



# 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.

[Health & Safety Plan Committee](#)

[Phase Reopening Plan Timeline](#)

## Table of Contents

<b>Health and Safety Plan: West York Area School District</b>	<b>4</b>
Type of Reopening	5
Key Questions	5
Pandemic Coordinator/Team	6
Key Strategies, Policies, and Procedures	7
Cleaning, Sanitizing, Disinfecting, and Ventilation	8
Key Questions	8
Social Distancing and Other Safety Protocols	10
Key Questions	10
Monitoring Student and Staff Health	21
Key Questions	21
Other Considerations for Students and Staff	26
Key Questions	26
Health and Safety Plan Professional Development	30
Health and Safety Plan Communications	31
<b>Health and Safety Plan Summary: West York Area School District</b>	<b>33</b>
Facilities Cleaning, Sanitizing, Disinfecting and Ventilation	33
Social Distancing and Other Safety Protocols	34
Monitoring Student and Staff Health	35
Other Considerations for Students and Staff	36
<b>Health and Safety Plan Governing Body Affirmation Statement</b>	<b>37</b>

*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: West York 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](#). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

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

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

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

## Type of Reopening

### Key Questions

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

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

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

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening):** August 17, 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):** Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of a confirmed positive case.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Ivan Quinones	Safety & Security Coordinator	Pandemic Coordinator
Sheri Schlemmer	Business Office	Asst. Pandemic Coordinator
Jeff Ludwig	Facilities	Resources and Infrastructure
Cynthia Rose	Health/Association	Medical & Health Protocols
Melissa Appnel	Education	Educational Continuity
Cynthia Greco	Communications Office	Communication Plan
Kristi George	Business Office	Transportation
Scott Rutkowski	Food Service	Nutrition Delivery
Steve Clutter	Information Technology	Virtual/Distance Learning
Traci Stauffer	Student Services	Special Education
Beth Thieret	Human Resources	Workforce and Staffing
Diane Savatt	Faculty/Association	Technology Integration

## Key Strategies, Policies, and Procedures

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

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary

should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

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

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

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

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

**Summary of Responses to Key Questions:** The District custodial and maintenance staff has been trained in best practices for cleaning and methods to maintain safety for our students and staff per CDC guidelines. Written protocols for cleaning and sanitizing

have been established and will be monitored by building and District supervisors after they are shared with staff members. The District ordered supplies meeting specified requirements necessary to implement cleaning, sanitation, and disinfecting protocols. These supplies will be maintained as long as they are available. The District ordered new equipment for more efficient and effective cleaning across the District buildings. Custodial staff will be assigned different zones and tasks according to their location and shift to address cleaning and sanitizing throughout the day and after school hours. Walkthroughs and discussions have taken place to ensure a safe return for students and staff. Training topics are addressed in the professional development section of the plan.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* <b>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b></p>	<ul style="list-style-type: none"> <li>● Cleaning and sanitizing rooms daily.</li> <li>● Cleaning/disinfecting high touch surfaces (door handles, handrails, light switches and desktops).</li> <li>● Classrooms and hallways will be disinfected during the evening shift.</li> <li>● Cleaning and sanitizing lockers.</li> <li>● Ventilation status will be occupied and monitored for fresh air intake.</li> <li>● Evening staff will disinfect locker rooms and offices with equipment.</li> <li>● Cafeteria.</li> <li>● Transportation-Hand sanitizer installed at steps in bus/van if allowable. Daily cleaning with Electro-static sprayer of interior of vehicles. High contact areas wiped down with approved disinfectant after each run.</li> </ul>	<ul style="list-style-type: none"> <li>● Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>● Jeff Ludwig - Supervisor Building and Grounds</li> </ul>	<ul style="list-style-type: none"> <li>● Full Custodial Staff</li> </ul>	<p>Y</p>
<p><b>Other cleaning, sanitizing,</b></p>	<ul style="list-style-type: none"> <li>● Water system has been regularly activated and tested per annual testing guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>● Jeff Ludwig - Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>● Custodial Staff</li> </ul>	<p>Y</p>

disinfecting, and ventilation practices	<ul style="list-style-type: none"> <li>Recommend ventilating all classrooms and common areas when available/possible using windows.</li> </ul>		Building and Grounds		
---	--	--	----------------------	--	--

## 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:** Movement and mixing between groups will be minimized to the extent possible throughout the buildings by keeping the majority of students and staff in teams, grade levels, hallways, etc. Additional hygiene protocols will be taught and implemented from the beginning of the year. Each building principal will examine field trip requests taking students outside the District and limit larger gatherings and events to those where social distancing can be maintained. All buildings will restrict non-essential visitors and volunteers from coming into the buildings. Meetings will take place via Zoom when possible. Student desks and seating will be spaced between three to six feet apart to the extent possible. Larger communal areas such as cafeterias and playgrounds will have staggered schedules for student use and will be disinfected between uses where necessary. Students may eat lunch in classrooms if cafeterias are not able to be used. Student belongings will be separated from others' and stored in individually labeled containers, cubbies, lockers, or other areas in the classroom. The District will obtain additional resources and supplies to limit student sharing of materials such as art supplies, math manipulatives, science equipment, etc. Supplies and equipment that must be shared will be limited in their use and assigned to specific groups of children with additional

cleaning and disinfecting between uses. The Transportation Department will adjust bus runs and seating as necessary to socially distance students on the bus. Training topics are addressed in the professional development section of the plan.

