Trinity Area School District
Phased 2020-2021 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.

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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.

The Trinity Area School District recognizes that our schools are a critical community institution serving over 3,400 students. The threat of a highly infectious outbreak in our schools could be detrimental to the community. By following this COVID-19 Health and Safety Plan, we are dedicated to reducing the miscommunications that may encompass the chaotic nature of an outbreak of any highly infectious illness.

This plan outlines Trinity Area School District's strategy in preparing for, responding to, and recovering from a pandemic, specifically COVID-19, in a collective, community approach. It serves as a guide for the safe reopening of the schools in Trinity Area School District. **This is a fluid document, based on local, state and federal guidelines that will continue to develop over time.**

This document contains supplemental information from the Pennsylvania Department of Health (DOH), the Center for Disease Control (CDC), the Pennsylvania Department of Education (PDE), American Academy of Pediatrics (APA).

The Trinity Area School District Health and Safety Plan was created in accordance with advice provided by District medical consultants and directives from the Department of Education and state and local government.

PURPOSE

The intent of this Health and Safety Plan is to serve as the District guidelines for all reopening activities. The purpose of this plan is to achieve the following goals:
- Maximize the protection of lives while minimizing educational and social disruption while reducing morbidity and mortality.
- Enable Trinity Area School District to continue to operate and provide services as normally and effectively as possible with minimal academic and economic losses.
- The response of TASD will be directed by the Pennsylvania Department of Health and the Pennsylvania Department of Education's direction and guidance. This plan coordinates federal, state, and local agencies.
- Continue the essential core operations of the Trinity Area School District in the event of increased staff/student absences.
- Establish and maintain a coordinated command system to enable effective, timely, and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.
- Develop a communications plan to ensure that students, parents, and staff receive timely and accurate information regarding disease prevention strategies and infection control strategies.
- Prepare and provide resources for mental health/crisis service needs of staff, students and families.

Likely Realities and Constraints

Our current situation may seem unpredictable; however, we believe that there are some likely realities that our staff, students, and families can anticipate. Some of those realities help our plans to reopen, while others may make it more challenging and constrain our efforts. It is important, as we plan, for everyone to be on the same page about what is likely so we can focus most of our effort on the most likely circumstances, while still ensuring that we plan for the various "what if" scenarios.

1. **The virus will not disappear by September, but its level of spread may change.** Covid-19 will be present throughout the summer and fall, although the size and localization of the outbreak is to be determined and may change as businesses and communities reopen. Knowing that the number of cases is not a fixed amount, the District will remain committed to adjusting its approach based on the reality of the virus' spread in the region.

2. **The availability of Covid-19 testing will improve, but it's unclear by how much.** The state's capacity for Covid-19 testing is improving by the week and can likely support all those requesting tests by September, but it is unclear how frequently re-testing can occur, or when antibody tests will be available at scale.

3. **Schools will open for in-person learning in September.** Students will begin returning to school on September 8, 2020, and in-person instruction will be offered in schools. It is likely, however, that schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings.

4. **Virtual instruction will be an option.** Even with schools opening in September for in-person instruction, Trinity Area School District will continue to offer virtual learning to students. These options, however, are predicated on the state providing districts more flexibility regarding instructional days.

5. **Funding is limited.** Revenue projections show that there has been a budgetary impact, attributed to Covid-19 and the pandemic. These issues may directly affect the Trinity Area School District over the next two years. The District annually adopts fiscally responsible budgets with the highest possible audit opinions.

Health and Safety Plan: Trinity Area School District

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

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

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

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

Type of Reopening

Key Questions

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

Based on your county's current designation and local community needs, which type of reopening has your school entity selected? <u>Choose all that apply!</u>

☐ Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).

☐ Scaffold 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, scaffold, or total reopening): September 8, 2020

Trinity surveyed the parents/guardians and staff members soliciting their feedback for the desired re-opening of school for the 2020-2021 school year through the Skylert system and other digital resources. Information was disseminated via the TASD website email, other digital resources and local media sources. Principals and their staff contacted parents/guardians via phone and virtual meetings were held as well. Open discussions were held at public school board meetings following the Pennsylvania Sunshine Act. Extensive and intense interactions occurred to discuss the options and possibilities of structuring the educational environment to meet our students' needs under current pandemic social distancing guidelines and recommendations. Trinity Area School District had virtual meetings with many district leaders in the Intermediate Unit #1 and with the Department of Education, virtual interactions with the DOH and Governor Wolf. The tremendous amount of feedback was analyzed and the administration attempted to balance the input with the current Covid-19 Pandemic social distancing guidelines.

