



SAFETY



EXCELLENCE



PERSONALIZATION



COMMUNICATION

LEARNING SAFELY ²⁰/₂₁

SCHOOL DISTRICT OF THE CITY OF YORK

REOPENING HANDBOOK

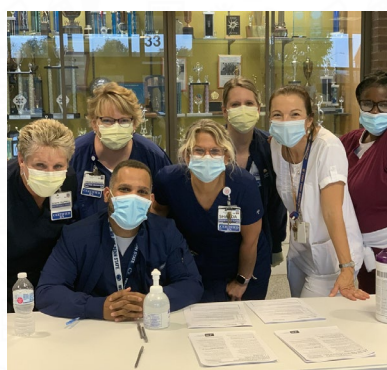
2021-2022



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*Due to the volatile nature of the subject matter contained in this guide, always refer to a current live document when possible.

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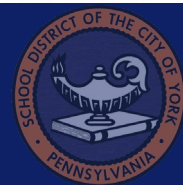
INTRODUCTION AND OVERVIEW

This document is designed to assist in planning for the safe reopening of schools in the School District of the City of York for the 2021-2022 school year. We recognize the importance of returning students to school campuses for in-person instruction, as well as the overarching need to protect the health and safety of our students, school staff, and broader community.

The goal of this document is to help schools plan for and implement measures to reduce COVID-19 transmission in the school setting, while meeting the educational needs of all students. This document is intended to be applicable to all York City Schools. Early decisions on school closure by public health experts around the country were based heavily on knowledge and experience with influenza, a disease for which school-based transmission is a significant factor in community-wide spread of disease. While scientific data for COVID-19 is still limited, published studies suggest that the epidemiology of COVID-19 is distinct from that of influenza. Specifically, studies suggest:

- COVID-19 disease prevalence among children is lower than in adults, and children who contract COVID-19 are more likely than adults to be asymptomatic or to have very mild symptoms.
- Multi-system inflammatory syndrome in children (MIS-C), a severe condition associated with COVID-19, remains rare.
- Furthermore, in several studies, children were less likely to be the first case within a household, suggesting that child-to-adult transmission may be less common than adult-to-child transmission.
- In other countries, where schools remained open or have recently reopened, cases in schoolchildren have been associated with few secondary cases in the school, suggesting that child-to-child transmission may also not be as significant as with influenza.
- Analysis of data broken down further by age show that these trends are seen more in younger children compared to teenagers, whose disease patterns more closely parallel those of adults.

These key findings have important implications for how we think about infection risk and play an important role in guiding our recommendations for preventing transmission in schools. Specifically, these findings suggest that COVID-19 transmission in schools is likely to be more widespread than influenza transmission, that adult-to-child transmission is greater than child-to-child transmission, and that transmission risks among younger children appear to be lower than older children. Education, just like healthcare and food provision, is an essential service in our community, and as such, the reopening of school campuses for in-person instruction with strict safety protocols should be prioritized. School closures magnify socioeconomic, racial, and other inequities among students. The students most impacted by school closures are those without access to technologies that facilitate distance learning, those whose parents comprise a disproportionate share of our community's essential workforce and may be less available to provide instructional support, and those with special needs. Disruption of normal childhood social interactions also have a profound adverse impact on students' social and emotional well-being.



INTRODUCTION AND OVERVIEW

The School District of the City of York has decided to reopen school campuses for in-person instruction. We plan to continue to stay abreast of current CDC guidance. We will continue to actively monitor the number of current COVID cases; the degree to which schools are contributing to community spread of COVID; the capacity of our health system to identify and care for cases and prevent transmission in healthcare settings; the availability and use of widespread testing to identify new cases; county residents' ability to quickly and effectively isolate or quarantine themselves when sick; and our community's continued cooperation in practicing physical distancing, using face coverings, and taking other preventive measures.

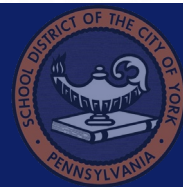
As we prepare to resume in-person instruction, we must also ensure plans are in place for remote instruction for students who may need to isolate or quarantine, as well as students who are medically fragile or who have a household member who is medically fragile. We must also be prepared for the possibility of partial or full school closure, either short term or for a longer period. Because the data regarding the impact of school reopening on COVID-19 transmission dynamics remains incomplete, we will continue to learn and revise our guidance accordingly.

