

## HEALTH AND SAFETY PLAN

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# **Phased Reopening COVID-19 Pandemic**

**2020-2021 School Year**

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# Premier Arts and Science Charter School

## Phased School Reopening

### Health and Safety Plan

#### 2020-2021

The Premier Arts and Science Charter School recognizes that our school is a critical community institution serving over 200 students. The threat of a highly infectious outbreak in our school could be detrimental to the community. By following this COVID-19 Health and Safety Plan, we are dedicated to reducing the miscommunications that may encompass the chaotic nature of an outbreak of any highly infectious illness.

This plan outlines Premier Arts and Science Charter School's strategy in preparing for, responding to, and recovering from a pandemic, specifically COVID-19, in a collective, community approach. It serves as a guide for the safe reopening of Premier Arts and Science Charter School. **This is a fluid document, based on local, state, and federal guidelines, that will continue to develop over time.**

This document contains supplemental information from the Pennsylvania Department of Health (DOH), the Centers for Disease Control (CDC), the Pennsylvania Department of Education, (PDE), American Academy of Pediatrics (APA).

**The Premier Arts and Science Charter School Health and Safety Plan was created in accordance with advice provide by School medical consultants.**

### **PURPOSE**

The intent of this Health and Safety Plan is to serve as PASCS's guidelines for all reopening activities. The purpose of this plan is to achieve the following goals:

- o Maximize the protection of lives while minimizing educational and social disruption while reducing morbidity and mortality.
- o Enable PASCS to continue to operate and provide services as normally and effectively as possible with minimal academic and economic losses.
- o The response of PASCS will be directed by the Pennsylvania Department of Health and the Pennsylvania Department of Education's direction and guidance. This plan coordinates federal, state, and local agencies.
- o Continue the essential core operations of PASCS in the event of increased staff/student absences.
- o Establish and maintain a coordinated command system to enable effective, timely, and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.
- o Develop a communications plan to ensure that students, parents, and staff receive timely and accurate information regarding disease prevention strategies and infection control strategies.
- o Prepare and provide resources for mental health/crisis service needs of staff, students and families.



## **Likely Realities and Constraints**

Our current situation may seem unpredictable; however, we believe that there are some likely realities that our staff, students, and families can anticipate. Some of those realities help our plans to reopen while others may make it more challenging and constrain our efforts. It is important, as we plan, for everyone to be on the same page about what is likely so we can focus most of our effort on the most likely circumstances, while still ensuring that we plan for various “what if” scenarios.

1. **The virus will not disappear by September, but its level of spread may change.** COVID-19 will be present throughout the summer and fall, although the size and localization of the outbreak is to be determined and may change as businesses and communities reopen. Knowing that the number of cases is not a fixed amount, PASCS will remain committed to adjusting its approach based on the reality of the virus’ spread in the region.
2. **The availability of COVID-19 testing will improve, but unclear by how much.** The State’s capacity for COVID-19 testing is improving by the week and can likely support all those requesting tests by September, but it is unclear how frequently re-testing can occur, or when antibody tests will be available at scale.
3. **School will open for remote learning in August.** Students will begin returning to school online August 24, and in-person instruction will begin on September 8. It is likely, however, that schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings.
4. **Blended instruction will be the main instructional format; however virtual instruction only will be offered as an option.** Even with PASCS opening in-person instruction in September, the School will continue to offer virtual learning to students. These options, however, are predicated on the State providing districts more flexibility regarding instructional days.



## **SCOPE**

The scope of this Health and Safety Plan covers Premier Arts and Science Charter School's reopening as it pertains to COVID-19 (Coronavirus).

COVID-19 (Coronavirus) – Symptoms of COVID-19 have reportedly had mild to severe respiratory illness accompanied with fever, cough, and shortness of breath. Symptoms may appear 2-14 days after exposure. The virus is spread person-to-person between people within close contact (about 6 feet), via respiratory droplets produced when an infected persons sneezes or coughs, and these droplets can land in the mouths or noses of people who are near where the droplets are inhaled in the lungs. Transmission may also be possible through contact with contaminated surfaces, but this is not thought to be the main way of transmission.

## **People with these symptoms may have COVID-19**

Fever or chills

Cough

Shortness of breath or difficulty breathing

Fatigue

Muscle or body aches

Headache

New loss of taste or smell

Sore throat

Congestion or runny nose

Nausea or vomiting

Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

(Appendix A)

# Premier Arts and Science Charter School’s Health and Safety Plan

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

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

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

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

# Type of Reopening

## Key Questions

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

**Based on your county's current designation and local community needs, which type of reopening has your school entity selected?**

- ☐ 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 24, 2020**



## Pandemic Team

**Pandemic Coordinator:** Susan Saintz, School Nurse

Roles and Responsibilities of the Pandemic Response Team:

- **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)
Darlene Smith	Chief Administrative Officer	Both
Querida Smith-Lewis	Principal	Both
Susan Saintz	School Nurse	Both
Kasey Gentry	Physical Education Teacher	Health and Safety Plan Development
Lyronna Fretz	School Counselor (Grades K-2)	Health and Safety Plan Development
Danielle Dennis	School Counselor (Grades 3-5)	Health and Safety Plan Development
Ebone Jackson	Kindergarten Teacher	Health and Safety Plan Development
Jennifer Mock	First Grade Teacher	Health and Safety Plan Development
Deb McMichael	Second Grade Teacher	Health and Safety Plan Development
Lawrence Edwards	Third Grade Teacher	Health and Safety Plan Development
Sharon Thomas	PIMS Coordinator/Administrative Assistant	Health and Safety Plan Development
Patricia Whitehead-Myers	Parent Liaison	Health and Safety Plan Development
Deb Smith	Instructional Aide	Health and Safety Plan Development
Anwar Curtis	School Media Coordinator	Health and Safety Plan Development
Dana Lumpkin	School Board Member	Health and Safety Plan Development
Janes Ragsdale	Receptionist	Health and Safety Plan Development



# Key Strategies, Policies, and Procedures

## Cleaning, Sanitizing, Disinfecting and Ventilation

### Key Questions

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

### Summary of Responses to Key Questions:

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)	<ul style="list-style-type: none"> <li>• PPE—Face coverings and gloves are required</li> <li>• Frequent social distancing and hygiene practices</li> <li>• PASCs will also use <i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Reopening America Up Again</i> document listing guidelines for Cleaning and Disinfecting Schools</li> <li>• Clean and disinfect frequently touched surfaces within the school daily</li> <li>• Ensure safe and correct application of disinfectants and keep products</li> </ul>	<ul style="list-style-type: none"> <li>• PPE—Face coverings and gloves are required</li> <li>• Frequent social distancing and hygiene practices</li> <li>• PASCs will also use <i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Reopening America Up Again</i> document listing guidelines for Cleaning and Disinfecting Schools</li> <li>• Clean and disinfect frequently touched surfaces within the school daily</li> <li>• Ensure safe and correct application of disinfectants and keep products</li> </ul>	<p>Terrance Jackson, Food/Maintenance Head</p> <p>Luis Robles, Maintenance Supervisor</p>	<p>CDC Website</p> <p>COVID-19 Daily Cleaning Job Chart</p> <p>PPE</p>	Y



