



Phased School Reopening Health and Safety Plan Template

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

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

Table of Contents

Health and Safety Plan: The School District of Philadelphia	5
Type of Reopening	6
Pandemic Coordinator/Team	8
Key Strategies, Policies, and Procedures	11
Cleaning, Sanitizing, Disinfecting, and Ventilation	13
Social Distancing and Other Safety Protocols	15
Monitoring Student and Staff Health	25
Other Considerations for Students and Staff	31
Health and Safety Plan Professional Development	39
Health and Safety Plan Communications	42
Health and Safety Plan Summary: The School District of Philadelphia	44
Facilities Cleaning, Sanitizing, Disinfecting and Ventilation	44
Social Distancing and Other Safety Protocols	45
Monitoring Student and Staff Health	47
Other Considerations for Students and Staff	48
Appendix: Education Leading to Employment and Career Training (ELECT)	49
Health and Safety Plan Governing Body Affirmation Statement	60

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: **The School District of Philadelphia**

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?

Summary of Responses to Key Questions:

The reopening decisions we must make due to COVID-19 are difficult ones with no obvious answers for how to account for the many, and often competing, needs of our students, staff and families. We must thoughtfully weigh the information from health experts about the pandemic with our fundamental responsibility to meet the many educational needs of our students while supporting everyone's safety and well-being. As a District, we will continue to listen and carefully consider input and perspectives in that decision making from multiple stakeholder groups including staff, students, families and partners.

The current plan may change, maybe even many times before and after the new school year begins, based on guidance we receive from local, state and federal health guidelines concerning the appropriate response to the virus. We will remain in daily contact with our health agency partners to stay informed of the latest updates. We will also continually receive and analyze data and feedback to make the most informed decisions and provide routine updates to our District community. We will continue to share our plans and any revisions to the plans that need to be made based on guidance from the health department. Once reopened, guidance regarding the closure or dismissal of a classroom, school and/or other District facility due to COVID-19 will be provided by Philadelphia Department of Public Health.

Various committees were developed to inform our reopening plans including the learning models to be considered. Stakeholders (parents, community members, unions, teachers, school leaders, central office staff) provided feedback while attending the committee meetings, town hall meetings and responded to the district's reopening surveys. We considered three models of instruction: (1) In-Person defined as instructional interaction that occurs "in person and in "real time" between teachers and students or among colleagues and peers; (2) Digital Learning defined as 100% of student instruction and engagement through digital learning

from home, with their regularly assigned teachers. Students and families may continue to receive school-level virtual services and support, implemented by the staff at the student's school; and (3) Hybrid (Blended) Learning defined as a combination of In-Person Learning and Digital Learning.

The Reopening Plan was released to the Philadelphia Community via a press release and then published in the school district website. Central Office staff participated in a number of interviews with the media to also communicate the plan via television, radio and social media. We have held and will continue to hold virtual town hall meetings for various stakeholder groups led by representatives from the various offices.

The District is currently planning to start the school year with all students in digital learning, and phasing into a hybrid model. The phase-in approach allows the District to return students and staff safely to school in various types of learning, inclusive of staggered student population groups beginning in-person while other groups may continue with digital learning.

As noted, the phased-in approach would prioritize certain student groups who would return to school buildings first for in-person classes, while other students continue with digital learning; and ultimately when it is safe, all students would come into the school building at the same time as usual with measures in place to limit students interacting with each other in the school building. Student groups identified for returning to in-person learning in the first phases will be based on students with specific instructional needs and data. A phase-in approach which brings students back for in-person learning as health and safety allows, addresses many of the concerns shared by students, parents and families, and school staff. As previously stated, these stakeholders have been engaged over the past several weeks via surveys, town halls and public comment on the initial District reopening plan.

Prior to students starting this school year, school staff will virtually participate in intensive professional development focused on core areas: Social Emotional (Community and Relationships, Adult Wellness; Student Supports for Mental Health; Social Emotional Learning and Anti Racism); Academic Screening and Diagnostics; and Teaching and Learning.

The instructional Design model will focus on standards-aligned instruction to ensure students demonstrate mastery of grade level outcomes. There will be an intentional focus on priority Common Core Standards while connecting prior learning and current learning. As student achievement is a fundamental priority, we will ensure equity and access to quality grade-level instruction for all students with the accommodations and/or modifications provided to students with diverse learning needs. We will engage students to apply key learning concepts to reach a deeper understanding of content and regularly monitor student progress to offer targeted intervention tailored to students needs.

The goal of the teaching and learning component and professional development plan is to support leaders and teachers in implementing the instructional design model inclusive of instructional design, academic supports and academic expectations for the 2020-2021 school year. We will plan and deliver professional development for staff aligned to successful remote learning conditions for students. These conditions include redesigning instructional time; balancing synchronous and asynchronous learning, and defining expectations with a focus on quantity and quality of learner participation.

Following the August 2020 staff professional development, the plan is to continue professional learning for school staff throughout the year. Professional development will be adjusted as multiple sources of data sets are reviewed and analyzed at the School, Network (defined as the organizational structures by which schools are grouped within the District), and District levels.

School schedules will be constructed for all teachers to provide direct-grade level instruction with the appropriate accommodations and/or modifications provided to students with diverse learning needs as necessary in modalities that will engage students in a 100% digital environment or hybrid school environment. The District will outline the expectations through the Year-At-A Glance and Quarters-At-A-Glance academic resources.

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): Monday, November 23, 2020

Pandemic Coordinator/Team

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

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Karyn Lynch	Administration	Pandemic Coordinator--Chief, Student Support Services
Barbara Klock, M.D.	Administration	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team--Medical Officer

Alicia Prince	Administration	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team--Acting, Chief of Facilities Management and Capital Programs
Kevin Bethel	Administration	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team--Chief of School Safety
Larisa Shambaugh	Administration	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team--Chief Talent Officer
Danielle Floyd	Administration	Health and Safety Plan Development and Response Team--Interim General Manager of Transportation
Dr. Malika Savoy-Brooks	Administration	Health and Safety Plan Development--Chief of Academic Support
Dr. Evelyn Nunez	Administration	Health and Safety Plan Development and Response Team--Chief of Schools
Dr. Karen Kolsky	Administration	Health and Safety Plan Development and Response Team--Deputy Chief, School Operations
Michael Farrell	Administration	Health and Safety Plan Development; Deputy Chief, Leadership Development
Amelia Coleman-Brown	Assistant Superintendent	Health and Safety Plan Development
Randi Davila	Assistant Superintendent	Health and Safety Plan Development
Christina Grant	Administration	Health and Safety Plan Development; Chief of Charter Schools and Innovation
Kim Newman	Assistant Superintendent	Health and Safety Plan Development
Dr. Noah Tennant	Assistant Superintendent	Health and Safety Plan Development
Natalie Catin St. Louis	Principal	Health and Safety Plan Development
Sherin Philip	Principal	Health and Safety Plan Development
Dr. Tom Szczesny	Principal	Health and Safety Plan Development

Amy Williams	Principal	Health and Safety Plan Development
Darnell Deans	Director	Health and Safety Plan Development
Lynn Rauch	Administration	Health and Safety Plan Development and Response Team--General Counsel
Uri Monson	Administration	Health and Safety Plan Development--Chief Financial Officer
Kathryn Block	Administration	Health and Safety Plan Development--Chief of Communications and External Relations
Jenna Monley	Administration	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team--Deputy, Family Engagement and Student Health Services
Shannon Smith	School Health Coordinator	Health and Safety Plan Development and Response Team; and Pandemic Crisis Response Team
Wayne Grasela	Administration	Health and Safety Plan Development and Response Team--Senior Vice President of Food Services
Lisa Norton	Administration	Health and Safety Plan Development and Response Team--Manager of Food Service Operations
Douglas Compton	Administration	Health and Safety Plan Development and Response Team-- Director of Scheduling and Routing
Hellena Berrios	Parent	Health and Safety Plan Development
Maggie Li	Parent	Health and Safety Plan Development
Elizabeth Hernandez	Parent	Health and Safety Plan Development
Stacey Kallam	Philadelphia Department of Public Health	Health and Safety Plan Development
Susan Coffin	Children's Hospital of Philadelphia / Philadelphia Department of Public Health	Health and Safety Plan Development

Jeff Scott	Facilities Trainer	Health and Safety Plan Development
Paul Bonewicz	Director of Maintenance	Health and Safety Plan Development
Rahshene Davis-Bowie	Assistant Superintendent	Health and Safety Plan Development
Dr. Ryan Scallon	Assistant Superintendent	Health and Safety Plan Development
Dr. Cheryl A. Proctor	Assistant Superintendent	Health and Safety Plan Development
Sean Conley	Assistant Superintendent	Health and Safety Plan Development
Tisha Douglas	Principal	Health and Safety Plan Development
Marisol Rodriguez	Principal	Health and Safety Plan Development
John Spencer	Principal	Health and Safety Plan Development
Kahlila Lee	Principal	Health and Safety Plan Development
Joann Beaver	Principal	Health and Safety Plan Development
April Brown	Principal	Health and Safety Plan Development
James Lynch	Administrator	Health and Safety Plan Development--Executive Director Division of Athletics
ShaVon Savage	Administrator	Health and Safety Plan Development--Deputy, Specialized Services
Terri Rita	Administrator	Health and Safety Plan Development--Deputy Chief of Talent Acquisition
Meredith Mehra	Administrator	Health and Safety Plan Development--Deputy, Teaching and Learning
Jennifer Pitt	Administrator	Health and Safety Plan Development--Director, Pregnant and Parenting Students
Craig Johnson	Administrator	Health and Safety Plan Development-- Assistant Director, Office of School Safety

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 U key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

Summary of Responses to Key Questions:

Before safely welcoming back staff and students into District buildings, we will ensure buildings are clean and the protocols outlined below are communicated and well understood by all stakeholders during professional development trainings. A cleaning protocol has been outlined, which describes the frequency in which each surface should be cleaned, sanitized, and disinfected. All daily cleaning in buildings will be followed with disinfecting high touch areas, such as door knobs, and use of electrostatic backpack sprayers to capture all areas. High Touch areas will be cleaned several times per day. Hand sanitizing stations will be added throughout the District, especially around restrooms. Ventilation systems will be monitored and efforts will be made to increase circulation of outdoor air, when possible, using windows, doors and/or fans. EPA registered cleaning supplies will continue to be secured through approved District vendors.