The Trinity Area School District Administration has been working to identify the safest approach to reopening schools for the 2020-2021 school year. Given this ever-changing situation, it is important that we have a plan that adheres to the latest state and federal guidelines. Input from parent and staff surveys, school directors, administrators and teachers, has made it clear that options for in-school and remote learning meets the community's needs.

The following three return to school options considered are:

As we prepare and plan for the 2020–2021 school year, the Trinity Area School District is developing detailed plans for various educational scenarios based on recommendations from local and state health authorities concerning the potential impact of COVID-19. Trinity has every intention and desire to return to the traditional school setting, beginning in the fall of 2020. Therefore, we must take the initiative to plan for the unknown impact of the virus and mandated/suggested health and safety guidelines. Trinity's administration will continue to inform and engage the parents/guardians and school community members during the summer break and as we progress toward the reopening of school in September 2020. If we are still in the Green Phase with the current specific social distancing criteria, we cannot open the school year with "business as usual" in a 100% return to traditional brick and mortar option. The administration is comfortable with offering two options to begin the 2020-2021 school year, both including the state and locally required 180 days of instruction for your child.

Option 1: HYBRID OPTION We are proposing students attend the traditional school setting two days per week, on consistent days. Example: student "Ann" attends school on "A" days, Monday, and Tuesday. On Wednesday, Thursday, and Friday instruction would be remote, including a combination of digital and live opportunities. Student "Bill" attends school on "B" days on Thursday and Friday. Monday, Tuesday, and Wednesday are remote, including a combination of digital and live opportunities. Students would receive 2 days of traditional instruction and 3 days of remote instruction including a combination of digital and live instruction every week.

Option #1 - 50% Return - Hybrid Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Group A: In-School/ In-Person	Group A: In-School/ In-Person	Groups A & B – Remote Learning	Group A: Remote Learning	Group A: Remote Learning
Group B: Remote Learning	Group B: Remote Learning		Group B: In-School/ In-Person	Group B: In-School/ In-Person

Note: Wednesdays are remote learning with teachers for all students.

Option 2: TRINITY K-12 CYBER Parents/guardians/students may elect to receive their education entirely through remote methodologies, regardless of schools being open or closed. Students will be assigned a Chromebook to be able to participate remotely from their homes. Connectivity issues will be addressed on an individual basis. Teachers will continue to supply remote and live instruction via digital programming. Students in grades 6-12 will have the capacity to interact in a live "real time" interactive capacity with their teachers and students who have returned to the traditional school setting. Students in grades K-5 will interact in a live "real time" capacity with their teachers and other students enrolled in the Trinity K-12 Cyber program. Additionally, students will be able to learn in a synchronous or an asynchronous fashion, depending on their home environment and parental/guardian schedules.

Option #2 - Parent Guardian Choice Remote Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Selected Students: Remote Learning	Selected Students: Remote Learning	Select Students: Remote Learning	Select Students: Remote Learning	Select Students: Remote Learning

A third option was considered, but with the current guidelines for social distancing, the administration determined we could not have all district students attend school at the same time. If the conditions improve and the social distancing guidelines allow, the Trinity Area School District would return to all students attending in a traditional setting, full-time, 5 days per week.

Option 3: Traditional Instruction with Social Distancing for K-12

Students will arrive at their respective school buildings for a traditional school day. Social distancing will be implemented as per directive/guideline in all six buildings. **Masks or face coverings will be required in conjunction with social distancing whenever necessary**. Classroom seating will be adjusted to the minimum recommended separation distance. Student class dismissal and traffic patterns will be structured to adhere to the social distancing recommendations/guidelines. All areas of the school buildings and buses/transportation will undergo intensive cleaning and prevention procedures. Students and staff will be encouraged to wash their hands and follow all health and safety protocols.

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and

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

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Pandemic Coordinator – Dr. Donald L. Snoke	Administrators	Plan Development and Response Team
District Teacher Representatives – Mrs. Lisa Judkins TAEA President	Teachers	Response Team
Paraprofessional -	Support Staff	Response Team
School Nurse – Mrs. Christy Frazier	Health Official	Response Team
Building Principals – Mr. Craig Uram-Secondary Level, Mr. Paul Kostelnik-Middle Level, Mr. Peter Keruskin-Elementary Level	Administrators	Response Team

DOH – Local and state representatives	Health Official	Plan Development and Response Team
County EMA – Mr. Jeffrey Yates, Director for Washington County	Health Official	Plan Development and Response Team
District Physician Pandemic Consultant – Dr. Michael D. Faust, MD, FAAP	Local Physician, MD, Pediatrician	Advise Plan Development
School Board President – Mrs. Jennifer Morgan	School Board Member	Plan Development and 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.