	away from children <ul style="list-style-type: none"> <li>• Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible</li> <li>• Take steps to ensure that all water systems and features are safe to use after prolonged facility shutdown</li> <li>• Incorporate and Oversee the Daily COVID-19 cleaning as specified on COVID-19 Daily Cleaning Job Chart, which includes the cleaning of door handles, sink handles and drinking fountains</li> <li>• Steps will be taken to limit the use of communal drinking fountains and provide safe alternative for providing water when possible</li> </ul>	away from children <ul style="list-style-type: none"> <li>• Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible</li> <li>• Take steps to ensure that all water systems and features are safe to use after prolonged facility shutdown</li> <li>• Incorporate and Oversee the Daily COVID-19 cleaning as specified on COVID-19 Daily Cleaning Job Chart, which includes the cleaning of door handles, sink handles and drinking fountains.</li> <li>• Steps will be taken to limit the use of communal drinking fountains and provide safe alternative for providing water when possible</li> </ul>			
Other cleaning, sanitizing, disinfecting, and ventilation practices	<ul style="list-style-type: none"> <li>• Once every two weeks use of Graco Electrostatic Disinfectant Sprayer</li> <li>• Daily classrooms will be ventilated using open windows for circulation of outdoor air and usage of fans</li> </ul>	<ul style="list-style-type: none"> <li>• Once every two weeks use of Graco Electrostatic Disinfectant Sprayer</li> <li>• Daily classrooms will be ventilated using open windows for circulation of outdoor air and usage of fans</li> </ul>	Terrance Jackson, Food/Maintenance Head  Luis Robles, Maintenance Supervisor	Graco Disinfectant Sprayer	Y-07/14/2020  Video-Graco electrostatic Gun Starter Manual Step-by-Step



## Social Distancing and 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?
- When and how will the training be provided? How will preparedness to implement as result of the training be measured.?

### Summary of Responses to Key Questions:

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	<ul style="list-style-type: none"> <li>• A blended learning schedule has been selected with students having 2 days of face-to-face and 3 days of remote learning to allow for 6 feet separation among students and staff</li> <li>• Schedule will be as static as possible, with students assigned to pods to restrict interactions between groups</li> </ul>	<ul style="list-style-type: none"> <li>• A blended learning schedule has been selected with students having 2 days of face-to-face and 3 days of remote learning to allow for 6 feet separation among students and staff</li> <li>• Schedule will be as static as possible, with students assigned to pods to restrict interactions between groups</li> </ul>	Querida Smith-Lewis, Principal	School building schedule	Y



	<ul style="list-style-type: none"> <li>• Limit interactions among students/teams</li> <li>• Maintain social distancing by limiting extracurricular activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Limit interactions among students/pods</li> <li>• Maintain social distancing by limiting extracurricular activities, etc.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Gym conducted in classrooms or outdoors</li> <li>• Desks (6 feet apart where feasible)</li> <li>• Limit the number of individuals in a classroom or other space</li> <li>• Turn desks facing the same direction</li> </ul>	<ul style="list-style-type: none"> <li>• Gym conducted in classrooms or outdoors</li> <li>• Desks (6 feet apart where feasible)</li> <li>• Limit the number of individuals in a classroom or other space</li> <li>• Turn desks facing the same direction</li> </ul>			
<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<ul style="list-style-type: none"> <li>• Meal condiments will be limited and provided to student on the serving trays</li> <li>• Students will not be permitted to serve themselves for items such as fruit and or vegetable choices</li> <li>• Students will be served by lunch staff all meal components</li> <li>• Food will be compartmentalized in containers</li> <li>• Classrooms will be sanitized and cleaned immediately after lunch period distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Meal condiments will be limited and provided to student on the serving trays</li> <li>• Students will not be permitted to serve themselves for items such as fruit and or vegetable choices</li> <li>• Students will be served by lunch staff all meal components</li> <li>• Food will be compartmentalized in containers</li> <li>• Classrooms will be sanitized and cleaned immediately after lunch period distribution</li> </ul>	<p>Querida Smith-Lewis, Principal</p> <p>Terrence Jackson, Food/Maintenance Head</p>	N/A	N
<p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<ul style="list-style-type: none"> <li>• Staff will be trained on healthy hygiene practices</li> <li>• Students will be instructed on appropriate healthy hygiene practices</li> <li>• Handwashing and covering coughs and sneezes</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be trained on healthy hygiene practices</li> <li>• Students will be instructed on appropriate healthy hygiene practices</li> <li>• Handwashing and covering coughs and sneezes</li> </ul>		<p>CDC appropriate content</p> <p>Training using videos, CDC website, quiz, etc...</p> <p><a href="https://www.youtube.com/watch?v=...">https://www.youtube.com/watch?v=...</a></p>	Y



	<p>among staff and students will be reinforced</p> <p><b>**scrubbing hands with soap and water for at least 20 seconds (before and after eating, before and after restroom usage, after sneezing, coughing, or blowing nose.</b></p> <p><b>**In the event there is no soap and water around, **when hands are not visibly dirty use hand sanitizer that contains at least 60% alcohol</b></p> <ul style="list-style-type: none"> <li>• Securing adequate amount of healthy hygiene supplies (e.g. hand sanitizer, soap, tissues, paper towels, etc.)</li> <li>• Following, distributing, and promoting CDC guidelines for healthy hygiene</li> </ul> <p><b>**Links listed under Materials and Resources</b></p>	<p>among staff and students will be reinforced</p> <p><b>**scrubbing hands with soap and water for at least 20 seconds (before and after eating, before and after restroom usage, after sneezing, coughing, or blowing nose.</b></p> <p><b>**In the event there is no soap and water around, when hands are not visibly dirty use hand sanitizer that contains at least 60% alcohol</b></p> <ul style="list-style-type: none"> <li>• Securing adequate amount of healthy hygiene supplies (e.g. hand sanitizer, soap, tissues, paper towels, etc.)</li> <li>• Following, distributing and promoting CDC guidelines for healthy hygiene</li> </ul> <p><b>**Links listed under Materials and Resources</b></p>		<p><a href="https://www.youtube.com/watch?time_continue=19&amp;v=W-zhhSQDD1U&amp;feature=emb_title">ch?time_continue=19&amp;v=W-zhhSQDD1U&amp;feature=emb_title</a></p> <p><a href="https://www.youtube.com/watch?time_continue=19&amp;v=W-zhhSQDD1U&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=19&amp;v=W-zhhSQDD1U&amp;feature=emb_title</a></p> <ul style="list-style-type: none"> <li>• Hand soap</li> <li>• Tissues</li> <li>• Hand sanitizer</li> <li>• Paper towels</li> </ul>	
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<ul style="list-style-type: none"> <li>• Use CDC website for posters:</li> <li>• <i>Handwashing is Your Superpower</i></li> <li>• <i>Stop the Spread</i></li> <li>• <i>Cover Coughs and Sneezes</i></li> <li>• <i>Please Wear a Cloth Face Covering</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use CDC website for posters:</li> <li>• <i>Handwashing is Your Superpower</i></li> <li>• <i>Stop the Spread</i></li> <li>• <i>Cover Coughs and Sneezes</i></li> <li>• <i>Please Wear a Cloth Face Covering</i></li> </ul>	<p>Sue Saintz, School Nurse</p> <p>Darlene Smith, CAO</p> <p>Querida Smith-Lewis, Principal</p>	<p>CDC Website—necessary posters</p> <p>Printing Shop</p>	Y