Water fountain bubble heads will be disconnected and only bottle filling stations will be used. Staff and students will be responsible for wiping down work space surfaces several times per day.

All custodial staff will be trained in how to properly use disinfecting supplies and materials and on increased cleaning frequencies. Training will occur through both virtually and in-person to ensure preparedness.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>Use of PPE required (masks, gloves, face-shields - where applicable)</p> <p>Social Distancing and Hygiene practices required</p> <p>District will follow the CDC Guidance for cleaning and Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect frequently touched surfaces and objects (High Touch) within the school at least every four hours, including door handles and sink handles.</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible.</p> <p>Implement ventilation plan by building type (HVAC, A/C unit, no A/C)</p> <p>All school buses, vans, and sedan/cabs receive detailed</p>	<p>Use of PPE required (masks, gloves, face-shields - where applicable)</p> <p>Social Distancing and Hygiene practices required</p> <p>District will follow the CDC Guidance for cleaning and Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect frequently touched surfaces and objects (High Touch) within the school at least every four hours, including door handles and sink handles.</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible</p> <p>Implement ventilation plan by building type (HVAC, A/C unit, no A/C)</p> <p>Schedules will be modified to include time to wipe down and</p>	<p>Alicia Prince, Acting Chief of Facilities and Capital Programs</p>	<p>Personal Protective Equipment (PPE)</p> <p>CDC Website</p> <p>COVID-19 Cleaning Addendum</p> <p>COVID-19 Cleaning Frequency Chart</p> <p>High Touch Cleaning Sign-Off Sheet</p>	<p>Yes</p>

	cleaning, with emphasis on high touch areas such as handrails and the tops of seats. EPA approved spray disinfectant applied at the completion of detailed cleaning. Seatbelts and car seats pulled out for cleaning.	sanitize high touch surfaces (window, top of seats, handrail, door handles) in between each run in the mornings and afternoons. A deep clean and spray of a disinfecting solution will be completed on fully digital days.			
Other cleaning, sanitizing, disinfecting, and ventilation practices	Use of Electrostatic Sprayer and Disinfectant Classrooms and common areas will be ventilated with additional circulation of outdoor air, when possible, using windows, doors and/or fans.	Use of Electrostatic Sprayer and Disinfectant Classrooms and common areas will be ventilated with additional circulation of outdoor air, when possible, using windows, doors and/or fans.	Alicia Prince, Acting Chief of Facilities and Capital Programs	Roving Crew Electrostatic Sprayers	Yes

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 schoolbuilding?
- 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 graderanges?
- 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:

Daily School Operations

As noted, we considered three models of instruction: (1) In-Person defined as- instructional interaction that occurs “in person and in “real time” between teachers and students or among colleagues and peers; (2) Digital Learning defined as- student instruction engagement through digital learning from home and (3) Hybrid Learning defined as- A combination of In-Person Learning and Digital Learning.

For the In-Person and Hybrid models, the District has thought through school operations across four areas: going to school, entering school, being in school and leaving the school; and has established guidance and protocols for schools. Each school will then develop its own specific plan across these four areas and include specific systems, processes and procedures so that school leaders can provide conditions for students’ academic success while adhering to the District’s rules based on federal, state and local guidelines. As mentioned previously, the District is planning to phase-in to the Hybrid Model, which allows the District to return students and staff safely to school in various types of learning, inclusive of staggered student population groups beginning in-person while other groups may continue with digital learning.

Student health and wellness is a priority for school reopening. Classroom learning spaces will be organized to mitigate spread by adhering to the requirements provided by the health and safety team. This will include layouts of desks, tables and chairs and other items to promote social distancing in classrooms and common areas to maintain six feet of social distancing. When feasible, the maximum number of individuals, including students, staff and teachers allowed in the same classroom will not exceed 25. Schools will prioritize plexiglass barriers for classrooms that have the most students or for classrooms without sufficient space for desks to be six feet apart.

Students will also be organized into cohorts to the maximum extent feasible. A cohort is defined as, the same group of students who stay in the same classroom throughout the day with the same teacher, and do not mix with other students to the extent feasible. Increasing the physical distance between individuals can also reduce the risk of transmission so the requirements outlined in the table of action steps below. Non-essential visitors and volunteers will be restricted from entering District buildings.

There will be a system for routine use of handwashing stations and/or hand sanitizer applications for students.

Students receiving transportation will be required to adhere to the District's health and safety rules including mask wearing, assigned seats, revised procedures for loading and unloading and enhancing clearing protocols.

Common spaces and the use of outdoor spaces will also adhere to the social distancing guidelines. Signage, floor and wall decals and colored tape will be installed in school buildings to remind students and staff of the requirement to maintain six feet social distancing, with cues for traffic flow through building entrances, exits and other common areas. Outdoor spaces, when possible will be utilized to also help maintain social distancing and minimize the number of students in a classroom.

Prior to the school year opening, there will be in-depth professional learning for all school staff in the health and safety measures and protocols, particularly in healthy hygiene practices. There will be on-going follow up sessions throughout the year.

As we think about the day to day school operation for recovery and reentry, the framework for our approach is grounded in students' well-being and safety with a high level of care. At the school level, specific systems, processes and procedures will be developed, so that school leaders will be able to provide the optimal conditions for student's academic success while adhering to the safety guidelines. In addition to the health and safety operations, the District has outlined an instructional design that is centered around student achievement and provides educational continuity between digital and face-to-face learning.

Instructional Design: Teachers will provide grade-level instruction, with the appropriate accommodations and/or modifications provided to students with diverse learning needs as necessary, in ways that will engage students in learning in either the 100% digital or hybrid learning model. Grade-level instruction may include lectures, modeling, approved videos and presentations, and other forms of teaching, aligned to the grade-level content and student supports, accommodations and modifications identified in Individualized Education Plans (IEPs), ESOL supports, and response to intervention. Through this, students will be provided with background knowledge and current grade-level context. A key component of the instructional approach is observing and monitoring students' learning, and making adjustments as needed. Students have the opportunity to reflect on their learning and teachers provide prompt class and small group feedback, and use formative assessments to inform instruction. Teachers will utilize the power of choice, having students learning through games, attending digital field trips, creating digital content, engaging in learning with and without the teacher, and collaborating in various projects. Power of Choice is defined as the students' ability to choose individual and group tasks, offered by the teacher, to demonstrate one's learning of skills, strategies, content, and concepts (Choice Learning). The teacher will pre-determine a set of individual and group tasks that are aligned to the expected outcomes of lessons.

Digital Learning: When students return to school in September, 100% of student instruction and engagement will be through digital learning from home, with their regularly assigned teachers. **Digital Learning** refers to student learning and engagement remotely

through technology, learning management systems, and online platforms. Digital learning can occur synchronously with students' regularly assigned teachers, or independently through asynchronous experiences, tasks and practice activities. The digital learning model ensures students and families continue to receive school-level services and support, implemented by the staff at the students' school. Such services may include tele-counseling, tele-services, virtual assemblies, virtual field trips, and afterschool activities.

- Students will receive whole-class direct instruction, small-group instruction, and small group collaboration 5 days a week.
- The delivery of special education instruction for goals set forth in Individualized Education Plans (IEPs) and for related services enumerated in IEPs will be reflective of each student's IEP in a digital setting, and students will be provided the opportunity to participate with their typically developing peers in the digital setting as required by their IEP.
- The delivery of ESOL supports in the digital setting, will include small, individual, and class language and content development.

Hybrid/Blended Learning: Based upon local, state and federal recommendations and guidelines, we will phase-in with a combination of in-person learning and digital learning. Hybrid learning is a combination of Face to Face learning and digital learning. Modalities for grade-level instruction may include lectures, modeling, approved videos and presentations, and other forms, aligned to the grade-level content, specific supports, accommodations or modifications identified for students in Individualized Education Plans (IEPs), ESOL supports, and response to intervention, and that will provide students with background knowledge and current grade-level context. All teachers will provide face-to-face (in-person) instruction 4 days a week. Students will engage in face-to-face (in-person) learning 2 days a week and engage in digital learning three days a week. Specific students may engage in learning with a different schedule, based upon their diverse learning needs and instructional requirements. (For example, in person 4 days a week, digital 5 days a week, etc.). This includes students with IEPs, whose IEP teams, in conjunction with their families, will create learning plans that enumerate their schedule. Teachers will engage students in digital learning, as described above, on one day of the week.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff	Phase-In Approach to the Staggered/Hybrid schedule to limit the number of individuals in a classroom or other spaces	Phase-In Approach to the Staggered/Hybrid schedule to limit the number of individuals in a classroom or other spaces	Evelyn Nuñez, Chief of Schools	Floor plans provided Recommended classroom arrangement	Yes