CDC guidelines for youth sports: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* <b>Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b>	<ul style="list-style-type: none"> <li>• Social distance of 3-6 feet will be maintained to the extent possible in classrooms and throughout the building. All of our learning spaces have sufficient floor area to allow for a minimum 3 feet distance for up to 25 students.</li> <li>• Assigned seats will be utilized and students will all be facing forward.</li> <li>• Sneeze guards will be utilized if appropriate need exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Jeff Ludwig - Supervisor Building and Grounds</li> </ul>		
* <b>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b>	<ul style="list-style-type: none"> <li>• A 3-foot triangle formation will be utilized with staggered seating to avoid “across-the-table” seating.</li> <li>• Handwashing and hygiene will be reinforced before and after eating.</li> <li>• Floor markings will support social distancing in lines and personnel will support students and facilitate safe procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Cynthia Rose - School Nurse</li> <li>• Scott Rutkowski - Food Services Director</li> <li>• Ivan Quinones - Coordinator, Safety &amp; Security/ Pandemic</li> </ul>		
* <b>Hygiene practices for students and staff including the manner and frequency of hand-washing and</b>	<ul style="list-style-type: none"> <li>• Hand washing/sanitizing upon entering the building, after using the restroom, before and after eating, and as needed.</li> <li>• Cough and sneeze into arm.</li> <li>• Stay home when sick.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Cynthia Rose - School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Hand sanitizing stations.</li> <li>• Water bottle filling stations.</li> </ul>	Y

<p><b>other best practices</b></p>	<ul style="list-style-type: none"> <li>• Don't touch face, especially mouth and nose.</li> <li>• Wash or sanitize hands after touching face or blowing nose.</li> <li>• Optional wearing of face masks for students and staff.</li> <li>• Students may bring a water bottle to hydrate; there will be no use of water fountains.</li> </ul>				
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<ul style="list-style-type: none"> <li>• Signs at entrance, restrooms, hall to cafeteria re: hand washing/sanitizing.</li> <li>• Signs in halls and classrooms emphasizing good hygiene practices.</li> <li>• Videos on morning news or classroom presentations by nurses to emphasize good hygiene practices and basic information on transmission of germs and protective measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Cynthia Rose - School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Signs.</li> <li>• Staff and equipment to do videos.</li> <li>• Staff to do classroom presentations.</li> <li>• Mass production of mini-posters for distribution.</li> </ul>	<p>Y</p>
<p><b>* Identifying and restricting non-essential visitors and volunteers</b></p>	<ul style="list-style-type: none"> <li>• Limit non-essential visitors and volunteers.</li> <li>• Communicate with potential visitors to discourage in-person or contact visits in the interest of their own/family members' health. Perform verbal screening (for COVID-19 symptoms and close contact with cases) and temperature checks for all visitors and volunteers on entry.</li> <li>• If possible, inform potential visitors and volunteers before they travel to the school that they should expect to be</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Ivan Quinones - Coordinator, Safety &amp; Security/ Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• Hand sanitizer,</li> <li>• Facemasks/shields</li> <li>• Gloves</li> <li>• Disinfectant</li> </ul>	<p>Y</p>

	<p>screened for COVID-19 (including a temperature check), and will be unable to enter the school if they do not clear the screening process or if they decline screening.</p> <ul style="list-style-type: none"> <li>● Exclude visitors and volunteers who do not clear the screening process or who decline screening.</li> <li>● Provide alcohol-based hand sanitizer with at least 60% alcohol in visitor entrances, exits, and waiting areas.</li> <li>● Continue to use the Raptor System for visitor/volunteer log in the event contact tracing is required.</li> <li>● Staff performing temperature checks should wear recommended PPE.</li> <li>● Display signage outside visiting areas explaining the COVID-19 screening and temperature check process. Ensure that materials are understandable for non-English speakers and those with low literacy.</li> <li>● Verbal screening for symptoms of COVID-19 and contact with COVID-19 cases should include the following questions: <ul style="list-style-type: none"> <li>● <i>“Fever, felt feverish, or had chills?”</i></li> </ul> </li> </ul> <p><i>“Today or in the past 24 hours, have you had any of the following symptoms?”</i></p>				
--	--	--	--	--	--