	<ul style="list-style-type: none"> <li>Exhibit Studios Healthy School Signage</li> <li>Ensure all large group activities, including but not limited to assemblies, talent shows, competitions follow social distancing guidelines</li> </ul> <p><i>Others deemed appropriate...</i></p>	<ul style="list-style-type: none"> <li>Exhibit Studios Healthy School Signage</li> <li>Ensure all large group activities, including but not limited to assemblies, talent shows, competitions follow social distancing guidelines</li> </ul> <p><i>Others deemed appropriate...</i></p>			
<b>* Identifying and restricting non-essential visitors and volunteers</b>	<ul style="list-style-type: none"> <li>CDC: non-essential visitors, volunteers, and activities will be restricted</li> </ul>	<ul style="list-style-type: none"> <li>CDC: non-essential visitors, volunteers, and activities will be restricted</li> </ul>	<p>Darlene Smith, CAO</p> <p>Querida Smith-Lewis, Principal</p>	N/A	N
<b>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b>	<p>Training for teachers and staff on all safety</p> <p>As mandated, students will be able to safely participate in exercise and physical education in classrooms:</p> <ul style="list-style-type: none"> <li>Social distancing spacing amongst classmates (6 feet apart)</li> <li>Games/activities that require an extreme amount of sharing of equipment will be limited</li> <li>Classes will be held outside as much as possible</li> <li>Physical Education teacher will go to classrooms, students will not switch classrooms</li> </ul> <p>Recess</p> <ul style="list-style-type: none"> <li>Students will have recess in open spaces</li> <li>To limit sharing, adequate recess equipment will be provided</li> </ul>	<p>Training for teachers and staff on all safety protocols</p> <p>As mandated, students will be able to safely participate in exercise and physical education in classrooms:</p> <ul style="list-style-type: none"> <li>Social distancing spacing amongst classmates (6 feet apart)</li> <li>Games/activities that require an extreme amount of sharing of equipment will be limited</li> <li>Classes will be held outside as much as possible</li> <li>Physical Education teacher will go to classrooms, students will not switch classrooms</li> </ul> <p>Recess</p> <ul style="list-style-type: none"> <li>Students will have recess in open spaces</li> <li>To limit sharing, adequate recess equipment will be provided</li> </ul>	<p>Querida Smith-Lewis, Principal</p> <p>Kasey Gentry, Physical Education Teacher</p> <p>Recess Staff (may vary)</p>	<p>Recess Equipment (hula hoops, jump ropes, balls, etc.)</p>	<p>Y-Physical education Teacher and Recess Staff</p>



	<ul style="list-style-type: none"> <li>Playground Structures are restricted</li> </ul>	<ul style="list-style-type: none"> <li>Playground Structures are restricted</li> </ul>			
Limiting of materials Among students	<ul style="list-style-type: none"> <li>Class pods will be kept together each day</li> </ul> <p><i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again:</i></p> <ul style="list-style-type: none"> <li>Each student's belongings will be separated and individually labeled in a container and sprayed with disinfectant at the end of each day</li> <li>Adequate supplies will be provided (textbooks, technology, colored pencils, pencils, crayons, etc.) to minimize sharing. Shared items will be disinfected between use.</li> <li>Sharing of electronic devices, toys, books, games, and learning aids will be restricted</li> <li>The usage of employees' desks, work supplies, phones, and equipment will be avoided. They will be cleaned and disinfected before and after use.</li> </ul>	<ul style="list-style-type: none"> <li>Class pods will be kept together each day</li> </ul> <p><i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again:</i></p> <ul style="list-style-type: none"> <li>Each student's belongings will be separated and individually labeled in a container and sprayed with disinfectant at the end of each day</li> <li>Adequate supplies will be provided (textbooks, technology, colored pencils, pencils, crayons, etc.) to minimize sharing. Shared items will be disinfected between use.</li> <li>Sharing of electronic devices, toys, books, games, and learning aids will be restricted</li> <li>The usage of employees' desks, work supplies, phones, and equipment will be avoided. They will be cleaned and disinfected before and after use.</li> </ul>	Querida Smith-Lewis, Principal	Student supplies (individual)  Student containers (individual)  Student chair organizers (individual)  Cleaning materials	Y
Staggering the use of communal spaces and hallways	<ul style="list-style-type: none"> <li>One-way traffic patterns will be created in the hallways and common areas. Postings will be visible throughout</li> </ul>	<ul style="list-style-type: none"> <li>One-way traffic patterns will be created in the hallways and common areas. Postings will be visible throughout</li> </ul>	Querida Smith-Lewis, Principal	Communal Spaces Protocol Posters	N



	<p>the building to assist students.</p> <ul style="list-style-type: none"> <li>• Students will be directed straight to classrooms upon arrival using spacers posted to promote social distancing</li> <li>• Meals will be served in classrooms</li> <li>• Students will remain in classrooms until dismissal Students will be dismissed on a staggered schedule</li> </ul>	<p>the building to assist students.</p> <ul style="list-style-type: none"> <li>• Students will be directed straight to classrooms upon arrival using spacers posted to promote social distancing</li> <li>• Meals will be served in classrooms</li> <li>• Students will remain in classrooms until dismissal Students will be dismissed on a staggered schedule</li> </ul>			
<p><b>Adjusting transportation schedules and practices to create social distance between children</b></p>	<ul style="list-style-type: none"> <li>• Classroom Pods A and B coming to school on alternate days will balance student bus riders</li> <li>• Students are instructed to wear masks while on the bus</li> <li>• Field trips and extracurricular activities will be limited</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Pods A and B coming to school on alternate days will balance student bus riders</li> <li>• Students are instructed to wear masks while on the bus</li> <li>• Field trips and extracurricular activities will be limited</li> </ul>	<p>Jody Davis, Transportation Supervisor for Harrisburg School District</p>	<p>Disinfectant</p>	<p>N</p>
<p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></p>	<ul style="list-style-type: none"> <li>• Grouping classrooms into two pods (A and B) will limit the number of students in a classroom at one time</li> <li>• Pursuant to CDC and PDE guidelines students will be spaced 6 feet apart from one another, if achievable</li> <li>• Student and staff pods will remain together throughout the day as much as possible</li> <li>• Group mixing will be limited</li> <li>• Interaction among groups of students will be restricted</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping classrooms into two pods (A and B) will limit the number of students in a classroom at one time</li> <li>• Pursuant to CDC and PDE guidelines students will be spaced 6 feet apart from one another, if achievable</li> <li>• Student and staff pods will remain together throughout the day as much as possible</li> <li>• Group mixing will be limited</li> <li>• Interaction among groups of students will be restricted</li> </ul>	<p>Querida Smith-Lewis, Principal</p>	<p>N/A</p>	<p>N</p>



