Roberto Clemente Charter School
Phased School Reopening
Health and Safety Plan
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Health and Safety Plan Governing Body Affirmation Statement
Health and Safety Plan: Roberto Clemente Charter School

Our priority is to keep our students, staff, and community safe during the 2020-2021 School Year while doing everything within our power to provide an appropriate education to every student while addressing the emotional and social impact that resulted from the global pandemic. This reopening plan is a fluid plan that will adapt to meet the needs of our students and community as we gain more information in an effort to strike a balance between mitigation steps during a pandemic and educational best practices in an ever-changing situation.

The Roberto Clemente Charter School (RCCS) reopening plan is designed with the input and collaboration of the Pandemic Team, teachers, and data gathered from a parent/community survey about reopening. The number one priority is to keep our students, staff, and our community safe. We recognize the importance of Maslow over Bloom, which explains how our basic human needs must be met before academic learning can be embraced. We will uphold the importance of our mission statement, which includes providing students with a rigorous educational foundation as we continue to use a holistic approach. We also know that this pandemic has put a tremendous strain on the families that we serve. Recognizing that our student population is more than 95% Hispanic and that they are four times more likely to be hospitalized or die from COVID-19 regardless of their age (CDC, 2020), it was imperative to keep our students and their families as safe as we possibly could. With this in mind, our communities’ concern with sending students back to school which includes their worries about maintaining social distancing and wearing a mask as indicated by the RCCS re-opening survey, and the limitations of student capacity with regards to social distancing that our building exhibits, we are opening the school year 100% virtually for our students. In this proposed 4 Phase Plan, RCCS students will begin in Phase 1 or a 100% virtual model of learning where our students will receive a blend of synchronous and asynchronous instruction utilizing Google Suites for Education Applications, including Google Classroom and Google Meet. The Pandemic Team will be closely monitoring the COVID-19 situation. When conditions improve, and as new guidelines are presented by the Pennsylvania Department of Education and the Pennsylvania Department of Health, we will transition through the phases and pivot as the situation remains fluid. The phases were created with this in mind to allow for a fluid transition between them. In Phase 2, we will bring approximately 30% of our students into the school building in two groups. In Phase 3, approximately 60% of students will attend in-person learning through an expanded hybrid model. The phases are created to allow fluid transition between them with limited interruptions to the learning process and academic routines. This type of academic transformation doesn’t occur without providing professional development to address the changing needs of our staff, engaging in an open dialogue between stakeholders, and providing resources to students, guardians, and staff members. Staff will be receiving training from a technical aspect on the new hardware and software that will be available for them, including a digital curriculum aligned to Pennsylvania State Standards. Additionally, the staff will receive a two-day training on trauma-informed care specific to the pandemic to help address the emotional and social support that our students will need when we begin school in September. Students will receive a Chromebook and an internet hotspot when necessary, and be provided age-appropriate training
on using the devices appropriately and effectively. Parents will also receive similar training on the platforms that students will be using and how they can contact teachers and administrators.

**Type of Reopening**

**Key Questions**

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

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

- [ ] Total reopen for all students and staff (but some students/families opt for distance learning out of safety/health concern).
- [ ] Scaffolded reopening: Some students are engaged in in-person learning, while others are distance learning (i.e., some grade levels in-person, other grade levels remote learning).
- [ ] Blended reopening that balances in-person learning and remote learning for all students (i.e., alternating days or weeks).
- [x] 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): November 12, 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, Local Educational Agencies (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**: Individuals will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team**: Individuals 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 a confirmed positive case.

<table>
<thead>
<tr>
<th>Individual(s)</th>
<th>Stakeholder Group Represented</th>
<th>Pandemic Team Roles and Responsibilities (Options Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jose Molina Sr.</td>
<td>CEO</td>
<td>Both</td>
</tr>
<tr>
<td>Charles Boger</td>
<td>Business Administration</td>
<td>Both</td>
</tr>
<tr>
<td>Michael Rodriguez</td>
<td>Human Resources</td>
<td>Both</td>
</tr>
<tr>
<td>Kristina Wowak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mitza Morales</td>
<td>Secondary Education Principals</td>
<td>Both</td>
</tr>
<tr>
<td>Ralph Andrews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alyssa Mace
Brighid Abbott

Elementary Education Principals
Both

Bethann Hankin
Jessica Kamber

School Counselors
Health and Safety Plan Development

Dirk Schoup

Facilities
Health and Safety Plan Development

Ruth Velez

Food Services
Health and Safety Plan Development

Jose Molina Jr.

Technology
Health and Safety Plan Development

Judith S. Maginnis

Health Services/Certified School Nurse
Pandemic Coordinator

Rebecca Torres

Middle and High School Registered Nurse
Pandemic Crisis Response Team

Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase**: Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type "same as Yellow" in this cell.

- **Lead Individual and Position**: List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.

- **Materials, Resources, and/or Supports Needed**: List any materials, resources, or support required to implement the requirement.

- **Professional Development (PD) Required**: In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

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

### Cleaning, Sanitizing, Disinfecting, and Ventilation

**Key Questions**

- How will you ensure the building is cleaned and ready to safely welcome staff and students?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevent/cleaning-disinfecting.html)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions:**

Custodians will be given specific, daily cleaning, sanitizing and disinfecting assignments via our work management system. Daily cleaning compliance inspections will be performed at each location to ensure adherence to cleaning procedures.

New state of the art disinfecting equipment has been procured. Cleaning, sanitizing and disinfecting products have been purchased in large quantities and additional vendors have been added to ensure adequate supply of all cleaning products.
All high-touch surfaces will be disinfected regularly, including water fountains, door handles, light switches, and student desks. Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans. Van drivers and students will be required to wear face shields and/or masks when students occupy the van. Students and staff will be encouraged to use individual water bottles from home or disposable plastic bottles.