<p>throughout the day, to the maximum extent feasible</p>	<p>Students will be assigned to cohorts and remain with those cohorts while in the school building.</p> <p>Layouts for desks, tables, chairs and other items will be implemented to promote social distancing in classrooms and common areas to maintain six feet of social distancing.</p> <p>When feasible, the maximum number of individuals, including students, teachers and staff, allowed in the same classroom is 25.</p> <p>Removal of desks where possible; or placing X visibly on desks where needed.</p> <p>Desks facing forward; one direction.</p>	<p>Students will be assigned to cohorts and remain with those cohorts while in the school building.</p> <p>Layouts for desks, tables, chairs and other items will be implemented to promote social distancing in classrooms and common areas to maintain six feet of social distancing.</p> <p>When feasible, the maximum number of individuals, including students, teachers and staff, allowed in the same classroom is 25.</p> <p>Removal of desks where possible; or placing X visibly on desks where needed.</p> <p>Desks facing forward; one direction.</p>		<p>Signage: social distance signs, floor decals, 6 ft floor markers</p>	
	<p>Large tables, students assigned seats at ends of table.</p> <p>Use of larger spaces for instruction; e.g. auditorium, conference rooms.</p> <p>Schools will prioritize plexiglass barriers for classrooms that have the most students or for classrooms without sufficient</p>	<p>Large tables, students assigned seats at ends of tables.</p> <p>Use of larger spaces for instruction; e.g. auditorium, conference rooms.</p> <p>Schools will prioritize plexiglass barriers for classrooms that have the most students or for classrooms without sufficient</p>			

	spaces for desks to be six feet apart. Teachers' desks will be at least six feet from the nearest student desk.	spaces for desks to be six feet apart. Teachers' desks will be at least six feet from the nearest student desk.			
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	<p>To promote social distancing in cafeterias that are determined to be able to be utilized while adhering to regulations, the following will occur: 1) social distance reminder signs, decals delineating 6 ft intervals on both floors and table benches, assigned seating.</p> <p>Cafeterias will not be used for breakfast.</p> <p>Breakfast: All students will be offered a grab and go breakfast at the door, on the way into school for breakfast in the classroom.</p> <p>Lunch: If cafeterias are used, students will come through serving lines and sit for lunch adhering to all social distance practices outlined above. If eating lunch in the classroom, students obtain lunch at a designated food station in the hallway and return to the classroom to eat.</p>	<p>To promote social distancing in cafeterias that are determined to be able to be utilized while adhering to regulations, the following will occur: 1) social distance reminder signs, decals delineating 6 ft intervals on both floors and table benches, assigned seating.</p> <p>Cafeterias will not be used for breakfast</p> <p>Breakfast: All students will be offered a grab and go breakfast at the door, on the way into school for breakfast in the classroom.</p> <p>Lunch: If cafeterias are used, students will come through serving lines and sit for lunch adhering to all social distance practices outlined above. If eating lunch in the classroom, students will obtain lunch at a designated food station in the hallway and return to the classroom to eat.</p>	Wayne Grasela, Food Services Sr VP	<p>Placemats, wetnaps, folding tables, flatbeds carts, beverage coolers</p> <p>Cleaning: Additional cleaning of desks required and trash pick up.</p> <p>Cafeteria: School Climate Staff will clean the cafeteria between each meal period including sanitizing cafeteria tables and chairs.</p>	Yes

	<p>Virtual: Students will be provided a breakfast and lunch meal for each school day they are virtual when departing school building at the end of in-session school day.</p> <p>100% Digital Learning: students will receive a box of five (5) breakfast and five (5) frozen lunch meals, to be picked up at a location closest to their homes.</p>	<p>Virtual: Students will be provided a breakfast and lunch meal for each school day they are virtual when departing school building at the end of in-session school day.</p> <p>100% Digital Learning: students will receive a box of five (5) breakfast and five (5) frozen lunch meals, to be picked up at a location closest to their homes.</p>			
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>All staff will be trained on healthy hygiene practices which will be modeled by staff and taught to the students.</p> <p>Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.</p>	<p>All staff will be trained on healthy hygiene practices which will be modeled by staff and taught to the students.</p> <p>Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.</p>	<p>Dr. Barbara Klock, Medical Officer</p>	<p>CDC-Handwashing Saves Lives</p> <p>CDC-How to Protect Yourself & Others</p> <p>Ensure all bathrooms and hand sanitizing stations remain fully stocked at all times. Access to soap, water and paper towels throughout the buildings to encourage good hand hygiene.</p>	<p>Yes</p>
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	<p>Students and staff to follow visual cues including signage, decals and colored tape indicating social distancing parameters and traffic flow through building entrances, exits and other common areas</p>	<p>Students and staff to follow visual cues including signage, decals and colored tape indicating social distancing parameters and traffic flow through building entrances, exits and other common areas</p>	<p>Evelyn Nuñez, Chief of Schools</p>	<p>Signage</p>	<p>Yes</p>

	Elevators: signage by elevators; no more than four people to occupy an elevator at a time with each person standing in each corner of the elevator; stairs to be used wherever possible	Elevators: signage by elevators; no more than four people to occupy an elevator at a time with each person standing in each corner of the elevator; stairs to be used wherever possible			
* Identifying and restricting non-essential visitors and volunteers	<p>Restrict non essential visitors during this phase.</p> <p>No outside entities may use district buildings.</p> <p>No group gatherings, such as sporting events, theater or clubs.</p>	<p>Restrict non essential visitors during this phase initially.</p> <p>No outside entities may use district buildings until full assessment.</p> <p>Group activities to follow CDC guidelines for social distancing and numbers per group allowed. Sporting events will follow guidelines set forth by PIAA guidelines.</p>	Evelyn Nuñez, Chief of Schools	<p>CDC-Considerations for Youth Sports</p> <p>CDC-Considerations for Schools/ Visitors</p> <p>City of Philadelphia Guidelines: https://www.phila.gov/media/20200630112537/Guidelines-for-Elementary-Schools.pdf</p> <p>https://www.phila.gov/media/20200630112539/Guidelines-for-Middle-High-Schools.pdf</p>	Yes
* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	<p>Considerations of the following for sporting activities, recess and physical education classes consistent with the CDC considerations for youth sports:</p> <p>Physical proximity of players</p> <p>Amount of touching of shared equipment</p> <p>Ability to engage in social distancing while not engaged in active play</p>	<p>Considerations of the following for sporting activities, recess and physical education classes consistent with the CDC considerations for youth sports:</p> <p>Physical proximity of players</p> <p>Amount of touching of shared equipment</p> <p>Ability to engage in social distancing while not engaged in active play</p>	James Lynch, Executive Director of Division of Athletics	<p>CDC-Considerations for Youth Sports</p> <p>Safety Protocols</p> <p>City of Philadelphia Guidelines: https://www.phila.gov/media/20200630112537/Guidelines-for-Elementary-Schools.pdf</p> <p>https://www.phila.gov/media/20200630112539/Guidelines-for-Middle-High-Schools.pdf</p>	Yes

	<p>Engagement of players at higher risk</p> <p>Size of team</p> <p>Limit recreation areas to open spaces</p> <p>Greatly restrict or eliminate use of playground structures</p> <p>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items</p>	<p>Engagement of players at higher risk</p> <p>Size of team</p> <p>Limit recreation areas to open spaces</p> <p>Greatly restrict or eliminate use of playground structures.</p> <p>Ensure adequate playground equipment (balls, jump ropes, etc.) to limit the sharing of items</p>		<p>9/Guidelines-for-Middle-High-Schools.pdf</p>	
<p>Limiting the sharing of materials among students</p>	<p>Keeping each student's belongs separate from other students; label belongings; cubbies; lockers or other areas</p> <p>Clean and disinfect items on a daily basis Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use.</p> <ul style="list-style-type: none"> - Textbooks/ tradebooks that are shared - Technology - Art Supplies - PE Equipment <p>Avoid using other</p>	<p>Keeping each student's belongs separate from other students; label belongings; cubbies; lockers or other areas</p> <p>Clean and disinfect items on a daily basis Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use.</p> <ul style="list-style-type: none"> - Textbooks/ tradebooks that are shared - Technology - Art Supplies - PE Equipment <p>Avoid using other</p>	<p>Evelyn Nuñez, Chief of Schools</p>	<p>Protocols Reference Documents</p>	<p>Yes</p>

	employees' cell phones, desks, offices, or other work tools and equipment, when possible	employees' cell phones, desks, offices, or other work tools and equipment, when possible			
	Clean and disinfect tools and equipment after use	Clean and disinfect tools and equipment after use			
Staggering the use of communal spaces and hallways	<p>Staggered schedule for students</p> <p>Staggered schedule to incorporate use of larger spaces for instruction with social distancing guidelines</p> <p>Use of outdoor spaces when possible</p> <p>Staggered systems for admission/ lining up</p> <p>Entry points for admission vary by student population group</p> <p>Entry points for dismissal vary by student population group</p> <p>Identify certain doors for entry by student population group</p> <p>Staggered schedule for Recess; use of outdoor areas</p>	<p>Staggered schedule for students</p> <p>Staggered schedule to incorporate use of larger spaces for instruction with social distancing guidelines</p> <p>Use of outdoor spaces when possible</p> <p>Staggered systems for admission/ lining up</p> <p>Entry points for admission vary by student population group</p> <p>Entry points for dismissal vary by student population group</p> <p>Identify certain doors for entry by student population group</p> <p>Staggered schedule for Recess; use of outdoor areas</p>	Evelyn Nuñez, Chief of Schools	School Schedules	Yes
Adjusting transportation schedules and practices to create social distance between students	<p>Adjusted transportation schedules to facilitate social distancing on buses, vans, sedans/cabs.</p> <p>Implement a three tiered bell schedule and will adhere to the</p>	<p>Adjusted transportation schedules to facilitate social distancing on buses, vans, sedans/cabs.</p> <p>Implementing a three tiered bell schedule and will adhere to the</p>	Danielle Floyd, Interim General Manager	<p>Schedules</p> <p>Safety Protocols</p>	Yes

