



# **Shippensburg Area School District 2021 - 2022 School Reopening Health and Safety Plan**

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

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

Board Approved: July 12, 2021

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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: Shippensburg 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 19, 2021**

## 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)
Mr. David Lindenmuth	Community First Responder/Teacher	Pandemic Coordinator, Plan Development, and Response Team
Dr. Chris Suppo	Administration, Superintendent	Plan Development and Response Team
Mrs. Susan Martin	Administration, Principal	Plan Development and Response Team
Mrs. Teri Mowery	Administration, Principal	Plan Development and Response Team

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
<b>Mr. Matt Flohr</b>	Administration, Principal	Plan Development and Response Team
<b>Mrs. Holly Garner</b>	Administration, Director	Plan Development and Response Team
<b>Mrs. Bernadette Benbow</b>	Administration, Principal	Plan Development and Response Team
<b>Mr. Buck Brindle</b>	Administration, Assistant Principal	Plan Development and Response Team
<b>Mrs. Deborah Luffy</b>	Administration, Principal, Parent	Plan Development and Response Team
<b>Mr. Greg Miller</b>	Administration, Associate Principal	Plan Development and Response Team
<b>Mr. Andrew Norton</b>	Administration, Assistant Principal	Plan Development and Response Team
<b>Mrs. Tina Clever</b>	Administration, Human Resources	Plan Development and Response Team
<b>Mrs. Cristy Lentz</b>	Administration, Business Administrator	Plan Development and Response Team
<b>Mrs. Sheri Woodall</b>	Administration, Director of Curriculum	Plan Development and Response Team
<b>Mrs. Lauren Zima</b>	Administration, Director of Special Ed.	Plan Development and Response Team
<b>Mrs. Bethany Bridges</b>	Administration, Asst. Director Special Edu.	Plan Development and Response Team
<b>Mr. Joe Wachter</b>	Administration, Director of Maintenance	Plan Development and Response Team
<b>Dr. Troy Stevens</b>	Administration, Director of Technology	Plan Development and Response Team
<b>Mr. Tony Weber</b>	Teacher, Association President	Plan Development
<b>Mr. Travis DeShong</b>	Teacher	Plan Development
<b>Mrs. Miranda Shipp</b>	Teacher	Plan Development

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Mrs. Sharon Lawrence	Teacher	Plan Development
Mrs. Louanne Burt	Teacher	Plan Development
Mr. Jeremy Eastman	Teacher	Plan Development
Mr. Jared Ford	Food Service Director	Plan Development
Mr. Fred Scott	Board Member	Plan Development
Mr. Charlie Suders	Board Member, Transportation	Plan Development

## Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.

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

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

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

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

### Summary of Responses to Key Questions:

Requirements	Action Steps under Red & 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> <p><b>We will use our Building Automation System to allow our outside air dampers to operate as per ASHRAE recommendations on the units that have operable damper systems.</b></p>	<p>Increase daily frequency of cleaning and disinfecting high use areas including but not limited to: restrooms, classrooms, offices, lunchrooms, cafeterias, common areas, exercise/weight room, etc.</p> <p>Increase daily frequency of cleaning and disinfecting high touch surfaces including but not limited to: tables, buttons, handrails, faucets, doorknobs, shared instructional tools, manipulatives, keyboards, sink fixtures, phones, light switches, disable water fountain bubblers, use bottle fill stations only etc.</p> <p>Enhanced cleaning on Wednesdays (students not in building) and Friday evenings. This will include disinfecting classroom floors and restroom floors and walls.</p> <p>Provide disinfecting wipes for classroom use (high touch hard surfaces (desks, chairs, door knobs, etc.). Self-contained classrooms will be cleaned mid- day and end of student day by teachers. Classrooms where student groups change will be cleaned prior to student transition at the end of each period/block with student assistance.</p>	<p>Increase daily frequency of cleaning and disinfecting high use areas including but not limited to: restrooms, classrooms, offices, lunchrooms, cafeterias, common areas, exercise/weight room, etc.</p> <p>Increase daily frequency of cleaning and disinfecting high touch surfaces including but not limited to: tables, buttons, handrails, faucets, doorknobs, shared instructional tools, manipulatives, keyboards, sink fixtures, phones, light switches, disable water fountain bubblers, use bottle fill stations only etc.</p> <p>Provide disinfecting wipes for classroom use (high touch hard surfaces (desks, chairs, door knobs, etc.). Classrooms will be cleaned mid- day and end of student day by teachers.</p>	<p>Director of Maintenance Head of Maintenance Head Custodians Building Administrators</p>	<p>CDC and EPA approved COVID-19 products</p> <p>Use of proper dispensing equipment to ensure thorough cleaning and disinfecting requirements.</p> <p>For example, fogging units, PPE Certified training for proper COVID-19 procedures in restrooms, classroom and common areas.</p> <p>Continue to provide ongoing certified training.</p> <p>May need additional staffing to maintain CDC and PDE approved cleaning and sanitation procedures.</p>	