Cleaning protocols will include the hand wiping of each high touch surface followed by disinfecting of the space and its contents with electrostatic sprayers for optimum disinfection between each use.

Daily cleaning and disinfecting of all common areas will be assigned and executed by the custodial staff. The custodial and maintenance staff are being trained on the updated cleaning protocols, equipment use and expectations before the start of the upcoming school year. Ventilation will be monitored by the maintenance staff. The training for the new cleaning protocol will be monitored by the facilities manager as part of the hands on training.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</td>
<td>Currently, access to the elementary and secondary school buildings will be limited under the yellow phase as instruction will be fully remote through at least the first quarter. All high-touch surfaces will be disinfected regularly, including water fountains, door handles, light switches, playground equipment, and student desks.</td>
<td>Same as Yellow</td>
<td>Dirk Schoup, Facilities Manager Jose Molina Sr., CEO Charles Boger, Director of Business Administration</td>
<td>PPE Electrostatic Sprayers Envirocid Disinfectant</td>
<td>Y</td>
</tr>
<tr>
<td>Other cleaning, sanitizing, disinfecting, and ventilation practices</td>
<td>Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans. Van drivers and students will be required to wear face shields and/or masks when students occupy the van. Students and staff will be encouraged to use individual water bottles from home or disposable plastic bottles.</td>
<td>All vans will be disinfected daily after use. Each room will be cleaned, sanitized and disinfected in between each use.</td>
<td>Same as Yellow</td>
<td>Dirk Schoup, Facilities Manager</td>
<td>Electrostatic Sprayers</td>
</tr>
</tbody>
</table>

**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:**
RCCS believes we need to have our children and students back to programs. This is critical for their growth, safety, emotional well-being, and to continue to support our students with disabilities to make progress towards their goals outlined in their Individualized Education Plans (IEP). Further, when it comes to social distancing, RCCS will make a good faith effort to follow the CDC and/or the World Health Organization (WHO) guidelines to the best of our ability but recognize it may not always be possible. Parents/Guardians and staff are strongly encouraged to familiarize themselves with the guidelines and to take preventive measures to safeguard their students and themselves, respectively.

While virtual, staff will be designated times and days to report to the building but will be encouraged to work remotely. When students are present, all unnecessary furniture will be removed from the classroom. Desks will be organized with all students facing in one direction with the maximum extent of social distancing, preferably at least 6 feet. At the secondary level, staff will have their own mobile desk equipped with everything necessary to conduct synchronous and asynchronous learning. Students will receive streamed instruction from remote location settings in order to avoid unnecessary transitions. Hallways will be one-way with appropriate signage, when possible. Students will be dismissed by classrooms using a staggered schedule.

Meals will be served in a “grab and go” format and when students return to the building meals will be served in the classroom. Lockers will not be utilized at the secondary level. No sporting activities will be conducted. All physical education classes will be held virtually. RCCS will create an Athletic Health and Safety Plan to guide sports when students return to in-person instruction.

Students and staff will be reminded of proper hygiene practices. Hand washing or use of hand sanitizer is recommended for all upon entry into a building. It is also required after restroom use, prior to/after eating, when they come in contact with a shared surface, and after sneezing, coughing, and blowing their nose. All non-essential visitors and volunteers will be denied access to the building during the COVID-19 pandemic as determined by building administration. CDC signs regarding social distancing, proper hygiene, and protective measures will be posted throughout all facilities in high traffic areas, restrooms, and rooms deemed necessary by administration. No daily transportation will be
needed during virtual instruction and transportation guidelines are dependent on First Student and the Allentown School District once in-person instruction returns.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and/or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</td>
<td>Classroom will be virtual in the Yellow Phase</td>
<td>Elementary (K-5): While virtual, staff will be designated times and days to report to the building but will be encouraged to work remotely. When students are present: Remove all unnecessary furniture Desks will be organized with all students facing in one direction with the maximum extent of social distancing. Secondary (6-12): While virtual, staff will be designated times and days to report to the building but will be encouraged to work remotely. When students are present: Remove all unnecessary furniture Staff will have their own mobile desk equipped with everything necessary to conduct synchronous</td>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal Secondary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal Teachers Paraprofessionals</td>
<td>Additional individual student desks Rearrangement of desks throughout the building Mobile teaching desks for Secondary</td>
<td>Elementary (K-5): N Secondary (6-12): Y</td>
</tr>
</tbody>
</table>
| Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms | Student meals will be served in a contact-less “grab and go” format. | While virtual, meals will be provided for students in a “grab and go” format.  
When students return to the building, lunches will be served in classrooms.  
Restrict use of common and/or specialty areas.  
Cafeteria seating area will be used as a classroom to allow for proper social distancing.  
No lockers will be used. | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal  
Ruth Velez, Food Service Director | Containers and meals conducive to “grab and go” format | N |
|---|---|---|---|---|---|
| Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | While virtual, sharing information with students, staff, and the community on the importance of practicing proper hygiene. | Elementary (K-5): Handwashing upon entry to the building is recommended for all.  
Hand washing is also required: after restroom use, prior to/after eating, when hands are soiled, after recess, etc.  
Handwashing lessons will be provided at the elementary level by designated staff.  All hand washing supplies, hand sanitizer dispensers should be periodically | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal  
Judith Maginnis, CSN  
Dirk Schoup, Facilities Manager | Hand washing and sanitizing supplies  
Classrooms, Hallways, Lobbies and restrooms will be equipped with hand sanitizer dispensers. | Y |
checked by the facilities department and refilled on a regular basis.

Secondary (6-12): Students and staff recommended to sanitize their hands upon entry.

