

HEALTH AND SAFETY PLAN GUIDE TO REOPEN SCHOOLS

September 14, 2020

UCF | Unionville-Chadds Ford
School District

INTRODUCTION

The Unionville-Chadds Ford School District has developed a Health and Safety plan for the reopening of our schools in the 2020-2021 school year. This plan was developed by our administrative team with support and guidance from our school nurses, school physician, members of our teaching staff, other support staff and community members. This includes a task force composed of medical professionals, teachers, students and administrators.

The plan follows the guidelines established by the Chester County Health Department, The Pennsylvania Health Department, the CDC, Pennsylvania Department of Education, and the office of the Governor of the State of Pennsylvania.

Our team began working on this plan in April 2020. At that early date, we realized that planning for the next school year must be a priority. To that end we did several things to help formulate a plan that balances the need for student and staff safety with the need for having our students back in school. We scheduled several meetings with other districts to make sure we had all the information possible before finalizing the plan. We also attended a variety of training and seminars related to opening schools during this pandemic. We solicited feedback from our medical staff, and we reviewed literature from other countries and states learning about their experiences and guidance from our medical community at large.

The guide outlines some of the mitigation measures we will take to allow school in-person instruction to occur in our buildings while balancing the health and safety needs of our students and staff. To see a complete list of our mitigation measures, please view our [Health and Safety](#) plan. Additionally, included are the education models we are recommending to maximize in-person education while maintaining proper safety protocols. No set of mitigation protocols will totally eliminate the risks of infection with COVID-19. Administration is dedicated to continuing to monitor and adjust our plan based on new information and changing dynamics.

The [Health and Safety Plan](#) is posted on our district website. Updates and changing guidelines will be noted and communicated through all of the District's communication channels. A school closing due to COVID-19 will only be implemented with close collaboration with the Chester County Health Department.

Working together we will make this a successful and productive year for our students helping them move forward to reach their goals and to succeed in life and contribute to society.



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OUR GUIDING PRINCIPLES

#1 KEEP EVERYONE SAFE

UCFSD Pandemic Team utilized the following information to develop the Health and Safety Plan:

- [PA Pre-K to 12 Reopening Guidance](#)
- [CDC COVID-19 Childcare, Schools, and Youth Programs](#)
- [Chester County Health Department Coronavirus COVID-19](#)
- [PA Department of Health COVID-19 Information for Travelers](#)
- [American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry](#)
- [Pennsylvania School Reopening Task Force Report](#)
- UCFSD Task Force feedback
- PA Department of Health guidance regarding 6 feet of social distancing
- Parent, staff and student survey data

#2 PROVIDE AN EXCELLENT EDUCATIONAL EXPERIENCE

- Prepare our instructional program to meet the educational needs of all students both online and in person
- Maximize as much brick and mortar instructional time as conditions will allow
- Create a schedule that allows for a possible transition back to everyday brick and mortar instruction
- Provide live, synchronous remote instruction for all students
- Commit to continuous improvement and professional development

#3 SUPPORT STUDENTS AND STAFF SOCIALLY AND EMOTIONALLY

- Connect students to their teachers and classmates
- Commit to building school community
- Provide mental and behavioral health support
- Preserve meaningful in-person and virtual events
- Offer athletics and extracurricular activities as conditions allow





GENERAL HEALTH AND SAFETY

UCFSD will actively monitor staff, students, and visitors for COVID-19 like symptoms in accordance with guidance from the Chester County Health Department (CCHD). A plan to monitor, isolate, and refer to outside agencies has been developed in partnership with our school nurses, human resources department, and District solicitor based on information provided by a variety of medical organizations at the national, state, and local levels. Ongoing communication with the CCHD will occur to ensure UCFSD is implementing the most up to date practices.

On August 10, 2020, the PA Departments of Education of Health jointly released recommendations to Pre-K to 12 schools for use when making decisions related to the instructional models used during the 2020-21 school year based upon the risk of COVID-19 transmission in Chester County. The CCHD supports the metrics selected by the state and provides more detailed thresholds that will be used to inform decision making in UCFSD. The table below outlines these metrics.

| Community Transmission | Incidence Rate per 100,000 | AND/OR | PCR Test Positivity | Instructional Model |
|-------------------------------|-----------------------------------|---------------|----------------------------|----------------------------|
| Low | <10 | AND | <5% | In-Person |
| Moderate | ≥10 and <40 | AND | ≥5% and <7% | Hybrid |
| High | ≥40 and <80 | OR | ≥7% and <10% | Virtual and/or Hybrid |
| Very High | ≥80 | OR | ≥10% | Virtual |

Families and employees are encouraged to monitor symptoms prior to participating in activities on school grounds by completing the [Daily Home Screening for Students \(SPANISH Version\)](#) or the [Daily Home Screening for Staff](#).

