



Intermediate Unit 1

Health and Safety Plan

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

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

Type of Reopening

Key Questions

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

Based on your county's current designation and local community needs, which type of reopening has your school entity selected?

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): 8/10/2020

*** This plan is subject to change based on CDC and Pennsylvania DOH guidelines, local/state guidelines, and any applicable laws. Furthermore, the provisions set forth in this plan are designed to support the Health and Safety Plans of our member school districts. Any IU1 staff member assigned to a school district or nonpublic school will adhere to their respective Health and Safety Plan***

School Reopening Scenarios

The following scenarios are proposed for school reopening. The scenario will be selected at the discretion of the Executive Director while considering the number of COVID-19 cases in the communities of Fayette, Greene, and Washington counties:

Yellow/Green Phases

Scenario A: Full Reopening Model-Students participate in five days per week of face-to-face instruction (Distance learning option for students with health/safety concerns).

Scenario B: Blended Reopening Model-Students participate in face-to-face instruction two days a week and engage in distance learning the remaining three days a week until October 1, 2020. At that date, the instructional model and circumstances will be reevaluated, based on community and county COVID-19 transmission rates. Staff assigned to the IU1 Campus Schools and Early Intervention programs will teach from their classrooms or program assignment for four days per week and work one day remotely (Distance learning option for students with health/safety concerns).

Scenario C: Distance Learning Model-Students participate in remote learning from home until October 1, 2020. At that date, the instructional model and circumstances will be reevaluated, based on community and county COVID-19 transmission rates.

Red Phase

Distance Learning Model-Students participate in remote learning from home. Staff assigned to the IU1 Campus Schools and Early Intervention programs will teach remotely.

Health and Safety Plan Summary: Intermediate Unit 1

Anticipated Launch Date: 8/10/2020

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>All Scenarios</p> <ul style="list-style-type: none"> • Daily cleaning of schools with soap and water to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. • At least daily and throughout the day disinfecting schools and transportation vehicles using EPA-approved disinfectants against COVID-19 external icon to reduce the risk. • Use of routine cleaning practices for indoor areas that have not been used for 7 or more days or outdoor equipment. • Follow standard protocols to clean surfaces that are not high touch. • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

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>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Determine the maximum capacity for each room. • Turn desks in the same direction. • Students sit on one side of tables/desk facing the same direction.

Requirement(s)	Strategies, Policies and Procedures
<p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>	<ul style="list-style-type: none"> • Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year. • Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable). • Limit physical interaction through partner or group work. • Staff will maintain a distance of at least 6 feet from other adults to the maximum extent feasible. • Staff will maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process. • Establish distance between the teacher’s desk/board and students’ desks. • Identify and utilize large spaces (i.e. gymnasiums and outside spaces – as weather permits) for social distancing. <p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Allow student hand washing before and after meal service. • Provide hand sanitizer for students and staff. • Students and staff wear face coverings when walking to and from the cafeteria as well as when getting their food, unless a documented medical or mental health condition or disability under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act or IDEA precludes them from wearing the face covering. • Use disposable plates, utensils, etc. • Mark spaced lines to enter the cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use • Conduct cleaning of cafeterias and high-touch surfaces throughout the school day. • Consider alternative serving models, such as serving meals in classrooms. • Touchless Pre-ordering of meals. • Consider pre-packaged boxes or bags for each student instead of traditional serving lines. • Avoid sharing of foods and utensils.

Requirement(s)	Strategies, Policies and Procedures
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings. • Provide hand soap, hand sanitizer with at least 70% alcohol, cleaning wipes, tissues, and paper towels in all classrooms and frequently trafficked areas. • Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols.
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	<p>All Scenarios</p> <p>https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc</p>
<p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Stagger the schedule for large group gatherings, such as recess and PE. • Identify and utilize large spaces (i.e. gymnasiums and outside spaces – as weather permits) for social distancing. • Clean equipment/materials between PE classes, recess, etc. • Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> ○ Students and staff wash their hands or use hand-sanitizer before and after physical education class and/or recess. ○ Students and staff wear face coverings as required, unless a documented medical or mental health condition or disability under the

