



# **Phased School Reopening Health and Safety Plan Template**

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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: Folk Arts-Cultural Treasures 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](#). 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?

If pandemic conditions permit, FACTS will re-open using a Hybrid Model, combining in-school with remote learning. In our model, each student will come to school once a week. Teachers will come to school a maximum two days per week, but ideally once a week. This model is based upon a focused vision of the purpose of those days when students are in the building. Students' one day per week in the school building will concentrate on those activities that are more highly effective with face-to-face, in-person interactions, and that are critical in this stressful time. These include:

- Wellness check-in with students
- Community building and reducing feelings of isolation
- Social and emotional learning and support
- Providing students with instruction on and assistance with remote learning:
  - o How to use their Chromebook, GoogleClassroom, other remote learning apps, etc.
  - o How to care for their computer
  - o Discussing with students how to overcome technical, emotional and other barriers they are facing in participating in classes or completing their work
- Academic assessment, assistance and possibly collection of student work
- Distribution of lunch and breakfast as well as books and supplies for the four days per week of remote learning
- Provision of services to those students who need in-person services such as OT, social skills, etc.
- Opportunity to flag concerns related to mental health and safety of students

Academic instruction will largely occur remotely.

### **The basics of this model:**

Half of the students will come to the school building on Tuesdays and half of the students will be in the building on Thursdays. Students will be divided into distinct cohorts that will remain together for the whole school day and with the same teacher for the whole day (with the exception of break times).

The average size of each cohort will be less than 14 students (they will likely be smaller given that some parents do not feel comfortable sending their students to school at this time). All cohorts will be led a certified teacher: a classroom teacher, SPED, ELD or Specials teacher.

### **Criteria needed for a return to the school building /Criteria for school closure**

On August 7, if any of the following three criteria are met, FACTS will open fully remotely in September.

If these criteria indicate a return to in-school instruction on August 7 but conditions take a turn for the worse between August 7 and September 8 and any of the criteria below are met, FACTS will also open fully remotely in September.

FACTS will reassess these conditions on November 16 (the end of the first quarter). Thereafter, FACTS will periodically assess whether a return to in-building instruction is safe for students, teachers, staff, and other stakeholders. It is our desire to have students learn in the building to the greatest extent possible, but we must prioritize safety.

#### **CRITERIA:**

1. The City of a Philadelphia COVID-19 website rates the risk of transmission as high;

<https://www.phila.gov/programs/coronavirus-disease-2019-covid-19/>

2. The rate of positive tests exceeds 5% over a 14-day rolling average

Dr. Robert Redfield, CDC Director, is cited by The Washington Post on July 24, 2020 stating that, "In areas where there are hot spots, remote and distance learning may need to be adopted for some amount of time." When asked to define what he meant by "hot spots," he said that he would include places where more than 5 percent of coronavirus tests come back positive. [https://www.washingtonpost.com/education/cdc-director-concedes-schools-in-hot-spots-face-tougher-call-on-reopening/2020/07/24/273ee068-cdd8-11ea-b0e3-d55bda07d66a\\_story.html?outputType=amp](https://www.washingtonpost.com/education/cdc-director-concedes-schools-in-hot-spots-face-tougher-call-on-reopening/2020/07/24/273ee068-cdd8-11ea-b0e3-d55bda07d66a_story.html?outputType=amp)

3. The daily cases per 100,000 Philadelphia residents over a 7-day rolling average exceeds 10

The Harvard Global Health Institute engaged scientists in arriving at a standard metric that can be used to help guide policy decisions and that can be used across jurisdictions of different sizes and densities:

<https://globalepidemics.org/key-metrics-for-covid-suppression/>. In localities with 10 or more daily cases per 100,000

people, the Covid risk is rated as “Accelerated Spread” and Stay at Home Orders and/or Rigorous Test or Trace Programs are advised. Since rigorous and timely testing and contact tracing programs are still not up and running in the Philadelphia area, FACTS views the Stay at Home Orders as the more appropriate response.

If the school opens with in-school instruction, we will continue to monitor the same indicators and, in coordination with the Philadelphia Department of Public Health, will make decisions about when and whether there is a need to move to all remote instruction.

### **Stakeholder engagement:**

FACTS discussed and played out multiple scenarios including bringing students back to school full-time after making health and safety modifications and a hybrid model in which each student attends school in-person two days a week. Admin presented our evolving thinking to staff at meetings in late May and mid-July, in writing in late July, and in surveys in late May and again in August. Our original proposal presented to staff and parents for a hybrid model with each student attending in-person two days a week raised strong feelings among staff and many parents. 44% of parents polled at parent meetings (held in English, Indonesian, Mandarin, Cantonese, and Arabic; a Spanish language session was held but not attended) stated that they do not want to send their student(s) to school in-person for the fall quarter [N=114]. 50% of parents polled stated that they feel more comfortable having their student return in the fall after learning of the school’s health and safety plans and 50% stated that they did not feel more comfortable. 15% of parents who participated in the poll said that they do not know how they will manage if their student is only in the school two days a week. This polling revealed stronger concern over students returning to the school than concern over how to manage if students must continue remotely.

Although any version of returning to the school building continues to raise considerable anxiety and fear among many staff and parents, our current version of a hybrid model was met more favorably by staff to other alternatives we had considered. There remains strong sentiment among some staff that we should be returning to school 100% remotely in the fall.

FACTS sought and received the advice of parents who are also medical professionals. Some of them reviewed specific policies and answered questions while others reviewed this entire Health and Safety Plan. FACTS consulted with a childcare partner and mutually exchanged information regarding an environmental scan of the conditions facing each of our sectors. Community partner, Asian Americans United, joined the committee to review and give feedback on the Health and Safety Plan. Parent volunteers and community partners did not participate in decision-making about adopting specific policies or the entirety of this plan and therefore are not responsible for the contents of this plan.

**The benefits of FACTS's proposed hybrid model (each student coming in to school one day per week):**

Our teachers and admin can focus on excelling in online learning: With this one day a week hybrid model, we are able to commit to making one very strong plan for remote learning which is a scenario that is very likely (whether at the beginning of the year or at any time during the year). Teachers can begin immediately to plan for how to do the best online teaching they can do.

