# Phased School Reopening
# Health and Safety Plan

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

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

# Table of Contents

*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: Greencastle-Antrim 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 our county's current designation (green as of July 29, 2020) and the best interests of our local community, we will indicate which type of reopening our LEA has selected by checking the appropriate box in row three of the table below. The remainder of the document outlines our LEA's plan to bring back students and staff, our communication plan for the type of reopening with stakeholders in our 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 our school entity should account for changing conditions in this local Health and Safety Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

## Type of Reopening

Key Questions

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

**Based on your county's current designation and local community needs, which type of reopening has your school entity selected?** **(SELECT ONE BOX BELOW)**

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

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): 8/18/2020**

*(August 18, 19, 20 are Act 80 days for teacher inservice, with August 24th being the first student day)*

## Pandemic Coordinator/Team

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

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

| Individual(s) | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities (Options Above) |
|---|---|---|
| **Dr. Lura Hanks** | Superintendent | Both |
| **Travis Blubaugh** | Director of Transportation-Transportation Committee | Both |
| **Caroline Royer** | Chief Financial Officer-Facilities and Transportation Committees | Both |

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|---|---|---|
| **Ginger Thompson** | Director of Special Education-Special Education Committee | Both |
| **Christine Reiber** | Assistant Principal- Special Education Committee | Both |
| **Alison McKissick** | Assistant Principal- Health and Safety Committee | Both |
| **Kevin Carley** | Assistant Principal- Health and Safety Committee | Both |
| **Mike McManus** | Assistant Principal- Health and Safety Committee | Both |
| **Nancy Foust** | Director of Food Services | Both |
| **Ashley Martin** | Assistant Principal- Food Services Committee | Both |
| **Dwight Bard** | Director of Technology- Teaching and Learning Committee | Both |
| **Angie Singer** | Principal- Teaching and Learning Committee | Both |
| **Mark Herman** | Principal- Teaching and Learning Committee | Both |
| **Chad Stover** | Principal- Teaching and Learning Committee | Both |
| **Dr. Ed Rife** | Principal- Teaching and Learning Committee | Both |
| **Jerry Crable** | Assistant Principal-Social/Emotional Learning Committee | Both |
| **Chris Dell'Aqua** | Director of Maintenance-Facilities Committee | Both |
| **GASD Community Task Force Members** | Reopening Subcommittee Participants (see Appendix A) | Health and Safety 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:**
Please see the chart below for the phased plans for cleaning, sanitizing, disinfecting and ventilation that answers each of the 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)** | Increased use of PPE required (masks, gloves, face-shields)<br><br>Increase Social Distancing & Hygiene Practices<br><br>The district will follow the CDC's Guidance for Cleaning & Disinfecting Schools<br><br>CDC Guidance for Cleaning and Disinfecting Schools<br><br>Clean school restrooms multiple times per days | Increased use of PPE required (masks, gloves, face-shields)<br><br>Increase Social Distancing & Hygiene Practices<br><br>The district will follow the CDC's Guidance for Cleaning & Disinfecting Schools<br><br>CDC Guidance for Cleaning and Disinfecting Schools<br><br>Clean school restrooms multiple times per days | Chris Dell'Aqua Director of Facilities<br><br>Building Principals, APs<br><br>Staff | PPE<br><br>CDC Website<br><br>Hands-free water bottle fill stations for every school<br><br>Electronic daily task sheets for maintenance staff-created by updated housekeeping program | Y |

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| | Clean and disinfect frequently touched surfaces and objects within the school and on buses at least daily, including door handles, sink handles, stair/ramp handrails, and drinking fountains.<br><br>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible.<br><br>Implement and supervise the daily and weekly COVID-19 cleaning activities as specified on cleaning logs<br><br>Increase ventilation when able throughout buildings. Keep classroom doors open. Doors to the outside will remain closed and locked. | Clean and disinfect frequently touched surfaces and objects within the school and on buses at least daily, including door handles, sink handles, stair/ramp handrails, and drinking fountains.<br><br>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible.<br><br>Implement and supervise the daily and weekly COVID-19 cleaning activities as specified on the daily and weekly COVID-19 job cards<br><br>Increase ventilation when able throughout buildings. Keep classroom doors open. Doors to the outside will remain closed and locked. | | | |
| **Other cleaning, sanitizing, disinfecting, and ventilation practices** | Weekly use of Victory Electrostatic Spray Disinfectant<br><br>Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, and/or fans. | Weekly use of Victory Electrostatic Spray Disinfectant<br><br>Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, and/or fans. | Chris Dell'Aqua<br>Director of Facilities | Maintenance Staff<br><br>Electrostatic Sprayer | Y |

**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:**
Please see the chart below for the phased plans for social distancing and other safety protocols that answers each of the 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) |
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| * **Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the** | Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level.<br><br>Minimize interactions between groups of students | Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level.<br><br>Minimize interactions between groups of students | Building Administrators (Principals, APs) | Building Level Schedules | Y |