Hand washing is also required: after restroom use, prior to/after eating, when they come in contact with a shared surface, after using the bathroom, and after sneezing, coughing, and blowing their nose.

Students and staff will be reminded of proper hygiene practices.

All hand washing supplies, hand sanitizer dispensers should be periodically checked by the facilities department and refilled on a regular basis.

Restrooms will be designated for staff and students.

Increase cleaning of restrooms and high traffic areas.

Staff may not congregate in the main office and will need to use a social distance of 6 feet when interacting with anyone as well as wearing a mask.

Staff will be encouraged to bring
<table>
<thead>
<tr>
<th>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</th>
<th>Lunches/snacks that do not require refrigeration or needing to be microwaved to minimize high touch areas.</th>
<th>* Identifying and restricting non-essential visitors and volunteers</th>
<th>Elementary and Secondary: Signage in English and Spanish</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC signs regarding social distancing, proper hygiene, and protective measures will be posted throughout all facilities in high traffic areas, restrooms, and rooms deemed necessary by administration.</td>
<td>Same as Yellow</td>
<td>All non-essential visitors and volunteers will be denied access to the building during the COVID-19 pandemic as determined by building administration.</td>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Elementary (K-5): All non-essential visitors and volunteers will be denied access to the building during the COVID-19 pandemic as determined by building administration.</td>
<td>Elementary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal</td>
<td>A CDC poster will be placed at the building entrance instructing visitors on preventive measures to control spread of COVID-19.</td>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</td>
<td>Y</td>
</tr>
<tr>
<td>A CDC poster will be placed at the building entrance instructing visitors on preventive measures to control spread of COVID-19.</td>
<td>Secondary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal</td>
<td>A CDC poster will be placed at the building entrance instructing visitors on preventive measures to control spread of COVID-19.</td>
<td>Secondary (6-12): Installation of plexiglass barriers above counter in main office</td>
<td></td>
</tr>
<tr>
<td>A CDC: Stop the Spread of Germs Poster will be hung in the vestibule with instructions that if the individual is experiencing any of these symptoms that they may not enter the building.</td>
<td>Wanda Gonzalez and Lara Ashworth, Front Office personnel</td>
<td>A CDC: Stop the Spread of Germs Poster will be hung in the vestibule with instructions that if the individual is experiencing any of these symptoms that they may not enter the building.</td>
<td>Pre-designed peel off RCCS visitor sticker populated with name and date, to be issued after check in *This will replace current visitor badges that would require disinfection after each use</td>
<td></td>
</tr>
<tr>
<td>Secondary (6-12): Personnel will need to be deemed &quot;essential&quot; in order to enter the school. All visitors will need to report to</td>
<td>Secondary (6-12): Installation of plexiglass barriers above counter in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports

<table>
<thead>
<tr>
<th><strong>Elementary (K-5):</strong> Physical education classes will be held virtually.</th>
<th><strong>Elementary (K-5):</strong> RECESS - Teachers may take students outside for recess, but must adhere to social distancing.</th>
<th><strong>Elementary:</strong> Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</th>
<th><strong>Y</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (6-12): No sporting activities will be conducted. All physical education classes will be held virtually.</td>
<td>PHYSICAL EDUCATION - Traditional physical education classes will not be held unless classes are consistent with the CDC Considerations for Youth Sports.</td>
<td>Secondary (6-12): Itza Morales and Ralph Andrews, Principal and Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary (6-12): RCCS will create an Athletic Health and Safety Plan to guide sports programs. When virtual, all physical education classes will be held virtually.</td>
<td>Derek Amblor, Physical Education Teacher and Athletic Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When students return, students will be able to access the gym as a physical break while still adhering to safety guidelines and social distancing. Physical education classes will still be conducted virtually.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Limiting the sharing of materials among students | Elementary (K-5): Students will participate in virtual learning and will be provided “at-home learning kits” with individual supplies to support online learning.  
Secondary (6-12): Students will be receiving instruction virtually, however, students will receive a starter pack with their Chromebook which will include paper, pencils, etc. | Elementary (K-5): Grade level supply lists will request individual supplies/materials to prevent students from sharing materials.  
RCCS will supplement supplies for students who do not bring the necessary items.  
In special area classes, shared equipment will be minimized to the greatest extent possible and cleaned between student use.  
Secondary (6-12): When virtual, students will receive a starter pack with their Chromebook which will include paper, pencils, etc.  
When students are present, use of shared objects should be limited or cleaned between use.  
Components of instruction should be digital whenever possible. | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary (6-12): Mitza Morales and Ralph Andrews, Principal and Assistant Principal  
Teachers  
Paraprofessionals | Elementary and Secondary: Additional classroom supplies to avoid sharing of supplies and materials | N |

| Staggering the use of communal spaces and hallways | No students will be in the building.  
Staff will be permitted access upon request made to administrators. | Elementary (K-5): When virtual, staff will be designated specific entry times and locations for them to deliver instruction and to prepare.  
When students are present:  
Stagger classes of students in hallways to limit numbers in hallways at any time. | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant Principal  
Dirk Schoup, Facilities Manager | Elementary and Secondary: Signage regarding traffic patterns | Y |
| Create one-way traffic patterns in hallways with appropriate signage, as allowable to the extent possible. Use of teachers, administrators, and staff to assist with coordination of traffic flow, and social distancing as required, and where feasible. Institute class schedules that limit transitions for staff and students. Elementary students will remain in the same classroom with teachers switching classes instead of students switching classes to the greatest extent possible. Secondary (6-12): When virtual, staff will be designated specific entry times and locations for them to deliver instruction and to prepare. Staff will be encouraged to deliver instruction from home to avoid exposure. When students are present: Students will enter through two entrances and report to their ‘wing’ of the building. Students will stay in their designated classroom throughout the day. |
| Security Guards Staff on Hallway Duty Staff on Bus Duty |
Instructors will stay in the room for half of the day and will spend the other half preparing lessons or delivering asynchronous lessons while another set of teachers enter classrooms for the second half of the day.

