



**Health & Safety Plan  
A Response to the COVID-19 Pandemic  
School Year 2020-2021**

***Approved By:*** Philadelphia Electrical and Technology Charter High School  
Board of Trustees

***Approved On:*** July 31, 2020



## **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: Philadelphia E&T Charter High 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.

# Types of Reopening

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## Key Questions

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

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

- Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).
- Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening):**

Philadelphia E&T occupies a 12-story office building with narrow corridors and classrooms of various sizes. The total student count is 600-625 students. Philadelphia E&T serves students in Grades 9 through 12. Traditionally, students have an eight-period schedule with transitions throughout the school day between in each period and sometimes at the half-way point of classes. As the first step in considering social distancing for the long-term, the school will transition from an eight-period day to a block schedule for the 2020-2021 school year. This transition will allow students to have four periods in the first half of the year and four in the second half of the year. The transition to block schedule is designed with the long-term goal of a total reopening for students and staff at some point, keeping in mind social distancing guidelines and the reduction of movement and transition periods. The block schedule concept also supports the initial plan of a total remote learning start to the school year. Students will have fewer classes to log-in to and they will be able to spend more time with fewer teachers. Teachers and staff members will cut their total student count from 150 to 75, offering teachers and staff a more focused effort on a fewer number of students. Philadelphia E&T will begin the school year on a totally remote learning program that will be reviewed at the end of the first semester. The school year will begin on September 8, 2020 and the first semester runs through January 29, 2021. To begin the program, Philadelphia E&T will begin by having in-person set-up sessions in small groups on the first two weeks of the first quarter for materials pick-up, technology support and essential school business. The in-person set-up sessions will be conducted in groups of ten to ensure appropriate social distancing and reduce the risk of transmission. The health and safety of our community is paramount and proper cleaning and screening will be conducted to ensure all CDC and public health guidelines are implemented. Throughout the first semester, we will monitor the public health conditions of Philadelphia and school community. If public health conditions remain constant, we will begin to support the remote program with in-person sessions at the beginning of second academic quarter, by bringing students in for check-in sessions in the same set-up groups of ten as conducted during the first quarter, while continuing to hold the courses remotely. If public health

**conditions deteriorate, we will forgo that piece of the plan and not hold any in-person sessions. At the beginning of January, we will announce our plans for the second semester. At that time, we hope to implement a hybrid model for the second semester, that begins on February 1, 2021, that will allow for more in-person time to occur aligned to course content and direct instruction methods. The objective of this approach is to phase-in returning students into the building for more scheduled, in-person, instructional time in small groups. If public health conditions are not suitable for large groups gathering together indoors, we will forgo that piece of the plan and continue to with remote learning.**

## Pandemic Coordinator/Team

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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):** Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive cases

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
<b>Erin Dougherty, CEO</b>	<b>School Leader</b>	<b>Both</b>
<b>Patrick Fitzmaurice, President</b>	<b>Board of Trustees</b>	<b>Plan Development</b>
<b>Matthew Pooler, COO</b>	<b>School Operations</b>	<b>Both</b>
<b>Christopher Clayton, Head of Student Services</b>	<b>Pandemic Coordinator Student Services, SEL Programs, Maintenance</b>	<b>Both</b>
<b>Rosemarie DeFelice, Head of Academics</b>	<b>ELL Students</b>	<b>Both</b>
<b>Lisa Scullion, Head of Accountability</b>	<b>Health Services</b>	<b>Both</b>
<b>Leigh-Ann Wilson, Special Education Director</b>	<b>Special Education Students</b>	<b>Both</b>
<b>Kevin Cassidy, Union Steward</b>	<b>Collective Bargaining Unit 21CCLC Program</b>	<b>Both</b>
<b>Caron Morrison</b>	<b>Students</b>	<b>Plan Development</b>
<b>Chris McCann</b>	<b>Parents</b>	<b>Plan Development</b>
<b>William Carberry, Head of IT</b>	<b>Technology</b>	<b>Both</b>
<b>Kevin Miraski, ITC</b>	<b>Teacher Instruction (Technology)</b>	<b>Both</b>

# Key Strategies, Policies, and Procedures

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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

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## 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:

**Philadelphia E&T Charter High School will follow the Board Approved Cleaning and Disinfecting Policy listed below to guide our plan. This policy was approved at the May 29, 2020 meeting of the Board of Trustees. The pandemic response team has developed a list of materials needed to ensure the successful implementation of this plan and has been working to procure these items in bulk based upon the size of our facility and student and employee counts. The development and upkeep of inventory sheets, cleaning logs, and team meetings will be necessary to ensure that the school building is cleaned, sanitized, disinfected and ventilated. All stakeholders will be trained on COVID-19 and transmission prevention in an effort to reduce the spread of the illness. Each stakeholder group (i.e. Cleaning Staff, Administrators, Teachers, Support Staff, Security) will be given professional development to support them understanding the proper procedures for each area for which they are responsible. The school will use CDC and PA Department of Health guidelines to guide this professional development. The modifications to this plan will be based on frequency not quality based upon changing in-person uses of the school facility.**

**Policy:** The Board of Trustees of Philadelphia Electrical & Technology Charter High School (“Charter School”), recognizes the need to follow best practices when dealing with the cleaning and disinfection of rooms or areas of those with suspected or with confirmed coronavirus disease 2019 (COVID-19). According to current Center for Disease Control (CDC) guidelines, person-to-person transmission of COVID-19 occurs via respiratory droplets and cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings.