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| **maximum extent feasible.** | Staggered schedule to limit the number of individuals in a classroom or other space (schedules, limiting travel in building, lunch in classrooms)<br><br>Limit gatherings, events and extracurricular activities to those that can maintain social distancing.<br><br>Utilize gyms, auditoriums, other large spaces, or outdoors when possible.<br><br>Turn desks facing the same direction or have students only sit on one side of the table, spaced apart.<br><br>Maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process.<br><br>Hold group meetings such as parent-teacher conferences, staff meetings, and curriculum planning virtually. | Staggered schedule to limit the number of individuals in a classroom or other space (schedules, limiting travel in building, lunch in classrooms)<br><br>Limit gatherings, events and extracurricular activities to those that can maintain social distancing.<br><br>Utilize gyms, auditoriums, other large spaces, or outdoors when possible.<br><br>Turn desks facing the same direction or have students only sit on one side of the table, spaced apart.<br><br>Maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process.<br><br>Hold group meetings such as parent-teacher conferences, staff meetings, and curriculum planning virtually. | | | |
| **\* Restricting the use of cafeterias and other congregate settings, and serving meals in** | Limit the use of cafeterias and other congregate settings; recommend serving meals in classrooms or social settings | Limit the use of cafeterias and other congregate settings.<br><br>Recommend using assigned classroom seating for students eating in cafeterias and other | Building Principals, APs<br><br>Nancy Foust, Director of Food Services | Schedules<br><br>Community Survey | N |

| alternate settings such as classrooms | where physical distancing can be maintained.<br><br>Students will be encouraged to wash hands and/or use hand sanitizer, provided at stations within the cafeterias, prior to and after consuming food or beverages.<br><br>Meal condiments will be limited and provided to students through alternative methods.<br><br>Students will not be permitted to serve themselves for items such as fruit and or vegetable selections.  Food-Service staff will serve students all meal components.  Selection of fruits and vegetables will be limited.<br><br>Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods.<br><br>Do not allow sharing of food or utensils<br><br>Utilize outdoor spaces when possible | congregate settings; applying physical distancing measures.<br><br>Students will be encouraged to wash hands and/or use hand sanitizer, provided at stations within the cafeterias, prior to and after consuming food or beverages.<br><br>Meal condiments will be limited and provided to students through alternative methods.<br><br>Students will not be permitted to serve themselves for items such as fruit and or vegetable selections.  Food-Service staff will serve students all meal components.  Selection of fruits and vegetables will be limited.<br><br>Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods.<br><br>Do not allow sharing of food or utensils<br><br>Utilize outdoor spaces when possible | | | |
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| **\* Hygiene practices for students and staff including the manner and** | All staff will be trained  on healthy hygiene practices so they can teach these to students. | All staff will be trained  on healthy hygiene practices so they can teach these to students. | Building Principals, APs<br><br>School Nurses | Hand soap<br><br>Alcohol Based Sanitizer | Y |

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| **frequency of hand-washing and other best practices** | Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.<br><br>CDC - handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.<br><br>Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices. | Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.<br><br>CDC - handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.<br><br>Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices. | Teachers | Posters from CDC<br><br>Video tutorials on proper hygiene practices will be created for use by staff and students. | |
| **\* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs** | Post CDC Germs Are Everywhere and Wash Your Hands Posters in all District Cafeterias and Restrooms and other high traffic areas.<br><br>CDC Germs are Everywhere<br><br>CDC Wash Your Hands | Post CDC Germs Are Everywhere and Wash Your Hands Posters in all District Cafeterias and Restrooms and other high traffic areas.<br><br>CDC Germs are Everywhere<br><br>CDC Wash Your Hands | Chris Dell'Aqua Director of Facilities & Maintenance<br><br>Building Principals, APs<br><br>Maintenance Staff<br><br>School Nurses | CDC Website<br><br>Germs Are Everywhere Posters<br><br>Wash Your Hands Posters<br><br>Print Shop | N |

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| | More CDC Posters

Translated Posters | Translated Posters

More CDC Posters | | | |
| **\* Identifying and restricting non-essential visitors and volunteers** | Recommend limiting non-essential visitors and volunteers.

Limit large group activities such as extracurriculars in accordance with PIAA and PMEA Guidelines

Recommend all visitors/volunteers to comply with all district screening and monitoring processes.

Recommend requiring a visitor/volunteer log through School Gate Guardian in the event that contact tracing is required. | Recommend limiting non-essential visitors and volunteers.

Limit large group activities such as extracurriculars in accordance with PIAA and PMEA Guidelines

Recommend all visitors/volunteers to comply with all district screening and monitoring processes.