One-way paths for students to enter the building and one way path for students to exit the building will be created.

Students will not be assigned lockers in order to prevent gatherings.

Use of physical markings on the ground as students wait to enter the building to be wand by security and have their temperature taken.

Only one student permitted out of the room at a time unless deemed an emergency.

Students will be dismissed by classrooms using a staggered schedule.

<p>| Adjusting transportation schedules and practices to create social distance between students | No daily transportation will be needed while instruction is provided virtually. | Transportation guidelines will be dependent upon First Student and ASD. No field trips or class trips until further notice. | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant Principal | N |</p>
<table>
<thead>
<tr>
<th>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</th>
<th>Students will participate in virtual instruction. Elementary (K-5): Specialists and support staff will report to student classrooms to limit movement. No singing or use of woodwind/brass instruments will occur indoors. Secondary (6-12): Ensure that classes include the same group of students and staff each day and restrict mixing between groups of students whenever possible.</th>
<th>Dirk Schoup, Facilities Manager Security Staff on Hallway and Bus Duty</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating with local childcare regarding on-site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other social distancing and safety practices</td>
<td>Restrict all field trips and large gatherings or group assemblies until social distancing restrictions can accommodate desired events. Elementary (K-5): Restrict all field trips and large gatherings or group assemblies until social distancing restrictions can accommodate desired events.</td>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant Teachers and Paraprofessionals Security Guards</td>
<td>N</td>
</tr>
</tbody>
</table>
Limit in-person meetings. Use of web-based meeting platforms (Google Meet) to conduct meetings.

Emergency meetings limited to no more than 10 participants can occur only if social distancing of 6 feet and masks are worn by all parties.

Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront.

Secondary (6-12): Limit in-person meetings. Use of web-based meeting platforms (Google Meet) to conduct meetings. Emergency meetings that need to be conducted in-person are limited to no more than 10 can occur only if social distancing of 6 feet and masks are worn by all parties.

Continue to reassess procedures for all areas to ensure student and staff safety is at the forefront.

Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant Principal

Pandemic Team

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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 or uncomfortable to return? How will you determine which students are willing/able 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:

RCCS will protect students and staff by providing instruction through a virtual model through at least the first marking period. When in-person instruction resumes, RCCS health services staff will teach students, staff and others about what COVID-19 symptoms are and what they should do if they suspect COVID-19. If either a student or staff member becomes ill at school, the nurse will check them utilizing the CDC COVID-19 symptoms checklist and guidelines established by local health officials. The nurse will refer them to be seen by a doctor as needed. If they become ill at home, they should stay home and seek medical care if symptoms persist. Monitoring can be done by self-monitoring. If there is any uncertainty regarding symptoms, it will be treated as though it is COVID-19. Staff may have temperatures checked and recorded prior to admittance to buildings daily.

Temperature assessment of students/staff prior to entering school will be taken when students/staff return to in-person instruction. Families will be encouraged to share possible exposure and/or illness with the school nurse. If the nurse is told by a student/staff member that he/she has been exposed, the nurse will assess the individual utilizing the COVID-19 symptoms checklist and guidelines from local health officials. Staff members will be sent home and referred to their primary care physician. Once the student has been assessed, the nurse will isolate the student, contact the student's family and inform them of suspected illness/exposure, request immediate pick up of the student, and let them know that a referral is being sent home with the student requesting the student be evaluated by a doctor. Once the parent has been notified, the nurse will then contact an administrator and inform them of the situation. A separate room will be set-up for quarantine for anyone who becomes ill with COVID-19 like symptoms. A parent or other assigned caregiver will be expected to pick up the student in a reasonable time frame.

Staff/students are asked to not report to work/school while they are experiencing COVID-19 symptoms. CDC orders that people with an infectious illness such as COVID-19 can be with others after 3 days with no fever and respiratory symptoms have improved (e.g. cough, shortness of breath) and 10 days since symptoms first appeared.

Returning to school after suspected and/or confirmed COVID-19 will follow the most up-to-date CDC and PA Department of Health guidelines, but at a minimum symptoms must be resolved, and/or a negative COVID-19 test provided to the nursing office/Human Resources. Notification of families of confirmed staff or student illness will be determined by RCCS administration following the most up-to-date CDC and PA Department of Health recommendations.

Telework requests will be handled on a case-by-case basis. While not all positions will be eligible, all requests for temporary telecommuting will be submitted to supervisor and Human Resources for consideration.

When in-person instruction resumes, administration will review results of parent surveys on willingness/ability to return and students who are unable or uncomfortable to return will continue to be provided with at-home learning on a virtual platform.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
</table>
| Monitoring students and staff for symptoms and history of exposure | Monitoring for students by RCCS health services staff will not be necessary while instruction is provided virtually.

Parents will be encouraged to notify RCCS health services staff of any student or their close contact having a positive COVID-19 diagnosis.

RCCS staff is expected to self-monitor for the symptoms of COVID-19 by reviewing the CDC symptoms checker prior to entering the building. They should notify their supervisor and Human Resources if they are exhibiting COVID-19 symptoms. |
|---|---|
| Preventive Education provided | Once in-person instruction resumes:

Have older students and staff implement self-monitoring of their symptoms.

The School Nurse will screen, assess and refer symptomatic students/staff; provide resources for staff/students/parent; educate on COVID-19 (signs/symptoms, what to do); teach staff how to assist at school; and educate all on safety protocols and guidelines, etc.