Individuals showing COVID-19 like symptoms will be assessed by District nurses using [symptom monitoring guidelines from the CCHD](#).

An isolation room will be designated to separate anyone who exhibits COVID-19 like symptoms until the individual is able to go home or to a healthcare provider. A quarantine room will be designated to separate anyone who has been in close contact with an individual who exhibits COVID-19 like symptoms until the individual is able to go home or to a healthcare provider.

Individuals who are sick or display symptoms will be sent home or to a healthcare facility depending on the severity of their symptoms. Guidance for self-isolation at home and guidelines for returning to school will be provided to caregivers - see [Home Guidance](#) and [Exclusion From and Return to School Requirements](#).

If an individual is showing symptoms of COVID-19 or is thought to have COVID-19, the District will immediately contact the CCHD per current [reporting guidance](#). The District will follow CCHD guidance for contact tracing and closure of schools.

UCFSD will consult with the CCHD on each positive COVID-19 case. If there is a positive case in a school, the CCHD will do contact tracing. Students and staff who have been in contact with the person who has tested positive for COVID-19 will be required to follow the [Exclusion From and Return to School Requirements](#) outlined by the CCHD. This will include quarantining at home for up to 14 days. Additionally, the District will consider closing a school once there are two outbreaks of COVID-19 within a 14-day period. To make this decision, administration will consult with the Chester County Department of Health and our District physician.



SCHOOL CLOSING AND QUARANTINE GUIDELINES



In the event of a COVID positive teacher or student, we will work with the Chester County Health Department and PA Department of Health to establish a case investigation and conduct contact tracing. Based on health department guidelines, students and staff who have come in contact (within 6 feet for a sustained 15 minutes) with the individual will be quarantined. See [Exclusion From and Return to School Requirements](#) from the Chester County Health Department.

Responding to COVID-19 in schools is a partnership between schools and the Chester County Health Department. Outlined below are the steps we will take to assess possible COVID-19 cases in our schools and the actions that will be taken:

- ✓ Assessing if the individual is on campus, or not
- ✓ Assessing if symptoms exist
- ✓ Isolating individuals with symptoms and quarantining individuals exposed
- ✓ Sending individuals home based upon initial assessment of exposure
- ✓ When to submit the COVID-19 Disease Report
- ✓ Tracking of individuals impacted
- ✓ Cleaning affected areas

School Response to COVID-19:

[Symptom Assessment](#)

[Failed Health Screening](#)

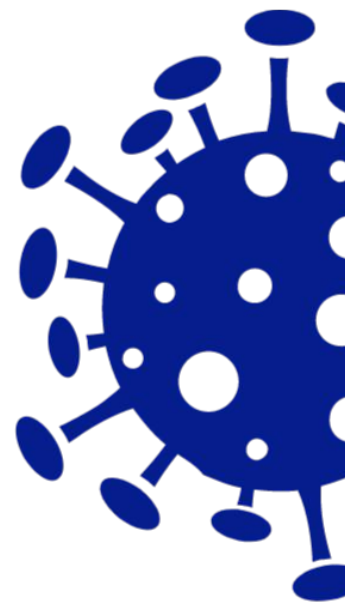
[Symptoms Presenting](#)

[Positive Test Reported](#)

[Close Contact Reported](#)

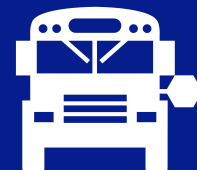
[Instructions for Students with Close Contact](#)

[Instructions for Symptomatic Students](#)



Additionally, if you have traveled, or plan to travel, to an area where there are high amounts of COVID cases, it is recommended that you stay at home for 14 days upon return to Pennsylvania. If you travel to [the following states](#), it is recommended that you quarantine for 14 days upon return.





PPE:

- All passengers on the school bus are required to wear a mask at all times. Extra masks will be available if a student forgets his/her mask.
- Drivers can pull mask down while driving, but must wear masks while students are onboarding and offboarding (bus stops and schools).