Recommend requiring a visitor/volunteer log through School Gate Guardian in the event that contact tracing is required. | Building Principals, APs

School Reception Secretaries | List of Essential visitors and volunteers | Y- building level reception secretary |
| **\* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports** | **Governor Wolf's Guidance for sports**

**Physical Education**

Select and provide safe opportunities for exercise and sports events for students. Consider;

- Physical proximity of students
- Amount of touching of shared equipment | **Governor Wolf's Guidance for sports**

**Physical Education**

Select and provide safe opportunities for exercise and sports events for students. Consider;

- Physical proximity of students
- Amount of touching of shared equipment | Building Principals, APs

Vicky Ritchey, Athletic Director

Wellness Department Chairs at the building level | Playground equipment

Wellness Equipment

Equipment for Athletics | Y Athletic Director and Wellness Staff |

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| | <ul><li>Ability to engage in social distancing while not engaged in active play.</li><li>Engagement of students at higher risk.</li><li>Size of team.</li></ul><br>Train teachers, coaches, officials, and staff on all safety protocols.<br><br>CDC Considerations for Youth Sports<br><br>**Recess**<br><br>Limit recreation areas to open spaces.<br><br>Greatly restrict or eliminate use of playground structures.<br><br>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and disinfect between uses.<br><br>Limit team sports and group games following social distancing guidelines. | <ul><li>Ability to engage in social distancing while not engaged in active play.</li><li>Engagement of students at higher risk.</li><li>Size of team.</li></ul><br>Train teachers, coaches, officials, and staff on all safety protocols.<br><br>CDC Considerations for Youth Sports<br><br>**Recess**<br><br>Limit to one group of students, following social distancing guidelines,using playground structures at a time.<br><br>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and disinfect between uses.<br><br>Limit team sports and group games following social distancing guidelines. | | | |
| **Handling Music Activities and Classes** | Follow Covid-19 Instrument Cleaning Policies. Teachers will provide students instruction on these cleaning policies prior to | Follow Covid-19 Instrument Cleaning Policies. Teachers will provide students instruction on these cleaning policies prior to | Building Principals, APs<br><br>Music Department | PMEA Guidelines<br><br>https://nafme.org/covid-19/ | Y-music departme nt |

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| | resuming instrumental music lessons or classes.<br><br>Covid-19 Instrument Cleaning Policies<br><br>Select and provide safe opportunities for music instruction for students. Consider;<br><br>● Physical proximity of students.<br>● Use of appropriate facilities to accommodate social distancing.<br>● Amount of touching of shared equipment.<br>● Ability to engage in social distancing while not engaged in active play.<br>● Engagement of players at higher risk.<br>● Size of group. | resuming instrumental music lessons or classes.<br><br>Covid-19 Instrument Cleaning Policies<br><br>Select and provide safe opportunities for music instruction for students. Consider;<br><br>● Physical proximity of students.<br>● Use of appropriate facilities to accommodate social distancing.<br>● Amount of touching of shared equipment.<br>● Ability to engage in social distancing while not engaged in active play.<br>● Engagement of players at higher risk.<br>● Size of group. | | http://www.progressive musiccompany.com/co vid-19-precautions/?fb clid=IwAR3av4yXaRY ZadhEG9JYwJcVocJ-k 9zplRspLOwm225Z56 ZqZNuZP3HcaDM | |
| **Limiting the sharing of materials among students** | Clean and disinfect shared items between uses<br><br>Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas.<br><br>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use. | Clean and disinfect shared items between uses<br><br>Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas.<br><br>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use. | Building Principals, APs<br><br>Teachers | Classroom cleaning materials<br><br>Individual Student spaces | |

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| | ● Textbooks that are shared<br>● Technology<br>● Art Supplies<br>● PE Equipment<br><br>Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. Clean and disinfect them before and after use. | ● Textbooks that are shared<br>● Technology<br>● Art Supplies<br>● PE Equipment<br><br>Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. Clean and disinfect them before and after use. | | | |
| **Staggering the use of communal spaces and hallways** | Create one-way traffic patterns in hallways.<br><br>Separate students within common areas.<br><br>● Arrival<br>● Dismissal Lines<br>● Lunch<br>● Transitions (when necessary)<br>Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. | Create one-way traffic patterns in hallways.<br><br>Separate students within common areas.<br><br>● Arrival<br>● Dismissal Lines<br>● Lunch<br>● Transitions (when necessary)<br>Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. | Building Principals, APs | Hallway Signage | N |
| **Adjusting transportation schedules and practices to create social distance between students** | Routes will be developed, paying particular attention to balancing student ridership.<br><br>Students will wear face coverings (masks, face shields). They will also be encouraged to sit apart from other students. | Routes will be developed, paying particular attention to balancing student ridership.<br><br>Students will wear face coverings (masks,face shields). They will also be encouraged to sit apart from other students. | Travis Blubaugh Director of Transportation | Electrostatic Machines for buses | |