All school activities must be informed by Governor Wolf's Process to Reopen Pennsylvania. The administration has categorized reopening into three phases: red, yellow, or green. These designations signal how restrictions on school, work, congregate settings, and social interactions will ease in each county:

- The **Red Phase** has the sole purpose of minimizing the spread of COVID-19 through stay-at-home orders, strict social distancing, closures of non-life sustaining businesses, closures of schools and in-person instruction, and building safety protocols. Schools that are currently closed, remain closed. Remote learning opportunities should be the method of providing any instruction to students. Support services for students such as school meal programs and at-risk student check-ins, should be provided as feasible.

- As counties move into the **Yellow Phase**, stay-at-home orders are lifted, but some restrictions on work and social interactions ease. Limitations around large social gatherings, remain in place. When the Governor announces that a county is changing from red to yellow, schools in yellow counties will be permitted to reopen for in-person instruction after July 1, provided the schools adhere to PDE guidance which includes the Pennsylvania Department of Health (DOH) and Centers for Disease Control and Prevention (CDC) guidelines below.
- The **Green Phase** eases most restrictions, but still encourages social distancing and limitations on large social gatherings (250 people maximum) to allow the economy to strategically reopen while continuing to prioritize public health. While this phase will facilitate a return to a "new normal" for schools and communities, it will be equally important to continue to monitor public health indicators and adjust strategies to mitigate community spread. Schools in green counties must continue to adhere to PDE guidance.

Changing Circumstances May Impact Color Designations
Depending on the public health conditions, there could be additional actions, orders, or guidance that is provided by PDE or DOH as a county is designated as red, yellow, or green.

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 each school should account for changing conditions and include those scenarios in their local Health and Safety Plans.

For each requirement within each domain, document the following:
- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type "same as Yellow" in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.

- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

Summary of Responses to Key Questions:

Requirements	Action Steps under 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)**	• Daily cleaning of schools with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles and sink handles. Drinking fountains are not operational, and they have been replaced by bottle filling stations. • At least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk.	• Daily cleaning of schools with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles and sink handles. Drinking fountains are not operational, and they have been replaced by bottle filling stations. • At least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk. .	Custodians Custodians, Paraprofessional, Bus Contractor or other assigned staff	Cleaning Supplies – Ensure supply chain through multiple vendors Continuously monitor inventory Cleaning Supplies – Ensure supply chain through multiple vendors Continuously monitor inventory	Y Y

Ventilation	• Verify filters are installed correctly. • Develop schedule for frequency of filter replacement and type of filters to be utilized. • Select filtration levels (MERV ratings) that are maximized for equipment capabilities, use MERV 13 if equipment allows, while assuring the pressure drop is less than the fans capability. • See Filtration Upgrades. • Adjusting to maximize outdoor air or disabling operation of DCV if it will not adversely impact operation of overall system (Temporary recommendation while operating under infectious disease crisis). • Mechanical systems should operate in occupied mode for minimum period of one week prior to students returning (may be completed at same time as teachers start returning to building) while assuring the outside air dampers are open. • Purchase MERV Filters • Maintain proper indoor air temperature and humidity to	• Verify filters are installed correctly. • Develop schedule for frequency of filter replacement and type of filters to be utilized. • Select filtration levels (MERV ratings) that are maximized for equipment capabilities, use MERV 13 if equipment allows, while assuring the pressure drop is less than the fans capability. • See Filtration Upgrades. • Adjusting to maximize outdoor air or disabling operation of DCV if it will not adversely impact operation of overall system (Temporary recommendation while operating under infectious disease crisis). • Mechanical systems should operate in occupied mode for minimum period of one week prior to students returning (may be completed at same time as teachers start returning to building) while assuring the outside air dampers are open. • Purchase MERV Filters • Maintain proper indoor air temperature and humidity to	Director of Facilities, maintenance employees as assigned, or outside contractor.	MERV Filters Ensure supply chain through multiple vendors Continuously monitor inventory	Y

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)
	maintain human comfort, reduce potential for spread of airborne pathogens and limit potential for mold growth in building structure and finishes (refer to ASHRAE Standard 55.) Maintain recommended temperature ranges of 68-78 degrees F dry bulb depending on operating condition and other factors, recommend limiting maximum RH to 60%). Trend and monitor temperature and humidity levels in each space to the extent possible and within the capability of BAS.	maintain human comfort, reduce potential for spread of airborne pathogens and limit potential for mold growth in building structure and finishes (refer to ASHRAE Standard 55.) Maintain recommended temperature ranges of 68-78 degrees F dry bulb depending on operating condition and other factors, recommend limiting maximum RH to 60%). Trend and monitor temperature and humidity levels in each space to the extent possible and within the capability of BAS.			