This document contains a series of health requirements, recommendations, and considerations for schools reopening their campuses for in-person instruction. These should be read in conjunction with all relevant local, state, and federal laws, as well as school reopening guidance from the CDC, State, and federal government.

The **requirements** in this document are actions that The School District of the City of York is requiring schools to follow as they resume in-person instruction. Only those items labeled "requirements" in this document must be in place for schools to proceed with in-person instruction. These are based on the district's Health and Safety Plan.

The **recommendations** in this document are additional measures that the school district recommends schools take to protect the health and safety of students, staff, and the broader community. Recommendations from federal, state, or local public health officials is distinct from the legal orders or requirements that schools must follow. The guidance in this document reflects the best judgment of the district as to practices that schools should follow, and it takes into account local conditions and considerations

Finally, the **considerations** in this document provide concrete examples of how the requirements or recommendations can be implemented and factors that school administrators may want to keep in mind when implementing them. These considerations are not requirements that schools must follow or even recommendations that urges schools to adopt.



GUIDING PRINCIPLES

Several key principles informed the creation of this document:

Evidence and Practice Based: This document is based on a review of the scientific research and available epidemiologic data on COVID-19. Although there continues to be limited information available on COVID-19 transmission dynamics, effectiveness of various public health interventions, and the clinical impact of COVID-19 on children and youth, we have utilized the best evidence available to create our recommendations. This included evaluation of published scientific literature, the experiences of other jurisdictions, and recommendations of experts in the United States and elsewhere.

Collaborative: In developing this document, we are grateful for the collaboration of the Pennsylvania Department of Education, local Intermediate Units; and various stakeholder groups. The questions and concerns we have heard from school superintendents, parents, and others; and our partnership with other health officers and school officials in the county, state, and country has helped us to think conceptually regarding the reopening of schools. The input that we received has been invaluable in helping us to consider the educational needs of students and the practical constraints facing schools and families while also protecting the health and safety of students, staff, and our entire community.

Iterative: Given the evolving nature of the COVID-19 epidemic and the scientific information that we anticipate will develop in the coming months, we expect that this document may need to be updated in the future.

Practical and Adaptable: During this unprecedented pandemic, we realize that schools face significant operational constraints, parents and teachers have a range of perspectives on the reopening of school campuses, and students themselves have a variety of educational and developmental needs. These heterogenous perspectives are particularly evident when considering the spectrum of differences across elementary and high school settings and the possibility of intermittent partial or full school closures (short-term or longterm) in the upcoming academic year. This document, therefore, was designed to provide clear direction while allowing schools appropriate flexibility based on their own constraints and resources.



SECTION 1: PREVENTION

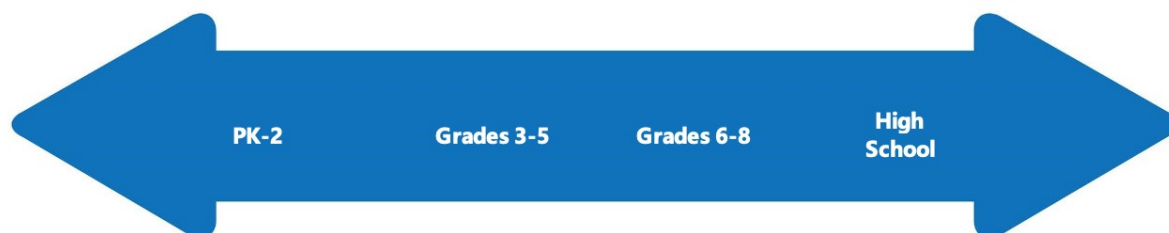
Common public health strategies to reduce the risk of disease transmission in schools and other community settings include: (1) minimizing the number of people who come into contact with each other, (2) maximizing the physical distance between people, (3) reducing the time that people spend in close proximity to others, and (4) measures to minimize dispersion of droplets and aerosols (e.g., using face coverings and covering coughs and sneezes). Because the relative contribution of each of these measures in reducing the spread of COVID-19 is not yet clear, public health experts have generally recommended that they be used collectively where possible.

These strategies may be easier or harder to implement in different age groups or settings. For example, a school may be able to ensure that younger elementary school students have fewer contacts by having students stay in one classroom, but young students may be less able to wear face coverings consistently or maintain physical distancing during age-appropriate social and educational activities. In contrast, high school students encounter more individuals in a typical school day but are likely to have greater ability to maintain physical distancing and to more consistently use face coverings. (See Figure 1.) For these reasons, the requirements, recommendations, and considerations for minimizing disease transmission on school campuses necessarily vary by age group.