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| | Extracurricular and Educational field trips will be limited.<br><br>Roof hatches and windows will be opened whenever possible to allow for the best ventilation.<br><br>School buses will be disinfected after each run<br><br>School buses and vehicles will be Cleaned thoroughly nightly, at minimum.<br><br>Staggered bus arrival and departure times<br><br>Load the bus by filling seats from the back to the front to limit students walking by one another.<br><br>Encourage students from the same family to sit together.<br><br>Provide sanitizing options on the bus and promote student use<br><br>Survey parents about their transportation plans to better understand bus capacity needs | Extracurricular and Educational field trips will be limited.<br><br>Roof hatches and windows will be opened whenever possible to allow for the best ventilation.<br><br>School buses will be disinfected after each run<br><br>School buses and vehicles will be disinfected nightly, at minimum.<br><br>Staggered bus arrival and departure times<br><br>Load the bus by filling seats from the back to the front to limit students walking by one another.<br><br>Encourage students from the same family to sit together.<br><br>Provide sanitizing options on the bus and promote student use<br><br>Survey parents about their transportation plans to better understand bus capacity needs | | | |
| **Limiting the number of individuals in classrooms and other learning spaces, and interactions** | To the extent feasible, students should be socially distanced six feet apart pursuant to CDC and PDE guidelines.  If six feet is not achievable in the classroom setting, students should be spaced to the maximum extent | To the extent feasible, students should be socially distanced six feet apart pursuant to CDC and PDE guidelines.  If six feet is not achievable in the classroom setting, students should be spaced to the maximum extent | Building Principal, APs | Schedules | N |

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| **between groups of students** | possible.<br><br>Identify small groups and keep them together (cohorting).<br><br>Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, as much as possible for older children).<br><br>Limit mixing between groups if possible.<br><br>Restrict interactions between groups of students. | possible.<br><br>Identify small groups and keep them together (cohorting).<br><br>Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, as much as possible for older children).<br><br>Limit mixing between groups if possible.<br><br>Restrict interactions between groups of students. | | | |
| **Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars** | Update the GASD website with any transportation changes.<br><br>Recommend requiring on-site before/after care providers to follow the same standards as adopted by the district. | Update the GASD website with any transportation changes.<br><br>Recommend requiring on-site before/after care providers to follow the same standards as adopted by the district. | Travis Blubaugh Director of Transportation<br><br>Dr. Lura Hanks Superintendent | N/A | N |
| **Other social distancing and safety practices** | Recommend limiting all field trips, assemblies, intergroup activities, and extracurricular activities. | Recommend limiting all field trips, assemblies, intergroup activities, and extracurricular activities. | District Administration | N/A | N |

## 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:**
Please see the chart below for the phased plans for monitoring student and staff health that answers each of the 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** | Symptom screening will be done by all parents/guardians at home each morning before the school day. | Symptom screening will be done by all parents/guardians at home each morning before the school day. | Building Principal, APs<br><br>School Nurse | Additional thermometers for classrooms | Y |

| **history of exposure** | Symptom screening will be done by school staff upon arrival to school each day.<br><br>CDC Guidance<br><br>No children with symptoms will be sent on a bus or brought to school.<br><br>All district staff will perform a symptom screen on themselves prior to leaving for work, and will stay home if ill.<br><br>Temperature screening will be required upon entrance to school for students or staff.<br><br>Students and staff will consistently be made aware of the signs and symptoms of COVID-19.<br><br>Students and staff will go to the nurse immediately if feeling symptomatic.<br><br>The District will share resources with the school community to help families understand when to keep children home.<br>AAP When to Keep Your Child Home<br><br>All essential building visitors will follow the same guidelines. | CDC Guidance<br><br>No children with symptoms will be sent on a bus or brought to school.<br><br>All district staff will perform a symptom screen on themselves prior to leaving for work, and will stay home if ill.<br><br>Temperature screening will not be required upon entrance to school for students or staff.<br><br>Students and staff will consistently be made aware of the signs and symptoms of COVID-19.<br><br>Students and staff will go to the nurse immediately if feeling symptomatic.<br><br>The District will share resources with the school community to help families understand when to keep children home.<br>AAP When to Keep Your Child Home<br><br>All essential building visitors will follow the same guidelines.<br><br>DOH Symptom Screening Tool. | Faculty and Staff | Self-Screen and reporting procedures<br><br>Parent and community resources<br><br>DOH Symptom Screening Tool. | |

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| | DOH Symptom Screening Tool. | | | | |
| * **Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure** | Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms.<br><br>School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.<br><br>What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.<br><br>Close off the area used by a person testing positive for COVID-19 and do not use before cleaning and disinfecting.<br><br>Notify staff and families of confirmed case(s) while maintaining confidentiality.<br><br>All suspected, exposed, and/or confirmed cases will be addressed accordingly. | Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms.<br><br>School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.<br><br>What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.<br><br>Close off the area used by a person testing positive for COVID-19 and do not use before cleaning and disinfecting.<br><br>Notify staff and families of confirmed case(s) while maintaining confidentiality.<br><br>All suspected, exposed, and/or confirmed cases will be addressed accordingly. | Building Principal, APs<br><br>School Nurses | Isolation Area<br><br>Notification Letter<br><br>What additional training is needed for school nurses?<br><br>GCASD Guidelines for responding to exposure and positive cases | |
| * **Returning isolated or quarantined staff, students, or visitors to school** | Quarantine-Isolation Work Guidance<br><br>CDC guidance on how to safely end home isolation | Quarantine-Isolation Work Guidance<br><br>CDC guidance on how to safely end home isolation | Building Principals, APs | GASD Covid Exposure Guidelines | N |