<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b>	<ul style="list-style-type: none"> <li>• School Media Coordinator will update all PASCs school media outlets when transportation changes become necessary</li> </ul>	<ul style="list-style-type: none"> <li>• School Media Coordinator will update all PASCs school media outlets when transportation changes become necessary</li> </ul>	Darlene Smith, CAO  Querida Smith-Lewis, Principal  Anwar Curtis, School Media Coordinator	N/A	N
	<ul style="list-style-type: none"> <li>• If needed, phone calls and/or robocalls may be made to update transportation changes</li> <li>• PASCs will coordinate with local childcare to provide onsite care</li> </ul>	<ul style="list-style-type: none"> <li>• If needed, phone calls and/or robocalls may be made to update transportation changes</li> <li>• PASCs will coordinate with local childcare to provide onsite care</li> </ul>	Sharon Thomas, Administrative Assistant  Jody Davis, HBGSD Transportation Supervisor		
<b>Other social distancing and safety practices</b>	<ul style="list-style-type: none"> <li>• Staff office desks will be surrounded by sneeze guards</li> <li>• Main office desks and reception desk will be surrounded by sneeze guards</li> </ul>	<ul style="list-style-type: none"> <li>• Staff office desks will be surrounded by sneeze guards</li> <li>• Main office desks and reception desk will be surrounded by sneeze guards</li> </ul>	Terrance Jackson, Food/Maintenance Head  Luis Robles, Maintenance Supervisor	N/A	N



## 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:

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	<ul style="list-style-type: none"> <li>Resources will be shared with the community to assist families in understanding when to keep students home</li> </ul> <a href="https://kidshealth.org/en/parents/coronavirus-child-is-sick.html">https://kidshealth.org/en/parents/coronavirus-child-is-sick.html</a> <ul style="list-style-type: none"> <li>Parents/guardians are encouraged to symptom screen students each morning before school</li> </ul>	<ul style="list-style-type: none"> <li>Resources will be shared with the community to assist families in understanding when to keep students home</li> </ul> <a href="https://kidshealth.org/en/parents/coronavirus-child-is-sick.html">https://kidshealth.org/en/parents/coronavirus-child-is-sick.html</a> <ul style="list-style-type: none"> <li>Parents/guardians are encouraged to symptom screen students each morning before school</li> </ul>	Sue Saintz, School Nurse  Querida Smith-Lewis, Principal	Parent/Guardian Community Resources  Staff Training  Self-Screening and Procedure Reporting	Y



	<ul style="list-style-type: none"> <li>• Symptom screening will be administered by staff before leaving for work</li> <li>• Staff are required to stay at home if they are experiencing any symptoms</li> <li>• Parents/guardians are required not to send children with symptoms onto school transportation or school</li> <li>• Temperature screening will be required for students and staff upon entering the school building</li> <li>• Any students and/or staff feeling symptomatic will be sent directly to the nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Symptom screening will be administered by staff before leaving for work</li> <li>• Staff are required to stay at home if they are experiencing any symptoms</li> <li>• Parents/guardians are required not to send children with symptoms onto school transportation or school</li> <li>• Temperature screening will be required for students and staff upon entering the school building</li> <li>• Any students and/or staff feeling symptomatic will be sent directly to the nurse</li> </ul>			
<p><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<ul style="list-style-type: none"> <li>• Nurse will use Standard and Transmission-Based Precautions before caring for someone sick</li> </ul> <p><a href="https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html">https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html</a></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf">https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf</a></p> <ul style="list-style-type: none"> <li>• Pandemic Response Team will identify an isolation room for anyone who is exhibiting COVID-</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse will use Standard and Transmission-Based Precautions before caring for someone sick</li> </ul> <p><a href="https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html">https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html</a></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf">https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf</a></p> <ul style="list-style-type: none"> <li>• Pandemic Response Team will identify an isolation room for anyone who is</li> </ul>	<p>Sue Saintz, School Nurse</p> <p>Querida Smith-Lewis, Principal</p>	<p>Training for Nurse</p> <p>Isolation Room</p> <p>Notification Letter</p>	Y



	<p>19 symptoms before school begins</p> <ul style="list-style-type: none"> <li>• Staff and students will be immediately escorted to the isolation room by the nurse if presenting/displaying symptoms of COVID-19</li> <li>• Block off the area that was exposed by the person testing positive for COVID-19, then it should be cleaned and disinfected before reopened to public</li> </ul> <p>Families and staff will receive notification of confirmed case (maintaining confidentiality)</p>	<p>exhibiting COVID-19 symptoms before school begins</p> <ul style="list-style-type: none"> <li>• Staff and students will be immediately escorted to the isolation room by the nurse if presenting/displaying symptoms of COVID-19</li> <li>• Block off the area that was exposed by the person testing positive for COVID-19, then it should be cleaned and disinfected before reopened to public</li> </ul> <p>Families and staff will receive notification of confirmed case (maintaining confidentiality)</p>			
<p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p>	<p>Per CDC:</p> <p>Persons who have had COVID-19 and had symptoms can be with others after</p> <ul style="list-style-type: none"> <li>• 3 days with no fever AND</li> <li>• Respiratory symptoms have improved (e.g. cough, shortness of breath) AND</li> <li>• 10 days since symptoms first appeared</li> </ul> <p>(ALL of these must be present to return)</p>	<p>Per CDC:</p> <p>Persons who have had COVID-19 and had symptoms can be with others after</p> <ul style="list-style-type: none"> <li>• 3 days with no fever AND</li> <li>• Respiratory symptoms have improved (e.g. cough, shortness of breath) AND</li> <li>• 10 days since symptoms first appeared</li> </ul> <p>(ALL of these must be present to return)</p>	<p>Sue Saintz, School Nurse</p> <p>Querida Smith-Lewis, Principal</p>	N/A	N

	OR	OR			
	<ul style="list-style-type: none"> <li>Negative results from an FDA Emergency Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected equal to or greater than 24 hours apart (total of two negative specimens)</li> </ul>	<ul style="list-style-type: none"> <li>Negative results from an FDA Emergency Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected equal to or greater than 24 hours apart (total of two negative specimens)</li> </ul>			
<b>*Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b>	<ul style="list-style-type: none"> <li>Changes in safety protocols that impact PASCS will regularly be updated on school media outlets, flyers, and letters</li> <li>Parent/Guardians will be knowledgeable of remote learning protocol in the event school is temporarily closed</li> <li>Health and Safety Plan will be posted on the PASCS website</li> </ul>	<ul style="list-style-type: none"> <li>Changes in safety protocols that impact PASCS will regularly be updated on school media outlets, flyers, and letters</li> <li>Parent/Guardians will be knowledgeable of remote learning protocol in the event school is temporarily closed</li> <li>Health and Safety Plan will be posted on the PASCS website</li> </ul>	<p>Darlene Smith, CAO</p> <p>Querida Smith-Lewis, Principal</p> <p>Anwar Curtis, School Media Coordinator</p>	N/A	N
<b>Other monitoring and screening practices</b>					