This policy aims to limit the survival of novel coronavirus in key environments in Charter School facilities. These recommendations will be updated if additional information becomes available via the CDC’s website:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>.

#### **Definitions**

- Cleaning refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. But by removing the germs, it decreases their number and therefore any risk of spreading infection.
- Disinfecting works by using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs remaining on a surface after cleaning further reduces risks of spreading infection.

#### **Personal Protective Equipment (PPE) and Hand Hygiene for Charter School staff and vendors charged with cleaning Charter School facilities.**

Charter School staff and vendors charged with cleaning Charter School facilities should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash. Gloves and gowns should be compatible with the disinfectant products being used. Additional PPE might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash. Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. If the risk of bodily fluid exposure is low or minimal, the CDC recommends gloves and gowns that follow

the American National Standard PB70 Level 1 or 2. Please use the following link for more information:

[http://my.aami.org/aamiresources/previewfiles/pb70\\_1206\\_preview.pdf](http://my.aami.org/aamiresources/previewfiles/pb70_1206_preview.pdf).

After removing their gloves, each Charter School cleaner should follow the CDC's protocol on washing hands, posted here: <https://www.cdc.gov/handwashing/when-how-handwashing.html>. It is recommended these handwashing guidelines be posted throughout Charter School facilities.

Charter School cleaners should immediately report breaches in PPE (e.g., tear in gloves) or any potential exposures to their supervisor. It is recommended that all members of the Charter School community should clean their hands often, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains 60%-95% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

The Charter School's CEO or his/her designee should work with their local and state health departments and the Pennsylvania Department of Education to ensure appropriate local protocols and guidelines are being followed regarding COVID-19. The Charter School's CEO or his/her designee is also tasked with educating Charter School staff and vendors performing cleaning, laundry, and trash pick-up duties to recognize the symptoms of COVID-19. Instructions should be communicated to all Charter School staff members on what to do if they develop symptoms of COVID-19. Any Charter School staff member should immediately notify their supervisor and the local health department if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.

The Charter School's CEO or his/her designee will develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE. It is recommended that the following chart from the CDC be posted at Charter School facilities regarding PPE use: <https://www.cdc.gov/hai/pdfs/ppe/PPE-Sequence.pdf>

The Charter School's CEO or his/her designee must ensure Charter School staff and vendors are trained on the hazards of the cleaning chemicals used in the workplace in accordance with Occupational Safety and Health Act's (OSHA) Hazard Communication standard (29 CFR 1910.1200). The Charter School is also required to comply with OSHA's standards on Bloodborne Pathogens (29 CFR 1910.1030), including proper disposal of regulated waste, and PPE (29 CFR 1910.132). Please see the Charter School's Bloodborne Policy for additional information.

#### **Timing and location of cleaning and disinfection of surfaces**

The CDC recommends closing off areas used by those members of the Charter School community who might have been affected by COVID-19. Wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

Charter School staff and vendors charged with cleaning Charter School facilities should clean and disinfect all areas in Charter School facilities used by the potentially affected persons, focusing especially on frequently touched surfaces.

#### **How to Clean and Disinfect Surfaces**

If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. For disinfection, diluted bleach solutions, alcohol solutions with at least 70% alcohol, and most common EPA-registered disinfectants should be effective. Follow the manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. The CDC warns to never mix bleach with ammonia or any other cleanser.

If appropriate for the surface, the CDC recommends preparing a bleach cleaning solution by mixing:

- 5 tablespoons (1/3<sup>rd</sup> cup) bleach per gallon of water or
- 4 teaspoons bleach per quart of water

**Products with EPA-approved emerging viral pathogens icon are expected to be effective against COVID-19 based on CDC data. Follow the manufacturer's instructions for all cleaning and disinfection products. The EPA's list of approved products is available here: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>.**