Requirement(s)	Strategies, Policies and Procedures
<p>Limiting the sharing of materials among students</p>	<p>Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act or IDEA precludes them from wearing the face covering.</p> <ul style="list-style-type: none"> ○ Limiting unnecessary congregations of students and staff. ○ Schedule recess so students remain in same groups together. ○ Consider activities that do not require sharing equipment. <p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> ● Identify necessary learning tools and resources, consider using consumables (when possible). ● Assign a designated sealed container/bag/cubby for each child where s/he can keep learning tools. ● Assign technology tools (Chromebooks, iPads, etc.) to individual students/small groups of students and provide cleaning materials to be used between uses. ● Have enough supplies to minimize the sharing of high-touch materials to extent possible (art supplies, math manipulatives, science equipment, etc.), or limit the use of supplies and equipment to one group of children at a time and clean and disinfect these items between uses.
<p>Staggering the use of communal spaces and hallways</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> ● Develop Entry Procedures and master schedule. ● Direct movement with clear traffic patterns; Establish clear traffic patterns with appropriate visual supports (e. g., directional arrows, signage, etc.). ● Clear one van/bus before another begins unloading. ● Close water fountains. Provide bottled water to students. ● Close communal-use spaces, such as cafeterias, if possible; otherwise, stagger their use and disinfect them in between uses.

Requirement(s)	Strategies, Policies and Procedures
<p>Adjusting transportation schedules and practices to create social distance between students</p>	<ul style="list-style-type: none"> • Provide hand sanitizer for students and staff. • Limit unnecessary congregations of students and staff . • Limit movement throughout the building and restrict mixing between groups to the greatest extent possible. • Transitions: For class changes and other transitions throughout the school day: <ul style="list-style-type: none"> ○ Limit transition times. ○ Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated students to limit congregation of students. ○ Limit staggered class (ex: elementary and secondary division of students in hallways at one time to the greatest extent possible). <p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students and bus drivers. • Bus drivers and passengers must wear face coverings while on the bus, in accordance with the Secretary of Health’s Order Requiring Universal Face Coverings issued July 1, 2020, unless a documented medical or mental health condition or disability under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act or IDEA precludes them from wearing the face covering. • Screen students and bus drivers for symptoms of illness. • Load the bus by filling seats from back to front to limit students walking past students to find a seat to the maximum extent feasible. • Do not seat students in the front row of the bus to the maximum extent feasible. • Open windows, if weather allows, to improve ventilation. • Use of assigned seating and seating chart to allow for exposed individuals to be more easily traced to the maximum extent feasible. • All students wash their hands or use hand sanitizer before or immediately upon entering the school, to the maximum extent feasible. • Students report directly to their assigned classroom following washing their hands or using hand sanitizer. Do not allow students to congregate in a lobby, hallway, or cafeteria before school starts. • Eliminate field trips. • Clean and disinfect frequently touched surfaces on the bus at least daily. • What Bus Operators Need to Know

Requirement(s)	Strategies, Policies and Procedures
<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Determine the maximum capacity for each room. • Turn desks in the same direction. • Students sit on one side of tables/desk facing the same direction. • Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year. • Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable). • Staff will maintain a distance of at least 6 feet from other adults to the maximum extent feasible. • Staff will maintain at least 6 feet from students, whenever possible and when not disruptive to the educational process. • Limit physical interaction through partner or group work. • Establish distance between the teacher’s desk/board and students’ desks. • Identify and utilize large spaces (i.e. gymnasiums and outside spaces – as weather permits) for social distancing.
<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>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Increase communication as needed. • Coordination with student’s childcare facility/early childhood setting for provision of Early Intervention services. • Early Intervention staff will follow the established safety protocols of the childcare facility, early childhood setting, and/or school districts where services are provided. • Review special arrangements that were in place before COVID-19 and decide whether those processes can continue in the green phase.

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Check for signs and symptoms of students and employees daily upon arrival. • Conduct routine, daily health checks (e.g., temperature and symptom screening) which include checks for history of exposure. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures. • Encourage staff to stay home if they are sick and encourage parents to keep sick children home. • Develop a procedure for taking attendance in a face-to-face or distance learning environment.
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>All Scenarios</p> <ul style="list-style-type: none"> • Work with school administrators and school nurses to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. • School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Contact the local health authority before acting in response to a known or suspected communicable disease. • Contact the local health authority for further guidance if a parent/guardian/caregiver notifies the school of potential exposure by a student, staff member, or school visitor. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. • Take measures that allow for exposed individuals to be more easily traced: <ul style="list-style-type: none"> ○ Use assigned seating for each class when feasible. ○ Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, the locations in the building they visit, and the names of close contacts they visit in the building, if possible. • Advise sick staff members and children not to return until they have met state DOH criteria to discontinue home isolation.

