

**Phased School Reopening**

**Health and Safety Plan Template**

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

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

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

# Health and Safety Plan: Wilmington Area School District

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. **The goal is to keep transmission as low as possible to safely continue school activities.** All school activities must be informed by [Governor Wolf’s Process to Reopen Pennsylvania](https://www.governor.pa.gov/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.

Determining factors to be considered for school closure (aside from state requirements):

* Number of reported positive cases related to the district
* Number of staff impacted by quarantine requirements
* Number of reported positive cases related to the larger community
* Hospital, Department of Health, Epidemiologist, and Medical Doctor consulting

**Also, the following recommendations for Pre-K to 12 Schools will be used as a guide.**

**https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/Pages/DeterminingInstructionalModels.aspx**

In response to school leaders' need for additional guidance as to the risk of COVID-19 transmission in their communities, the Departments of Health and Education are providing recommendations to Pre-K to 12 schools for use when making decisions related to the instructional models used during the 2020-21 school year.

The Pennsylvania Department of Education's [Guidance and Resources for Pre-K to 12 Schools](https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/Pages/default.aspx) contains additional information related to the safe reopening of schools for the 2020-21 school year. **Additional guidance to assist school leaders when a case of COVID-19 is identified at a school is forthcoming.**

It is important to note that a safe return to in-person instruction will look different across every school, district, and county depending on a variety of factors, one of which is the spread of COVID-19. School entity decisions on instructional models require a great deal of consideration of local factors including size of the school entity, classroom size, school resources, proportion of staff and students with special needs and underlying health conditions, and the ability to accommodate remote learning with equal access for all students.

The recommendations contained in this guidance rely on two standard public health metrics: **incidence rate**and the **percent positivity**of diagnostic testing. These metrics are available for every county in Pennsylvania on the [COVID-19 Early Warning Monitoring System Dashboard.](https://www.health.pa.gov/topics/disease/coronavirus/Pages/Monitoring-Dashboard.aspx)

### Recommendations for Pre-K to 12 Schools in Determining Instructional Models

This chart below, using measurements from the White House Coronavirus Task Force, identifies thresholds representing low, moderate, or substantial community transmission of COVID-19, and corresponding instructional models recommended by the Departments of Health and Education.

For ease of use, once per week, the Department of Education will publish a list identifying the level of community transmission in each county over the most recent 7-day reporting period. This list is available on this page in the section called: Level of Community Transmission Table.

**If fewer than 10 new cases are reported in a county in the most recent 7-day reporting period, the county will automatically qualify as exhibiting a low level of community transmission.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level of Community Transmission in the County** | **Incidence Rate per 100,000 Residents (Most Recent 7 Days)** | **AND/OR** | **PCR Percent Positivity (Most Recent 7 Days)** | **Recommended Instructional Models** |
| Low | <10 | ​AND | <5% | Full in-person Model  OR  Blended Learning Model |
| Moderate | 10 to <100 | OR | 5% to <10% | Blended Learning Model  OR  Full Remote Learning Model |
| Substantial | ≥100 | ​OR | ≥10% | Full Remote Learning Model |

### Transitioning Between Instructional Models

A county’s corresponding threshold may change week-by-week as incidence and percent positivity rates rise and fall. In order to confirm stability of county transmission, when a county’s corresponding threshold changes, school entities should wait to see the results from the next 7-day reporting period before considering a change to their instructional models. To ensure the most effective transition for students, it may be appropriate for a school to wait even longer, up to a full marking period, to transition to an instructional model that increases in-person instruction.

**It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based model more quickly.**

The Department of Health will provide proactive consultative assistance to school entities should such an outbreak occur.

### Instructional Model Definitions

Various terms are used to describe the manner by which schools reduce the transmission of disease through alternative instructional models. No matter which instructional model a school entity has selected, schools must implement the Health and Safety Plans approved by their local governing body and all associated mitigation strategies, including applicable orders of the Secretary of Health.

For the purpose of these recommendations, the following terms are used:

* **Full In-person Model**: School is open each day with in-person instruction for all students (with some students/staff in a remote setting as health and safety concerns require).
* **Blended (Hybrid) Learning Model**: Any model in which the [number of students in a school building is reduced to allow for social distancing of 6 feet](https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx#distancing). This may be accomplished in many ways, including split schedules, schedules that rotate by day or week, or similar approaches. For these recommendations, blended learning also includes scaffolded approaches that treat grade levels in a differentiated manner.
* **Full Remote Learning Model**: Any model in which all students engage in all learning remotely.