**For porous surfaces such as carpets, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:**

- **If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.**
- **Otherwise, use products with the EPA-approved emerging viral pathogens icon that are suitable for porous surfaces**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Cleaning (C), sanitizing(S), disinfecting(D), and ventilating(V) learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	<ol style="list-style-type: none"> <li>1. V all potentially occupied spaces before cleaning.</li> <li>2. C,S,D all spaces with sprayer and by hand in advance of each new use including doorknobs, light switches, surface tops, floors, walls, etc.</li> <li>3. Prepare and supply each space with a cleaning kit, including cleaning materials, extra supplies for as needed use to be monitored by school staff members.</li> <li>4. Shut down all water fountains, have bottled drinking water available at stations.</li> <li>5. Reduce elevator use to 2 persons at a time. 1 monitor and 1 traveler. The monitor will touch surfaces.</li> <li>6. Shut down locker use.</li> <li>7. Organize restroom use to reduce reuse of each restroom stall, clean common spaces after each use.</li> </ol>	<ol style="list-style-type: none"> <li>1. V all potentially occupied spaces before cleaning.</li> <li>2. C,S,D all spaces with sprayer and by hand in advance of each new use including doorknobs, light switches, surface tops, floors, walls, etc.</li> <li>3. Prepare and supply each space with a cleaning kit, including cleaning materials, extra supplies for as needed use to be monitored by school staff members.</li> <li>4. Shut down all water fountains, have bottled drinking water available at stations.</li> <li>5. Reduce elevator use to 2 persons at a time. 1 monitor and 1 traveler. The monitor will touch surfaces.</li> <li>6. Shut down locker use.</li> <li>7. Organize restroom use to reduce reuse of each restroom stall, clean common spaces after each use.</li> </ol>	Christopher Clayton, Head of Student Services	Gowns, Masks, Goggles, Face Shields, Gloves, Cleaning Solution, Hand Sanitizer, Water, Vacuums, Carpet Cleaners	Y
Other cleaning, sanitizing, disinfecting, and ventilation practices	<ol style="list-style-type: none"> <li>1. Monitor handwashing stations, cleaning in between use or implementing touch free zones where possible.</li> <li>2. Ensuring hand sanitizer is available in all locations.</li> <li>3. Create a weekly inventory sheet to ensure supplies are in stock at all times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor handwashing stations, cleaning in between use or implementing touch free zones where possible.</li> <li>2. Ensuring hand sanitizer is available in all locations.</li> <li>3. Create a weekly inventory sheet to ensure supplies are in stock at all times.</li> </ol>	Christopher Clayton, Head of Student Services	Gowns, Masks, Goggles, Face Shields, Gloves, Cleaning Solution, Hand Sanitizer, Water, Vacuums, Carpet Cleaners	Y

~The requirements and action steps above are the same for the yellow and green phase. The green phase will increase the frequency of activities due to use or changes to population counts.

~The requirements and action steps above will continue for the 21<sup>st</sup> Century Community Learning Center

# Social Distancing and Other Safety Protocols

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## 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: Philadelphia E&T Charter HS understands the importance of social distancing as the primary tool in mitigating the spread of COVID-19. Philadelphia E&T occupies a 12-story office building with narrow corridors and classrooms of a variety of sizes. The total student count is 600-625 students. The school will transition from an eight-period traditional schedule into a four-period block schedule for the 2020-2021 School Year as the first step in reducing the number of places a student typically travels and reducing the number of students a teacher is exposed to on any given day. As full in-person capacity is our end-goal, we developed a plan with our end-goal mindful of reducing exposure for students and staff. The master schedule is being created with a focus on reducing student movement, grouping students in courses which will allow staff movement instead of student movement. The school year will begin school using a remote model on September 8, 2020 to create a focus on the continuity of education for our students. In an effort to provide continuity for our students, staff and families, we intend implementing our plans for the first semester to ensure a focus on education and course**

content, while actively monitoring the public health conditions in our community. During the first two weeks of the semester, we will ask students to report to school in groups of ten to pick up remote learning packages, including technology and to conduct essential school business. The school will ensure that we are following the plans that we will implement once larger groups begin attending school later in the year. Plans include utilizing the larger classroom spaces in the building will be utilized to ensure the proper distance between persons in a space, each room will have desks situated six feet apart. Communal spaces will be closed for both students and staff, lockers/water fountains will be prohibited. Clean drinking water stations will be available for all persons in the building with water in individual bottles. Each space will contain a cleaning kit with extra materials, including but not limited to: hand sanitizer, tissues, extra masks and faceguards, gloves, gowns, cleaning solution and paper towels. A handwashing schedule will be built into the schedule and will be implemented in advance of any relocation to a new space. A decision will be made in the first two weeks of January 2021 to determine whether we can begin to introduce a hybrid learning model for the second semester to allow for students to attend school in-person more frequently. Cleaning and hygiene practices will increase in frequency. Classrooms will have a footprint design, approved by the pandemic coordinator, to ensure social distancing. Communal spaces will remain closed, lockers/water fountains will be prohibited. Clean drinking water stations will be available for all persons in the building. Each learning space will contain a cleaning kit with extra materials, including but not limited to: hand sanitizer, tissues, extra masks and faceguards, gloves, gowns, cleaning solution and paper towels. A handwashing schedule will be built into the schedule and will be implemented in advance of any relocation to a new space. This will be communicated to families two weeks in advance of implementation. The hope is that the hybrid model will allow for more in-person time to occur as the health conditions in Philadelphia stabilize or improve and we await a vaccine for COVID-19. The objective of this approach is to gradually increase the number of hours per week of in-person instructional time throughout the first semester with the intention of having all students return to the building for the second semester, if possible. The school will offer in-person afterschool programs to students on the days that they are scheduled for in-person instruction, while maintaining a virtual program for those who are not in the building.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	<ol style="list-style-type: none"> <li>1. School to identify which classroom spaces will be used.</li> <li>2. Staff will prepare learning spaces with a maximum desk count of 15 ensuring 6ft between persons. Removing all unnecessary furniture.</li> <li>3. Staff members will have space isolated from students in the classroom for work.</li> </ol>	<ol style="list-style-type: none"> <li>1. School to identify which classroom spaces will be used.</li> <li>2. Staff will prepare learning spaces with a maximum desk count of 15 ensuring 6ft between persons. Removing all unnecessary furniture.</li> <li>3. Staff members will have space isolated from students in the classroom for work.</li> </ol>	Erin Dougherty, CEO	Measuring Tape, Moving crew, plexiguards, tape, decals	Y
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	<ol style="list-style-type: none"> <li>1. School to restrict the use of the larger spaces such as the cafeteria and technology center for communal activities and conduct eating in the assigned class spaces where learning will take place.</li> <li>2. School to use these spaces as learning spaces due to the larger footprint.</li> </ol>	<ol style="list-style-type: none"> <li>1. School to restrict the use of the larger spaces such as the cafeteria and technology center for communal activities and conduct eating in the assigned class spaces where learning will take place.</li> <li>2. School to use these spaces as learning spaces due to the larger footprint.</li> </ol>	Erin Dougherty, CEO	Measuring Tape, Moving crew, plexiguards, tape, decals	Y
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	<ol style="list-style-type: none"> <li>1. All persons in the facility will wear a mask.</li> <li>2. Faceguards will be used in addition to masks or when necessary for health conditions preventing the use of a mask.</li> <li>3. Handwashing schedules will be implemented and enforced.</li> <li>4. Cleaning kits will be placed in all learning spaces.</li> </ol>	<ol style="list-style-type: none"> <li>1. All persons in the facility will wear a mask.</li> <li>2. Faceguards will be used in addition to masks or when necessary for health conditions preventing the use of a mask.</li> <li>3. Handwashing schedules will be implemented and enforced.</li> <li>4. Cleaning kits will be placed in all learning spaces.</li> </ol>	Erin Dougherty, CEO	Measuring Tape, Moving crew, plexiguards, tape, decals	Y
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	<ol style="list-style-type: none"> <li>1. Prepare signs for floors, common spaces, restrooms, hallways, water stations, handwashing stations, restrooms regarding hygiene routines, techniques to reduce transmission and directions for traffic flow, spacing and more.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare signs for floors, common spaces, restrooms, hallways, water stations, handwashing stations, restrooms regarding hygiene routines, techniques to reduce transmission and directions for traffic flow, spacing and more.</li> </ol>	Matthew Pooler, COO	Poster creator, ink, personnel, tape	N

