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

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity’s public website.
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This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.
Health and Safety Plan: CADES – George Crothers Memorial School

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

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

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

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

Key Questions

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

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): September 21, 2020
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.

<table>
<thead>
<tr>
<th>Individual(s)</th>
<th>Stakeholder Group Represented</th>
<th>Pandemic Team Roles and Responsibilities (Options Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Julie Alleman</strong>, CEO</td>
<td>All: students, staff, families, LEA’s</td>
<td>Both</td>
</tr>
<tr>
<td><strong>Cindi Clark</strong>, COO</td>
<td>All: students, staff, families, LEA’s</td>
<td>Both</td>
</tr>
<tr>
<td><strong>Kathy Krueger</strong>, Director of Student Services</td>
<td>All: students, staff, families, LEA’s</td>
<td>Both</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Responsibilities</td>
</tr>
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</tr>
<tr>
<td>Sharon Jones, RN, Ed.D</td>
<td>Chief Clinical Officer</td>
<td>Nursing</td>
</tr>
<tr>
<td>Cathy Shappell, Quality Assurance Director</td>
<td>Students, staff, families</td>
<td>Both</td>
</tr>
<tr>
<td>Elizabeth Folino, RN, School Nurse Manager</td>
<td>Students, staff, contract nurses</td>
<td>Both</td>
</tr>
<tr>
<td>Cheryl Marmer, Assistant Director of Education</td>
<td>Students, staff, LEA’s</td>
<td>Both</td>
</tr>
<tr>
<td>Claire Shallow, Assistant Director of Education</td>
<td>Students, staff, LEA’s</td>
<td>Pandemic Crisis Response Team</td>
</tr>
<tr>
<td>Alison Mazur, BCBA &amp; Judy Kerkeslager, Team Leads</td>
<td>Teachers, Therapists, Paraeducators</td>
<td>Pandemic Crisis Response Team</td>
</tr>
<tr>
<td>Lisa Leuzzi, Facilities Director</td>
<td>Students, staff, facilities vendors</td>
<td>Pandemic Crisis Response Team</td>
</tr>
<tr>
<td>GCMS Return to School Planning Team</td>
<td>Teachers, Therapists, Paraeducators</td>
<td>Pandemic Crisis Response Team</td>
</tr>
<tr>
<td>Danielle Marigliano, Staff Development Coordinator</td>
<td>Staff</td>
<td>Pandemic Crisis Response Team</td>
</tr>
<tr>
<td>Jessie Robinson, Development Director</td>
<td>Students, staff, families (communication)</td>
<td>Pandemic Crisis Response Team</td>
</tr>
</tbody>
</table>

**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 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:**

CADES has made a significant investment in procuring cleaning supplies and PPE. We will be utilizing protocols to increase social distancing while following the CDC’s guidance for cleaning and disinfecting schools. All touchpoints will be regularly disinfected with a cleaning protocol that includes frequent cleaning of student areas, including desks and any potential shared materials (Electronics, cameras, technology, etc.). Additional custodial staff will be utilized to support building cleaning. Students and staff will be instructed to ensure student work areas are cleaned after any student exchanges in classroom/instructional areas. Handwashing, hand-sanitizing will be enforced throughout the day as part of daily classroom routines. Bathroom usage will be monitored closely to increase social distancing. Lunches will utilize numerous locations to increase social distancing and the areas will be cleaned/disinfected after each use. Fresh air will be utilized to the greatest extent possible and ventilation systems will be monitored closely to ensure the maximum fresh air exchange feasible.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</td>
<td>1. Complete deep cleaning and sanitizing practices recommended by Health Department prior to reopening.</td>
<td>1. Complete deep cleaning and sanitizing practices recommended by Health Department prior to reopening.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Personal Protective Equipment provided to all staff.</td>
<td>Y</td>
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<tr>
<td></td>
<td>2. Implement/continue daily deep cleaning and sanitation procedures in buildings along with the increased/additional cleaning of high touch points and bathrooms in accordance with facility usage.</td>
<td>2. Implement/continue daily deep cleaning and sanitation procedures in buildings along with the increased/additional cleaning of high touch points and bathrooms in accordance with facility usage.</td>
<td>Lisa Leuzzi, Facilities Director</td>
<td>Cleaning, disinfecting and sanitizing materials available as needed.</td>
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<td></td>
<td>3. Hand sanitizer to be made available at all staff and guest entrances. Touchless hand sanitizing dispensers will be installed near the bathrooms and at other high traffic common areas of the school buildings.</td>
<td>3. Hand sanitizer to be made available at all staff and guest entrances. Touchless hand sanitizing dispensers will be installed near the bathrooms and at other high traffic common areas of the school buildings.</td>
<td></td>
<td>Daily cleaning, disinfecting and sanitizing schedule for bathrooms and high tough areas.</td>
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<td>4. Disinfectant wipes will be available in classrooms so that staff and students can clean surfaces throughout the school day. (Gloves will be available, if requested.)</td>
<td>4. Disinfectant wipes will be available in classrooms so that staff and students can clean surfaces throughout the school day. (Gloves will be available, if requested.)</td>
<td></td>
<td>Hand sanitizing dispensers</td>
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<td>5. Water bottle filling stations will have sanitizing wipes and posted directions.</td>
<td>5. Water bottle filling stations will have sanitizing wipes and posted directions.</td>
<td></td>
<td>Procedures for cleaning and disinfecting</td>
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<td></td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Procedures for cleaning and disinfecting after a person becomes symptomatic.</td>
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<td></td>
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<td></td>
<td>Lisa Leuzzi, Facilities Director</td>
<td>Procedure for disinfecting digital touch surfaces including ipads, communication</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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<td>6. Ensure safe and correct usage/storage of cleaning and disinfection products, including storing them securely away from students.</td>
<td>6. Ensure safe and correct usage/storage of cleaning and disinfection products, including storing them securely away from students.</td>
<td>7. Procedure to close off areas of the building, clean &amp; disinfect spaces used by a symptomatic individual or person with direct contact.</td>
<td>7. Procedure to close off areas of the building, clean &amp; disinfect spaces used by a symptomatic individual or person with direct contact.</td>
<td>Vans will include sanitizing wipes, hand sanitizer, extra masks/face shields and gloves for use within the community.</td>
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<tr>
<td>7. Procedure to close off areas of the building, clean &amp; disinfect spaces used by a symptomatic individual or person with direct contact.</td>
<td>8. Mobile and non-mobile devices such as laptops, iPads, desktop computers, monitors, keyboards, etc. will be sterilized along with other fixed surfaces.</td>
<td>8. Vans will include sanitizing wipes, hand sanitizer, extra masks/face shields and gloves for use within the community.</td>
<td>9. Mobile and non-mobile devices such as laptops, iPads, desktop computers, monitors, keyboards, etc. will be sterilized along with other fixed surfaces.</td>
<td>Visual CDC strategy posters to match the developmental level of every student.</td>
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<tr>
<td>8. Mobile and non-mobile devices such as laptops, iPads, desktop computers, monitors, keyboards, etc. will be sterilized along with other fixed surfaces.</td>
<td>9. Medical devices, therapy equipment, medical equipment, and materials used for instruction will be cleaned routinely between uses.</td>
<td>9. Mobile and non-mobile devices such as laptops, iPads, desktop computers, monitors, keyboards, etc. will be sterilized along with other fixed surfaces.</td>
<td>10. Medical devices, therapy equipment, medical equipment, and materials used for instruction will be cleaned routinely between uses.</td>
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<tr>
<td>9. Medical devices, therapy equipment, medical equipment, and materials used for instruction will be cleaned routinely between uses.</td>
<td>10. HVAC preventative maintenance protocol will be followed. Filters will be MERV 13 rated.</td>
<td>10. Medical devices, therapy equipment, medical equipment, and materials used for instruction will be cleaned routinely between uses.</td>
<td>11. HVAC preventative maintenance protocol will be followed. Filters will be MERV 13 rated.</td>
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<tr>
<td>10. HVAC preventative maintenance protocol will be followed. Filters will be MERV 13 rated.</td>
<td>11. High frequency cleaning and disinfecting schedule for bathrooms.</td>
<td>11. HVAC preventative maintenance protocol will be followed. Filters will be MERV 13 rated.</td>
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<td>11. High frequency cleaning and disinfecting schedule for bathrooms.</td>
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<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
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<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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<td>12. Bathrooms will be sanitized after each use so as to ensure all bathrooms are thoroughly cleaned periodically throughout the day.</td>
<td>followed. Filters will be MERV 13 rated.</td>
<td>12. High frequency cleaning and disinfecting schedule for bathrooms.</td>
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<tr>
<td>13. Use of a misting machine and other methods to clean and disinfect equipment, keyboards, and desks/chairs.</td>
<td>13. Bathrooms will be sanitized after each use so as to ensure all bathrooms are thoroughly cleaned periodically throughout the day.</td>
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<tr>
<td>14. All students and staff will be taught cleaning protocols and procedures, including how to properly use wipes and other cleaning materials to sanitize equipment and all other areas of their workstations.</td>
<td>14. Use of a misting machine and other methods to clean and disinfect equipment, keyboards, and desks/chairs.</td>
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<tr>
<td>15. Sharing of instructional materials (books, pencils, toys, tools, equipment, etc.) will be minimized to every extent possible. When necessary to share, materials will be wiped down between usage.</td>
<td>15. All students and staff will be taught cleaning protocols and procedures, including how to properly use wipes and other cleaning materials to sanitize equipment and all other areas of their workstations.</td>
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<tr>
<td>16. Visual reminders of proper hand washing protocols, appropriate to the student’s developmental level, will be posted in learning areas and</td>
<td>16. Sharing of instructional materials (books, pencils, toys, tools, equipment, etc.) will be minimized to every extent possible. When necessary to share, materials will be wiped down between usage.</td>
<td></td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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<tr>
<td>reviewed with students regularly.</td>
<td>17. Nonessential furniture and play materials will be removed from classrooms and high traffic areas.</td>
<td>17. Visual reminders of proper hand washing protocols, appropriate to the student’s developmental level, will be posted in learning areas and reviewed with students regularly.</td>
<td>18. Nonessential furniture and play materials will be removed from classrooms and high traffic areas.</td>
<td>19. Adaptive equipment will be cleaned between uses and users.</td>
<td>20. All tables will be wiped and disinfected by staff members between all staff lunch periods.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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</tr>
<tr>
<td><strong>Other cleaning, sanitizing, disinfecting, and ventilation practices</strong></td>
<td>1. The building HVAC systems will continue to be regularly inspected. Air filters have been upgraded to MERV 13 and will continue to be changed on schedule.</td>
<td>1. The building HVAC systems will continue to be regularly inspected. Air filters have been upgraded to MERV 13 and will continue to be changed on schedule.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Personal Protective Equipment will be provided to all staff.</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>2. Buildings will maintain proper temperatures and air circulation.</td>
<td>2. Buildings will maintain proper temperatures and air circulation.</td>
<td>Lisa Leuzzi, Facilities Director</td>
<td>Cleaning, disinfecting and sanitizing materials are secured as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Cleaning, sanitizing and disinfecting supplies meet or exceed OSHA and CDC requirements.</td>
<td>3. Cleaning, sanitizing and disinfecting supplies meet or exceed OSHA and CDC requirements.</td>
<td></td>
<td>Daily cleaning, disinfecting and sanitizing supplies used by location to avoid cross contamination.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Janitorial staff use an EPA registered, healthcare-grade disinfectant and cleaning process that ensures proper dwell time, cleaning and disinfecting of high-touch surfaces and horizontal surfaces, focusing on common gathering areas.</td>
<td>4. Janitorial staff use an EPA registered, healthcare-grade disinfectant and cleaning process that ensures proper dwell time, cleaning and disinfecting of high-touch surfaces and horizontal surfaces, focusing on common gathering areas.</td>
<td></td>
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<tr>
<td></td>
<td>5. Extend the time that HVAC systems are operating to keep air moving longer and to ensure reasonable temperatures for evening cleaning staff.</td>
<td>5. Extend the time that HVAC systems are operating to keep air moving longer and to ensure reasonable temperatures for evening cleaning staff.</td>
<td></td>
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</tbody>
</table>
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:

Assigned areas will be configured in staggered rows facing the same direction where feasible to achieve social distancing. Students will be grouped when feasible to increase student cohort groupings and reduce contact with other students when feasible. Student assemblies, large gatherings will be eliminated during the school year. Arrival and dismissal procedures will be adjusted to maximize social distancing and reduce cross-student interactions. Gymnasium occupancies will be reduced. Instructional practices that utilize frequent outside learning opportunities will be promoted. Students will be reminded at day start and throughout the day of proper hygiene and hand-washing, with specific emphasis placed on before and after lunches. Car line procedures and parent drop-offs will also require adjustment as students will be discouraged from entering the building until the start of the student day (barring inclement weather). Only essential visitors and volunteers who have school-related business as determined by the district/building administration will be allowed to enter the building. Parents dropping off materials for students will be provided a space to leave labeled materials for their children. Parents, students, staff, and any essential visitor/volunteer will be provided detailed instructions regarding our social distancing, hygiene, and health screening procedures.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</td>
<td>1. Student capacity will be determined by the ability to meet the 6-foot social distancing guidelines.</td>
<td>1. Student capacity will be determined by the ability to meet the 6-foot social distancing guidelines.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Appropriate space/classrooms to accommodate social distancing guidelines</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2. When 6-feet physical distance cannot be maintained due to the personal needs of students, the use of PPE, including gowns, masks, face shields, and gloves will be used.</td>
<td>2. When 6-feet physical distance cannot be maintained due to the personal needs of students, the use of PPE, including gowns, masks, face shields, and gloves will be used.</td>
<td>Cheryl Marmer, Assistant Director of Education, elementary</td>
<td>Necessary technology support to instruct in the in person/DL model</td>
<td></td>
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<td></td>
<td>3. Use of tables or desks, all six feet apart, marked visually with tape or other representation.</td>
<td>3. Use of tables or desks, all six feet apart, marked visually with tape or other representation.</td>
<td>Claire Shallow, Assistant Director of Education, secondary</td>
<td>Schedules developed to allow for social distancing instruction and use of school facility while following CDC guidelines</td>
<td></td>
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<td></td>
<td>4. Tables and desks will be turned so that they are facing in the same direction.</td>
<td>4. Tables and desks will be turned so that they are facing in the same direction.</td>
<td>Alison Mazur &amp; Judy Kerkeslager, Team Leads</td>
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<td></td>
<td>5. Furniture will be arranged to avoid clustering of students or grouping together and breaking social distancing.</td>
<td>5. Furniture will be arranged to avoid clustering of students or grouping together and breaking social distancing.</td>
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<td></td>
<td>6. Utilize virtual teaching and/or video technology such as SWIVL and OWLs to allow students participate in the classroom remotely through technology.</td>
<td>6. Utilize virtual teaching and/or video technology such as SWIVL and OWLs to allow students participate in the classroom remotely through technology.</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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<td>6. Hallways may only be utilized by staff and students wearing masks. 6-foot distance markers have been placed on the floor to indicate distance requirements.</td>
<td>6. Hallways may only be utilized by staff and students wearing masks. 6-foot distance markers have been placed on the floor to indicate distance requirements.</td>
<td>6. Hallways may only be utilized by staff and students wearing masks. 6-foot distance markers have been placed on the floor to indicate distance requirements.</td>
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<td>7. Elimination of procedures and routines that require standing in line.</td>
<td>7. Elimination of procedures and routines that require standing in line.</td>
<td>7. Elimination of procedures and routines that require standing in line.</td>
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<td>8. Utilization of visuals like tape lines, decals to help visualize distancing within the classrooms and hallways.</td>
<td>8. Utilization of visuals like tape lines, decals to help visualize distancing within the classrooms and hallways.</td>
<td>8. Utilization of visuals like tape lines, decals to help visualize distancing within the classrooms and hallways.</td>
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<tr>
<td>9. Removal of materials, equipment and furniture when not used on a routine basis.</td>
<td>9. Removal of materials, equipment and furniture when not used on a routine basis.</td>
<td>9. Removal of materials, equipment and furniture when not used on a routine basis.</td>
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<tr>
<td>10. Specials Teachers (PE, Music, Art, Social Skills) staff who are scheduled to interact with multiple students across classrooms and buildings will be scheduled virtually to the maximum extent possible.</td>
<td>10. Specials Teachers (PE, Music, Art, Social Skills) staff who are scheduled to interact with multiple students across classrooms and buildings will be scheduled virtually to the maximum extent possible.</td>
<td>10. Specials Teachers (PE, Music, Art, Social Skills) staff who are scheduled to interact with multiple students across classrooms and buildings will be scheduled virtually to the maximum extent possible.</td>
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<tr>
<td>11. When working with students in one-to-one or small group situations where there is no possibility to maintain 6-feet</td>
<td>11. When working with students in one-to-one or small group situations where there is no possibility to maintain 6-feet</td>
<td>11. When working with students in one-to-one or small group situations where there is no possibility to maintain 6-feet</td>
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<td>and/or students can’t or refuse to wear masks, staff will use PPE and a plexiglass divider will be used, as practical.</td>
<td>and/or students can’t or refuse to wear masks, staff will use PPE and a plexiglass divider will be used, as practical.</td>
<td>12. Community Based Instruction (CBI) done within the school building. No CBI outside the school grounds.</td>
<td>12. Community Based Instruction (CBI) done within the school building. No CBI outside the school grounds.</td>
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<td>13. Seating charts and sign-in sheets will be utilized in all settings in order to assist with contact tracing</td>
<td>13. Seating charts and sign-in sheets will be utilized in all settings in order to assist with contact tracing</td>
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<tr>
<td>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</td>
<td>1. Students eat lunch within classrooms</td>
<td>1. Students eat lunch within classrooms</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Updated lunch and snack procedures.</td>
<td>Y</td>
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<tr>
<td>2. Staff take lunch break in designated areas while maintaining social distancing</td>
<td>2. Staff take lunch break in designated areas while maintaining social distancing</td>
<td></td>
<td>Cheryl Marmer, Assistant Director of Education, elementary</td>
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<td>3. Contract nurses will eat in a designated space where de-masking can occur simultaneously with observing their student.</td>
<td>3. Contract nurses will eat in a designated space where de-masking can occur simultaneously with observing their student.</td>
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<td>Claire Shallow, Assistant Director of Education, secondary</td>
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<td></td>
<td>Alison Mazur &amp; Judy Kerkeslager, Team Leads</td>
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<td>4.</td>
<td>All feeding utensils sanitized and kept separate</td>
<td>4. All feeding utensils sanitized and kept separate</td>
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<td>5.</td>
<td>Offices, conference rooms, staff break rooms and other congregate areas will operate on restricted capacity levels</td>
<td>5. Offices, conference rooms, staff break rooms and other congregate areas will operate on restricted capacity levels</td>
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<td>6.</td>
<td>All students and staff will wash/sanitize hands before and after eating.</td>
<td>6. All students and staff will wash/sanitize hands before and after eating.</td>
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<td>7.</td>
<td>Meal schedules and seating areas will be modified/staggered to maximize social distancing.</td>
<td>7. Meal schedules and seating areas will be modified/staggered to maximize social distancing.</td>
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<td>8.</td>
<td>Seating charts and sign-in sheets will be utilized in all settings in order to assist with contact tracing</td>
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<td>9.</td>
<td>Staff and students will be expected to bring their own meals from home and when feasible/ appropriate that do not require the</td>
<td>9. Staff and students will be expected to bring their own meals from home and when feasible/ appropriate that do not require the</td>
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<td></td>
<td>use of the microwave or</td>
<td>use of the microwave or</td>
<td>Kathy Krueger, Director of</td>
<td>Disinfectants</td>
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<td></td>
<td>refrigeration.</td>
<td>refrigeration.</td>
<td>Student Services</td>
<td>PPE Signage</td>
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<td></td>
<td>10. If the use of microwave</td>
<td>10. If the use of microwave</td>
<td>Cheryl Marmer, Assistant</td>
<td>PPE donning and doffing videos</td>
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<td>or refrigeration is necessary for</td>
<td>or refrigeration is necessary for</td>
<td>Director of Education,</td>
<td>PPE stations</td>
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<td></td>
<td>students on special diets, the</td>
<td>students on special diets, the</td>
<td>elementary</td>
<td>Handwashing video</td>
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<td></td>
<td>appliances will be</td>
<td>appliances will be</td>
<td>Claire Shallow, Assistant</td>
<td>Hand sanitizer placement procedures</td>
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<td>cleaned and sanitized after</td>
<td>cleaned and sanitized after</td>
<td>Director of Education,</td>
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<td>each use.</td>
<td>each use.</td>
<td>secondary</td>
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<td>Alison Mazur &amp; Judy</td>
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<td>Kerkeslager, Team Leads</td>
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<td>Danielle Marigliano, Staff</td>
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<td></td>
<td>Development Coordinator</td>
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</tbody>
</table>

* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices

1. Students and staff will wash or sanitize their hands upon entering the classroom and prior to leaving the building; before and after eating; after using the bathroom or after touching contaminated surfaces/items.
2. Bathroom breaks will be staggered to eliminate congregating.
3. Sanitize or wash hands if an individual touches face, coughs, sneezes, etc.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Sanitize or wash hands before putting on PPE and after taking it off.</td>
<td>4. Sanitize or wash hands before putting on PPE and after taking it off.</td>
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<td>5.</td>
<td>Sanitize or wash hands upon entering/exiting community settings and busses.</td>
<td>5. Sanitize or wash hands upon entering/exiting community settings and busses.</td>
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<tr>
<td>6.</td>
<td>Provide video instruction, coaching and monitoring on PPE and hand sanitizer usage and hand washing technique.</td>
<td>6. Provide video instruction, coaching and monitoring on PPE and hand sanitizer usage and hand washing technique.</td>
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<tr>
<td>7.</td>
<td>Staff required to complete hand washing routines for before, during, and after food prep/delivery.</td>
<td>7. Staff required to complete hand washing routines for before, during, and after food prep/delivery.</td>
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<tr>
<td>8.</td>
<td>Staff required to use PPE and complete hand washing routines for before, during, and after student personal care.</td>
<td>8. Staff required to use PPE and complete hand washing routines for before, during, and after student personal care.</td>
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<td>9.</td>
<td>Use PA system/global reminders for sanitizing throughout the</td>
<td>9. Use PA system/global reminders for sanitizing throughout the</td>
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<td>day/overall reminders for social distancing.</td>
<td>day/overall reminders for social distancing.</td>
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<tr>
<td>10.</td>
<td>Teach and reinforce the use of masks/face shields for students. (Provide language interpretation for students who are non-English speaking.)</td>
<td>10. Teach and reinforce the use of masks/face shields for students. (Provide language interpretation for students who are non-English speaking.)</td>
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<td>11.</td>
<td>Teach and reinforce the use of PPE for staff.</td>
<td>11. Teach and reinforce the use of PPE for staff.</td>
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<tr>
<td>12.</td>
<td>All staff and students, who do not meet one of the exceptions for wearing masks as per the Governor’s orders, are required to wear masks/face shields. Student masks will be required as long as the Governor’s orders for wearing mask remain in effect. Should the Governor’s orders change, staff will continue to wear masks and face coverings.</td>
<td>All staff and students, who do not meet one of the exceptions for wearing masks as per the Governor’s orders, are required to wear masks/face shields. Student masks will be required as long as the Governor’s orders for wearing mask remain in effect. Should the Governor’s orders change, staff will continue to wear masks and face coverings.</td>
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<td>13.</td>
<td>All students of cognitive ability and mobility that</td>
<td>All students of cognitive ability and mobility that</td>
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<td>Requirements</td>
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<td>14. Although it is recommended that staff wear masks at all times, they may remove their masks in private offices or non-congregate areas when they are able to maintain social distancing.</td>
<td>can independently take off masks without assistance will be highly encouraged to wear a mask all day, even if the Governor’s orders are lifted.</td>
<td>can independently take off masks without assistance will be highly encouraged to wear a mask all day, even if the Governor’s orders are lifted.</td>
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<tr>
<td>15. Staff who work with students who may be unable to control coughing, sneezing, spitting, are able to consider change of clothing/scrubs or gowns; use of disposable changing sheets for changing areas.</td>
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<td>16. Provide training to staff, students, and families on effective use of PPE,</td>
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<td>prevention of COVID, signs of COVID, when to seek medical assistance, etc.</td>
<td>prevention of COVID, signs of COVID, when to seek medical assistance, etc.</td>
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<tr>
<td>17.</td>
<td>Staff to complete health and wellness screening questions prior to entry and students upon entry.</td>
<td>17. Staff to complete health and wellness screening questions prior to entry and students upon entry.</td>
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<tr>
<td>18.</td>
<td>Sinks are available in all the classrooms to encourage frequent hand washing for students and staff members.</td>
<td>18. Sinks are available in all the classrooms to encourage frequent hand washing for students and staff members.</td>
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<td></td>
<td>Hand sanitizer stations throughout the building, common areas and all classrooms.</td>
<td>• Hand sanitizer stations throughout the building, common areas and all classrooms.</td>
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<tr>
<td>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</td>
<td>1. Signs will be posted in classroom, hallways, and common areas of best practices and reminders of CDC guidelines.</td>
<td>1. Signs will be posted in classroom, hallways, and common areas of best practices and reminders of CDC guidelines.</td>
<td>Julie Alleman, CEO Kathy Krueger, Director of Student Services</td>
<td>Pictures and social stories related to social distancing, stopping the spread of germs, and wearing masks.</td>
<td>Y</td>
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<td></td>
<td>2. Post signs in highly visible areas including:</td>
<td>2. Post signs in highly visible areas including:</td>
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<td>• Directional signage in hallways</td>
<td>• Directional signage in hallways</td>
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<td></td>
<td>• Hand-washing guidelines at all sinks</td>
<td>• Hand-washing guidelines at all sinks</td>
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<td></td>
<td>• Guidelines for use of masks/face shields</td>
<td>• Guidelines for use of masks/face shields</td>
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<td></td>
<td>• Guidelines for safe food consumption</td>
<td>• Guidelines for safe food consumption</td>
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<td></td>
<td>• Sanitization guidelines</td>
<td>• Sanitization guidelines</td>
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<td>3.</td>
<td>Procedures for non-essential visitors at entrance</td>
<td>Procedures for non-essential visitors at entrance</td>
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<td>4.</td>
<td>Use tape to provide space markers in classrooms and hallways</td>
<td>Use tape to provide space markers in classrooms and hallways</td>
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<td>5.</td>
<td>Increased signage throughout all buildings focused on proper hygiene and hand sanitizing.</td>
<td>Increased signage throughout all buildings focused on proper hygiene and hand sanitizing.</td>
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<td>* Identifying and restricting non-essential visitors and volunteers</td>
<td>1. School team meetings to be coordinated by teleconference.</td>
<td>1. School team meetings to be coordinated by teleconference.</td>
<td>Julie Alleman, CEO</td>
<td>Tele-conferencing through zoom, Teams</td>
<td>Y</td>
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<tr>
<td></td>
<td>2. No visitors allowed in the building.</td>
<td>2. No visitors allowed in the building.</td>
<td>Kathy Krueger, Director of Student Services</td>
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<td></td>
<td>3. Related service providers/ community agency supports encouraged to conduct services through telehealth.</td>
<td>3. Related service providers/ community agency supports encouraged to conduct services through telehealth.</td>
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<td>4. Specific drop off/pick up procedure implemented through phone and staff escort.</td>
<td>4. Specific drop off/pick up procedure implemented through phone and staff escort.</td>
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<td>5. Conduct all tours virtually.</td>
<td>5. Conduct all tours virtually.</td>
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<td></td>
<td>6. Limit deliveries to a specific location and do not allow entrance into the building.</td>
<td>6. Limit deliveries to a specific location and do not allow entrance into the building.</td>
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<tr>
<td>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</td>
<td>1. PE classes held within the classrooms through distance learning</td>
<td>1. PE classes held within the classrooms through distance learning</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Class schedule for gym/recess areas. Sanitation schedule. Individual equipment for class.</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>2. Use of gym for recreational movement while following social distancing guidelines</td>
<td>2. Use of gym for recreational movement while following social distancing guidelines</td>
<td>Cheryl Marmer, Assistant Director of Education, elementary</td>
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<td></td>
<td>3. Recess/playground equipment will be regularly sanitized.</td>
<td>3. Recess/playground equipment will be regularly sanitized.</td>
<td>Claire Shallow, Assistant Director of Education, secondary</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Students wash/sanitize hands after playground use and PE class.</td>
<td>4. Students wash/sanitize hands after playground use and PE class.</td>
<td>Alison Mazur &amp; Judy Kerkeslager, Team Leads</td>
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<td></td>
<td>5. Staff will utilize face coverings during all instructional and classroom activities and when monitoring recess.</td>
<td>5. Staff will utilize face coverings during all instructional and classroom activities and when monitoring recess.</td>
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<tr>
<td>Requirements</td>
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<td>Action Steps under Green Phase</td>
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<td>PD Required (Y/N)</td>
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<tr>
<td>Limiting the sharing of materials among students</td>
<td>1. No sharing of materials, whenever possible.</td>
<td>1. No sharing of materials, whenever possible.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Personal technology for staff and students.</td>
<td>Y</td>