Nurse will assess students for COVID-19 symptoms following the guidelines of local health officials and the [CDC symptoms checker](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).

The nurse cannot diagnose students/staff but can send them home based on CDC symptoms checker and guidelines from local health officials. The nurse will recommend follow up medical care and request documentation of negative COVID-19 test.

School families agree to adhering to school policies; keep open communication with the nurse (informing school of illness/potential exposure); assist with |
| Judith Maginnis, CSN | Elementary: Alyssa Mace and布里希德Abbott, Principal and Assistant Principal |
| Secondaries: Mitza Morales and Ralph Andrews, Principal and Assistant |
| Parents, families and caregivers |
| Teachers |
| Administration needs to develop procedures that direct student isolation and the return of students to primary caregiver |
| Develop staffing plans to take temperatures if desired. Suggestions for staff assistance: staff self-checks temps, create a screening team of staff for temperature measurements |
| Thermometer for temperature checks |
| Traffic in the health room needs to be reduced to maintain social distancing within the health room itself, nurses will need teachers to assist them |
| Classrooms stocked with medical necessities (band-aids, gloves, etc.) providing teachers with appropriate first aid supplies for their classrooms to reduce traffic in the health room |
monitoring child’s temperature prior to school; keeping child home if sick; taking their child to see a doctor when needed or referred by nurse; providing school with all medical notes/orders from doctor.

Ideally, the parent should take their child’s temperature at home before he or she goes to school.

When students return to in-person instruction, Students’ temperatures will be taken with non-contact thermometers by designated staff trained by RCCS health services staff. Students with temperatures of 100.4 F or higher will not be allowed to attend school.

Implement COVID-19 Health Room changes/protocols:

- Create social distancing
- Use technology tools to "schedule" appointments in health room
- No non-emergency "walk-ins" to health rooms - Classroom stocked with medical necessities (band-aids, gloves, etc.)

Determine PPE needs for staff and students.
<table>
<thead>
<tr>
<th><em>Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</em></th>
<th>Isolation of students not needed during virtual instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once in-person instruction resumes RCCS will follow the most up-to-date CDC and PA DOH guidelines.</td>
<td></td>
</tr>
<tr>
<td>Set-up a room specifically for quarantine purposes.</td>
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</tr>
<tr>
<td>Have barriers between beds or chairs which can be cleaned/disinfected (plastic shower curtain for example).</td>
<td></td>
</tr>
<tr>
<td>Maintain social distancing within the quarantine room.</td>
<td></td>
</tr>
<tr>
<td>Post clear signage of the quarantine area.</td>
<td></td>
</tr>
<tr>
<td>Signage of restricted bathroom for students needing to be quarantined at school.</td>
<td></td>
</tr>
<tr>
<td>Strict limitations of entry and exit of the quarantine area.</td>
<td></td>
</tr>
<tr>
<td>Quarantine room must have good ventilation, must be able to open the window(s) in the quarantine room or a fan is needed.</td>
<td></td>
</tr>
<tr>
<td>Doors to the quarantine room/area to be kept closed.</td>
<td></td>
</tr>
<tr>
<td>PPE must be worn when in the quarantine room.</td>
<td></td>
</tr>
<tr>
<td>Judith Maginnis, CSN</td>
<td></td>
</tr>
<tr>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant</td>
<td></td>
</tr>
<tr>
<td>Teachers and paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>Adequate staffing for assistance in the isolation room (supervision)- assign a staff member, other than the nurse, to monitor students in the quarantine room.</td>
<td></td>
</tr>
<tr>
<td>Communication with parents emphasizing: the need for Immediate Pick-up when COVID-19 symptoms are present. Isolation and pick-up guidelines should be expressed to parents/guardians ahead of time so they know the expectations</td>
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</tr>
<tr>
<td>Accurate emergency contact information from each parent.</td>
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<tr>
<td>To prevent exposure to a potential COVID-19 case undergoing assessment by the nurse in the health room, Administration may consider restructuring recess and PE classes to reduce the number of students needing to have visits to the nurses’ office due to</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff, students, or visitors returning to school after isolation or quarantine** | Not Applicable during virtual instruction | CDC/ PA DOH Guidelines.  
When symptoms have been resolved and a negative COVID-19 test has been provided to the nursing office. Follow policy for returning to school (per CDC/PA DOH guidelines).  
**CDC recommends 10 days after exposure**  
Note from the doctor clearing the student for return to the school setting. For staff, 3 day absence will require said note. | Judith Maginnis,  
CSN  
Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant | Develop procedure plan for when staff or student may return (per CDC/ PA DOH recommendations for return)  
Refer to CDC “When You Can Be Around Other After You Had or Likely Had COVID-19” | Y |
| notifying staff, families, and the public of school closures and within-school-year changes in safety protocols | The administrators will notify staff, families and the public of school closures and within school year changes in safety protocols. | Same as Yellow  
Per instruction from the PA DOH | Jose Molina Sr.,  
CEO  
Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant | PA DOH instruction | N |
|---|---|---|---|---|---|
| other monitoring and screening practices | Students will receive weekly lessons that promote self-awareness, mood regulations, and overall emotional well-being. Students will be provided with a coping skill toolbox in a variety of models that can be conducted virtually. | All students and staff have face masks and or face shield in place.  
If no mask; a disposable mask will be made available at the school building  
For staff, recommend that they bring a change of clothes to change into before they go home. This can aid in preventing the spread of germs. The clothes that | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant | Extra staff to help take temperatures on students may be necessary.  
 Possibly utilize teachers to check student temps.  
 Use excel sheets to log student temp measurements. | 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 support for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