	<ul style="list-style-type: none"> <li>● “Cough?”</li> <li>● “Difficulty breathing?”</li> </ul> <p><i>“In the past 14 days, have you had contact with a person known to be infected with the novel coronavirus (COVID-19)?”</i></p> <p>The following is a protocol to safely check an individual’s temperature:</p> <ul style="list-style-type: none"> <li>● Perform hand hygiene.</li> <li>● Put on a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), gown/coveralls, and a single pair of disposable gloves.</li> <li>● Check the individual’s temperature.</li> <li>● If performing a temperature check on multiple individuals, ensure that a clean pair of gloves is used for each individual and that the thermometer has been thoroughly cleaned in between each check. If disposable or non-contact thermometers are used and the screener did not have physical contact with an individual, gloves do not need to be changed before the next check. If non-contact thermometers are used, they should be cleaned routinely as recommended by CDC for infection control.</li> <li>● Remove and discard PPE.</li> </ul>				
--	---	--	--	--	--

<p><b>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b></p>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>● Adhere to group gathering guidelines and 3 - 6 ft physical distancing with 9 - 36 sq. ft. per person represents social distancing. 25 people per active use zone if physical distancing is not possible.</li> <li>● Clean, sanitize, and disinfect frequently touched surfaces throughout the day.</li> <li>● Maintain daily opening and closing sanitation schedule.</li> <li>● No sharing equipment in any area.</li> <li>● Provide hand washing/ sanitizing opportunity before and after each activity.</li> <li>● Prop open doors when possible and use a different entry and exit when possible.</li> <li>● All staff are encouraged to wear PPE.</li> <li>● Limit crowding at all pinch points.</li> <li>● Patrons must provide their own sweat towels and water bottles.</li> <li>● No food allowed in any Phys. Ed. facilities at any time.</li> <li>● Sports drinks/water allowed if brought by the student. No non-participants allowed in the Phys. Ed. facility.</li> <li>● Close all social spaces unless distancing guidelines can be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>● Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>● Ivan Quinones - Coordinator, Safety &amp; Security/ Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>● Masks</li> <li>● Disinfecting wipes</li> <li>● Hand sanitizer</li> <li>● Equipment sanitizing machine</li> <li>● Space sanitizing system (fogger)</li> </ul>	<p>Y</p>
--	--	--	--	---	----------

	<p><b>Co-curricular Athletics</b></p> <ul style="list-style-type: none"> <li>West York Area School District (WYASD) Athletics under the Pennsylvania Interscholastic Athletic Association (PIAA) and the Pennsylvania Independent Schools Athletic Association (PISAA) are permitted to resume as part of York County’s designation in the Yellow and Green phases, in alignment with the <a href="#">PDE Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools</a> , the Centers for Disease Control (<a href="#">CDC</a>) <a href="#">Considerations for Youth Sports</a>, and Governor Wolf’s <a href="#">Guidance for All Sports Permitted to Operate During the COVID-19 Disaster Emergency to Ensure the Safety and Health of Employees, Athletes and the Public</a>.</li> <li>Approved Athletics Health &amp; Safety Plan (AHSP), deliver the plan to all athletic department coaches. Head coaches will develop an internal mitigation plan guided by the AHSP and submit to the athletic director before play may resume.</li> </ul>				
<p><b>Limiting the sharing of materials among students</b></p>	<ul style="list-style-type: none"> <li>See Green Procedures</li> <li>Limit personal items in classrooms from home.</li> </ul>	<ul style="list-style-type: none"> <li>Distribute individual items per student (texts when available, chromebooks, writing utensils).</li> </ul>	<ul style="list-style-type: none"> <li>Melissa Appnel - Director of K-12 Education and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Individual crayons, pencils, scissors, notebooks, folders.</li> <li>Existing 1:1 technology</li> </ul>	<p>Y</p>

	<ul style="list-style-type: none"> <li>Plan for instructional materials necessary should there be an overnight Red designation.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor transitions within the classroom.</li> <li>When individual items are not available, assigned and controlled access to shared supplies with a hand sanitizing and disinfecting protocol.</li> <li>PPE will be utilized as needed in labs and hands-on learning activities.</li> <li>Sanitizing protocols for shared items and personal handwashing/hand sanitizer before and after.</li> <li>Individual technology accessories (i.e. headphones) K-12.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with Operations and Technology</li> </ul>	<ul style="list-style-type: none"> <li>Hand sanitizer and disinfecting spray around learning lab (hands on activities) areas</li> <li>PPE as necessary</li> <li>Headphones/earbuds with microphones will be provided to families who are unable to bring their own.</li> </ul>	
<b>Staggering the use of communal spaces and hallways</b>	<b>Cafeterias</b> <ul style="list-style-type: none"> <li>Provide grab and go options.</li> <li>Remove/stagger seating from tables to prevent gathering.</li> <li>Install fixed seating and tables.</li> <li>Establish marked paths of travel and one-way traffic lanes to reduce cross-traffic and minimize the chance for close contact.</li> <li>Establish markings on the floor to identify a safe distance when standing in line.</li> <li>Establish cashless transaction policies.</li> <li>Install shielding at checkout registers and food service stations.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>Ivan Quinones - Coordinator, Safety &amp; Security/ Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>Masks</li> <li>Sneeze shields</li> <li>Disinfecting wipes</li> <li>Signage</li> <li>Marking tape</li> <li>Directional markings</li> </ul>	Y