Requirements	Action Steps under Red & Yellow Phase	Actions Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>Clean and disinfect all HVAC units</p> <p>Open all window treatments to sunlight for the natural UV lighting to help control the COVID-19 virus.</p> <p>Manually open all outside fresh air intakes for air exchange. Replace HVAC air filters with MERV-8 air filters, which utilize an anti-microbial coating.</p> <p>Utilize polar ionization technology on all building HVAC units.</p> <p>Provide proper CDC approved disinfecting supplies, materials and training to existing classroom, weight room and locker room personnel.</p> <p>Transportation contractor will be responsible for ensuring of the cleaning and disinfecting all student transportation vehicles.</p> <p><b>Transportation:</b> Thoroughly clean and disinfect all buses and transport vehicles daily.</p> <p>Moderate cleaning of touch surfaces between runs. Clean and disinfect all commonly touched surfaces within the entry,</p>	<p>Clean and disinfect all HVAC units as a part of the regular maintenance schedule.</p> <p>Manually open all outside fresh air intakes for air exchange. Replace HVAC air filters with MERV-8 air filters, which utilize an anti-microbial coating.</p> <p>Utilize polar ionization technology on all building HVAC units.</p> <p>Provide proper CDC approved disinfecting supplies, materials and training to existing classroom, weight room and locker room personnel.</p> <p>Transportation contractor will be responsible for ensuring of the cleaning and disinfecting all student transportation vehicles.</p> <p><b>Transportation:</b> Thoroughly clean and disinfect all buses and transport vehicles weekly.</p> <p>Moderate cleaning of touch surfaces between runs. Clean and disinfect all commonly touched surfaces within the entry,</p>		<p>OR</p> <p>May need to modify staffing schedules to meet plan implementation needs.</p> <p>Transportation Contractor to provide cleaning supplies and apparatus for cleaning buses.</p>	<p>Y</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
<p><b>Other cleaning, sanitizing, disinfecting, and ventilation practices</b></p>	<p>Administrative and office areas</p> <p>Clean and disinfect all office, restrooms and common areas, to include drinking fountains and bottle fill stations. Drinking fountain bubblers turned off.</p> <p>Clean and disinfect all HVAC units</p> <p>Open all window treatments to sunlight for the natural UV lighting to help control the COVID-19 virus.</p> <p>Driver of school vehicles will disinfect that vehicle with proper approved products for the COVID-19 virus after each use.</p> <p>Upon Identification of a suspected case of COVID-19 If possible, wait 24 hours after a person with COVID-19 was present in a space prior to beginning cleaning and disinfection. If it is not possible to wait 24 hours before cleaning, the cleaning crew should increase the level of PPE used while cleaning and disinfecting, including using a N95 filtering face piece respirator.</p> <p>If an outside contractor is used for cleaning and disinfection, the proposed scope of work, including the products and their respective safety data sheets (SDSs), and application methods must be reviewed by Administration prior to work commencing.</p>	<p>Administrative and office areas</p> <p>Clean and disinfect all office, restrooms and common areas, to include drinking fountains and bottle fill stations. Drinking fountain bubblers turned off.</p> <p>Clean and disinfect all HVAC units</p> <p>Driver of school vehicles will disinfect that vehicle with proper approved products for the COVID- 19 virus after each use.</p> <p>Upon Identification of a suspected case of COVID-19 If possible, wait 24 hours after a person with COVID-19 was present in a space prior to beginning cleaning and disinfection. If it is not possible to wait 24 hours before cleaning, the cleaning crew should increase the level of PPE used while cleaning and disinfecting, including using a N95 filtering face piece respirator.</p> <p>If an outside contractor is used for cleaning and disinfection, the proposed scope of work, including the products and their respective safety data sheets (SDSs), and application methods must be reviewed by Administration prior to work commencing.</p>	<p>Director of Maintenance Head of Maintenance Head Custodians</p>	<p>CDC and EPA approved COVID-19 products</p> <p>Use of proper dispensing equipment to ensure thorough cleaning and disinfecting requirements.</p> <p>For example, fogging units, PPE Certified</p>	<p>Y</p> <p>Y</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Wear the required personal protective equipment (PPE) during cleaning and disinfecting: disposable gloves, gowns or a lab Coat to protect contamination of clothing; safety glasses/goggles when there is a potential for splashing/spraying the disinfectant. If entering the space less than 24 hours after the ill person was present, the cleaning crew should wear N95 certified masks.</p> <p><a href="#">(From University of Washington Guidance sheet)</a></p>	<p>Wear the required personal protective equipment (PPE) during cleaning and disinfecting: disposable gloves, gowns or a lab Coat to protect contamination of clothing; safety glasses/goggles when there is a potential for splashing/spraying the disinfectant. If entering the space less than 24 hours after the ill person was present, the cleaning crew should wear N95 certified masks.</p> <p><a href="#">(From University of Washington Guidance sheet)</a></p>		<p>training for proper COVID-19 procedures in restrooms, classrooms and common areas. Continue to provide ongoing certified training.</p> <p>May need additional staffing to maintain CDC and PDE approved cleaning and sanitation procedures</p> <p>Or</p> <p>May need to modify staffing schedules to meet plan implementation needs.</p>	

## Social Distancing and Other Safety Protocols

### Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?

- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions:**

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
<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>All students K-12</b></p> <p>All students in K-12 will attend school four days per week (M, T, Th, F). Wednesdays will be virtual day for all students to allow for enhanced cleaning of buildings. Virtual learning on Wednesdays for all students.</p> <p>Desks will be arranged facing the same direction when feasible and will be spaced apart to the greatest extent possible.</p> <p><b>Grades K-5</b></p> <p>All students K-5 will return to four day weeks (M, T, Th, and F).</p> <p><b>Grades 6-12</b></p> <p>All students 6-12 will return to four day weeks (M, T, Th, and F).</p> <p>Removal of all non-District purchased items (carpets, seating, coffee pots, etc.). Removal of all unnecessary furniture to promote utilization of classroom space for social distancing K-12.</p>	<p><b>All students K-12</b></p> <p>All students in K-12 will attend school five days per week.</p> <p>Schools will resume regular daily schedules.</p> <p>Desks will be arranged facing the same direction when feasible and will be spaced apart to the greatest extent possible.</p> <p><b>Grades K-5</b></p> <p>All students in K-5 attend school five days per week.</p> <p><b>Grades 6-12</b></p> <p>All students in 6-12 will attend school five days per week.</p> <p>Removal of all non-District purchased items (carpets, seating, coffee pots, etc.). Removal of all unnecessary furniture to promote utilization of classroom space for social distancing K-12.</p>	<p>Building Administration</p> <p>Director of CIA Building Administration</p>	<p>Desks instead flexible seating</p> <p>Sneeze guards for lab and art tables Additional materials (shared elementary books, computers, pencils, art supplies)</p> <p>Open Education Resources PD on Technology Teacher Carts</p>	<p>Y - PD on OER, Discovery Edu, IXL, EdPuzzle, Nearpod</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Use floor markings to help students and staff stay six feet apart when feasible.</p> <p>Turn desks to face in the same direction (rather than facing each other) when feasible, or have students sit on only one side of tables, spaced apart, when feasible.</p> <p>When feasible and appropriate, it is preferable for students to gather outside rather than inside (reduced risk of virus spread outdoors).</p> <p>Students must not be brought together in assemblies, field trips, or other group gatherings with the exception of when students are eating.</p> <p>Whenever possible, students, teachers, and staff should maintain consistent grouping of people, to minimize virus spread in the school. Primary school students should be taught in self-contained classes. If feasible, special subjects should be pushed into the regular classroom area.</p>	<p>Use floor markings to help students and staff stay six feet apart when feasible.</p> <p>Turn desks to face in the same direction (rather than facing each other) when feasible, or have students sit on only one side of tables, spaced apart, when feasible.</p> <p>When feasible and appropriate, it is preferable for students to gather outside rather than inside (reduced risk of virus spread outdoors).</p>			

Requirements	Action Steps under Red & Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Intermediate and secondary school students should be exposed to as few different individual teachers as possible. Block schedules may be utilized to minimize the number of students in hallways and the number of class changes each day.</p>				
<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<p>Modify bus schedules of students if possible so that students report directly to their first class and do not congregate in common areas.</p> <p><b>Intermediate grades (4 &amp; 5) Secondary grades (6-12)</b></p> <p>Reduced occupancy of spaces if needed as per CDC guidelines.</p> <p>Population will utilize cafeteria areas employing social distancing while eating or drinking based on CDC recommendations. Additional outdoor space and common areas may be used for eating if necessary.</p> <p>Breakfast grab-and-go eat in cafeteria or classroom area. Secondary Schools may also offer ala carte breakfast.</p> <p><b>Primary grades (K-3)</b></p> <p>Breakfast grab-and-go eat in cafeteria or classroom areas.</p>	<p>Modify bus schedules of students if possible so that students report directly to their first class and do not congregate in common areas.</p> <p><b>Intermediate grades (4 &amp; 5) Secondary grades (6-12)</b></p> <p>Reduced occupancy of spaces when feasible.</p> <p>Population will utilize cafeteria areas employing social distancing while eating or drinking to the greatest extent possible.</p> <p><b>Primary grades (K-3)</b></p> <p>Breakfast grab-and-go eat in cafeteria or classroom areas.</p>	<p>Food Services Director  Building Administration</p>	<p>Carts to hold food for lunches</p> <p>Plastic dividers to protect cafeteria staff</p> <p>Gloves</p> <p>Staffing to deliver lunches to classrooms</p> <p>Portable scanner for charging lunches</p> <p>Lysol Wipes</p> <p>Teacher carts for 4-5 and specialists at K-3 buildings</p>	<p>Y</p> <p>Cafeteria Staff will need professional development on proper delivery techniques</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Maintain 6' feet social distancing while eating or drinking. Uncrustable sandwiches, non-perishable lunchmeat, veggies, fruit.</p> <p>Bus call for busses, students dismissed from classrooms.</p> <p>K-3 students stay in classroom most of the day, teachers rotate.</p> <p>Rotating recess time will be used.</p> <p>Elementary bathroom considerations: limits student access, small group</p> <p>Parent drop-off, parents cannot drop off before students are allowed in school and must stay in vehicles.</p> <p>No free library time</p>	<p>Bus call for busses, students dismissed from classrooms.</p> <p>K-3 students stay in classroom most of the day when practical.</p> <p>Rotating recess may be used.</p> <p>Elementary bathroom considerations: limits student access, small group</p> <p>Parent drop-off, parents cannot drop off before students are allowed in school and must stay in vehicles.</p>		Tape and one-way signs	
<p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>Students and staff use hand sanitizer at beginning of each class. <a href="#">CDC Hand Sanitizing Guidance</a></p> <p>Students wash hands frequently. <a href="#">CDC Hand Washing Guidance</a></p> <p>Teaching students how to sneeze and cough into elbow along with hygiene practices frequently.</p>	<p>Students and staff use hand sanitizer at beginning of each class. <a href="#">CDC Hand Sanitizing Guidance</a></p> <p>Students wash hands frequently. <a href="#">CDC Hand Washing Guidance</a></p> <p>Teaching students how to sneeze and cough into elbow along with hygiene practices frequently.</p>	<p>Director of Maintenance Director of CIA Building Administration</p>	<p>Hand sanitizer for all classrooms and hallways</p> <p>Disposable face coverings for students</p>	<p>Y PD for district guidelines</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Provide employees with professional development and frequent reminders regarding hygiene practices.</p> <p>Provide hand sanitizer in all classrooms and common areas.</p>	<p>Provide employees with professional development and frequent reminders regarding hygiene practices.</p> <p>Provide hand sanitizer in all classrooms and common areas.</p>		Plastic face shields for all staff	
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>Post In: Lobby, Bathrooms, Hallways, and Office Areas</p> <p><a href="#">CDC Print Resources</a></p>	<p>Post In: Lobby, Bathrooms, Hallways, and Office Areas</p> <p><a href="#">CDC Print Resources</a></p>	<p>Director of Maintenance</p> <p>Building Administration</p>	<p>Signage: Don't touch your face, wash your hands, 6 ft. away signs, "X"s in hallway to help with maintaining 6 ft.</p>	N
<p><b>* Identifying and restricting non-essential visitors and volunteers</b></p>	<p>School Check In: All visitors must stay in vestibule. Vestibule area must be sanitized frequently throughout the day.</p> <p>Hand sanitizer and sanitizing wipes located at check-in areas.</p> <p>Actively assess all visitors for fever and COVID-19 symptoms upon entry to the facility. If fever or COVID-19 symptoms are present, the visitor should not be allowed entry into the facility.</p>	<p>School Check In: All visitors must stay in vestibule or waiting areas. Vestibule and waiting areas must be sanitized throughout the day.</p> <p>Hand sanitizer and sanitizing wipes located at check-in areas.</p> <p>Actively assess all visitors for fever and COVID-19 symptoms upon entry to the facility. If fever or COVID-19 symptoms are present, the visitor should not be allowed entry into the facility.</p>			