Social Distancing and Other Safety Protocols

Key Questions

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

- What hygiene routines will be implemented throughout the school day?
- How will you adjust student transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions: **Requirements**	**Action Steps under 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	• 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. • Restrict interactions between groups of students • Staggered schedule to limit the number of individuals in a classroom or other space. • Limit gatherings, events and extracurricular activities to those that can maintain social distancing. • Hold classes in gyms, auditoriums, other large spaces, or outdoors when possible. • Turn desks facing the same direction or have students only sit on one side of the table, spaced apart.	• 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. • Restrict interactions between groups of students • Limit the number of individuals in a classroom or other space. • Limit gatherings, events and extracurricular activities to those that can maintain social distancing. • Hold classes in gyms, auditoriums, other large spaces, or outdoors when possible. • Turn desks facing the same direction or have students only sit on one side of the table, spaced apart.	Building Principals	Building Level Schedule	Y

* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	- Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages. - Parents /guardians will be encouraged to deposit funds using the on-line payment portal, avoiding the handling of cash and checks in the cafeterias. - Individually packaged meal will be limited and provided to students on the serving trays. - Students will not be permitted to serve themselves items such as fruit and or vegetable selections. Staff will serve students all meal components. Selection of fruits and vegetables will be individually packaged. - Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods.	- Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages. - Parents /guardians will be encouraged to deposit funds using the on-line payment portal, avoiding the handling of cash and checks in the cafeterias. - Individually packaged meal will be limited and provided to students on the serving trays. - Students will not be permitted to serve themselves items such as fruit and or vegetable selections. Staff will serve students all meal components. Selection of fruits and vegetables will be individually packaged. - Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods.	Building Principals Director of Food Services Cafeteria Managers	N/A	N

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)
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	• Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.	• Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings • Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.	Administrators Teachers Paraprofessionals Nurses Students Parents	Signs Health Curriculum	Y

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)
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc • 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	https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc • 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	Administrators Building Principals Director of Facilities or Assistant Director of Facilities	Laminated Signs or posters	N
* Identifying and restricting non-essential visitors and volunteers	• Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. • Restrict nonessential visitors, volunteers, and activities that involve other groups. • No outside individuals renting facilities under Policy 707.	• Refrain from scheduling large group activities such as field trips, inter-group events, and extracurricular activities. • Restrict nonessential visitors, volunteers, and activities that involve other groups. • No outside individuals renting facilities under Policy 707.	Superintendent or designee TASD Police Chief Director of Facilities Building Principals	Policies and procedures	N

* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	Physical Education Select and provide safe opportunities for exercise and sports events for students. Consider; ● Physical proximity of players ● Amount of touching of shared equipment ● Ability to engage in social distancing while not engaged in active play. ● Engagement of players at higher risk. ● Size of team. Train teachers, coaches, officials, and staff on all safety protocols. CDC Considerations for Youth Sports **Recess** Limit recreation areas to open spaces. Greatly restrict or eliminate use of playground structures. 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.	Physical Education Select and provide safe opportunities for exercise and sports events for students. Consider; ● Physical proximity of players ● Amount of touching of shared equipment ● Ability to engage in social distancing while not engaged in active play. ● Engagement of players at higher risk. ● Size of team. Train teachers, coaches, officials, and staff on all safety protocols. CDC Considerations for Youth Sports **Recess** Limit recreation areas to open spaces. Greatly restrict or eliminate use of playground structures. 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.	Building Principals Assistant Superintendent of Schools Physical Education Department Chairs	Playground Equipment (balls, jump ropes)	Y – Variety of Staff Members