	<p><b>Classroom</b> Capacities will be reduced to meet social distancing requirements. To maintain social distancing in classrooms, consider the following:</p> <ul style="list-style-type: none"> <li>• With non-fixed seating, remove desks so only those that can be maintained 3-6 feet from each other are left.</li> <li>• With fixed seating, skip rows and seats to maintain social distancing.</li> <li>• Update room reservation systems with new COVID-19 occupancy numbers.</li> <li>• Mark or post signs on acceptable seating, and/or tape off unacceptable seating.</li> <li>• Consider remote teaching.</li> </ul> <p><b>Common Spaces</b></p> <ul style="list-style-type: none"> <li>• Wear a face covering when walking through densely populated hallways, lobbies and atriums.</li> <li>• In densely populated buildings and floors, follow signage for spacing and paths of travel. In the absence of signage, stay to the right of any hallway or stairs while others are passing.</li> </ul>				
<p><b>Adjusting transportation schedules and practices to create social distance between students</b></p>	<p><b>CONTRACTOR PRACTICES:</b></p> <ul style="list-style-type: none"> <li>• Driver's temperature taken prior to driving the bus.</li> <li>• Hand sanitizer installed at steps in bus/van, if allowable.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Kristi George - Transportation Coordinator</li> <li>• Contractor Representative</li> </ul>		<p>Yes by Contractor</p>

	<ul style="list-style-type: none"> <li>● Daily cleaning with Electro-static sprayer.</li> <li>● High contact areas wiped down after each run with approved disinfectant.</li> <li>● Drivers wearing masks when loading/unloading ~ not while driving.</li> <li>● Organizational flow at terminal to social distance.</li> </ul> <p><b>ON BOARD PRACTICES:</b></p> <ul style="list-style-type: none"> <li>● Recommend limiting students on school buses and vans to two (2) students to a seat with the understanding that all individuals wear masks while on the bus.</li> <li>● Additional bus runs may be added if needed.</li> <li>● Building specific buses remain at Elementary levels.</li> <li>● One rostered bus assignment per student if able. AM/PM could be a different bus.</li> <li>● Students use a hand sanitizer prior to boarding the vehicle if the sanitizer is able to be installed.</li> <li>● Loading and unloading practices based on bus stop order (front to back, back to front).</li> <li>● Recommend educating students and drivers of the importance of passengers facing forward (not sideways or backwards).</li> <li>● Recommend increasing ventilation on vehicles by</li> </ul>				
--	---	--	--	--	--

	opening windows, when feasible.				
<b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b>	<ul style="list-style-type: none"> <li>Recommend using rows all facing the same direction for seating configurations of desks and work areas, when feasible. If not feasible, consider staggered or diagonal seating at shared tables to avoid “across the table” seating.</li> <li>Recommend positioning desks and work areas in staggered rows facing the same direction using social distancing, when feasible.</li> <li>Use of Zoom for parent meetings.</li> <li>Limited transitions through the building.</li> <li>When room changes are necessary, cleaning and sanitizing protocol is established.</li> <li>Increased outdoor movement opportunities.</li> <li>Use of additional space through the building to reduce class sizes when over 25.</li> </ul>	<ul style="list-style-type: none"> <li>In person meeting opportunities, visitors follow District adult safety guidelines.</li> <li>Maintaining cohorts of students together.</li> <li>Assigned desks and spaces.</li> <li>Planned transitions through the building.</li> </ul>	<ul style="list-style-type: none"> <li>Ivan Quinones - Coordinator, Safety &amp; Security/ Pandemic</li> <li>Traci Stauffer - Director Special Education &amp; Pupil Services</li> <li>Melissa Appnel - Director of K-12 Education and Assessment</li> <li>Building Principals</li> </ul>	<ul style="list-style-type: none"> <li>Hand sanitizer</li> <li>Desk wipes</li> <li>Textbooks/novels for each student or online textbooks/ novels</li> <li>Notebooks given out instead of communal paper</li> <li>Kits for hands-on classes (Tech-ed, Art, FACS, Life Skills)</li> </ul>	Y
<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of</b>	<ul style="list-style-type: none"> <li>Follow District Guidelines.</li> <li>Require on-site before/after care providers to follow the same standards as adopted by District.</li> </ul>	<ul style="list-style-type: none"> <li>Follow District guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Ivan Quinones Coordinator, Safety &amp; Security/ Pandemic</li> <li>Jonathan Hoffman -</li> </ul>		Y

<b>operation or modified school-year calendars</b>			Wallace Elementary Principal		
<b>Other social distancing and safety practices</b>	<ul style="list-style-type: none"> <li>Limit all field trips, inter-group activities, and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct field trips, inter-group activities, community-based instruction, work studies, and extracurricular activities following the social distancing and hygiene practices described throughout this guidance, including increased use or enforcement of masks, hand washing, and distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Building Principals</li> </ul>	N/A	N/A