	<p>PDE instructional hours and health and safety guidelines.</p> <p>Implement assigned seating. One student will be seated to every other bench. Students from the same household will be permitted to sit together. No students will be assigned to the bench on the bus directly behind the driver.</p> <p>Roof hatches and windows will be opened whenever possible to allow for the best ventilation.</p> <p>Where feasible, designated loading and unloading areas will be identified.</p> <p>Buses will be cleaned daily with emphasis on high touch areas and an EPA approved disinfectant spray applied on fully digital days.</p> <p>Drivers, attendants and all students will wear masks while riding the bus at all times.</p>	<p>PDE instructional hours and health and safety guidelines.</p> <p>Assigned seating will continue. As more students transition to physical return to buildings, one student per bench will be permitted. Students from the same household will be permitted to sit together. Bench directly behind the driver on a bus will remain empty.</p> <p>Roof hatches and windows will be opened whenever possible to allow for the best ventilation.</p> <p>Where feasible, designated loading and unloading areas will be identified.</p> <p>Buses will be cleaned daily with emphasis on high touch areas and an EPA approved disinfectant spray applied on fully digital days.</p> <p>Drivers, attendants and all students will wear masks while riding the bus at all times.</p>			
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>To the maximum extent possible students will be socially distanced six feet apart pursuant to CDC and PDE guidelines.</p> <p>If 6 feet is not achievable in the classroom setting, students will be spaced to the maximum extent possible.</p>	<p>To the maximum extent possible students will be socially distanced six feet apart pursuant to CDC and PDE guidelines.</p> <p>If 6 feet is not achievable in the classroom setting, students will be spaced to the maximum extent possible.</p>	Evelyn Nuñez, Chief of Schools	<p>City of Philadelphia Guidelines:</p> <p>https://www.phila.gov/media/20200630112537/Guidelines-for-Elementary-Schools.pdf</p>	Yes

	<p>Based on student schedule, Identify small groups and keep them together throughout the entire day (cohorting).</p> <p>Rotation of student groups for face to face student learning; maintain student groups to the maximum extent possible</p> <p>Specialists teachers cyle and teach students within their homeroom classroom (e.g. Art on a Cart)</p> <p>Restrict interactions between groups of students.</p>	<p>Based on student schedule, Identify small groups and keep them together throughout the entire day (cohorting).</p> <p>Rotation of student groups for face to face student learning; maintain student groups to the maximum extent possible</p> <p>Specialists teachers cyle and teach students within their their homeroom classroom (e.g. Art on a Cart)</p> <p>Restrict interactions between groups of students.</p>		https://www.phila.gov/media/20200630112539/Guidelines-for-Middle-High-Schools.pdf	
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p>	<p>Schools will coordinate with the local childcare/after school providers regarding on-site care, transportation and protocol changes on the days the students have in-person learning. On the days students are digital, families will have to coordinate childcare.</p> <p>SDP Website will be updated frequently</p>	<p>Schools will coordinate with the local childcare/after school providers regarding on-site care, transportation and protocol changes on the days the students have in-person learning. On the days students are digital, families will have to coordinate childcare.</p> <p>SDP Website will be updated frequently</p>	<p>Karyn Lynch, Chief Student Support Services</p> <p>Danielle Floyd, Interim General Manager</p>	<p>Database of students who receive after care.</p> <p>Listing of the approved providers with contact information.</p>	Yes
<p>Other social distancing and safety practices</p>	<p>SDP will continue to focus, monitor and adjust social distancing and safety practices as appropriate</p>	<p>SDP will continue to focus, monitor and adjust social distancing and safety practices as appropriate</p>	<p>Dr. Barbara Klock, Medical Officer</p>	<p>As more information becomes available</p>	Yes

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 confirm 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:

Maintaining a healthy school community is a top priority and requires collaboration and cooperation by everyone. Staff will complete an electronic questionnaire daily to report their health status for symptoms, fever and contact with anyone diagnosed with COVID-19. Families will assess the same health status criteria of students at home and keep students at home if there are indicators of illness or if they have been in contact with anyone diagnosed with COVID-19. If symptomatic or exposed to someone with COVID-19, both staff and students will follow CDC guidelines for quarantining and returning to school. Employee Health Services and Student Health Services will monitor staff and students who become symptomatic or require quarantine due to a sick contact. Consistent with PA regulations for communicable diseases, if an individual in a school or office is confirmed, suspects, or has been in contact with someone confirmed to have COVID-19, the District's point of contact will notify PDPH and receive direction on next steps that could

include, and are not limited to, whether to quarantine the class or school; providing necessary information for PDPH to conduct contact tracing; and when individuals can resume school or work. A staff member or student who is positive for COVID-19 will have to meet the following criteria to return 1) at least 10 days since the onset of symptoms AND 2) until fever free off anti-fever medications for 24 hours AND 3) symptoms are improving. Repeat COVID testing is not required to return to the school.

Staff can inquire about accommodations for remote work, which will be reviewed on a case by case basis. An Employee Guidance document outlines options for vulnerable population employees who may seek accommodations and leaves. Families will be notified if and when a school closure will occur or changes are made to the Health and Safety Plan on the School District’s website, via mail to homes and robocalls. A series of role-specific health and safety training will be developed for administrators, teachers, and staff to ensure all have the necessary knowledge and skills to implement the District’s health and safety plan.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Symptom screening to be done at home by parents/guardians.</p> <p>Staff will complete an electronic questionnaire for symptom monitoring each day before entering the building.</p> <p>School community will be continuously educated on signs and symptoms of Covid-19.</p> <p>School communities will continuously be advised to monitor themselves for symptoms.</p> <p>Children with symptoms will not report to school and follow up with a healthcare provider.</p>	<p>Symptom screening to be done at home by parents/guardians.</p> <p>Staff will complete an electronic questionnaire for symptom monitoring each day before entering the building.</p> <p>School community will be continuously educated on signs and symptoms of Covid-19.</p> <p>School communities will continuously be advised to monitor themselves for symptoms.</p> <p>Children with symptoms will not report to school and follow up with a healthcare provider.</p>	<p>Dr. Barbara Klock, Medical Officer</p>	<p>CDC-Considerations for Schools</p> <p>Signs and posters positioned throughout the buildings</p> <p>PDPH-Checklists for Parents</p> <p>PDPH-What to DO If You are Sick</p>	<p>Yes</p>

	<p>Staff with symptoms will not report to work that day and follow up with the healthcare provider.</p> <p>Temperature checks are strongly encouraged to be completed at home daily.</p> <p>Students will be sent to nurse if ill.</p>	<p>Staff with symptoms will not report to work that day and follow up with the healthcare provider.</p> <p>Temperature checks are strongly encouraged to be completed at home daily.</p> <p>Students will be sent to nurse if ill.</p>			
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>A student who exhibits the following symptoms while at school</p> <ul style="list-style-type: none"> ● Cough or shortness of breath unrelated to a pre-existing condition OR ● Any 2 of the following symptoms: ● Fever, chills, muscle pain, sore throat, new loss of taste or smell <p>will be escorted by an adult to a designated isolation room where the nurse will perform appropriate assessment and determine disposition of the student.</p> <p>Parent/guardian will be notified to pick up students and given instruction to contact the health care provider.</p> <p>Staff who develop symptoms associated with COVID-19 while at</p>	<p>A student who exhibits the following symptoms while at school</p> <ul style="list-style-type: none"> ● Cough or shortness of breath unrelated to a pre-existing condition OR ● Any 2 of the following symptoms: ● Fever, chills, muscle pain, sore throat, new loss of taste or smell <p>will be escorted by an adult to a designated isolation room where the nurse will perform appropriate assessment and determine disposition of the student.</p> <p>Parent/guardian will be notified to pick up students and given instruction to contact the health care provider.</p> <p>Staff who develop symptoms associated with COVID-19 while at</p>	<p>Students: Dr. Barbara Klock, Medical Officer</p> <p>Staff: Larisa Shambaugh, Chief Talent Officer</p>	<p>CDC-Checklist for Healthcare providers</p>	<p>Yes</p>

	<p>work will notify Employee Health Services and immediate supervisor and promptly return home and contact their health provider.</p> <p>Visitors will be asked to return home.</p>	<p>work will notify Employee Health Services and immediate supervisor and promptly return home and contact their health provider.</p> <p>Visitors will be asked to return home.</p>			
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>	<p>When determined to be Covid19 positive the staff member or student will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • until fever free off anti-fever medications for 24 hours AND • improvement in respiratory symptoms. <p><i>Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to school.</i></p> <p>When determined to be Covid19 negative the staff member or student will remain home until:</p> <ul style="list-style-type: none"> • The individual meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free 	<p>When determined to be Covid19 positive the staff member or student will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • until fever free off anti-fever medications for 24 hours AND • improvement in respiratory symptoms <p><i>Note: The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to school.</i></p> <p>When determined to be Covid19 negative the staff member or student will remain home until:</p> <ul style="list-style-type: none"> • The individual meets the school's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free 	<p>Students: Dr. Barbara Klock, Medical Officer</p> <p>Staff: Larisa Shambaugh, Chief Talent Officer</p>	<p>Philadelphia Department of Health-Criteria to Discontinue Isolation</p>	<p>Yes</p>

	<p>for greater than 24hour without medication OR</p> <ul style="list-style-type: none"> • A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school <p>When Covid19 testing was not completed the staff member or student will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • fever free without anti-fever medications for 24 hours AND • symptoms are improving. • A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school <p>When a staff member or student is exposed to someone with a diagnosed case of COVID-19 but does have symptoms, the person will remain home for 14 days.</p>	<p>for greater than 24hour without medication OR</p> <ul style="list-style-type: none"> • A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school <p>When Covid19 testing was not completed the staff member or student will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • fever free without anti-fever medications for 24 hours AND • symptoms are improving. • A clinician has evaluated the child and documented an alternative diagnosis and that the student may return to school <p>When a staff member or student is exposed to someone with a diagnosed case of COVID-19 but does have symptoms, the person will remain home for 14 days.</p>			
Notifying staff, families, and the public of school closures and	Post and update when needed the Health and Safety Plan on the	Post and update when needed the Health and Safety Plan on the	Dr. Barbara Klock, Medical Officer	School District of Philadelphia	No

within-school-year changes in safety protocols	PSD Website for the entire school community. Post educational flyers delineating safety protocols in all district buildings. Provide regular updates of the educational plan on the PSD website. Prepare families for the return to 100% remote learning in the event that school is temporarily shutdown.	PSD Website for the entire school community. Post educational flyers delineating safety protocols in all district buildings. Provide regular updates of the educational plan on the PSD website. Prepare families for the return to 100% remote learning in the event that school is temporarily shutdown.		Philadelphia Department of Health-Covid Information	
Other monitoring and screening practices	N/A	N/A	N/A	N/A	No

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:

Since respiratory droplets are the primary way that COVID-19 is transmitted, masks are among the most critical components of risk reduction. Employees, students, visitors and contractors are required to wear a face mask or other approved face covering that covers their mouth and nose while on District grounds, with limited exceptions. All District staff and students will be provided with complimentary masks, or they may choose to wear their own mask.

