Returning to School Safely Plan

The health and safety of all Cumberland Valley students, staff, and community members is of paramount importance. Providing a safe educational environment while also continuing the educational process and social and emotional learning opportunities and interaction for students are not mutually exclusive activities. This document explains at a high level how the Cumberland Valley School District plans to mitigate the spread of COVID-19 in the schools and community while continuing to educate the district's students.

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: Cumberland Valley 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.

The District will also utilize the CDC's overarching plan for reopening schools that classifies viral transmission into two areas. Areas with no community spread of the virus and areas with minimal to moderate community spread.

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 <u>current designation and local community needs</u>, which type of reopening has your school entity selected? *(This could be subject to change based on what is happening with viral transmission in our area at the time that school opens.)*

☐ 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, <u>scaffolded</u>, or total reopening): August 25, 2020

Pandemic Coordinator/Team

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

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Mike Sokolas	Director of Student and Public Safety- Pandemic Coordinator	Both
Dr. David Christopher	Superintendent	Both
Dr. Mark Blanchard	Assistant Superintendent of Secondary Education	Both
Greg Milbrand	Assistant Superintendent of Elementary Education	Both

Doris Hagemann	Director of Professional and Student Services	Both
Gaynelle Angelo	Director of Special Education	Both
Mike Willis	Director of Business and Support Services	Both
Tiffany Boyd	School Nurse	Health and Safety Plan Development
Kathleen Pollock	School Nurse	Health and Safety Plan Development
Dr. Richard Harker	School Physician and Parent	Health and Safety Plan Development
Michelle Zettlemoyer	Director of Human Resources	Both
Jim Koontz	Director of Facilities	Both
Shawn Harlacher	Director of Food Services	Both
Mike Craig	Athletic Director	Health and Safety Plan Development
Chris Smith	Director of Technology and Innovation	Health and Safety Plan Development
Gene Yanity	Secondary Teacher	Health and Safety Plan Development
Amy Hermance	Elementary Teacher	Health and Safety Plan Development
Jesse Tidwell	Custodial Services	Health and Safety Plan Development
Greg Rausch	Board Member and Parent	Health and Safety Plan Development
Heather Dunn	Board Member and Parent	Health and Safety Plan Development
Michael Cassidy, Esq.	Solicitor	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:

Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	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**: • Increase the frequency of cleaning and disinfecting, focusing on high-touch surfaces, such restrooms, exercise/weight rooms, library tables, buttons, handrails, tables, faucets, doorknobs, shared toys, and shared keyboards. • Disinfect door handles, sink fixtures, desks, phones, light switches. • Clean electronics such as tablets, touch screens, keyboards, remote controls, and remove visible contamination if present. • Follow recommendations for cleaning your facility from the CDC. **Upon Identification of a suspected case of COVID-19** • If possible, wait 24 hours after a person with COVID-19 was present in a space prior to beginning cleaning and disinfection. • If it is not possible to wait 24 hours, the cleaning crew should		Mr. Jim Koontz Director of Facilities		Y

Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)

	increase the level of PPE used while cleaning and disinfecting, including using a N95 filtering face piece respirator, elastomeric half-face air purifying respirator with particulate filters, or a powered air-purifying respirator with particulate filters.
	• If an outside contractor is used for cleaning and disinfection, the proposed scope of work, including the products and their respective safety data sheets (SDSs), and application methods must be reviewed by Administration prior to work commencing.
	• Wear the required personal protective equipment (PPE) during cleaning and disinfecting:
	   ○ Disposable gloves, gowns or a lab coat to protect contamination of clothing
	   ○ Safety glasses/goggles when there is a potential for splashing/spraying the disinfectant. If entering the space less than 24 hours after the ill person was present, the cleaning crew should wear one of the following respirators: N95 filtering face piece respirator, elastomeric half face air purifying respirator with particulate filters, or a powered air-purifying respirator with particulate filters
	(From University of Washington Guidance sheet)				

	Transportation: • Thoroughly clean and disinfect all buses and transport vehicles. • Clean and disinfect all commonly touched surfaces within the entry, passenger and driver's areas of the bus or transport vehicle. • Keep doors and windows open while cleaning. • Wipe heat and air conditioner vents. • Clean and disinfect buses before, between, and after routes, trips or extensive driving events and at the end of the day. Wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tests		Mrs. Susan Keller		Y

Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	positive for COVID-19 or exhibited symptoms of COVID19. If 24 hours is not feasible, wait as long as possible. Affected buses can be used immediately after cleaning and disinfection. • Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them. • Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. • Ensure Material Safety Data is available for all chemical products used in the process. • Refer to the CDC guidance for additional information. From Missouri Reopening Schools Plan				
Other cleaning, sanitizing, disinfecting, and ventilation practices	**Ventilating**: ensure that ventilation systems allow for a minimum of 3 air exchanges per hour but preferably 4 air exchanges per hour. When possible consider holding classroom activities in outdoor or larger school spaces instead of in enclosed classroom spaces.		Mr. Jim Koontz		N

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 with Minimal/Moderate Spread	Action Steps with Low/No Spread	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	• Use visual cues like floor markings to help students and staff stay six feet apart when feasible. • Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart. • If more than one group is using a shared space that is large enough to allow for students in all groups and their respective desks to be six feet apart, then multiple groups of individuals can be in the space together. However, each group must be separated from the other by an empty space of at least 30 feet. Groups should not combine for activities at any time.	• Use visual cues like floor markings to help students and staff stay three feet apart when feasible. • Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart. • Work to reduce classroom sizes when feasible to increase the ability to maintain distances between students.	Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)	Tape and signage	Y

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)

	• When feasible and appropriate, it is preferable for students to gather outside rather than inside, because of likely reduced risk of virus spread outdoors.
	• Students must not be brought together in assemblies, field trips, or other group gatherings outside of their class group, unless the distancing of 30 feet between groups can be maintained.
	• Whenever possible, students, teachers, and staff should maintain consistent grouping of people, to minimize virus spread in the school. Specifically:
	  - Elementary school students should be taught in self-contained classes as possible.
	  - Secondary school students should be exposed to as few different individual teachers as possible.
	  - Consider using staggered hall changes and block schedules to minimize the number of students in hallways and the number of class changes each day.				

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	• When students must be taught by multiple teachers, it is better for students not to be brought together with those in other classes for shared instruction or mixed with other classes during elective or other periods or between classes. • Rather than having students change from classroom to classroom, teachers should rotate between classes when feasible while students stay in one class to minimize students encountering others in the hallway.				
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	• Cafeterias will have 50% or fewer students than are normally served during a fully open student option. • The District will continue to evaluate school cafeteria access for students and will make adjustments as needed.	• Students would be allowed to use the cafeteria in a more normal fashion, but additional seating in other environments (gyms or hallways) may also be utilized to reduce the number of students in classes.	Mr. Harlacher		Y
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Hand Hygiene Practices from the CDC		Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)	Signage	Y

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	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**	Signs available from CDC at https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc Also look at signs in Missouri Document, page 52		Mr. Sokolas and Mr. Willis	Signage	N

* **Identifying and restricting non-essential visitors and volunteers**	**Manage Visitor Access and Movement Within the Facility**
	• Limit visitors to the facility to only those essential for the student's physical or emotional well-being and care
	• Limit points of entry to the facility and visitation hours to allow screening of all potential visitors.
	• Actively assess all visitors for fever and COVID-19 symptoms upon entry to the facility. If fever or COVID-19 symptoms are present, the visitor should not be allowed entry into the facility.
	• Establish procedures for monitoring, managing, and training all visitors, which should include:
	   o All visitors should be instructed to wear a facemask or cloth face covering at all times while in the facility, perform frequent hand hygiene, and restrict their visit to the patient's room or other area designated by the facility.
	   o Informing visitors about appropriate PPE use according to current facility visitor policy.
			Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		N

* **Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports**	CDC Considerations for Youth Sports **Cleaning guidance for playgrounds from CDC:** Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on outdoor playgrounds is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. If practical, high touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely. Cleaning and disinfection of wooden surfaces (e.g., play structures, benches, tables) or groundcovers (e.g., mulch, sand) is not recommended. Recess considerations: • Alternate recess to minimize the numbers of students on the playground, require social distancing, and disinfect equipment between classes. • Larger playground equipment that cannot be disinfected between uses should not be used until social distancing requirement can be eased. • Classroom energizers/mindful minutes can be done in the classroom where students stay at or near their assigned desks/workstations. • Provide regular classroom breaks for outdoor or hallway walking and movement activities. Phys. Ed. Considerations: Physical Education can be modified like all other classes. • Reorganize to allow for smaller classes and social distancing (Goal: 6 feet). • Alternate schedule - minimize numbers of students in gymnasium, require social distancing (Goal: 6 feet). • Teachers use controlled entrance and exits -meet students at classroom – utilizing outside entry door as much as possible to pick up and take to gym, fields, multipurpose rooms, etc. • Schedule outdoor activities as much as possible with weather conditions being considered • Use separate partitions in open spaces; utilize markings on gymnasium floor/wall/field (student section/work stations). • Manage social distancing when moving students to gymnasium/field	Jim Koontz		Y