- This plan would give teachers the time to start planning now to design their remote teaching. Instead of needing to prepare simultaneously for both scenarios of in-person and remote instruction in content areas, teachers and admin can focus their attention on how to implement the highest quality remote teaching.
- This will allow FACTS to focus on creating the most optimal schedule for remote teaching and learning rather than creating the schedule for two day a week in-person instruction and forcing our remote option to work within that framework.
- Teachers will have more time each week to plan, prepare and deliver their remote instruction.
- A significant amount of content instruction will be taught in live zoom lessons rather than asynchronously as in a hybrid plan in which teachers are scheduled to teach in-person four days a week. FACTS teachers found both in the spring and in summer programs that live remote sessions are far more effective than asynchronous recorded sessions.
- With so many parents (over 40%) saying that they would opt for 100% remote learning, this model will allow a higher quality and more equitable level of instruction that is designed for remote learning for that large population of students.

Flexibility: Teachers' and Admin's planning for delivery of instruction and logistics will remain largely intact if we have to operate 100% remotely at the start of the school year.

- Covid-19 numbers in Philadelphia are moving in the wrong direction. It is looking increasingly likely that we may need to move to starting the year with all remote learning. This hybrid model allows us to plan in earnest and still be ready for a last minute decision that we need to go 100% remote. Teachers will be investing their planning time on an instructional model that is certain to be used.
- If we have to start out the year fully remote, we would miss out on time to distribute technology, assist students with learning how to use their computers and our learning apps and platforms, and provide the same personal touch in our social and emotional supports, but this model provides a structure for offering academic and other supports when conditions permit.
- This schedule would help us get on the School District's list for transportation two days per week for those periods when we are able to offer in-school instruction.

Addressing some of staff's health and safety concerns:

- Since there isn't switching between teachers who teach different subjects (e.g. SPED, ELD, Specialists, middle school content teachers), there would be fewer interactions between the student cohorts. This would reduce the exposure of students as well as teachers since the "cohorting" of students could be kept more intact.
- We could potentially offer remote working options for teachers and staff who have medically documented risk factors for serious illness from Covid-19. We could possibly have enough staff able to cover the two days of in-person teaching without those at high risk coming in to the school building on teaching days.
- We could likely reduce our need for substitute teachers if teachers call in sick by using in-house staff such as Admin and other support staff who have teacher certifications.

Structuring time for addressing critical student needs that are most effectively delivered in-person:

- All teachers would have dedicated in-person time to provide student supports such as social and emotional learning, health and safety check-ins, live sessions for students with special needs (OT, for example), troubleshooting tech and remote learning issues, material support (like food and supplies), and time for connection and community building.
- We can increase outdoor time on the days that students are in the building without compromising content instruction.
- In-person time would be focused on activities whose impact is most profoundly magnified by seeing others in person.

**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): September 8, 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.

**\* NOTE: Parent, teacher, and community partner stakeholders participated by providing their perspectives, expertise, and advice on the Plan Development Process; they were not responsible for decision-making around the adoption of the plan.**

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Ellen Somekawa	Administrator (Executive Director)	Pandemic Coordinator
Pheng Lim	Administrator (Principal and FACTS parent)	Both
Ricque Porter	Administrator (Associate Director)	Both

<b>David Brown</b>	Administrator (Finance Director)	Both
<b>Pratima Agrawal</b>	Administrator (Accountability Manager)	Both
<b>Mikki Schrodel</b>	Administrator (School Counselor and FACTS parent)	Both
<b>Jacquelyn Griffin</b>	Administrator (Director of School Culture and FACTS parent)	Both
<b>Trish Morris</b>	Administrator (Director of School Culture)	Both
<b>Galen Fitzpatrick</b>	Teacher and FACTS Parent	Plan Development
<b>Anna Wojtas, MSN, RN</b>	Parent and Medical Professional	Plan Development
<b>Dr. Nova Panebianco</b>	Parent and Medical Professional	Plan Development
<b>Pooja Agarwal</b>	Board Member and FACTS Parent	Plan Development
<b>Neeta Patel</b>	Board Member	Plan Development
<b>Tim Matheney</b>	Board Member	Plan Development
<b>Jane Wu, RN MSN</b>	Parent and Medical Professional	Plan Development
<b>LaShon Woodard, RN</b>	Parent and Medical Professional	Plan Development
<b>Alix Webb</b>	Community Partner	Plan Development
<b>School Nurse/MACCS</b>	Health Services Provider	Pandemic Response

## Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

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

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

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

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

### Summary of Responses to Key Questions:

FACTS has hired our cleaners to conduct extra cleaning over the summer. Immediately prior to opening the school to teaching staff and students, the building will be cleaned again and disinfected using electrostatic sprayers. During the school year, classrooms and offices will be cleaned and/or disinfected whenever different people are entering that space. Bathrooms, railings, and doorknobs will be disinfected at least twice per day.

We are setting the expectation that staff and students will play a role in cleaning their areas (not just custodial or building staff). The participation of the entire school community will be necessary, to create a sense of shared responsibility, to teach students and staff good infection control practices, and to practically accomplish the level of cleaning and disinfecting that must happen. For example, teachers will use wipes or spray bottle to disinfect high touch areas like doorknobs, shared technology, and the teacher desk when they are entering a space previously used by another staff member. Students will use a safe solution such as dish soap and water or [Force of Nature](#) [EPA registration number is #93040-1] to clean their own personal desk and chair prior to departing for their days of remote learning. There will be a clear delineation between the roles of students, teachers, and custodial staff in terms of which cleaning, sanitizing, or disinfecting procedures and supplies each is to use. Students, staff and teachers will be trained in the approved and effective use of whichever type of cleaning or disinfecting supply they are to use. FACTS is delaying the first day of instruction for students so that we have a full two weeks of training and planning days for staff. During this time, training on cleaning, sanitizing, and disinfecting procedures will be conducted, and teachers will have an opportunity to plan and trouble shoot for how to implement teaching and expectations related to students' roles

In the days between different cohorts of students attending for in-person instruction, the school will be thoroughly cleaned and the classroom areas, hallways, shared areas will be disinfected with the electrostatic sprayers.

As new research on Covid-19 mitigation and response emerges, FACTS will adapt our policies, procedures to incorporate updated guidance circulated by the Philadelphia Department of Public Health, the CDC, and other reliable scientific sources.

