



Ringgold School District Health and Safety Plan

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

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

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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: Ringgold School District

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

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

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

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

Type of Reopening

Key Questions

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

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

(SELECT ONE BOX BELOW)

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): **First Day of School**

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) |
|-----------------------------|-------------------------------------|-------------------------------------------------------------|
| Pandemic Coordinator | Julie Clarvit – Lead Nurse | Both |
| Pandemic Team | Administrators | Health and Safety Plan Development |
| Union Leadership | Teachers | Response Team |
| Community Members | Parents | Response Team |
| Ringgold Staff | Representative from each department | Response Team |
| Building Principals | Administrators | Response Team |

Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

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

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

Summary of Responses to Key Questions: **See below**

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: [See Below](#)

| 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) |
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| <p>* Classroom/ learning space occupancy that allows for 3-6 feet separation among students and staff throughout the day, to the maximum extent feasible</p> | <ul style="list-style-type: none"> ○ Determine your maximum capacity for each room ○ Turn desks in the same direction. ○ Students sit on one side of tables/desk facing the same direction. ○ Reduce building capacity as per the guidelines ○ Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year ○ Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ○ Limit physical interaction through partner or group work ○ Establish distance between the teacher’s desk/board and students’ desks ○ Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather | <ul style="list-style-type: none"> ○ Determine your maximum capacity for each room ○ Turn desks in the same direction. ○ Students sit on one side of tables/desk facing the same direction. ○ Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) ○ Limit physical interaction through partner or group work ○ Establish distance between the teacher’s desk/board and students’ desks ○ Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing ○ Implement standard operating procedures while taking preventative measures such as: ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings in | <p>Admin Teachers Custodians Paraprofessionals</p> | <p>Master Scheduling</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE designed to provide a barrier between individuals when the recommended distance may not be maintained.</p> | <p>Y</p> |

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| | <ul style="list-style-type: none"> permits) for social distancing ○ Implement standard operating procedures while taking preventative measures such as: ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings in accordance with state and local requirements ○ Limiting unnecessary congregations of students and staff ○ Provide cleaning supplies in the classroom | <ul style="list-style-type: none"> accordance with state and local requirements ○ Limiting unnecessary congregations of students and staff ○ Provide cleaning supplies in the classroom | | | |
| <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <ul style="list-style-type: none"> ● Allow student hand washing before and after meal service ● Provide hand sanitizer for students and staff ● Use disposable plates, utensils, etc. ● Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use ● Conduct cleaning of cafeterias and high-touch surfaces throughout the school day Alternative Serving Models: ● Serving meals in classrooms ● Touchless Pre-ordering of meals | <ul style="list-style-type: none"> ● Implement standard operating procedures while taking preventative measures such as: <p>Providing hand sanitizers for students and staff</p> <p>Students and staff to wear face masks/coverings while in large group gatherings in accordance with state and local requirements</p> <p>Conducting cleaning of cafeterias and high-touch surfaces throughout the school day</p> | <p>Principal</p> <p>Cafeteria Staff</p> | <p>Hand Sanitizer</p> <p>Sanitizing Wipes</p> <p>Cleaning Supplies</p> <p>Masks</p> <p>Pre-packaged materials</p> | <p>Y</p> |

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| | <ul style="list-style-type: none"> Serving meals in cafeterias with: Spaced serving lines (marked on floors) Spaced seating (utilize outdoor space as practicable and appropriate) Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods) Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of foods and utensils. | | | | |
| <p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> | <ul style="list-style-type: none"> Teach and reinforce good hygiene measures such as handwashing, coverings, coughs, and face coverings Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no touch trash cans in all bathrooms, classrooms, and frequently trafficked areas Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols. | <ul style="list-style-type: none"> Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms and frequently trafficked areas Scheduled hygiene breaks for staff and students Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good | <p>Administrator Teacher Aide Nurse Students Parents</p> | <p>Signs Health Curriculum</p> | <p>Y</p> |