Requirement(s)	Strategies, Policies and Procedures
<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>Strategies, Policies and Procedures</p> <ul style="list-style-type: none"> • Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DOH guidance for home quarantine. <p>Symptoms of Coronavirus What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection Standard Precautions Transmission-based Precautions</p> <p>All Scenarios</p> <ul style="list-style-type: none"> • Staff and students with fevers or symptoms associated with COVID-19 should seek medical attention for further evaluation and instructions before returning to school. • Staff or students with symptoms who have had a direct exposure to a person with COVID-19 will be considered probable cases and should remain excluded from school/work until release from isolation criteria has been met. • A student or staff member who is quarantined following close contact with a case may not return to school until cleared to do so by the appropriate local health authority. A negative test obtained prior to the end of quarantine does not clear an individual for return. The entire quarantine period must be completed. • Develop policies and procedures based on CDC guidelines. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html <p>All Scenarios</p> <ul style="list-style-type: none"> • Post on the Intermediate Unit 1 Website • Class Dojo • Keep Current • Other notification systems (e. g., Remind)

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>All Scenarios</p>

Requirement(s)

Strategies, Policies and Procedures

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.
- Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable).
- Establish a process for regular check- ins with vulnerable students and staff.
- Limit large group gatherings/Interactions for vulnerable students and staff.
- Employees who would like to request accommodations will contact the Director of HR for assistance.
- Follow Policy and Agreements on entitlement days and leaves of absences.
- Follow State and Federal Employment Laws on Leaves of Absences.
- Provide Employee Assistance Program to all employees.

*** Use of face coverings (masks or face shields) by all staff**

All Scenarios

- Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings.
- Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable.
- Staff are required to wear face coverings unless they have a medical or mental health condition or disability, documented in accordance with the Americans with Disabilities Act, that precludes the wearing of a face covering in school. If documentation of the medical or mental health condition or disability is not on file in the Department of Human Resources, documentation will need to be provided by the staff member.
- Face coverings may be removed when:
 - Eating or drinking when spaced at least 6 feet apart;
 - Situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task; or
 - At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes.

Requirement(s)	Strategies, Policies and Procedures
<p>* Use of face coverings (masks or face shields) by students.</p>	<p>> CDC Guidance</p> <p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. • Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. • Students are required to wear face coverings unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student’s health care provider, school nurse, and IEP/504 team. If the medical condition or mental health condition is not documented in the student’s IEP/504 plan, documentation will need to be provided by the parent/guardian. • Face coverings may be removed when: <ul style="list-style-type: none"> ○ Eating or drinking when spaced at least 6 feet apart; ○ Situations where wearing a face covering creates an unsafe condition to operate equipment or execute a task; or ○ At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes. <p>> CDC Guidance</p>

Requirement(s)	Strategies, Policies and Procedures
<p>Unique safety protocols for students with complex needs or other vulnerable individuals</p>	<p>Scenario A: Full Reopening Model-Students participate in five days per week, face-to-face instruction.</p> <p>Scenario B: Blended Reopening Model- Students will participate in two days of face-to-face instruction and three days of distance learning per week.</p> <ul style="list-style-type: none"> • Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws • Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials. • Determine the determine a student’s ability to meet distancing guidelines on a case by case basis. • If a student with a disability is unable to follow the distancing or other health and safety guidelines, collaborate with student’s parent/guardian, medical provider, certified school nurse and school administrators to develop an appropriate educational plan of care for students (i.e., 504 Plan or IEP). • Reconvene IEP Meetings, as necessary. • Medically fragile and high-risk students and the staff assigned to those classrooms should have a symptom screening done at school daily, in addition to the symptom screening requested to be completed prior to arriving at school. • In-home Early Intervention services will be provided at a site location or virtually.

Intermediate Unit 1 Adult Education Health and Safety Plan

****This plan is subject to change based on CDC and DOH guidelines, local/state guidelines, and any applicable laws.****

Pandemic Team		
Individuals	Stakeholder Group Represented	Role and Responsibilities
Mr. Scott Craighead, Director of Operations	Intermediate Unit 1	Pandemic Coordinator
Mr. Donald Martin, Executive Director Dr. Kristin Szewczyk, Assistant Executive Director Mr. Scott Craighead, Director of Operations Ms. Jennifer Judge, Director of Human Resources Mrs. Rachel Zilcosky, Supervisor for Adult, Nonpublic, and ESL Education Service/Curriculum Coordinator	Central Office Administration	Plan Development and Response Team
Department of Health Official (DOH)	Health Official	Plan Development and Response Team
County Emergency Management Agency (EMA)	Health Official	Plan Development and Response Team

