

Phased School Reopening Health and Safety Plan Template

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

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

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

Health and Safety Plan: Villa Joseph Marie High School

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?

We plan to bring students and staff back in using various updated policies:

- Backpacks to reduce locker stops
- Staggered lockers (skip every other when possible-same households next to each other)
- Less students in homerooms (not directly near their lockers)
- Staggered end-of-day dismissal (permit bus riders to dismiss first, followed by drivers, followed by those remaining for sports/activities/parent pickups)
- Seating charts for all classes, all periods of time, all study halls, lunchroom, etc. to assist with contact tracing. (When going to assemblies, all students **MUST** be in alphabetical order to assist as well)
- Minimize full school wide assemblies and utilize their options (split locations-Mass in PAC and in chapel; live stream/pre-record and show in homeroom settings)
- Non sharing of whiteboard utensils (supply every student with her own)
- Cleaning of building daily continues
- Ability to record class and play in “conference” for students who need to be out of the building
- No contact reports cards

How did you engage stakeholders in the type of re-opening your school entity selected?

- Survey families in July; follow-up mid July

How will you communicate your plan to your local community?

- In-person grade level discussions, in August, to dialogue about protocols and guidelines

Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?

- The decision-making process would consider daily attendance records and the number of cases of covid (or any major illness).
- No immediate shutdown if a confirmed positive case (email from 6/30/20); treat similar to other communicable diseases (whooping cough, measles, strep throat, mumps, meningitis, etc.); one closure within county could cause a domino effect; enhanced surveillance of symptoms and increased hygiene/sanitation; multiple cases may involve modifications to social distancing and mask usage

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): **September 1, 2020**

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Lauren Carr	Admin/Staff/Students/ School Community	Both (Plan Development and Response Team):
Marissa Brown	Admin/Staff/Students/ School Community/ Extracurricular/Busing	Both (Plan Development and Response Team):
Colleen McClain/ Sherry Jokic	Staff/Students/Medical	Both (Plan Development and Response Team):
Becky Flynn Hensel/ Amy Barr	Admin/Staff/Students/ Athletics/Outside Rentals	Health and Safety Plan Development

Karla Hurlbert	Admin/Staff/Students/ Medical	Health and Safety Plan Development
Marguerite Adams/ Army Adams	Admin/Staff/Students/ Facilities/Outside Rentals	Health and Safety Plan Development
Melissa Holdren	Admin/Staff/Student/ Facilities/Outside Rentals	Health and Safety Plan Development
VJM Administration	Admin/Staff/Students/ School Community	Both (Plan Development and Response Team)
Bucks County Department of Health	All Parties	Pandemic Crisis Response Team
Board of Directors	School Community	Pandemic Crisis Response Team
Heathland Food Services	Staff/Students/Facilities	Health and Safety Plan Development
Denise Monahan	School Community	Health and Safety Plan Development
Northampton Township Emergency Personnel (Police and Fire)	School Community	Pandemic Crisis Response Team

Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is

designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.

- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

How will you ensure the building is cleaned and ready to safely welcome staff and students?

- Daily cleanings, walkthroughs, checks by all parties

How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?

- Using the vendors that have been approved; verifying all supplies meet the proper mandated requirements before usage (create vendor list)

How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?

- Daily cleaning of high traffic areas (light switches, doorknobs, drinking fountains), daily restroom and cafeteria cleanings; end of day full classroom wipe downs of desks and chairs
- Multi Week full spray downs; deep cleaning
- Bus company protocol
- Athletics: tables wiped in between each student; equipment after each event/practice
- Restroom protocol (monitoring and staggering)

What protocols will you put in place to clean and disinfect throughout an individual school day?

- Non shared supplies
- Wipe downs of desks and chairs
- Hand sanitizers and sinks available
- Cafeteria protocol

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?

- Marguerite Adams and her crew; administrations, teachers, coaches
- Throughout the summer, in person and online
- Demonstrations from each individual trained

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	1. Obtain proper cleaning supplies 2. Create a planned schedule of areas that need daily cleaning/weekly cleaning/etc. 3. Have a sign off sheet documenting each area has been cleaned (possibly next to the item-fountains- or in a visible location-outside Marguerites rooms) 4. Faculty cafeteria-cleaning schedule 5. Sanitizing/computers in library 6. Outside patios and entryways	Same as Yellow	Marguerite Adams, Marissa Brown (transportation), Heathland (Cafeteria)	Supply list	YES
Other cleaning, sanitizing, disinfecting, and ventilation practices	1. Obtain proper cleaning supplies 2. Create a planned schedule of areas that need daily	Same as Yellow	Marguerite Adams, Lauren Carr (teachers), Becky Flynn Hensel (Athletics), Melissa Holdren	Supply list	Yes

	cleaning/weekly cleaning/etc. 3. Have a sign off sheet documenting each area has been cleaned (possibly next to the item- fountains- or in a visible location- outside Marguerites rooms) 4. Sign off sheets for coaches after any practice/event of equipment 5. Sign off sheets for directors/stage managers after each rehearsal/performance for all technical equipment		(Performances)		
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Social Distancing and Other Safety Protocols

Key Questions

How will classrooms/learning spaces be organized to mitigate spread?