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)
Handling Music Activities and Classes	Follow Covid-19 Instrument Cleaning Policies. Teachers will provide students instruction on these cleaning policies prior to resuming instrumental music lessons or classes. Covid-19 Instrument Cleaning Policies Select and provide safe opportunities for music instruction for students. Consider; ● Physical proximity of students ● Use of appropriate facilities to accommodate social distancing ● Amount of touching of shared equipment ● Ability to engage in social distancing while not engaged in active play ● Engagement of players at higher risk ● Size of group	Follow Covid-19 Instrument Cleaning Policies. Teachers will provide students instruction on these cleaning policies prior to resuming instrumental music lessons or classes. Covid-19 Instrument Cleaning Policies Select and provide safe opportunities for music instruction for students. Consider; ● Physical proximity of students ● Use of appropriate facilities to accommodate social distancing ● Amount of touching of shared equipment ● Ability to engage in social distancing while not engaged in active play ● Engagement of players at higher risk ● Size of group	Building Principals Assistant Superintendent of Schools	Instrument Handling and Cleaning Policies	N

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)
Limiting the sharing of materials among students	Clean and disinfect shared items between uses Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas. Ensure adequate supplies to minimize/eliminate 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.	Clean and disinfect shared items between uses Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas. Ensure adequate supplies to minimize/eliminate 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.	Building Principals Director of Facilities	Cleaning Materials Individual Student Spaces	N

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)
Staggering the use of communal spaces and hallways	Create one-way traffic patterns in hallways. Stagger class dismissal times. 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.	Create one-way traffic patterns in hallways. Stagger class dismissal times. 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.	Building Principals	Hallway Signage	N

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)
Adjusting transportation schedules and practices to create social distance between students	Routes will be developed, paying particular attention to balancing student ridership. After every run the bus will be sanitized in high touch areas. Students will be required to wear masks. They will also be encouraged to sit apart from other students. Extracurricular and educational field trips will be eliminated or limited. Roof hatches and windows will be opened whenever possible to allow for the best ventilation. School buses and vehicles will be completely disinfected nightly, at minimum.	Routes will be developed, paying particular attention to balancing student ridership. After every run the bus will be sanitized in high touch areas. Students will be required to wear masks. They will also be encouraged to sit apart from other students. Extracurricular and educational field trips will be eliminated or limited. Roof hatches and windows will be opened whenever possible to allow for the best ventilation. School buses and vehicles will be completely disinfected nightly, at minimum.	Director of Transportation. Bus Contractor Representatives/ Employees and Bus Drivers	Health and Safety Plan	Y

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)**
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	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 (cohort). 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). Move the teachers as opposed to moving the students to other instructional areas. Limit mixing between groups if possible. Restrict interactions between groups of students.	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 (cohort). 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). Move the teachers as opposed to moving the students to other instructional areas. Limit mixing between groups if possible. Restrict interactions between groups of students.	Building Principals, Guidance Counselors	N/A	N

| 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)
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	• Increase communication as needed. Update the TASD website with any transportation changes. • Use Skylert messaging mechanism. • Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the yellow phase.	• Increase communication as needed. Update the TASD website with any transportation changes. • Use Skylert messaging mechanism. • Review special arrangements that were in place before Covid-19 and decide whether those processes can continue in the Green phase.	Administrators, Director of Transportation, transportation provider, and childcare providers	Transportation vehicles and childcare space	Y
Other social distancing and safety practices	• Installing Sneeze-Guards in main offices and cafeteria P.O.S. areas. • Install Plexiglas barriers in educational environment. • Monitoring of staff and students for any signs of illness.	• Installing Sneeze-Guards in main offices and cafeteria P.O.S. areas. • Install Plexiglas barriers in educational environment. • Monitoring of staff and students for any signs of illness.	Administrators, Police Chief and Director of Facilities	Plexiglas and monitoring mechanisms.	Y

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?
- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

Requirements	Action Steps under 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**	- Check for signs and symptoms of students and employees daily upon arrival. - Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. - Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. - Develop a system for home/self-screening and reporting procedures. - Encourage staff to stay home if they are sick and encourage parents to keep sick children home. - Adopt flexible attendance policies for students and staff. - Students and staff will go to the Nurse's Isolation Room immediately if feeling symptomatic. - The District will share resources with the school community to help families	- Check for signs and symptoms of students and employees daily upon arrival. - Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. - Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. - Develop a system for home/self-screening and reporting procedures. - Encourage staff to stay home if they are sick and encourage parents to keep sick children home. - Adopt flexible attendance policies for students and staff. - Students and staff will go to the Nurse's Isolation Room immediately if feeling symptomatic. - The District will share resources with the school community to help families	Administrators Nurses Building Principals	Temperature Scanner when and how will trainings be provided Self-Screen and Reporting Procedures Staff training Parent and Community Resources	Y

	understand when to keep children home. • [AAP When to Keep Your Child Home](#)	understand when to keep children home. • [AAP When to Keep Your Child Home](#)			
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	• Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.	• Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.	Administrators Nurses	Isolation Room Proper PPE Equipment for Health Professionals	Y

	• Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
	
	• Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation
	
	• Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.
	• Symptoms of Coronavirus
	• What Healthcare personnel should know about caring for
	   o Patients with confirmed or possible COVID-19 infection
	• Standard Precautions
		• Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
		
		• Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation
		
		• Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DPH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DPH guidance for home quarantine.
		• Symptoms of Coronavirus
		• What Healthcare personnel should know about caring for
		   o Patients with confirmed or possible COVID-19 Infection
		• Standard Precautions		

	• Transmission-based precautions	• Transmission-based precautions			
* Returning isolated or quarantined staff, students, or visitors to school	Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions: 14 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) https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html	Persons who have COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions: 14 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) https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html	Administrators Department of Health Nurse	Policies and Procedures	Y

Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	• Post on the TASD website • Skylert Notification Systems	• Post on the TASD website • Skylert Notification Systems	Administrators	Communication System	N
Other monitoring and screening practices	• Temperature scans • Wellness checks	• Temperature scans • Wellness checks	School Nurses Director of Transportation	Temperature Scanners Bus Paraprofessionals (possibly)	Y

Other Considerations for Students and Staff

Key Questions

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

Summary of Responses to Key Questions: 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	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html • Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Consult with local board attorneys and district human resources officials to offer special accommodations (such	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html • Provide PPE to vulnerable students and staff as appropriate • Allow vulnerable students to complete their coursework virtually • Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable) • Establish a process for regular check- ins with vulnerable students and staff • Allow an early transition for vulnerable students to go to classes • Limit large group gatherings/Interactions for vulnerable students and staff • Limit or cancel all non-essential travel	Administrators, School Nurses, Teachers, Paraprofessionals	Policies and procedures	N

	• as an alternative teaching assignment) for personnel who are members of vulnerable populations • Adhere to FERPA and HIPPA requirements • Adhere to state and federal employment law and extended leave allowances • Offer an Employee Assistance Program to all staff members • Cancel all non-essential travel • The district will follow guidelines set forth in the (FFCRA) Families First Coronavirus Response Act • Discontinue perfect attendance awards and incentives.	• The district will follow guidelines set forth in the (FFCRA) Families First Coronavirus Response Act • Discontinue perfect attendance awards and incentives.			
* Use of face coverings (masks or face shields) by all staff	Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering required. > CDC Guidance	Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering required.	Administrators Building Principals Director of Transportation	Masks, signage for proper use	Y

	• <mark>Face coverings are required.</mark> • <mark>Face masks are required for use during times when groups of individuals pass or are in close proximity such as hallway transitions.</mark>	Staff members are required to wear face masks. > CDC Guidance • Face coverings are required. • Face masks are required for use during times when groups of individuals pass or are in close proximity such as hallway transitions.			
* Use of face coverings (masks or face shields) by older students (as appropriate)	Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. > CDC Guidance • Face coverings are required. • 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.	Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. Students are required to wear face masks. > CDC Guidance • Face coverings are required.	Administrators	Masks, signage for proper use	Y

		• 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.			
Unique safety protocols for students with complex needs or other vulnerable individuals	• Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Reconvene IEP Meetings to adjust for special needs.	• Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials • Reconvene IEP Meetings to adjust for special needs.	Administrators	Gloves Face Shields	Y
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.	Human Resources, Administrators, Principals	Policies	Y

	Minimize the movement and interaction of staff and students.	Minimize the movement and interaction of staff and students.			