Many elements of this plan were taken from information supplied by the Chester County Health Department Coronavirus COVID-19 DRAFT School Guidance Issued: June 19, 2020 Updated: July 3, 2020; July 6, 2020; July 22, 2020. After an exhaustive search, this document provides information that coordinates the plan.

**Please refer to the following concerning Universal Face Coverings**

https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/MaskWearing/Pages/default.aspx

https://www.governor.pa.gov/wp-content/uploads/2020/07/20200701-SOH-Universal-Face-Coverings-Order.pdf

## 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): September 1, 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) |
| Jeffrey Matty | Administration | Both |
| Ken Jewell | Administration/Security | Both |
| Brandy Sanford | Teacher/Trainer | Both |
| Anna Daugherty | School Nurse | Both |
| Sarah Vincent | School Nurse | Both |
| Lynn Foltz | School Board | Health and Safety Plan |
| Vanessa Russo | School Board | Health and Safety Plan |
| Julie Ochs | School Board | Health and Safety Plan |
| George Endrizzi | Administration | Both |
| Bob Kwiat | Administration | Both |
| Michael Wright | Administration | Both |
| Mary Anne Grubic | Administration | Both |
| Michael O’Donovan | Administration | Health and Safety Plan |
| Josh Latore | District | Both |
| Marty Kollar | District | Both |
| Allison Ciavarino | Teacher | Both |
| Brandon Phillian | Teacher | Health and Safety Plan |
| Michael Conglose | Teacher | Health and Safety Plan |
| Matt Maine | District | Health and Safety Plan |
| Bradi Rhoades | Teacher/Parent | Health and Safety Plan |
| Alexandra Schroder | Teacher | Health and Safety Plan |
| Brittany Campbell | Teacher | Health and Safety Plan |
| Michael Neurohr | Teacher | Health and Safety Plan |
| Chris Cassano | Teacher/Parent | Health and Safety Plan |
| Tammy Milton | Teacher | Health and Safety Plan |
| Sally Hiers | Teacher | Health and Safety Plan |
| Jonathan Nickel | Teacher | Health and Safety Plan |
| Rachel Kenny | Teacher | Health and Safety Plan |
| Taryn Powell | Guidance | Health and Safety Plan |
| Michael Copper | Teacher/Parent | Health and Safety Plan |
| Jenna Copper | Teacher/Parent | Health and Safety Plan |
| Will Harris | Teacher/Parent | Health and Safety Plan |
| Pat Anderson | Teacher/Parent | Health and Safety Plan |
| Jill Greco | Teacher | Health and Safety Plan |
| Brent Harlan | Teacher/Parent | Health and Safety Plan |
| Paula Woods | Secretary | Health and Safety Plan |
| Kim Telesz | Guidance | Health and Safety Plan |
| Shawn Zappia | Teacher | Health and Safety Plan |
| Kristen Phillips | Teacher | Health and Safety Plan |
| Carol Thompson | Teacher | Health and Safety Plan |
| Tracy Andrews | Teacher | Health and Safety Plan |
| Jody Styer | Support | Health and Safety Plan |
| Valerie Lewis | Guidance | Health and Safety Plan |

## 

## 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](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html)?
* How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
* What protocols will you put in place to clean and disinfect throughout an individual school day?
* Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions:** The safety of students and staff is the main priority of the school district as we focus on reopening. As such, we will continue to clean and disinfect all areas of need as well as use products and cleaning techniques that optimize health and welfare. Moreover, we will alter the traditional pathways, classrooms, or other areas in order to promote social distancing and school safety. Daily, we will continue to search for the best research and professional scientific techniques for safety that will include EPA safe products, ventilation procedures, sanitation, and the disinfection of the buildings. Lastly, training will be provided to those that are required to perform cleaning based on CDC recommendations and Department of Health protocols. Yellow and Green Phases for Cleaning are the same.