	2. Post signs all over the school building.	2. Post signs all over the school building.			
* Identifying and restricting non-essential visitors and volunteers	1. Prohibit all non-essential visitors and volunteers 2. Ensure Student Services Team understands restrictions	1. Prohibit all non-essential visitors and volunteers 2. Ensure Student Services Team understands restrictions	Matthew Pooler, COO	Signs, Communication, public posting	Y
* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	1. Athletic/PE practice activities will be handled individually in the home environment when possible, monitored virtually. 2. Activities will be designed to limit personal contact when possible and be held outdoors if feasible. 3. Prohibit spectators and non-essential staff at sporting events to reduce sizes of groups or gathering. 4. Implement hand washing mandates and temperature checks prior to all athletic activities. 5. Limit the use of shared objects; if not possible, sanitize any shared items such as balls, bats, etc. and have extra of all items. 6. Mandate facial coverings 7. Space teams apart utilizing spectator space for “benches” or “dugouts”	1. Athletic/PE practice activities will be handled individually in the home environment when possible, monitored virtually. 2. Activities will be designed to limit personal contact when possible and be held outdoors if feasible. 3. Prohibit spectators and non-essential staff at sporting events. to reduce sizes of groups or gathering. 4. Implement hand washing mandates and temperature checks prior to all athletic activities. 5. Limit the use of shared objects; if not possible, sanitize any shared items such as balls, bats, etc. and have extra of all items. 6. Mandate facial coverings 7. Space teams apart utilizing spectator space for “benches” or “dugouts”	Matthew Pooler, COO		Y
Limiting the sharing of materials among students	1. Limit the use of shared materials, have ample paper, pens, photocopies of materials in advance of students arriving at the school building. 2. Create a clear chain of custody of shared materials such as a sanitized box and a dirty box for items.	1. Limit the use of shared materials, have ample paper, pens, photocopies of materials in advance of students arriving at the school building. 2. Create a clear chain of custody of shared materials such as a sanitized box and a dirty box for items.	Matthew Pooler, COO	Copy Machines, Paper, Toner, Pens, Notebooks, boxes, labels.	Y