Figure 1. Organizing Principles for Preventing COVID-19 Transmission by Age Group

Organizing Principle:
Stable Cohorts

Organizing Principle:
Physical Distancing and Face Coverings



Less feasible to limit close contact and to wear face covering	More feasible to limit close contact and to wear face covering
More feasible to maintain stable cohorts	Less feasible to maintain stable cohorts
Greater need for in-person and group-based close contact to support social emotional and academic development	Lesser need for in person or group-based instruction with close contact to support social emotional and academic development



SECTION 1: PREVENTION

A. Physical Distancing

Requirements

- Communicate with all staff and families regarding physical distancing requirements and recommendations.
- Train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Post signage reminding students and staff about physical distancing in prominent locations throughout each school campus.
- Allow only necessary visitors and volunteers on the campus and limit the number of students and staff who encounter them.
- For outside organizations utilizing school facilities outside of school hours, ensure that they follow all required health and safety measures.
- Stagger arrivals, dismissals, and lunches to minimize hallway traffic and to lessen traffic at entry and exit points when possible.
- Use flow paths in the halls--(students walk to the right)
- Use floor markings in area where students may be required to stand and wait (cafeteria)
- Restrict the use of common areas and allow for cleaning between use
- Maintain social distancing of three feet when possible.

Recommendations:

- Provide staff with a handbook to serve as a reminder of expectations
- When necessary, teachers to work with custodial staff to identify ways to mark classroom without damaging school property
- Explicitly state and model the expectations for students
- Remind staff and students of expectations if needed
- Immediately address those who do not follow requirements
- Review/ Discuss signage with students during first days of school

Considerations:

- Avoid permanent structures and costly modifications/ alterations to property
- If outdoor activities cannot be managed safely, choose indoor activities—Outdoor is preferred
Equipment to be disinfected before and after use
- No sharing of equipment



SECTION 1: PREVENTION

B. Arrival and Departure

Requirements

Minimize close contact between students, staff, families, and the broader community at arrival and departure through the following methods:

- Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
- Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should approach the building to pick up or drop off the child.
- Require adults entering school campus for in-person pick-up or drop-off to wear a face covering. (DO NOT ALLOW VISITORS TO ENTER BUILDING)
- Provide supervision to disperse student gathering during school arrival and departure (entry monitors)

Considerations:

- Place markings on the ground to facilitate physical distancing of six feet or more at all school entry and exit points and crosswalks near the school.
- Brightly colored tape may be used to mark outdoor areas in lieu of signs
- If crowding of students is occurring during arrival or departure, consider staggering arrival or departure times and designating multiple pick-up and drop-off locations to maximize physical distancing while minimizing scheduling challenges for students and families.

C. Classroom Settings

Requirements

- K-6
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts. Student materials are not to be shared nor should they be transported back and forth by the student. Materials should be stored for individual student use. *A stable cohort means that students from one classroom stay together and are never in contact with students from another classroom. This procedure is being put in place to assist with contact tracing should it become necessary.
- 7-8
 - Reduce disease transmission risk by maximizing the space between student desks when possible. Reduce movement between classrooms by having teachers travel. Student materials are not to be shared. Students should remain in stable classroom cohorts for the school day. Teachers may enter and exit classrooms as necessary.
- 9-12
 - Reduce disease transmission risk by maximizing the space between student desks when possible. Movement between classrooms should be staggered if possible, to eliminate mass transitions



SECTION 1: PREVENTION

- **All schools/ All grades**

- Schedule activities to prevent contact among cohorts
- Distance teacher and staff desks at least three feet away from students to minimize adult-to-child disease transmission.
- All desk to face the same direction.
- No shared materials
- Students should not be allowed to handle material belonging to other students.
- Assign stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- Limit movement within building

Recommendations

- ***Elementary level***

- Prioritize stability of stable classroom cohorts over physical distancing or face covering use. Given the social and educational needs of this age group, physical distancing and face coverings may be difficult to enforce for this age group. Therefore, strict maintenance of a stable classroom cohort, which minimizes the total number of contacts, is the primary mechanism of risk reduction. Consistent monitoring of students includes checking for the appropriate wear of protective equipment.