| 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) | * In the Yellow Phase of reopening, gatherings for a planned or spontaneous event are limited to a maximum of 25 individuals. * In the Green Phase of reopening, gatherings for a planned or spontaneous event are limited to a maximum of 250 individuals.   Yellow and Green Cleaning will be the same. | **Cleaning, sanitizing, disinfecting and ventilating guidelines apply to areas used by anyone on school property, not just students.**  • Disinfect frequently touched surfaces and objects within the school at least daily, including desktops, chairs, electronic devices, door handles, sink handles, etc.  • Disinfect school buses with particular focus on frequently touched surfaces such as handrails, tops of seats, etc. clean and disinfect entire bus daily.  • Clean shared equipment including but not limited to technology, gym equipment, etc. after each use.  • Use disposable gloves when cleaning and disinfecting and dispose immediately.  • Use disinfectants registered by the Environmental Protection Agency (EPA) as effective against Sars-CoV-2 which are labeled as safe for humans and the environment (e.g. “Safer for the Environment” or “Designed for the Environment.”  • Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows in places that do not conflict with the school’s existing safety measures and do not pose a health and safety risk to staff and students,  • Make hand sanitizer available in common areas, hallways, and rooms where sinks for handwashing are not available.  • Provide continuous reminders/education about hand washing/sanitation.  • Staff and students reminded to wash hands before and after lunch/snacks.  • Discontinue the use of drinking fountains and provide safe alternatives for providing water when possible; personal water bottles from home, touchless fountains, paper cups etc.  When someone in the school develops COVID-19 symptoms, or tests positive for COVID-19:   * The building does not need to be evacuated. * Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. * Wait at least 24 hours before cleaning and disinfecting. If not feasible, wait as long as possible. If seven days have passed since the individual was in the affected area, cleaning is not needed. | Mr. Kollar | * New techniques and cleaning tools utilized * Follow CDC Guidelines * EPA Approved products | Yes |
| Other cleaning, sanitizing, disinfecting, and ventilation practices |  |  |  |  |  |

### 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:** The school district believes that in order to provide a safe and secure educational day, it is paramount to follow CDC, Department of Health, PDE, and scientific guidelines related to the school day.

| 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 | * In the Yellow Phase of reopening, gatherings for a planned or spontaneous event are limited to a maximum of 25 individuals. * In the Green Phase of reopening, gatherings for a planned or spontaneous event are limited to a maximum of 250 individuals.   Yellow and Green Cleaning will be the same. | * **If in-person learning is planned, schools must maintain 6 feet of physical distance between students, staff and faculty in classrooms and learning spaces.** * If 6 feet physical distance cannot be maintained due to space limitations, schools must strive for the greatest distance of no less than 3 feet and enforce use of face coverings. * If evidence exists that indicates improvements in COVID-19 cases, transmission, deaths, hospitalizations, etc., schools may transition to maintaining less than 6 feet of physical distance while ensuring at least 3 feet as a minimum. * Maximize use of non-classroom space to increase physical distancing. * Cohort classes to minimize crossover among students and staff within the school; keep students in classrooms and rotate staff when possible. * Arrange desks to face in the same direction or have students sit on only one side of tables to limit face-to-face seating. * Limit activities in classrooms and other spaces that do not support physical distancing. * Enforce physical distancing in offices and staff lounges, and during staff meetings. * Limit large gatherings, events, and extracurricular activities to those that can maintain physical distancing. * Implement strategies to reduce the number of individuals in the hallways at one time such as: * Use one way traffic patterns to include physical guides such as tape, for routes * Stagger end of class periods to reduce the number of students in the hallways at one time if feasible * Require face coverings when using non-learning areas such as hallways, restrooms, bus, etc. * Monitor school to ensure staff or students do not commune; close communal areas if needed. | School Administrators, Bus Company,  Food Service | As Needed | If Needed |