SANITIZING MEASURES:

- High touch points will be wiped down and/or disinfected in between each run.
- Entire fleet will be thoroughly disinfected daily.

ILLNESS MITIGATION MEASURES:

- At-home screening: To protect everyone, we respectfully request that parents perform all necessary screening measures of their children at home before sending students to the bus stop.
- Screening at the bus stop: Students exhibiting symptoms of the virus will not be permitted to board the school bus. Parent/guardian will be responsible for seeing a sick student back home from the bus stop.
- To minimize contact, students will board the bus by filling up back-to-front, sitting one student per seat first. The exception to this is siblings - *siblings are required to sit together*. This will help save room for others. Similarly, students will exit the bus from front-to-back.
- School platforms: buses will fully unload at schools one at a time.

SOCIAL DISTANCING:

- Parents are encouraged to drive students to and from school as much as possible.
- Grades 6-12 passengers in AB/CD/EF model can achieve one student per seat on the bus as long as most seniors and juniors drive to school.
- K-5 in the A/B model - buses can only achieve one student per seat if about 65% of students are driven to school by parents.



BUILDING CLEANING/MITIGATION MEASURES



CLEANING, SANITIZING, DISINFECTION

- All frequently touched surfaces will be disinfected regularly throughout the day.
- Student and staff toilet rooms will be disinfected regularly throughout the day. Toilet rooms to be closed and detail cleaned once during the day, and then cleaned and disinfected in the evenings after school.
- Routine cleaning and disinfecting of all spaces will be performed each night.
- Disinfecting wipes will be provided in all classrooms for routine disinfecting of high touch items: computers, phone, etc.
- Water fountains will be turned off and spouts will be covered. Bottle filler stations will remain operational. Students will be encouraged to bring a filled water bottle from home.
- Increase daytime custodial staff to support the routine cleaning and disinfection of high touch surfaces and other building areas throughout the day.

HVAC MITIGATION MEASURES:

- American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) recommendations for additional outside air will be implemented as feasible.
- Our HVAC systems will be operated for longer periods of time and possibly through the night to increase air exchanges in the building spaces.
- HVAC Equipment filters will be upgraded to MERV 13 where possible. Filters will be changed monthly.

HAND HYGIENE MITIGATION MEASURES:

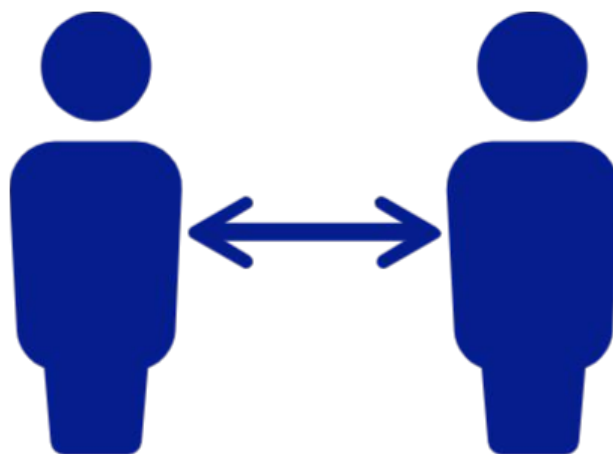
- Promote good hand hygiene measures with public service announcement posters throughout the building.
- Install additional soap and paper towel dispensers at sinks that don't typically have them: science rooms, FCS rooms, etc.
- Install additional hand sanitizer dispensers in all classrooms and public spaces.
- Set up bulk hand sanitizer dispensers at all entrances to buildings and cafeterias.



STUDENT AND STAFF HEALTH AND SAFETY PROTOCOLS



- All students and staff will wear masks when on school grounds and in buildings, with the possible exception of students with intellectual and developmental disabilities and students and staff who have trouble breathing.
- Students who refuse to wear a mask must participate in remote learning.
- Mask breaks will be allowed when outdoors and at least six feet apart.
- Six feet of social distancing will be established in classrooms with desks appropriately placed to achieve this.
- Procedures to maintain six feet of social distancing in hallways, cafeteria and other common areas will be implemented.
- Traffic flow in hallways and in stairwells will be established in a one way direction to avoid congestion.
- Procedures for the arrival to and dismissal from school will be developed to maintain six feet of social distancing
- Locker usage will be minimized.
- Frequent hand washing will be promoted throughout the day for all students and staff.
- All physical education classes will be outside to the degree possible.
- Music instruction will not be able to include singing unless students are able to go outside and have six feet of social distancing.
- Staff may use outdoor spaces when appropriate.