- ***Middle/ high school levels***

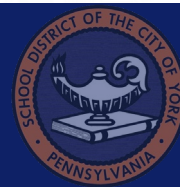
- Space students at least three feet apart, if possible, in existing facilities. Establish stable classroom cohorts for the entire school day, if feasible.

- ***In all settings***

- Pre-position desk and chairs prior to student arrival
- Class sizes should be as small as practicable.
 - Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, electronic devices, etc.) to the extent practicable, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses. (No shared supplies)
- Keep students' belongings separate so that students do not come in contact with other students' belongings.
- K-8 school supplies should never leave the classroom.
- Student seating in rooms may be used as a physical spacer for students
- Excess furniture, not including student seating, will be removed to create maximum student space.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.¹

Considerations

- Use non-classroom space for instruction (including regular use of outdoor space, gyms, or cafeterias), if doing so will allow for greater distancing between students.
- Place markings on classroom floors to facilitate physical distancing. Do not use permanent markings.
- Check with the building custodian before marking district property.
- Remove additional seating options to prevent student use
- Mark tables and chairs so students have visual indicators of available seating
- For middle schools/junior high schools and high schools, stable classroom cohorts can be facilitated by having different teachers rotate into the classroom to teach different subjects.



SECTION 1: PREVENTION

D. Non-Classroom Settings

Recommendations: (Building administrator may suggest requirements)

- **Restrooms:** Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Classrooms may have specific restrooms or a schedule.
- **Libraries:** Limit group use of libraries. Students should sanitize hands before and after using materials.
- **Cafeterias:** Serve meals in classrooms or outdoors, instead of cafeterias or group dining rooms, wherever practicable. Seats and tables should be marked to support distancing.
- **Playgrounds and Recess:** Consider holding recess activities in separated areas designated by class and/or staggered throughout the day. Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing. Students must wash hands after visiting the playground.
- **Physical Education:** Conduct physical education classes outdoors whenever possible, maintaining separation of classes and with appropriate physical distancing within groups to the extent practicable. *Face coverings should not be worn during exercise that requires higher Oxygen exchange rates.*
- **Lockers:** Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways. Lockers should be used before school and after. Students should take all items brought to school home daily (coats, backpacks). Classroom materials are not to be placed in lockers but to remain in classrooms permanently.
- **Hallways:** Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
- **Staff Break Rooms:** Consider closing break rooms or limiting the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing. Encourage or require staff to eat meals outdoors or in large, well ventilated spaces. Staff may use appliances but should maintain distance when in the area.
- **School Offices:** Minimum occupancy. Students are not to visit the office spaces. Office to establish drop off procedures.



SECTION 1: PREVENTION

E. Bus Transportation to and from School

Requirements (Transportation companies will establish guidelines for students on the bus)

- Ensure at least three feet of distance between the bus driver and students when seated. These may include use of physical partitions or visual cues (e.g., floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus operator).
- Ensure bus drivers and students wear face coverings at all times while awaiting and riding on buses.
- Students from the same family and/or the same classroom should be instructed to sit together whenever possible to minimize exposure to new contacts.
- Buses should be thoroughly cleaned and disinfected daily.

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Considerations:

- Maximize physical distancing between students at bus stops by placing ground markings at bus stops.
- Provide bus drivers with extra masks for students who lose or forget to bring their masks.
- Provide bus drivers with **disinfectant** wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.

F. Office/Visitor Guidelines

Please be aware we will follow the guidelines listed below to ensure the safest environment possible for our students and staff.

Requirements - Visitors

- All visitors to school district property, inside or outside, must wear a mask.
- All visitors should use the hand sanitizer provided when they enter a school office area.
- All visitors to our school offices must remain in the front office areas.
- All visitors must practice social distancing.
- All visitors should complete a self-check before entering a school building.
- Visitors with fever greater than 100.4, congestion, dry cough, breathing difficulties, sore throat and/or chills should NOT enter our school buildings or offices. It is extremely important that you do NOT come to our schools or offices if you are sick.
- All visitors admitted to the front office area will need to sign-in and sign-out.
- Meetings with administrators, teachers or other staff will need to be scheduled.
- No visitors will be permitted to enter a classroom during the school day.
- No outside food will be permitted in the building – birthday cakes, cupcakes, snacks.
- If a student leaves for an appointment, a parent/guardian must sign the student back into the building.
- Office visitors limited to 2 – additional individuals must wait outside.
- No volunteers – no classroom parents, no staff family members, no community volunteers
- Essential visitor meetings must be scheduled with Office Managers