| \* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms |  | **Restrict the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**   * Schools can utilize cafeterias if students can sit in a staggered arrangement to avoid “across-the-table” seating, within 6 feet physical distance between students. * If 6 feet physical distance cannot be maintained due to space limitations schools should use classrooms for lunch * If evidence exists that indicates improvements in COVID-19 cases, transmission, deaths, hospitalizations, etc., schools may transition to maintaining less than 6 feet of physical distance while ensuring at least 3 feet as a minimum. * Use individually plated meals/box lunches and avoid buffet style or self-serve meals. * Staff avoid face-to-face seating while eating. * Staff and students avoid sharing of food and utensils. | School Principals | As Needed | If Needed |
| \* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices |  | * Teach and reinforce frequent washing hands/hand sanitation, covering coughs and sneezes among students, staff, faculty, volunteers and visitors. * Staff, faculty and students wash hands before and after lunch/snacks, and after use of restroom. * Hygiene reminders are posted throughout the facility, to include restrooms, staff lounges, etc. * Hand sanitizer will be made available in all common areas, hallways, and/or in classrooms where sinks for handwashing are not available. * Prohibit physical contact such as handshakes, fist-bumps, high-fives, etc. |  |  | If Needed |
| \* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs |  | * Visual/written information about everyday protective measures such as by proper washing hands, proper face covering and physical distancing is available throughout the school (signage, announcements, etc.) is posted throughout facilities and buses, and made available to parents/guardians (websites, emails, etc.). * Verbal reminders via teachers and/or announcements are made often. |  |  | If Needed |
| \* Identifying and restricting non-essential visitors and volunteers |  | * Restrict non-essential visitors, volunteers, and activities that involve outside groups. * If non-essential visitors and volunteers cannot be restricted, school must: * Conduct on-site screening form for symptoms and temperature prior to entry * Require face covering while on school property * Track visitors and volunteers for contact tracing purposes. |  |  | If Needed |
| \* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports |  | * Stagger use of playgrounds to create smaller groups of students. * Clean high touch services on playground equipment and play resources (jump ropes, balls, etc.) after each use (minimum daily). |  |  | If Needed |
| Limiting the sharing of materials among students |  | * Keep each student’s belongings separated from others and in individually labeled containers, cubbies, lockers or other areas. |  |  | If Needed |
| Staggering the use of communal spaces and hallways |  | * Use one-way traffic patterns to include physical guides such as tape, for routes o Stagger end of class periods to reduce the number of students in the hallways at one time |  |  | If Needed |
| Adjusting transportation schedules and practices to create social distance between students |  | * Promote physical distancing at bus stops. * Encourage families to drive students to school. * Load the bus by filling seats back to front. * Seat a maximum of two students per seat; students from the same family should sit together. * Use assigned seats (knowing who is seated near an individual will support contact tracing). * Use markings that shows students where to sit in each row – inside and outside seats of each bench. * Bus drivers must wear face covering whenever possible. * Required all riders to face forward throughout the route. * Reserve a seat for students who board the bus and look visibly ill, or for students who exhibit/express illness while in route. * Wear gloves when assisting students on and off the bus. * Provide access to hand sanitizer on buses and encourage use upon entry. * Follow same guidance for face covering while on school property. |  |  | If Needed |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students |  | * Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. * Limit movement in and out of classrooms with high-risk students. |  |  | If Needed |
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars |  | * Require on-site before and after care providers to follow requirements of the school’s COVID-19 health and safety plan. |  |  | If Needed |
| Other social distancing and safety practices |  | As Needed |  |  | If Needed |

