

**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: Fell Charter School

# All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by [Governor Wolf’s Process to Reopen Pennsylvania](https://www.governor.pa.gov/process-to-reopen-pennsylvania/). The administration has categorized reopening into three broad phases: red, yellow, or green. These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

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

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

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

## Type of Reopening

#### Key Questions

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

**Based on your county’s current designation and local community needs, which type of reopening has your school entity selected? (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): August 26, 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) |
| Mary Jo Walsh | School Administration | Pandemic Coordinator/All roles |
| Sabrina Wagner | School Administration | Both roles |
| Jill McGurgan | Faculty | Both roles |
| Elizabeth McGowan | Faculty | Both roles |
| Kalyn Schmidt | Faculty | Both roles |
| Bonnie Urzen | School Nurse | Both roles |
| Patrick Shimo | Facility Coordinator | Both roles |
| Brent Pennington | School Board Member | Both roles |
| Jennifer Villano | Parent | Both roles |
| Jillian Jezuit | Staff | Both roles |
| James Moore | Parent | Both roles |
| Ashley Youells | Spec Ed Rep | Both roles |
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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](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html)?
* How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
* What protocols will you put in place to clean and disinfect throughout an individual school day?
* Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: How will we reopen school in Fall 2020.**

| 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) | \*Professional cleaning of spaces, including an outside vendor for bathrooms and common areas. Cleaning staff to maintain day to day cleaning.  \*Ventilation will be as in past with filters cleaned (professionally).  \*We will utilize staff and school nurse to clean and disinfect during the day. | \*Professional cleaning of spaces, including an outside vendor for bathrooms and common areas. Cleaning staff to maintain day to day cleaning.  \*Ventilation will be as in past with filters cleaned (professionally.  \*We will utilize staff and school nurse to clean and disinfect during the day. | \*Pat Shimo  \* Pat Shimo  \*Staff | \*Vendor supplied cleaning products, following CDC guidelines. In house staff trained in CDC format for daily cleaning.  \*Staff | \*Yes  \*Training to be provided during pre-service. |
| Other cleaning, sanitizing, disinfecting, and ventilation practices | All areas will be cleaned professionally and maintained daily. | All areas will be cleaned professionally and maintained daily. | Pat Shimo, Mary Jo Walsh and Sabrina Wagner | CDC Guidelines will be employed | No |

### 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: How will we plan our day during re-opening in the Fall 2020?**