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| | | hygiene, and school/district specific protocols. | | | |
| * Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs | https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc | https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc | Administrator Principal | Laminated Signs or posters | N |
| * Identifying and restricting non-essential visitors and volunteers | <ul style="list-style-type: none"> Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. Restrict nonessential visitors, volunteers, and activities that involve other groups. | <ul style="list-style-type: none"> Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. Restrict nonessential visitors, volunteers, and activities that involve other groups. | Administrator | Policies and procedures | N |
| * Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | <ul style="list-style-type: none"> CDC Guidance for Youth Sports: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html PA and PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/ Stagger the schedule for large group gatherings such as recess and PE Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing Clean equipment/materials between PE classes, recess, training room Weight room closed Students do not dress for PE Individual lockers/cubbies Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> Providing hand sanitizer for students and staff Students and staff to wear face masks/coverings in accordance with state and local requirements | <ul style="list-style-type: none"> CDC Guidance for Youth Sports: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html PA and PIAA Guidance on Youth Sports https://www.governor.pa.gov/covid-19/sports-guidance/ Stagger the schedule for large group gatherings such as recess and PE Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing Clean equipment/materials between PE classes, recess, training room, and weight room Weight room 50% capacity Students do not dress for PE Individual lockers/cubbies Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> Providing hand sanitizer for students and staff Students and staff to wear face masks/coverings in | Admin Athletic Director Athletic trainers Coaches Teachers Paraprofessionals Custodians | Master Schedule Policies/Procedures Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory PPE | Y |

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| | <ul style="list-style-type: none"> ○ Limiting unnecessary congregations of students and staff ○ Schedule recess so students remain in same groups together ○ Consider sports/activities that do not require sharing equipment ○ Physical Education and health instruction will focus on prevention and limit at school physical activity | <p>accordance with state and local requirements</p> <ul style="list-style-type: none"> ○ Limiting unnecessary congregations of students and staff ○ Schedule recess so students remain in same groups together ○ Consider sports/activities that do not require sharing equipment ○ Physical Education and health instruction will focus on prevention and limit at school physical activity | | | |
| <p>Limiting the sharing of materials among students</p> | <ul style="list-style-type: none"> ● Identify necessary learning tools and resources, consider using consumables (when possible) ● Assign a cubby or bin to each child where s/he can keep hard copy texts and learning tools (e.g. rulers, calculators) ● Limit the sharing of technology tools (chromebooks, ipads, etc) and provide cleaning materials to be used between uses ● Limit sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses | <ul style="list-style-type: none"> ● Identify necessary learning tools and resources, consider using consumables (when possible) ● Assign a cubby (make sure to stagger students at the elementary level) or bin to each child. Limit hard copy texts and learning tools (e.g. rulers, calculators) ● Assign technology tools (chromebooks, ipads, etc) to individual students/small groups of students and provide cleaning materials to be used between uses ● Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses ● Limit use of weight-lifting equipment/machines and clean after each use ● Limit the trips of locker visits for students, keep students at their desk as much as possible. | <p>Admin Teachers Tech Coordinators Paraprofessionals</p> | <p>Bins/Cubby</p> <p>Individual Tech tools such as ipads, chromebooks, etc.</p> <p>Art supplies</p> <p>Manipulatives</p> <p>Individual basic school supplies such as scissors, ruler, pencils, notebooks</p> <p>Science equipment</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory; tech wipes for all technology</p> <p>PPE</p> | <p>N</p> |

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| <p>Staggering the use of communal spaces and hallways</p> | <ul style="list-style-type: none"> • Develop Entry Procedures and master schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Close water fountains • Close communal-use spaces such as cafeterias and playgrounds if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Limit unnecessary congregations of students and staff • Limit movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. • Transitions: For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Limit transition times ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to limit congregation of students | <ul style="list-style-type: none"> • Develop Entry Procedures and schedule • Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.) to enter the building and designate entrance and exit flow paths • Establish a protocol for student pick/drop up: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup • Clear one van/bus before another begins unloading. • Limit communal-use spaces such as cafeterias if possible; otherwise, stagger their use and disinfect them in between uses. • Provide hand sanitizer for students and staff • Minimize unnecessary congregations of students and staff • Minimize movement throughout the building and restrict mixing between groups to the extent possible. Try to keep the same student and staff groupings together throughout the school day as much as possible. • Transitions: For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Provide additional time for transitions ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to minimize congregation of students ○ Plan staggered class (ex: by hall, odd/even room numbers, grade/ discipline) changes to decrease number of students in hallways at one time | <p>Admin Teachers Custodians Paraprofessionals Cafeteria staff</p> | <p>Master Schedule</p> <p>Signs on floors and walls</p> <p>Policies/procedures for dropoff/pickup</p> <p>Policies/Procedures for recess and cafeteria use</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE</p> | <p>Y</p> |
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| | <ul style="list-style-type: none"> ○ Limit staggered class (ex: by hall, odd/even room numbers, grade/discipline) changes to decrease number of students in hallways at one time ○ Keep same group of students stay with the same staff (all day for young children and as much as feasible for older children) ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings in accordance with state and local requirements. ○ Limiting unnecessary congregations of students and staff | <ul style="list-style-type: none"> ● Consider grouping students with the same staff (all day for elementary students) ● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Providing hand sanitizer for students and staff ○ Students and staff to wear face masks/coverings in accordance with state and local requirements. ○ Limiting unnecessary congregations of students and staff | | | |
| Adjusting transportation schedules and practices to create social distance between students | <ul style="list-style-type: none"> ● Provide hand sanitizer for students and bus drivers ● Provide face masks for bus drivers; students required to wear face masks/coverings ● Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) ● Eliminate field trips ● Clean and disinfect frequently touched surfaces on the bus at least daily ● Establish protocols for bus stops, loading/unloading students to minimize | <ul style="list-style-type: none"> ● Provide hand sanitizer for students and bus drivers ● Provide face masks for bus drivers; students required to wear face masks/coverings ● Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable) ● Eliminate field trips ● Clean and disinfect frequently touched surfaces on the bus at least daily ● Establish protocols for bus stops, loading/unloading students to minimize | Transportation Coordinator Administration | Master schedules Cleaning Materials Masks Temperature scanners | Y |

