Shippensburg University Head Start and Pre-K Counts Program

Covid-19

School Reopening

Health and Safety Plan



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*This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.*

# Health and Safety Plan: Shippensburg University Head Start and Pre-K Counts Program

*The Shippensburg University Head Start Program is funded to serve a total of 244 children in four school districts: Shippensburg Area School District, South Middleton Area School District, Big Spring Area School District, and Carlisle Area School District. The potential of a highly infectious outbreak in our classrooms could be detrimental to each community. By following this COVID-19 Health and Safety Plan, working within each school district’s plan and the elementary school principals on protocols, the risk is mitigated to the best of our ability. This fluid plan is a collective approach and serves as a guide for the safe reopening of the Shippensburg Head Start Program and a response to the Covid-19 pandemic.*

The intent of this Health and Safety Plan is to serve as guidance for all reopening activities. The purpose is to achieve the following goal: to provide a safe environment for pre-school children to learn and grow socially while minimizing the risk to exposure of COVID-19. This document contains references and supplemental information from the PDE, CDC, APA, DOH.

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](https://www.governor.pa.gov/process-to-reopen-pennsylvania/). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

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

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

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

## Type of Reopening

#### Key Questions: How do you plan to bring students and staff back to physical school buildings, particularly if you still need social distancing in place?

* How did you engage stakeholders in the type of re-opening your school entity selected?
* How will you communicate your plan to your local community?
* Once you reopen, what will the decision-making process look like to prompt a school closure or other significant modification to operations?
* **Based on your county’s current designation and local community needs, which type of reopening has your school entity selected?**

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):**

**Reopening Model for Carlisle District Classrooms: Hybrid to begin August 31, 2020**

**Reopening Model for Shippensburg District Classrooms: Hybrid to begin September 8, 2020**

**Reopening Model for Big Spring District Classrooms: Hybrid to begin August 24, 2020**

**Reopening Model for South Middleton District Classroom: Hybrid to begin August 24, 2020**

## Pandemic Coordinator/Team

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

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

|  |  |  |
| --- | --- | --- |
| Individual(s) | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities  (Options Above) |
| Linda Butts | Administration, Director | Plan and Development |
| Stacy Ott | Administration, Assistant Director | Plan and Development |
| Betty Carbo | Family Development Manager | Plan and Development |
| Mabel Koser | Health Manager | Plan and Development |
| Brittney Watson | Education Coordinator | Plan and Development Sub Committee |
| Alyssa Oertner | Teacher | Plan and Development Sub Committee |
| Alyson Borden | Teacher | Plan and Development Sub Committee |
| Amy Reed | Home Visitor | Plan and Development Sub Committee |
| Berylee Kreigline | Teacher Assistant | Plan and Development Sub Committee |
|  |  |  |

## Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, students, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

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

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

### Cleaning, Sanitizing, Disinfecting, and Ventilation

#### Key Questions

* How will you ensure the building is cleaned and ready to safely welcome staff and students?
* How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html)?
* 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?

**Each classroom in a district building is being cleaned by the school’s custodian. Shippensburg Head Start classroom is being cleaned by staff, carpets and floors professionally cleaned. All “soft surface” items are being removed from classrooms. All carpet (except those classrooms where the flooring is carpet Bellaire, W.G. Rice, and Ship HS) is being removed. All pillows, dress up clothes, doll clothes, are being replaced with a vinyl alternative. We are procuring the following cleaning supplies: Clorox wipes, Oxivir, Pro-San. Each classroom is submitting a cleaning schedule that will include assigned cleaning duties according to the Action Steps described below. Staff Training titled “Infectious Disease/Pandemic Protocol” will take place on August 20, 2020. This training will include all new protocols/procedures in place due to the pandemic. Classrooms will be monitored by the Education Coordinator and the Assistant Director via in-person visits.**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual  and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | * A staff member assigned to routinely sanitize surfaces and objects that are frequently touched throughout the day including doorknobs, light switches, sink handles, countertops, tables, chairs, cubbies, mail slots * Every item in classroom will be either rotated, cleaned, or individualized daily. Staff will submit a cleaning schedule. Staff will know their assigned duties with regard to cleaning and disinfecting * Soft surface items that cannot be sanitized will be replaced with items that have a washable surface (ex. Vinyl pillows, washable soft tiles in place of carpet) * Water fountains will not be used. Pitchers and disposable cups will be used * High touch areas in classroom will be wiped down frequently | * A staff member assigned to routinely sanitize surfaces and objects that are frequently touched throughout the day including doorknobs, light switches, sink handles, countertops, tables, chairs, cubbies, mail slots * Every item in classroom will be either rotated, cleaned, or individualized daily. Staff will submit a cleaning schedule. Staff will know their assigned duties with regard to cleaning and disinfecting * Soft surface items that cannot be sanitized will be replaced with items that have a washable surface (ex. Vinyl pillows, washable soft tiles in place of carpet) * Water fountains will not be used. Pitchers and disposable cups will be used * High touch areas in classroom will be wiped down frequently | Lead Teacher | * Personal Protective Equipment * Increased inventories of sanitizing agents (Oxivir, Pro-San, Clorox wipes) and equipment | Y |
| Other cleaning, sanitizing, disinfecting, and ventilation practices | * Coordinate with individual school districts and elementary schools on cleaning , sanitizing, disinfecting and ventilating learning spaces | * Coordinate with individual school districts and elementary schools on cleaning , sanitizing, disinfecting and ventilating learning spaces | Principal of each elementary school |  |  |