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)
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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>Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	<p>High touch areas and shared areas will be cleaned and/or disinfected when people move from place to place Bathrooms, railings, doorknobs will be disinfected more than once a day Set expectation that staff and students will play a role in cleaning their areas (not just custodial or building staff) e.g. Staff will use wipes or spray bottle to disinfect high touch areas like doorknobs, shared technology, teacher desk. e.g. Students will use a safe solution to wipe down their own desk and chair.</p> <p>Staff will be trained in the use of approved disinfectants e.g. use rubber gloves when using disinfectant wipes if unable to wash hands immediately; leave area wet for x minutes for proper contact time, etc.</p> <p>A schedule for disinfection and cleaning will be established On the days in between the change of student cohorts, there will be building-wide cleaning and disinfection</p>	<p>High touch areas and shared areas will be cleaned and/or disinfected when people move from place to place Bathrooms, railings, doorknobs will be disinfected more than once a day Set expectation that staff and students will play a role in cleaning their areas (not just custodial or building staff) e.g. Staff will use wipes or spray bottle to disinfect high touch areas like doorknobs, shared technology, teacher desk. e.g. Students will use a safe solution to wipe down their own desk and chair.</p> <p>Staff will be trained in the use of approved disinfectants e.g. use rubber gloves when using disinfectant wipes if unable to wash hands immediately; leave area wet for x minutes for proper contact time, etc.</p> <p>A schedule for disinfection and cleaning will be established On the days in between the change of student cohorts, there will be building-wide cleaning and disinfection</p>	Ellen Somekawa, Executive Director & Pandemic Coordinator	<p>Electrostatic sprayer and PurTabs (one on hand, three on order) Hydrogen Peroxide wipes (many on hand, more on order) Hydrogen Peroxide liquid cleaner Dawn PowerWash spray Force of Nature [EPA registration number is #93040-1] Color Coded Microfiber cloths Color Coded Buckets Washer/Dryer (ordered and to be installed over the summer) Rubber Gloves (on hand and more to be ordered) Aides to prepare cleaning supplies for classrooms: deliver supplies to classrooms, collect and launder used rags</p>	Y

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>Other cleaning, sanitizing, disinfecting, and ventilation practices</b>	Schoolwide practice: Keep windows open when possible Implement a Color-Coded Hygiene system for designating uses and locations where cleaning supplies are to be used Switch to microfiber cleaning cloths and mops Implement a regimen of washing and drying microfiber cleaning supplies Switch to Hydrogen Peroxide disinfecting products approved by CDC for control of Covid-19 Utilize electrostatic sprayers for disinfecting all areas of the school	Schoolwide practice: Keep windows open when possible Implement a Color-Coded Hygiene system for designating uses and locations where cleaning supplies are to be used Switch to microfiber cleaning cloths and mops Implement a regimen of washing and drying microfiber cleaning supplies Switch to Hydrogen Peroxide disinfecting products approved by CDC for control of Covid-19 Utilize electrostatic sprayers for disinfecting all areas of the school	Sam Nguon, Facilities Manager	Same as above	Y

## Social Distancing and Other Safety Protocols

### Key Questions

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



**Summary of Responses to Key Questions:**

The school schedule, procedures, and assignments of space will be designed to keep class groups small and distinct. Student cohorts will be created in which students stay with the same group throughout the course of their school day. Teachers will stay with the same small student cohort their entire school day. Time will be built into the schedule to allow students to stretch, move, meditate and work on SEL skills. Choir, electives, folk arts ensembles and recess will be restructured so that they no longer combine students from different grades and classes. Instead activities and courses will be developed to address those same needs (increase heart rate, decrease heart rate/self-calming, practice social skills, etc.) but that will allow for distancing and the maintenance of distinct student cohorts.

To address students' needs for movement within this structure of remaining in one classroom for the most of a day, the schedule will incorporate longer and more frequent movement/ wellness breaks for students. FACTS has paved the private road behind our school to increase the amount of outdoor space available for use by classroom teachers and is in conversation with community partners to collaborate on the use of outdoor space.

Teacher training will begin a full two weeks prior to students arriving. During this time teachers will be trained on the new policies, procedures and protocols related to hygiene practices. Teachers will have the opportunity to meet as floor teams to coordinate schedules, share teaching ideas, and agree on common protocols. Students will wash their hands upon entering school, before eating lunch, after eating lunch, after recess or other movement/outdoor breaks that occur outside of the classroom, after using the toilet, after sneezing/coughing or blowing one's nose, after group activities, and prior to departing the school.

FACTS will provide every student with a Chromebook and two packets of school supplies: one to be left at home for use at home and one to be left at school for use at school. The types of play equipment will be changed to reduce the amount of equipment that is shared or touched by multiple students.

Changes in building practices include new rules that cancel on-site after school programs, assemblies and building usage by non-school groups. Only Essential Personnel and students are allowed in the building; therefore no interns, student teachers, volunteers, visitors will be allowed in the building. Only contractors and vendors whose work is essential to the operations of the school will be allowed and every effort will be made to schedule this work for after school hours. Parent meetings will be conducted remotely. The two stairways will be converted into up only and down only, and hallways will be converted to one way only. Lockers have been removed to create additional space in the hallways for distancing and to remove the need for students to congregate at lockers.

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>Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</b>	Half of students will come to school on Tuesdays; the other half will come on Thursdays. This will allow FACTS to decrease density in classrooms by half. Classroom tables will be replaced by individual student desks. Student desks will be placed six feet apart to the extent possible.	Half of students will come to school on Tuesdays; the other half will come on Thursdays. This will allow FACTS to decrease density in classrooms by half. Classroom tables will be replaced by individual student desks. Student desks will be placed six feet apart to the extent possible.	Ricque Porter, Associate Director	School Schedule Creating student cohorts Purchase of additional student desks	N
* <b>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b>	Meals will be individually packaged and served in the classrooms or outdoors. There will be no school assemblies, or groupings of multiple classes in the multipurpose room.	Meals will be individually packaged and served in the classrooms or outdoors. There will be no school assemblies, or groupings of multiple classes in the multipurpose room.	Dewi Broadhurst, Food Service Manager	Coordinate with Prepackaged meal provider	Y
* <b>Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b>	Teachers will teach, reinforce, and practice proper hand hygiene, cough etiquette, and distancing with their students Students and staff will wash hands: upon entering and departing the school, before eating, after recess or other outdoor activities, after using the toilet, after coughing, blowing one's nose or sneezing Students and staff will apply hand sanitizer upon entering a new classroom or office space	Teachers will teach, reinforce, and practice proper hand hygiene, cough etiquette, and distancing with their students Students and staff will wash hands: upon entering and departing the school, before eating, after recess or other outdoor activities, after using the toilet, after coughing, blowing one's nose or sneezing Students and staff will apply hand sanitizer upon entering a new classroom or office space	Pheng Lim, Principal	Administrative procedures Additional handwashing stations on each floor and in the play yard Hand sanitizer dispensers in all instructional spaces and administrative areas Aides tasked with refilling the hand sanitizer dispensers	Y