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Establish procedures for monitoring and managing visitors using a checklist which should include: Temperature Check on Arrival</p> <p>No volunteers or non-essential visitors admitted further than the school office without proof of vaccination.</p> <p>Restrict unnecessary adults in building. Student teachers and pre-student teacher experiences will be permitted with proof of vaccination.</p> <p>Train receptionists and develop a script and log that should be utilized for all visitors.</p>	<p>Establish procedures for monitoring and managing visitors using a checklist.</p> <p>Vaccination strongly recommended/encouraged for coaches, volunteer coaches, essential visitors and volunteers.</p> <p>Student teachers and pre-student teacher experiences will be permitted with proof of vaccination.</p> <p>Train receptionists and develop a script and log that should be utilized for all visitors.</p>			
<p><b>Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b></p>	<p>Recess: No or low contact activities for recess and PE PE classes should consider life-long sports/physical activities no team sports/activities (Yoga, running, walking/hiking) <a href="#">CDC Youth Sports Considerations</a></p> <p>Outdoor areas generally require normal routine cleaning and do not require disinfection.</p>	<p>Recess: Low contact activities for recess and PE</p> <p>Outdoor areas generally require normal routine cleaning and do not require disinfection.</p>	<p>PE Teachers Classroom Teachers Building Administration Director of CIA</p>	<p>Hula hoops, jump ropes</p>	

Requirements	Action Steps under Red & Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Spraying disinfectant on outdoor playgrounds is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. If practical, high touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.</p> <p>Cleaning and disinfection of wooden surfaces (e.g., play structures, benches, tables) or groundcovers (e.g., mulch, sand) is not recommended.</p> <p><b>Recess Considerations:</b> Alternate recess to minimize the numbers of students on the playground, require social distancing, and disinfect equipment between classes.</p> <p>Larger playground equipment that cannot be disinfected between uses should not be used until social distancing requirement can be eased.</p> <p>Students wash hands before and after recess.</p> <p>Classroom energizers/mindful minutes can be done in the classroom where students stay at or near their assigned desks/workstations.</p>	<p>Spraying disinfectant on outdoor playgrounds is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. If practical, high touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.</p> <p>Cleaning and disinfection of wooden surfaces (e.g., play structures, benches, tables) or groundcovers (e.g., mulch, sand) is not recommended.</p> <p><b>Recess Considerations:</b> Alternate recess to minimize the numbers of students on the playground.</p> <p>Students wash hands before and after recess.</p>			

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Provide regular classroom breaks for outdoor or hallway walking and movement activities.</p> <p><b>Phys. Ed. Considerations:</b> Physical Education can be modified like all other classes. Reorganize to allow for smaller classes and social distancing when feasible (Goal: 6 feet). Alternate schedule – minimize numbers of students in gymnasium, require social distancing when feasible (Goal: 6 feet). Utilize outdoor spaces as much as possible.</p> <p>Teachers use controlled entrance and exits – meet students at classroom – utilizing outside entry door as much as possible to pick up and take to gym, fields, multi-purpose rooms, etc. Schedule outdoor activities as much as possible with weather permitting.</p> <p>Use separate partitions in open spaces if available; utilize markings on gymnasium floor/wall/field. Manage social distancing when moving students to gymnasium/field.</p> <p>Students should be provided own equipment for class/prohibit equipment sharing. Disinfect equipment between classes. Students disinfect hands in and out of PE class.</p>	<p><b>Phys. Ed. Considerations:</b> Utilize outdoor spaces as much as possible.</p> <p>Schedule outdoor activities as much as possible with weather permitting.</p> <p>-</p> <p>Promote social distancing to the greatest extent possible when moving students to gymnasium/field.</p> <p>Disinfect equipment between classes if possible or periodically throughout the day. Students disinfect hands in and out of PE class.</p>			