### Social Distancing and Other Safety Protocols

#### Key Questions

* How will classrooms/learning spaces be organized to mitigate spread?
* How will you group students with staff to limit the number of individuals who come into contact with each other throughout the school day?
* What policies and procedures will govern use of other communal spaces within the school building?
* How will you utilize outdoor space to help meet social distancing needs?
* What hygiene routines will be implemented throughout the school day?
* How will you adjust student transportation to meet social distancing requirements?
* What visitor and volunteer policies will you implement to mitigate spread?
* Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
* Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Classrooms will not have sensory tables or wood- working centers during the pandemic. Children may use small water bins that are disinfected after each use. Each interest center will be limited to 2 children at a time. Children will be assign to Group A or Group B and attend only with assigned group. There will be no use of communal spaces except for those classrooms that do not have a bathroom. Those classrooms will follow school district protocol regarding bathroom use and cleaning. Teacher will be encouraged to spend as much time outdoors with children as possible. Outdoor time will consist of individual play with equipment that is sanitized between use such as balls, hula hoops, etc., reading stories, yoga, breathing exercises, walks, and outdoor lessons. Children will use hand sanitizer prior to entering bus and classroom. Children will wash hand upon entering classroom and throughout the day. In the Hybrid Model, children will sit every other seat on bus and 6 feet from the Driver. We will not allow visitors or volunteers to enter our classrooms during the pandemic. . Staff Training titled “Infectious Disease/Pandemic Protocol” will take place on August 20, 2020. This training will include all new protocols/procedures in place due to the pandemic. Classrooms will be monitored by the Education Coordinator and the Assistant Director via in-person visits.**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible | * We will do our best to maximize space between children during group activities * Children will attend consistently with same group | * We will do our best to maximize space between children during group activities * Children will attend consistently with same group | Lead Teacher | See Covid-19 Field Staff Procedures Hot Sheet | Y |
| \* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | * Will not use cafeterias, children will social distance and eat in classrooms | * Will not use cafeterias, children will social distance and eat in classrooms | Lead Teacher/Principal |  | N |
| \* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | * Wash hands often with soap and water * Use of hand sanitizer when soap and water are not accessible * Teach proper hand washing with children | * Wash hands often with soap and water * Use of hand sanitizer when soap and water are not accessible * Teach proper hand washing with children | Lead teacher | Hand Washing Posters | Y |
| \* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs | * Handwashing signs, reminder and directional signs * Post: CDC Wash Your Hands Germs are Everywhere | * Handwashing signs, reminder and directional signs * Post: CDC Wash Your Hands Germs are Everywhere | Lead Teacher | Hand Washing Posters  Disinfecting Bathrooms Poster | N |
| \* Identifying and restricting non-essential visitors and volunteers | * Parents and non-essential visitors will not be permitted in buildings unless approved by Asst. Director/Director, school principal. PPE is required if approved. | * Parents and non-essential visitors will not be permitted in buildings unless approved by Asst. Director/Director, school principal. PPE is required if approved. | Lead Teacher |  | N |
| \* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | * Recess – equipment will be sanitized between use. Teachers are encouraged to engage children in Teacher directed activities such as yoga, exercises, and games were social distancing is possible | * Recess – equipment will be sanitized between use. Teachers are encouraged to engage children in Teacher directed activities such as yoga, exercises, and games were social distancing is possible | Lead Teacher |  | Y |
| Limiting the sharing of materials among students | * Every item in the classroom will be either cleaned daily, rotated, or individualized * Individual pencil boxes for each child containing; crayons, markers, scissors, glue stick, playdoh will be used instead of shared art materials | * Every item in the classroom will be either cleaned daily, rotated, or individualized * Individual pencil boxes for each child containing; crayons, markers, scissors, glue stick, playdoh will be used instead of shared art materials | Lead Teacher | Additional supplies purchased | Y |
| Staggering the use of communal spaces and hallways | * Coordinate with school district schedules to stagger use of hallways, bathrooms, and playground | * Coordinate with school district schedules to stagger use of hallways, bathrooms, and playground | Principal  Lead Teacher |  | N |
| Adjusting transportation schedules and practices to create social distance between students | * Children will ride the bus only with children in their class * Hybrid model allows at maximum 9 children on a bus at a time * Children will sit 6 feet from driver, if possible. * Children will sit one child to a seat (unless in the same family) and not in consecutive seats * Children will board back to front and unload front to back | * Children will ride the bus only with children in their class * Hybrid model allows at maximum 9 children on a bus at a time * Children will sit 6 feet from driver, if possible. * Children will sit one child to a seat (unless in the same family) and not in consecutive seats * Children will board back to front and unload front to back | Bus Driver  Bus Rider |  | Y |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | * Hybrid model allows for a maximum of 9 children in a class at one time * Children will consistently attend with the same group | * Hybrid model allows for a maximum of 9 children in a class at one time * Children will consistently attend with the same group | Lead Teacher |  | Y |
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | * Individual communication will occur with local childcare regarding transportation, protocol changes and modification of calendars. | * Individual communication will occur with local childcare regarding transportation, protocol changes and modification of calendars. |  |  | N |
| Other social distancing and safety practices | * Masks to be worn by children and staff in accordance with State guidelines * Drop off/Pick up routines * Transportation seating | * Masks to be worn by children and staff in accordance with State guidelines * Drop off/Pick up routines * Transportation seating | Director  Lead Teacher |  | Y |