	Action Steps Under Yellow Phase	Action Steps Under Green Phase	Materials, Resources, and/or Supports Needed
<i>Hygiene and Sanitation Protocols</i>	<ul style="list-style-type: none"> Daily cleaning of classroom with soap and water to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. At least daily and throughout the day disinfect the classroom using EPA-approved disinfectants against COVID-19 to reduce the risk. Reinforce good hygiene measures such as handwashing, coverings, coughs, and face coverings Provide hand soap, hand sanitizer with at least 70% alcohol, cleaning wipes, tissues, and paper towels in all classrooms. Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/ school/ partner specific protocols. 	<ul style="list-style-type: none"> Daily cleaning of classroom with soap and water to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Apply to frequently touched surfaces and objects including door handles, sink handles and drinking fountains. At least daily and throughout the day disinfect the classroom using EPA-approved disinfectants against COVID-19 to reduce the risk. Reinforce good hygiene measures such as handwashing, covering coughs, and face coverings. Provide hand soap, hand sanitizer with at least 70% alcohol, cleaning wipes, tissues, and paper towels in all classrooms. Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/partner specific protocols. 	<ul style="list-style-type: none"> Cleaning Supplies – Ensure supply chain through multiple vendors. Continuously monitor inventory. Signs
<i>Face Coverings and Personal Protective Equipment</i>	<ul style="list-style-type: none"> Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. Staff members are required to wear face coverings. Face coverings may be removed when: <ul style="list-style-type: none"> Eating or drinking when spaced at least 6 feet apart; Situations where wearing a face covering creates an unsafe condition to 	<ul style="list-style-type: none"> Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of a face covering inadvisable. Staff members are required to wear face coverings. Face coverings may be removed when: <ul style="list-style-type: none"> Eating or drinking when spaced at least 6 feet apart; Situations where wearing a face covering creates an unsafe condition to 	<ul style="list-style-type: none"> Masks/Face Coverings Signage for proper use

	<p>operate equipment or execute a task; or</p> <ul style="list-style-type: none"> ○ At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes. <p>> CDC Guidance</p>	<p>operate equipment or execute a task; or</p> <ul style="list-style-type: none"> ○ At least 6 feet apart during “face-covering breaks” to last no longer than 10 minutes. <p>> CDC Guidance</p>	
<p>Limit Number of Students in the Classroom.</p> <p><i>Allow for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible.</i></p>	<ul style="list-style-type: none"> • Determine maximum capacity for each classroom. • Turn desks in the same direction. • Students sit on one side of tables/desk facing the same direction. • Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable). • Limit physical interaction through partner or group work. • Establish distance between the teacher’s desk/board and students’ desks. • Work in collaboration with site’s maximum capacity requirements. 	<ul style="list-style-type: none"> • Determine maximum capacity for each classroom. • Turn desks in the same direction. • Students sit on one side of tables/desk facing the same direction. • Balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable). • Limit physical interaction through partner or group work. • Establish distance between the teacher’s desk/board and students’ desks. • Work in collaboration with site’s maximum capacity requirements. 	<ul style="list-style-type: none"> • Cleaning Supplies – Ensure supply chain through multiple vendors. • Continuously monitor inventory. • PPE
<p>Limit the sharing of materials among students.</p>	<ul style="list-style-type: none"> • Identify necessary learning tools and resources, consider using consumables (when possible). • Limit the sharing of technology tools (i. e., desktop computers, laptops, etc.) and provide cleaning materials to be used between uses. • Limit sharing of high-touch materials to extent possible (i. e., textbooks, math manipulatives, etc.), or limit the use of supplies and equipment to one group of students at a time and clean and disinfect these items between uses. 	<ul style="list-style-type: none"> • Identify necessary learning tools and resources, consider using consumables (when possible). • Limit the sharing of technology tools (i. e., desktop computers, laptops, etc.) and provide cleaning materials to be used between uses. • Limit sharing of high-touch materials to extent possible (i. e., textbooks, math manipulatives, etc.), or limit the use of supplies and equipment to one group of students at a time and clean and disinfect these items between uses. 	<ul style="list-style-type: none"> • Cleaning Supplies – Ensure supply chain through multiple vendors. • Continuously monitor inventory. • Tech wipes for all technology. • PPE
<p>Identifying and restricting non-</p>	<ul style="list-style-type: none"> • Restrict nonessential visitors, volunteers, and activities that involve other groups. 	<ul style="list-style-type: none"> • Restrict nonessential visitors, volunteers, and activities that involve other groups. 	<ul style="list-style-type: none"> • IU1 and Class Site Policies and Procedures

