



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.

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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: The Waldorf School 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?

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): September 9, 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)
Anthony deGuzman	Pandemic Coordinator/Administration	Both (Plan Development and Response Team)
Elizabeth Sweeney	Administration	Both (Plan Development and Response Team)
Tilo Grosser	Board of Trustees	Both (Plan Development and Response Team)

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Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

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

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

Summary of Responses to Key Questions:

The steps the school has taken include, but are not limited to, the following: installing air purification systems; sourcing effective disinfectant products for our professional cleaning company; disabling drinking fountains; installing water filters in classroom sinks for drinking water; determining transportation options for students who rely on public school transportation; establishing cleaning schedule for our professional cleaners; establishing high touch cleaning procedures for teachers and staff to implement on a daily basis.

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)	-Installed air purification systems -Sourcing effective disinfectant products for our professional cleaning company -Disabling drinking fountains -Installing water filters in classroom sinks for drinking water -Determining transportation options for students who rely on public school transportation -Establishing cleaning schedule for our professional cleaners	Same as Yellow	Elizabeth Sweeney Director of Operations	-Disinfectants for cleaning professionals -Merv -13 HVAC Filters -Air Purifiers -Electrostatic sprayer	Y

	-Establishing high touch cleaning procedures for teachers and staff to implement on a daily basis				
Other cleaning, sanitizing, disinfecting, and ventilation practices					

Social Distancing and Other Safety Protocols

Key Questions

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

Summary of Responses to Key Questions:

The steps the school has taken include, but are not limited to, the following: adopting a “pod” approach to class structure; arranging classroom furniture to meet social distancing requirements; identifying dedicated entry and egress spaces for each pod; cancelling activities requiring congregating; ensuring that class pods have dedicated hand washing stations; hanging signs reminding students and staff of health requirements; restricting access to school; students will eat in classrooms and/or outdoors when possible; sports activities will be canceled or postponed; and curtailing materials used in classrooms.

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>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>	<ul style="list-style-type: none"> -Measured all learning spaces to determine viability of in-person learning -Arranged classroom furnishings to meet social distancing guidelines 	<p>Same as yellow</p>	<p>Anthony deGuzman Executive Director</p>		<p>N</p>
<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"> -Determined that all students will take snacks and lunches either in classrooms or ideally outdoors when possible. -Cancelled/postponed all activities that have traditionally required congregating. 	<p>Same as Yellow</p>	<p>Anthony deGuzman Executive Director</p>		<p>N</p>
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<ul style="list-style-type: none"> -Researched the best science regarding hygiene -Adhere to and update our 20-21 school year hygiene plan as needed. -Ensured that each class pod has its own handwashing station and bathroom facilities -Established standards for handwashing and sanitizing throughout the school day 	<p>Same as Yellow</p>	<p>Anthony deGuzman Executive Director</p>		<p>N</p>

	-Ensured that cleaning and disinfecting products are available for use				
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	-Hanging signs at all entry points, including all relevant health and safety and masking reminders. -Hanging signs in bathrooms to remind users of hygiene and disinfection protocols as appropriate. -Hanging signs as required to include activity-specific safety reminders. -All signage includes school administration contact information for questions and concerns.	Same as Yellow	Anthony deGuzman Executive Director		N
* Identifying and restricting non-essential visitors and volunteers	-Enacted policy that prohibits volunteers and visitors on campus -Enacted policy to restrict parental/adult access to school buildings	Same as Yellow	Anthony deGuzman Executive Director		N
* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	-Cancelled all sports programming and extracurriculars	Same as Yellow	Anthony deGuzman Executive Director		N
Limiting the sharing of materials among students	-Curtailing the types and amounts of materials in our early childhood classrooms	Same as Yellow	Anthony deGuzman Executive Director		N

	<ul style="list-style-type: none"> -Creating students-specific materials packages for EC students -Enacted policy that all grades students must have their own materials and cannot share with others 				
Staggering the use of communal spaces and hallways	-Arranged a classroom layout and circulation plan that ensures that all classes have dedicated corridor, communal, entries and egresses. There are two classrooms that will have to share an entrance and egress. These classes will stagger the usage of the space over the course of the school day.	Same as Yellow	Anthony deGuzman Executive Director		N
Adjusting transportation schedules and practices to create social distance between students	<ul style="list-style-type: none"> -School has received bus schedules from most school districts and is communicating these schedules to impacted families -Still awaiting final plans from some school districts whose plans are in flux -Some school districts are contemplating providing families with travel vouchers so they do not have to run traditional bus service -Instituting adjusted drop off and pick up procedures and locations for students who are transported by car 	Same as Yellow	Anthony deGuzman Executive Director		N
Limiting the number of individuals in	-Measured all learning spaces to determine viability of in-person learning	Same as Yellow	Anthony deGuzman Executive Director		N

classrooms and other learning spaces, and interactions between groups of students	-Established a “pod” approach to classes for the 20-21 school year -Pods will not overlap, thus minimizing the possibility of cross-contamination				
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	N/A	N/A	Anthony deGuzman Executive Director		N
Other social distancing and safety practices					

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?

- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

The steps the school has taken include, but are not limited to, the following: initiating the implementation of a web/app-based pre-screening symptoms tool for families, faculty, and visitors to use daily; establishing protocols for in-school symptom screening when students are observed to have or report symptoms during the school day; establishing a dedicated sick bay for students who display any symptoms during the school day; establishing standard communication protocols should the school or pods/individuals within the school need to be excluded from campus or should the campus need to close for short or prolonged periods of time.

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	-Initiating the implementation of a web/app-based pre-screening symptoms tool for families, faculty, and visitors to use daily -Establishing protocols for in-school symptom screening when students are observed to have or report symptoms during the school day -Students will have assigned seats and attendance will be carefully documented throughout the day in	Same as Yellow	Elizabeth Sweeney Director of Operations	Web-based App	N

	order to be able to carefully contact trace in the event of potential exposure.				
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	-Establishing a dedicated sick bay for students who display any symptoms during the school day.	Same as Yellow	Elizabeth Sweeney Director of Operations	PPE for those attending to possibly ill students	N
* Returning isolated or quarantined staff, students, or visitors to school	-Finalized protocols for quarantining and excluding students and staff based on local health guidelines and requirements	Same as Yellow	Elizabeth Sweeney Director of Operations	Covid Response team consultation of medical experts Contact with local health department	N
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	-Established standard communication protocols should the school or pods/individuals within the school need to be excluded from campus or should the campus need to close for short or prolonged periods of time. -Families and staff will be notified of any potential exposure on campus via email and/or phone in an effort to be as transparent as possible and allow for thorough contact tracing.	Same as Yellow	Elizabeth Sweeney Director of Operations		N
Other monitoring and screening practices					

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

The steps the school has taken include, but are not limited to, the following: everyone on campus older than 2 years old will wear masks inside buildings unless medically exempt and outdoors except during distanced, brief “mask breaks”; all face masks will be school approved (e.g. no bandanas, no vents, etc.); staff have been strategically assigned to pods to limit possibility of cross-contamination within the school; more than one teacher/staff member is assigned to each pod to ensure continuity of curriculum delivery in the event of teacher illness.

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	-Continue to monitor and abide by all local and state guidance regarding physical distance, cleaning and disinfecting, face coverings	Same as Yellow	Elizabeth Sweeney		N
* Use of face coverings (masks or face shields) by all staff	-Everyone on campus older than 2 years old will wear masks inside buildings unless medically exempt and outdoors except during distanced, brief “mask breaks.” -All face masks will be school approved (e.g. no bandanas, no vents, etc.).	Same as Yellow	Elizabeth Sweeney	Spare PPE	N

	-School has a large inventory of face shields and disposable masks for anyone on campus who may need them.				
* Use of face coverings (masks or face shields) by older students (as appropriate)	-Everyone on campus older than 2 years old will wear masks inside buildings unless medically exempt and outdoors except during distanced, brief “mask breaks.” -All face masks will be school approved (e.g. no bandanas, no vents, etc.). -School has a large inventory of face shields and disposable masks for anyone on campus who may need them.	Same as Yellow	Elizabeth Sweeney	Spare PPE	N
Unique safety protocols for students with complex needs or other vulnerable individuals	-Identifying individuals who may qualify for policy exemptions or who may be more vulnerable medically or emotionally	Same as Yellow			
Strategic deployment of staff	-Staff strategically assigned to pods to limit possibility of cross-contamination within the school -More than one teacher/staff member is assigned to each pod to ensure continuity of curriculum delivery in the event of teacher illness -In grades and middle school programs, we established a rotating 6-week schedule to enable us to provide the whole curriculum				