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<td></td>
<td>2. If necessary, students may alternate use of materials after sanitization.</td>
<td>2. If necessary, students may alternate use of materials after sanitization.</td>
<td>Cheryl Marmer, Assistant Director of Education, elementary</td>
<td>Individual items for children as feasible.</td>
<td></td>
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<td></td>
<td>3. Increased use of technology over paper and/or manipulatives to the maximum extent feasible.</td>
<td>3. Increased use of technology over paper and/or manipulatives to the maximum extent feasible.</td>
<td>Claire Shallow, Assistant Director of Education, secondary</td>
<td>Sanitizer and identified areas to store materials waiting for sanitation.</td>
<td></td>
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<td></td>
<td>4. Use of identified storage space for personal items.</td>
<td>4. Use of identified storage space for personal items.</td>
<td>Alison Mazur &amp; Judy Kerkeslager, Team Leads</td>
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<tr>
<td></td>
<td>5. Families to supply personal care items.</td>
<td>5. Families to supply personal care items.</td>
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<td></td>
<td>6. Limit use of materials to those that are easily/quickly cleaned and or disinfected.</td>
<td>6. Limit use of materials to those that are easily/quickly cleaned and or disinfected.</td>
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| **Staggering the use of communal spaces and hallways** | 1. Restrict and/or eliminate nonessential transitions.  
2. Use individual classroom entrances for all student entrance and exits from building.  
3. Restrict students in main corridors/hallways.  
4. Eliminate congregate classrooms – PE, Art, Music  
5. Post highly visible signs and mark communal and hallway spaces in 6ft increments.  
6. If possible, use flexible work sites (e.g. telework) and flexible work hours (e.g. staggered shifts) to help establish practices for social distancing. | 1. GCMS will begin the 19-20 school year following the recommendations for “yellow” phase regardless of the Governor’s county designation. We will determine movement to “green phase” actions on a month to month basis.  
2. Restrict and/or eliminate nonessential transitions.  
3. Use individual classroom entrances for all student entrance and exits from building.  
4. Restrict students in main corridors/hallways.  
5. Eliminate congregate classrooms – PE, Art, Music  
6. Post highly visible signs and mark communal and hallway spaces in 6ft increments. | Kathy Krueger, Director of Student Services  
Cheryl Marmer, Assistant Director of Education, elementary  
Claire Shallow, Assistant Director of Education, secondary  
Alison Mazur & Judy Kerkeslager, Team Leads | Schedules for classrooms and buildings.  
Signage for hallways, shared spaces.  
Procedures for entrance, exit, egress and transitional spaces. | Y |
<table>
<thead>
<tr>
<th>Requirements</th>
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<td></td>
<td><a href="#">7. If possible, use flexible work sites (e.g. telework) and flexible work hours (e.g. staggered shifts) to help establish practices for social distancing.</a></td>
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<tr>
<td>Staggering the use of the Health/Nurse offices</td>
<td>1. All students are assessed and supported in their designated classroom.</td>
<td>1. All students are assessed and supported in their designated classroom.</td>
<td>Beth Folino, RN, School Nurse Manager</td>
<td>Isolation room with PPE station, segregated beds with room dividers and sanitation procedures</td>
<td>Y</td>
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<td></td>
<td>2. Medication administration occurs in the student's assigned classroom.</td>
<td>2. Medication administration occurs in the student's assigned classroom.</td>
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<td></td>
<td>3. Nurses will wear and change PPE for each student and when exiting/entering each classroom.</td>
<td>3. Nurses will wear and change PPE for each student and when exiting/entering each classroom.</td>
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<td></td>
<td>4. An isolation room with a single bathroom is established to isolate any student suspected of symptoms associated with Covid-19.</td>
<td>4. An isolation room with a single bathroom is established to isolate any student suspected of symptoms associated with Covid-19.</td>
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<tr>
<td>Adjusting transportation schedules and practices to create social distance between students</td>
<td>1. Staggered district arrivals and singular bus on and off board within a 10-minute window.</td>
<td>1. GCMS will begin the 19-20 school year following the recommendations for “yellow” phase regardless of the Governor’s county designation. We will determine movement to “green phase” actions</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Schedules</td>
<td>Y</td>
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<td></td>
<td>2. Place markings on the sidewalks to adhere to six feet distancing.</td>
<td></td>
<td>Lisa Leuzzi, Facilities Director</td>
<td>Markings for sidewalks</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Cheryl Marmer, Assistant Director</td>
<td>Extra masks for vans, buses</td>
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<td>Action Steps under Green Phase</td>
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<td>3.</td>
<td>Follow the transportation guidelines of sending schools for cleaning buses, wearing masks/face shields and maintaining social distancing guidelines.</td>
<td>on a month to month basis.</td>
<td>of Education, elementary</td>
<td>Claire Shallow, Assistant Director of Education, secondary</td>
<td></td>
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<tr>
<td>4.</td>
<td>GCMS transportation coordinator will maintain communication with LEAs to ensure protocols are followed.</td>
<td>2. Continued staggered arrival but with increased vehicles and frequency of off boarding/on boarding.</td>
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<td></td>
<td>3. Place markings on the sidewalks to adhere to six feet distancing.</td>
<td>3. Place markings on the sidewalks to adhere to six feet distancing.</td>
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<td>4. Follow the transportation guidelines of sending schools for cleaning buses, wearing masks/face shields and maintaining social distancing guidelines.</td>
<td>4. Follow the transportation guidelines of sending schools for cleaning buses, wearing masks/face shields and maintaining social distancing guidelines.</td>
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<td>5. GCMS transportation coordinator will maintain communication with LEAs to ensure protocols are followed.</td>
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<td><strong>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</strong></td>
<td>1. Set up classroom spaces to include the number of students/staff allowable with 6-foot social distancing.</td>
<td>1. GCMS will begin the 19-20 school year following the recommendations for “yellow” phase regardless of the Governor’s county designation. We will determine movement to “green phase” actions on a month to month basis.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Classroom diagrams, Classroom PODS, Zoom for PE, Art, Music and SS.</td>
<td>Y</td>
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<tr>
<td></td>
<td>2. Added additional classrooms and furniture to facilitate distance requirements.</td>
<td>2. Set up classroom spaces to include the number of students/staff allowable with 6-foot social distancing.</td>
<td>Cheryl Marmer, Assistant Education Director</td>
<td></td>
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<td></td>
<td>3. Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff all day to the maximum extent feasible.</td>
<td>3. Added additional classrooms and furniture to facilitate distance requirements.</td>
<td>Claire Shallow, Assistant Education Director</td>
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<td></td>
<td>4. Eliminate or limit the mixing of groups of students and staff as feasible.</td>
<td>4. Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff all day to the maximum extent feasible.</td>
<td>Judy Kerkeslager &amp; Alison Mazur, Team Leads</td>
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<tr>
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<tr>
<td>Coordinating with local childcare regarding on site care, transportation</td>
<td>• Not Applicable at GCMS</td>
<td>• Not Applicable at GCMS</td>
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<td>protocol changes and, when possible, revised hours of operation or modified</td>
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<td>school-year calendars</td>
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<tr>
<td>Other social distancing and safety practices</td>
<td>1. Continual Professional</td>
<td>1. GCMS will begin the 19-20</td>
<td>Kathy Krueger, Director of</td>
<td>Relias learning management system</td>
<td>Y</td>
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<td></td>
<td>Development to reinforce learning</td>
<td>school year following the</td>
<td>Student Services</td>
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<td></td>
<td>and new practices.</td>
<td>recommendations for “yellow”</td>
<td>Cheryl Marmer, Assistant</td>
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<td>phase regardless of the</td>
<td>Education Director</td>
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<td></td>
<td>Governor’s county designation.</td>
<td>Claire Shallow, Assistant</td>
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<td>Education Director</td>
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<td></td>
<td>2. Frequent communication with</td>
<td></td>
<td>Judy Kerkeslager &amp; Alison</td>
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<td></td>
<td>student families on safety</td>
<td></td>
<td>Mazur, Team Leads</td>
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<td></td>
<td>practices and policies within</td>
<td></td>
<td>Beth Folino, RN, School Nurse</td>
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<td></td>
<td>the school to maintain a safe</td>
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<td>and healthy learning environment.</td>
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<td>3. Daily monitoring of safety</td>
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<td></td>
<td>concerns and practices.</td>
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<td></td>
<td>4. Daily monitoring of the health of student and staff</td>
<td>student families on safety practices and policies within the school to maintain a safe and healthy learning environment.</td>
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<td>5. Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront</td>
<td>4. Daily monitoring of safety concerns and practices.</td>
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<td>5. Daily monitoring of the health of student and staff</td>
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<td>6. Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront</td>
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</table>
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:

It will be communicated frequently of the need for students (with parent/guardian support) and staff to self-monitor every morning before school. Any student or adult with symptoms is required to remain home and contact a medical professional for clearance to attend school. Throughout the day, students or staff members showing COVID-19 related symptoms will be referred to the nurse, placed in an isolation space, evaluated and sent home if necessary. Nursing has developed policies for staff to remain home while isolating based on symptoms. Flexible attendance policies will be enacted to support students remaining home while isolating.

Building principals, district administration, and school nurses will confer on all COVID-19 suspected cases, and those individuals will be referred to the Chester County DOH for further guidance and response protocols. Established criteria for school return are outlined in the action steps of this section. In keeping with our standard protocol for reportable disease and infections (i.e., Measles, Pertussis, etc.), Human Resources will consult with the Chester County DOH and PA DOH before public notification occurs.
<table>
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<tr>
<td>* Monitoring students and staff for symptoms and history of exposure</td>
<td>1. Staff and students are required to adhere to all sign-in/sign-out procedures.</td>
<td>1. Staff and students are required to adhere to all sign-in/sign-out procedures.</td>
<td>Beth Folino, RN, School Nurse Manager</td>
<td>Monitoring equipment (temp. scanners)</td>
<td>Y</td>
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<tr>
<td></td>
<td>2. Students (parents) and Staff will conduct wellness checks prior to leaving their home each morning. If staff experience any symptoms, he/she is to remain home and contact GCMS per protocol.</td>
<td>2. Students (parents) and Staff will conduct wellness checks prior to leaving their home each morning. If staff experience any symptoms, he/she is to remain home and contact GCMS per protocol.</td>
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<td></td>
<td>3. Staff will complete monitoring upon arrival to GCMS.</td>
<td>3. Staff will complete monitoring upon arrival to GCMS.</td>
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<td>4. A backup staffing plan will be established and include a roster of trained/back up staff to use in the event employees are out sick.</td>
<td>4. A backup staffing plan will be established and include a roster of trained/back up staff to use in the event employees are out sick.</td>
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<td></td>
<td>5. All staff educated on how to identify signs and symptoms of COVID-19 and procedures for reporting suspected cases.</td>
<td>All staff educated on how to identify signs and symptoms of COVID-19 and procedures for reporting suspected cases.</td>
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<tr>
<td>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</td>
<td>1. Staff or students with COVID-19 symptoms or direct contact should stay home and notify their supervisor and/or school officials immediately.</td>
<td>1. Staff or students with COVID-19 symptoms or direct contact should stay home and notify their supervisor and/or school officials immediately.</td>
<td>Julie Alleman, CEO</td>
<td>Isolation Space</td>
<td>Y</td>
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<td>2. If symptoms occur in the building, or direct contact is learned while in the building, students will be isolated in an isolation room; staff will be immediately sent home.</td>
<td>2. If symptoms occur in the building, or direct contact is learned while in the building, students will be isolated in an isolation room; staff will be immediately sent home.</td>
<td>Sharon Jones, RN, Chief Clinical Officer</td>
<td>Decision tree to determine the level of symptoms warranting admittance to the isolation space and supervision of the isolation space.</td>
<td></td>
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<td></td>
<td>3. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.</td>
<td>3. Individuals who are sick should go home or to a healthcare facility depending on the severity of their symptoms.</td>
<td>Cathy Shappell, QA Director</td>
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<td></td>
<td>4. School nurses and other healthcare providers must wear full PPE for COVID precautions when supporting a student in the isolation room.</td>
<td>4. School nurses and other healthcare providers must wear full PPE for COVID precautions when supporting a student in the isolation room.</td>
<td>Beth Folino, School Nurse Manager</td>
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<td>5. Use established procedures for safely transporting anyone who is sick to their home. If calling an ambulance or bringing someone to the hospital, call first to alert them that the person may have COVID-19.</td>
<td>5. Use established procedures for safely transporting anyone who is sick to their home. If calling an ambulance or bringing someone to the hospital, call first to alert them that the person may have COVID-19.</td>
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<tr>
<td>6. If staff or student reports a history of exposure, he/she will be placed in isolation and sent home.</td>
<td>6. If staff or student reports a history of exposure, he/she will be placed in isolation and sent home.</td>
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<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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</tr>
<tr>
<td>* Returning isolated or quarantined staff, students, or visitors to school</td>
<td>1. Allow staff or students to return to school with a doctor’s note or a negative test result.</td>
<td>1. Allow staff or students to return to school with a doctor’s note or a negative test result.</td>
<td>Julie Alleman, CEO</td>
<td>Return to school decision tree</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>2. Follow published protocol for safely returning staff and students to school based on guidance from the Chester County Health Department.</td>
<td>2. Follow published protocol for safely returning staff and students to school based on guidance from the Chester County Health Department.</td>
<td>Sharon Jones, RN, Chief Clinical Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Implement flexible attendance policies that enable students to stay at home when they are sick, have been exposed, or are caring for someone sick.</td>
<td>3. Implement flexible attendance policies that enable students to stay at home when they are sick, have been exposed, or are caring for someone sick.</td>
<td>Cathy Shappell, QA Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Implement flexible teaching and therapy delivery for professional staff who can provide services remotely while in quarantine.</td>
<td>1. Implement flexible teaching and therapy delivery for professional staff who can provide services remotely while in quarantine.</td>
<td>Beth Folino, School Nurse Manager</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Sandi Montalvo, Human Resources Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notifying staff, families, and the public of school closures and within-school-</td>
<td>1. Communication protocol that outlines messaging strategy with families, staff, and school districts on any</td>
<td>1. Communication protocol that outlines messaging strategy with families, staff, and school districts on any</td>
<td>Julie Alleman, CEO</td>
<td>Communication Protocol</td>
<td>Y</td>
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<td></td>
<td></td>
<td></td>
<td>Kathy Krueger, Director of Student Services</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
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<tr>
<td>year changes in safety protocols</td>
<td>closures and / or changes in safety plan and established school protocols.</td>
<td>closures and / or changes in safety plan and established school protocols.</td>
<td>Jessie Robinson, Director of Development</td>
<td>Designated liaison to Chester County DOH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Activate the School Messenger system to quickly notify staff and families of school closures.</td>
<td>2. Activate the School Messenger system to quickly notify staff and families of school closures.</td>
<td></td>
<td>Designated Communication Roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Provide communications in English or native language.</td>