All employees received detailed guidance on all aspects of the Health and Safety protocols as well as their options for Leaves and Accommodations. We also provided all managers with additional guidance on how to support their teams in these critical conversations. The District continues to plan for multiple staffing options which are dependent on student enrollment and staff's ability and desire to return to physical buildings. These staffing plans are ensuring that all students will have access to quality learning opportunities. The District is launching a "Healing Together" initiative, that is designed to address the needs of our students, staff, and families in the wake of this sustained trauma.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Protecting students and staff at higher risk for severe illness</p>	<p>Staff: Employees returning to work should consult with their doctor if they feel that they are part of a high-risk population. Some employees may be granted an accomodation to work from home, if it is considered reasonable. Others for whom a remote work accommodation is not reasonable have various leave options available to them depending on their personal situation, employee title, and union affiliation.</p> <p>Students: Students with chronic illnesses that may place them at higher risk of complications if infected with the virus, as outlined by the CDC, will be able to consider an alternative education plan</p>	<p>Staff: All employees received guidance that contained information on the identification of high-risk populations and the options available to those who are in this category. Employees returning to work should consult with their doctor if they feel that they are part of a high-risk population. Some employees may be granted an accomodation to work from home, if it is considered reasonable. Others for whom a remote work accommodation is not reasonable have various leave options available to them depending on their personal situation, employee title, and union affiliation.</p> <p>Students: Students: Students with chronic illnesses that may place them at higher risk of</p>	<p>Staff: Larisa Shambaugh, Chief Talent Officer</p> <p>Student: Dr. Barbara Klock, Medical Officer</p>	<p>Employee Guidance document; Accommodations and Leaves paperwork</p>	<p>No - (Included in an Employee Guidance document sent to all employees and a Manager Guidance document.)</p>

		complications if infected with the virus, as outlined by the CDC, will be able to consider an alternative education plan			
* Use of face coverings (masks or face shields) by all staff	All staff will be required to wear face coverings throughout the entire day.	All staff will be required to wear face coverings throughout the entire day.	Larisa Shambaugh, Chief Talent Officer	Staff Mask Protocol Masks and Face Shields	Yes
* Use of face coverings (masks or face shields) by older students (as appropriate)	All students will be required to wear face coverings throughout the entire day. with designated times for mask breaks. Mask breaks may occur while eating and at other designated times of the day when distanced 6 feet apart and/or outside for a maximum of 15 minutes Students who may not be able to wear a mask due to medical or other conditions may wear a face shield. Students with complex needs may not be required to wear a mask based on individual circumstances. All other mitigation strategies will be employed including frequent hand washing, six feet of social distancing and wearing of masks by those interacting with these students.	All students will be required to wear face coverings throughout the entire day. with designated times for mask breaks. Mask breaks may occur while eating and at other designated times of the day when distanced 6 feet apart and/or outside for a maximum of 15 minutes Students who may not be able to wear a mask due to medical or other conditions may wear a face shield. Students with complex needs may not be required to wear a mask based on individual circumstances. All other mitigation strategies will be employed including frequent hand washing, six feet of social distancing and wearing of masks by those interacting with these students.	Dr. Barbara Klock, Medical Officer	Student Mask Protocol Masks and Face Shields	Yes
Unique safety protocols for students with	Extra precautions will be taken for students with complex needs in our low incidence Autism Support,	Extra precautions will be taken for students with complex needs in our low incidence Autism Support,	ShaVon Savage Deputy, Specialized Services	General Materials: Disposable gloves Masks	Yes

<p>complex needs or other vulnerable individuals</p>	<p>Multi-Disabilities Support, Life Skills, Deaf and Hard of Hearing, and Visually Impaired programs.</p> <p>Staff will clean and disinfect frequently touched objects and surfaces (e.g., counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets), and equipment such as wheelchairs, scooters, walkers, canes, oxygen tanks and tubing, communication boards and other assistive devices before and after student use.</p> <p>If there is potential that staff may be splashed or sprayed by bodily fluids during your work, they will use standard precautions. Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.</p> <p>Staff will wash their hands with soap and water: when entering and leaving the home or community setting; when adjusting or putting on or off face masks or cloth face coverings; or before putting on and after taking off disposable gloves. If soap and water are not readily available, staff will use a hand sanitizer that contains at least 60% alcohol.</p>	<p>Multi-Disabilities Support, Life Skills, Deaf and Hard of Hearing, and Visually Impaired programs.</p> <p>Staff will clean and disinfect frequently touched objects and surfaces (e.g., counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets), and equipment such as wheelchairs, scooters, walkers, canes, oxygen tanks and tubing, communication boards and other assistive devices before and after student use.</p> <p>If there is potential that staff may be splashed or sprayed by bodily fluids during your work, they will use standard precautions. Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.</p> <p>Staff will wash their hands with soap and water: when entering and leaving the home or community setting; when adjusting or putting on or off face masks or cloth face coverings; or before putting on and after taking off disposable gloves. If soap and water are not readily available, staff will use a hand sanitizer that contains at least 60% alcohol.</p>		<p>Face Shields Hand Sanitizer Disinfectant Wipes Disposable bibs Handwashing Stations</p> <p>Specific Materials: Clear Face Masks Face Shields Water based cleaning spray</p> <p>Forehead thermometers</p> <p>Disposable wipes</p>	
---	---	---	--	---	--

	<p>Staff will wear disposable gloves when touching students (e.g., transferring, toileting, feeding), handling tissues, and when interacting with students to the extent possible. Staff will safely dispose of gloves after use. As noted above, staff will wash their hands before and after taking off disposable gloves. If gloves are unavailable, wash hands immediately after touching the student or handling their belongings. If a handwashing station or sink is not nearby, staff will use a hand sanitizer that contains at least 60% alcohol.</p> <p>Staff will avoid the use of communal objects for student reinforcement. If an object is used for multiple students, the object should be disinfected immediately after student use.</p> <p>The SDP's feeding protocol will be followed when feeding students. Staff will wear gloves when feeding students.</p> <p>An individualized approach for COVID-19 may be needed for individuals with physical and intellectual disabilities who have limited mobility and difficulty accessing information, require close contact with direct service providers, have trouble</p>	<p>Staff will wear disposable gloves when touching students (e.g., transferring, toileting, feeding), handling tissues, and when interacting with students to the extent possible. Staff will safely dispose of gloves after use. As noted above, staff will wash their hands before and after taking off disposable gloves. If gloves are unavailable, wash hands immediately after touching the student or handling their belongings. If a handwashing station or sink is not nearby, staff will use a hand sanitizer that contains at least 60% alcohol.</p> <p>Staff will avoid the use of communal objects for student reinforcement. If an object is used for multiple students, the object should be disinfected immediately after student use.</p> <p>The SDP's feeding protocol will be followed when feeding students. Staff will wear gloves when feeding students.</p> <p>An individualized approach for COVID-19 may be needed for individuals with physical and intellectual disabilities who have limited mobility and difficulty accessing information, require close contact with direct service providers, have trouble</p>			
--	---	---	--	--	--

	<p>understanding information, have difficulties with changes in routines, or have other concerns related to their disability. This approach should account for the following:</p> <ul style="list-style-type: none"> -Social distancing and isolating may be difficult for many people with disabilities. -Wearing cloth face coverings may be difficult for people with sensory, cognitive, or behavioral issues. -Cloth face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. <p>Students may require assistance or visual and verbal reminders for the mouth and nose with a tissue, throwing it in the trash, and washing hands afterwards.</p> <p>IEP Case Managers will reach out to families to determine whether their students are willing/able to return prior to the beginning of the school year.</p> <p>IEP teams will work with families to determine whether alternate schedules or digital learning should be provided to support their student's needs.</p>	<p>understanding information, have difficulties with changes in routines, or have other concerns related to their disability. This approach should account for the following:</p> <ul style="list-style-type: none"> -Social distancing and isolating may be difficult for many people with disabilities. -Wearing cloth face coverings may be difficult for people with sensory, cognitive, or behavioral issues. -Cloth face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. <p>Students may require assistance or visual and verbal reminders for the mouth and nose with a tissue, throwing it in the trash, and washing hands afterwards.</p> <p>IEP Case Managers will reach out to families to determine whether their students are willing/able to return prior to the beginning of the school year.</p> <p>IEP teams will work with families to determine whether alternate schedules or digital learning should be provided to support their student's needs.</p>			
--	--	--	--	--	--