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p>Blended Learning/Flipped classroom for concepts and skills relating to each standard. Teachers have access to technology to broadcast instruction due to increased social distancing (ex. megaphone or microphone).</p> <p>Self-Management -Individualized programs –multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal setting, etc.). Games and sport activities that require close guarding and potential contact with another player should not be included.</p> <p>Provide lessons that include no contact activities and no or limited equipment (e.g. walking, jumping rope, running, etc.).</p> <p>Workstation equipment set-up should consider strategies for social distancing throughout activity.</p> <p>All efforts should be made at every level to assist students in creating personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.</p>	<p>Workstation equipment set-up should consider strategies for social distancing throughout activity.</p> <p>All efforts should be made at every level to assist students in creating personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.</p>			

Requirements	Action Steps under Red & Yellow Phase	Action Steps Under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
	<p><b>Athletics Considerations:</b> Follow PIAA 2020-2021 Guidelines</p> <p>Follow current PA indoor/outdoor event capacity guidelines</p>	<p><b>Athletics Considerations:</b> Follow PIAA 2020-2021 Guidelines</p> <p>Masks optional</p> <p>Follow current PA indoor/outdoor event capacity guidelines</p>			
<p><b>Limiting the sharing of materials among students</b></p>	<p>Pencil box for primary grade (K-3) children containing: calculators, pencils, highlighter, pens, colored pencils, markers, crayons Use virtual books and resources when feasible.</p> <p>Open Education Digital Resources (instead of class text) Issue Chromebook to all children for school use, blended learning and remote learning should the need arise.</p> <p>Limit the use of shared computers within the building but where necessary, clean keyboards between uses.</p> <p>When sharing of materials among students is necessary, sanitizing wipes will be provided for teacher and student use.</p>	<p>Pencil box for primary grade (K-3) children containing: calculators, pencils, highlighter, pens, colored pencils, markers, crayons Use virtual books and resources when feasible.</p> <p>Open Education Digital Resources (instead of class text) Issue Chromebook to all children for school use, blended learning and remote learning should the need arise.</p> <p>Shared resources and computers keyboards should be cleaned daily.</p> <p>When sharing of materials among students is necessary, sanitizing wipes will be provided for teacher and student use.</p>	<p>Parents Building Administration Technology Coordinator Director of Maintenance Director of CIA</p>	<p>Sanitizing Wipes EPIC for books K-5 Overdrive 6-12</p>	<p>Y PD on how to utilize EPIC and Overdrive</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources and/or Supports Needed	PD Required (Y/N)
<b>Staggering the use of communal spaces and hallways</b>	<p>Elementary bathroom considerations: limits student access</p> <p>Parent drop-off: parents cannot drop off before students are allowed in school. Parents and students must stay in vehicles.</p> <p>Schedules may be developed to minimize the number of students in communal spaces and hallways. This could include a staggered hall change schedule.</p>	<p>Elementary bathroom considerations: limits student access</p> <p>Parent drop-off: parents cannot drop off before students are allowed in school. Parents and students must stay in vehicles.</p>	<p>Building Administration Teachers</p>		
<b>Adjusting transportation schedules and practices to create social distance between students</b>	<p>Students remain on buses until time to go to class and/or be dismissed directly to their first classroom.</p> <p>Bus windows will be cracked 1" to provide ventilation.</p> <p>Drivers and students will wear facemasks or face shields covering nose and mouth.</p> <p>At the K-12 level, buses may run with a reduced capacity due to parent drop-off and pick-up along with student drivers. Parents are encouraged to drive their students if feasible to help reduce bus occupancy.</p>	<p>Students remain on buses until time to go to class and/or enter the building.</p>	<p>Transportation Director Transportation Company Build Administration</p>		<p>Y PD Policy Review, Handbook Review</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources and/or Supports Needed	PD Required (Y/N)
<b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b>	Primary classrooms (K-3) will stay in cohorts throughout the day while also limiting interactions with other students outside of their group.		Director of CIA Building Administration		N
<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b>	Boys and Girls club on-site limited to 50% capacity or the use of other community facilities for program offerings.  Contact Kids Count, Jack and Jill, Magic Years, to let them know A/B schedules once a final plan is approved information will be disseminated with local childcare facilities related to the current opening plan.	Boys and Girls club on-site limited to normal capacity.	Elementary Building Principals		N
<b>Other social distancing and safety practices</b>					

## 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:**

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* <b>Monitoring students and staff for symptoms and history of exposure</b>	<p>Daily questions of symptoms checks &amp; history of exposure completed by parents and staff (home health checks).</p> <p>Staff will monitor the health of the students during the school day. Staff will monitor their symptoms &amp; history of exposure via log sheet. Staff will report personal health concerns to their immediate supervisor.</p>	<p>Daily questions of symptoms checks &amp; history of exposure completed by parents and staff (home health checks).</p> <p>Staff will monitor the health of the students during the school day. Staff will monitor their symptoms &amp; history of exposure. Staff will report personal health concerns to their immediate supervisor.</p>	Health Room Staff	<p>Thermometers</p> <p>Staff to take temperatures &amp; ask questions</p> <p>Log book and log sheets</p> <p>Symptoms checklist for parents</p>	Y
* <b>Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b>	<p>Non-essential visitors will not be permitted beyond the school offices without proof of vaccination.</p> <p>Staff with a temperature of 100.4 will be sent home immediately if not vaccinated. Unvaccinated students with a temperature of 100.4 will be sent to an area/room, where they will not have contact with others until an adult comes to pick them up (curtain pulled, face shields/masks on student/staff). Multiple entrances to the health</p>	<p>Non-essential visitors will not be permitted beyond the school offices without proof of vaccination.</p> <p>Staff with a temperature of 100.4 will be sent home immediately if not vaccinated. Unvaccinated students with a temperature of 100.4 will be sent to an area/room, where they will not have contact with others until an adult comes to pick them up (curtain pulled, face shields/masks on student/staff). Multiple entrances to the health</p>	Health Room Staff	<p>Communicate with the community that no one will be allowed to enter the school buildings during school hours.</p> <p>Masks, face shields</p>	Y Nurses