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| | Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:<br><br>10 days from the onset of symptoms.<br><br>Resolution of fever without the use of fever-reducing medications for the previous 72 hours.<br><br>Improvement in respiratory symptoms (e.g., cough, shortness of breath)<br><br>OR<br><br>Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥24 hours apart (total of two negative specimens)<br><br>****GASD will continue to adjust to follow most current guidelines and recommendations | Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:<br><br>10 days from the onset of symptoms.<br><br>Resolution of fever without the use of fever-reducing medications for the previous 72 hours.<br><br>Improvement in respiratory symptoms (e.g., cough, shortness of breath)<br><br>OR<br><br>Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥24 hours apart (total of two negative specimens)<br><br>****GASD will continue to adjust to follow most current guidelines and recommendations | | | |
| **Notifying staff, families, and the public of school closures and within-school-year** | Post Health and Safety Plan on GASD Website<br><br>Provide regular update information on GASD website, School | Post Health and Safety Plan on GASD Website<br><br>Provide regular update information on GASD website, School | Dr. Lura Hanks Superintendent | N/A | N |

| | | | | |
|---|---|---|---|---|
| **changes in safety protocols** | Messenger,  and/or in parent flyers/letters.<br><br>Prepare parents and families for remote learning if school is temporarily dismissed. | Messenger,  and/or in parent flyers/letters.<br><br>Prepare parents and families for remote learning if school is temporarily dismissed. | | |
| **Other monitoring and screening practices** | Recommend limiting the public release of COVID-19 impacted student and staff identifiers. | Recommend limiting the public release of COVID-19 impacted student and staff identifiers. | Building Principals, APs | |

## 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:**
Please see the chart below for the phased plans for other considerations for staff and students that answers each of the 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** | Online learning option for students will be available as needed.<br><br>Cancel all non-essential travel<br><br>Discourage the use of perfect attendance awards and incentives. | Online learning option for students will be available as needed.<br><br>Cancel all non-essential travel<br><br>Discourage the use of perfect attendance awards and incentives. | Building Principals, APs<br>Heather Alvey<br>Director of Human Resources | | N |
| **\* Use of face coverings (masks or face shields) by all staff** | Face coverings are required for students and staff while on school grounds and school sponsored transportation.<br><br>Public Health Guidance for PreK-12 Schools | Face coverings are required for students and staff while on school grounds and school sponsored transportation.<br><br>Public Health Guidance for PreK-12 Schools | Building Principal, APs | Signage regarding expectations | N |

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| * **Use of face coverings (masks or face shields) by students (as appropriate)** | [Public Health Guidance for PreK-12 Schools](#): See guidelines here<br><br>Face coverings are required for students and staff while on school grounds and school sponsored transportation. | [Public Health Guidance for PreK-12 Schools](#): See guidelines here<br><br>Face coverings are required for students and staff while on school grounds and school sponsored transportation. | Building Principal, APs | Signage regarding expectations | N |
| **Unique safety protocols for students with complex needs or other vulnerable individuals** | [CDC: People with Underlying Medical conditions](#)<br><br>Collaborate with a student's parent/guardian, medical provider, certified school nurse and school administrators to develop an appropriate educational plan of care for students (i.e., 504 Plan or IEP).<br><br>Review statements below to inform plans to meet the needs of individual students:<br><br>Extra precautions in small group intervention and support programs that are low incidence (i.e. AS, ELL, ES, SLS, LSS).<br>• Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to maintain proper social distance, students requiring | [CDC: People with Underlying Medical conditions](#)<br><br>Collaborate with a student's parent/guardian, medical provider, certified school nurse and school administrators to develop an appropriate educational plan of care for students (i.e., 504 Plan or IEP).<br><br>Review statements below to inform plans to meet the needs of individual students:<br><br>Extra precautions in small group intervention and support programs that are low incidence (i.e. AS, ELL, ES, SLS, LSS).<br>• Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to maintain proper social | Ginger Thompson Director of Special Education<br><br>Nurses<br><br>Building Principal, APs | Gloves | Y |

| | | | | |
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| | hand-over-hand instruction and support, students requiring assistance with feeding or toileting.<br><br>For these reasons, extra precautions will be implemented. These precautions include:<br><br>If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student.<br><br>Avoid the use of communal objects for student reinforcement. If such objects are used with multiple students, each object should be disinfected immediately before and after student use.<br><br>Personal student iPads/AAC devices should be disinfected each time a student enters or exits the classroom.<br><br>The district's feeding protocol should be followed when feeding students. Staff should wear gloves when feeding students.<br><br>Bathrooms and changing tables should be disinfected before and after student use. Limit students to one at a time. Students should be assisted with hand-washing. | distance, students requiring hand-over-hand instruction and support, students requiring assistance with feeding or toileting.<br><br>For these reasons, extra precautions will be implemented. These precautions include:<br><br>If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student.<br><br>Avoid the use of communal objects for student reinforcement. If such objects are used with multiple students, each object should be disinfected immediately before and after student use.<br><br>Personal student iPads/AAC devices should be disinfected each time a student enters or exits the classroom.<br><br>The district's feeding protocol should be followed when feeding students. Staff should wear gloves when feeding students.<br><br>Bathrooms and changing tables should be disinfected before and after student use. Limit students to | | |

| | Students will wear masks while in common areas such as the hallway. Students should be encouraged not to touch walls and fixtures when in hallways. | one at a time. Students should be assisted with hand-washing.<br><br>Students will wear masks while in common areas such as the hallway. Students should be encouraged not to touch walls and fixtures when in hallways. | | | |
|---|---|---|---|---|---|
| **Strategic deployment of staff** | Identify critical job functions and positions, and plan for alternative coverage by cross-training staff. | Identify critical job functions and positions, and plan for alternative coverage by cross-training staff. | Building Principals, APs<br><br>Human Resources | Lists of job descriptions for task management | N |