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>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b>	Signs will be posted in highly visible locations that promote everyday protective measures, and how to stop the spread of germs.	Signs will be posted in highly visible locations that promote everyday protective measures, and how to stop the spread of germs.	Pratima Agrawal, Accountability Manager	Signs Staff time	N
<b>* Identifying and restricting non-essential visitors and volunteers</b>	Non-essential visitors and volunteers will not be allowed in FACTS. FACTS will temporarily suspend the use of work-study students, interns and student teachers. Parent meetings will occur remotely.	Non-essential visitors and volunteers will not be allowed in FACTS. FACTS will temporarily suspend the use of work-study students, interns and student teachers. Parent meetings will occur remotely.	Ellen Somekawa, Executive Director	School policy Communications	N
<b>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</b>	Define broad categories of needs that PE and recess address: increase the heart rate; sunshine and fresh air; calming and lowering the heart rate; socializing and practicing social skills and then structure times in the school day to address those specific and diverse needs. Use folk arts educators to support movement, SEL, meditation and other activities. Create structured times for teachers to lead their classrooms to use outside spaces (school garden, play yard, nearby rail park, newly paved private role, etc.)	Define broad categories of needs that PE and recess address: increase the heart rate; sunshine and fresh air; calming and lowering the heart rate; socializing and practicing social skills and then structure times in the school day to address those specific and diverse needs. Use folk arts educators to support movement, SEL, meditation and other activities. Create structured times for teachers to lead their classrooms to use outside spaces (school garden, play yard, nearby rail park, newly paved private role, etc.)	Pheng Lim, Principal	Schedule for use of outdoor spaces Different recess and movement supplies (e.g. a jump rope for every student) Folk Arts Educators Recess Aides Community Partners to permit use of outdoor spaces Outdoor spaces	Y

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>Limiting the sharing of materials among students</b>	Individual packets of the most commonly needed student supplies will be distributed by FACTS: one for use at school and one for use at home.	Individual packets of the most commonly needed student supplies will be distributed by FACTS: one for use at school and one for use at home.	Pheng Lim, Principal	Curriculum Coordinators' time School supplies Staff time to pack supplies Distribution system	N
<b>Staggering the use of communal spaces and hallways</b>	Classroom bathroom breaks and handwashing times will be scheduled to avoid congestion in the hallways. One stairway will be made to be up only and one stairway will be made to be down only. Lockers will be removed from the fifth floor to expand the width of the hallways and to avoid the congregation at lockers at the beginning and end of the day.	Classroom bathroom breaks and handwashing times will be scheduled to avoid congestion in the hallways. One stairway will be made to be up only and one stairway will be made to be down only. Lockers will be removed from the fifth floor to expand the width of the hallways and to avoid the congregation at lockers at the beginning and end of the day.	Ricque Porter, Associate Director	Signage Staff Training	Y
<b>Adjusting transportation schedules and practices to create social distance between students</b>	Transportation schedules and practices are being adjusted by the School District of Philadelphia which provides FACTS's busing service. The SDP is reducing density on buses, requiring the use of face masks, and putting in place protocols for cleaning and disinfecting the buses.	Transportation schedules and practices are being adjusted by the School District of Philadelphia which provides FACTS's busing service. The SDP is reducing density on buses, requiring the use of face masks, and putting in place protocols for cleaning and disinfecting the buses.	Pratima Agrawal, Accountability Manager	Coordination with School District of Philadelphia	N

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>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b>	Half of students will come to school on Tuesdays; the other half will come on Thursdays. This will allow FACTS to decrease density in classrooms by half. Classroom tables will be replaced by individual student desks. Student desks will be placed six feet apart to the extent possible. Students will remain in their homeroom groupings for the school day (with the exception of students receiving pull out services).	Half of students will come to school on Tuesdays; the other half will come on Thursdays. This will allow FACTS to decrease density in classrooms by half. Classroom tables will be replaced by individual student desks. Student desks will be placed six feet apart to the extent possible. Students will remain in their homeroom groupings for the school day (with the exception of students receiving pull out services).	Ricque Porter, Associate Director	School Schedule Creating student cohorts Purchase of additional student desks	N
<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>	FACTS will stay in communication with day care operators that serve large numbers of FACTS students and that have historically picked up students from FACTS for aftercare to inform them of our plans, hours and modified school year calendar.	FACTS will stay in communication with day care operators that serve large numbers of FACTS students and that have historically picked up students from FACTS for aftercare to inform them of our plans, hours and modified school year calendar.	Ellen Somekawa, Executive Director	Communications	N

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>Other social distancing and safety practices</b>	No On-Site After School Programs Only Essential Personnel and students are allowed in the building Limit who enters the building: No interns, student teachers, volunteers, visitors, etc. Parent meetings to be conducted remotely Back stairs and front stairs converted into up only and down only Hallways converted to one way only Maintain distancing practice during arrival and dismissal All parent pick-up and drop off will be outside	No On-Site After School Programs Only Essential Personnel and students are allowed in the building Limit who enters the building: No interns, student teachers, volunteers, visitors, etc. Parent meetings to be conducted remotely Back stairs and front stairs converted into up only and down only Hallways converted to one way only Maintain distancing practice during arrival and dismissal All parent pick-up and drop off will be outside	Ricque Porter, Associate Director	Administrative procedures Front office staff	Y

## 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:**

Student and Staff Screening: Parents (on behalf of students) and staff must sign a form agreeing to conduct a daily symptom check prior to coming to the school building and to stay home (or keep their child home) if they are experiencing symptoms of COVID-19 or if they have had close contact with someone diagnosed with COVID-19. Parents (on behalf of students) and staff will self-screen at home every day before coming to school. Parents will record the results of the daily student screening on a card that is carried by each student in a lanyard; each morning the student is in school, the student's teacher will check to make sure the screener has been completed. Any student whose screener is not completed will be sent to the Nurse's office to have their temperature taken. If a parent (on behalf of a student) or a staff member answer yes to any of the screening questions, they should not report to the school building. Staff will also use the lanyard system for recording their daily symptoms check; this will create a visual cue to remind staff of this responsibility, and it will demonstrate to students that we are all participating in this important community safety measure together. If community transmission of COVID-19 in Philadelphia increases, FACTS may be directed by the Philadelphia Department of Health to switch to another form of active symptom monitoring.