### 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:** The monitoring of student health will be based on the latest information provided by the DOH, CDC, and the PDE. Best practices will be followed in order to keep all of our school community safe.

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual  and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Monitoring students and staff for symptoms and history of exposure |  | * Provide ongoing education and communications to students, staff and parents/guardians about the importance of staying at home if they are ill. * If on-site screening cannot be implemented, staff, faculty and students must be screened at home. Direct guidance (written, video, electronic, etc.) must be provided to staff and parents/guardians to include: * All current, relevant symptoms. * Temperatures must be based upon type of thermometer, if taken. * On-site screening for symptoms and temperature, if possible is required for all non-essential visitors and volunteers * No students with symptoms or elevated temperature are allowed on a bus, or at school. * No staff or faculty with symptoms or elevated temperature are allowed at school. * Staff, faculty and students must notify the school if an absence is due to COVID-19. * Monitor symptoms of students, staff and visitors throughout the day; proactively monitor classrooms, cafeterias, hallways, common areas, etc. for symptoms and compliance with other prevention measures. * Provide reminders to students about COVID-19 symptoms and importance of immediately going to the nurse if feeling ill; daily reminders to staff and faculty about COVID-19 symptoms and importance of immediately going home if feeling ill. * Empower and support teachers in dismissing students to the school nurse/office if symptoms arise or are suspected. * Send regular reminder messages to staff and parents/guardians about daily health monitoring. * Students boarding buses with visible symptoms who cannot be immediately sent home (e.g. no parent present) must sit in the first row and must immediately report to the school nurse/office upon arrival at the school. * Establish a process for staff, parents/guardians and volunteers to self-report COVID-19 symptoms or exposure to the school nurse, or designee. * Any individual on school property who develops COVID-19 symptoms, tests positive for COVID-19, or is suspect for COVID-19 must be directed immediately to the isolation room/area of the school until dismissal from school is possible. School must following guidance in Cleaning, Sanitizing, Disinfecting, and Ventilation section. |  |  |  |
| \* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure |  | * Designate an isolation room/area to separate anyone who exhibits COVID-19-like symptoms until the individual is able to go home, or to a healthcare provider; the isolation room/area should not be the existing nurse’s office. * If a separate isolation room is not attainable, the nurse’s office can be used if space permits barriers to be installed to avoid contact of students with and without COVID-19 symptoms. * Immediately separate individuals with COVID-19 symptoms, or report of COVID-19 test into the designated isolation area. * Face covering is required for individuals sent to the isolation area. * Staff assisting individuals in the isolation area must were mask, eye protection, gloves, and gown; ensure proper use and disposal of personal protective equipment. * Immediately report suspect to DOH. * Immediately close off the area(s) used by a sick person and do not use before cleaning and disinfection. * Individuals who are sick or have an elevated temperature must go home, or to a healthcare facility depending on how severe their symptoms are; prior to leaving the school, provide guidance for self-isolation at home and returning to school * If an individual requires transportation by an ambulance, alert the ambulance and hospital that the person may have COVID-19. * Thoroughly clean and disinfect isolation room after each use. * Train staff on the symptoms and procedure for sending individuals with symptoms to the school nurse or designee; ensure parents/guardians are aware of the classroom protocol. * Educate and encourage parents to be prepared in the event their student has to stay home per the exclusion requirements. * Schools should consider remote learning for students excluded from school who are well enough to continue learning. * Maintain adequate personal protective equipment for use when individuals become ill: gowns, masks, eye protection, gloves. |  |  |  |
| \* Returning isolated or quarantined staff, students, or visitors to school |  | * Each individual who is isolated or quarantined will be provided the appropriate information and timeline for isolation/quarantine by the Department of Health. * Individuals returning to school after isolation or quarantine should notify the school prior to return. |  |  |  |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols |  | * Consult with the Health Department prior to school closures and within-school-year changes in safety protocols. |  |  |  |
| Other monitoring and screening practices |  | * Partner with the Health Department to support contact tracing. |  |  |  |

### 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 policy and procedures will be followed in order to allow for the safest school environment. Many procedures will be in line with PA state mandates and regulations related to health and COVID 19 virus prevention.**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual  and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Protecting students and staff at higher risk for severe illness |  | * Conduct temperature checks at school for high-risk students and staff, as well as the staff responsible for working with high-risk students; consult with the school nurse regarding high-risk students; high-risk students and staff include those who have high-risk household members. * Enforce face coverings for adults working in classrooms with high-risk individuals * Staff with higher risks should avoid gathering in groups of any size and avoid common areas such as staff lounges, and ensure diligence with face coverings. * Limit movement in and out of classrooms with high-risk students. * Encourage students to be up to date on all recommended immunizations in accordance with School Immunization Requirements, 24 P.S. § 13-1303a |  |  |  |
| \* Use of face coverings (masks or face shields) by all staff |  | * Universal face coverings are required for all students while on school property, or when using school vehicles per PA Secretary of Health’s * It is recognized that some individuals may be unable to wear masks due to personal ability, age, health conditions, etc.; exceptions are specified in Section 3 of the Order. * If an adult is in a work-space/vehicle alone, removing the face cover is acceptable. * If an adult is in a shared work-space, removing the face cover is acceptable when 6 feet distance can be maintained, or physical barriers are in place. * All bus drivers must wear face coverings while on the bus or in the presence of students and staff. * Share face covering guidance with staff, faculty, volunteers, and visitors . * Fabric masks should be washed regularly. * Non-fabric masks should be changed regularly, or when soiled. * Provide face covering breaks throughout the day while maintaining a distance of at least 6 feet during such breaks. |  |  |  |
| \* Use of face coverings (masks or face shields) by older students (as appropriate) |  | * Universal face coverings are required for all students while on school property, or when using school vehicles per PA Secretary of Health’s Universal Face Covering Order, and subsequent FAQs * It is recognized that some individuals may be unable to wear masks due to personal ability, age, health conditions, etc.; exceptions are specified in the Order. * The Health Department supports schools’ need to prioritize younger students (per the Order), such as pre-K through 5 grade. * Share face covering guidance with students and families – see Mask Guidance. * Fabric masks should be washed regularly * Non-fabric masks should be changed regularly, or when soiled. * Provide face covering breaks throughout the day while maintaining a distance of at least 6 feet during such breaks. |  |  |  |
| Unique safety protocols for students with complex needs or other vulnerable individuals |  | Continued Development |  |  |  |
| Strategic deployment of staff |  | Continued Development |  |  |  |