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
Standard Hygiene Procedures and Protocols	Teachers/Staff	Elizabeth Sweeney	Zoom/Lecture	Presentation Software	9/1/20	9/3/20
Standard Cleaning and Disinfecting Procedures and Protocols	Teachers/Staff	Elizabeth Sweeney	Zoom/Lecture	Presentation Software	9/1/20	9/3/20
Procedures for Health Screenings and Exclusions	Teachers/Staff	Elizabeth Sweeney	Zoom/Lecture	Presentation Software	9/1/20	9/3/20
Campus Safety and Routines	Teachers/Staff	Elizabeth Sweeney	Zoom/Lecture	Presentation Software	9/1/20	9/3/20

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	
Standard Hygiene Procedures and Protocols	Families/Teachers/Staff	Elizabeth Sweeney	Family Handbook/Mailchimp Updates/The Waldorf Weekly		8/27/20	Ongoing
Standard Cleaning and Disinfecting Procedures and Protocols	Families/Teachers/Staff	Elizabeth Sweeney	Family Handbook/Mailchimp Updates/The Waldorf Weekly		8/27/20	Ongoing
Procedures for Health Screenings and Exclusions	Families/Teachers/Staff	Elizabeth Sweeney	Family Handbook/Mailchimp Updates/The Waldorf Weekly		8/27/20	Ongoing
Campus Safety and Routines	Families/Teachers/Staff	Elizabeth Sweeney	Family Handbook/Mailchimp Updates/The Waldorf Weekly		8/27/20	Ongoing

Health and Safety Plan Summary: The Waldorf School of Philadelphia

Anticipated Launch Date: August 27, 2020

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

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	The steps the school has taken include, but are not limited to, the following: installing air purification systems; sourcing effective disinfectant products for our professional cleaning company; disabling drinking fountains; installing water filters in classroom sinks for drinking water; determining transportation options for students who rely on public school transportation; establishing cleaning schedule for our professional cleaners; establishing high touch cleaning procedures for teachers and staff to implement on a daily basis.

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
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- * **Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible**
- * **Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms**
- * **Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices**
- * **Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs**
- * **Handling sporting activities consistent with the [CDC Considerations for Youth Sports](#) for recess and physical education classes**

Limiting the sharing of materials among students

Staggering the use of communal spaces and hallways

Adjusting transportation schedules and practices to create social distance between students

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

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

The steps the school has taken include, but are not limited to, the following: adopting a “pod” approach to class structure; arranging classroom furniture to meet social distancing requirements; identifying dedicated entry and egress spaces for each pod; cancelling activities requiring congregating; ensuring that class pods have dedicated hand washing stations; hanging signs reminding students and staff of health requirements; restricting access to school; students will eat in classrooms and/or outdoors when possible; sports activities will be canceled or postponed; and curtailing materials used in classrooms.

Other social distancing and safety practices

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none">* Monitoring students and staff for symptoms and history of exposure* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure* Returning isolated or quarantined staff, students, or visitors to school <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>The steps the school has taken include, but are not limited to, the following: initiating the implementation of a web/app-based pre-screening symptoms tool for families, faculty, and visitors to use daily; establishing protocols for in-school symptom screening when students are observed to have or report symptoms during the school day; establishing a dedicated sick bay for students who display any symptoms during the school day; establishing standard communication protocols should the school or pods/individuals within the school need to be excluded from campus or should the campus need to close for short or prolonged periods of time.</p>

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none">* Protecting students and staff at higher risk for severe illness* Use of face coverings (masks or face shields) by all staff* Use of face coverings (masks or face shields) by older students (as appropriate) <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p>	<p>The steps the school has taken include, but are not limited to, the following: everyone on campus older than 2 years old will wear masks inside buildings unless medically exempt and outdoors except during distanced, brief “mask breaks”; all face masks will be school approved (e.g. no bandanas, no vents, etc.); staff have been strategically assigned to pods to limit possibility of cross-contamination within the school; more than one teacher/staff member is assigned to each pod to ensure continuity of curriculum delivery in the event of teacher illness.</p>

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the Waldorf School of Philadelphia reviewed and approved the Phased School Reopening Health and Safety Plan on Wednesday, August 19, 2020.

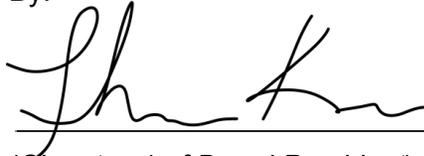
The plan was approved by a vote of:

Yes

No

Affirmed on: August 18, 2020

By:



(Signature of Board President)*

Theresa Kaskey

(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.