| Requirements | Action Steps  under Yellow Phase | Action Steps  under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
| --- | --- | --- | --- | --- | --- |
| \* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible | We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons totally in the gym/stage area. Student groups will move through hallways at designed times and use a rope with 6 foot notches to move single file, in one direction each time movement is necessary. Masks will be worn. | We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons totally in the gym/stage area. Student groups will move through hallways at designed times and use a rope with 6 foot notches to move single file, in one direction each time movement is necessary. Masks will be worn. | Walsh, Wagner and Shimo | Planning and scheduling | No |
| \* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | \*All meals will be delivered to the students in the location where they are learning in building. The cafeteria kitchen will be used for preparation of foods. Masks will be required. | \*All meals will be delivered to the students in the location where they are learning in building. The cafeteria kitchen will be used for preparation of foods. Masks will be required. | Shimo, Facilities/Cafeteria, Walsh, Principal & Urzen, School Nurse | Carts to deliver the food to the locations. | No |
| \* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | Handwashing or hand sanitizing upon entering the building, after each class and before the next class begins (if movement occurs). Hand sanitizing before entering a bathroom, hand sanitizing after exiting. One person per time in the bathroom monitored by staff. Masks will be required. | Handwashing or hand sanitizing upon entering the building, after each class and before the next class begins (if movement occurs). Hand sanitizing before entering a bathroom, hand sanitizing after exiting. One person per time in the bathroom monitored by staff. Masks will be required. | Urzen, School Nurse, & Walsh, Principal | Hand sanitizer, staff training, | No |
| \* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs | Use of signage for movement throughout the building and classrooms, use of bathrooms, common areas, and posters for “how to…cough, hand wash, tissue use, move, etc.”. | Use of signage for movement throughout the building and classrooms, use of bathrooms, common areas, and posters for “how to…cough, hand wash, tissue use, move, etc.”. | Jezuit, Staff Person, Walsh, Principal | Signage, Hand sanitizer, staff training, | No |
| \* Identifying and restricting non-essential visitors and volunteers | Volunteers will not be permitted in the building. Essential visitors will be met at the door by our greeter and temperatures will be taken, The essential visitor will be directed to a location that is predetermined for safety of everyone. Masks will be required. | Volunteers will not be permitted in the building. Essential visitors will be met at the door by our greeter and temperatures will be taken,. The essential visitor will be directed to a location that is predetermined for safety for everyone. Visitors such as parents, or usual people to the building will be asked to phone ahead to arrival so we can make appropriate arrangements. Vendors will be on a set arrival and departure schedule.  ; preferably before or after school hours. Masks will be required. | Jezuit, Staff, Walsh, Principal | Locations for “waiting” will be predetermined. Log books will be kept on all visitors. | No |
| \* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | Sporting activities do not apply.  Recess will be scheduled outside to accommodate guidelines. PE classes will be health class-related and activities will be scheduled. | Sporting activities do not apply.  Recess will be scheduled outside to accommodate guidelines. PE classes will be health class-related and activities will be scheduled. We may utilize an outdoor tent to get students movement for PE. | Walsh, Principal, Wagner, Curriculum Coordinator. | Tent (PCCD Grant) | No |
| Limiting the sharing of materials among students | No sharing of materials. All materials will have student names on them, they will be individually stored when not in use. | No sharing of materials. All materials will have student names on them, they will be individually stored when not in use. Parents/Guardians will be asked to label everything prior to school starting. A list of supplies will be provided to the families. If students need materials, they will be provided by the school. | Walsh, Principal, Wager, Curriculum Coordinator | None | No |
| Staggering the use of communal spaces and hallways | Scheduled use of all spaces. | Scheduled use of all spaces. Signage will direct movement; students will be escorted by staff when they need to move. Upon return to school staff will train students on how to use space in the building. | Walsh, Principal, Wagner, Curriculum Coordinator | Signage, schedules, students to be trained. | Yes, for staff; during pre-service. |
| Adjusting transportation schedules and practices to create social distance between students | We have no transportation vehicles of our own, we will work with districts who provide transportation to make all necessary accommodations.  We will schedule parent drop off and pick up. | We have no transportation vehicles of our own, we will work with districts who provide transportation to make all necessary accommodations. We will schedule parent drop off and pick up. | Walsh, Principal | Once we have a plan, parents and students will need to be notified. Transportation providers will be notified as well. | Yes, for staff for arrival and departure. |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons total in the gym/stage area. | We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons totally in the gym/stage area. Student groups will move through hallways at designed times and use a rope with 6 foot notches to move single file, in one direction each time movement is necessary. | Walsh, Principal Wager, Curriculum Coordinator | Signage, ropes, schedule. | Yes, to be reviewed during pre-service. |
| Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars | We have no transportation vehicles of our own, we will work with child care providers and districts who provide transportation to make all necessary accommodations.  We will schedule parent drop off and pick up. | We have no transportation vehicles of our own, we will work with child care providers and districts who provide transportation to make all necessary accommodations.  We will schedule parent drop off and pick up. | Jezuit, Staff, Walsh, Principal | Once we have a plan, parents and students will need to be notified. Transportation providers will be notified as well. | Yes, for staff for arrival and departure |
| Other social distancing and safety practices | 6 foot distancing, masks useage and follow guidelines as stated in this document. |  |  |  |  |