## Monitoring Student and Staff Health

### Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirm to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable or 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 District will frequently educate students, staff and families on identifying the symptoms of COVID-19 to assure accurate and timely reporting. This will include requesting parents to evaluate their child, including a temperature check, before sending their child to school. Parents will also be provided with their child’s nurse’s work cell number for assistance in determining whether to send their child to school if they are unsure. Protocols have been developed and dedicated space identified at each school building if a student/staff member’s symptoms determine the need for quarantine. Once a student/staff member is sent home with suspected COVID-19 symptoms, a doctor’s note will be required prior to the student/staff member returning to school. If the District encounters a confirmed case of COVID-19, staff and family who have had contact with said person will be notified of their exposure. All staff will be trained on signs and symptoms of COVID-19 and will notify the building nurse of any suspicion of illness. Education will be done through in person presentations, videos and emails.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Monitoring students and staff for symptoms and history of exposure</b></p>	<ul style="list-style-type: none"> <li>● Recommend educating all stakeholders (students, staff, parents/guardians) on the signs and symptoms of COVID-19 at home before sending children to school and/or reporting to work.</li> <li>● Recommend educating parents/guardians on the importance of keeping symptomatic children home from school.</li> <li>● Recommend educating staff on the importance of staying home if symptomatic.</li> <li>● Recommend requiring any individual who discloses symptoms to wear a mask if feasible.</li> <li>● Require that daily the first teacher (e.g. first period, home room, classroom teacher) that comes in contact with students</li> </ul>	<ul style="list-style-type: none"> <li>● Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>● District School Nurses</li> </ul>	<ul style="list-style-type: none"> <li>● Cell phones for all nurses.</li> <li>● Staff and equipment for presentations and/or videos to educate all parties.</li> </ul>	<p>Y</p>

	to remind students of the signs and symptoms of COVID-19 with reminders to go to the nurse immediately if feeling symptomatic.				
<b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b>	<ul style="list-style-type: none"> <li>• There will be a quarantine area in each nurse's office for those who become ill.</li> <li>• Recommend requiring such an individual (one who becomes sick in school or demonstrates a history of exposure) to wear a mask, if feasible.</li> <li>• Recommend requiring such an individual (one who becomes sick in school or demonstrates a history of exposure) to report immediately to the nurse's suite or other designated area.</li> <li>• Recommend providing appropriate PPE to staff and students in the nurse's suite and to those interacting directly with such an individual (one who becomes sick in school or demonstrates a history of exposure).</li> <li>• Recommend isolating such an individual (one who becomes sick in school or demonstrates a history of exposure) within the nurse's suite or other isolated area until he/she is dismissed from school.</li> <li>• Recommend using an area for isolation that is separate from</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• District School Nurses</li> </ul>	<ul style="list-style-type: none"> <li>• Plexiglass shields or clear vinyl/ plastic curtains for quarantine areas.</li> </ul>	Y

	<p>others, is well-ventilated, and is easy to disinfect.</p> <ul style="list-style-type: none"> <li>• Recommend requiring any individual who is sent home with symptoms to secure a COVID 19 test or medical clearance prior to returning.</li> <li>• Work collaboratively with local health agencies as they perform contact tracing.</li> </ul>				
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<ul style="list-style-type: none"> <li>• Recommend requiring medical clearance from the individual's healthcare provider for any individual returning to school following isolation quarantine, or a positive COVID 19 test result.</li> <li>• The PA Department of Health will support the school district by determining the length of time an individual should be removed from school and when clearance should be provided for a full or modified return.</li> <li>• The PA Department of Health will educate school nurses and designated points of contact on the process the Health Department will follow in issuing clearances to return from isolation or quarantine.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• District School Nurses</li> </ul>	<ul style="list-style-type: none"> <li>• District form for doctor to fill out.</li> </ul>	<p>Y</p>

<p><b>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b></p>	<ul style="list-style-type: none"> <li>● Recommend consulting with the PA Department of Health/PA Department of Education on any decision related to the closure of classrooms, schools, or districts.</li> <li>● Recommend closing a classroom, school, and/or district ONLY IF the PA Department of Health/PA Department of Education indicates to the District the necessity or requirement to do so.</li> <li>● Recommend developing COVID 19 strategies similar to those used with measles, pertussis, and other infectious diseases that intend to maintain classrooms, schools, and districts as open, in the event of a confirmed case of COVID 19. For example, for the 14-day period following such a diagnosis, recommend: increased education on signs and symptoms, increased monitoring of hygiene, increased use of masks, increased enforcement of social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>● Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>● Dr. Todd Davies - Superintendent of Schools</li> <li>● Ivan Quinones Coordinator, Safety &amp; Security/Pandemic</li> <li>● Cynthia Greco - Coordinator of School &amp; Community Communications</li> </ul>		<p>N</p>
---	--	--	--	--	----------