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	<p>room (sick vs routine meds/injury), as appropriate.</p> <p>Students and staff exhibiting multiple COVID-19 symptoms will be evaluated by health room staff to determine if they should be sent home.</p>	<p>room (sick vs routine meds/injury), as appropriate.</p> <p>Students and staff exhibiting multiple COVID-19 symptoms will be evaluated by health room staff to determine if they should be sent home.</p>			
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<p>Unvaccinated students &amp; staff may return to school when fever-free for 24 hours without the use of fever-reducing medication and no additional symptoms <b>or</b> a medical release from their physician.</p> <p><b>Quarantining:</b> Follow CDC guidelines</p> <p>CDC recommendation for those who have COVID-19 illness: You can be with others after 3 days with no fever (without the use of fever-reducing medication) <b>and</b> improved symptoms <b>and</b> 14 days since symptoms first appeared.</p> <p>CDC recommendation for those who have tested positive for COVID-19 (no symptoms) may be around others 14 days after the test was given <b>or</b> negative results of two (2) FDA Emergency-Use authorized tests spaced 24 hours apart <b>and</b> improved symptoms <b>and</b> no fever (without the use of fever-reducing medication) for 3 days. CDC recommendation is that anyone who has close contact with someone with COVID-19 should stay home for 14 days after exposure unless vaccinated.</p>	<p>Unvaccinated students &amp; staff may return to school when fever-free for 24 hours without the use of fever-reducing medication and no additional symptoms <b>or</b> a medical release from their physician.</p> <p><b>Quarantining:</b> Follow CDC guidelines</p>	<p>Building Administrator Health Room Staff</p>	<p>Notifications to staff and parents of policy</p>	<p>N</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b></p>	<p>Families and staff will be notified of a confirmed COVID-19 exposure or a positive case.</p> <p>The Superintendent of Schools, Pandemic Coordinator and Building Administration will work collaboratively to provide notifications to parents, through the use of existing District notification systems.</p> <p>The District will use an Interim Closure Decision Matrix that utilizes local spread of the virus as well as specific positive tests of students or staff to make closure decisions (See Appendix) in conjunction with the PA DOH.</p> <p>The District will utilize a School Opening Decision Matrix to determine when schools can reopen after a closure was necessary due to COVID-19 positive cases in conjunction with the PA DOH.</p>	<p>Families and staff will be notified of a confirmed COVID-19 exposure or a positive case.</p> <p>The Superintendent of Schools, Pandemic Coordinator and Building Administration will work collaboratively to provide notifications to parents, through the use of existing District notification systems.</p> <p>The District will use an Interim Closure Decision Matrix that utilizes local spread of the virus as well as specific positive tests of students or staff to make closure decisions (See Appendix) in conjunction with the PA DOH.</p> <p>The District will utilize a School Opening Decision Matrix to determine when schools can reopen after a closure was necessary due to COVID-19 positive cases in conjunction with the PA DOH.</p>	<p>Superintendent Pandemic Coordinator Building Administrator</p>	<p>Notifications to staff and parents of policy</p> <p>Develop and share Interim Closure Decision Matrix</p>	<p>N</p>
<p><b>Other monitoring and screening practices</b></p>	<p>Staff will call the Health Room to consult with Health Room Staff regarding illness/injury.</p> <p>Parent education regarding COVID-19 symptoms &amp; history of exposure prior to sending the students to school. District website.</p> <p>Staff must complete a daily self-check to monitor symptoms and keep a daily log.</p>	<p>Staff will call the Health Room to consult with Health Room Staff regarding illness/injury.</p> <p>Parent education regarding COVID-19 symptoms &amp; history of exposure prior to sending the students to school. District website.</p> <p>Staff must complete a daily self-check to monitor symptoms.</p>	<p>Building Administrator Health Room Staff</p>	<p>Parent education</p> <p>Staff education</p> <p>Develop and distribute staff screening checklist.</p>	<p>Y</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	Parents must complete a daily child home symptom-screening checklist.	Parents must complete a daily child home symptom-screening checklist unless their child has been vaccinated.		Develop and distribute visitor-screening checklist.	

### 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

Requirements	Action Steps under Red & 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>	<p>Online learning options will be available to families through the Shippensburg Virtual Academy. We will observe CDC or WHO social distance guidance in the schools.</p> <p>Unique safety protocols for students with complex needs or other vulnerable populations will be addressed on a case-by-case basis.</p> <p>Appropriate accommodations will be made to fully support their safety and learning. We will follow physician recommendations, as appropriate for the school setting.</p>	<p>Unique safety protocols for students with complex needs or other vulnerable populations will be addressed on a case-by-case basis.</p> <p>Appropriate accommodations will be made to fully support their safety and learning. We will follow physician recommendations, as appropriate for the school setting.</p>	Health Room Staff Bldg. Administration Teachers		Y