Staggering the use of communal spaces and hallways	<ol style="list-style-type: none"> <li>1. Schedule transition periods to reduce traffic flow in hallways and common areas.</li> <li>2. Stagger arrival and dismissal times to reduce large groups of students congregating.</li> <li>3. Provide staff escorts for students to use restrooms.</li> <li>4. Mark with floor decals appropriate distances for any lines or waiting areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule transition periods to reduce traffic flow in hallways and common areas.</li> <li>2. Stagger arrival and dismissal times to reduce large groups of students congregating.</li> <li>3. Provide staff escorts for students to use restrooms.</li> <li>4. Mark with floor decals appropriate distances for any lines or waiting areas.</li> </ol>	Erin Dougherty, CEO	Personnel Floor Decals	Y
Adjusting transportation schedules and practices to create social distance between students	<ol style="list-style-type: none"> <li>1. Students use public transportation to/from school. Arrival and dismissal schedules will be altered.</li> <li>2. Adjust schedules for special needs students' private transportation modalities.</li> <li>3. 21CCLC/Athletic transportation will not operate during this phase.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students use public transportation to/from school. Arrival and dismissal schedules will be altered.</li> <li>2. Adjust schedules for special needs students' private transportation modalities.</li> <li>3. 21CCLC/Athletic transportation will not operate during this phase.</li> </ol>	Erin Dougherty, CEO	Personnel	N
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	<ol style="list-style-type: none"> <li>1. School leaders will prepare classrooms with the appropriate number of desks to social distance to the maximum extent possible, between 4 and 6 ft apart. Any extra desks will be removed from the classrooms to ensure distance and reduce potential interactions.</li> </ol>	<ol style="list-style-type: none"> <li>1. School leaders will prepare classrooms with the appropriate number of desks to social distance to the maximum extent possible, between 4 and 6 ft apart. Any extra desks will be removed from the classrooms to ensure distance and reduce potential interactions.</li> </ol>	Matthew Pooler, COO	Personnel Measuring Tools Extra storage space	Y
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	N/A	N/A	Erin Dougherty, CEO	N/A	N/A
Other social distancing and safety practices	Afterschool and Summer programs will follow the above action steps for all program activities.	Afterschool and Summer programs will follow the above action steps for all program activities.	Erin Dougherty, CEO	See above	Y

# Monitoring Student and Staff Health

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## 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, when, to whom, 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 student or staff confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable or 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: Although Philadelphia E&T will be implementing remote learning for the first semester, Philadelphia E&T remains focused on monitoring staff and student safety as a paramount consideration for any/all in-person school business. The following criteria will continue to be implemented when we begin to phase-in in-person sessions. Clear instructions will be communicated to staff, students and their families outlining the protocol and procedures that will be put into place for any individual who enters the school building. First, staff and students will be asked to self-report any history of exposure or contact with anyone in their home who is exhibiting COVID-19 symptoms prior to entering the building. They will also be asked to self-report any travel to any current hot spots. Those hot spots will be listed on the**

**school website at a minimum of once per day. All persons who enter the building will undergo a temperature check at the front door and must submit a note after each absence indicating whether or not that person has left the city during the time since they have last occupied the school building. An isolation room will be established for any persons who become sick during the school day or those who arrive at school having recently traveled from a hot spot or having any known COVID-19 symptoms. Any person who receives notice during the school day that someone they have come in contact with has tested positive will be sent to an isolation room. Any individual sent to an isolation room will be sent home and asked to self-quarantine, working remotely, for a period of 14 days. The pandemic response staff will conduct contact tracing and will communicate with any individual who has been in contact with the self-isolating individual. Any person exhibiting COVID-19 symptoms is encouraged to be tested and communicate those results to the school to contact trace if needed. Any person who has tested positive for COVID-19 must provide medical documentation indicating the absence of symptoms and supporting documentation of clearance before returning to school. Any person self-quarantining can return to school on the 15<sup>th</sup> day if they have no symptoms. The school will maintain a COVID-19 Information Hub on the school website which will have a notifications tab updated daily with regional health updates and school exposure data. The school will utilize the communication tools already in place to notify school stakeholders regarding any updates or changes. These communication methods include: website, social media sites, email/phone/text blasts, and school hotline. The pandemic response team will consist of the crisis response team listed above. Professional development sessions will be held with school staff members and mass communication will be had with all school stakeholders.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Monitoring students and staff for symptoms and history of exposure	<p>1. Staff and students will be asked to self-report any history of exposure or contact with anyone in their home who is exhibiting COVID-19 symptoms.</p> <p>1. Staff and students will be asked to self-report any travel to current hot spots. Hot spots will be listed on the school website.</p> <p>3. All persons entering the building will undergo a temperature check at the front door.</p>	<p>1. Staff and students will be asked to self-report any history of exposure or contact with anyone in their home who is exhibiting COVID-19 symptoms.</p> <p>1. Staff and students will be asked to self-report any travel to current hot spots. Hotspots will be listed on the school website.</p> <p>3. All persons entering the building will undergo a temperature check at the front door.</p>	Matthew Pooler, COO	Personnel	Y
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	<p>1. An isolation room will be implemented for any students or staff who become sick during the school day or those who arrive at school having recently returned from a hotspot or close contact with someone who tested positive.</p> <p>2. Those individuals who meet the criteria above will undergo a temperature check and will be sent home with a request to self-isolate for a period of 14 days before returning to the school building.</p> <p>3. Students and staff can participate in the school program through the remote learning program.</p>	<p>1. An isolation room will be implemented for any students or staff who become sick during the school day or those who arrive at school having recently returned from a hotspot or close contact with someone who tested positive.</p> <p>2. Those individuals who meet the criteria above will undergo a temperature check and will be sent home with a request to self-isolate for a period of 14 days before returning to the school building.</p> <p>3. Students and staff can participate in the school program through the remote learning program.</p>	Matthew Pooler, COO	Isolation Room PPE Personnel	Y
* Returning isolated or quarantined staff, students, or visitors to school	<p>1. Any person sent to the isolation room, should self-quarantine for 14 days.</p> <p>2. Any person exhibiting COVID-19 symptoms is encouraged to be tested and communicate those results to the school to contact trace if needed.</p> <p>3. Any person who has tested positive for COVID-19, must provide medical</p>	<p>1. Any person sent to the isolation room, should self-quarantine for 14 days.</p> <p>2. Any person exhibiting COVID-19 symptoms is encouraged to be tested and communicate those results to the school to contact trace if needed.</p> <p>3. Any person who has tested positive for COVID-19, must provide medical</p>	Matthew Pooler, COO	Personnel	Y