SECTION 1: PREVENTION

Requirements - District Staff

- All District employees will be required to enter the building through the main office so a temperature check can be completed.
- Staff members will be limited to two in the office at one time.
- Meetings with administrators or office staff should be scheduled by phone or email.
- Students will not be permitted in the office to drop off papers or to request photocopies.
- No outside food deliveries will be accepted
- Staff may not enter the building until 7:15 AM and must leave by 5:00 PM
- Staff must sign in and sign out at the discretion of the building principal.
- Staff must complete a Covid-19 symptom form each day
- Office phone use by students will be limited to emergencies only – no calling home for rides after school.

Essential Visitors

*******Must follow visitor protocols**

- After School Staff
- Check and Connect
- Community in Schools
- CSBBH
- CYS
- George Junior Rep
- Health Room Dentists
- Health Room Physicians
- LIU#12
- Martin Library Literacy Coaches
- Other Family-based Agencies
- Other Required Maintenance Companies
- Pa Counseling Services
- PaTTAN
- Pressley Ridge – TSS
- Siemens
- Student Teachers and Interns
- T.W. Ponessa – TSS
- York City Police
- York College Nursing Students



SECTION 2: HYGIENE MEASURES

A. Face Coverings: Required by all

Requirements

Teachers and staff

- All adults must wear a cloth face covering at all times while on property, except while eating or drinking.
- If a staff member is in a room by themselves, they may remove their mask
- Masks should: Fit snugly but be comfortable
- Completely cover nose and mouth
- Secured with ties or ear loops
- Multiple layers of fabric are suggested
- Allow for breathing without restriction
- Mask should be clean

CDC, 2020

- **Any staff member with a condition that prohibits them from wearing a mask is required to contact the Office of Human Resources for guidance and further instruction.

Students

- All students are required to wear face coverings at all times while on district property and contracted district property (i.e buses) except when eating, drinking or engaging exaggerated physical activity.:
- Students excluded from face covering requirements include: (1) anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance and (2) students with special needs who are unable to tolerate a face covering. (3) Any student with a medical condition that prohibits them from wearing a mask. Parent must provide documentation from a medical provider stating such. This student should wear a face shield and is allowed to wear a different covering if possible.
- Post signage in high visibility areas to remind students and staff of (1) when and where face coverings are required and (2) appropriate use of face coverings.
- Communicate with all staff and families regarding expectations for use of face coverings at school and how to wash face coverings.
- Educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

Visitors

- All visitors must wear a face covering at all times while on district property

Recommendations:

- Do not exclude students from the classroom if they occasionally fail to wear a face covering, or if a few students in the classroom are consistently unable to wear a face covering, when required. The small increase in risk of disease transmission does not justify classroom exclusion, but students without face coverings should maintain physical distance to the extent feasible.
- If a student or staff experiences difficulty wearing his/her face covering, allow the individual to remove his/her face covering for an immediate readjustment.
- Provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. Teachers may consider using face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations: during phonological instruction to enable students to see the teacher's mouth and in settings where a cloth face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.



SECTION 2: HYGIENE MEASURES

B. Hand-washing and Other Hygiene Measures

Requirements

- Teach and reinforce proper hand-washing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
- Post signage in high visibility areas to remind students and staff of proper techniques for hand-washing and covering of coughs and sneezes and other prevention measures.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers (with at least 60 percent ethyl alcohol) for staff and students who can safely use hand sanitizer.
- Minimize the sharing of supplies and equipment among staff and students to the extent feasible. When items must be shared, clean and disinfect items between uses.
- Minimize staff's and students' contact with high-touch surfaces (e.g., propping open building or room doors, particularly at arrival and departure times).

Recommendations:

- Model, practice, and monitor hand-washing, particularly for lower grade levels.
- Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to class; after using the restroom; after playing outside and returning to the classroom; before and after eating; and after coughing or sneezing.
- Have students and staff wash hands at staggered intervals to minimize congregation around hand-washing and hand sanitizer stations. Use classroom sinks to wash hands regularly. Schedule restroom times to prevent gatherings
- Proper hand-washing is more effective at preventing transmission, but hand sanitizer is an acceptable alternative if hand-washing is not practicable.
- Provide hand sanitizer in each classroom, in any other indoor space used by students or staff, at building entrances/exits, and at locations designated for students or staff to eat.
- Young students should use hand sanitizer only under adult supervision.
- Suspend or modify use of site resources that necessitate sharing or touching items. For example, suspend use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Stay home when sick
- Cough and sneeze into arm

Considerations:

- Consider installing additional temporary hand-washing stations or sanitizing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.