Plan for illness at the school: FACTS has designated the nurse's office as an isolation room for anyone who experiences COVID-like symptoms. In the nurse's office, this isolation area will be at least six feet apart from the area where other children or staff use the nurse's office. Room dividers will create barriers between individuals who are ill and others. Anyone entering the nurse's office will be provided with a disposable surgical mask prior to entering and will immediately apply hand sanitizer. Staff who develop symptoms of COVID-like illness will immediately be sent home. If they need to be picked up, they should wait in the designated isolation room while waiting. If a student develops symptoms, they will be brought to a designated isolation room while waiting to be picked up. The staff member waiting with the child should wear a surgical mask.

In case of a confirmed diagnosis of COVID-19: Parents (on behalf of their student) and staff must immediately notify FACTS's pandemic coordinator (the Executive Director) or their designee if they have been diagnosed with Covid-19. If a student or staff member has a confirmed diagnosis of COVID-19, the school pandemic coordinator or designee will immediately call the Philadelphia Department of Health (PDPH) at 215-685-5488 for further instructions. FACTS will follow the guidance of the Philadelphia

Department of Public Health in determining which individuals should quarantine by staying at home for 14 days as well as guidance for individuals' return to the building.

Upon return to school, the affected individual will report to the Nurse's office for an intake screening to assure that the conditions for return have been fulfilled.

Training and Communications: Communications regarding FACTS's requirements for self-screening and remaining home when sick will be communicated with staff and parents in August, prior to the return to the school facility. These communications will be sent out in multiple forms including email, mail, text messaging, and live remote trainings/meetings with parents and staff. FACTS will use the multilingual skills of our language access team (Mandarin, Cantonese, Spanish, Indonesian) and the contracted services of Language Line and other interpreting services (Arabic and other languages) to reach families. Staff will begin work two weeks prior to the first day of school for students. An extra week has been added to our usual summer Professional Development in order to train staff on new policies, procedures and protocols required by the pandemic plans. Staff will have opportunities to collaborate on how to operationalize the new policies and procedures. Most of the summer PD will be held remotely. Staff will go into the school after receiving trainings on self-monitoring and other pandemic related policies. The school will determine which positions and which work tasks require staff to work in the school building, and will provide notification to those staff members.

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)
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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>Monitoring students and staff for symptoms and history of exposure</b>	<p>Student and Staff Screening: Parents (on behalf of students) and staff must sign a form agreeing to conduct a daily symptom check prior to coming to the school building and to stay home (or keep their child home) if they are experiencing symptoms of COVID-19 or if they have had close contact with someone diagnosed with COVID-19. Parents (on behalf of students) and staff will self-screen at home every day before coming to school. Parents will record the results of the daily student screening on a card that is carried by each student in a lanyard; each morning the student is in school, the student's teacher will check to make sure the screener has been completed. Any student whose screener is not completed will be sent to the Nurse's office to have their temperature taken. If a parent (on behalf of a student) or a staff member answer yes to any of the screening questions, they should not report to the school building. Staff will also use the lanyard system for recording their daily symptoms check; this will create a visual cue to remind staff of this responsibility, and it will serve to demonstrate to students that we are all participating in this important community safety measure. If community transmission of COVID-19 in Philadelphia increases, FACTS may be directed by the Philadelphia Department of Health to switch to another form of active</p>	<p>Student and Staff Screening: Parents (on behalf of students) and staff must sign a form agreeing to conduct a daily symptom check prior to coming to the school building and to stay home (or keep their child home) if they are experiencing symptoms of COVID-19 or if they have had close contact with someone diagnosed with COVID-19. Parents (on behalf of students) and staff will self-screen at home every day before coming to school. Parents will record the results of the daily student screening on a card that is carried by each student in a lanyard; each morning the student is in school, the student's teacher will check to make sure the screener has been completed. Any student whose screener is not completed will be sent to the Nurse's office to have their temperature taken. If a parent (on behalf of a student) or a staff member answer yes to any of the screening questions, they should not report to the school building. Staff will also use the lanyard system for recording their daily symptoms check; this will create a visual cue to remind staff of this responsibility, and it will serve to demonstrate to students that we are all participating in this important community safety measure. If community transmission of COVID-19 in Philadelphia increases, FACTS may be directed by the Philadelphia Department of Health to switch to another form of active</p>	Ricque Porter, Associate Director	<p>Parent Agreement Form Staff Agreement Form Lanyards and Screening Tool Parent and staff mailing/communication /email/texting/phone calls (in multiple languages) prior to the return to the building Language support team School Nurse Thermometers PPE</p>	Y

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>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b>	FACTS has designated the nurse's office as an isolation room for anyone who experiences COVID-like symptoms. In the nurse's office, this isolation area will be at least six feet apart from the area where other children or staff use the nurse's office; room dividers will create barriers between individuals who are ill and others. Anyone entering the nurse's office will be provided with a disposable surgical mask prior to entering and will immediately apply hand sanitizer. Staff who develop symptoms of COVID-like illness will immediately be sent home. If they need to be picked up, they should wait in the designated isolation room while waiting. If a student develops symptoms, they will be brought to a designated isolation room while waiting to be picked up. The staff member waiting with the child should wear a surgical mask.	FACTS has designated the nurse's office as an isolation room for anyone who experiences COVID-like symptoms. In the nurse's office, this isolation area will be at least six feet apart from the area where other children or staff use the nurse's office; room dividers will create barriers between individuals who are ill and others. Anyone entering the nurse's office will be provided with a disposable surgical mask prior to entering and will immediately apply hand sanitizer. Staff who develop symptoms of COVID-like illness will immediately be sent home. If they need to be picked up, they should wait in the designated isolation room while waiting. If a student develops symptoms, they will be brought to a designated isolation room while waiting to be picked up. The staff member waiting with the child should wear a surgical mask.	Ellen Somekawa, Executive Director & Pandemic Coordinator	Parent and staff communication (multi-modal and multi-lingual): emailed, mailed, virtual meetings School Nurse School Health Service Provider Room dividers in expanded Nurse's Office Hand sanitizer dispenser in Nurse's Office Surgical masks Face Shields Nurse's PPE	Y
<b>* Returning isolated or quarantined staff, students, or visitors to school</b>	FACTS is following the Philadelphia Department of Public Health's criteria for isolated or quarantined individuals' return to the facility.	FACTS is following the Philadelphia Department of Public Health's criteria for isolated or quarantined individuals' return to the facility.	Ellen Somekawa, Executive Director & Pandemic Coordinator	Philadelphia Department of Public Health Guidelines	N

