the District’s vision for our graduates. Teachers will be encouraged to modify instructional practices towards more contemporary approaches, with students as self navigators, media critics, innovative designers, and digitally literate global citizens, and explore opportunities to provide a fresh perspective for learners, bridging multiple subject areas on common topics, problems, issues, and themes.</p> <ul style="list-style-type: none"> <li>● All teachers will be required to prepare for and maintain daily instruction both for in school and face to face and through Google Classroom. This will require pre-recorded or live direct instruction videos, learning resources, assessment measures, attendance tracking, weekly “At a Glance” documents etc.</li> <li>● All teachers will be required to set up Google Classrooms for each of their courses.</li> </ul>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Distribution and use of Chromebooks and Google Classroom</b></p>	<ul style="list-style-type: none"> <li>● All M/HS and elementary teachers (as appropriate) will be required to set up a Homeroom classroom.</li> <li>● All M/HS Homeroom teachers will be required to post SEL lessons/activities to the Homeroom Google Classroom and elementary teachers will be required to post the provided SEL activities to their classrooms.</li> <li>● To provide continuity for students and parents, all teachers will post a “Week at a Glance” document for his/her classroom using the District provided template.</li> <li>● All teachers will submit weekly course Learning Sets (revised lesson plan template) to building principals.</li> </ul> <p>Students attending school face-to-face will receive a Chromebook on the first day of school in the homeroom classroom. Students not attending school will arrange to pick up the machine at the building. Each child will receive a Chromebook and bag assigned to him/her directly. Chromebooks tags are inventoried per building by the IT Department. After distribution, homeroom teachers will lead students through the introductory Chromebook usage lessons provided by the Academic/Curriculum Planning team. Teachers will be directed to add these lessons to their Homeroom Google Classrooms. All teachers will provide instruction on accessing his/her Google Classrooms during the remainder of the school day.</p>
<p><b>* Assessing student learning</b></p>	<p>The District will implement student assessment practices already in place, following the District 2020-21 Assessment Calendar. We will prepare to deliver assessments for face to face, blended and virtual learning scenarios. Ongoing formative and summative assessments will be utilized in instructional decision making and to ensure student mastery of concepts. Gaps in student learning will be addressed as they arise. Staff will participate in scheduled data teams regularly, following District Data Team protocols.</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Logging student attendance</b></p>	<p>Attendance of students in the virtual/blended model will be taken daily in the Google Classroom Homeroom and will be reported to Tyler SIS by the Homeroom teacher. Students will be required to log into his/her Google Homeroom daily by 11:59 PM and submit the attendance activity.</p>
<p><b>* Communicating with parents</b></p>	<ul style="list-style-type: none"> <li>➤ The District Communications Team will prepare materials for parents on the format of student learning, parent roles and responsibilities to support blended/virtual learning, and the distribution of and accountability for District devices.</li> <li>➤ Instructional sessions for parents on the use of Chromebooks and supporting students at home will be created and provided in both face to face and virtual models.</li> <li>➤ Ongoing District/Building Communication will be provided by staff and Building Principals via District website, Facebook, and Google Homerooms and Classrooms.</li> <li>➤ Teachers must schedule parent contact time at least once every two weeks. All parent contact hours must be logged by the teacher and submitted upon request by District Administration.</li> <li>➤ Teachers will reach out to parents of students with IEPs to check on progress, make revisions to IEPs, and hold IEP meetings when needed.</li> <li>➤ Communication can be through Google Meet, WebEx, email, etc. on a consistent basis.</li> </ul>
<p><b>* Special education accommodation and adaptations</b></p>	<p>If the District is implementing a blended learning model, student IEPs will be revised to allow for more specific virtual accommodations and adaptations. Students may be required to complete less work, have different assignments, extended time, shortened assignments, and/or assignments on a different instructional level than their grade level peers, etc. Students will</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Social emotional learning</b></p>	<p>be provided with special education accommodations and adaptations as stated in their IEPs. IEP revisions will be done on a case by case basis as students' needs may change.</p> <p>The District SEL Framework will be aligned to the PA Career Ready Skills, lessons will be developed by the District Guidance Counselors and delivered via Homeroom Google Classrooms. Counselors will provide lessons to teachers who will post them in their Homeroom classrooms, and follow up and discussion will be led by homeroom teachers. Any concerns regarding students' social/emotional/Mental health will be directed to the Guidance Counselors, building principals and ESAP/SAP teams.</p>
<p><b>* Role of support staff</b></p>	<p>Aides will support students in the classroom through their assigned classes; if the District is using a blended method or completely virtual, the aides will need to reach out to the students to provide extra support; if an aide is one-on-one with a student, they will reach out to their individual student to provide support; support can be in the form of help with classes, SEL, etc.</p>
<p><b>* Building principal responsibilities</b></p>	<p>Building principals are required to:</p> <ul style="list-style-type: none"> <li>● Observe all Google classrooms and reach out to staff on a weekly basis to offer support and check on student attendance and progress.</li> <li>● Respond to parent concerns within 24 hours.</li> <li>● Maintain clear communication with staff and parents.</li> <li>● Monitor the submission of teacher Learning Sets (lesson plans).</li> <li>● Duties as assigned by this plan.</li> </ul>

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **SHARON CITY SCHOOL DISTRICT** reviewed and approved the Phased School Reopening Health and Safety Plan on **AUGUST 10, 2020**.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **August 10, 2020**

By:

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*(Signature\* of Board President)*

Melvin L. Bandzak

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*(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.