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
Google Meet and Google Chat	Teachers and Administrators	Dr. Donald L. Snoke/John Digon	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Algebra Resources	Algebra Teachers	Paul Reihner/Nick Phillips	Virtual/In Person	Books and digital resources	August,2020	September 30, 2020
New 9-12 English Resources	9-12 English Teachers	Kristen Shaw/ Steve Nesser	Virtual/In Person	Books and digital resources	August, 2020	September 30, 2020
IXL	K-12 Teachers	Dr. Donald L. Snoke/John Digon	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Teamology	K-5 Teachers North, East and West	Lisa Dibernardo/Dr. Donald L. Snoke	Virtual/In Person	Staff and access, face-to-face or remote.	August, 2020	June 30, 2021
Online Teaching Platform/Resources	K-12 Teachers/Building Principals	Dr. Donald L. Snoke/John Digon	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
TPT	K-12 Teachers	Dr. Donald L. Snoke/John Digon	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Hygiene and CDC Methods for prevention of Covid-19	All Employees	Dr. Donald L. Snoke/Pandemic Coordinator/Facilities Director	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Remote Mental Health/Trauma Identification	K-12 Teachers/Building Principals	Dr. Elizabeth Ventura/Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Homeless, Foster Care	K-12 Teachers/Administrators	Sara Salopek/ Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
One-to-One Chromebooks Usage	K-12 Teachers/Building Principals	Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Strategies for Virtual Professional Development	K-12 Teachers/Building Principals	Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
An elementary content platform will be adopted	K-5 Teachers/Building Principals	Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
A K-12 Learning management system will be adopted	K-12 Teachers/Building Principals	Dr. Donald L. Snoke	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021
Individual classroom cameras, microphones and tripods will be purchased	K-12 Teachers/Building Principals	Mr. John Digon	Virtual/In Person	Computers and Internet	August, 2020	June 30, 2021

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 TASD School Community Members	Dr. Michael Lucas, Superintendent of Schools	Skylert Messages Hiller Highlights Video Message	March 27, 2020	June 30, 2021
Board of Directors COVID-19 Update	Board of Directors TASD School Community Members	Dr. Michael Lucas, Superintendent of Schools	Verbal reporting during school board meetings.	March 27, 2020	Twice per Month, Ongoing
Parents' Advisory Committee (PFC, PTA, PTSA, Presidents) Meeting	PFC, PTA, PTSA, Presidents, School Community Members	Building Principals	Remote/Virtual Meetings	July 9, 2020	Ongoing
Superintendents' Advisory Committee (SAC) Meeting	Building Staff TAEA Representatives	Dr. Michael Lucas, Superintendent of Schools	Zoom Meeting	July 8, 2020, July 14, 2020	Ongoing
Teachers Survey	Teachers	Dr. Donald L. Snoke, Assistant Superintendent of Schools	Google Survey	June 18, 2020	Ongoing
Return to School Survey Parents/Guardians	Parents/Guardians	Dr. Donald L. Snoke, Assistant Superintendent of Schools	Google Survey	May 29, 2020 June 29, 2020	Ongoing
Return to School Taskforce Meeting	Administration IU #1	Scott Craighead. IU #1	Zoom	June 2, 2020	Ongoing

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Principals Meeting for Reopening School	Administrators	Dr. Michael Lucas, Superintendent of Schools/ Dr. Donald L. Snoke, Assistant Supt.	Zoom	July 15, 2020	Ongoing
Adoption of Health and Safety Plan	Parents, Guardians, Staff, School Board Members, School Community Members	Dr. Michael Lucas, Superintendent of Schools/ Dr. Donald L. Snoke, Assistant Supt.	Skylert Messages Hiller Highlights Video Message School Board Minutes Email	August 6, 2020	Ongoing
Adoption of Athletic Department Sports/Activities Resocialization Plan	Parents, Guardians, Staff, School Board Members, School Community Members	Mr. Ricci Rich, Athletic Activities Director	Skylert Messages Hiller Highlights Video Message School Board Minutes Email	July, 2020	July15, 2020 Ongoing

Health and Safety Plan Summary: Trinity Area School District

Anticipated Launch Date: August 6, 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)	Increased use of PPE required (masks, gloves, face-shields) Increase social distancing & hygiene practices The district will follow the CDC's Guidance for Cleaning & Disinfecting Schools CDC Guidance for Cleaning and Disinfecting Schools Clean and disinfect frequently touched surfaces and objects within the school and on buses at least daily, including door handles and sink handles. Drinking fountains are not operational, and they have been replaced by bottle filling stations. Implement and Supervise the Daily and Weekly COVID-19 Cleaning Activities as specified on the Daily and Weekly COVID-19 Job Cards Increase ventilation rates from OCC Hours Only to 24/7 Operation