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>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b>	Communications regarding FACTS's requirements for self-screening and remaining home when sick will be communicated with staff and parents in August, prior to the return to the school facility. These communications will be sent out in multiple forms including email, mail, text messaging, and live remote trainings/meetings with parents and staff. FACTS will use the multilingual skills of our language access team (Mandarin, Cantonese, Spanish, Indonesian) and the contracted services of Language Line and other interpreting services (Arabic and other languages) to reach families. Staff will begin work two weeks prior to the first day of school for students. An extra week has been added to our usual summer Professional Development in order to train staff on new policies, procedures and protocols required by the pandemic plans.	Communications regarding FACTS's requirements for self-screening and remaining home when sick will be communicated with staff and parents in August, prior to the return to the school facility. These communications will be sent out in multiple forms including email, mail, text messaging, and live remote trainings/meetings with parents and staff. FACTS will use the multilingual skills of our language access team (Mandarin, Cantonese, Spanish, Indonesian) and the contracted services of Language Line and other interpreting services (Arabic and other languages) to reach families. Staff will begin work two weeks prior to the first day of school for students. An extra week has been added to our usual summer Professional Development in order to train staff on new policies, procedures and protocols required by the pandemic plans.	Ellen Somekawa, Executive Director & Pandemic Coordinator	Parent and staff communication (multi-modal and multi-lingual): emailed, mailed, virtual meetings Front office staff Language Access Team staff	Y
<b>Other monitoring and screening practices</b>	Upon return to school, the affected individual will report to the Nurse's office for an intake screening to assure that the conditions for return have been fulfilled.	Upon return to school, the affected individual will report to the Nurse's office for an intake screening to assure that the conditions for return have been fulfilled.	Nurse	Return to school form Front office staff training	Y

### 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:

In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.

A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields or goggles may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks.

FACTS teachers will provide face covering breaks throughout the day. When possible, mask breaks will be held outdoors. A distance of at least 6 feet must be maintained during these face covering breaks. Schools may allow students to remove face coverings when students are:

- Eating or drinking when spaced at least 6 feet apart;
- Seated at desks or assigned workspaces at least 6 feet apart;
- Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.); or
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and

IEP/504 team. Any student who cannot wear a mask due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear a face mask. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, should use a clear mask or another type of face covering such as a plastic face shield.

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>	FACTS will communicate CDC information about those with increased risk of serious illness from Covid-19 and recommend those with higher risk factors to consult their doctor. All parents will have the opportunity to opt for their student to receive their schooling 100% remotely. Staff with higher risk factors for serious illness from Covid-19 may request reasonable workplace accommodations. FACTS will endeavor to grant reasonable accommodations that do not cause undue hardship to the operations of the school.	FACTS will communicate CDC information about those with increased risk of serious illness from Covid-19 and recommend those with higher risk factors to consult their doctor. All parents will have the opportunity to opt for their student to receive their schooling 100% remotely. Staff with higher risk factors for serious illness from Covid-19 may request reasonable workplace accommodations. FACTS will endeavor to grant reasonable accommodations that do not cause undue hardship to the operations of the school.	Ellen Somekawa, Executive Director	Communications to staff and families HR Policies	N

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>* Use of face coverings (masks or face shields) by all staff</b>	<p>In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.</p> <p>A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields or goggles may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks.</p>	<p>In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.</p> <p>A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields or goggles may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks.</p>	Ellen Somekawa, Executive Director	<p>School Policy</p> <p>Staff Training</p> <p>Parent Training</p> <p>Parent Communication (multilingual and multimodal)</p> <p>Language Support Team</p> <p>Front Office Support</p> <p>Extra face masks</p>	Y

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>* Use of face coverings (masks or face shields) by older students (as appropriate)</b>	<p>In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.</p> <p>A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks.</p>	<p>In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.</p> <p>A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks.</p>	Ellen Somekawa, Executive Director	<p>School Policy</p> <p>Staff Training</p> <p>Parent Training</p> <p>Parent Communication (multilingual and multimodal)</p> <p>Language Support Team</p> <p>Front Office Support</p> <p>Extra face masks</p>	Y



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>Unique safety protocols for students with complex needs or other vulnerable individuals</b>	Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team. Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear face coverings. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, should use a clear mask or another type of face covering such as a plastic face shield.	Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team. Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear face coverings. Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, should use a clear mask or another type of face covering such as a plastic face shield.	Special Education Coordinator/504 Coordinator	School Policy Professional development Parent Communication (multilingual and multimodal) Language Support Team Front Office Support Clear face masks and face shields for staff use Portable microphone with amplifier for teachers when needed	Y



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>Strategic deployment of staff</b>	Staff whose usual jobs are not required for the smooth operations of the school under this modified plan will be assigned to other tasks in alignment with their skills and the school's needs when possible. For example, food service staff may be assigned to work as bilingual parent outreach staff or as supplemental hygiene assistants so that we can continue to employ them and they can provide needed services to the school.	Staff whose usual jobs are not required for the smooth operations of the school under this modified plan will be assigned to other tasks in alignment with their skills and the school's needs when possible. For example, food service staff may be assigned to work as bilingual parent outreach staff or as supplemental hygiene assistants so that we can continue to employ them and they can provide needed services to the school.	Ricque Porter, Associate Director	Revised Job Descriptions Job/task training Covid-19 HR Policies	Y