	documentation of a negative test before returning to school. 4. Any person self-quarantining can return to school on the 15 <sup>th</sup> day if they have no symptoms.	documentation of a negative test before returning to school. 4. Any person self-quarantining can return to school on the 15 <sup>th</sup> day if they have no symptoms.			
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	1. The school will maintain a COVID-19 Information Hub on the school website which will have a notifications tab updated daily with regional health updates and school exposure data. 2. The school will utilize the communication tools already in place to notify school stakeholders regarding any updates or changes. These communication methods include: website, social media sites, email/phone/text blasts, and school hotline.	1. The school will maintain a COVID-19 Information Hub on the school website which will have a notifications tab updated daily with regional health updates and school exposure data. 2. The school will utilize the communication tools already in place to notify school stakeholders regarding any updates or changes. These communication methods include: website, social media sites, email/phone/text blasts, and school hotline.	Matthew Pooler, COO	Information blast software Web hosting Personnel	N
Other monitoring and screening practices	1. Daily temperature screenings and follow up for absences to ensure persons did not travel outside of Philadelphia during that absence.	1. Daily temperature screenings and follow up for absences to ensure persons did not travel outside of Philadelphia during that absence.	Matthew Pooler, COO	No-Contact Thermometers Personnel PPE	Y

# Other Considerations for Students and Staff

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## Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the local 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: Although Philadelphia E&T will be implementing remote learning for the first semester, we are still focused on monitoring staff and student safety as a paramount consideration for any/all in-person school business. The following criteria will continue to be implemented when we begin to phase-in in person sessions. There will be a mandatory face covering policy for any persons entering the school building. The school will purchase one reusable mask with the school logo for all students and employees. In addition, disposable masks will be available for anyone who chooses to wear one of those or who forgets their school mask. Any person who cannot wear a face mask due to health considerations will be permitted to wear a clear face guard. This will be determined as an accommodation, however, as facial guards have been found to be less effective in helping to reduce transmission of COVID-19. The school will have a fully remote academic program for the first semester and will begin a phase-in implementation of a hybrid plan in February 2021, should public health conditions improve. The LEA has changed the school's master schedule to operate on a block schedule to reduce the movement throughout the building as well as the potential exposure to less individuals upon return.**

<b>Requirements</b>	<b>Action Steps under Yellow Phase</b>	<b>Action Steps under Green Phase</b>	<b>Lead Individual and Position</b>	<b>Materials, Resources, and or Supports Needed</b>	<b>PD Required (Y/N)</b>
* Protecting students and staff at higher risk for severe illness	1. Any person who self-identifies as high risk for severe illness should discuss with his/her doctor whether or not being in the school building is something they should avoid. If it is, a doctor's note should be submitted to the school. The school will implement isolation space in the building or remote learning from home for those employees or students, where applicable.	1. Any person who self-identifies as high risk for severe illness should discuss with his/her doctor whether or not being in the school building is something they should avoid. If it is, a doctor's note should be submitted to the school. The school will implement isolation space in the building or remote learning from home for those employees or students, where applicable.	Matthew Pooler, COO	Personnel	N
* Use of face coverings (masks or face shields) by all staff	1. All persons entering the school building should wear a face mask. Masks will be provided to all. 2. Face shields will be used as an alternative for those individuals who have a legitimate medical reason for which they cannot wear a mask. No one should be in the building without a face covering.	1. All persons entering the school building should wear a face mask. Masks will be provided to all. 2. Face shields will be used as an alternative for those individuals who have a legitimate medical reason for which they cannot wear a mask. No one should be in the building without a face covering	Matthew Pooler, COO	School logo Face Masks for all employees and students. Disposable masks for anyone who forgets their mask or prefers that type of mask. Face shields	N
* Use of face coverings (masks or face shields) by older students (as appropriate)	1. All students are over the age of 8, therefore all students should wear face coverings.	1. All students are over the age of 8, therefore all students should wear face coverings.	Matthew Pooler, COO	N/A	N
Unique safety protocols for students with complex needs or other vulnerable individuals	1. An individualized health/safety plan will be developed for students or staff with complex or individualized needs.	1. An individualized health/safety plan will be developed for students or staff with complex or individualized needs.	Matthew Pooler, COO	Determined by Individualized health/safety plan	Y
Strategic deployment of staff	1. A modified academic schedule with a remote learning component has been developed with a strategic plan to maximize the use of non-teaching staff to support the health/safety plan and Social Emotional needs of the students.	1. A modified academic schedule with a remote learning component has been developed with a strategic plan to maximize the use of non-teaching staff to support the health/safety plan and Social Emotional needs of the students.	Erin Dougherty, CEO	Personnel	Y