## 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 |
| --- | --- | --- | --- | --- | --- | --- |
| Infectious Control (e.g., Face Coverings, Hand Washing | Students/Staff | Nursing Staff, Trainer | Online | School Developed | September | Continuous |
| COVID Staff Handbook | Staff | Administration | Written, Online | School Developed | August | Continuous |
| Cleaning and Sanitizing | Maintenance and Staff | Head of Maintenance | In-person, Online | School Developed | August | Continuous |
| Attendance Policies | Staff | Administration | Written | School Developed | August | Continuous |
| COVID Family Handbook | Parents/Students | Administration | Written | School Developed | September | Continuous |
| Health Room/Isolation Room | Staff | School Nurses | Online | School Developed | August Inservice days | Continuous |
|  |  |  |  |  |  |  |

Health and Safety Plan Communications

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

| Topic | Audience | Lead Person and Position | Mode of Communications | Start Date | Completion Date |
| --- | --- | --- | --- | --- | --- |
| Health and Safety Plan Proposal to School Board | All Stakeholders | Superintendent | Online | July21 | July 21 |
| Template Review | All Stakeholders | Superintendent | Online | July 27 | July27 |
| Health and Safety Plan Vote to School Board | All Stakeholders | Superintendent | Online | July 28 | July 28 |
|  |  |  |  |  |  |
| Health and Safety Plan 2.0 Proposal to School Board | All Stakeholders | Superintendent | Online, In-Person | August 11 |  |
| Health and Safety Plan 2.0 to School Board | All Stakeholders | Superintendent | Online, In- Person | August 18 |  |
|  |  |  |  |  |  |

# Health and Safety Plan Summary: Wilmington Area 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 |
| --- | --- |
| \* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | **Cleaning, sanitizing, disinfecting and ventilating guidelines apply to areas used by anyone on school property, not just students.**   * Disinfect frequently touched surfaces and objects within the school at least daily, including desktops, chairs, electronic devices, door handles, sink handles, etc. * Disinfect school buses with particular focus on frequently touched surfaces such as handrails, tops of seats, etc. clean and disinfect entire bus daily. * Clean shared equipment including but not limited to technology, gym equipment, machines, etc. after each use. * Use disposable gloves when cleaning and disinfecting and dispose immediately. * Use disinfectants registered by the Environmental Protection Agency (EPA) * Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows in places that do not conflict with the school’s existing safety measures and do not pose a health and safety risk to staff and students, * Make hand sanitizer available in common areas, hallways, and rooms where sinks for handwashing are not available. * Provide continuous reminders/education about hand washing/sanitation/mask wearing. * Staff and students reminded to wash hands before and after lunch/snacks. * Discontinue the use of drinking fountains and provide safe alternatives for providing water when possible; personal water bottles from home, touchless fountains, disposable paper cups etc.   **When someone in the school develops COVID-19 symptoms, or tests positive for COVID-19:**   * The building does not need to be evacuated. * Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. * Wait at least 24 hours before cleaning and disinfecting. If not feasible, wait as long as possible. If seven days have passed since the individual was in the affected area, cleaning is not needed. |

## Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible  \* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms  \* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices  \* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs  \* Handling sporting activities consistent with the [CDC Considerations for Youth Sports](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html) for recess and physical education classes  Limiting the sharing of materials among students  Staggering the use of communal spaces and hallways  Adjusting transportation schedules and practices to create social distance between students  Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students  Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars  Other social distancing and safety practices | **If in-person learning is planned, schools must maintain 6 feet of physical distance between students, staff and faculty in classrooms and learning spaces.**  **Spacing**   * If 6 feet physical distance cannot be maintained due to space limitations, schools must strive for the greatest distance of no less than 3 feet and enforce use of face coverings. * If evidence exists that indicates improvements in COVID-19 cases, transmission, deaths, hospitalizations, etc., schools may transition to maintaining less than 6 feet of physical distance while ensuring at least 3 feet as a minimum. * Maximize use of non-classroom space to increase physical distancing (gyms, libraries) * Cohort classes to minimize crossover among students and staff within the school; keep students in classrooms and rotate staff when possible. * Arrange desks to face in the same direction or have students sit on only one side of tables to limit face-to-face seating. * Limit activities in classrooms and other spaces that do not support physical distancing. * Enforce physical distancing in offices and staff lounges, and during staff meetings. * Limit large gatherings, events, and extracurricular activities to those that can maintain physical distancing. * Implement strategies to reduce the number of individuals in the hallways at one time such as: * Use one-way traffic patterns to include physical guides such as tape, for routes * Stagger end of class periods to reduce the number of students in the hallways at one time if feasible * Require face coverings when using non-learning areas such as hallways, restrooms, bus, etc. * Monitor school to ensure staff or students do not commune; close communal areas if needed. |
|  | **Cafeteria**   * Schools can utilize cafeterias if students can sit in a staggered arrangement to avoid “across-the-table” seating, with 6 feet physical distance between students. * If 6 feet physical distance cannot be maintained due to space limitations schools should use classrooms for lunch. * Staff avoid face-to-face seating while eating. * Staff and students avoid sharing of food and utensils. |
|  | **Hygiene**   * Teach and reinforce frequent washing of hands/hand sanitation, covering coughs and sneezes among students, staff, faculty, volunteers and visitors. * Staff, faculty and students wash hands before and after lunch/snacks, and after use of restroom. * Hygiene reminders are posted throughout the facility, to include restrooms, staff lounges, etc. * Hand sanitizer will be made available in all common areas, hallways, and/or in classrooms where sinks for handwashing are not available. * Prohibit physical contact such as handshakes, fist-bumps, high-fives, etc. |
|  | **Signage/Postings**   * Visual/written information about everyday protective measures such as by proper washing hands, proper face covering and physical distancing is available throughout the school (signage, announcements, etc.) is posted throughout facilities and buses. * Verbal reminders via teachers and/or announcements are made often |
|  | **Visitors**   * Restrict non-essential visitors, volunteers, and activities that involve outside groups. * If non-essential visitors and volunteers cannot be restricted, school must: * conduct on-site screening form for symptoms and temperature prior to entry * require face covering while on school property * track visitors and volunteers for contact tracing purposes. |
|  | **Playgrounds/Sports**   * Stagger use of playgrounds to create smaller groups of students (Classes stay together) * Clean high touch services on playground equipment and play resources (jump ropes, balls, etc.) after each use (minimum daily). |
|  | **Belongings**   * Keep each student’s belongings separated from others and in individually labeled containers, cubbies, lockers or other areas |
|  | **Spaces and Hallways**   * Use one-way traffic patterns to include physical guides such as tape, for routes when possible * Stagger end of class periods to reduce the number of students in the hallways at one time when possible, and at dismissal |
|  | **Transportation**   * Promote physical distancing at bus stops.   + Encourage families to drive students to school.   + Load the bus by filling seats back to front.   + Seat a maximum of two students per seat; students from the same family should sit together.   + Use assigned seats (knowing who is seated near an individual will support contact tracing).   + Use markings that shows students where to sit in each row.   + Bus drivers must wear face covering if possible.   + Required all riders to face forward throughout the route.   + Reserve a seat for students who board the bus and look visibly ill.   + Wear gloves when assisting students on and off the bus.   + Provide access to hand sanitizer on buses Follow same guidance for face covering while in school. |
|  | **Additional Measures**   * Require on-site before and after care providers to follow requirements of the school’s COVID-19 health and safety plan. |
|  | * Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. * Limit movement in and out of classrooms with high-risk students. |