	<p>Each building will create a space for students with complex needs that display symptoms of COVID-19, where the student will be supervised by an SDP staff member and will be kept comfortable, to the extent possible, by the school's nurse.</p> <p>School Based Teams will follow the SDP's safety protocols and will follow relevant state and Federal guidance as it develops.</p> <p>Families will be asked to have students with complex needs wear a mask while riding on a school bus, van or sedan/cab, as well as while on-site. Acceptable forms of masks will include:</p> <ul style="list-style-type: none"> ● disposable surgical ● cloth masks ● neck gaiters ● face shields <p>The SDP will support families to secure additional masks to ensure that students have a replacement if one becomes unusable.</p> <p>If a student is unable to wear a mask as a result of their disability, or a health or medical condition, the family and IEP team will</p>	<p>Each building will create a space for students with complex needs that display symptoms of COVID-19, where the student will be supervised by an SDP staff member and will be kept comfortable, to the extent possible, by the school's nurse.</p> <p>School Based Teams will follow the SDP's safety protocols and will follow relevant state and Federal guidance as it develops.</p> <p>Families will be asked to have students with complex needs wear a mask while riding on a school bus, van or sedan/cab, as well as while on-site. Acceptable forms of masks will include:</p> <ul style="list-style-type: none"> ● disposable surgical ● cloth masks ● neck gaiters ● face shields <p>The SDP will support families to secure additional masks to ensure that students have a replacement if one becomes unusable.</p> <p>If a student is unable to wear a mask as a result of their disability, or a health or medical condition, the family and IEP team will</p>			
--	---	---	--	--	--

	<p>re-evaluate the type and method of face covering for the student.</p> <p>The SDP will provide families information and guidance regarding the introduction of face coverings to their students prior to school opening, to assist students with practicing wearing face coverings and build stamina for wearing face coverings.</p>	<p>re-evaluate the type and method of face covering for the student.</p> <p>The SDP will provide families information and guidance regarding the introduction of face coverings to their students prior to school opening, to assist students with practicing wearing face coverings and build stamina for wearing face coverings.</p>			
<p>Strategic deployment of staff</p>	<p>During the yellow phase, a limited number of staff were working or asked to return. The District had adequate staff coverage during the Yellow Phase.</p>	<p>To ensure that we are set up for success, we focused on hiring in the spring and were 99.8% staffed for teachers for the 2020-21 school year by July 2nd -- with fewer than 20 vacancies out of almost 9000 teachers. However, even with this progress, we know that there is uncertainty about who may return in August for a school reopening. SDP surveyed all staff in June 2020 to request information on potential plans on returning in August.. We are using this information to develop a staff coverage plan for any potential staffing gaps.</p> <p>In the meantime, we have approximately 170 teachers who are not currently assigned to a teaching position. As new resignations and leaves arise, those individuals will be critical in</p>	<p>Larisa Shambaugh, Chief Talent Officer</p> <p>Terri Rita, Deputy Chief of Talent Acquisition</p>	<p>Staff coverage plans survey data</p>	<p>No</p>

		<p>filling vacancies. If vacancies do not arise to support all displaced teachers, they will be assigned in August once we determine the areas of greatest need. We are also working with our substitute vendor to identify a larger number of potential substitutes -- especially long-term substitutes -- who can be deployed as needed.</p> <p>For non-teaching roles, we are hiring additional general cleaners to support with more frequent cleaning of the building and working with individual departments to have managers create staff coverage plans in the instance where there is a gap in the fall upon a reopening.</p>			
--	--	--	--	--	--

Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.

- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
COVID-19 Employee Health and Safety Training (required)	All Staff	Dr. Barbara Klock, Medical Officer	Virtual	Training video and resource materials	August 24, 2020	August 28, 2020
Health Room Operations	Nurses	Dr. Barbara Klock, Medical Officer	Virtual	Training video and resource materials	August 24, 2020	Ongoing
COVID-19 Health and Safety Training/Orientation	Students and Families	Dr. Barbara Klock, Medical Officer	Virtual and Videos posted on website	Training video and resource materials	August 24, 2020	Ongoing
Virtual Family Academy sessions to support families during COVID-19 (various)	Families	Jenna Monley, Deputy Family Engagement and Health Services	Virtual	Identify training facilitators, and develop resources and materials	August 24, 2020	Ongoing
Implementing the SDP Health and Safety Plan for Building Principals	Assistant Superintendents	Michael Farrell, Deputy Chief, Leadership Development	Virtual	Supporting Offices Student Health Services School Safety Talent Academics	July 20, 2020	Ongoing
Implementing the SDP Health and Safety Plan for Building Principals	All Principals and Assistant Principal	Michael Farrell, Deputy Chief, Leadership Development	Virtual	Supporting Offices Student Health Services School Safety Talent Academics	August 3, 2020	September 4, 2020
Implementing the SDP Health and Safety Plan for School Staff	School-Based Staff	Michael Farrell, Deputy Chief, Leadership Development	Virtual	Supporting Offices Student Health Services School Safety Talent Academics	August 25, 2020	September 4, 2020

Instructional Design to align to the school schedule and academic calendar	Assistant Superintendents, School Leaders, & Teachers	Meredith Mehra, Deputy, Teaching and Learning	Virtual	Supporting Offices Office of Schools Office of Student Support Services Talent Office of Information Technology	August 3, 2020	October 2, 2020
Health & Safety Athletics Protocol	Assistant Superintendents, School Leaders, Athletic Directors, Athletic Coaches, Athletes	James Lynch, Executive Director Division of Athletics	Virtual	Supporting Offices Office of Student Support Services Office of Schools	August 3, 2020	June 30, 2020 to cover all sports seasons
Enhanced Cleaning Protocols	Bus Drivers, Bus Attendants	Danielle Floyd, Interim General Manager	Virtual/in-person	Training video and resource materials	August 20, 2020	September 2, 2020
Unloading and Loading Procedures	Bus Drivers, Bus Attendants	Danielle Floyd, Interim General Manager	Virtual/in-person	Training video and resource materials	August 20, 2020	September 2, 2020
Working with Students with Complex Needs	Bus Drivers, Bus Attendants	Danielle Floyd, Interim General Manager	Virtual/in-person	Supporting Offices Office of Specialized Services	August 20, 2020	September 2, 2020
Cleaning and Sanitizing Food Contact Surfaces	Food Service Employees	Wayne Grasela, Food Services Sr VP Lisa Norton, Manager of Food Operations	Virtual/in-person	Training video and resource materials	August 24, 2020	August 28, 2020
Proper Way to Wear and Remove Mask	Food Service Employees	Wayne Grasela, Food Services Sr VP Lisa Norton, Manager of Food Operations	Virtual/in-person	Training video and resource materials	August 24, 2020	August 28, 2020

Enhanced Cleaning Protocols	Food Service Employees	Wayne Grasela, Food Services Sr VP Lisa Norton, Manager of Food Operations	Virtual/in-person	Training video and resource materials	August 24, 2020	August 28, 2020
Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students	Building Engineers, Custodial Assistants, General Cleaners	Jeff Scott, Facilities Trainer	Virtual/in-person	CDC Guidance for Cleaning and Disinfecting Schools	July 20, 2020	August 15, 2020
Electrostatic Backpack Sprayer Use	Building Engineers, Custodial Assistants, General Cleaners	Jeff Scott, Facilities Trainer	Virtual/in-person	Backpack Sprayer Training Manual	June 1, 2020	August 15, 2020
Safety Protocols for Students with Complex Needs	Teachers, Paraprofessionals and Related Service Providers of students with complex needs, Families, and Drivers/Bus Attendants	ShaVon Savage, Deputy Chief, Office of Specialized Services	Virtual	Supporting Offices FACE Office	August 25, 2020	September 4, 2020

Implementing the SDP Health and Safety Plan for ELECT	SDP ELECT Administration Team; ELECT Contractor Supervisors; ELECT School-Based Case Management Staff (Contractors); and ELECT Group Education Facilitators (Contractors and Partners)	Jennifer Pitt, Director-Pregnant and Parenting Student Services	Virtual	Student Health Services Representative SDP Health & Safety Plan PDPH Guidance CDC Guidance Post-Test Competency Assessment	July 20, 2020	September 30, 2020
---	--	---	---------	--	---------------	--------------------

Health and Safety Plan Communications

Timely and effective communication to keep all School District of Philadelphia families, students, staff and the broader community informed of and engaged in the District's health and safety plans is vital to support a safe and successful 2020-2021 school year. Given the diverse population of students and families we serve, we will be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers. Additionally, our communications plan will maintain ongoing communication with local and state health authorities to stay up to date on ever evolving COVID-19 conditions in the Philadelphia area and their impact on District operations.

Strategy	Audience(s)	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Build awareness of Health and Safety planning approach & early thinking	Staff, students, families, caregivers, elected officials,	<i>Superintendent,</i> Medical Officer, Deputy - Office of Family & Community	- dedicated <i>schoolstart2020</i> webpage & FAQs	June 2020 June 2020	June 2020

	community members	Engagement, Interim Chief of Facilities Mgmt, Chief of Communications, SDP Strategy Dept	<ul style="list-style-type: none"> - Charting A Path Forward... Together: Preliminary Planning document - Supt FB Live event - Weekly press events - bimonthly WURD Education Pulse Show - strategic media pitches - press release - eblast/robo/text to families 	<p>May/June '20 May/June '20 May/June '20 May/June '20</p>	
Gain feedback to inform health & safety planning	Staff, students, families, caregivers, community members	Chief of Communications, Chief of Evaluation, Research, and Accountability	<ul style="list-style-type: none"> - Online Input survey - Online Feedback Form - Virtual Town Hall Sessions 	<p>June 15 Ongoing July 7</p>	<p>June 22 Ongoing July 9</p>
Regularly Engage Key Stakeholders throughout Planning Phase to Instill Confidence/Trust & Build Advocacy	<i>Principals, School Board; Mayor's Office (B. Abernathy/ J. Engler/D. Gamble); City Council; Union Heads; Faith Leaders</i>	<i>Superintendent, Chief of Staff, Medical Officer, Chief of Student Supports, Chief of Schools, Communications & External Relations Team</i>	<ul style="list-style-type: none"> - <i>Principal Advisory Board</i> - <i>weekly calls with Mayor's Office</i> - <i>biweekly calls with key City Council members</i> - <i>Board Meeting updates</i> - <i>calls with Talent Office & Union heads</i> - <i>Faith Leader Summit</i> 	<p>May 2020</p>	<p>Ongoing</p>
Plan Rollout & Implementation	Staff, students, families, caregivers, elected officials, community members	Superintendent, Communications & External Relations Team, Medical Officer, Deputy - Office of Family & Community Engagement, Interim Chief of Facilities Mgmt, Chief of Schools	<ul style="list-style-type: none"> - School Year 2020-2021: Advancing Education Safely final doc - Update schoolstart2020 webpage - TPs for principals & Board - process and protocol docs - Quick Guides - Superintendent Video message 	<p>July 15, 2020</p>	<p>Ongoing thru August 2020</p>