## 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
<b>Cleaning, Sanitizing, Disinfecting Protocols and Procedures</b>	All Staff	Ellen Somekawa, Pandemic Coordinator	Zoom Presentation Small group break outs based on job responsibilities	PowerPoint Handouts/Posters	8/24/2020	9/1/2020
<b>Building Procedures:</b>	All Staff	Ricque Porter, Associate Director	Zoom Presentation Small group break out discussions based on job responsibilities and teachers divided by floor	PowerPoint Handouts/Posters	8/24/2020	9/1/2020

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>Health Screening Protocols</b>	All Staff	Ricque Porter, Associate Director	Zoom Presentation Q&A	PowerPoint Health Screening questionnaires Sample Lanyard and screening cards	8/24/2020	9/1/2020
<b>School Health and Safety Protocols: Health screening, masks, distancing, quarantining and isolating when sick or exposed, etc.</b>	All Parents/ Caregivers	Ricque Porter, Associate Director	Zoom Presentations (English, Mandarin, Spanish, Indonesian, Arabic, Cantonese)	PowerPoint Health Screening questionnaires (multilingual) Sample Lanyard and screening cards (multilingual) Interpreters	8/24/2020	9/4/2020
<b>Safety and Hygiene Protocols</b>	All Staff	Ellen Somekawa, Executive Director	Zoom Presentation Small group break out discussions based on job responsibilities and grade spans of students	Policies PowerPoint Signage Teaching tools	8/24/2020	9/4/2020

## 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
<b>Re-Opening Plan: Hybrid model; health and safety measures; role of families; criteria for return to school building</b>	Parents	Ellen Somekawa, Executive Director	Written (multilingual); parent Zoom meeting(s)	7/20/2020	9/4/2020
<b>School Health and Safety Policies and Protocols: Health screening, masks, distancing, quarantining and isolating when sick or exposed, etc.</b>	Parents	Ellen Somekawa, Executive Director	Written (multilingual); parent Zoom meeting(s)	7/1/2020	9/4/2020
<b>Parent Agreements re: screening, masks, etc.</b>	Parents	Ellen Somekawa, Executive Director	Written (multilingual): mailed and emailed	8/15/2020	9/4/2020

## Health and Safety Plan Summary: Folk Arts-Cultural Treasures Charter School

**Anticipated Launch Date: August 24, 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
<b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	FACTS has hired our cleaners to conduct extra cleaning over the summer. Immediately prior to opening the school to teaching staff and students, the building will be cleaned again and disinfected using electrostatic sprayers. During the school year, classrooms and offices will be cleaned and/or disinfected whenever different people are entering that space. Bathrooms, railings, and doorknobs will be disinfected at least twice per day. We are setting the expectation that staff and students will play a role in cleaning their areas (not just custodial or building staff). The participation of the entire school community will be necessary, to create a sense of shared responsibility, to teach students and staff good infection control practices, and to practically accomplish the level of cleaning and disinfecting that must happen. For example, teachers will use wipes or spray bottle to disinfect high touch areas like doorknobs, shared technology, and the teacher desk when they are entering a space previously used by another staff member. Students will use a safe solution such as dish soap and water or Force of Nature [EPA registration number is #93040-1] to clean their own personal desk and chair prior to departing for their days of remote learning. There will be a clear delineation between the roles of students, teachers, and custodial staff in terms of which cleaning, sanitizing, or disinfecting procedures and supplies each is to use. Students, staff and teachers will be trained in the

Requirement(s)	Strategies, Policies and Procedures
	<p>approved and effective use of whichever type of cleaning or disinfecting supply they are to use. FACTS is delaying the first day of instruction for students so that we have a full two weeks of training and planning days for staff. During this time, training on cleaning, sanitizing, and disinfecting procedures will be conducted, and teachers will have an opportunity to plan and trouble shoot for how to implement teaching and expectations related to students' roles</p> <p>In the days between different cohorts of students attending for in-person instruction, the school will be thoroughly cleaned and the classroom areas, hallways, shared areas will be disinfected with the electrostatic sprayers.</p> <p>As new research on Covid-19 mitigation and response emerges, FACTS will adapt our policies, procedures to incorporate updated guidance circulated by the Philadelphia Department of Public Health, the CDC, and other reliable scientific sources.</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><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p> <p><b>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</b></p> <p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>The school schedule, procedures, and assignments of space will be designed to keep class groups small and distinct. Student cohorts will be created in which students stay with the same group throughout the course of their school day. Teachers will stay with the same small student cohort their entire school day. Time will be built into the schedule to allow students to stretch, move, meditate and work on SEL skills. Choir, electives, folk arts ensembles and recess will be restructured so that they no longer combine students from different grades and classes. Instead activities and courses will be developed to address those same needs (increase heart rate, decrease heart rate/self-calming, practice social skills, etc.) but that will allow for distancing and the maintenance of distinct student cohorts.</p> <p>To address students' needs for movement within this structure of remaining in one classroom for the most of a day, the schedule</p>