- Desks spaced out to maximum ability, all facing the appropriate direction (preferable all same directions based on location of board space), total number of seats equals the largest class size on any given day
- Seating charts for all classes must be submitted. Any changes must be signed/dated and submitted.
- Seating charts for all areas including faculty

How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?

- No grouping for classes as they are intermixed; staff are located based on content areas in most wings, minimizing teacher interaction to only department

What policies and procedures will govern use of other communal spaces within the school building?

- All assemblies, Masses, and large group gatherings are evaluated

- PAC/Chapel needs distanced designated seating
- GYM usage will be distanced when using bleachers or chairs
- Lounge seating will be designated
- Hallways will be monitored for groups
- Cafeteria (student and staff) will have assigned seating (Gym/lobby/lounge extra lunch space)

How will you utilize outdoor space to help meet social distancing needs?

- Designate locations when in use; adjust bleachers and benches for proper spacing
- Designated locations on fields for stretching/equipment
- Changing rooms

What hygiene routines will be implemented throughout the school day?

- Washing of hands before and after meals and restroom use
- Bring your own water bottles
- Hand sanitizer in hallways, all locations, and classrooms
- Temperature checks upon arrival
- Masks must be on the person at all times; wearing is not required but welcome and encouraged, especially when changing classes

How will you adjust student transportation to meet social distancing requirements?

- Bus companies will provide their individual plans
- Vans will be transporting minimum number of students allowing for distanced seating; cleaning of interiors and door handles daily
- Athletics will require seating charts for buses
- Staggered dismissal times

What visitor and volunteer policies will you implement to mitigate spread?

- Temperature checks and masks upon arrival
- Scheduled appointments only for visitors
- No handshakes
- Completion of waiver verifying no symptoms on the date of arrival and 14 days prior
- Back-to-School Night only for new families/outside possibility/online
- PD for families based on grade in August

Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?

- No

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?

- All staff throughout the summer, in person and online
- Students/parents will be provided a designated assembly to review information
- Demonstrations/assessments from each individual trained

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	1. Set up each room prior to August for staff 2. Note designations on floor (maybe create small Jem or crests to place down) 3. Weekly checks of classrooms to ensure proper setup	Same as Yellow	Lauren Carr, Classroom instructor	Remove non-essential furniture	Yes
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	1. Designate seats in cafeteria for sitting 2. Identify rooms for particular lunch period where food can be taken/eaten in	Same as Yellow	Marissa Brown, Heathland	Classroom Space, Trash receptacles for food disposal	Yes
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	1. Reminders over PA leading into 4 th , 5 th , and 6 th about hand washing 2. Additional reminders in lunch room 3. Permit students to use faculty cafeteria restroom sinks when necessary? 4. Keep sanitizer in visible locations	Same as Yellow	Staff	Soap, Sanitizer, paper towels, signage	Yes

* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	1. Create signage 2. Print and laminate signage 3. Post signage throughout campus	Same as Yellow	Erica Franzzo	Signage	No
* Identifying and restricting non-essential visitors and volunteers	1. Develop protocol (temperature check, pre-approval of appointment/visit) 2. Create sign in/out sheet with symptom list 3. Have copies ready	Same as Yellow	Tina Schuster	Protocols disseminated	Yes
* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	1. See Becky for sport guidelines 2. Will develop protocol for any activity or event where students will be together (Spirit Day, Feast, and Easter egg races)	Same as Yellow	Becky Flynn Hensel		Yes
Limiting the sharing of materials among students	1. Upload as much as possible to Canvas so individuals can print as needed 2. Utilize student Microsoft accounts for all information deliveries (as well as some mailers) 3. Prohibit "classroom	Same as Yellow	Staff		Yes