			<ul style="list-style-type: none"> - joint press event - strategic media pitches & events - eblast/robo/text to families - AMFS to staff - press releases - social media campaign - staff Town Hall meetings - principals, teachers, central office staff - Virtual Parent University sessions - Principal crisis communication toolkit 		
2020-2021 School Year	Staff, students, families, caregivers, elected officials, community members	Superintendent, Communications & External Relations Team, Medical Officer,	<ul style="list-style-type: none"> - continue to use above methods to reaffirm awareness and understanding of health & safety practices & protocols - ongoing surveys to inform & refine implementation efforts 		ongoing

Health and Safety Plan Summary: **The School District of Philadelphia**

Anticipated Launch Date: September 2, 2020

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)

Strategies, Policies and Procedures

<p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>Use of PPE required (masks, gloves, face-shields - where applicable) Social Distancing practices required</p> <p>Hygiene practices required</p> <p>District will follow the CDC Guidance for Cleaning and Disinfecting Schools</p> <p>CDC Guidance for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect frequently touched surfaces and objects (High Touch) within the school at least every four hours, including door handles and sink handles.</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible</p> <p>Implement ventilation plan by building type (HVAC, A/C unit, no A/C)</p> <p>Use of Electrostatic Sprayer and Disinfectant</p> <p>Classrooms and common areas will be ventilated with additional circulation of outdoor air, when possible, using windows, doors and/or fans.</p>
---	--

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<p>100% Digital Learning: 100% of student instructions and engagement through digital learning from home, with their regularly assigned teachers.</p>
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<p>Phase-in approach to a Staggered/Hybrid schedule to limit the number of individuals in a classroom or other spaces</p>

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

*** Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**

*** Handling sporting activities consistent with the [CDC Considerations for Youth Sports](#) for recess and physical education classes**

Limiting the sharing of materials among students

Staggering the use of communal spaces and hallways

Adjusting transportation schedules and practices to create social distance between students

Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students

Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars

Other social distancing and safety practices

Cohorting of students into groups who do not co-mingle with other groups to maximum feasibility

Removal of desks where possible; or placing “X” visibly on desks where needed.

Teacher’s desks will be at least six feet from the nearest student desk and all student desks facing forward; one direction

Large tables, students assigned seats six feet apart

Use of larger spaces for instruction to increase social distancing; e.g. auditorium, conference rooms

Restrict interactions between groups of students by establishing cohorts of students

Limit the number of individuals in a classroom or other space.

Limit gatherings, events and extracurricular activities to cohorts and those that can maintain social distancing. The number of people involved is less than 25 people.

Hold classes in gyms, auditoriums, other large spaces, or outdoors when possible.

Students will use hand sanitizer or use hand washing stations within the cafeterias, prior to consuming food or beverages.

Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.

	<p>Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p> <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students on buses, vans, sedans or cabs</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students by designating cohorts of students.</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p> <p>Restrict nonessential visitors, volunteers, and activities</p>
--	--

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>Students and staff will be educated about the signs and symptoms of COVID-19.</p> <p>Symptom screening, temperature checks and assessment of close contact with a person positive for COVID-19 will be done by all parents/guardians at home each morning before coming to school. Children with a positive screening will stay home and follow up with a healthcare provider.</p>

<p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>All district staff will complete a daily Pre-Entry Screening Form which will be presented at entry to work. Employees with a positive screening must stay home and follow up with a healthcare provider. Temperature screening will not be performed on site for either students or staff (but is incorporated in the Pre-Entry Screening Form as a question). Students who become symptomatic during the school day will be isolated and evaluated by the school nurse and sent home. Staff and visitors who become symptomatic during the work day will be sent home immediately. Individuals who test positive for the virus may return when</p> <ul style="list-style-type: none"> ● at least 10 days since the onset of symptoms AND ● until fever free off without the use of anti-fever medications for three days AND ● symptoms are improving. <p>The Philadelphia Department of Public Health will determine any school or district building closures and staff families and the public will be notified.</p>
---	---

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p>* Protecting students and staff at higher risk for severe illness</p>	<p>Employee Guidance provided on options for vulnerable population employees who may seek accommodations and leaves.</p>
<p>* Use of face coverings (masks or face shields) by all staff</p>	<p>All staff and students will be required to wear face coverings throughout the day with designated times for mask breaks.</p>
<p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p>	<p>Students with complex needs may not be required to wear a mask based on individual circumstances. All other mitigation strategies will be employed including frequent hand washing, six feet of social</p>

Unique safety protocols for students with complex needs or other vulnerable individuals	distancing and wearing of masks by those interacting with these students.
Strategic deployment of staff	Staff coverage plan development for departments and individual schools

Appendix: Education Leading to Employment and Career Training (ELECT)

Pennsylvania’s Education Leading to Employment and Career Training Program (ELECT) is a federally funded program that works collaboratively to assist expectant and parenting youth. The ELECT Program is a Pennsylvania Department of Education initiative funded by the Pennsylvania Department of Human Services.

Resuming In-Person ELECT Services Health and Safety Measures

The School District of Philadelphia (SDP) is a Pennsylvania ELECT grantee and provides operational oversight of ELECT services throughout Philadelphia in more than 100 educational settings. As a School District of Philadelphia program, ELECT operates under the governing principles of SDP policies and procedures. As such, the ELECT Program and contractor staffs will align with and follow key strategies, policies and procedures established in the School District of Philadelphia **Reopening Health and Safety Plan** including:

- Cleaning, Sanitizing, Disinfecting and Ventilation Protocols
- Social Distancing and Face Coverings/Mask Protocols
- Monitoring Student and Staff Health Protocols
- Recommended Classroom Arrangements and Floor Plans

ELECT Core Services

Key Questions ELECT Program Operations

- How do you plan to resume grant-mandated, ELECT services including individualized case management and group workshops in schools?
- What are the guidelines for community-based services occurring outside of the school building?

- What will the home visiting protocol include?
- What hygiene routines will be implemented for ELECT program activities and case management consultation?
- How do you plan to provide emergency supplies, academic coursework and ELECT workshop materials to mitigate spread of the Covid-19 virus?
- Will any of these social distancing and other safety protocols differ based on pregnancy status, higher risk for illness or other complex needs?

Summary of Responses to Key Questions for Resuming In-Person ELECT Services Health and Safety Measures

The ELECT Program offers comprehensive support to pregnant and parenting students, a population of learners at greater risk for poor educational outcomes. To ensure pregnant and parenting students have access to vital supports and resources, the ELECT Program will resume direct service delivery in schools following School District of Philadelphia procedures, policies and protocols for COVID-19 mitigation. ELECT program implementation will follow a hybrid in-person and remote service delivery model with provisions for exclusive remote service delivery for students at increased risk of severe illness. ELECT Case Managers will continue to serve in their assigned school building to provide essential program supports and facilitate accommodations in alignment with federal Title IX and SDP Policy 234. Community and home-based supports will be provided when/where possible following strict safety guidelines in accordance with SDP Protocols, CDC Guidance and recommendations from the Philadelphia Department of Health.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
Individualized Case Management (School Setting)	ELECT Case Management Staff will continue to serve pregnant and parenting students in assigned buildings following SDP Health and Safety Protocols. Remote and virtual service delivery only for students at higher risk for illness. Case	ELECT Case Management Staff will continue to serve pregnant and parenting students in assigned buildings following SDP Health and Safety Protocols. Staggered/Hybrid in-person and remote service schedule for bi-weekly case management to	Jennifer Pitt, Director-Pregnant and Parenting Student Services	PPE Signage: social distance signs, floor decals, 6 ft. floor markers	Yes - Training of staff will begin in July 2020

	<p>Management service delivery will be remote and virtual when possible for all other students.</p> <p>For services that must be provided in-person:</p> <p>By appointment unless the issue is urgent or crisis related. In-person appointment schedules will be contingent upon the student roster.</p> <p>ELECT Staff and Contractors to Follow SDP Protocols:</p> <ul style="list-style-type: none"> · Health Monitoring Protocol · General Health and Hygiene Protocol · Face Covering/Mask Protocol · Social Distancing Protocol 	<p>limit the number of individuals in the ELECT space and contact with other students.</p> <p>By appointment unless the issue is urgent or crisis related. In-person appointment schedule contingent upon student roster.</p> <p>Remote and virtual service delivery when possible to meet mandated contact intervals.</p> <p>Remote and virtual service delivery only for students at higher risk for illness</p> <p>ELECT Staff and Contractors providing case management to Follow SDP Protocols:</p> <ul style="list-style-type: none"> · Health Monitoring Protocol · General Health and Hygiene Protocol · Face Covering/Mask Protocol · Social Distancing Protocol 		<p>SDP Health Monitoring Protocol</p> <p>SDP General Health and Hygiene Protocol</p> <p>SDP Face Covering/Mask Protocol</p> <p>SDP Social Distancing Protocol</p>	
<p>Group Services (School Setting)</p>	<p>Based on student schedule, implement cohort structure for small group workshops.</p>	<p>Based on student schedule, implement cohort structure for small group workshops Hybrid schedule for small group services to limit the</p>	<p>Jennifer Pitt, Director-Pregnant</p>	<p>PPE</p> <p>Signage: social distance signs,</p>	<p>Yes</p> <p>Training of staff</p>