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| | <p>congregation of children from different households</p> <p>CDC Guidance</p> <p>• What Bus Operators Need to Know</p> | <p>congregation of children from different households</p> <p>CDC Guidance</p> <p>• What Bus Operators Need to Know</p> | | | |
| <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> | <ul style="list-style-type: none"> • Determine your maximum capacity for each room • Limit movement throughout the building • Restrict mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible. • Students remain in the same classroom; Teacher switches classrooms instead of students • Use the master schedule to balance class numbers as much as possible • Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Limit physical interaction through partner or group work • Establish distance between the teacher’s desk/board and students’ desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing) • Providing hand sanitizer for students and staff • Conducting cleaning of classrooms and high-touch surfaces each day | <ul style="list-style-type: none"> • Determine your maximum capacity for each room • Minimize movement throughout the building • Minimize mixing between groups; Keep the same student and staff groupings together throughout the school day as much as possible. • Consider students remaining in the same classroom; Consider teachers switching classrooms instead of students • Use the master schedule to balance class numbers as much as possible • Remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable) • Minimize physical interaction through partner or group work • Establish distance between the teacher’s desk/board and students’ desks; Mark spaced lines for entry, exit, and flow in each room to promote social distancing • Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces for social distancing) • Providing hand sanitizer for students and staff • Conducting cleaning of classrooms and high-touch surfaces each day | <p>Admin Teachers Paraprofessionals Custodians</p> | <p>Master Schedule</p> <p>Signs and markings for the floor and walls</p> <p>Policies/Procedures</p> <p>Cleaning Supplies – Ensure supply chain through multiple vendors; Continuously monitor inventory</p> <p>PPE designed to provide a barrier between individuals when the recommended distance may not be maintained.</p> | <p>Y</p> |

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| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | <ul style="list-style-type: none"> • Increase communication as needed. • Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the yellow phase. | <ul style="list-style-type: none"> • Increase communication as needed. • Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the Green phase. (list at the end of this page) | Administrator, transportation coordinator and transportation provider, and childcare providers | Transportation vehicles and childcare space | N |
| Other social distancing and safety practices | | | | | |
| SONYA'S ENCHANTED GARDEN DAY CARE | 415 MCKEAN AVE, DONORA 15033 | | 724-379-5222 | | |
| SPHS CHILD CARE (MON VALLEY DAY CARE) | 125 E MAIN ST, MONONGAHELA 15063 | | 724-258-9221 | | |
| WEE CARE DAY CARE | 532 PARK AVE, MONONGAHELA 15063 | | 724-258-3232 | | |
| SUNSHINE KIDS | 1059 LINDEN RD, EIGHTY-FOUR, 15330 | | 724-942-0163 | | |
| SUNSHINE KIDS | 3549 MARION AVENUE, FINLEYVILLE 15332 | | 724-348-6565 | | |
| YMCA | 101 TAYLOR RUN ROAD, MONONGAHELA 15063 | | 724-483-8077 | | |
| Roberta Adams (Private Sitter) | | | 724-348-6212 | | |