## 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,disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students | -Metz Staff -GASD Faculty and Staff | Chris Dell'Aqua Director of Facilities | Staff Meeting w/ handouts | CDC Guidance for Cleaning and Disinfecting Schools | TBD | Prior to start of 2020-2021 School Year |
| Victory Electrostatic Spray Disinfectant | -Metz Staff -Transportation | Chris Dell'Aqua Director of Facilities Travis Blubaugh Director of Transportation | One-on-One Training | Protexus Electrostatic Sprayer | TBD | Prior to start of 2020-2021 School Year |
| Healthy Hygiene Practices | All Staff | Mike McManus Alison McKissick Kevin Carley Eric Bowman | Online Training Schoology- School district website for | Schoology Platform CDC Guidelines and Recommendations | August 2020 | Prior to start of 2020-2021 School Year |

| | | | parents/community members | | | |
|---|---|---|---|---|---|---|
| Implementing the GASD Health and Safety Plan | All Staff Parents Students | Dr. Lura Hanks Superintendent | Online Communication | Letters Online training CDC Resources | TBD | Prior to start of 2020-2021 School Year |
| Physical Education | Wellness Department | Building Principals, APs | Online Training | Healthy Hygiene Practices Schoology Course (above) | August 2020 | Prior to start of 2020-2021 School Year |
| Implementing the GASD Health and Safety Plan for Building Principals | All Principals | Dr. Lura Hanks Superintendent | In Person Training | | July 2020 | Ongoing |
| COVID-19 Health and Safety Plan Discussion | Principals Nurses | Building Principals, APs | In Person Training or ZOOM | Health and Safety plan document | TBD by building with staff | Prior to start of 2020-2021 School Year |
| COVID 19 Health Care Procedures for Nurses | All Nurses | Chad Stover Kathy Hamilton | In Person Training or ZOOM | CDC resources Health and Safety plan document | July/Aug. 2020 | Prior to start of 2020-2021 School Year |
| Safety Protocols for Students with Complex Needs | Special Education | Ginger Thompson, Director of Special Education | TBD | | TBD | Prior to start of 2020-2021 School Year |
| Music Education | Music Department | Building Principals, APs | In-Person or Online training | PMEA Guidelines | TBD | Prior to start of 2020-2021 School Year |
| | | | | | | |

## 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 |
|---|---|---|---|---|---|
| 2020-2021 District Instructional Options | Staff Guardians Community | Dr. Lura Hanks, Superintendent | Video Message | 7/17/2020 | Ongoing by marking period |
| Board of Directors COVID-19 Update | GASD Board of Directors and Community | Dr. Lura Hanks, Superintendent | Verbal reporting during school board meetings. | 8/6/2020 | Ongoing |
| GASD Task Force | Guardians/Student/Faculty/Admin/ Physician Representatives | Dr. Lura Hanks, Superintendent | Zoom Meetings In-Person Online | 6/18/2020 | Ongoing |
| SurveyMonkey Parent/Guardian Survey | Guardians | -District Admin -Dwight Bard Director of Technology | Online Survey | 5/18/2020 | 6/2/2020 |
| Return to School Survey | Guardians | -District Admin -Dwight Bard Director of Technology | Online Survey | 7/18/2020 | 7/25/2020 |
| GASD Building Reopening Letter | Principals | Dr. Lura Hanks, Superintendent | Delivered via School Messenger or online | ASAP | 8/1/2020 |
| GASD District Reopening Letter | Community | Dr. Lura Hanks Superintendent | Delivered via School Messenger or online | ASAP | 8/1/2020 |
| Parent/Guardian Updates | Guardians | Dr. Lura Hanks Superintendent | Email, Video, Phone Message | Ongoing | Ongoing |

# Health and Safety Plan Summary: Greencastle-Antrim School District

**Anticipated Launch Date: 8/13/2020**

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)** | Mandatory use of PPE required (masks, gloves, face-shields)<br><br>Increase Social Distancing & Hygiene Practices<br><br>The district will follow the CDC's Guidance for Cleaning & Disinfecting Schools<br><br>[CDC Guidance for Cleaning and Disinfecting Schools](#)<br><br>Clean and disinfect frequently touched surfaces and objects within the school and on buses at least daily, including door handles, sink handles, and drinking fountains.<br><br>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water through installation of touchless water fountains.<br><br>Implement and Supervise the Daily and Weekly COVID-19 Cleaning Activities as specified by Facilities committee recommendations<br><br>Weekly use of Victory Electrostatic Spray Disinfectant<br><br>Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans. |