	<p>Hybrid schedule for small group services to limit the number of individuals in the ELECT space.</p> <ul style="list-style-type: none"> · Maximum of 1 in-person session offered per month per cohort · Minimum of 2 virtual workshop sessions offered each month to all cohorts <p>In-person workshops limited to no more than five (5) students, maintaining 6 feet of separation pursuant to CDC and PDE guidelines.</p> <p>Use of larger spaces for group services if ELECT space is not suitable; e.g. auditorium, conference rooms ELECT Education Contractors will facilitate sessions remotely to be broadcast to students virtually. Use of PPE required (masks, gloves, face-shields - where applicable) Social Distancing practices required pursuant to CDC and PDE guidelines Hygiene practices required</p> <p>Keeping each student's belongings separate from other students; label belongings; cubbies; lockers or other areas</p>	<p>number of individuals in the ELECT space.</p> <ul style="list-style-type: none"> · Maximum of 2 in-person sessions offered per month per cohort · Minimum of 2 virtual workshop sessions offered each month to all cohorts <p>In-person workshops limited to no more than eight (8) students, maintaining 6 feet of separation pursuant to CDC and PDE guidelines.</p> <p>Use of larger spaces for group services if ELECT space is not suitable; e.g. auditorium, conference rooms ELECT Education Contractors will facilitate sessions remotely to be broadcast to students virtually unless approved for small group facilitation through district approval and procedures change. Use of PPE required (masks, gloves, face-shields - where applicable) Social Distancing practices required pursuant to CDC and PDE guidelines</p> <p>Hygiene practices required</p> <p>Keeping each student's belongings separate from other</p>	<p>and Parenting Student Services</p>	<p>floor decals, 6 ft. floor markers</p> <p>Recommended classroom arrangements; floor plans provided</p> <p>SDP Health Monitoring Protocol</p> <p>SDP General Health and Hygiene Protocol</p> <p>SDP Face Covering/Mask Protocol</p> <p>SDP Social Distancing Protocol</p>	<p>will begin in July 2020</p>
--	--	--	---------------------------------------	--	--------------------------------

	<p>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use.</p> <ul style="list-style-type: none"> - Workshop materials & supplies - Study materials - Technology <p>CDC Guidance for Cleaning and Disinfecting Schools</p>	<p>students; label belongings; cubbies; lockers or other areas</p> <p>Ensure adequate supplies to minimize sharing of high touch materials to the extent possible or limit to one group of students at a time and disinfect in between use.</p> <ul style="list-style-type: none"> - Workshop materials & supplies - Study materials - Technology <p>CDC Guidance for Cleaning and Disinfecting Schools</p>			
Home Visits	<p>All home visits conducted virtually through phone and/or video chat methods.</p>	<p>If home visit can be conducted virtually, the virtual option will be offered to students.</p> <p>If the visit cannot be completed virtually or the student requests an in-person visit, guidelines will be followed.</p> <ul style="list-style-type: none"> · Use of PPE required by visitor and household members at visit · Visitor to bring supply of masks for household members · Home Visitor to self-screen before every shift 	<p>Jennifer Pitt, Director-Pregnant and Parenting Student Services</p>	<p>PPE</p> <p>PDPH Reopening Guidance Home-Based Support Services</p>	<p>Yes</p>

		<p>and will not conduct home visits if exhibiting symptoms</p> <ul style="list-style-type: none">· Home Visitor to complete pre-screen with student prior to conducting the visit <p>PDPH Reopening Guidance Home-Based Support Services</p>			
--	--	--	--	--	--

<p>Community-Based Service Delivery</p>	<p>Group activities will be remote and virtual.</p> <p>Use of outdoor spaces when possible for individualized services</p> <p>Staggered systems for admission/ appointments to minimize contact between students and children from other households.</p> <p>Direct contact in a community-based setting will be limited to addressing urgent needs, life sustaining resources and/or to check on a student's well-being</p> <p>Use of PPE required (masks, gloves, face-shields - where applicable</p> <p>Social Distancing practices required pursuant to CDC and PDE guidelines</p> <p>Hygiene practices required</p>	<p>Use of PPE required (masks, gloves, face-shields - where applicable</p> <p>Social Distancing practices required pursuant to CDC and PDE guidelines</p> <p>Hygiene practices required</p> <p>Keeping each students belongs separate from other students; label belongings; cubbies; lockers or other areas</p> <p>Staggered systems for admission/ appointments to minimize contact between students and children from other households.</p> <p>Use of larger spaces for group activities/workshops with social distancing guidelines.</p> <p>Use of outdoor spaces when possible</p> <p>Parent-Child engagement activities permitted following strict health and safety guidelines pursuant to CDC, PDPH and SDP Guidelines. Children must remain with members of their own</p>	<p>Jennifer Pitt, Director-Pregnant and Parenting Student Services</p>	<p>Signage: social distance signs, floor decals, 6 ft. floor markers</p> <p>PPE</p> <p>SDP Health Monitoring Protocol</p> <p>SDP General Health and Hygiene Protocol</p> <p>SDP Face Covering/Mask Protocol</p> <p>SDP Social Distancing Protocol</p>	<p>Yes</p> <p>Training of staff will begin in July 2020</p>
--	---	--	--	---	---

		household throughout the duration of the activity.			
Material Resource Provision (Emergency Needs, Academic Supports and Coursework, and/or ELECT Education Service Supplies)	<p>Material resource provision to be completed through no contact methods following SDP Guidelines: Health and Hygiene, Face Covering/Mask, Health Monitoring and Social Distancing Protocols</p> <p>No Contact Methods:</p> <ul style="list-style-type: none"> · Mail/Ship · Email · No Contact Drop-Off · No Contact Pick-Up <p>No contact distribution methods for provision of resources may include:</p> <ul style="list-style-type: none"> · Use of outdoor spaces for distribution when possible · Staggered systems or scheduled appointments for pick ups · Curbside pick-up where possible · No contact drop-off at residence following health and safety protocols 	<p>Material resource provision to be completed through no contact methods following SDP Guidelines: Health and Hygiene, Face Covering/Mask, Health Monitoring and Social Distancing Protocols</p> <p>No Contact Methods:</p> <ul style="list-style-type: none"> · Mail/Ship · Email · No Contact Drop-Off · No Contact Pick-Up <p>No contact distribution methods for provision of resources may include:</p> <ul style="list-style-type: none"> · Use of outdoor spaces for distribution when possible · Staggered systems or scheduled appointments for pick ups · Curbside pick-up where possible · No contact drop-off at residence following health and safety protocols 	Jennifer Pitt, Director-Pregnant and Parenting Student Services	<p>Signage: social distance signs, floor decals, 6 ft. floor markers</p> <p>PPE</p> <p>SDP Health Monitoring Protocol</p> <p>SDP General Health and Hygiene Protocol</p> <p>SDP Face Covering/Mask Protocol</p> <p>SDP Social Distancing Protocol</p> <p><u>ELECT No-Contact Distribution Protocol</u></p>	Yes

	ELECT No-Contact Distribution Protocol	ELECT No-Contact Distribution Protocol			
Auxiliary Supports	<p>Passenger Safety (Car Seat) and Safe Sleep Workshop programming offered virtually, No Contact Pick-Up/Drop-Off for car seat loan and cribette distribution</p> <p>Digital Baby Bucks Incentive Model to replace paper Baby Bucks</p> <p>ELECT Baby Boutique virtual and remote operations only and no-contact distribution methods</p>	<p>Passenger Safety (Car Seat) and Safe Sleep Workshop programming offered virtually, No Contact Pick-Up/Drop-Off for car seat loan and cribette distribution</p> <p>Digital Baby Bucks Incentive Model to replace paper Baby Bucks</p> <p>ELECT Baby Boutique virtual and remote operations when possible with limited in-person appointments to minimize contact between students and children of different households. Appointments limited to 3 days per week, no more than 5 appointments per day (15 total served per week)</p> <p>Students with approved, in-person ELECT Baby Boutique appointments must complete a pre-screen process including temperature check prior to being escorted to the</p>	Jennifer Pitt, Director-Pregnant and Parenting Student Services	<p>Signage: social distance signs, floor decals, 6 ft. floor markers</p> <p>PPE</p> <p>SDP Health Monitoring Protocol</p> <p>SDP General Health and Hygiene Protocol</p> <p>SDP Face Covering/Mask Protocol</p> <p>SDP Social Distancing Protocol</p> <p>ELECT No-Contact Distribution Protocol</p>	<p>Yes-</p> <p>Training of staff will begin in July 2020</p>

		<p>Boutique space. Students without an appointment or who do not pass the screening procedures will not be admitted.</p> <p>Social Distancing, Face Covering and Cleaning Protocols will be followed.</p>			
--	--	---	--	--	--

ELECT Health and Safety Plan Communications

Strategy	Audience(s)	Lead Person and Position	Mode of Communications
ELECT in-person service delivery re-opening safety protocols	ELECT Contractors/Suppliers	Jennifer Pitt, Director-Pregnant and Parenting Student Services	<ul style="list-style-type: none"> · Email · Written Protocols and Procedures · Guidance Documents Uploaded in Database for ELECT Case Organization (DECO)
ELECT in-person service delivery re-opening safety protocols	Currently Enrolled ELECT Students and Caregivers	Jennifer Pitt, Director-Pregnant and Parenting Student Services	<ul style="list-style-type: none"> · Letter · Email · Fact Sheet

<p>Ongoing ELECT in-person service delivery protocols and considerations</p>	<p>All ELECT Students and Caregivers</p>	<p>Jennifer Pitt, Director-Pregnant and Parenting Student Services</p>	<ul style="list-style-type: none"> · Enrollment Fact Sheet (Print) · Letter · Email · Webpage Posting
---	--	--	---

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **(The School District of Philadelphia)** reviewed and approved the Phased School Reopening Health and Safety Plan on **(July 30, 2020)**.

The plan was approved by a vote of:

 7 Yes

 1 No

Affirmed on: **July 30, 2020**



By:

(Signature of Board President)*

Joyce Wilkerson

(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.