<td>3. Provide communications in English or native language.</td>
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<tr>
<td></td>
<td>5. Post announcements on the CADES / GCMS website and other forms of social media.</td>
<td>5. Post announcements on the CADES / GCMS website and other forms of social media.</td>
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<tr>
<td></td>
<td>6. Monitor district plans and coordinate/review school closings and operational procedures with member school districts.</td>
<td>6. Monitor district plans and coordinate/review school closings and operational procedures with member school districts.</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
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<td>PD Required (Y/N)</td>
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<tr>
<td>7.</td>
<td>Contact transportation and staffing providers to implement and coordinate prevention efforts.</td>
<td>7. Contact transportation and staffing providers to implement and coordinate prevention efforts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>In accordance with state and local requirements, notify local health department officials.</td>
<td>8. In accordance with state and local requirements, notify local health department officials.</td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>In the event of a school closure or within-school-year change in safety protocols, CADES will utilize all of its communication platforms to provide notification to staff, families, and the public.</td>
<td>9. In the event of a school closure or within-school-year change in safety protocols, CADES will utilize all of its communication platforms to provide notification to staff, families, and the public.</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
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<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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<tr>
<td>Other monitoring and screening practices</td>
<td>1. Follow the Chester County Department of Health, Center for Disease Control (CDC) and state department guidance, guidelines, recommendations, and protocols for operation in the yellow phase.</td>
<td>1. Follow the Chester County Department of Health, Center for Disease Control (CDC) and state department guidance, guidelines, recommendations, and protocols for operation in the yellow phase.</td>
<td>Julie Alleman, CEO</td>
<td>Julie Alleman, CEO, Sharon Jones, RN, Chief Clinical Officer, Kathy Krueger, Director of Student Services, Beth Folino, School Nurse Manager</td>
<td>Y/N</td>
</tr>
<tr>
<td></td>
<td>2. Establish procedures with partner agencies (such as ABA Today, Bayada, etc.), whose employees work at GCMS to verify wellness checks.</td>
<td>2. Establish procedures with partner agencies (such as ABA Today, Bayada, etc.), whose employees work at GCMS to verify wellness checks.</td>
<td>Sharon Jones, RN, Chief Clinical Officer</td>
<td>Kathy Krueger, Director of Student Services, Beth Folino, School Nurse Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Development of personal care protocols with regard to staff administering assistance to students for personal hygiene and feeding activities, including the use of PPE in order to protect staff and students.</td>
<td>Development of personal care protocols with regard to staff administering assistance to students for personal hygiene and feeding activities, including the use of PPE in order to protect staff and students.</td>
<td>Julie Alleman, CEO</td>
<td>Julie Alleman, CEO, Sharon Jones, RN, Chief Clinical Officer, Kathy Krueger, Director of Student Services, Beth Folino, School Nurse Manager</td>
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</tr>
</tbody>
</table>
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:

Per order of the Governor and the PA Department of Health on July 1, 2020, all staff, personnel, visitors, etc., are required to wear face masks and/or face shields while on school grounds. The only exceptions to this order are outlined in the guidance titled, “Universal Face Coverings Order FAQ.” District/Building personnel, in consultation with medical professionals, will work to develop individual student and staff plans for those at high risk.

Students with underlying medical conditions that warrant an alternative learning setting will be provided an opportunity to choose a 100% virtual educational program option. This program will be developed and taught by teachers and paraprofessionals employed by CADES.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Protecting students and staff at higher risk for severe illness</td>
<td>1. Offer options to students with high risk of severe illness including distance learning model or return to school for in person learning only as advised by personal doctor.</td>
<td>1. Offer options to students with high risk of severe illness including distance learning model or return to school for in person learning only as advised by personal doctor.</td>
<td>Cindi Clark, COO</td>
<td>Procedure for offering alternative learning and / or transportation models</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>2. Students with higher risk for severe illness use of own equipment, materials, and educational supplies at all times.</td>
<td>2. Students with higher risk for severe illness use of own equipment, materials, and educational supplies at all times.</td>
<td>Sharon Jones, RN, Chief Clinical Officer</td>
<td>HIPPA training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Maintain policies to protect the privacy of people at higher risk of illness.</td>
<td>3. Maintain policies to protect the privacy of people at higher risk of illness.</td>
<td>Cathy Shappell, QA Director</td>
<td>PPE / PPE stations</td>
<td></td>
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<tr>
<td></td>
<td>4. All staff will be provided all necessary PPE supplies.</td>
<td>4. All staff will be provided all necessary PPE supplies.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Consider optional methods for transportation to school</td>
<td>5. Consider optional methods for transportation to school</td>
<td>Beth Folino, School Nurse Manager</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
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</tr>
<tr>
<td>* Use of face coverings (masks or face shields) by all staff</td>
<td>1. All staff will wear masks unless it is unsafe for them to do so.</td>
<td>1. All staff will wear masks unless it is unsafe for them to do so.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>PPE</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>2. Staff should wear appropriate PPE based on specific interactions they are having with students.</td>
<td>2. Staff should wear appropriate PPE based on specific interactions they are having with students.</td>
<td>Cheryl Marmer, Assistant Education Director</td>
<td>PPE donning and doffing training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Staff must wear appropriate PPE in care areas of suspected individuals with COVID symptoms.</td>
<td>3. Staff must wear appropriate PPE in care areas of suspected individuals with COVID symptoms.</td>
<td>Claire Shallow, Assistant Education Director</td>
<td>PPE stations and cleaning procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Disposable face masks, re-usable face shields, washable gowns, disposable gloves and N-95 or KN-95 masks will be provided by CADES.</td>
<td>4. Disposable face masks, re-usable face shields, washable gowns, disposable gloves and N-95 or KN-95 masks will be provided by CADES.</td>
<td>Judy Kerkeslager &amp; Alison Mazur, Team Leads</td>
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<td></td>
<td>Beth Folino, RN, School Nurse Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Use of face coverings (masks or face shields) by older students (as appropriate)</td>
<td>1. All GCMS students will be assessed regarding their ability to wear a mask, place the mask on and take it off independently, as well as assess the physical, emotional and psychological well-</td>
<td>1. All GCMS students will be assessed regarding their ability to wear a mask, place the mask on and take it off independently, as well as assess the physical, emotional and psychological well-</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>PPE</td>
<td>Y</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cheryl Marmer, Assistant Education Director</td>
<td>PPE training and reinforcement strategies for students</td>
<td></td>
</tr>
</tbody>
</table>