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>Use of face coverings (masks or face shields) by all staff</b></p>	<p>Follow PA Department of Health guidelines.</p>	<p>Masks will be optional for all staff.</p> <p>Masks on buses: Follow CDC Mandates. Currently, CDC requires face coverings, regardless of vaccination status, when on public transportation – this includes on school buses operated by public and private school systems.</p>	<p>Building Administrator</p>	<p>Disposable face masks or cloth face coverings provided by employees.</p> <p>Some masks will be provided for employees who do not have them or may have forgotten them.</p> <p>Plastic face shields will be provided by the district for teaching staff and others with health issues preventing them from wearing a face mask.</p>	<p>N</p>
<p><b>* Use of face coverings (masks or face shields) by students</b></p>	<p>Follow PA Department of Health guidelines.</p> <p>Masks/face coverings must be worn whenever anyone leaves home. Students over the age of 2 years old must wear a mask/face covering at school.</p> <p>Schools may allow students to remove their face coverings when students are:</p> <ul style="list-style-type: none"> <li>• Eating or drinking at least 6 feet apart</li> <li>• At least 6 feet apart outdoors</li> </ul> <p>Students who refuse to wear an approved face covering will be transitioned to virtual programs.</p>	<p>Masks will be optional for all students.</p> <p>Masks on buses: Follow CDC Mandates. Currently, CDC requires face coverings, regardless of vaccination status, when on public transportation – this includes on school buses operated by public and private school systems.</p>	<p>Teachers Building Administrator</p>	<p>Disposable face masks or cloth face coverings provided by the home. Some masks will be provided for students who do not have them or may have forgotten them.</p> <p>Face shields will be provided for those students indicating they have an underlying health issue that prevents them from wearing a face mask.</p>	<p>Y</p>

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>Unique safety protocols for students with complex needs or other vulnerable individuals</b></p>	<p>Online learning will be available for students through the SAVE program.</p> <p>Unique safety protocols for students with complex needs or other vulnerable populations will be addressed on a case-by-case basis.</p> <p>Appropriate reasonable accommodations will be made to fully support their safety and learning. We will follow physician recommendations, as appropriate for the school setting.</p> <p>Specific modifications to the physical space or safety requirements to ensure that students can access the curriculum may be made by IEP or 504 teams.</p>	<p>Online learning will be available for students through the SAVE program.</p> <p>Unique safety protocols for students with complex needs or other vulnerable populations will be addressed on a case-by-case basis.</p> <p>Appropriate reasonable accommodations will be made to fully support their safety and learning. We will follow physician recommendations, as appropriate for the school setting.</p> <p>Specific modifications to the physical space or safety requirements to ensure that students can access the curriculum may be made by IEP or 504 teams.</p>	<p>Health Room Staff Administration Director of Special Education</p>		<p>N</p>
<p><b>Vaccinations</b></p>		<p>Continue to promote vaccinations for staff and families</p> <p>Continue to hold student/parent/staff vaccination clinics.</p>	<p>Administration Nursing Staff</p>		

Requirements	Action Steps under Red & Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<b>Strategic deployment of staff</b>	<p>Modify the previously approved school calendar if necessary. Utilize virtual instructional days if needed.</p> <p>Modify individual school daily schedules as possible to accommodate flexibility to utilize staff for:</p> <p>Staff available for bus duty</p> <p>Staff available to assist with lunch time &amp; recess</p> <p>Staff available for classroom coverage</p> <p>Staff available to assist with cleaning/disinfecting</p> <p>Staff available to assist with ill students</p> <p>Staff available to monitor bathrooms</p> <p>Staff may be assigned other duties outside of normal expectations as appropriate by their supervisor to provide the services needed to implement health and safety measures during the pandemic.</p>	<p>Staff may be assigned other duties outside of normal expectations as appropriate by their supervisor to provide the services needed to implement health and safety measures during the pandemic.</p>	<p>Administration</p>		<p>N</p>

## Health and Safety Plan Professional Development

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

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
PPE Training	Custodians	Mr. Wachter	In-person Online	Online Videos Print Resources	August 2021	Ongoing
Proper use of Disinfecting Products and Practices	Custodians	Mr. Wachter	In-person Online	Online Videos Print Resources	August 2021	Ongoing
Cleaning Protocols	All Staff & Custodians	Mr. Wachter Building Admin.	In-person	Print Resources	August 2021	Ongoing
Health Staff Protocols	School Nurses	Nursing Dept. Chair Mrs. Martin	In-person Online	Online Videos Print Resources	August 2021	Ongoing
Hygiene and Safety Practices	All Staff & Students	Bldg. Health Staff Bldg. Admin Teachers Classroom Assistants	In-person Online	Online Videos Print Resources	August 2021	Ongoing
Bus Safety and Disinfecting Practices	Bus Drivers	Transportation Dir. Transportation Contractors	In-person Online	Online Videos Print Resources	August 2021	Ongoing

## Health and Safety Plan Communications

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

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
<b>Mask Policy &amp; Gathering Limit Changes</b>	School Board Public Staff	School Board Superintendent	Regular School Board Meeting	06/21/21	06/28/21
<b>Health &amp; Safety Plan Draft</b>	School Board Public Staff	School Board Superintendent Administration	PDF sent to Administration & Board to review	06/14/21	07/01/21
<b>SASD Health &amp; Safety Plan for Returning to Schools Approval</b>	Parents Community Staff	School Board Superintendent Administration	Regular Board Meeting Presentation Plan availability on District website	07/12/21	07/12/21
<b>Community Input</b>	Community	Superintendent Administration	District website	7/12/21	8/03/21
<b>Staff Question &amp; Answer Session</b>	Staff	Superintendent Dir. of Curriculum Administration	Building Staff Meetings	8/16/21	8/18/21

**Anticipated Launch Date: 08/16/21**

# APPENDIX

**Recommendations for Small (<500 Students) Pre-K to 12 School Buildings Following Identification of a Case(s) of COVID-19**

It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based instructional model more quickly. DOH will provide proactive consultative assistance to school entities should such an outbreak occur.