### 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: How will we all stay healthy as we return to school?**

| 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 | Temperature check when exposure is suspected, and questions about current health. | Temperature check, and questions about current health. Work with parents to ensure we all understand symptoms and guidelines for safe return to school. | Urzen, School Nurse | Thermometers, FAQ sheets, phone calls and working closely with family medical professionals. | No |
| \* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure | The School Nurses office will be the initial point of contact. Isolations areas will be determined. Calls to parents for immediate pick up will be made. Teachers will be allowed to depart the school for medical attention. | The School Nurses office will be the initial point of contact. Isolations areas will be determined. Calls to parents for immediate pick up will be made. Teachers will be allowed to depart the school for medical attention. Secondary designated areas include, but may not be limited to the “Conference Room”, the tent or other outdoor (supervised) area if appropriate. | Urzen, School Nurse | Notices on designated areas. | Yes, reminders during pre-service to know the areas and read the signs. |
| \* Returning isolated or quarantined staff, students, or visitors to school | Preferred medical clearance.  Temperature checks. | Preferred medical clearance. Meeting with the School Nurse to review guidelines for healthy living and knowing signs/symptoms of return.  Temperature checks. | Urzen, School Nurse, Walsh, Principal, Jezuit, Staff | None | Yes, reminders during pre-service to know the guidelines and symptoms of return. |
| Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | Website, emails, remind-app. | Website, emails, remind-app., school FaceBook page, phone calls, local tv stations, radio stations and if possible newspapers. | Walsh, Principal, Jezuit, Staff | None, just reminders to parents. | No |
| Other monitoring and screening practices | None at this time. Subject to change as school reopening happens/changes need to be made. | None at this time. Subject to change as school reopening happens/changes need to be made. | Walsh, and team | None | Yes, if implementing change to practice. |

### 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: How we will assure safety, and learning each day when we reopen?**

| 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 | Masks, gloves and possible remote learning for students, substitute teachers for staff.  Plastic partitions for staff from students. | Masks, gloves and possible remote learning for students, substitute teachers for staff. Plastic partitions for staff from students. | Walsh, Principal, Wagner, Curriculum Coordinator, Urzen, School Nurse. | Unknown fully at this time. | Yes, if implementing change to practice. |
| \* Use of face coverings (masks or face shields) by all staff | Use of face coverings (masks or face shields) by all staff.  Possible plastic partition between staff and students. | Use of face coverings (masks or face shields) by all staff. Possible plastic partition between staff and students. | Shimo, Facilities, Walsh, Principal, | Unknown fully at this time. | Yes, if implementing change to practice. |
| \* Use of face coverings (masks or face shields) by older students (as appropriate) | Use of face coverings (masks or face shields) by older students (as appropriate)  Medical conditions that prohibit use will be discussed at meeting(s). | Use of face coverings (masks or face shields) by older students (as appropriate). Medical conditions that prohibit use will be discussed at meeting(s). | Walsh, Principal | Unknown fully at this time. | Yes, if implementing change to practice |
| Unique safety protocols for students with complex needs or other vulnerable individuals | Option for virtual learning.  Trauma-Informed Approach to Maximize School Re-Entry  SEL learning experiences to foster resiliency during  difficult circumstances. | Option for virtual learning. 1:1 meetings with families to discern appropriate response to needs.  SEL learning experiences to foster resiliency during  difficult circumstances. | Walsh, Principal, Urzen, School Nurse | Unknown fully at this time. May be situation dependent. | Yes, if implementing change to practice |
| Strategic deployment of staff |  |  |  |  |  |