<b>Other monitoring and screening practices</b>	<ul style="list-style-type: none"> <li>Notify families if their child has been exposed to someone who has tested positive so that they can watch for signs/symptoms of COVID-19.</li> <li>Keep track internally of possible cases and their contacts while awaiting results of COVID-19 testing.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>District School Nurses</li> </ul>		N
---	---	--	--	--	---

### Other Considerations for Students and Staff

#### Key Questions

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

**Summary of Responses to Key Questions:** The District will strongly recommend, but not require, that staff and students wear masks or an alternative face covering. The District will require, and will provide as needed, that every student and staff member have in their possession daily a mask/face covering in the event a suspected exposure occurs and immediate PPE is warranted. The District will provide high-risk students with alternative attendance procedures to assure continuity of learning. Staff who are considered at high-risk will be asked to wear a face shield for additional protection during any face-to-face interactions with students, staff or parents. When possible, high-risk staff may be offered the ability to work remotely. The District will work closely with contracted staffing providers to secure additional substitutes, nurses and staff as needed.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* <b>Protecting students and staff at higher risk for severe illness</b>	<ul style="list-style-type: none"> <li>Highly recommend the use of face masks/shields during high traffic transitions and when on school buses.</li> </ul>	<ul style="list-style-type: none"> <li>Same as Yellow</li> </ul>	<ul style="list-style-type: none"> <li>Beth Thieret - Human Resources Director</li> </ul>	<ul style="list-style-type: none"> <li>Education materials for those specifically at high risk (English/Spanish).</li> </ul>	Y

	<ul style="list-style-type: none"> <li>• Following communication with the building student services team, alternate attendance procedures can be available for <b>students at higher risk</b> to continue their learning.</li> <li>• <b>Staff</b> who may need to be out of school for illness or quarantine will communicate with their Building Principal and Human Resources to determine remote working opportunities when possible.</li> <li>• Increase frequency of hand washing/sanitizing.</li> <li>• Require staff who are at high risk to wear clear face shields, as an alternative to masks when meeting face-to-face, teaching, or interacting with others in classroom and congregate settings.</li> </ul>		<ul style="list-style-type: none"> <li>• Building Principals</li> <li>• District School Nurses</li> </ul>		
<p><b>* Use of face coverings (masks or face shields) by all staff</b></p>	<ul style="list-style-type: none"> <li>• Recommend allowing any individual to elect to wear a clear face shield or face mask, if they so choose.</li> <li>• Recommend requiring individuals to possess a mask at all times (and to carry it with them at all times) in the event that its use is required or enforced (for example: on a school vehicle, in the event an individual becomes symptomatic, in the event the minimum social distancing cannot be maintained).</li> </ul>	<ul style="list-style-type: none"> <li>• Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Beth Thieret - Human Resources Director</li> <li>• Building Principals</li> <li>• District School Nurses</li> </ul>		Y

	<ul style="list-style-type: none"> <li>Recommend requiring individuals wear a face mask while in social situations with higher volume when social distancing is more difficult to maintain (for example: on school vehicles, in crowded hallways).</li> </ul>				
<p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p>	<ul style="list-style-type: none"> <li>Recommend allowing any individual to elect to wear a clear face shield or face mask, if they so choose.</li> <li>Recommend requiring individuals to possess a mask at all times (and to carry it with them at all times) in the event that its use is required or enforced (for example: on a school vehicle, in the event an individual becomes symptomatic, in the event the minimum social distancing cannot be maintained).</li> <li>Recommend requiring individuals wear a face mask while in social situations with higher volume when social distancing is more difficult to maintain (for example: on school vehicles, in crowded hallways).</li> </ul>	<ul style="list-style-type: none"> <li>Same as Yellow Phase</li> </ul>	<ul style="list-style-type: none"> <li>Building Principals</li> <li>District School Nurses</li> </ul>		Y
<p><b>Unique safety protocols for students with</b></p>	<ul style="list-style-type: none"> <li>Following communication with the building student services team, alternate attendance</li> </ul>		<ul style="list-style-type: none"> <li>Traci Stauffer - Director Special</li> </ul>		

<p><b>complex needs or other vulnerable individuals</b></p>	<p>procedures can be available for students with complex needs or vulnerabilities to continue their learning.</p> <ul style="list-style-type: none"> <li>• Develop, for students with complex needs or vulnerabilities, a student-specific plan that facilitates his/her safe return to school using increased social distancing strategies, where feasible, for the student and staff.</li> <li>• Recommend the use of face masks and social distancing as possible.</li> <li>• Highly recommend staff working with high risk students wear face masks.</li> <li>• Increase frequency of hand washing and/or sanitizing especially for students who frequently touch their face.</li> <li>• Daily temperature checks for non-verbal students.</li> </ul>		<p>Education &amp; Pupil Services</p> <ul style="list-style-type: none"> <li>• Beth Thieret - Human Resources Director</li> <li>• District School Nurses</li> </ul>		
<p><b>Strategic deployment of staff</b></p>	<ul style="list-style-type: none"> <li>• Secure additional professional substitutes (e.g., additional building and nurse subs).</li> <li>• Additional support staff to allow students to be present in building and teachers to remote instruct when being quarantined.</li> </ul>		<ul style="list-style-type: none"> <li>• Ivan Quinones Coordinator, Safety &amp; Security/ Pandemic</li> <li>• Beth Thieret - Human Resources Director</li> <li>• Traci Stauffer - Director Special Education &amp; Pupil Services</li> </ul>		