<i>essential visitors and volunteers.</i>			
<i>Vulnerable Populations</i>	<p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> • Provide PPE to vulnerable students and staff as appropriate • Provide remote/distance learning opportunities for vulnerable student populations in consultation with public health officials. • Establish a process for regular check-ins with vulnerable students and staff • Employees who would like to request accommodations will contact the Director of HR for assistance. • Follow Policy and Agreements on entitlement days and leaves of absences. • Follow State and Federal Employment Laws on Leaves of Absences • Provide Employee Assistance Program to all employees. 	<p>https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html</p> <ul style="list-style-type: none"> • Provide PPE to vulnerable students and staff as appropriate • Allow vulnerable students to complete their coursework virtually • Establish a process for regular check-ins with vulnerable students and staff • Limit large group gatherings/Interactions for vulnerable students and staff • Employees who would like to request accommodations will contact the Director of HR for assistance. • Follow Policy and Agreements on entitlement days and leaves of absences. • Follow State and Federal Employment Laws on Leaves of Absences • Provide Employee Assistance Program to all employees. 	<ul style="list-style-type: none"> • IU1 and Class Site Policies and Procedures • Accommodations, as needed.
<i>Monitoring students and staff for symptoms and history of exposure.</i>	<ul style="list-style-type: none"> • Check of students and employees daily upon arrival. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures. Follow any procedures set forth by class site agency. • Encourage staff and students to stay home if they are sick. 	<ul style="list-style-type: none"> • Check of students and employees daily upon arrival. • Consider a process to address privacy concerns of monitoring practices and the potential stigma associated with monitoring and confirmed exposure or cases. • Develop a system for home/self-screening and reporting procedures. Follow any procedures set forth by class site agency. • Encourage staff and students to stay home if they are sick. 	<ul style="list-style-type: none"> • Professional development for students and staff. • IU1 and Class Site Policies and Procedures
<i>Isolating or quarantining students, staff, or</i>	<ul style="list-style-type: none"> • Identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. - Needs to be coordinated with the site. 	<ul style="list-style-type: none"> • Identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. – Needs to be coordinated with the site. 	<ul style="list-style-type: none"> • Isolation room or area • PPE

<p><i>visitors if they become sick or demonstrate a history of exposure</i></p>	<ul style="list-style-type: none"> • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials and staff immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants. • Advise sick staff members and students not to return until they have met state DOH criteria to discontinue home isolation. • Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DOH guidance for home quarantine. • Symptoms of Coronavirus • What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection • Standard Precautions • Transmission-based Precautions 	<ul style="list-style-type: none"> • Establish procedures for safely transporting anyone who is sick home or to a healthcare facility. • Notify local health officials and staff immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. • Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants. • Advise sick staff members and students not to return until they have met state DOH criteria to discontinue home isolation. • Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state DOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate state DOH guidance for home quarantine. • Symptoms of Coronavirus • What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection • Standard Precautions • Transmission-based Precautions 	
<p><i>Returning isolated or quarantined staff, students, or visitors to program/classroom.</i></p>	<ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html 	<ul style="list-style-type: none"> • Develop policies and procedures based on CDC guidelines • https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html 	<ul style="list-style-type: none"> • IU1 and Class Site Policies and Procedures

Health and Safety Plan Professional Development

Topic	Audience	Session Format	Start Date	Completion Date
Review of Health and Safety Plan Protocols and Procedures	Adult Education Coordinators and Instructors	Virtual Via Weekly Staff Meeting Sign-Off on Plan via Safe Schools	7/23/2020	7/31/2020
Coronavirus Awareness	Adult Education Coordinators and Instructors	Online Via Safe Schools	8/1/2020	8/31/2020
Common Illness Prevention	Adult Education Coordinators and Instructors	Online Via Safe Schools	8/1/2020	8/31/2020
Disinfecting Your Workspace	Adult Education Coordinators and Instructors	Online Via Safe Schools	8/1/2020	8/31/2020
Any Additional Health and Safety Trainings Provided by Class Site	Adult Education Coordinators and Instructors	Online or Face-to-Face		

The Board of Directors/Trustees for **Intermediate Unit 1** reviewed and approved the Phased School Reopening Health and Safety Plan on **September 24, 2020**.

The plan was approved by a vote of:

 11 Yes

 0 No

Affirmed on:

By:



(Signature of Board President)*

Mr. Richard Gates

(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.