# Health and Safety Plan Professional Development

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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
Cleaning, Sanitizing, Disinfecting, and Ventilation	Cleaning Crews	Christopher Clayton, Head of Student Services	Training with Demonstrations	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/7/20
	Staff/Students	Christopher Clayton, Head of Student Services	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20
Social Distancing and Other Safety Protocols	Staff	Erin Dougherty, CEO	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20
	Students	Matthew Pooler, COO	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20
Monitoring Student and Staff Health	Staff	Erin Dougherty, CEO	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20
	Students	Matthew Pooler, COO	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20
Athletic Department/21CCLC	Staff/Students	Matthew Pooler, COO	Online Training	Checklists, Forms, CDC Guidance, Policy Highlights	8/1/20	8/24/20

# 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
Implementation of Health/Safety Plan	Staff, Students, Families	Matthew Pooler, COO	Letter and Communication Blasts	August 1, 2020	August 1, 2020
Implementation of PE&T Academic Program	Staff, Students, Families	Matthew Pooler, COO	Letter and Communication Blasts	August 1, 2020	August 1, 2020
Welcome Video	Staff, Students Families	Erin Dougherty, CEO	Video and Digital Copy of Plan Blasted and Posted on COVID-19 HUB	August 24, 2020	August 24, 2020
Weekly Updates on COVID-19 Hub	Staff, Students Families	Erin Dougherty, CEO	Video and COVID-19 Hub	By Fridays All Year	By Fridays All Year
Quarterly Review	Staff, students, Families	Erin Dougherty, CEO	Video, Hub, Letter and Communication Blasts	Two weeks before end of Academic Quarter	Two weeks before end of Academic Quarter

## Health and Safety Plan Summary: Philadelphia E&T Charter HS

### Anticipated Launch Date: August 1, 2020

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

### Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	<b>Philadelphia E&amp;T Charter High School will follow the Board Approved Cleaning and Disinfecting Policy listed herein to guide our plan. This policy was approved at the May 29, 2020 meeting of the Board of Trustees. The pandemic response team has developed a list of materials needed to ensure the successful implementation of this plan and has been working to procure these items in bulk based upon the size of our facility and student and employee counts. The development and upkeep of inventory sheets, cleaning logs, and team meetings will be necessary to ensure that the school building is cleaned, sanitized, disinfected and ventilated. All stakeholders will be trained on COVID-19 and transmission prevention in an effort to reduce the spread of the illness. Each stakeholder group (i.e. Cleaning Staff, Administrators, Teachers, Support Staff, Security) will be given professional development to support them understanding the proper procedures for each area for which they are responsible. The school will use CDC and PA Department of Health guidelines to guide this professional development. The modifications to this plan will be based on frequency not quality based upon changing in-person uses of the school facility.</b>

## Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> <li>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</li> <li>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</li> <li>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</li> <li>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</li> <li>* Handling sporting activities consistent with the <u>CDC Considerations for Youth Sports</u> for recess and physical education classes</li> <li>* Limiting the sharing of materials among students</li> <li>* Staggering the use of communal spaces and hallways</li> <li>* Adjusting transportation schedules and practices to create social distance between students</li> </ul>	<p><b>Philadelphia E&amp;T Charter HS understands the importance of social distancing as the primary tool in mitigating the spread of COVID-19. Philadelphia E&amp;T occupies a 12-story office building with narrow corridors and classrooms of a variety of sizes. The total student count is 600-625 students. The school will transition from an eight-period traditional schedule into a four-period block schedule for the 2020-2021 School Year as the first step in reducing the number of places a student typically travels and reducing the number of students a teacher is exposed to on any given day. As full in-person capacity is our end-goal, we developed a plan with our end-goal mindful of reducing exposure for students and staff. The master schedule is being created with a focus on reducing student movement, grouping students in courses which will allow teacher movement instead of student movement. The school year will begin school using a remote model on September 8, 2020 to create a focus on the continuity of education for our students. In an effort to provide continuity for our students, staff and families, we intend implementing our plans for the first semester to ensure a focus on education and course content, while actively monitoring the public health conditions in our community. During the first two weeks of the semester, we will ask students to report to school in groups of ten to pick up remote learning packages, including technology and to conduct essential school business. The school will ensure that we are following the plans that we will implement once larger groups begin attending school later in the year. Plans include utilizing the larger classroom spaces in the building will be utilized to ensure the proper distance between persons in a space, each room will have desks situated six feet apart. Communal spaces will be closed for both students and staff,</b></p>

\*Limiting the number of individuals in classrooms and other learning spaces as well as interactions between groups of students

Coordinating with local childcare regarding on-site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars

Other social distancing and safety practices

**lockers/water fountains will be prohibited. Clean drinking water stations will be available for all persons in the building with water in individual bottles. Each space will contain a cleaning kit with extra materials, including but not limited to: hand sanitizer, tissues, extra masks and faceguards, gloves, gowns, cleaning solution and paper towels. A handwashing schedule will be built into the schedule and will be implemented in advance of any relocation to a new space. A decision will be made in the first two weeks of January 2021 to determine whether we can begin to introduce a hybrid learning model for the second semester to allow for students to attend school in-person more frequently. Cleaning and hygiene practices will increase in frequency. Classrooms will have a footprint design, approved by the pandemic coordinator, to ensure social distancing. Communal spaces will remain closed, lockers/water fountains will be prohibited. Clean drinking water stations will be available for all persons in the building. Each learning space will contain a cleaning kit with extra materials, including but not limited to: hand sanitizer, tissues, extra masks and faceguards, gloves, gowns, cleaning solution and paper towels. A handwashing schedule will be built into the schedule and will be implemented in advance of any relocation to a new space. This will be communicated to families two weeks in advance of implementation. The hope is that the hybrid model will allow for more in-person time to occur as the health conditions in Philadelphia stabilize or improve and we await a vaccine for COVID-19. The objective of this approach is to gradually increase the number of hours per week of in-person instructional time throughout the first semester with the intention of having all students return to the building for the second semester, if possible. The school will offer in-person afterschool programs to students on the days that they are scheduled for in-person instruction, while maintaining a virtual program for those who are not in the building.**

## Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> <li>* Monitoring students and staff for symptoms and history of exposure</li> <li>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</li> <li>* Returning isolated or quarantined staff, students, or visitors to school</li> <li>*Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</li> </ul>	<p><b>Although Philadelphia E&amp;T will be implementing remote learning for the first semester, Philadelphia E&amp;T remains focused on monitoring staff and student safety as a paramount consideration for any/all in-person school business. The following criteria will continue to be implemented when we begin to phase-in in-person sessions. Clear instructions will be communicated to staff, students and their families outlining the protocol and procedures that will be put into place for any individual who enters the school building. First, staff and students will be asked to self-report any history of exposure or contact with anyone in their home who is exhibiting COVID-19 symptoms prior to entering the building. They will also be asked to self-report any travel to any current hot spots. Those hot spots will be listed on the school website at a minimum of once per day. All persons who enter the building will undergo a temperature check at the front door and must submit a note after each absence indicating whether or not that person has left the city during the time since they have last occupied the school building. An isolation room will be established for any persons who become sick during the school day or those who arrive at school having recently traveled from a hot spot or having any known COVID-19 symptoms. Any person who receives notice during the school day that someone they have come in contact with has tested positive will be sent to an isolation room. Any individual sent to an isolation room will be sent home and asked to self-quarantine, working remotely, for a period of 14 days. The pandemic response staff will conduct contact tracing and will communicate with any individual who has been in contact with the self-isolating individual. Any person exhibiting COVID-19 symptoms is encouraged to be tested and communicate those results to the school to contact trace if needed. Any person who has tested positive for COVID-19 must provide medical documentation indicating the absence of symptoms and supporting documentation of clearance before returning</b></p>

	<p>to school. Any person self-quarantining can return to school on the 15<sup>th</sup> day if they have no symptoms. The school will maintain a <b>COVID-19 Information Hub</b> on the school website which will have a notifications tab updated daily with regional health updates and school exposure data. The school will utilize the communication tools already in place to notify school stakeholders regarding any updates or changes. These communication methods include: website, social media sites, email/phone/text blasts, and school hotline. The pandemic response team will consist of the crisis response team listed above. Professional development sessions will be held with school staff members and mass communication will be had with all school stakeholders.</p>
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### Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> <li>* Protecting students and staff at higher risk for severe illness</li> <li>* Use of face coverings (masks or face shields) by all staff</li> <li>* Use of face coverings (masks or face shields) by older students (as appropriate)</li> <li>*Unique safety protocols for students with complex needs or other vulnerable individuals</li> <li>*Strategic deployment of staff</li> </ul>	<p><b>Although Philadelphia E&amp;T will be implementing remote learning for the first semester, we are still focused on monitoring staff and student safety as a paramount consideration for any/all in-person school business. The following criteria will continue to be implemented when we begin to phase-in in person sessions. There will be a mandatory face covering policy for any persons entering the school building. The school will purchase one reusable mask with the school logo for all students and employees. In addition, disposable masks will be available for anyone who chooses to wear one of those or who forgets their school mask. Any person who cannot wear a face mask due to health considerations will be permitted to wear a clear face guard. This will be determined as an accommodation, however, as facial guards have been found to be less effective in helping to reduce</b></p>

**transmission of COVID-19. The school will have a fully remote academic program for the first semester and will begin a phase-in implementation of a hybrid plan in February 2021, should public health conditions improve. The LEA has changed the school's master schedule to operate on a block schedule to reduce the movement throughout the building as well as the potential exposure to less individuals upon return.**

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the Philadelphia Electrical & Technology Charter HS reviewed and approved the Phased School Reopening Health and Safety Plan on July 31, 2020.

The plan was approved by a vote of:

       **Yes**  
       **No**

\_\_\_\_\_ Recorded By: Ms. Lisa Scullion, Board Secretary

Affirmed on: **31<sup>st</sup> of July, 2020**

By:

\_\_\_\_\_  
Patrick Fitzmaurice, 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 required.