### Monitoring Student and Staff Health

#### Key Questions

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

**See Action Steps below on how/when we will monitor students, staff and others. Each classroom will follow the district building protocol regarding isolation room. Shippensburg Head Start Classroom will utilize the babysitting room as an isolation room. Lead Teacher will be responsible for determining isolation requirements and notifying main office. See below for plan on returning isolated or quarantined staff, students, or visitors to school. Children/parents that are uncomfortable or unable to return to the classroom will be offered an all virtual option. Program will follow State Health guidance on notifying parents of confirmed staff or student illness or exposure. Health and Safety Plan will be uploaded to our website. Parents will be notified via Remind App of changes to our Health and Safety Plan. Staff Training titled “Infectious Disease/Pandemic Protocol” will take place on August 20, 2020. This training will include all new protocols/procedures in place due to the pandemic. Classrooms will be monitored by the Education Coordinator and the Assistant Director via in-person visits.**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual  and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Monitoring students and staff for symptoms and history of exposure | * Families and staff will conduct an “At-home Self-Assessment” for symptoms before traveling to work/school. * Families will be asked a series of questions from “Entry Protocol for COVID-19” prior to child’s entry to the building. * Staff will visually screen children for signs of illness. * Children’s temperature will be taken to ensure it is under 100.4°F * Staff will have their temperature taken upon entry to the building. | * Families and staff will conduct an “At-home Self-Assessment” for symptoms before traveling to work/school. * Families will be asked a series of questions from “Entry Protocol for COVID-19” prior to child’s entry to the building. * Staff will visually screen children for signs of illness. * Children’s temperature will be taken to ensure it is under 100.4°F * Staff will have their temperature taken upon entry to the building | Staff members  Lead Teacher |  | Y |
| \* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure | * Use of isolation room if child or staff become ill while in the classroom * Staff will call parents to pick up child immediately * Staff will stay with child until parent picks up. | * Use of isolation room if child or staff become ill while in the classroom * Staff will call parents to pick up child immediately * Staff will stay with child until parent picks up. | Lead Teacher  Principal |  | Y |
| \* Returning isolated or quarantined staff, students, or visitors to school | * Children, staff, and visitors can return to school with a doctor’s note, when they are fever free for 72 hours without the use of fever-reducing medicine, or once 10 days have elapsed from symptom onset. | * Children, staff, and visitors can return to school with a doctor’s note, when they are fever free for 72 hours without the use of fever-reducing medicine, or once 10 days have elapsed from symptom onset. | Health Manager  Lead Teacher |  | Y |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | * Health Manager will notify State Health for guidance on closing & reopening centers. * School Districts will notify our Administration of within-school-year changes and we will adjust our protocols accordingly | * Health Manager will notify State Health for guidance on closing & reopening centers. * School Districts will notify our Administration of within-school-year changes and we will adjust our protocols accordingly | Health Manager  Administrators |  | Y |
| Other monitoring and screening practices | * Consideration of Covid-19 testing if required per school district or state. | * Consideration of Covid-19 testing if required per school district or state. | Director | Lab testing contract  Dr. Wellmon Shippensburg |  |