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: [See Below](#)

| 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>* Monitoring students and staff for symptoms and history of exposure</p> | <ul style="list-style-type: none"> • Check for signs and symptoms of students and employees daily upon arrival. • Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures. • Encourage staff to stay home if they are sick and encourage parents to keep sick children home. • Adopt flexible attendance policies for students and staff. | <ul style="list-style-type: none"> • Check for signs and symptoms for employees daily upon arrival. • Will screen students daily • Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures for employees. • Encourage staff to stay home if they are sick and encourage parents to keep sick children home. • Adopt flexible attendance policies for students and staff. | <p>Administrator Nurse</p> | <p>Temperature Scanner When and how will trainings be provided</p> | <p>Y</p> |

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| <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <ul style="list-style-type: none"> • Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation • Inform those who have had close contact to a person diagnosed with COVID-19 to | <ul style="list-style-type: none"> • Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation • Inform those who have had close contact to a person diagnosed with COVID-19 to | <p>Administrator Nurse</p> | <p>Isolation Room Proper PPE Equipment for Health Professionals</p> | <p>Y</p> |
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| 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>stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.</p> | <p>stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.</p> <ul style="list-style-type: none"> • Symptoms of Coronavirus • What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection • Standard Precautions • Transmission-based Precautions | | | |
| * Returning isolated or quarantined staff, students, or visitors to school | <ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronaviruses/2019-ncov/if-you-are-sick/end-home-isolation.html | <ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronaviruses/2019-ncov/if-you-are-sick/end-home-isolation.html | Administrators Department of Health Nurse | Policies and Procedures | Y |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | <ul style="list-style-type: none"> • Post on the public Website • One Call Systems | <ul style="list-style-type: none"> • Post on the public Website • One Call Systems | Administrators | Communication System | N |
| Other monitoring and screening practices | <ul style="list-style-type: none"> • Temperature Scans • Wellness Checks | <ul style="list-style-type: none"> • Temperature Scans • Wellness Checks | School Nurses Transportation Coordinator | Temperature Scanners Bus Aides (possibly) | Y |

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: [See Below](#)

| 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>* Protecting students and staff at higher risk for severe illness</p> | <p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations | <p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> Provide PPE to vulnerable students and staff as appropriate Allow vulnerable students to complete their coursework virtually Vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) Establish a process for regular check-ins with vulnerable students. Allow an early transition for vulnerable students to go to classes Limit large group gatherings/Interactions for vulnerable students and staff | <p>Administrator and School Nurse, Teacher, Paraprofessional</p> | <p>Policies and Procedures</p> | <p>N</p> |

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| | <ul style="list-style-type: none"> Adhere to FERPA and HIPPA requirements Adhere to state and federal employment law and extended leave allowances Offer an Employee Assistance Program to all staff members | | | | |
| * Use of face coverings (masks or face shields) by all staff | <ul style="list-style-type: none"> Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. <p>> CDC Guidance</p> | <ul style="list-style-type: none"> Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. <p>> CDC Guidance</p> | Administrator | Masks, signage for proper use | N |
| * Use of face coverings (masks or face shields) by older students (as appropriate) | <ul style="list-style-type: none"> Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. <p>> CDC Guidance</p> | <ul style="list-style-type: none"> Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. Students and staff to wear face masks/coverings in accordance with state and local requirements <p>> CDC Guidance</p> | Administrator | Masks, signage for proper use | N |
| Unique safety protocols for students with | <ul style="list-style-type: none"> Survey families with vulnerable children to gauge their intentions in returning to a | <ul style="list-style-type: none"> Survey families with vulnerable children to gauge their intentions in returning to a | Administrator | Accommodations as needed | Y |

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|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| complex needs or other vulnerable individuals | <p>traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <ul style="list-style-type: none"> • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. • Reconvene IEP Meetings to adjust for Special needs. | <p>traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <ul style="list-style-type: none"> • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. • Reconvene IEP Meetings to adjust for Special needs. | | | |
| Strategic deployment of staff | | | | | |