## 

## Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* Monitoring students and staff for symptoms and history of exposure  \* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure  \* Returning isolated or quarantined staff, students, or visitors to school  Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols | **Monitoring**   * + - Provide ongoing education and communications to students, staff and parents/guardians about the importance of staying at home if they are ill.     - Encourage parents to complete an overview of their student’s health before school.     - All current, relevant symptoms should be reported to the school nurse.   **Isolating/Quarantining**   * + - On-site screening for symptoms and temperature is required for all non-essential visitors and volunteers.     - No students with symptoms or elevated temperature are allowed on a bus, or at school.     - No staff or faculty with symptoms or elevated temperature are allowed at school.     - Staff, faculty and students must notify the school if an absence is due to COVID-19.     - Monitor symptoms of students, staff and visitors throughout the day; proactively monitor classrooms, cafeterias, hallways, common areas, etc. for symptoms and compliance with other prevention measures.     - Provide reminders to students about COVID-19 symptoms and importance of immediately going to the nurse if feeling ill; daily reminders to staff and faculty about COVID-19 symptoms and the importance of immediately going home if feeling ill.     - Empower and support teachers in dismissing students to the school nurse/office if symptoms arise or are suspected.     - Send regular reminder messages to staff and parents/guardians about health monitoring.     - Students boarding buses while sick who cannot be immediately sent home (e.g. no parent present) must sit in the first row and must immediately report to the school nurse/office upon arrival at the school.     - Establish a process for staff, parents/guardians and volunteers to self-report COVID-19 symptoms or exposure to the school nurse, or designee.     - Any individual on school property who develops COVID-19 symptoms, tests positive for COVID-19, or is suspect for COVID-19 must be directed immediately to the isolation room/area of the school until dismissal from school is possible.   . |
|  | • **Isolation Room**   * + Designate an isolation room/area to separate anyone who exhibits COVID-19-like symptoms until the individual is able to go home, or to a healthcare provider; the isolation room/area should not be the existing nurse’s office area, if possible.   + If a separate isolation room is not attainable, the nurse’s office can be used if space permits barriers to be installed to avoid contact of students with and without COVID-19 symptoms.   + Immediately separate individuals with COVID-19 symptoms, or report of COVID-19 test into the designated isolation area. * Face covering is required for individuals sent to the isolation area. * Staff assisting individuals in the isolation area must were mask, eye protection, gloves, and gown; ensure proper use and disposal of personal protective equipment.   + Immediately report suspected COVID cases to DOH.   + Immediately close off the area(s) used by a sick person and do not use before cleaning and disinfection.   + Individuals who are sick or have an elevated temperature must go home, or to a healthcare facility depending on how severe their symptoms are; prior to leaving the school, provide guidance for self-isolation at home and returning to school   + If an individual requires transportation by an ambulance, alert the ambulance and hospital that the person may have COVID-19.   + Thoroughly clean and disinfect isolation room after each use.   + Train staff on the symptoms and procedure for sending individuals with symptoms to the school nurse or designee; ensure parents/guardians are aware of the classroom protocol.   + Educate and encourage parents to be prepared in the event their student has to stay home per the exclusion requirements. * Schools should consider remote learning for students excluded from school who are well enough to continue learning.   + Maintain adequate personal protective equipment for use when individuals become ill: gowns, masks, eye protection, gloves.   + Each individual who is isolated or quarantined will be provided the appropriate information and timeline for isolation/quarantine by the Department of Health.   **Returning to School**   * Individuals returning to school after isolation or quarantine should notify the school prior to return. |
|  | **School Closure/Contact Tracing**   * WASD will consult with the Health Department prior to school closures (If Possible) and within-school-year changes in safety protocols. * Partner with the Health Department to support contact tracing |
|  | . |
|  | . |

## Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* Protecting students and staff at higher risk for severe illness  \* Use of face coverings (masks or face shields) by all staff  \* Use of face coverings (masks or face shields) by older students (as appropriate)  Unique safety protocols for students with complex needs or other vulnerable individuals  Strategic deployment of staff | **High-Risk Students**   * Conduct (if possible) temperature checks at school for high-risk students and staff, as well as the staff responsible for working with high-risk students; consult with the school nurse regarding high-risk students; high-risk students and staff include those who have high-risk household members. * Enforce face coverings for adults working in classrooms with high-risk individuals * Staff with higher risks should avoid gathering in groups of any size and avoid common areas such as staff lounges and ensure diligence with face coverings. * Limit movement in and out of classrooms with high-risk students (if possible).   **Face Coverings**   * Universal face coverings are required for all students and staff while on school property, or when using school vehicles per PA Secretary of Health’s * It is recognized that some individuals may be unable to wear masks due to personal ability, age, health conditions, etc.; exceptions are specified in the Order. * If an adult is in a work-space/vehicle alone, removing the face cover is acceptable. * If an adult is in a shared work-space, removing the face cover is acceptable when 6 feet distance can be maintained, or physical barriers are in place. * All bus drivers must wear face coverings while on the bus or in the presence of students and staff. * Share face covering guidance with staff, faculty, volunteers, and visitors. * Fabric masks should be washed regularly. * Non-fabric masks should be changed regularly, or when soiled. * Provide face covering breaks throughout the day while maintaining a distance of at least 6 feet during such breaks.   **Strategic Deployment of staff**   * Continuous development |
|  |  |
|  |  |
|  |  |
|  | Continued Development |

# Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Wilmington Area School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **July 28, 2020**

The plan was approved by a vote of:

**Yes**

**No**

Affirmed on:

By:

(*Signature\* of Board President*)

(*Print Name of Board President*)

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

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

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