## 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:

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)
<b>*Protecting students and staff at higher risk for severe illness</b>	<ul style="list-style-type: none"> <li>• Follow guidelines provided in the Families First Coronavirus Response Act (FFCRA)</li> <li>• Nurse is knowledgeable of students and staff at higher risk (maintain <u>confidentiality</u>)</li> <li>• Limiting the number of students in a classroom</li> <li>• Limit interactions with staff and other students as much as possible</li> <li>• Utilize flexible attendance policies</li> <li>• When in hallways/common areas, mask must be worn</li> </ul>	<ul style="list-style-type: none"> <li>• Follow guidelines provided in the Families First Coronavirus Response Act (FFCRA)</li> <li>• Nurse is knowledgeable of students and staff at higher risk (maintain <u>confidentiality</u>)</li> <li>• Limiting the number of students in a classroom</li> <li>• Limit interactions with staff and other students as much as possible</li> <li>• Utilize flexible attendance policies</li> <li>• When in hallways/common areas, mask must be worn</li> </ul>	Sue Saintz, School Nurse  Querida Smith-Lewis, Principal	N/A	N
<b>* Use of face coverings (masks or face shield)</b>	<ul style="list-style-type: none"> <li>• Face coverings (mask and/or face shield is</li> </ul>	<ul style="list-style-type: none"> <li>• Face coverings (mask and/or face shield is</li> </ul>	Sue Saintz, School Nurse	N/A	N



shields) by all staff	acceptable) are <u>required</u>	acceptable) are <u>required</u>	Querida Smith-Lewis, Principal		
* Use of face coverings (masks or face shields) by older students (as appropriate)	<ul style="list-style-type: none"> <li>Face coverings (mask and/or face shield is acceptable) are <u>required</u> in all areas of school during the school day</li> <li>Face Shields are only for the classroom, masks must be worn to the restroom</li> </ul>	<ul style="list-style-type: none"> <li>Face coverings (mask and/or face shield is acceptable) are <u>required</u> in all areas of school during the school day</li> <li>Face Shields are only for the classroom, masks must be worn to the restroom</li> </ul>	Sue Saintz, School Nurse  Querida Smith-Lewis, Principal	N/A	N
*Unique safety protocols for students with complex needs or other vulnerable individuals	<ul style="list-style-type: none"> <li>Students with complex needs or other vulnerable individuals can be evaluated at the beginning of the school year to accommodate student's need(s)</li> <li>Follow guidelines provided in the Families First Coronavirus Response Act (FFCRA)</li> <li>Nurse will be knowledgeable of students and staff at higher risk (maintain <u>confidentiality</u>)</li> <li>Limiting the number of students in a classroom</li> <li>Limit interactions with staff and other students as much as possible</li> </ul>	<ul style="list-style-type: none"> <li>Students with complex needs or other vulnerable individuals can be evaluated at the beginning of the school year to accommodate student's need(s)</li> <li>Follow guidelines provided in the Families First Coronavirus Response Act (FFCRA)</li> <li>Nurse will be knowledgeable of students and staff at higher risk (maintain <u>confidentiality</u>)</li> <li>Limiting the number of students in a classroom</li> <li>Limit interactions with staff and other students as much as possible</li> </ul>			



	<ul style="list-style-type: none"> <li>• Utilize flexible attendance policies</li> <li>• Designate one staff member to assist students with complex needs or other vulnerable individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize flexible attendance policies</li> <li>• Designate one staff member to assist students with complex needs or other vulnerable individuals</li> </ul>			
<b>Strategic deployment of staff</b>	<ul style="list-style-type: none"> <li>• Identify essential job assignments and positions</li> <li>• Cross-train staff in the event of substituting coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Identify essential job assignments and positions</li> <li>• Cross-train staff in the event of substituting coverage</li> </ul>	Querida Smith-Lewis, Principal	N/A	N

## Health and Safety Plan Professional Development

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>PASCS Health &amp; Safety Guidelines</b>	All staff	Darlene Smith, CAO  Querida Smith, Principal  Sue Saintz, School Nurse	Webinars	<a href="https://www.cd.c.gov/coronavirus/2019-ncov/communication/videos">https://www.cd.c.gov/coronavirus/2019-ncov/communication/videos</a> .  <a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/</a>  Support from Local Health Department	In-service Week  08/17/2020	08/22/20
<b>PASCS Instructional Scheduling Model</b>	All Staff	Querida Smith-Lewis, Principal  Dr. Christian Anderson, Educational Consultant  Patricia Whitehead-Myers, Parent Liaison	Interactive Training	Chart of Learning Models Available Schedule and Protocol's Family Preparation/Engagement Checklist (home schedule)	In-service Week  08/17/2020	08/22/20
<b>PASCS Quality Distance Learning</b>	Teachers/Special Ed. Teachers/ Instructional Aides/ Counselors	Principal/ Educational Consultant	Webinars/ Trainings/ Demonstrations	Remote Learning Training/Technology Support Delivery of IEP Services and Progress Monitoring Instructional Support and Assistance Availability for Parents and Students/ Attendance Monitoring/ Instructional	TBA	



				<p>Materials</p> <p>Resources for Progress Monitoring in a Virtual Setting:  <a href="https://www.pattan.net/Home/Mini-Slideshow-With-Image/BestPracticesOnline/Progress-Monitoring-Resources">https://www.pattan.net/Home/Mini-Slideshow-With-Image/BestPracticesOnline/Progress-Monitoring-Resources</a> </p>		
<b>PASCS Instruction &amp; Assessment</b>	Teachers/Spec Ed. Teachers/ Instructional Aides/ Counselors	Principal/ Educational Consultant	Webinars	<p>Blueprint for Testing (When &amp; How)</p> <p>Snapshots on how students learn (strengths and weaknesses)</p> <p>Student Portfolios for Assessment</p> <p><a href="https://www.smarterbalanced.org/tools-for-teachers/">https://www.smarterbalanced.org/tools-for-teachers/</a></p> <p><a href="https://youtu.be/sacuuqjiHPXo">https://youtu.be/sacuuqjiHPXo</a></p>	TBA	
<b>PASCS Social and Emotional Well-Being</b>	All Staff	Nurse/Principal/ Parent Liaison	Webinars/ Lectures	<p>Tips for helping kids cope with COVID-19</p> <p><a href="https://youtu.be/fWCZTKrO2SU">https://youtu.be/fWCZTKrO2SU</a></p> <p>A to Z Coping Skills</p> <p><a href="https://youtu.be/5EXpkVw3fh0">https://youtu.be/5EXpkVw3fh0</a></p> <p><a href="https://www.autismresourcecenter.org/social-">https://www.autismresourcecenter.org/social-</a></p>	TBA	



				<a href="#">stories-for-young-and-old-on-covid-19/</a>		
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## Health and Safety 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
<b>2020-2021 Instructional Options</b>	Staff/Pandemic Response Team	Darlene Smith, CAO  Querida Smith-Lewis, Principal	In Person	06/23/2020	Ongoing
<b>Student Return to School Survey</b>	Parents/Guardians	Darlene Smith, CAO  Querida Smith-Lewis, Principal  Anwar Curtis, School Media Coordinator	Online Survey/School Website	06/24/2020	07/17/2020
<b>Parent/Guardian: Things to Consider for the Upcoming School Year</b>	Parent/Guardians	Darlene Smith, CAO  Querida Smith-Lewis, Principal  Anwar Curtis, School Media Coordinator	School website/School Facebook Page/Class Dojo	07/22/2020	Ongoing
<b>COVID-19 School Commercial Website Video</b>	Parents/Guardians/Staff/Students	Darlene Smith, CAO  Querida Smith-Lewis, Principal  Anwar Curtis, School Media Coordinator	School website/School Facebook Page/Class Dojo	TBA	