Health and Safety Plan Professional Development

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

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

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------|----------------|---------------------------------------------------------------------------------|------------|-----------------|
| Hygiene Basics | Staff and Students | Nurse and Pandemic Team | F2F/Virtual | CDC Resources | | |
| Daily Cleaning/Deep Cleaning | Custodians/Bus Contractors | Pandemic Team | F2F/Virtual | CDC Resources; Cleaning supplies | | |
| Coordination with local childcare | Child Care Organizations | Pandemic Team and Admin | F2F/Virtual | Policies/Procedures | | |
| Temperature Scans/Isolation and Quarantine of Students and Staff | Admin/Nurse/Possibly Bus Monitors/Staff | Nurse and Pandemic Team | F2F/Virtual | Policies/Procedures | | |
| Use of Face Coverings/PPE | Admin/Staff/Students/Bus Contractors/Visitors | Pandemic Team | F2F/Virtual | Policies/Procedures | | |
| Unique Safety Protocols for Students with Complex Needs or vulnerable individuals | Admin/Staff | Pandemic Team and Director of Pupil Services and Nurse | F2F/Virtual | Policies/Procedures | | |
| Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | Admin/ Staff/Students | Pandemic Team and Athletic Director and Nurse | F2F/Virtual | Policies/Procedures | | |
| Staggering the use of communal spaces and hallways | Admin/Staff/Students | Pandemic Team and Admin | F2F/Virtual | Signs and markings for walls and floors/Policies and Procedures/Master Schedule | | |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|----------------|----------------------------------------------------------------------------|------------|-----------------|
| Adjusting transportation schedules and practices to create social distance between students | Admin/Bus Companies/Staff | Pandemic Team and Admin | F2F/Virtual | Policies and Procedures/Master Schedule | | |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | Admin/Staff/Students | Pandemic Team and Admin | F2F/Virtual | Signs/Markings for walls and floor/Policies and procedures/Master Schedule | | |
| Classroom/ learning space occupancy that allows for 3-6 feet of separation among students and staff throughout the day, to the maximum extent feasible | Admin/Staff/Students | Pandemic Team and Admin | F2F/Virtual | Signs/Markings for walls and floor/Policies and procedures/Master Schedule | | |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------|-------------------------------|--------------------------------------------------------------|------------|-----------------|
| * Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | Admin/Staff/Students | Pandemic Team And Admin | F2F/Virtual | Cleaning Supplies and Master Schedule | | |
| * Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | Custodians, paraprofessionals, Cafeteria Staff | Buildings & Grounds | Virtual | Janitorial Supplies | | |
| * Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | Students and Staff | Nurse, Administration | Virtual & Health Class | Curriculum and video materials, web site, posters | | |
| * Monitoring students and staff for symptoms and history of exposure | Students and Staff | All staff, Department of health contacts | Virtual and Staff Observation | Temperature scanners, posting of symptoms on web and posters | | |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------|------------|-----------------|
| * Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure | All Building Staff | Nurse and Administration Department of Health | Virtual and Nurses presentation | CDC guidance and Department of Health assistance and Isolation room, school web page | | |
| * Returning isolated or quarantined staff, students, or visitors to school | Parents, All Staff | Nurse | Virtual, Communication with families of students | Videos, letters, school web site | | |
| Other monitoring and screening practices | Students and staff | Nurse, staff, security, and administration | Virtual | Thermal Scanners | | |
| Unique safety protocols for students with complex needs or other vulnerable individuals | Parents and Staff | Nurse, Special Needs Staff | Virtual or in person if possible | Special Devices a special care materials | | |

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). Ringgold will establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in our community.

Health and Safety Plan Summary: Ringgold School District 9/17/2020

Anticipated Launch Date: (7/23/2020)

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

| Requirement(s) | Strategies, Policies and Procedures |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <ul style="list-style-type: none"> • Daily cleaning of schools with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. • At Least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk. • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. |

Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <ul style="list-style-type: none"> • Allow student hand washing before and after meal service • Provide hand sanitizer for students and staff • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use • Conduct cleaning of cafeterias and high-touch surfaces throughout the school day Alternative Serving Models: • Serving meals in classrooms |

| Requirement(s) | Strategies, Policies and Procedures |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p> | <ul style="list-style-type: none"> • Eliminate field trips • Clean and disinfect frequently touched surfaces on the bus at least daily • Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households <p>CDC Guidance</p> <ul style="list-style-type: none"> • What Bus Operators Need to Know |

Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <ul style="list-style-type: none"> • Check for signs and symptoms of students and employees daily upon arrival. • Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures. • Encourage staff to stay home if they are sick and encourage parents to keep sick children home. • Adopt flexible attendance policies for students and staff. • Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. |

| Requirement(s) | Strategies, Policies and Procedures |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p> | <ul style="list-style-type: none"> • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation • Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DOH guidance for home quarantine. • Symptoms of Coronavirus • What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection • Standard Precautions • Transmission-based Precautions • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html • Post on the public Website • One Call Systems |