## 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 |
| --- | --- | --- | --- | --- | --- | --- |
| Transportation | Parents | Walsh | Virtual, 1:1, emails, videos | Videos shot at school, newsletters, phone calls. | Prior to August 26 | Prior to August 26 |
| Transportation | Staff | Walsh | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 | Prior to August 26 |
| Movement through the building | Parents | Walsh | In person, Virtual, 1:1, emails, videos | Videos shot at school, newsletters, phone calls. | Prior to August 26 | Prior to August 26 |
| Movement through the building | Staff | Walsh | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 | Prior to August 26 |
| Scheduling | Parents | Walsh/Wagner | Virtual, 1:1, emails, videos | Videos shot at school, newsletters, phone calls. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Scheduling | Staff | Walsh/Wagner | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Signs and Symptoms | Staff | Urzen | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Visitors | Staff | Jezuit | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Visitor Arrivals | Parents | Jezuit | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Emergency Drills | Staff/students | Walsh, Shimo | In person, Virtual, 1:1, emails, videos | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Classroom Procedures | Students | Walsh and Staff | In-person | Walk-thrus, videos and practice sessions. | August 26 and ongoing | August 26 and ongoing |
| Common Area Procedures | Students | Walsh and Staff | In-person | Walk-thrus, videos and practice sessions. | August 26 and ongoing | August 26 and ongoing |
| Arrival and Dismissal Procedures | Students | Walsh | Videos and emails before school starts and in person when they arrive. | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Arrival and Dismissal Procedures | Staff | Walsh | Videos and emails before school starts and in person when they arrive. | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Arrival and Dismissal Procedures | Parents |  | Videos and emails before school starts and in person when they arrive for drop off &/or pick up. | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Breakfast and Lunch Procedures | Staff/Students | Shimo and Walsh | Videos and emails before school starts and in person when they arrive. | Walk-thrus, videos and practice sessions. | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Breakfast and Lunch Procedures | Parents | Shimo and Walsh | Videos and emails before school starts | Videos and eamils | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Office use/copier use | Staff | Jezuit and Walsh | In-person | Schedule of use/time allotted. | Pre service | Pre service |
| Parking/arrival/departure | Staff | Walsh and Wagner | Email and In-person | Assigned spots in parking lot. | Pre service | Pre service |
| Daily cleaning | Staff | Urzen and Shimo | Email and In-person | Classroom cleaning supplies. | Pre service and on-going | Pre service and on-going. |
| Faculty Lunch time | Staff | Walsh and Shimo | Email and in person. | In person “tour” of using the staff kitchenette and storage of food brought in from home(s). | Pre service and on-going | Pre service and on-going. |
| Appropriate dress for work | Staff | Walsh and Wagner | Email and In-person | Emails | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Documentation of issues | Staff | Walsh, Wagner, Urzen and Shimo | Email and In-person | Emails and log sheets | Prior to August 26 and ongoing | Prior to August 26 and ongoing |
| Trauma Informed Education | Staff |  |  |  | Pre service and on-going | Pre service and on-going |
| Social Emotional Learning | Staff |  |  |  | Pre service and on-going | Pre service and on-going |
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## Health and Safety Plan Communications

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

| Topic | Audience | Lead Person and Position | Mode of Communications | Start Date | Completion Date |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Needed trainings/new methods of how we will function at school | Parents | Walsh and Jezuit | Phone calls, emails, text alerts, weekly newsletter and 1;1 meetings as needed. | Prior to August 26 and on-going | End of school year |
| New ways to function and navigate school | Students | Walsh and Staff | In person tours, videos, practice and discussion | Prior to August 26 and on-going | End of school year |
| Needed trainings/new methods of how we will function at school and new ways to function/navigate school. | Staff | Walsh, Urzen, Shimo and Wagner | In person tours, videos, practice and discussion, emails, handbooks, PD trainings and other as needed or identified. | Prior to August 26 and on-going | End of school year |
| Ongoing needs as identified | Students, staff, parents and visitors | Walsh and COVID Team | In person tours, videos, practice and discussion, emails, handbooks, PD trainings and other as needed or identified. | Prior to August 26 and on-going | End of school year |
| State updates as they are presented. | Students, staff, and parents | Walsh and COVID Team | In person tours, videos, practice and discussion, emails, handbooks, PD trainings and other as needed or identified. | Prior to August 26 and on-going | End of school year |
|  |  |  |  |  |  |