RCCS will follow the CDC and PA Department of Health guidelines regarding the use of face coverings for students and staff when they are in the buildings. RCCS will implement the CDC’s Infectious Disease Control Procedures. Currently, RCCS requires the use of face coverings by all while visiting any of the school premises. Only those with identified health conditions may be exempt from the requirement. RCCS health services staff members will reinforce to parents the need to provide information to the school nurse regarding any illness that places the person at higher risk. Supervisors will reinforce to staff members the need to provide information to Human Resources regarding any illness that places the person at higher risk. We will request and follow physician provided individual action plans for our students and staff at higher risk of severe illness. Virtual opportunities will continue to be available for those preferring not to return to the school when in-person instruction resumes. In class presentations will emphasize the importance of hand-washing, face coverings, and social distancing. Paraprofessionals will be utilized to help with classes where staff have fallen ill along with any additional administrative staff to help in extreme situations. Paraprofessionals will receive training on equipment, procedures, and expectations of both staff and students so they are prepared to take over a class when needed. LEA will strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning and social emotional support with professional development at the beginning of the year and ongoing training throughout the year to address the needs of the students. We will continually review the needs of staff and students and the determinations will be made by the principals and administrators.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Action Steps under Yellow Phase</th>
<th>Action Steps under Green Phase</th>
<th>Lead Individual and Position</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>PD Required (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Protecting students and staff at higher risk for severe illness</td>
<td>No actions required while educational instruction is provided remotely. When in-person instruction resumes we will follow action plans provided by the primary care.</td>
<td>CDC Guidelines Same as Yellow</td>
<td>Judith Maginnis, CSN Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</td>
<td>Clear communication needs to be conveyed letting students, parents and staff know expectations regarding informing the nurse of illness that puts the person at higher risk.</td>
<td>Y</td>
</tr>
</tbody>
</table>
| **Use of face coverings (masks or face shields) by all staff** | Follow up-to-date CDC and PA DOH guidelines when staff are present in the buildings. | Same as Yellow | Supplies ordered include specific PPE for teachers and staff (Face Shields). 
Follow CDC/PA DOH recommendations |
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Face coverings currently required. The teachers may want to use a desk sneeze shield when in-person instruction resumes. Teachers can use Face Shields</td>
<td>Infectious Disease Control Procedure Implementation</td>
<td>Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal</td>
<td>N</td>
</tr>
<tr>
<td>Physician for high risk students and staff</td>
<td>Strict adherence to <a href="#">CDC Cleaning and Disinfection Guidelines</a> Use the CDC guidelines, reinforce the importance of handwashing, social distancing, and provide educational information through in class presentations. Face masks will be required for protection of self and others. Virtual learning opportunities and/or homebound education may need to be continued if risk is too high</td>
<td>Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant Michael Rodriguez, Director of Human Resources A staff member has the responsibility to share his or her reason for being at higher risk The student and/or their family have the responsibility to inform the school of the health issue that can put the student at higher risk</td>
<td>Infectious Disease Control Procedure from CDC</td>
</tr>
</tbody>
</table>
| *Use of face coverings (masks or face shields)* | Follow up-to-date CDC and PA DOH guidelines | Same as Yellow | Jose Molina, CEO  
Elementary: Alyssa Mace and Brigid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant  
Judith Maginnis, CSN  
Dirk Schoum, Facilities Manager | Face coverings are currently required but will depend on CDC/PA DOH guidelines.  
Face coverings must be expected to come from home.  
The school nurse or other school personnel will provide a disposable face mask only if the student doesn't have one at school.  
Clear communication must be conveyed to everyone regarding the expectation of having face coverings provided from home (depending on CDC/PA DOH guidelines).  
Clear communication must be conveyed to everyone regarding the expectation of wearing a face covering at school (depending on CDC/PA DOH recommendations). | N |
| Unique safety protocols for students with | Students with complex needs or other vulnerable individuals will be receiving virtual instruction. | Follow the prior stated actions for students and staff at high risk. | Elementary: Alyssa Mace and Brigid | School administration needs to develop a plan specifically for | No |

Page 32 of 45
| Complex needs or other vulnerable individuals | Follow their doctor's orders.  
*If a student is so vulnerable or health compromised, the consideration of virtual education will be strongly considered even when in-person instruction is resumed. | Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant  
Judith Maginnis, CSN  
Teachers  
Parents  
Student | these students that may need to stay home due to medical needs.  
Students may need to continue to utilize virtual learning instead of face-to-face learning,  
Student may need to be given "homebound" instruction |}

| Strategic deployment of staff | Secondary: Staff will be strategically spaced out throughout the building to ensure proper social distancing and will have staggered start times if they wish to deliver synchronous instruction from the school but staff will be encouraged to deliver instruction from home.  
Paraprofessionals will be available during live instruction to assist with instruction and students' learning. | When in-person instruction is resumed, utilizing staff to assist with the implementing of new school COVID-19 policies/protocols.  
Staff may need to be assigned to supervise quarantine students in the designated quarantine room.  
Additional staff (a team) needed to implement temperature checks as needed.  
Office staff can assist with making phone calls home if student(s) are found to be sick at school.  
The Attendance Secretary needs to keep track of absences related to illness that could be COVID-19 symptoms (per parents/doctors) | Elementary: Alyssa Mace and Brighid Abbott, Principal and Assistant Principal  
Secondary: Mitza Morales and Ralph Andrews, Principal and Assistant  
Michael Rodriguez, Director of Human Resources | Additional support staff.  
Administration may need to hire additional staff to support and assist School Health and Facility Environmental Services.  
Administration can contract an agency nurse to support and assist School Health.
Notes submitted or per parent phone call.

Agency nurse can be contracted to fill the role of assisting with the implementation of the new school COVID-19 policies.