EDUCATION PLAN

Kindergarten- 5th AB (AM/PM) Schedule *Kindergarten Every Other Day*

ELEMENTARY

Pre-First - Fifth AB AM/PM Schedule

Group A: In-person 9:10 AM - 11:50 AM; Remote Asynchronous 1:00 PM - 3:40 PM

Group B: Remote Asynchronous 9:10 AM - 11:50 AM; In-person 1:00 PM - 3:40 PM

- All students in-person for a half day
- Students assigned to an AM or PM group
- Asynchronous work the alternate half day
- Support services will be provided synchronously during the asynchronous time
- Busing to and from school will be provided
- ELA, Math in-person instruction every day
- Social Studies, Science and Specials in-person and asynchronous
- No synchronous remote required
- Students can choose to be all remote
- No lunch at school

Kindergarten

AB AM/PM Schedule Every Other Day

(Morning Kindergarten 9:10 - 11:50 --- Afternoon Kindergarten 1:00 - 3:40)

Group A - In-person A, C, E Days; Remote Asynchronous B, D, F Days

Group B - In-person B, D, F Days; Remote Asynchronous A, C, E Days

- Kindergarten classes will be divided into two groups
- All students attend in-person for a half-day, every other day
- In-person instruction will focus primarily on Math and ELA
- Remote Asynchronous work will have more Social Studies, Science, and Special Area instruction
- Support services will be provided during the asynchronous time
- No synchronous remote required
- Students can choose to be all remote
- Slightly longer instructional day for kindergarten
- Busing to and from school will be provided





EDUCATION PLAN

Grades 6-12 AB/CD/EF Schedule ($\frac{1}{3}$ of students will be live, in-person instruction each day)

MIDDLE SCHOOL

AB/CD/EF Schedule - Students will follow their current schedule of classes

- All students will be assigned a group (AB, CD, or EF)
- In-person instruction - Two consecutive days
- Live, synchronous remote instruction - Four consecutive days
 - Teacher discretion regarding the amount of live screen time needed each class period based on the nature of the assignments and activities being completed
- Students can flex in/out of all live, synchronous remote instruction

Special Areas Instruction

- Some classes may be remote learning when at home
- All physical education classes will be outside, weather permitting

HIGH SCHOOL

AB/CD/EF Schedule - Students will follow their current schedule of classes

- All students will be assigned a group (AB, CD, or EF)
- In-person instruction - Two consecutive days
- Live, synchronous remote instruction - Four consecutive days
 - Teacher discretion regarding the amount of live screen time needed each class period based on the nature of the assignments and activities being completed
- Students can flex in/out of all live, synchronous remote instruction
- All physical education classes will be outside, weather permitting





EDUCATION PLAN

**Kindergarten - 5th AB (AM/PM)
6th-12th AB/CD/EF**

RATIONALE

- Provides pre-first - 5th grade students with in-person instruction every day
- Provides live, synchronous remote instruction for secondary students on days they are home
- Follows mitigation recommendations and requirements outlined by State Dept. of Health, Chester County Dept. of Health, CDC, e.g.:
 - 6 feet of social distancing
 - Face masks
 - Hand-washing
 - Frequent cleaning of high-touch surfaces
 - Transportation safety measures
 - Maximum occupancy limitations
- Provides an effective way to transition students back to school in a safe and careful manner
- Flexible, can quickly scale up or down
- Supported by majority of task force
- Supported by administration





EDUCATION PLAN

Kindergarten - 5th AB (AM/PM) 6th-12th AB/CD/EF Model

Metrics for Determining the Appropriate Instructional Model

The table on the following slide outlines clear guidelines for the different instructional models to be used depending on [key metrics](#) based on recommendations from the Pennsylvania Department of health and Chester County Health Department [Chester County Health Department Coronavirus COVID-19](#).

The following guidance from the PA Department of Health provides information regarding transitioning between instructional models..

Consideration for transitioning between instructional models will be based upon the below thresholds as follows.