# Health and Safety Plan Summary: Fell Charter School

# Anticipated Launch Date: Pre August 26, 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) | \*Professional cleaning of spaces, including an outside vendor for bathrooms and common areas. Cleaning staff to maintain day to day cleaning. \*Ventilation will be as in past with filters cleaned (professionally.)  \*We will utilize staff and school nurse to clean and disinfect during the day. All areas will be cleaned professionally and maintained daily. |

## Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* 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](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html) 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  Other social distancing and safety practices | We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons totally in the gym/stage area. Student groups will move through hallways at designated times and use a rope with 6 foot notches to move single file, in one direction each time movement is necessary. Masks will be worn. \*All meals will be delivered to the students in the location where they are learning in building. The cafeteria kitchen will be used for preparation of foods. Masks will be required. Handwashing or hand sanitizing upon entering the building, after each class and before the next class begins (if movement occurs). Hand sanitizing before entering a bathroom, hand sanitizing after exiting. One person per time in the bathroom monitored by staff. Masks will be required. Use of signage for movement throughout the building and classrooms, use of bathrooms, common areas, and posters for “how to…cough, hand wash, tissue use, move, etc.”. Volunteers will not be permitted in the building. Essential visitors will be met at the door by our greeter and temperatures will be taken,. The essential visitor will be directed to a location that is predetermined for safety for everyone. Visitors such as parents, or usual people to the building will be asked to phone ahead to arrival so we can make appropriate arrangements. Vendors will be on a set arrival and departure schedule.  ; preferably before or after school hours. Masks will be required. Sporting activities do not apply.  Recess will be scheduled outside to accommodate guidelines. PE classes will be health class-related and activities will be scheduled. We may utilize an outdoor tent to get students movement for PE. No sharing of materials. All materials will have student names on them, they will be individual stored when not in use. Parents/Guardians will be asked to label everything prior to school starting. A list of supplies will be provided to the families. If students need materials, they will be provided by the school. Scheduled use of all spaces. Signage will direct movement; students will be escorted by staff when they need to move. Upon return to school staff will train students on how to use space in the building. We have no transportation vehicles of our own, we will work with districts who provide transportation to make all necessary accommodations. We will schedule parent drop off and pick up. We can accommodate 11 persons and one teacher per classroom space. We can accommodate 135 persons totally in the gym/stage area. Student groups will move through hallways at designated times and use a rope with 6 foot notches to move single file, in one direction each time movement is necessary. |

## Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* 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  Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols | Temperature check, and questions about current health. Work with parents to ensure we all understand symptoms and guidelines for safe return to school. The School Nurses office will be the initial point of contact. Isolation areas will be determined. Calls to parents for immediate pick up will be made. Teachers will be allowed to depart the school for medical attention. Secondary designated areas include, but may not be limited to the “Conference Room”, the tent or other outdoor (supervised) area if appropriate. Preferred medical clearance. Meeting with the School Nurse to review guidelines for healthy living and knowing signs/symptoms of return. Website, emails, remind-app., school FaceBook page, phone calls, local tv stations, radio stations and if possible newspapers. |

## Other Considerations for Students and Staff

| Requirement(s) | Strategies, Policies and Procedures |
| --- | --- |
| \* 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)  Unique safety protocols for students with complex needs or other vulnerable individuals  Strategic deployment of staff | Masks, gloves and possible remote learning for students, substitute teachers for staff. Plastic partitions for staff from students. Use of face coverings (masks or face shields) by all staff. Possible plastic partition between staff and students. Option for virtual learning. 1:1 meetings with families to discern appropriate response to needs.  Trauma-Informed Approach to Maximize School Re-Entry  SEL learning experiences to foster resiliency during  difficult circumstances. |

# Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for Fell Charter Schoolreviewed and approved the Phased School Reopening Health and Safety Plan on June 22, 2020.

The plan was approved by a vote of:

**4 Yes**

**0 No**

Affirmed on: June 22, 2020

By:

(*Signature\* of Board President*)

Jeffrey Ryan

(*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.