	sets” (students can leave their copies in the room but not for other students to use)				
Staggering the use of communal spaces and hallways	1. Coordinate calendar usage and rentals 2. Adjusting Masses and assemblies to have half in PAC and the other half in chapel or gym when applicable	Same as Yellow	Lauren Carr, Marissa Brown, Stephanie McCarthy, Becky Flynn Hensel, Melissa Holdren, Alyse Johnson		No
Adjusting transportation schedules and practices to create social distance between students	1. Communicate with busing companies 2. Look at calendar for overlaps and conflicts 3. Stagger dismissal times	Same as Yellow	Lauren Carr, Marissa Brown, Becky Flynn Hensel	Sign out sheets	No
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	1. Adjust master schedule as needed 2. Stagger dismissal times to deter over crowding at lockers 3. Allow bookbags to deter overcrowding at lockers 4. Reevaluate shadow day (possible rise and shine format as opposed to whole day visit)	Same as Yellow	Lauren Carr		No
Coordinating with local childcare	N/A — temp check times in	Same as Yellow	N/A	N/A	N/A

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

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?

- Temperature checks at the door every day (email on 6/30/20 states not required as temperature has NOT been a major symptom in Bucks County and can lead to false sense of security)
- Professional development with all families and staff
- Dialoguing with nursing staff when witnessing a student who may be sick
- Personal accountability
- Reminders every week/two weeks about symptom checking
- Student/teacher leaves classroom immediately, put on mask, report to nurses office; nurse fully assess; contact parent/guardian for transportation offsite; sanitize all areas; get Covid-19 tests or medical clearance to return to school

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)?

- Upon arrival in doorways (use main entrance, St. Joe's circle, bus porch—NOT service entrance, not 126, not PAC---Maria Hall self-report; band in the AM?)
- At-home symptom screening should check for the following: fever greater than 100.3, cough, shortness of breath, headaches, body aches, fatigue, loss/altered sense of taste/smell, diarrhea, runny nose/congestion
- First block teacher must remind all students of the signs/symptoms and to go to nurse immediately if feeling symptomatic
- Coaches/Refs must remind all students of the signs/symptoms and to go to AD/AT immediately if feeling symptomatic at beginning of play/practice
- ***Remind at parent talks not to assume a visit to the nurse office or an absence means they have Covid

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?

- See CDC recommendations

- Notify Bucks County Health Department; close contacts will be identified; multiple variables will be considered (see email 6/30/20); school assist in contact tracing; close contacts who have been potentially exposed will be notified using as little identifying information as possible
- Possible exposure versus testing positive
- Remain home until negative Covid-19 test is completed or other medical clearance for return is received
- If household member tests positive, health department would decide based on the exposure and case investigation information gathered as to how long, or even if, that student/staff member should be kept out of school under quarantine.

Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?

- Administration and nursing staff

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?

- CDC recommendations for return (amount of days symptoms free, negative testing)
- Staff may instruct from home when possible; Covid-19 clause in contracts; keep attendance counts but don't necessarily dock until end of each semester
- After a positive test, a symptomatic student/staff can return 10 days from symptom onset (inclusive of 72 hours without fever), without any additional testing required. If an asymptomatic student/staff tests positive, the health department will fully investigate the case and determine the return criteria
- *ATHLETES: Athlete leaves field of play/practice immediately, puts on mask, reports to AD/AT; student/coach/AD/AT contact parent/guardian for transportation offsite; all common equipment/areas are sanitized; get Covid-19 test or medical clearance to return to school; do not halt team practice because someone does not feel well/becomes symptomatic
- Performing Arts: Participants will leave practice/performance immediately, put on mask, report to Director on site (Holdren, Nelson, Facenda, Choreographer), contact parent/guardian for transportation offsite, all equipment/areas are sanitized; get Covid-19 test or medical clearance to return to school

How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?

- Same as previous question

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?

- Create standard letter
- Give weekly updates for whole school community
- Allow Bucks County Health Department to disclose contact tracing information
- Need to discuss: If a student is out, it does NOT mean they have Covid (could be

a dentist appt, doctor visit, funeral, college, etc.)

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?

- Nursing staff, teachers, coaches, all staff throughout the summer, in person and online
- Students/parents will be provided a designated assembly to go over the information
- Demonstrations/assessments from each individual trained

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Monitoring students and staff for symptoms and history of exposure	1. All students and staff must have temperature taken upon arrival 2. Self-symptom check at home 3. Discussion with all students and staff about remaining home when feeling ill AND school will send home when we see symptoms	Same as Yellow	Admin, nursing staff	Thermometers or walk throughs canners	Yes
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	1. Nurses office side room for those with confirmed symptoms (while waiting for pickup) 2. Designated seats near front office for those leaving on their own (with general symptoms but not covid)	Same as Yellow	Nursing staff, Tina Schuster, Lauren Carr, Marissa Brown	Letter from Villa explaining timeline	No