SECTION 2: HYGIENE MEASURES

C. Cleaning and Maintenance

Requirements

- Ongoing cleaning/disinfecting high touch surfaces; classrooms and hallways will be disinfected during the evening shift.
- Hard surfaces must remain clear until guidance changes. You may store items inside cabinets or desks. Desktops and counter tops are to be clear at the close of every school day.
- Ventilation status will be occupied and monitored for fresh air intake
- At least daily, and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance. See:
 - [Cleaning and Disinfecting Your Facility](#)
 - [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)

Recommendations:

- When choosing cleaning products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list "N" and follow product instructions. Choose asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) whenever possible and avoid products that mix these ingredients with peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can exacerbate asthma.
- Provide employees training on manufacturer's directions.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- Ensure that all water systems are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other waterborne diseases.
- After an illness, limit access to areas used by the sick person (e.g., a student's desk or a staff member's office) until cleaned and disinfected.

Considerations:

- Alternate water supply in classrooms
- Place time charts to be annotated when areas are cleaned
- Limit use of items that are difficult to clean and sanitize.
- Remove items that are difficult to clean
- Establish a cleaning and disinfecting schedule to avoid both under- and over-use of cleaning products.

D. Food Services

Requirements

- Refer to Distancing Section above for requirements regarding physical distancing in cafeterias and food service areas.

Recommendations:

- Serve meals in classrooms or in cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.

SECTION 3: ELECTIVES, EXTRACURRICULAR ACTIVITIES, ATHLETICS, AND SCHOOL EVENTS



A. Electives and Extracurricular Activities

Requirements

- Do not allow electives and extracurricular activities in which physical distancing (at least three feet) and face covering use cannot be maintained at all times.
- Do not allow aerosol generating activities, including in-person choir, band, and vocal cheerleading activities (cheers and chants) due to increased risk of disease transmission unless there is adequate space for such activity
- Electives to be conducted in student classrooms when possible

Considerations:

- Consider whether extracurricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice and performances) or while maintaining stable classroom cohorts.

B. Athletics

Requirements

- Individuals (student-athletes, coaches, officials, and other athletic personnel) should complete a personal health assessment daily.
 - If your temperature is 100.4 or higher, individual is showing symptoms or is sick, seek medical attention.
 - Cover your mouth and nose with a tissue when coughing or sneezing.
 - Follow district policy if you begin to show symptoms.
- Regularly and thoroughly wash your hands with soap and water for at least 20 minutes or use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Make sure to emphasize to all participants the importance of washing hands or using hand sanitizer before, during, and after competitions.
- Schools are recommended to ensure that your facilities have been properly sanitized and have hand sanitizer and disposable masks readily available for practices and contests.
- Clean and disinfect frequently touched surfaces and equipment including balls. (Please use recommendations by the ball manufacturer)
- Social distancing of at least three feet should be maintained at all times, where feasible. No hugging, high fives, shaking hands, or fist bumps for support/encouragement
- Social distancing should be maintained during the National Anthem and on sidelines.
- Outdoor sports may need to extend bench areas to permit social distancing. Indoor sports may need to use bleachers or multiple levels of seating to ensure social distancing.

Considerations:

- Consider whether extracurricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice and performances) or while maintaining stable classroom cohorts.

Individuals are required to wear face coverings while attending events at SDCY facilities. Everyone must wear a face covering, such as a mask, unless they fall under an exception.

- Coaches, athletes must wear face coverings, unless they are outdoors and can consistently maintain social distancing of at least three feet.
- Athletes are not required to wear face coverings while actively engaged in workouts and competition that prevent the wearing of face coverings, but must wear face coverings when on the sidelines, in the dugout, etc. and anytime three feet of social distancing is not possible.
- There are no color restrictions on face coverings; however, face coverings must adhere to the Restriction on Advertisements or Sponsors Names on Uniforms policy, as adopted by the PIAA Board of Directors.
- All students shall bring their own water bottle. Water bottles must be labeled and not be shared. Water bottles must be cleaned after each use and air dried.
- Hydration stations (water buffalos, water trough, water fountains, etc.) shall not be utilized. Food should not be shared with others
- Coordinate with visiting Teams to ensure that they have safe access to water for their participants. If a positive COVID-19 case is determined, follow their school safety plans, Department of Health, CDC, and local health guidelines in determining the plan of action.