<b>Staff Updates/ Correspondence</b>	Staff	Sharon Thomas, PIMS Coordinator, Administrative Assistant	School Website/Mail Correspondence/Video/ Phone Calls (individual)/Robocalls/ School Social Media/Flyers	Ongoing	Ongoing
		Anwar Curtis, School Media Coordinator			
		Patricia Whitehead-Myers, Parent Liaison			
		Danielle Dennis, School Counselor			
		Jessica Jones, Premier Learning Center Director			



## Health and Safety Plan Summary: Premier Arts and Science Charter School

Anticipated Launch Date: August 24, 2020

### 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)	<p>PPE—Face coverings and gloves are required</p> <p>Frequent social distancing and hygiene practices</p> <p>PASCS will also use <i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Reopening America Up Again</i> document listing guidelines for Cleaning and Disinfecting Schools</p> <p>Clean and disinfect frequently touched surfaces within the school daily</p> <p>Ensure safe and correct application of disinfectants and keep products away from children</p> <p>Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible</p> <p>Take steps to ensure that all water systems and features are safe to use after prolonged facility shutdown</p> <p>Incorporate and Oversee the Daily COVID-19 cleaning as specified on COVID-19 Daily Cleaning Job Chart, which includes the cleaning of door handles, sink handles and drinking fountains</p> <p>Steps will be taken to limit the use of communal drinking fountains and provide safe alternatives for providing water when possible</p> <p>Once every two weeks use of Graco Electrostatic Disinfectant Spray</p> <p>Daily Classrooms will be ventilated using open windows for circulation of outdoor air and usage of fans</p>

## Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b></p>	<p>A blended learning schedule has been selected with students having 2 days of face-to-face and 3 days of remote learning to allow for 6 feet of separation among students and staff</p> <p>Schedules will be as static as possible, with students assigned to pods to restrict interactions between groups</p> <p>Maintain social distancing by limiting extracurricular activities, etc.</p> <p>Gym conducted in classrooms or outdoors</p> <p>Desks 6 feet apart where feasible</p> <p>Limit the number of individuals in a classroom or other space</p> <p>Turn desks facing the same direction</p>
<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<p>Students will use hand sanitizer before and after eating</p> <p>Meal condiments will be limited and provided to students on the serving trays</p> <p>Students will not be permitted to serve themselves for items such as fruit and/or vegetable choices</p> <p>Students will be served by lunch staff all meal components</p> <p>Food will be compartmentalized in containers</p> <p>Classrooms will be sanitized and cleaned immediately following food distribution period</p>
<p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>Staff will be trained on healthy hygiene practices</p> <p>Students will be instructed on appropriate healthy hygiene practices</p>



Requirement(s)	Strategies, Policies and Procedures
<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>Reinforce handwashing and covering coughs and sneezes among staff and students</p> <p><b>**scrubbing hands with soap and water for at least 20 seconds (before and after eating, before and after restroom usage, after sneezing, coughing, or blowing nose.</b></p> <p><b>**In the event there is no soap and water around,</b></p> <p><b>**when hands are not visibly dirty use hand sanitizer that contains at least 60% alcohol</b></p> <p>Securing adequate amount of healthy hygiene supplies (e.g. hand sanitizer, soap, tissues, paper towels, etc.)</p> <p>Following, distributing, and promoting CDC guidelines for healthy hygiene</p> <p><b>**Links listed under Materials and Resources</b></p> <ol style="list-style-type: none"> <li>1. Use CDC website for posters:</li> <li>2. Handwashing is Your Superpower</li> <li>3. Stop the Spread</li> <li>4. Cover Coughs and Sneezes</li> <li>5. Please Wear a Cloth Face Covering</li> </ol> <p>Exhibit Studios Healthy School Signage</p> <p>Ensure all large group activities, including but not limited to assemblies, talent shows, competitions follow social distancing guidelines</p> <p><b>**Others deemed appropriate...</b></p>
<p><b>*Identifying and restricting non-essential visitors and volunteers</b></p>	<p>CDC: non-essential visitors, volunteers, and activities will be restricted</p>
<p><b>* Handling sporting activities consistent with the <a href="#">CDC Considerations for Youth Sports</a> for recess and physical education classes</b></p>	<p>Training for teachers and staff on all safety protocols</p> <p>As mandated, students will be able to safely participate in exercise and physical education in classrooms:</p> <p>Social distancing spacing amongst classmates (6 feet Apart)</p> <p>Game/activities that require an extreme amount of Sharing of equipment will be limited</p> <p>Recess:</p> <p>Students will have recess in open spaces</p>

Requirement(s)	Strategies, Policies and Procedures
<p><b>Limiting the sharing of materials among students</b></p>	<p>To limit sharing, adequate recess equipment will be provided</p> <p>Playground structures are restricted</p> <p>Classes will be held outside as much as possible</p> <p>Physical Education teacher will go to classrooms, students will not switch classrooms</p> <p>Class pods will be kept together each day</p> <p><i>CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again:</i></p> <p>Each student's belongings will be separated and individually labeled in a container and sprayed with disinfectant at the end of each day</p> <p>Adequate supplies will be provided (textbooks, technology, colored pencils, pencils, crayons, etc.) to minimize sharing. Shared items will be disinfected between use.</p> <p>Sharing of electronic devices, toys, books, games, and learning aids will be restricted</p> <p>The usage of employees' desks, work supplies, phones, and equipment will be avoided. They will be cleaned and disinfected before and after use.</p>
<p><b>Staggering the use of communal spaces and hallways</b></p>	<p>One-way traffic patterns will be created in the hallways and common areas. Postings will be visible throughout the building to assist students</p> <p>Students will be directed straight to classrooms upon arrival using spacers posted to promote social distancing</p> <p>Meals will be served in classrooms</p> <p>Students will remain in classrooms until dismissal</p>



Requirement(s)	Strategies, Policies and Procedures
<p><b>Adjusting transportation schedules and practices to create social distance between students</b></p>	<p>Students will be dismissed on a staggered schedule</p> <p>Classroom Pods A and B coming to school on alternate days will balance student bus riders</p> <p>Students are instructed to wear masks while on the bus</p> <p>Field trips and extracurricular activities will be limited</p>
<p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></p>	<p>Grouping classrooms into two pods (A and B) will limit the number of students in a classroom at one time</p> <p>Pursuant to CDC and PDE guidelines students will be spaced 6 feet apart from one another, if achievable</p> <p>Student and staff pods will remain together throughout the day as much as possible</p> <p>Group mixing will be limited</p> <p>Interaction among groups of students will be restricted</p>
<p><b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b></p>	<p>School Media Coordinator will update all PASCS school media outlets when transportation changes become necessary</p> <p>If needed, phone calls and/or robocalls may be made to update transportation changes</p> <p>PASCS will coordinate with local childcare to provide onsite care</p>
<p><b>Other social distancing and safety practices</b></p>	<p>Staff office desks will be surrounded by sneeze guards</p> <p>Main office desks and reception desk will be surrounded by sneeze guards</p>

## Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Monitoring students and staff for symptoms and history of exposure</b></p>	<p>Resources will be shared with the community to assist families in understanding when to keep students home</p> <p><a href="https://kidshealth.org/en/parents/coronavirus-child-is-sick.html">https://kidshealth.org/en/parents/coronavirus-child-is-sick.html</a></p> <p>Parents/guardians are encouraged to symptom screen students each morning before school</p> <p>Symptom screening will be administered by staff before leaving for work</p> <p>Staff are required to stay at home if they are experiencing any symptoms</p> <p>Parents/guardians are required not to send children with symptoms onto school transportation or school building</p> <p>Temperature screening will be required for students and staff upon entering the school building</p> <p>Any students and/or staff feeling symptomatic will be sent directly to the nurse</p>
<p><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<p>Nurse will use Standard and Transmission-Based Precautions before caring for someone sick</p> <p><a href="https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html">https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html</a></p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf">https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-patients-H.pdf</a></p> <p>Pandemic Response Team will identify an isolation room for anyone who is exhibiting COVID-19 symptoms before school begins</p> <p>Staff and students will be immediately escorted to the isolation room by the nurse if presenting/displaying symptoms of COVID-19</p> <p>Block off the area that was exposed by the person testing positive for COVID-19, then it should be cleaned and disinfected before reopened to public</p>



Requirement(s)	Strategies, Policies and Procedures
* Returning isolated or quarantined staff, students, or visitors to school	<p>Families and staff will receive notification of confirmed case (maintaining confidentiality)</p> <p>Per CDC:</p> <p>Persons who have had COVID-19 and had symptoms can be with others after</p> <ul style="list-style-type: none"> <li>• 3 days with no fever AND</li> <li>• Respiratory symptoms have improved (e.g. cough, shortness of breath) AND</li> <li>• 10 days since symptoms first appeared</li> </ul> <p>(ALL of these must be present to return)</p> <p>OR</p> <p>Negative results from an FDA Emergency Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected equal to or greater than 24 hours apart (total of two negative specimens)</p>
Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols	<p>Changes in safety protocols that impact PASCS will regularly be updated on school media outlets, flyers, and letters</p> <p>Parent/Guardians will be knowledgeable of remote learning protocol in the event school is temporarily closed</p> <p>Health and Safety Plan will be posted on the PASCS website</p>

## Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
* Protecting students and staff at higher risk for severe illness	<p>Follow guidelines provided in the Families First Coronavirus Response Act (FFCRA)</p> <p>Nurse will be knowledgeable of students and staff at higher risk (maintain confidentiality)</p> <p>Limiting the number of students in a classroom</p> <p>Limit interactions with staff and other students as much as possible</p>





## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Premier Arts and Science Charter School** reviewed and approved the Phased School Reopening Health and Safety Plan on **July 30, 2020**.

The plan was approved by a vote of:

4 Yes

0 No

Affirmed on: **July 30, 2020**

By:

X   
(Signature\* of Board President)

Eric L. Hicks, Sr.

(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.

# Coronavirus Disease 2019 (COVID-19)

## Symptoms of Coronavirus

Updated May 13, 2020

What you need to know

- Anyone can have mild to severe symptoms.
- **Older adults and people who have severe underlying medical conditions** like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness.

Watch for symptoms

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

## Self-Checker

A guide to help you make decisions and seek appropriate medical care.

### When to Seek Emergency Medical Attention

Look for **emergency warning signs\*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately**:

- Trouble breathing
- Persistent pain or pressure in the chest



- New confusion
- Inability to wake or stay awake
- Bluish lips or face

\*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

**Call 911 or call ahead to your local emergency facility:** Notify the operator that you are seeking care for someone who has or may have COVID-19.

Caring for yourself or others

- [How to protect yourself](#)
- [How to care for someone who is sick](#)
- [What to do if you are sick](#)

## What is the difference between Influenza (Flu) and COVID-19?

Influenza (Flu) and COVID-19 are both contagious respiratory illnesses, but they are caused by different viruses. COVID-19 is caused by infection with a new coronavirus (called SARS-CoV-2) and flu is caused by infection with [influenza viruses](#). Because some of the symptoms of flu and COVID-19 are similar, it may be hard to tell the difference between them based on symptoms alone, and testing may be needed to help confirm a diagnosis. Flu and COVID-19 share many characteristics, but there are some key differences between the two.

While more is learned every day, there is still a lot that is unknown about COVID-19 and the virus that causes it. This [page](#) compares COVID-19 and flu, given the best available information to date.

To learn more about [how to protect yourself and others from COVID-19](#).

To learn more about [how to protect yourself and others from flu](#) this season.

Digital Resources

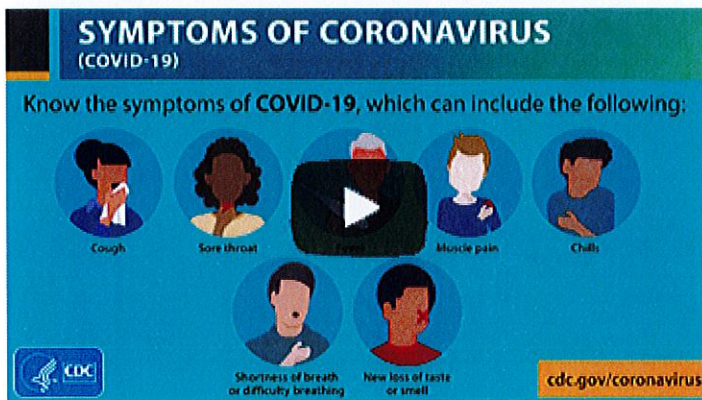
# Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



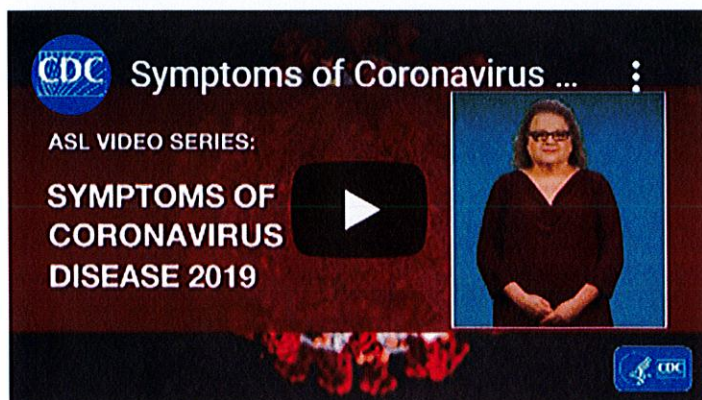
Symptoms of COVID-19 (PDF)

Patients with COVID-19 have experienced mild to severe respiratory illness.