When we return, our schedule will allow for coverage for classes as needed when staff members fall ill and paraprofessionals will be placed throughout classrooms to assist and cover classes as needed.
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Audience</th>
<th>Lead Person and Position</th>
<th>Session Format</th>
<th>Materials, Resources, and or Supports Needed</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand washing and mask education</td>
<td>All staff</td>
<td>Principals and CSN</td>
<td>electronic communications, virtual, in person when allowable</td>
<td>Posters/Signage/Online Training</td>
<td>August 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Health Room Guidelines, Student Visit Guidelines</td>
<td>All staff</td>
<td>Principals and CSN</td>
<td>written, electronic communications, virtual, in person when allowable</td>
<td>Posters/Signage</td>
<td>August 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Classroom Safety</td>
<td>Teachers and support staff</td>
<td>Principals and Assistant Principals</td>
<td>written, electronic communications, virtual, in person when allowable</td>
<td>Posters/Signage/Online Training</td>
<td>August 2020</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Common Areas Safety</td>
<td>Teachers and support staff</td>
<td>Principals and Assistant Principals</td>
<td>written, electronic communications, virtual, in person when allowable</td>
<td>Posters/Signage</td>
<td>August 2020</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Audience</th>
<th>Lead Person and Position</th>
<th>Mode of Communications</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Reopening Plan (English and Spanish)</td>
<td>Students and Community</td>
<td>Principals</td>
<td>Online Videos (recorded)</td>
<td>8/3/2020</td>
<td>8/18/2020</td>
</tr>
<tr>
<td>Back to School Night (English and Spanish)</td>
<td>Students and Community</td>
<td>Principals</td>
<td>Online Videos (live and recorded)</td>
<td>8/8/2020</td>
<td>9/4/2020</td>
</tr>
<tr>
<td>Community Town Hall (English and Spanish)</td>
<td>Parent/Guardians</td>
<td>Pandemic Team</td>
<td>Online Video (live and recorded)</td>
<td>7/14/2020</td>
<td>7/14/2020</td>
</tr>
<tr>
<td>Community Reopening Survey (English and Spanish)</td>
<td>Parent/Guardians</td>
<td>Pandemic Team</td>
<td>Robo-call to parents to complete online survey form</td>
<td>6/16/2020</td>
<td>8/1/2020</td>
</tr>
<tr>
<td>Future communication will be ongoing</td>
<td>All stakeholders</td>
<td>Pandemic Team</td>
<td>Website, video, robo-call, etc</td>
<td>as needed</td>
<td>ongoing</td>
</tr>
</tbody>
</table>
Health and Safety Plan Summary: **Roberto Clemente Charter School**

**Anticipated Launch Date:** August 18, 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**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Strategies, Policies and Procedures</th>
</tr>
</thead>
</table>
| * Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | - Custodians will be given specific, daily cleaning, sanitizing and disinfecting assignments via our work management system.  
- Daily cleaning compliance inspections will be performed at each location to ensure adherence to cleaning procedures.  
- New state of the art disinfecting equipment has been procured.  
- Cleaning, sanitizing and disinfecting products have been purchased in large quantities and additional vendors have been added to ensure adequate supply of all cleaning products.  
- All high-touch surfaces will be disinfected regularly, including water fountains, door handles, light switches, and student desks. Classrooms and common areas will be ventilated with additional circulation of outdoor air when possible, using windows, doors, and/or fans. Van drivers and students will be required to wear face shields and/or masks when students occupy the van. Students and staff will be encouraged to use individual water bottles from home or disposable plastic bottles. Cleaning protocols will include the hand wiping of each high touch surface followed by disinfecting of the space and its contents with electrostatic sprayers for optimum disinfection between each use. |
Daily cleaning and disinfecting of all common areas will be assigned and executed by the custodial staff. The custodial and maintenance staff are being trained on the updated cleaning protocols, equipment use and expectations before the start of the upcoming school year. Ventilation will be monitored by the maintenance staff. The training for the new cleaning protocol will be monitored by the facilities manager as part of the hands on training.

### Social Distancing and Other Safety Protocols

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Strategies, Policies and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</td>
<td>RCCS believes we need to have our children and students back to programs. This is critical for their growth, safety, emotional well-being, and to continue to support our students with disabilities to make progress towards their goals outlined in their Individualized Education Plans (IEP). Further, when it comes to social distancing, RCCS will make a good faith effort to follow the CDC and/or the World Health Organization (WHO) guidelines to the best of our ability but recognize it may not always be possible. Parents/Guardians and staff are strongly encouraged to familiarize themselves with the guidelines and to take preventive measures to safeguard their students and themselves, respectively. While virtual, staff will be designated times and days to report to the building but will be encouraged to work remotely. When students are present, all unnecessary furniture will be removed from the classroom. Desks will be organized with all students facing in one direction with the maximum extent of</td>
</tr>
<tr>
<td>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</td>
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<tr>
<td>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</td>
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<tr>
<td>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</td>
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<tr>
<td>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</td>
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</tr>
<tr>
<td>Limiting the sharing of materials among students</td>
<td>social distancing, preferably at least 6 feet. At the secondary level, staff will have their own mobile desk equipped with everything necessary to conduct synchronous and asynchronous learning. Students will receive streamed instruction from remote location settings in order to avoid unnecessary transitions. Hallways will be one-way with appropriate signage, when possible. Students will be dismissed by classrooms using a staggered schedule. Meals will be served in a &quot;grab and go&quot; format and when students return to the building meals will be served in the classroom. Lockers will not be utilized at the secondary level. No sporting activities will be conducted. All physical education classes will be held virtually. RCCS will create an Athletic Health and Safety Plan to guide sports when students return to in-person instruction. Students and staff will be reminded of proper hygiene practices. Hand washing or use of hand sanitizer is recommended for all upon entry into a building. It is also required after restroom use, prior to/after eating, when they come in contact with a shared surface, and after sneezing, coughing, and blowing their nose. All non-essential visitors and volunteers will be denied access to the building during the COVID-19 pandemic as determined by building administration. CDC signs regarding social distancing, proper hygiene, and protective measures will be posted throughout all facilities in high traffic areas, restrooms, and rooms deemed necessary by administration. No daily transportation will be needed during virtual instruction and transportation guidelines are dependent on First Student and the Allentown School District once in-person instruction returns.</td>
</tr>
<tr>
<td>Staggering the use of communal spaces and hallways</td>
<td></td>
</tr>
<tr>
<td>Adjusting transportation schedules and practices to create social distance between students</td>
<td></td>
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<tr>
<td>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</td>
<td></td>
</tr>
<tr>
<td>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</td>
<td></td>
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</tbody>
</table>
### Monitoring Student and Staff Health