	<p>specific)</p> <p>3. Immediate disinfecting for those locations upon pickup</p> <p>3. Phone call and “visual” confirmation for dismissal from school (parent pulls up, calls from car, we dismiss student without sign out-we fill out form for them upon visual pickup)</p> <p>4. Email home a letter stating we sent home student for certain covid related symptoms</p>				
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>	<p>1. Letter from doctor saying symptoms are non covid/ noncontagious</p> <p>2. Negative Covid test SINCE being out of school</p> <p>3. Non positive, fever free for over 24 hours without the use of Tylenol or Motrin</p>	Same as Yellow	Nursing Staff, Tina Schuster	Documentation from negative testing or doctors office	Yes
<p>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</p>	<p>1. Weekly updates every Friday/Monday?</p> <p>2. Use of email/website/global connect calls texts/ social media to disseminate information</p>	Same as Yellow	Lauren Carr, Tina Schuster, Department of Education, Government Officials	Dept. of Ed website, CDC guidelines	Yes

Other monitoring and screening practices		Same as Yellow			
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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?

- Mask wearing will be allowed, but not required in classrooms, and encouraged in the hallways when changing classes; all students and staff **MUST** have a mask on them at all times (Is there anything out there that can hold their swipe, a face mask, and a hand sanitizer?)
- If not able to socially distance from students in class, a mask/shield is recommended for staff

What special protocols will you implement to protect students and staff at higher risk for severe illness?

- Mandatory face masks for staff in those rooms (when it does not inhibit instruction)
- Cleaning of individuals desk and items daily
- Online accessibility when home
- No in-person faculty meetings, no class visits by parents***

How will you ensure enough substitute teachers are prepared in the event of staff illness?

- Training for outside substitutes before permitted to work
- Current staff will train in August; notify of any major student issues

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?

- Canvas conference tool; appropriate recording device in classrooms when needed

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Protecting students and staff at higher risk for severe illness	1. Identify individuals 2. Follow cleaning and notification protocols 3. Dialogue with	Same as Yellow	Lauren Carr, Tina Schuster, Nursing Staff		Yes

	individuals 4. Send survey out for highly vulnerable individuals.				
* Use of face coverings (masks or face shields) by all staff	1. Discuss at August Meeting 2. Protocol for appropriate masks/non appropriate	Same as Yellow	All staff and students	masks	Yes
* Use of face coverings (masks or face shields) by older students (as appropriate)	1. Discuss at August meeting 2. Protocol for appropriate masks/non appropriate	Same as Yellow	All staff and students	Masks	Yes
Unique safety protocols for students with complex needs or other vulnerable individuals	1. Create list of vulnerable students and staff 2. Cross check when teachers are out	Same as Yellow	Nursing Staff, Lauren Carr, Tina Schuster	checklist	Yes
Strategic deployment of staff	Create checklist for substitutes (both in school and outside)	Same as Yellow	Lauren Carr, Tina Schuster	Checklist	Yes

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
Cleaning/Sanitizing/Ventilation/Social distancing and other safety protocols/Monitoring student and staff health/other considerations	Staff/coaches	Lauren Carr	In-person PD*	Handouts, uploads to Canvas	August 1, 2020	August 25, 2020
	Students	Lauren Carr, Nursing Staff	In-person PD**	Handouts, uploads to Canvas		
	Families	Administration	In-person PD**	Handouts, uploads to website, downloadable attachment		

	BOD	Tom Kardish, Lauren Carr	Email with follow up at meeting	Handouts, uploads on Canvas, presentation	August 1, 2020	September 30
	Parents Guild	Tom Kardish, Lauren Carr	Email with Follow up at meeting	Handouts, downloadable attachment, presentation	August 1, 2020	

*Dates: 9am-12pm July 23, 28, 29, August 12, 13, 19, 20, 24, 25 -Must attend ONE in person, must pre-register

** Dates: August 17, 18, 19, 20 -Must attend ONE in person -Must pre-register Times TBD, additional dates TBD

Health and Safety Plan Communications

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

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date

Health and Safety Plan Summary: (Villa Joseph Marie High School)

Anticipated Launch Date: (July 31, 2020)

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	
* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes	

<p>Performing Arts events/rehearsals will be assessed using guidance and recommendations from both the CDC and The Educational Theatre Association</p> <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p>	
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Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school-</p>	

year changes in safety protocols	
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Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> * Protecting students and staff at higher risk for severe illness * Use of face coverings (masks or face shields) by all staff * Use of face coverings (masks or face shields) by older students (as appropriate) Unique safety protocols for students with complex needs or other vulnerable individuals Strategic deployment of staff 	