Requirement(s)	Strategies, Policies and Procedures
<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><b>Limiting the sharing of materials among students</b></p> <p><b>Staggering the use of communal spaces and hallways</b></p> <p><b>Adjusting transportation schedules and practices to create social distance between students</b></p> <p><b>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</b></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><b>Other social distancing and safety practices</b></p>	<p>will incorporate longer and more frequent movement/ wellness breaks for students. FACTS has paved the private road behind our school to increase the amount of outdoor space available for use by classroom teachers and is in conversation with community partners to collaborate on the use of outdoor space. Teacher training will begin a full two weeks prior to students arriving. During this time teachers will be trained on the new policies, procedures and protocols related to hygiene practices. Teachers will have the opportunity to meet as floor teams to coordinate schedules, share teaching ideas, and agree on common protocols. Students will wash their hands upon entering school, before eating lunch, after eating lunch, after recess or other movement/outdoor breaks that occur outside of the classroom, after using the toilet, after sneezing/coughing or blowing one's nose, after group activities, and prior to departing the school.</p> <p>FACTS will provide every student with a Chromebook and two packets of school supplies: one to be left at home for use at home and one to be left at school for use at school. The types of play equipment will be changed to reduce the amount of equipment that is shared or touched by multiple students. Changes in building practices include new rules that cancel on-site after school programs, assemblies and building usage by non-school groups. Only Essential Personnel and students are allowed in the building; therefore no interns, student teachers, volunteers, visitors will be allowed in the building. Only contractors and vendors whose work is essential to the operations of the school will be allowed and every effort will be made to schedule this work for after school hours. Parent meetings will be conducted remotely. The two stairways will be converted into up only and down only, and hallways will be converted to one way only. Lockers have been removed to create additional space in the hallways for distancing and to remove the need for students to congregate at lockers/</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><b>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</b></p> <p><b>* Returning isolated or quarantined staff, students, or visitors to school</b></p> <p><b>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</b></p>	<p><b>Student and Staff Screening:</b> Parents (on behalf of students) and staff must sign a form agreeing to conduct a daily symptom check prior to coming to the school building and to stay home (or keep their child home) if they are experiencing symptoms of COVID-19 or if they have had close contact with someone diagnosed with COVID-19. Parents (on behalf of students) and staff will self-screen at home every day before coming to school. Parents will record the results of the daily student screening on a card that is carried by each student in a lanyard; each morning the student is in school, the student's teacher will check to make sure the screener has been completed. Any student whose screener is not completed will be sent to the Nurse's office to have their temperature taken. If a parent (on behalf of a student) or a staff member answer yes to any of the screening questions, they should not report to the school building. Staff will also use the lanyard system for recording their daily symptoms check; this will create a visual cue to remind staff of this responsibility, and it will demonstrate to students that we are all participating in this important community safety measure together. If community transmission of COVID-19 in Philadelphia increases, FACTS may be directed by the Philadelphia Department of Health to switch to another form of active symptom monitoring.</p> <p><b>Plan for illness at the school:</b> FACTS has designated the nurse's office as an isolation room for anyone who experiences COVID-like symptoms. In the nurse's office, this isolation area will be at least six feet apart from the area where other children or staff use the nurse's office. Room dividers will create barriers between individuals who are ill and others. Anyone entering the nurse's office will be provided with a disposable surgical mask prior to entering and will immediately apply hand sanitizer. Staff who develop symptoms of COVID-like illness will immediately be sent home. If they need to be picked up, they should wait in the designated isolation room while waiting. If a student develops</p>



Requirement(s)	Strategies, Policies and Procedures
	<p>symptoms, they will be brought to a designated isolation room while waiting to be picked up. The staff member waiting with the child should wear a surgical mask.</p> <p>In case of a confirmed diagnosis of COVID-19: Parents (on behalf of their student) and staff must immediately notify FACTS's pandemic coordinator (the Executive Director) or their designee if they have been diagnosed with Covid-19. If a student or staff member has a confirmed diagnosis of COVID-19, the school pandemic coordinator or designee will immediately call the Philadelphia Department of Health (PDPH) at 215-685-5488 for further instructions. FACTS will follow the guidance of the Philadelphia Department of Public Health in determining which individuals should quarantine by staying at home for 14 days as well as guidance for individuals' return to the building.</p> <p>Upon return to school, the affected individual will report to the Nurse's office for an intake screening to assure that the conditions for return have been fulfilled.</p> <p>Training and Communications: Communications regarding FACTS's requirements for self-screening and remaining home when sick will be communicated with staff and parents in August, prior to the return to the school facility. These communications will be sent out in multiple forms including email, mail, text messaging, and live remote trainings/meetings with parents and staff. FACTS will use the multilingual skills of our language access team (Mandarin, Cantonese, Spanish, Indonesian) and the contracted services of Language Line and other interpreting services (Arabic and other languages) to reach families. Staff will begin work two weeks prior to the first day of school for students. An extra week has been added to our usual summer Professional Development in order to train staff on new policies, procedures and protocols required by the pandemic plans. Staff will have opportunities to collaborate on how to operationalize the new policies and procedures. Most of the summer PD will be held remotely. Staff will go into the school after receiving trainings on self-monitoring and other pandemic related policies. The school</p>

Requirement(s)	Strategies, Policies and Procedures
	will determine which positions and which work tasks require staff to work in the school building and will provide notification to those staff members.

## Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Protecting students and staff at higher risk for severe illness</b></p> <p><b>* Use of face coverings (masks or face shields) by all staff</b></p> <p><b>* Use of face coverings (masks or face shields) by older students (as appropriate)</b></p> <p><b>Unique safety protocols for students with complex needs or other vulnerable individuals</b></p> <p><b>Strategic deployment of staff</b></p>	<p>In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Philadelphia Department of Public Health (PDPH), and the Pennsylvania Department of Education (PDE), all FACTS students and staff must wear a face mask that covers the mouth and nose at all times while on school property (buildings, grounds, security desks, conference rooms, elevators, etc.) and on school buses.</p> <p>A mask is defined as a covering of the nose and mouth that is secured with straps that loop over the ears or tie around the back of the head. Acceptable masks may be factory-made, sewn by hand or machine, or created by using materials cut or constructed from household or clothing items like scarves, t-shirts, sweatshirts, or towels. These clothing items in their original forms are not themselves acceptable face coverings for use in FACTS facilities and are not acceptable substitutes for the types of face coverings approved for use on school premises [disposable surgical masks, cloth masks, neck gaiters]. Face shields or goggles may be worn for extra protection in addition to face masks but may not be worn as a substitute for face masks. FACTS teachers will provide face covering breaks throughout the day. When possible, mask breaks will be held outdoors. A distance of at least 6 feet must be maintained during these face covering breaks. Schools may allow students to remove face coverings when students are:</p> <ul style="list-style-type: none"> <li>• Eating or drinking when spaced at least 6 feet apart;</li> <li>• Seated at desks or assigned workspaces at least 6 feet apart;</li> <li>• Engaged in any activity at least 6 feet apart (e.g., face covering breaks, recess, etc.); or</li> </ul>

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> <li>When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.</li> </ul> <p>Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team. Any student who cannot wear a mask due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear a face mask.</p> <p>Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, should use a clear mask or another type of face covering such as a plastic face shield.</p>



## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the Folk Arts-Cultural Treasures Charter School reviewed and approved the Phased School Reopening Health and Safety Plan on **August 19, 2020**.

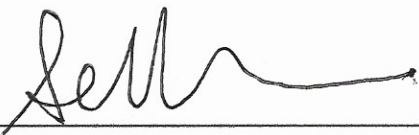
The plan was approved by a vote of:

  9   Yes

  0   No

Affirmed on: **August 19, 2020**

By:



(Signature\* of Board President)

Selina Morales

(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.