## 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**<br><br>* **Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**<br><br>* **Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices**<br><br>* **Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs** | Schedules should be as static as possible by having the same group of students with the same group of staff based on age and developmental level.<br><br>Restrict interactions between groups of students<br><br>Limit the number of individuals in a classroom or other space.<br><br>Limit gatherings, events and extracurricular activities to those that can maintain social distancing.<br><br>Hold classes in gyms, auditoriums, other large spaces, or outdoors when possible.<br><br>Turn desks facing the same direction or have students only sit on one side of the table, spaced apart.<br><br>Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages.<br><br>Parents /guardians will be encouraged to deposit funds using the on-line payment portal, avoiding the handling of cash and checks in the cafeterias.<br><br>Meal condiments will be limited and provided to students on the serving trays.<br><br>Students will not be permitted to serve themselves for items such as fruit and or vegetable selections.  Food-Service staff will serve students all meal components. Selection of fruits and vegetables will be limited.<br><br>Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods.<br><br>All staff will be trained  on healthy hygiene practices so they can teach these to students. |

| | Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol. |
|---|---|
| | CDC - handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits. |
| | Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices. |
| | Post CDC Germs Are Everywhere and Wash Your Hands Posters in all District Cafeterias and Restrooms and other high traffic areas. |
| | CDC Germs are Everywhere |
| | CDC Wash Your Hands |
| | Translated Posters |
| | Restrict nonessential visitors, volunteers, and activities that involve other groups. |
| | Limit large group activities such as extracurriculars in accordance with PIAA and PMEA Guidelines |
| | Ensure all large group activities including, but not limited to assemblies, concerts, and theater shows follow social distancing guidelines. |
| **\* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes**<br><br>**Limiting the sharing of materials among students** | **Physical Education**<br>Select and provide safe opportunities for exercise and sports events for students. Consider;<br><br>• Physical proximity of players<br>• Amount of touching of shared equipment<br>• Ability to engage in social distancing while not engaged in active play. |

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| **Staggering the use of communal spaces and hallways**<br><br>**Adjusting transportation schedules and practices to create social distance between students**<br><br>**Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students**<br><br>**Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars**<br><br>**Other social distancing and safety practices** | ● Engagement of players at higher risk.<br>● Size of team.<br><br>Train teachers, coaches, officials, and staff on all safety protocols.<br><br>CDC Considerations for Youth Sports<br><br>**Recess**<br><br>Limit recreation areas to open spaces.<br><br>Greatly restrict or eliminate use of playground structures.<br><br>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items or limit to one group of students at a time and disinfect between uses.<br><br>Limit team sports and group games following social distancing guidelines.<br><br>**Music**<br><br>Select and provide safe opportunities for music instruction for students. Consider;<br><br>● Physical proximity of students.<br>● Use of appropriate facilities to accommodate social distancing.<br>● Amount of touching of shared equipment.<br>● Ability to engage in social distancing while not engaged in active play.<br>● Engagement of players at higher risk.<br>● Size of group.<br><br>Clean and disinfect shared items between uses<br><br>Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas.<br><br>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use. |

- Textbooks that are shared
- Technology
- Art Supplies
- PE Equipment

Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. Clean and disinfect them before and after use.

Create one-way traffic patterns in hallways.

Separate students within common areas.

- Arrival
- Dismissal Lines
- Lunch

Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held.

Routes will be developed as they normally would paying particular attention to balancing student ridership.

Students will wear masks. They will also be encouraged to sit apart from other students.

Extracurricular and educational field trips will be limited.

Roof hatches and windows will be opened whenever possible to allow for the best ventilation.

School buses and vehicles will be disinfected nightly, at minimum.

To the extent feasible, students should be socially distanced six feet apart pursuant to CDC and PDE guidelines. If six feet is not achievable in the classroom setting, students should be spaced to the maximum extent possible.

Identify small groups and keep them together (cohorting).

| | |
|---|---|
| | Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, as much as possible for older children).<br><br>Limit mixing between groups if possible.<br><br>Restrict interactions between groups of students.<br><br>Update the GASD website with any transportation changes. |

## Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| * **Monitoring students and staff for symptoms and history of exposure**<br><br>* **Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure**<br><br>* **Returning isolated or quarantined staff, students, or visitors to school**<br><br>**Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols** | Symptom screening will be done by all parents/guardians at home each morning before the school day.<br><br>In the Yellow Phase, symptom screening will be done by school staff upon arrival to school each day.<br><br>No children with symptoms will be sent on a bus or brought to school.<br><br>All district staff will perform a symptom screen on themselves prior to leaving for work, and will stay home if ill.<br><br>In the Green Phase, temperature screening will not be required upon entrance to school for students or staff.<br><br>Students and staff will consistently be made aware of the signs and symptoms of COVID-19.<br><br>Students and staff will go to the nurse immediately if feeling symptomatic.<br><br>The District will share resources with the school community to help families understand when to keep children home.<br>AAP When to Keep Your Child Home<br><br>Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms.<br><br>School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.<br><br>What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.<br><br>Close off the area used by a person testing positive for COVID-19 and do not use before cleaning and disinfecting. |

| | |
|---|---|
| | Notify staff and families of confirmed cases while maintaining confidentiality.

Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- 10 days from the onset of symptoms.

- Resolution of fever without the use of fever-reducing medications for the previous 72 hours.

- Improvement in respiratory symptoms (e.g., cough, shortness of breath)

OR

- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥24 hours apart (total of two negative specimens)

Post Health and Safety Plan on GASD Website

Provide regular update information on GASD website and in parent flyers/letters.

Prepare parents and families for remote learning if school is temporarily dismissed.

Flexible Sick Leave Policies |

## Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| * **Protecting students and staff at higher risk for severe illness**<br><br>* **Use of face coverings (masks or face shields) by all staff**<br><br>* **Use of face coverings (masks or face shields) by older students (as appropriate)**<br><br>**Unique safety protocols for students with complex needs or other vulnerable individuals**<br><br>**Strategic deployment of staff** | Limit or cancel all non-essential travel<br><br>The district will follow guidelines set forth in the (FFCRA) Families First Coronavirus Response Act<br><br>Discourage the use of perfect attendance awards and incentives.<br>Face coverings are required.<br><br>Face masks are required for use during times when groups of individuals pass or are in close proximity such as hallway transitions.<br>Face coverings are required when 6 feet of social distancing cannot be attained.<br><br>Face masks are required for use during times when groups of individuals pass or are in close proximity such as hallway transitions and during bus transport.<br><br>Extra precautions in low incidence programs.<br><br>Servicing students in low incidence programs can be problematic due to, but not limited to, students with medical concerns, students not understanding the importance of wearing a mask, students unable to maintain proper social distance, students requiring hand-over-hand instruction and support, students requiring assistance with feeding or toileting.<br><br>For these reasons, extra precautions will be implemented. These precautions include:<br><br>If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student.<br><br>Avoid the use of communal objects for student reinforcement. If such objects are used with multiple students, each object should be disinfected immediately before and after student use. |

| | Personal student iPads/AAC devices should be disinfected each time a student enters or exits the classroom.. |
| --- | --- |
| | The district's feeding protocol should be followed when feeding students. Staff should wear gloves when feeding students. |
| | Bathrooms and changing tables should be disinfected before and after student use. Limit students to one at a time. Students should be assisted with hand-washing. |
| | Students are required to wear masks while in common areas such as the hallway. Students should be encouraged not to touch walls and fixtures when in hallways. |
| | Identify critical job functions and positions, and plan for alternative coverage by cross-training staff. |

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Greencastle-Antrim School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **August 6, 2020**.

The plan was approved by a vote of:

_8___ **Yes**

_0___ **No**

Affirmed on: **August 7, 2020**

By:

_Tracy L Baer_____

(*Signature\* of Board President*)

_Tracy L. Baer_____

(*Print Name of Board President*)

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

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

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

# APPENDIX A

Transportation
**Travis Blubaugh**
**Caroline Royer**
Mallory Kauffman
Julie Timmons
Mallory Pohl
Carol Bryan
Dana Hall
Dillon McDonald
Eric Plum
Will Confer

Special Education
**Ginger Thompson**
**Chris Reiber**
Nicole Estep
Connie Caldwell
Leah Shaw
Julie Franchi
Rachel Nowell
Missi Shuey

Food Services
**Nancy Foust**
**Caroline Royer**

**Ashley Martin**
Chuck Tinninis
Julie Koons
Eric Bowman
Karin Moore
Nathan Kirkwood

Teaching and Learning
**Dwight Bard**
**Angie Singer**
**Chad Stover**
**Mark Herman**
**Ed Rife**
Marci Stover
Clair Paci
Tamyra Jansen
Cassandra Hornbaker
Sue Eberhardt
Kim Combs
Ben Herrmann

Social/Emotional Learning
**Jerry Crable**
Cory Eagler
Derek Anthony
Maria Kolva
Fred Yelton
Ross Winegardner
Dan Barrett

- When you meet with your sub-committee, you will only need to focus on your specific area when reviewing the LIU and P Group documents. The questions are provided as a guide for your discussion.

- Create a "plan" for three options: everyone here as normal, blended learning (partial capacity), and full online learning.
- The purpose of this document is to inform district procedures and processes in each of the areas identified. This document will also assist Dr. Hanks in communication with both district staff and the GA community.

*Health and Safety
**Alison McKissick**
**Kevin Carley**
**Mike McManus**
Kathy Hamilton
Carol Barrett
Amanda Bietsch
Laurene Riggleman
Pam Poper
Jen Everetts
Wendy Witmer
Andrew Jackson
Nicole Paci-Funk

*Facilities
**Chris Dell'Acqua**
**Caroline Royer**
Madi Kirkwood
Linda Harbaugh
Tom Breeden
Chris Stouffer
John Curfman
Amber Bostick
Barb Boyer
Alex Miller

- The goal of the Facilities and Health and Safety subcommittees is the completion of the GASD Health & Safety Plan for the August 6th School Board meeting.