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** **Limiting the sharing of materials among students** **Staggering the use of communal spaces and hallways** **Adjusting transportation schedules and practices to create social distance between students** **Limiting the number of individuals in classrooms and other learning spaces, and 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. Restrict interactions between groups of students Limit the number of individuals in a classroom or other space. Limit gatherings, events and extracurricular activities to those that can maintain social distancing. Hold classes in gyms, auditoriums, other large spaces, or outdoors when possible. Turn desks facing the same direction or have students only sit on one side of the table, spaced apart. Students will be encouraged to use hand sanitizer, provided at stations within the cafeterias, prior to consuming food or beverages. Parents /guardians will be encouraged to deposit funds using the on-line payment portal, avoiding the handling of cash and checks in the cafeterias. Meal condiments will be limited and provided to students on the serving trays. Students will not be permitted to serve themselves for items such as fruit and or vegetable selections. Staff will serve students all meal components. Selection of fruits and vegetables will be limited. Student dining areas and cafeteria serving areas will be thoroughly cleaned between lunch periods. All staff will be trained on healthy hygiene practices so they can teach these to students.

Requirement(s)	Strategies, Policies and Procedures
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars **Other social distancing and safety practices**	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. No outside individuals renting facilities under Policy 707. (This will be re-evaluated in the future) Limit large group activities such as extracurricular 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. **Physical Education**

Requirement(s)	Strategies, Policies and Procedures
	Select and provide safe opportunities for exercise and sports events for students. Consider; ● Physical proximity of players ● Amount of touching of shared equipment ● Ability to engage in social distancing while not engaged in active play. ● Engagement of players at higher risk. ● Size of team. Train teachers, coaches, officials, and staff on all safety protocols. CDC Considerations for Youth Sports **Recess** Limit to one group of students, following social distancing guidelines, using playground structures at a time. 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. Limit team sports and group games following social distancing guidelines. Follow Covid-19 Instrument Cleaning Policies. Teachers will provide students instruction on these cleaning policies prior to resuming instrumental music lessons or classes. Covid-19 Instrument Cleaning Policies Select and provide safe opportunities for music instruction for students. Consider;

Requirement(s)	Strategies, Policies and Procedures
	- Physical proximity of students. - Use of appropriate facilities to accommodate social distancing. - Amount of touching of shared equipment. - Ability to engage in social distancing while not engaged in active play. - Engagement of players at higher risk. - Size of group. Clean and disinfect shared items between uses Keep each student's belongings separated from others' and in individually labeled containers, cubbies, lockers or other areas. 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/Chromebook - 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.

Requirement(s)	Strategies, Policies and Procedures
	Routes will be developed as they normally would paying particular attention to balancing student ridership. Students will be required to wear masks. They will also be encouraged to sit apart from other students. Extracurricular and educational field trips will be eliminated or 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 (cohort). 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). Limit mixing between groups if possible. Restrict interactions between groups of students. Update the TASD website with any transportation changes. Installing Sneeze-Guards in main offices and cafeteria P.O.S. areas and potentially in the classrooms.

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
* **Monitoring students and staff for symptoms and history of exposure** * **Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure** * **Returning isolated or quarantined staff, students, or visitors to school** **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. No children with symptoms will be sent on a bus or brought to school. All district staff will perform a symptom screen on themselves prior to leaving for work, and will stay home if ill. Temperature screening will be required upon entrance to school for students or staff. Students and staff will consistently be made aware of the signs and symptoms of COVID-19. Students and staff will go to the nurse immediately if feeling symptomatic. The District will share resources with the school community to help families understand when to keep children home. AAP When to Keep Your Child Home Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection. 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 confirmed case while maintaining confidentiality.

Requirement(s)	Strategies, Policies and Procedures
	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 TASD Website
	Provide regular update information on TASD website and in parent flyers/letters.
	Prepare parents and families for remote learning if school is temporarily dismissed.

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
* **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)**	Limit or cancel all non-essential travel The district will follow guidelines set forth in the (FFCRA) Families First Coronavirus Response Act Discourage the use of perfect attendance awards and incentives. Face coverings are required.

Requirement(s)	Strategies, Policies and Procedures
Unique safety protocols for students with complex needs or other vulnerable individuals **Strategic deployment of staff**	Face masks are required for use during times when groups of individuals pass or are in close proximity such as hallway transitions. Face coverings are recommended but not required. 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. Extra precautions in low incidence programs (AS, MDS, SFLS, LSS). 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. For these reasons, extra precautions will be implemented. These precautions include: If a sink is available in the classroom, staff should thoroughly wash hands immediately before and after working with a student. 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 Chromebooks/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.

Requirement(s)	Strategies, Policies and Procedures
	Students should be 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.

By:

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(*Signature* of Board President*)

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(*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.