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
	• Students should be provided own equipment for class/prohibit equipment sharing. • Disinfect equipment between classes. • Students disinfect hands in and out of PE class (hand-sanitizing stations, portable handwashing stations). • Blended Learning/Flipped classroom for concepts and skills relating to each standard (utilizing technology platforms). • Teachers have access to technology to broadcast instruction due to increased social distancing (ex. megaphone or microphone). • Teachers have the ability to communicate for safety purposes (ex. walkie talkie). • Self-Management - Individualized programs – multiple activity stations allowing for personal choice with personal recording (record keeping, personalized logs, goal-setting, etc.). • Games and sport activities that require close guarding and potential contact with another player should not be included. Provide lessons that include no contact activities and no or limited equipment (e.g. shadow tag, jumping rope, running, etc.). Workstation equipment set-up should consider strategies for social distancing throughout activity. • All efforts should be made at every level to assist students in creating personal activities and exercise plans that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.				
Limiting the sharing of materials among students	• Student sharing of materials, devices, etc. should be limited as much as feasibly possible. • The District will provide all students with their own personal technology devices to provide better access for students should remote learning be needed and also to reduce the need for sharing of devices each day.		Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		Y

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Staggering the use of communal spaces and hallways	• Schedules will be developed to minimize the number of students in communal spaces and hallways. This could include a staggered hall change schedule.	• Communal spaces and hallways will operate under a normal load. Specific one way hallways and signage about social distancing will be implemented.	Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		N
Adjusting transportation schedules and practices to create social distance between students	• Buses will be loaded at 50% to 66% of capacity (ridership will likely be 50%). • Require students to wear facial coverings while entering, riding, and exiting District transportation.	• Transportation will operate on a normal schedule for students.	Mrs. Susan Keller		N
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	• Elementary school class sizes will be capped at 20 students. • Elementary classes will remain in cohorts throughout the day. • Middle Schools and the High Schools will run on an A/B schedule that reduces the number of students in classrooms by 50%.	• Classes will be scheduled as normal, but large group gatherings that bring more than one classroom at a time together will not be permitted.	Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		Y

Summary of Responses to Key Questions: Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	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	• Once a final plan is approved information will be shared with local childcare facilities related to the current opening plan. However, if schools are returning to face to face instruction all students who presumably need child care will be at school for the day.		Dr. Christopher		N
Other social distancing and safety practices					

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- 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 with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* **Monitoring students and staff for symptoms and history of exposure**	- Students and staff will be screened for symptoms prior to entering schools.	- Students and staff will be screened for symptoms prior to entering schools.	Ms. Hagemann		Y
* **Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure**	- Students or staff exhibiting COVID-19 symptoms at school will be immediately quarantined and a plan for transporting the student or staff member off site will be implemented by the school nurse and the principal of the school. - The District will use an Interim Closure Decision Matrix that utilizes local spread of the virus as well as specific positive tests of students or staff to make closure decisions.		Ms. Hagemann		Y
* **Returning isolated or quarantined staff, students, or visitors to school**	Follow the decision tree framework from the Minnesota Department of Health.		Ms. Hagemann		Y
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	The Superintendent of Schools in conjunction with the District's Pandemic Coordinator and Communication Specialist will provide notification to families on school closure and within-school-year changes using District notification systems.		Dr. Christopher		N

Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Other monitoring and screening practices					

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 with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Protecting students and staff at higher risk for severe illness	• The District will provide a fully remote option for students who are at higher risk of severe illness due to COVID-19 as identified by the parents and primary care physicians. • Staff who identify as having higher risk and have certification of that higher risk from a physician will receive priority for teaching in a fully remote modality.		Mr. Smith		N