C. School Events

Requirements:

- For elementary schools: Field trips are not permitted for the 2021-2022 SY.
- For middle schools/junior high schools and high schools: Field trips are not permitted.
- Virtual field trips are encouraged in all schools: There will be no large in person school events.

Recommendations:

- Maximize the number of school events that can be held virtually or outside.
- Events involving on-campus visitors interacting with staff or students should be minimized.

SECTION 4: MONITORING



A. Health Screenings

Health screenings refer to symptom screening, temperature screening, or a combination of both. Although temperature screening for COVID-19 has become a widespread practice in a variety of business and community settings, its limited effectiveness may be outweighed by potential harms. With respect to COVID-19, the CDC acknowledges that "fever and symptom screening have proven to be relatively ineffective in identifying all infected individuals." This is because people with COVID-19 can infect others before they become ill (pre-symptomatic transmission), some people with COVID-19 never become ill but can still infect others (asymptomatic transmission), and fever may not be the first symptom to appear.

Requirements

- Post signs at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms. COVID-19 symptoms include fever, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, recent loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting, or diarrhea.
- All students and staff should be screened for symptoms each day. Staff and students' parents or guardians can conduct symptom screening at-home, prior to arrival. Alternatively, symptom screening can occur on-site via self-reporting, visual inspection, or a symptom screening questionnaire. Symptom screenings do not need to be performed by a nurse or other health professional.
- Students or staff with any identified COVID-19 symptoms and/or a temperature of 100.4 or higher must be sent home immediately until testing and/or medical evaluation has been conducted.
- Communicate screening requirements to all staff and families. Provide periodic reminders as needed

Recommendations:

- Any on-campus temperature screening (for students or staff) should be conducted using a contact-less thermometer with a physical barrier in place to separate the screener from individuals screened. Specifically:
 - Screening stations should be set up at least six feet apart from each other.
 - A physical barrier, such as a glass window or clear plastic barrier on a table, for the person taking the temperature to stand behind, should be put in place.
 - If a barrier cannot be put in place, the person measuring temperatures should be trained and wear appropriate PPE (face-mask, eye protection, and disposable gloves).
 - When using a non-touch (infra-red) or temporal thermometer, gloves do not need to be changed before the next check if the individual screened was not touched.



SECTION 4: MONITORING

B. COVID Reporting Procedures

Any staff or student with temperature greater than 100.4 will be instructed to go the entrance closest to the safety room of that specific building. The student or staff member will wait in the safety room for the school nurse to complete an evaluation. Must be confidential reporting to adhere to HIPPA. Following assessment by the school nurse a decision will be made to contact parent regarding symptoms. If student is sent home a letter will accompany him/her with a referral to see a health care provider. A follow up phone call will be requested and/or nurse will call parent regarding the visit with the health care provider.[AD1] Nurses will inform building administration when symptomatic staff or students are sent home. Building administration will report information to Human Resources.

The document below will be provided to staff as a google form that must be completed daily before entering a school building.

Figure 2. Recommended Health Screening for Students and Staff

- Ask these questions. A person who answers "Yes" to any one of these questions should not be allowed to enter the school facility.

Daily Bearcat Screening Tool		
Must be completed each morning before any student or staff enters school. If you answer yes to any of the questions below, you should follow up with your health care provider as needed. Please contact your school nurse or building administrator for questions or concerns.		
	YES	NO
Has one or more of the following: <ul style="list-style-type: none"> • Fever (100.4°F or higher) • Cough • Shortness of breath • Difficulty breathing • New lack of smell or taste 		
Has two or more of the following: <ul style="list-style-type: none"> • Sore throat • Runny nose/congestion • Vomiting • Headache • Diarrhea 		
In the last 14 days have you had a COVID-19 test? <ul style="list-style-type: none"> • If, "Yes", are you still waiting results 		
Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19, had symptoms or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes over a 24-hour period with or without a face mask.		

This form will be available for office staff to use to screen visitors.