Symptoms of COVID-19 (Video)

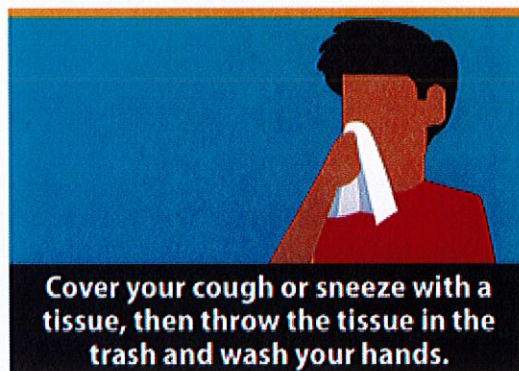
Symptoms can include fever, cough and shortness of breath.





# Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

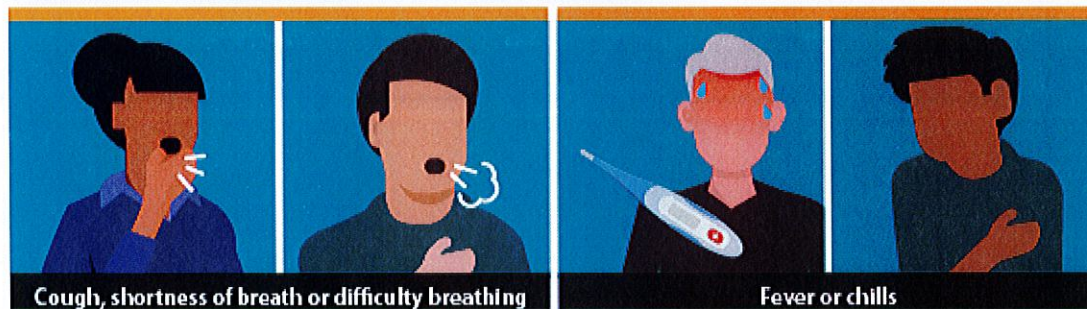


Stop the Spread of Germs (PDF)

Help prevent the spread of respiratory diseases, like coronavirus disease 2019.

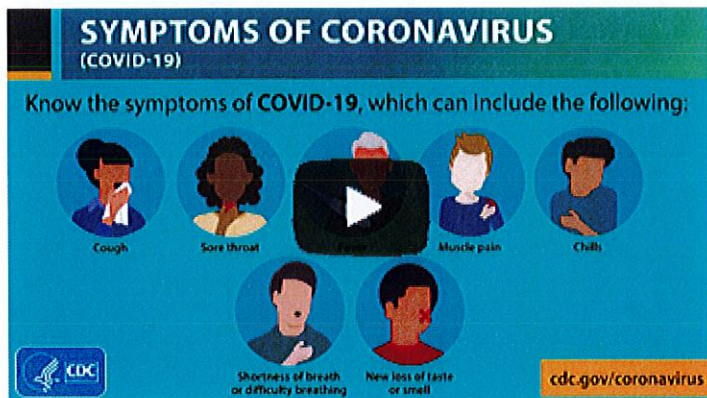
# Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



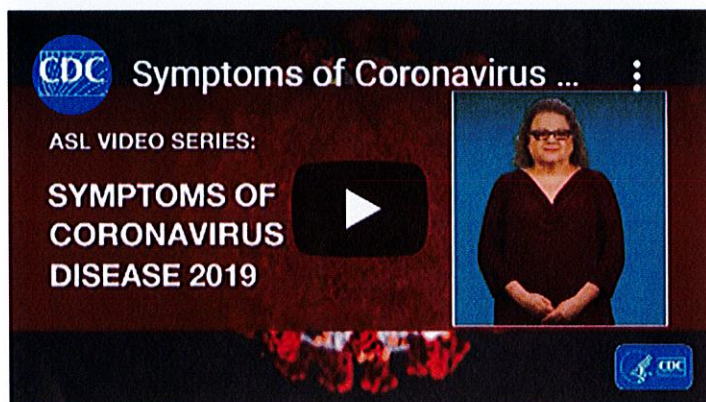
Symptoms of COVID-19 (PDF)

Patients with COVID-19 have experienced mild to severe respiratory illness.



Symptoms of COVID-19 (Video)

Symptoms can include fever, cough and shortness of breath.



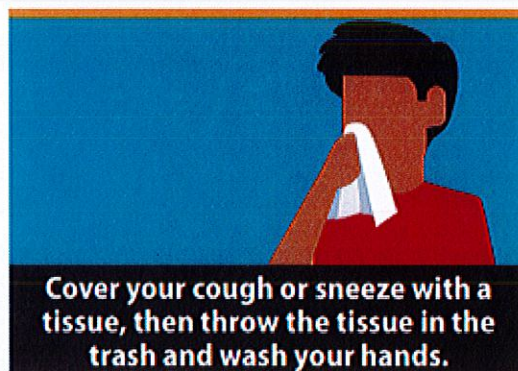
Symptoms of COVID-19: ASL (Video)

American Sign Language Video about symptoms.



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Stop the Spread of Germs (PDF)

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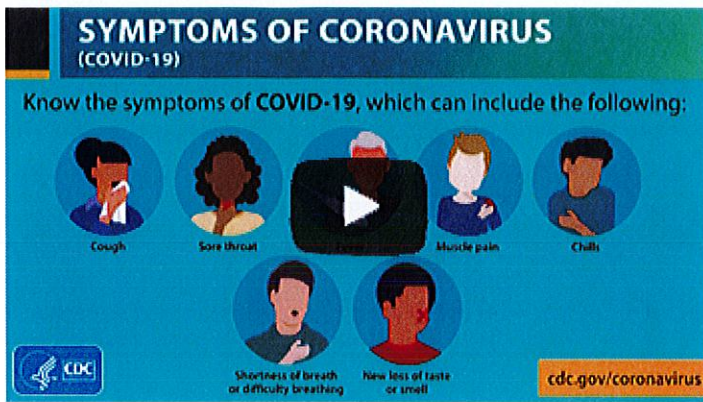
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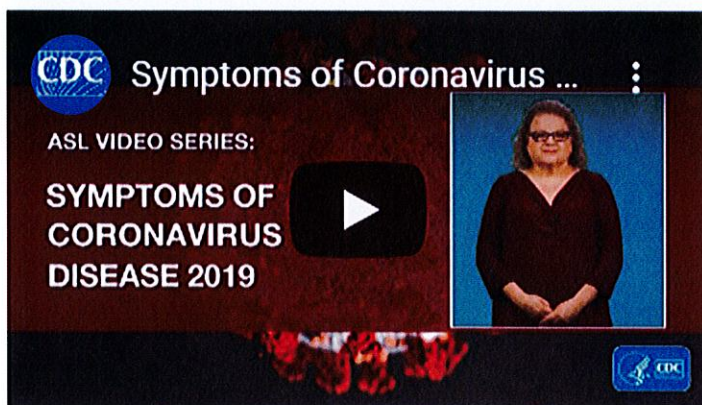
Symptoms of COVID-19 (PDF)

Patients with COVID-19 have experienced mild to severe respiratory illness.



#### Symptoms of COVID-19 (Video)

Symptoms can include fever, cough and shortness of breath.



#### Symptoms of COVID-19: ASL (Video)

American Sign Language Video about symptoms.

#### More Information

- [Older Adults](#)
- [People at Higher Risk for Severe Illness](#)
- [Travelers](#)
- [Healthcare Professionals](#)

Last Updated May 13, 2020