Requirements	Action Steps with Minimal/Moderate Spread	Action Steps with Low/No Spread	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Use of face coverings (masks or face shields) by all staff	• The District will comply with the face covering requirements issued by the Pennsylvania Department of Education and Pennsylvania Department of Health. • Staff will receive regular face covering breaks throughout the day to reduce the likelihood that face coverings become a distraction to student learning. • Face shields may be utilized by some staff to assist the learning process for students.		Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		N
* Use of face coverings (masks or face shields) by older students (as appropriate)	• The District will comply with the face covering requirements issued by the Pennsylvania Department of Education and Pennsylvania Department of Health. • Students will receive regular face covering breaks throughout the day to reduce the likelihood that face coverings become a distraction to student learning.		Dr. Blanchard (Secondary) Mr. Milbrand (Elementary)		N
Unique safety protocols for students with complex needs or other vulnerable individuals	• Specific modifications to the physical space or safety requirements to ensure that students can access the curriculum may be made by IEP or 504 teams.		Ms. Angelo		N
Strategic deployment of staff	• Staffing plans will be created to increase the opportunities for physical distancing in schools while also promoting a positive school environment for learning. • The District will work to ensure adequate substitute coverage and staffing based on an expectedly higher than normal call-off rate.	• The District will work to ensure adequate substitute coverage and staffing based on an expectedly higher than normal call-off rate.	Dr. Blanchard (Secondary) Mr. Milbrand (Elementary) Ms. Zettlemoyer		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
School Hygiene and Safety Practices	Teachers and Staff	Ms. Hagemann, Mr. Milbrand, Dr. Blanchard	Zoom/Online		August 24, 2020	August 24, 2020
Bus Safety and Disinfecting Practices	Bus Drivers	Mrs. Keller	Train the Trainer		July 15, 2020	August 24, 2020
Cleaning Protocols for Custodians	Custodians	Mr. Koontz	Zoom/Online		July 15, 2020	August 24, 2020
Nursing Protocols	Nurses	Ms. Hagemann Mrs. Boyd Mrs. Pollock	Zoom/Online		July 15, 2020	August 24, 2020

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
Parent Update	Parents/Guardians	Dr. Christopher	Video Presentation	June 16, 2020	June 25, 2020
Parent Survey	Parents/Guardians	Dr. Christopher	Survey Monkey Survey	June 16, 2020	June 25, 2020
Thought Exchange	Parents/Guardians	Dr. Christopher	Online Response Platform	June 16, 2020	June 25, 2020
Board Meeting Presentation	Public	Dr. Christopher	Presentation (shared via YouTube)	July 13, 2020	July 13, 2020
Parent Update	Parents/Guardians	Dr. Christopher	Video Presentation	July 14, 2020	July 14, 2020

Health and Safety Plan Summary: Cumberland Valley School District

Anticipated Launch Date: July 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)**	**Daily**: • Increase the frequency of cleaning and disinfecting, focusing on high-touch surfaces, such restrooms, exercise/weight rooms, library tables, buttons, handrails, tables, faucets, doorknobs, shared toys, and shared keyboards. • Disinfect door handles, sink fixtures, desks, phones, light switches. • Clean electronics such as tablets, touch screens, keyboards, remote controls, and remove visible contamination if present. • Follow recommendations for <u>cleaning your facility from the CDC</u>. **Upon Identification of a suspected case of COVID-19** • If possible, wait 24 hours after a person with COVID-19 was present in a space prior to beginning cleaning and disinfection. If it is not possible to wait 24 hours, the cleaning crew should increase the level of PPE used while cleaning and disinfecting, including using a N95 filtering face piece respirator, elastomeric half-face air purifying respirator with particulate filters, or a powered air-purifying respirator with particulate filters. • If an outside contractor is used for cleaning and disinfection, the proposed scope of work, including the products and their respective safety data sheets (SDSs), and application methods must be reviewed by Administration prior to work commencing. • Wear the required personal protective equipment (PPE) during cleaning and disinfecting: o Disposable gloves, gowns or a lab coat to protect contamination of clothing

Requirement(s)	Strategies, Policies and Procedures
	○ Safety glasses/goggles when there is a potential for splashing/spraying the disinfectant. If entering the space less than 24 hours after the ill person was present, the cleaning crew should wear one of the following respirators: N95 filtering face piece respirator, elastomeric half face air purifying respirator with particulate filters, or a powered air-purifying respirator with particulate filters • (From University of Washington Guidance sheet) **Transportation**: • Thoroughly clean and disinfect all buses and transport vehicles. • Clean and disinfect all commonly touched surfaces within the entry, passenger and driver's areas of the bus or transport vehicle. • Keep doors and windows open while cleaning. • Wipe heat and air conditioner vents. Clean and disinfect buses before, between, and after routes, trips or extensive driving events and at the end of the day. Wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tests positive for COVID-19 or exhibited symptoms of COVID19. If 24 hours is not feasible, wait as long as possible. Affected buses can be used immediately after cleaning and disinfection. • Ensure that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them. • Ensure that cleaning supplies used are appropriately labeled so that employees are aware of the chemicals being used. • Ensure Material Safety Data is available for all chemical products used in the process. • Refer to the CDC guidance for additional information. From Missouri Reopening Schools Plan **Ventilating**: ensure that ventilation systems allow for a minimum of 3 air exchanges per hour but preferably 4 air exchanges per hour. When possible consider holding classroom activities in outdoor or larger school spaces instead of in enclosed classroom spaces.