## 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./

[Safe Schools Available Covid-19 training - not all relevant - but here's what is available in Safe Schools already](#)

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>Overall Plan</b>	School Board of Directors and attending stakeholders	Ivan Quinones, Safety Coordinator	Board Meeting Presentation	District Recording of Presentation, posted on website/YouTube channel	6/29/20	6/29/20
<b>Monitoring Student and Staff Health</b>	Teachers and Staff	Cindy Rose, Nurse	In person, posters, video	Posters Equipment to record	7/13/20	8/18/20
<b>Hygiene Practices</b>	Students, Teachers, Staff, Families	Cindy Rose, Nurse	In person, video	Equipment to record Glow germ materials for elementary	7/13/20	8/18/20
<b>Mental Health and Social Emotional Learning Strategies (Trauma Informed Strategy)</b>	Family/Staff	Traci Stauffer, Director of Sp Ed & Pupil Services	In person, video	Family and staff resources listed on district website <a href="https://www.wyasd.org/mental-health-awareness">https://www.wyasd.org/mental-health-awareness</a> ; time designated per building	7/13/20	6/4/20

				for staff professional development		
<b>Cleaning and Disinfecting</b>	Custodial Staff Teachers Support Staff	Jeff Ludwig, Supervisor Building and Grounds	In person, video	CDC Guidelines	6/29/20	8/18/20
<b>Germs - What they are, how they are spread, protection from</b>	Students, Staff, Families	Cindy Rose, Nurse	In person, posters, video	Equipment to record Posters	7/13/20	9/1/20
<b>When to stay home from school</b>	Students, Staff, Families	Cindy Rose, Nurse	Posters	Posters	7/13/20	8/18/20
<b>How herd immunity and vaccines work</b>	Students, Staff, Families	Cindy Rose, Nurse	In person, video	Equipment to record	7/13/20	9/1/20
<b>PPE - When and how to use and how to discard</b>	Students, Staff, Families	Cindy Rose, Nurse	In person, video	Equipment to record Examples of PPE	7/13/20	9/1/20
<b>Social Distancing - What it is and why we do it</b>	Students, Staff, Families	Cindy Rose, Nurse	In person, video	Equipment to record	7/13/20	8/18/20
<b>When to send a student to the nurse</b>	Staff	Cindy Rose, Nurse	In person		7/13/20	8/18/20

## 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
<a href="#">Preparing for 20-21 School Year Survey</a>	Parents K-12	Melissa Appnel, Director of K-12 Education and Assessment	Email, text, app, survey, website, social media	6/9/2020	6/13/2020

<b>Overall Health and Safety Communication - Reopening Schools in 2020-2021</b>	Parents K-12	Ivan Quinones, Safety Coordinator	Board Presentation, website, email	6/22/2020	6/29/2020
<b>Where can I get Mental Health Support?</b>	Parents K-12	Traci Stauffer, Director of Special Ed & Pupil Services	Resources on website <a href="https://www.wyasd.org/mental-health-awareness">https://www.wyasd.org/mental-health-awareness</a> Email school counselors and/or social worker	6/22/2020	ongoing
<b>West York Cyber Option (100% online K-12), Expectations, Student Experience</b>	Parents K-12	Melissa Appnel, Director of K-12 Education and Assessment	Website, emails, texts, social media	7/6/2020	ongoing
<b>How/when do I sign up for the West York Cyber Option?</b>	Parents K-12	Melissa Appnel, Director of K-12 Education and Assessment	Website, emails, texts, social media	7/20/2020	ongoing
<b>Orientation for Online Learning</b>	Parents K-12	Melissa Appnel, Director of K-12 Education and Assessment	Virtual meetings, in-person meetings	8/10/2020	ongoing
<b>Personal Health Screening Procedures (signs and symptoms, what to watch for prior to daily attendance)</b>	Parents K-12, Staff, Students	Cindy Rose, Nurse, Building Principals	Email, video, included language with the assignment letter	8/10/2020	ongoing
<b>School Entry Protocols and Procedures (screening of volunteers/visitors)</b>	Parents K-12, students	Building Principals	Video, email with maps	8/19/2020	ongoing
<b>Bus Protocols and Procedures</b>	Parents K-12	Kristi George, Transportation Coordinator	Email, text, app, website, social media	8/19/2020	ongoing
<b>Moving from Yellow to Red - how support your learner</b>	Parents K-5	Melissa Appnel, Director of K-12 Education and Assessment	Email, text, app, website, social media	8/19/2020	ongoing
<b>What does Social Distancing at my school look like?</b>	Parents K-12, students, staff	Building Principals	Email, video, text, app, website, social media	8/19/2020	ongoing