### 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?

**Children and staff will wear face masks at all times. Children at higher risk will be enrolled in an all virtual model. Staff is encouraged to talk with their health care provided for guidance on returning to work. Plexiglass has been placed in offices with more than one person, higher risk office staff will be offered secluded office space. Classrooms are staffed with 3 staff, in the absence of one staff person, ratio will still be met in the Hybrid Model. We will continue to follow the Mental Health component of our program.**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual  and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Protecting students and staff at higher risk for severe illness | * Staff were notified on July 8, 2020 via email regarding high risk groups according to CDC and encouraged to talk to their health care provider for guidance on returning to work * Children with Asthma are not allowed in classrooms without an approval document from a doctor. * Other children deemed high risk will be contacted by the Health Manager to discuss the risk and be required to talk with their health care provider for guidance | * Staff were notified on July 8, 2020 via email regarding high risk groups according to CDC and encouraged to talk to their health care provider for guidance on returning to work * Children with Asthma are not allowed in classrooms without an approval document from a doctor. * Other children deemed high risk will be contacted by the Health Manager to discuss the risk and be required to talk with their health care provider for guidance | Linda Butts, Director |  |  |
| \* Use of face coverings (masks or face shields) by all staff | * Per State Regulations, all staff will wear face coverings while in school, on the bus, and outside. | * Per State Regulations, all staff will wear face coverings while in school, on the bus, and outside. | Lead Teacher |  | Y |
| \* Use of face coverings (masks or face shields) by older students (as appropriate) | * Per State Regulations, all children age 2 and older will wear face coverings while in school, on the bus, and outside. * Mask breaks are allowed for up to 10 minutes when children are outside and able to socially distance | * Per State Regulations, all children age 2 and older will wear face coverings while in school, on the bus, and outside. * Mask breaks are allowed for up to 10 minutes when children are outside and able to socially distance | Lead Teacher |  |  |
| Unique safety protocols for students with complex needs or other vulnerable individuals | * Hearing impaired masks (clear covering to see the mouth) purchased for staff use to help with language development of children * Determined based on individual needs | * Hearing impaired masks (clear covering to see the mouth) purchased for staff use to help with language development of children * Determined based on individual needs | Assistant Director |  |  |
| Strategic deployment of staff | * Identify critical job functions and positions, and plan for alternative coverage by cross-training staff. | * Identify critical job functions and positions, and plan for alternative coverage by cross-training staff. | Leadership Team |  |  |

## 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 |
| --- | --- | --- | --- | --- | --- | --- |
| Infectious Disease/Pandemic Protocol | All Staff | Linda Butts, Director | Zoom | Power Point | August 20, 2020 | August 20, 2020 |
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## Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

| Topic | Audience | Lead Person and Position | Mode of Communications | Start Date | Completion Date |
| --- | --- | --- | --- | --- | --- |
| Teacher/Parent initial visit | Parents | Teachers | Face to face outside (social distancing) | August 10, 2020 | September 3, 2020 |
| Staff Survey | Staff | Education Coordinator. | Qualtrics survey | May/June 2020 | June 2020 |
| Parent survey (tech) | Parents | Education Coordinator | Qualtrics survey |  | September 3, 2020 |
| Reopening plans/Health & Safety | Policy Council | Director | P.C. Meeting | July/Aug 2020 | September 17, 2020 |
| Health and Safety plan | Policy /Council and Council of Trustee | Director | COT meeting | August 31, 2020 | September 18, 2020 |
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# Health and Safety Plan Governing Body Affirmation Statement

The Council of Trustees for **Shippensburg University Head Start and Pre-K Counts** reviewed and approved the Reopening Health and Safety Plan on September 18, 2020. Policy Council approved the plan on September 16, 2020.