- *Transitioning to a more in-person instructional model can be considered when thresholds for incidence rates and positivity are met for three (3) consecutive weeks.*
- *Transitioning to a more virtual instructional model can be considered when thresholds for incidence rates and positivity are met for two (2) consecutive weeks.*

If thresholds are being met at the extreme upper/lower edges of the range, schools are cautioned to consider an additional week of monitoring prior to transition. It may be necessary to monitoring incidence rates and positivity of neighboring jurisdictions depending upon location.

We will collaborate with the Health Department and medical experts before recommending a change based on changes in the data.

UCFSD has contracted the services of an Infectious Disease expert to support us as we monitor local and regional COVID-19 data on a weekly basis. The District will provide families with a weekly report on the latest COVID-19 metrics.





EDUCATION PLAN

PA Department of Health Recommendations

Recommendations to Pre-K to 12 Schools for Use When Making Decisions Related to the Instructional Models

Pennsylvania Department of Health and Chester County Health Department

| Level of Community Transmission in the County | Community Transmission in the County Incidence Rate per 100,000 Residents (Most Recent 7 Days) | AND/OR | PCR Percent Positivity (Most Recent 7 Days) | Recommended Instructional Models |
|---|--|--------|---|----------------------------------|
| Low | <10 | AND | <5% | In-Person |
| Moderate | ≥10 and <40 | AND | ≥5% and < 7% | Hybrid |
| High | ≥40 and <80 | OR | ≥7% and <10% | Virtual and/or Hybrid |
| Very High | ≥80 | OR | ≥10% | Virtual |



ADDITIONAL IMPACTS TO BUDGET

| | Kindergarten-5th AB (AM/PM) 6th-12th AB/CD/EF |
|--|--|
| Loss of Revenue <ul style="list-style-type: none"> • Student Fees • Rental Income | \$ (210,000) |
| Increase in Personnel Costs <ul style="list-style-type: none"> • Custodial Staff • Bus Drivers | (460,000) |
| Decrease in Personnel Costs <ul style="list-style-type: none"> • September Furloughs • Unfilled Positions | 58,000 |
| Increase in Other Costs <ul style="list-style-type: none"> • PPE & Sanitation Supplies • HVAC Operation • Transportation Fuel & Supplies | (625,000) |
| Decrease in Other Costs | - |
| Net Change | \$ (1,237,000) |

*Increase in expenses will be funded by our fund balance.



SPECIAL EDUCATION

Special education students requiring intensive supports and services throughout the school day will be provided with full-time brick and mortar instruction. This is primarily students with disabilities in the District-operated Life Skills Support (LSS) and Autistic Support (AS) programs located at Chadds Ford Elementary School (LSS), Hillendale Elementary School (AS), Patton Middle School (LSS and AS), and Unionville High School (LSS). Students requiring full-day adult support are also recommended to attend full-time brick and mortar instruction.

Special education students requiring less intensive supports and services may be assigned more frequent status for brick and mortar instruction based on Individualized Education Program (IEP) team decisions to address students' needs. Recommendations may include brick and mortar programming for students in Learning Support (LS), Emotional Support (ES), or other special education support programs. Recommendations may also include additional days of brick and mortar instruction or daily brick and mortar instruction for a time period less than the full day on days not assigned to the brick and mortar environment.

Related services, such as occupational therapy, physical therapy, speech-language therapy, vision support, hearing support, and orientation and mobility, will be provided as much as possible when students are in the brick and mortar setting. For students receiving remote instruction, related services will be provided via Zoom. Service delivery and frequency will be discussed and documented in IEPs as appropriate.

For students requiring one-one support from a Personal Care Assistant (PCA) or Registered Behavior Technician (RBT), these supports will be provided in-person and/or via Zoom. IEP teams will review available data, discuss options, and make recommendations as appropriate for the delivery of these related services.

Section 504 Accommodations

Students with Section 504 Plans will have their accommodations provided in both the brick and mortar and remote instructional programs. Plans may need to be revised to address accommodations specific to these diverse educational environments.

Gifted Education

Students with Gifted Individualized Education Plans (GIEPs) will have their programming provided in both the brick and mortar and remote instructional environments. Students will participate in brick and mortar gifted programming and/or remote gifted instruction per the current frequencies identified within students' GIEPs.

GIEP teams may reconvene as needed to address students' plans across educational environments.



ENGLISH LANGUAGE LEARNERS

English Language Development (ELD) teachers will provide regular and systematic instruction to students to engage in ELD activities in both in-person and remote instruction. They will reach out to families on a regular basis, providing interpreters as needed. Our teachers use Language Line and Chester County Intermediate Unit interpreters to help with this. ELD teachers regularly collaborate with classroom teachers to support English Language Learners in their core curriculum.