# Health and Safety Plan Summary: West York Area School District

**Anticipated Launch Date: 6/30/2020**

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

## Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b></p>	<p>The District custodial and maintenance staff has been trained in best practices for cleaning and methods to maintain safety for our students and staff per CDC guidelines. Written protocols for cleaning and sanitizing have been established and will be monitored by building and District supervisors after they are shared with staff members. The District ordered supplies meeting specified requirements necessary to implement cleaning, sanitation, and disinfecting protocols. These supplies will be maintained as long as they are available. The District ordered new equipment for more efficient and effective cleaning across the District buildings. Custodial staff will be assigned different zones and tasks according to their location and shift to address cleaning and sanitizing throughout the day and after school hours. Walkthroughs and discussions have taken place to ensure a safe return for students and staff.</p>

## Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b></p> <p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p> <p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p> <p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p> <p><b>* Handling sporting activities consistent with the <a href="#">CDC Considerations for Youth Sports</a> for recess and physical education classes</b></p> <p><b>Limiting the sharing of materials among students</b></p> <p><b>Staggering the use of communal spaces and hallways</b></p> <p><b>Adjusting transportation schedules and practices to create social distance between students</b></p> <p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></p>	<p>Movement and mixing between groups will be minimized to the extent possible throughout the buildings by keeping the majority of students and staff in teams, grade levels, hallways, etc. Additional hygiene protocols will be taught and implemented from the beginning of the year. Each building principal will examine field trip requests taking students outside the District and limit larger gatherings and events to those where social distancing can be maintained. All buildings will restrict non-essential visitors and volunteers from coming into the buildings. Meetings will take place via Zoom when possible. Student desks and seating will be spaced between three to six feet apart to the extent possible. Larger communal areas such as cafeterias and playgrounds will have staggered schedules for student use and will be disinfected between uses where necessary. Students may eat lunch in classrooms if cafeterias are not able to be used. Student belongings will be separated from others' and stored in individually labeled containers, cubbies, lockers, or other areas in the classroom. The District will obtain additional resources and supplies to limit student sharing of materials such as art supplies, math manipulatives, science equipment, etc. Supplies and equipment that must be shared will be limited in their use and assigned to specific groups of children with additional cleaning and disinfecting between uses. The Transportation Department will adjust bus runs and seating as necessary to socially distance students on the bus. Training topics are addressed in the professional development section of the plan.</p>

**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**

## **Monitoring Student and Staff Health**

<b>Requirement(s)</b>	<b>Strategies, Policies and Procedures</b>
<ul style="list-style-type: none"><li><b>* Monitoring students and staff for symptoms and history of exposure</b></li><li><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></li><li><b>* Returning isolated or quarantined staff, students, or visitors to school</b></li></ul> <p><b>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</b></p>	<p>The District will frequently educate students, staff and families on identifying the symptoms of COVID-19 to assure accurate and timely reporting. This will include requesting parents to evaluate their child, including a temperature check, before sending their child to school. Parents will also be provided with their child’s nurse’s work cell number for assistance in determining whether to send their child to school if they are unsure. Protocols have been developed and dedicated space identified at each school building if a student/staff member’s symptoms determine the need for quarantine. Once a student/staff member is sent home with suspected COVID-19 symptoms, a doctor’s note will be required prior to the student/staff member returning to school. If the District encounters a confirmed case of COVID-19, staff and family who have had contact with said person will be notified of their exposure. All staff will be trained on signs and symptoms of COVID-19 and will notify the building nurse of any suspicion of illness. Education will be done through in person presentations, videos and emails.</p>

## Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Protecting students and staff at higher risk for severe illness</b></p> <p><b>* Use of face coverings (masks or face shields) by all staff</b></p> <p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p> <p><b>Unique safety protocols for students with complex needs or other vulnerable individuals</b></p> <p><b>Strategic deployment of staff</b></p>	<p>The District will strongly recommend, but not require, that staff and students wear masks or an alternative face covering. The District will require, and will provide as needed, that every student and staff member have in their possession daily a mask/face covering in the event a suspected exposure occurs and immediate PPE is warranted. The District will provide high-risk students with alternative attendance procedures to assure continuity of learning. Staff who are considered at high-risk will be asked to wear a face shield for additional protection during any face-to-face interactions with students, staff or parents. When possible, high-risk staff may be offered the ability to work remotely. The District will work closely with contracted staffing providers to secure additional substitutes, nurses and staff as needed.</p>

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the West York Area School District reviewed and approved the Phased School Reopening Health and Safety Plan on June 29, 2020.

The plan was approved by a vote of:

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

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

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

By:

---

*(Signature\* of Board President)*

---

*(Print Name of Board President)*

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

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

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