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Strategies, Policies and Procedures</th>
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<tbody>
<tr>
<td>* Monitoring students and staff for symptoms and history of exposure</td>
<td>RCCS will protect students and staff by providing instruction through a virtual model through at least the first marking period. When in-person instruction resumes, RCCS health services staff will teach students, staff and others about what COVID-19 symptoms are and what they should do if they suspect COVID-19. If either a student or staff member becomes ill at school, the nurse will check them utilizing the CDC COVID-19 symptoms checklist and guidelines established by local health officials. The nurse will refer them to be seen by a doctor as needed. If they become ill at home, they should stay home and seek medical care if symptoms persist. Monitoring can be done by self-monitoring. If there is any uncertainty regarding symptoms, it will be treated as though it is COVID-19. Staff may have temperatures checked and recorded prior to admittance to buildings daily. Temperature assessment of students/staff prior to entering school will be taken when students/staff return to in-person instruction. Families will be encouraged to share possible exposure and/or illness with the school nurse. If the nurse is told by a student/staff member that he/she has been exposed, the nurse will assess the individual utilizing the COVID-19 symptoms checklist and guidelines from local health officials. Staff members will be sent home and referred to their primary care physician. Once the student has been assessed, the nurse will isolate the student, contact the student's family and inform them of suspected illness/exposure, request immediate pick up of the student, and let them know that a referral is being sent home.</td>
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<tr>
<td>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</td>
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<tr>
<td>* Returning isolated or quarantined staff, students, or visitors to school</td>
<td></td>
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<tr>
<td>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</td>
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</tbody>
</table>
with the student requesting the student be evaluated by a doctor. Once the parent has been notified, the nurse will then contact an administrator and inform them of the situation. A separate room will be set-up for quarantine for anyone who becomes ill with COVID-19 like symptoms. A parent or other assigned caregiver will be expected to pick up the student in a reasonable time frame.

Staff/students are asked to not report to work/school while they are experiencing COVID-19 symptoms. CDC orders that people with an infectious illness such as COVID-19 can be with others after 3 days with no fever and respiratory symptoms have improved (e.g. cough, shortness of breath) and 10 days since symptoms first appeared.

Returning to school after suspected and/or confirmed COVID-19 will follow the most up-to-date CDC and PA Department of Health guidelines, but at a minimum symptoms must be resolved, and/or a negative COVID-19 test provided to the nursing office/Human Resources. Notification of families of confirmed staff or student illness will be determined by RCCS administration following the most up-to-date CDC and PA Department of Health recommendations.

Telework requests will be handled on a case-by-case basis. While not all positions will be eligible, all requests for temporary telecommuting will be submitted to supervisor and Human Resources for consideration.

When in-person instruction resumes, administration will review results of parent surveys on willingness/ability to return and students who are unable or uncomfortable to return will continue to be provided with at-home learning on a virtual platform.
Other Considerations for Students and Staff

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Strategies, Policies and Procedures</th>
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<tr>
<td>* Protecting students and staff at higher risk for severe illness</td>
<td>RCCS will follow the CDC and PA Department of Health guidelines regarding the use of face coverings for students and staff when they are in the buildings. RCCS will implement the CDC's Infectious Disease Control Procedures. Currently, RCCS requires the use of face coverings by all while visiting any of the school premises. Only those with identified health conditions may be exempt from the requirement. RCCS health services staff members will reinforce to parents the need to provide information to the school nurse regarding any illness that places the person at higher risk. Supervisors will reinforce to staff members the need to provide information to Human Resources regarding any illness that places the person at higher risk. We will request and follow physician provided individual action plans for our students and staff at higher risk of severe illness. Virtual opportunities will continue to be available for those preferring not to return to the school when in-person instruction resumes. In class presentations will emphasize the importance of hand-washing, face coverings, and social distancing. Paraprofessionals will be utilized to help with classes where staff have fallen ill along with any additional administrative staff to help in extreme situations. Paraprofessionals will receive training on equipment, procedures, and expectations of both staff and students so they are prepared to take over a class when needed. LEA will strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning and social emotional support with professional guidance.</td>
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<tr>
<td>* Use of face coverings (masks or face shields) by all staff</td>
<td></td>
</tr>
<tr>
<td>* Use of face coverings (masks or face shields) by all students</td>
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<tr>
<td>Unique safety protocols for students with complex needs or other vulnerable individuals</td>
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<tr>
<td>Strategic deployment of staff</td>
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development at the beginning of the year and ongoing training throughout the year to address the needs of the students. We will continually review the needs of staff and students and the determinations will be made by the principals and administrators.
Health and Safety Plan Governing Body Affirmation Statement


The plan was approved by a vote of:

9 Yes

No

Affirmed on: 8/20/2020

By:

Lynn Columba

(Signature* of Board President)

Lynn Columba

(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.