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
 	
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible,
	• Use visual cues like floor markings to help students and staff stay six feet apart when feasible.
	• Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
	• If more than one group is using a shared space that is large enough to allow for students in all groups and their respective desks to be six feet apart, then multiple groups of individuals can be in the space together. However, each group must be separated from the other by an empty space of at least 30 feet. Groups should not combine for activities at any time.
	• When feasible and appropriate, it is preferable for students to gather outside rather than inside, because of likely reduced risk of virus spread outdoors.
	• Students must not be brought together in assemblies, field trips, or other group gatherings outside of their class group, unless the distancing of 30 feet between groups can be maintained.
	• Whenever possible, students, teachers, and staff should maintain consistent grouping of people, to minimize virus spread in the school. Specifically:
	   o Elementary school students should be taught in self-contained classes as possible.
	   o Secondary school students should be exposed to as few different individual teachers as possible.
	
	• Consider using staggered hall changes and block schedules to minimize the number of students in hallways and the number of class changes each day.
	
	• When students must be taught by multiple teachers, it is better for students not to be brought together with those in other classes for shared instruction or mixed with other classes during elective or other periods or between classes.

Requirement(s)	Strategies, Policies and Procedures
revised hours of operation or modified school-year calendars **Other social distancing and safety practices**	• Rather than having students change from classroom to classroom, teachers should rotate between classes when feasible while students stay in one class to minimize students encountering others in the hallway. • Cafeterias will have 50% or fewer students than are normally served during a fully open student option. • The District will continue to evaluate school cafeteria access for students and will make adjustments as needed. For recess and PE follow CDC Considerations for Youth Sports when feasible. • Schedules will be developed to minimize the number of students in communal spaces and hallways. This could include a staggered hall change schedule. • Buses will be loaded at 50% to 66% of capacity (ridership will likely be 50%). • Require students to wear facial coverings while entering, riding, and exiting District transportation. • Elementary school class sizes will be capped at 20 students. • Elementary classes will remain in cohorts throughout the day. • Middle Schools and the High Schools will run on an A/B schedule that reduces the number of students in classrooms by 50%.

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**	• Students and staff will be screened for symptoms prior to entering schools. • Students or staff exhibiting COVID-19 symptoms at school will be immediately quarantined and a plan for transporting the student or staff member off site will be implemented by the school nurse and the principal of the school.

Requirement(s)	Strategies, Policies and Procedures
* **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**	• [Follow the decision tree framework from the Minnesota Department of Health](#) for returning students to school after they have exhibited COVID-19 symptoms or been exposed. • The Superintendent of Schools in conjunction with the District's Pandemic Coordinator and Communication Specialist will provide notification to families on school closure and within-school-year changes using District notification systems.

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)** **Unique safety protocols for students with complex needs or other vulnerable individuals** **Strategic deployment of staff**	• The District will provide a fully remote option for students who are at higher risk of severe illness due to COVID-19 as identified by the parents and primary care physicians. • Staff who identify as having higher risk and have certification of that higher risk from a physician will receive priority for teaching in a fully remote modality. • The District will comply with the face covering requirements issued by the Pennsylvania Department of Education and Pennsylvania Department of Health. • Staff will receive regular face covering breaks throughout the day to reduce the likelihood that face coverings become a distraction to student learning. • Face shields may be utilized by some staff to assist the learning process for students. • Specific modifications to the physical space or safety requirements to ensure that students can access the curriculum may be made by IEP or 504 teams. • The District will work to ensure adequate substitute coverage and staffing based on an expectedly higher than normal call-off rate.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Cumberland Valley School District** reviewed and approved the Phased School Reopening Health and Safety Plan on **July 13, 2020.**

The plan was approved by a vote of:

_____ Yes

_____ No

Affirmed on: **July 13, 2020**

By:

_____

(*Signature* of Board President*)

Heather Dunn
_____

(*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.