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Kathy Krueger, Director of Student Services
Cheryl Marmer, Assistant Education Director
Claire Shallow, Assistant Education Director
Judy Kerkeslager & Alison Mazur, Team Leads
Beth Folino, RN, School Nurse Manager
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
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<th>PD Required (Y/N)</th>
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<tbody>
<tr>
<td></td>
<td>being of the student when they return to school.</td>
<td>being of the student when they return to school.</td>
<td>Claire Shallow, Assistant Education Director</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Teach and reinforce the use of masks/face shields for all students.</td>
<td>Teach and reinforce the use of masks/face shields for all students.</td>
<td>Judy Kerkeslager &amp; Alison Mazur, Team Leads</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>All students, who do not meet one of the exceptions for wearing masks as per the Governor’s orders, are required to wear masks/face shields. Students of cognitive ability and mobility that can independently take off masks without assistance will be highly encouraged to wear a mask all day, even if the Governor’s orders are lifted.</td>
<td>All students, who do not meet one of the exceptions for wearing masks as per the Governor’s orders, are required to wear masks/face shields. Students of cognitive ability and mobility that can independently take off masks without assistance will be highly encouraged to wear a mask all day, even if the Governor’s orders are lifted.</td>
<td>Beth Folino, RN, School Nurse Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students may choose to wear clean, personal masks.</td>
<td>Students may choose to wear clean, personal masks.</td>
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</tr>
<tr>
<td>5.</td>
<td>Disposable face masks will be provided by CADES for students that don’t have one.</td>
<td>Disposable face masks will be provided by CADES for students that don’t have one.</td>
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<tr>
<td>Requirements</td>
<td>Action Steps under Yellow Phase</td>
<td>Action Steps under Green Phase</td>
<td>Lead Individual and Position</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>PD Required (Y/N)</td>
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</table>
| **Unique safety protocols for students with complex needs or other vulnerable individuals** | 1. Students with medical needs or disability should not wear PPE if it would interfere with their ability to breathe.  
2. Teach students how to properly put on and remove masks/face shields.  
3. Dispose or clean PPE immediately after physical intervention.  
4. Staff should have a change of clothes available in case of possible contamination.  
5. School health professionals should work with primary care providers to identify alternatives to certain treatments.  
6. Use of masks with clear window to | 1. Students with medical needs or disability should not wear PPE if it would interfere with their ability to breathe.  
2. Teach students how to properly put on and remove masks/face shields.  
3. Dispose or clean PPE immediately after physical intervention.  
4. Staff should have a change of clothes available in case of possible contamination.  
5. School health professionals should work with primary care providers to identify alternatives to certain treatments.  
6. Use of masks with clear window to | Cindi Clark, COO  
Sharon Jones, RN, Chief Clinical Officer  
Cathy Shappell, QA Director  
Kathy Krueger, Director of Student Services  
Beth Folino, School Nurse Manager | PPE  
Individual safety plans within IEP | Y |
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic deployment of staff</strong></td>
<td>show the mouth and facial expression of the speaker.</td>
<td>show the mouth and facial expression of the speaker.</td>
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<td></td>
<td>7. Provide all specific health modifications as outlined in the IEP.</td>
<td>7. Provide all specific health modifications as outlined in the IEP.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Staff will be cross-trained to support an assigned “pod” of classrooms.</td>
<td>Staff will be cross-trained to support an assigned “pod” of classrooms.</td>
<td>Kathy Krueger, Director of Student Services</td>
<td>Protocol for staff deployment</td>
<td>Y</td>
</tr>
<tr>
<td>2.</td>
<td>For vacancies, properly trained substitutes will be assigned to familiar classrooms.</td>
<td>For vacancies, properly trained substitutes will be assigned to familiar classrooms.</td>
<td>Cheryl Marmer, Assistant Education Director</td>
<td>IEP cross-training procedures and professional development</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Program administrators will ensure that staff are maintaining safety protocols and social distancing.</td>
<td>Program administrators will ensure that staff are maintaining safety protocols and social distancing.</td>
<td>Claire Shallow, Assistant Education Director</td>
<td>Relias Learning Management System</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Staggered re-opening of the school designed to slowly bring students back into the building.</td>
<td>Staggered re-opening of the school designed to slowly bring students back into the building.</td>
<td>Judy Kerkeslager &amp; Alison Mazur, Team Leads</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Audience</th>
<th>Lead Person and Position</th>
<th>Session Format</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVID-19 Prevention: Center for Disease Control and Prevention Trainings: Symptoms of Coronavirus; Use of Face Coverings; Social Distancing; What to Do If You Are Sick</td>
<td>All staff, all students (where applicable), essential contractors, visitors, volunteers, families</td>
<td>Julie Alleman, CEO Danielle Marigliano, PD Coordinator</td>
<td>Videos, modeling, coaching</td>
<td>Videos, posters</td>
<td>August 24, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Trauma &amp; COVID 19</td>
<td>All staff</td>
<td>Steve Wagner, Chief Learning Officer</td>
<td>Videos</td>
<td>Videos, handouts</td>
<td>August 24, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Phased Reopening Plan &amp; Health and Safety Plan</td>
<td>All staff, students, essential contractors &amp; families</td>
<td>Julie Alleman, CEO Danielle Marigliano, PD Coordinator</td>
<td>Relias (staff), mailed home &amp; posted on website</td>
<td>Completed plan</td>
<td>July 31, 2020</td>
<td>Ongoing review</td>
</tr>
<tr>
<td>Topic</td>
<td>Audience</td>
<td>Lead Person and Position</td>
<td>Session Format</td>
<td>Materials, Resources, and or Supports Needed</td>
<td>Start Date</td>
<td>Completion Date</td>
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</tr>
<tr>
<td>Handwashing / Hygiene demonstrations / PPE demonstrations</td>
<td>All staff, all students (where applicable), essential contractors, visitors, volunteers, families</td>
<td>Danielle Marigliano, PD Coordinator Beth Folino, School Nurse Manager</td>
<td>Videos, modeling, coaching</td>
<td>Videos, posters</td>
<td>August 24, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Infection Control Cleaning Procedures</td>
<td>All staff and essential contractors</td>
<td>Lisa Leuzzi, Director of Facilities</td>
<td>Videos, handouts</td>
<td>Videos, fliers</td>
<td>August 24, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Training of the Proper Use of Face Masks for Students</td>
<td>All staff and families</td>
<td>Cindi Clark, COO</td>
<td>Assessment Videos, modeling, coaching</td>
<td>Assessment results Training plan</td>
<td>September 8, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Communication about Staff/Student Illness and Plan for Opening/ Closing School</td>
<td>All staff, essential contractors, visitors, volunteers and families</td>
<td>Julie Alleman, CEO Danielle Marigliano, PD Coordinator</td>
<td>Relias (staff), mailed home &amp; posted on website</td>
<td>Completed plan</td>
<td>July 31, 2020</td>
<td>Ongoing review</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Audience</th>
<th>Lead Person and Position</th>
<th>Mode of Communications</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process for symptom screening/monitoring</td>
<td>Parents/guardians, employees, essential contractors, visitors and volunteers</td>
<td>Kathy Krueger, Director of Student Services Julie Alleman, CEO Beth Folino, RN</td>
<td>Email, letters home, letters to vendors, posting on Relias</td>
<td>July 17, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Hygiene guidelines / PPE information</td>
<td>Parents/guardians, employees, essential contractors, visitors and volunteers</td>
<td>Kathy Krueger, Director of Student Services Julie Alleman, CEO Beth Folino, RN</td>
<td>Email, letters home, letters to vendors, posting on Relias</td>
<td>July 17, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Plan for Social Distancing</td>
<td>Parents/guardians, employees, essential contractors, visitors and volunteers</td>
<td>Kathy Krueger, Director of Student Services Julie Alleman, CEO Beth Folino, RN</td>
<td>Email, letters home, letters to vendors, posting on Relias</td>
<td>July 17, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Process for cleaning/sanitizing</td>
<td>Parents/guardians, employees, essential contractors, visitors and volunteers</td>
<td>Kathy Krueger, Director of Student Services Julie Alleman, CEO Beth Folino, RN</td>
<td>Email, letters home, letters to vendors, posting on Relias</td>
<td>July 17, 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Staff/Student Illness and Plan for Opening/ Closing School</td>
<td>Parents/guardians, employees, essential contractors, visitors and volunteers</td>
<td>Kathy Krueger, Director of Student Services Julie Alleman, CEO Beth Folino, RN</td>
<td>Email, letters home, letters to vendors, posting on Relias</td>
<td>August 10, 2020</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Health and Safety Plan Summary: CADES

Anticipated Launch Date: September 1, 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