<u>Level of Community Transmission in the County</u>	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 1 student or 1 staff	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 2-4 students/staff in same school building	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 5+ students/staff in same school building
<b>Low</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-5 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Substantial†</b>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 14 days*</li> <li>Clean entire school</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>

\*If case investigations, contact tracing, and cleaning and disinfecting can be accomplished in a faster time frame, the length of closure time may be shortened.

**Recommendations for Medium (500-900 students) Pre-K to 12 School Buildings Following Identification of a Case(s) of COVID-19**

It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based instructional model more quickly. DOH will provide proactive consultative assistance to school entities should such an outbreak occur.

<u>Level of Community Transmission in the County</u>	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 1-3 students or staff	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 4-6 students/staff in same school building	Number of Cases of COVID-19 Within a Rolling 14-Day Period: 7+ students/staff in same school building
<b>Low</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-5 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Substantial<sup>†</sup></b>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 14 days*</li> <li>Clean entire school</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>

**Recommendations for Large (>900 students) Pre-K to 12 School Buildings Following Identification of a Case(s) of COVID-19**

It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based instructional model more quickly. DOH will provide proactive consultative assistance to school entities should such an outbreak occur.

<u>Level of Community Transmission in the County</u>	<b>Number of Cases of COVID-19 Within a Rolling 14-Day Period:</b> 1-5 students or staff	<b>Number of Cases of COVID-19 Within a Rolling 14-Day Period:</b> 6-10 students/staff in same schoolbuilding	<b>Number of Cases of COVID-19 Within a Rolling 14-Day Period:</b> 11+ students/staff in same school building
<b>Low</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-5 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>School does not need to close</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>Close school(s) for 14 days*</li> <li>Clean entire school(s)</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>
<b>Substantial†</b>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Clean area(s) where case spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 3-7 days*</li> <li>Clean area(s) where cases spent time</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>	<ul style="list-style-type: none"> <li>School should consider altering schedule to significantly decrease number of students on site</li> <li>Close school(s) for 14 days*</li> <li>Clean entire school</li> <li>Public health staff will direct close contacts to quarantine</li> </ul>

*Level of Community Spread, based upon State and Local Public Health	Shippensburg Area School District School Opening Matrix Shippensburg Area School District Weekly Schedule Dependent on Level of Community Spread				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>LEVEL 1</b> <b>Low / No Spread</b> (incidence rate of 5 or less cases per day per 100,000 residents in Cumberland County and Franklin County in past week AND a 14-day downward trend in incidence rate)</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols))</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols).</p> <p>Full-time online S.A.V.E students</p>
<p><b>LEVEL 2</b> <b>Moderate Spread</b> (incidence rate of 6 to 100 cases per day per 100,000 residents in Cumberland and Franklin County in the past week)</p> <p>Key considerations for determining/transitioning between Hybrid Cohort Model and Full-time Distance Learning Model at Buildings:</p> <ul style="list-style-type: none"> <li>• Teaching Staff</li> <li>• Support Staff</li> <li>• Bus Loads &lt;50</li> <li>• Congregate Areas</li> <li>• Classroom Social Distancing</li> <li>• Cafeteria Social Distancing</li> </ul>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>OR</p> <p>Asynchronous distance learning for all K-12 students. Teacher office hours</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>	<p>Full in-person instruction for all learners (following key strategies and protocols)</p> <p>Full-time online S.A.V.E students</p>
<p><b>LEVEL 3</b> <b>Substantial Spread</b> (incidence rate of greater than 100 cases per day per 100,000 residents in Cumberland and Franklin County in the past week for a two-week period)</p>	<p>Full-time distance learning with SASD teachers OR Hybrid Learning with SASD teachers A/B Cohorts IEP students 4 days/week</p> <p>Full-time online S.A.V.E students</p>	<p>Full-time distance learning with SASD teachers OR Hybrid Learning with SASD teachers A/B Cohorts IEP students 4 days/week</p> <p>Full-time online S.A.V.E students</p>	<p>Full-time distance learning with SASD teachers Or Asynchronous distance learning for all K-12 students. Teacher office hours</p> <p>Full-time online S.A.V.E students</p>	<p>Full-time distance learning with SASD teachers OR Hybrid Learning with SASD teachers A/B Cohorts IEP students 4 days/week</p> <p>Full-time online S.A.V.E students</p>	<p>Full-time distance learning with SASD teachers OR Hybrid Learning with SASD teachers A/B Cohorts IEP students 4 days/week</p> <p>Full-time online S.A.V.E students</p>

\*<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Monitoring-Dashboard.aspx>

## **EQUAL OPPORTUNITY STATEMENT**

The Shippensburg Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender identity, pregnancy, sexual orientation, parental status, ancestry, national origin, marital status, veteran status, political affiliation, or handicap/disability in activities, programs or employment practices as required by Title VI, Title IX, Section 504, the Americans with Disabilities Act, the Age Discrimination Act of 1975, and all other applicable state and federal laws. For information regarding civil rights or grievance procedures or for information regarding services, activities and facilities that are accessible to and useable by handicapped persons, contact Mrs. Tina M. Clever, Director of Human Resources and Title IX Coordinator, at the District Office of Human Resources at 317 North Morris Street, Shippensburg, PA 17257 or at (717) 530-2700; or to the Director, Office for Civil Rights, Education Department, Washington, DC 20201; or to the U.S. Equal Employment Opportunity Commission, (800) 669-4000 (toll-free) or (800) 669-6820 (toll-free TTY number for individuals with hearing impairments).