UNIONVILLE-CHADDS FORD VIRTUAL ACADEMY (UCFVA) ONLINE CYBER SCHOOL K-12

- Brandywine Virtual Academy (BVA) teachers and curriculum
- Asynchronous instructional model for students
- Flexible instructional hours
- Courses count for Unionville credit and GPA on transcript
 - [Unionville Chadds Ford Virtual Academy transcript](#)
- Enrollment in courses based on current course requests from Spring 2020
- Required technology provided
- Physical materials provided for elementary classes
- Access to school clubs, activities, and sports

Additional information about UCFVA

- [UCFVA Website](#)
- Is UCFVA right for me? - [Decision Tree](#)
- [Course catalog for UCFVA](#)





Student and staff behavioral health and social-emotional well-being are critical to our district. The pandemic has put tremendous stress on all stakeholders and our staff continues to support the development and application of social-emotional skills.

The behavioral health team, which consists of school counselors, school nurses, school psychologists, and school social workers, participated in 24 hours of professional development during summer 2020. This time was used to create social, emotional, and behavioral strategies to support students and staff throughout the school year.

Areas of focus included an increased emphasis on building classroom learning communities. To do this it is important to acknowledge the changes that we are all experiencing during the pandemic and to help students and staff feel safe and supported. Dr. Terri Erbacher, renowned school psychologist, author, distinguished speaker, and consultant, whose expertise focuses on crisis management, trauma and PTSD, school mental health, threat assessment in schools, suicide prevention and risk assessment, and complicated grief/loss provided targeted training to our behavioral health team members on returning to school after COVID-19, including access to a comprehensive Mental Health Toolkit for Returning to School.

The District plans to pilot a social-emotional data collection tool, the Devereux Students Strengths Assessment (DESSA) at the middle school. This tool is a standardized, strength-based behavior rating scale that will allow staff to quickly gather information on students' social-emotional competencies in a variety of areas. The information will inform instruction and supports for students. Additionally, the DESSA aligns with the Educator Social-Emotional Reflection and Training (EdSERT) program. EdSERT is designed to:

- Increase social-emotional learning (SEL) knowledge and practices to prepare educators to effectively teach social-emotional skills
- Enhance ability to model social-emotional skills for students
- Develop practices to manage stress, the demands of teaching, and the needs of students

Behavioral health team members will partner with classroom teachers to meet students where they are emotionally and to provide positive reinforcement and praise. District Human Resources will support principals and supervisors as we work with our teams to reopen schools.

Staff will be provided time to meet with each other to offer support and guidance. Principals will prioritize team building with staff and will dedicate time to meet with staff members individually to offer support and guidance.

The priority district-wide is to build strong resilient relationships between staff and students and to promote trust and support within the district staff.

[Additional COVID-19 Support Strategies from the Chester County Health Department](#)



ATHLETIC AND EXTRACURRICULARS

Our athletic program offers opportunities for approximately 1,300 student-athletes each year. While the opportunity to play and compete is undoubtedly an exciting component of our program, we have a deep belief in the higher purpose of sports that lies within the game itself, and extends off the field and in the classroom. Participating in athletics promotes teamwork, social interaction, a fun experience, and an opportunity to exercise and be well. These are critical components of our program, especially during a time of isolation and uncertainty. Additionally, our program teaches valuable leadership lessons and promotes a strong set of [values and standards](#).

[Our Fall Sports Health and Safety Plan](#) is intended to guide athletes and staff on recommendations, mandates, and expectations for our athletic program during the COVID-19 Pandemic.

Currently, as we continue to monitor [health department recommendations](#) and conditions, UCF Athletics is offering an Intersquad Program for all high school and middle school fall sports teams. This program provides opportunities for athletes to be together, be well, and continue training. Meanwhile, in conjunction with the Ches-Mont League, we are pursuing alternate scheduling solutions for fall sports teams.

Additionally, non-athletic extracurricular programs are highly valuable and important to our students. Participation in these activities will be critical, especially in any online learning environment. While there are a wide-variety of benefits to extracurricular activities, we know that loss of social interaction is a concern. These activities may not look the same, and we will have to be creative, but we do support the continuation of clubs and activities under the guidance and expectations of our health and safety plan.