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Strategies, Policies and Procedures</th>
</tr>
</thead>
</table>
| * Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | • GCMS contracted custodial staff have conducted a deep cleaning and sanitization of all GCMS facilities following the guidelines of the Center for Disease Control (CDC) and Chester County Health Department.  
  • Our cleaning supplies meet or exceed OSHA and CDC requirements.  
  • Deep cleaning and sanitation procedures along with the increased/additional cleaning of high touch points and bathrooms will be implemented in accordance with facility usage and will occur daily.  
  • In addition to the daily cleaning, custodial staff will sweep the building routinely and disinfect high touch areas. Teachers, staff and/or students will use disinfectant wipes to clean desk and tabletops.  
  • Custodial staff have completed training relative to COVID-19, mitigating infection and proper cleaning procedures. Teachers and staff will review the GCMS Phased Reopening Plan and be informed about daily disinfection procedures.  
  • Filters have been upgraded to MERV 13 and will be changed on ventilation units monthly and daily monitoring of ventilation |
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<tbody>
<tr>
<td>Systems will be observed to ensure the proper exchange of outside air is present to provide fresh and adequate air to students and staff. Restrooms will be disinfected throughout the day by staff.</td>
<td></td>
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</tbody>
</table>

**Social Distancing and Other Safety Protocols**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
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</thead>
<tbody>
<tr>
<td>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</td>
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<tr>
<td>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</td>
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<tr>
<td>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</td>
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<tr>
<td>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</td>
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<tr>
<td>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</td>
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<tr>
<td>Limiting the sharing of materials among students</td>
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<tr>
<td>Staggering the use of communal spaces and hallways</td>
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</tr>
<tr>
<td>Adjusting transportation schedules and practices to create social distance between students</td>
<td>• Classrooms will be arranged with all desks facing the same direction maintaining six feet of distance between students to the maximum extent possible.</td>
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<tr>
<td></td>
<td>• The same students and staff will be grouped together as much as possible throughout the day. If a change of teacher/staff is necessary, the teachers/staff will move to the different classroom rather than the students, minimizing the number of people moving throughout the building.</td>
</tr>
<tr>
<td></td>
<td>• All buildings/programs will follow the GCMS COVID-19 Phased Reopening Procedures. This plan utilizes the guidance of the CDC and the Chester County Health Department.</td>
</tr>
<tr>
<td></td>
<td>• Students will be able to access the school yard and playground for recess. Adult supervision will ensure that all safety protocols are followed. If appropriate, outdoor space may be utilized for instructional purposes. Cleaning, disinfecting and sanitizing procedures will be completed after use.</td>
</tr>
<tr>
<td></td>
<td>• All staff and students will follow hygiene routines upon entry into the building, when using the restroom, before/after eating, before/after using outdoor spaces and when exiting the building and after touching contaminated surfaces/items. Staff will teach proper hand washing routines as well as proper use of hand sanitizer.</td>
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<tr>
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<tr>
<td>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</td>
<td>• Transportation will be staggered to allow students to safely exit the vehicle and enter the building using proper social distancing. The same procedure will be utilized when students leave the school for the day.</td>
</tr>
<tr>
<td>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</td>
<td>• Staff and students will wash or sanitize hands before and after recess, lunches. Hand sanitizing dispensers will be placed throughout the buildings and in classrooms.</td>
</tr>
<tr>
<td>Other social distancing and safety practices</td>
<td>• Shared materials will be reduced to the greatest extent feasible with students encouraged to bring personal materials as much as possible.</td>
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<tr>
<td></td>
<td>• Hallway usage will be structured to reduce student interactions and increase distancing. Students without masks will not transition in hallways.</td>
</tr>
<tr>
<td></td>
<td>• Classrooms seating arrangements will be designed to the maximum point feasible to ensure social distancing.</td>
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<tr>
<td></td>
<td>• Visitors to the building will be discouraged or if necessary, limited. Alternatively, the use of videoconferencing has proven successful and will continue during the initial reopening period to allow relevant stakeholders “access” to the building.</td>
</tr>
<tr>
<td></td>
<td>• Our buildings/programs service a wide range of students with special needs. All staff will be required to follow social distancing and safety protocols and support students with following the guidelines as well. All students with age level cognition and the mobility to don and take off a personal mask without assistance will be required to wear a mask and to follow all safety protocols. Students with limited mobility, medical conditions and/or social/emotional/behavior challenges that will make wearing a mask challenging will not be required to do so.</td>
</tr>
<tr>
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<tr>
<td>• On the first staff day, the building/program administration will review all safety protocols. Building/program administration will continue to monitor consistent implementation and provide retraining as necessary</td>
<td></td>
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</table>

**Monitoring Student and Staff Health**

<table>
<thead>
<tr>
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<tr>
<td>* Monitoring students and staff for symptoms and history of exposure</td>
<td>• All staff will complete the self-screening tool that reviews COVID-19 symptoms and other risk factors at home each morning prior to leaving for work. Any symptoms will be reported to supervisors. All parents of students will be asked to complete the screening each morning. If symptoms exist, the student should remain at home.</td>
</tr>
<tr>
<td>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</td>
<td>• Staff will self-report from home prior to leaving for work, daily. Parents will complete the health screening daily each morning and keep any child with symptoms home. If symptoms exist, staff or students will remain at home and contact the appropriate administrator.</td>
</tr>
<tr>
<td>* Returning isolated or quarantined staff, students, or visitors to school</td>
<td>• Students capable of responding will be asked the health screening questions upon entry into the building and will be sent to the quarantine room if symptoms are present.</td>
</tr>
<tr>
<td>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</td>
<td>• Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick. Staff or students with a probable or confirmed exposure will be sent to the isolation room or home.</td>
</tr>
<tr>
<td></td>
<td>• The school nurse, in consultation with building/program administration, will direct staff or students to their healthcare provider or Chester County Health Department for decisions regarding quarantine.</td>
</tr>
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<tr>
<td>• Staff or students will be allowed to return to the building/program with a doctor’s note or a negative test result. Staff who are unable or uncomfortable with returning will be asked to work with their supervisor and Human Resources team to determine eligibility for leave and/or accommodations.</td>
<td></td>
</tr>
<tr>
<td>• Students and parents, in coordination with their health care professional and with regard to Chester County Health Department guidelines, will determine if the students are able to return.</td>
<td></td>
</tr>
<tr>
<td>• Families will be notified of the need for potential school closures through the School Messenger system. This system calls, emails and texts information to parents/guardians. Information will also be posted on the website and social media outlets.</td>
<td></td>
</tr>
<tr>
<td>• All staff working directly with students will be trained to monitor students for symptoms. Adults will be expected to monitor their own symptoms and report concerns to the school nurse or building/program administrator. Training will occur prior to the return to the building/program and will be reinforced by the administrators and nurse at an in-person meeting on the first day the staff member returns to work. Administrators will monitor the staff and provide on-going training as deemed necessary.</td>
<td></td>
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</table>

**Other Considerations for Students and Staff**

<table>
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<tr>
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<tbody>
<tr>
<td>* Protecting students and staff at higher risk for severe illness</td>
<td>• All staff will wear masks/face shields unless it is unsafe for them to do so. Staff should wear appropriate PPE based on specific interactions they are having with students. All students, who do not meet one of the exceptions for wearing masks as per</td>
</tr>
<tr>
<td>* Use of face coverings (masks or face shields) by all staff</td>
<td></td>
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</tbody>
</table>


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</thead>
<tbody>
<tr>
<td>* Use of face coverings (masks or face shields) by older students (as appropriate)</td>
<td>the Governor’s orders, are required to wear masks/face shields. Training/guidance will be provided.</td>
</tr>
<tr>
<td>* Unique safety protocols for students with complex needs or other vulnerable individuals</td>
<td>• The GCMS COVID-19 Phased Reopening Plan provides staff and students with confidentiality in the event that they are high risk. The plan addresses options for students and staff to limit their risk of exposure such as working from home, virtual learning for students and limit job responsibilities that require face-to-face interaction/exposure.</td>
</tr>
<tr>
<td>* Strategic deployment of staff</td>
<td>• Building substitutes are GCMS employees. These teachers and instructional aides are familiar with our students and programming. These individuals will complete the same training protocols as regular staff. Administration will provide oversite and guidance.</td>
</tr>
<tr>
<td></td>
<td>• GCMS has a full array of instructional, skilled nursing, behavioral, and therapeutic staff to address the needs of our students and families. Teachers, instructional aides, behavior staff and nurses are available to address concerns related to COVID-19 and the return to school.</td>
</tr>
</tbody>
</table>
Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for CADES reviewed and approved the Phased School Reopening Health and Safety Plan on TBD – August Date

The plan was approved by a vote of:

_____ Yes
_____ No

Affirmed on: TBD: (INSERT DATE: MONTH, DAY, YEAR)

By:

________________________________________
(Signature* of Board President)

________________________________________
(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.