



Elizabeth Lee Black School

Phased School Reopening Health and Safety Plan

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: **Elizabeth Lee Black School**

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

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

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

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

Type of Reopening

Key Questions

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

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): **September 8, 2020**

Pandemic Coordinator/Team

Each school entity is required to identify a pandemic coordinator and/or pandemic team with defined roles and responsibilities for health and safety preparedness and response planning during the phased reopening of schools. The pandemic coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of your local Health and Safety Plan, and continued monitoring of local health data to assess implications for school operations and potential adjustments to the Health and Safety Plan throughout the school year. To ensure a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community, LEAs are encouraged to establish a pandemic team to support the pandemic coordinator. Inclusion of a diverse group of stakeholders is critical to the success of planning and implementation. LEAs are highly encouraged to make extra effort to engage representatives from every stakeholder group (i.e., administrators, teachers, support staff, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked “Pandemic Coordinator”. For each additional pandemic team member, enter the individual’s name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under “Pandemic Team Roles and Responsibilities”:

- **Health and Safety Plan Development:** Individual will play a role in drafting the enclosed Health and Safety Plan;
- **Pandemic Crisis Response Team:** Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or
- **Both (Plan Development and Response Team):** Individual will play a role in drafting the plan and within-year decision making regarding response efforts in the event of confirmed positive case.

| Individual(s) | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities (Options Above) |
|----------------------|-------------------------------|--|
| John Barber | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Bridget Barber | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Patrick Barber | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Robert Barber | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Maureen Barber-Carey | BNI Pandemic Committee | Both |

| | | |
|-------------------------|--|---|
| | ELBS Pandemic Committee | |
| Laura Schaaf | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Mary Cuneo | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Jean Nielson | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Laurie Callaghan | BNI Pandemic Committee | BNI Pandemic Crisis Response Team |
| Debbie Burbules | BNI Pandemic Committee Infection Control Committee | Both |
| Jennifer Kennedy | BNI Pandemic Committee Infection Control Committee | BNI Pandemic Crisis Response Team |
| Kathy Fling | BNI Pandemic Committee Infection Control Committee | BNI Pandemic Crisis Response Team |
| Carrie Kontis | BNI Pandemic Committee Infection Control Committee | BNI Pandemic Crisis Response Team |
| Ron Jones | BNI Pandemic Committee Infection Control Committee | BNI Pandemic Crisis Response Team |
| Pam Baker | BNI Pandemic Committee Infection Control Committee | BNI Pandemic Crisis Response Team |
| Diana Zenewicz | Infection Control Committee | Both |
| Mike Hill | Infection Control Committee | BNI Pandemic Crisis Response Team |
| Ellen Danowski | Infection Control Committee ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Jeff Zibelman | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Cindy Priester | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Kathy Bastow | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Ann Ellison | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Lauren Glass | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |

| | | |
|----------------------|--|---|
| Debbie Mercer | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Nina Wolfarth | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Judy Lupp | ELBS Pandemic Committee | ELBS Pandemic Crisis Response Team and Health and Safety Plan |
| Joe Walko | Local Emergency Management Coordinator | ELBS Pandemic Crisis Response Team |
| Jon McEnroe | Erie County Department of Health | ELBS 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](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|

| 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) |
|--|--|--------------------------------|---|---|-------------------|
| Other cleaning, sanitizing, disinfecting, and ventilation practices | <ul style="list-style-type: none"> Ongoing - Door handles, playground equipment, light switches, desks, chairs, keyboards, cabinet handles, telephones, work surfaces, etc will be cleaned daily after uses | Same as Yellow | Small Group Employment (SGE), School Supervisors, School staff, Maintenance staff | <ul style="list-style-type: none"> Approved Cleaning products Disinfectant wipes Approved Clorox spray | Yes |

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:

| 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) |
|--|---|--------------------------------|--|--|-------------------|
| <p>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> | <ul style="list-style-type: none"> • Limit number of staff and students interactions with other groups • Manage students in groups during classroom time with 6 feet to maximum extent possible • Evaluate student seating and eliminate face to face interaction as much as possible • Evaluate need for plexiglass dividers between students and construct • Utilize outdoor teaching space as appropriate | <p>Same as Yellow</p> | <p>School Supervisors and School Staff</p> | <ul style="list-style-type: none"> • Social distancing indicators | <p>Yes</p> |
| <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> | <ul style="list-style-type: none"> • Breakfast/lunch will be in classroom • Stagger seating if in communal spaces • Communal spaces are limited to start the year • Limit number of students • Rearrange tables and disinfect after each use • Meal carts will be used to deliver prepackaged meals to classrooms | <p>Same as Yellow</p> | <p>Kathy Bastow, School Supervisors, and Cafeteria Staff</p> | <p>N/A</p> | <p>Yes</p> |

| 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) |
|---|---|--------------------------------|---|---|-------------------|
| * Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | <ul style="list-style-type: none"> Schedule times for communal spaces Follow CDC guidelines for handwashing and social distancing to maximum extent possible Observe students who touch their face and encourage/conduct hand sanitizing | Same as Yellow | School Supervisors and School Staff | <ul style="list-style-type: none"> Hand sanitizer stations Antibacterial soaps available for ancillary staff traveling | Yes |
| * Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs | <ul style="list-style-type: none"> Ongoing posters for handwashing Posters for following CDC Posters for wearing face coverings and following proper hygiene protocol in common areas | Same as Yellow | Mary Cuneo (Strategic Communication Team) | <ul style="list-style-type: none"> CDC Posters will be placed throughout building, ie: restrooms, hallways, time clocks, lobbies, classrooms | Yes |
| * Identifying and restricting non-essential visitors and volunteers | <ul style="list-style-type: none"> Continue to monitor visitors and limit non-essential staff in the building Utilize screening criteria and temperature check upon entrance to school building and all lobbies | Same as Yellow | School Supervisors | N/A | No |

| 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) |
|---|---|--------------------------------|--|--|-------------------|
| * Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | <ul style="list-style-type: none"> • Use of sensory room, gyms will be restricted for first quarter. Evaluation of areas for use will occur second quarter • Outdoor activities will be encouraged as much as possible • There are no sporting activities • Physical Education will occur in the classroom or through use of technology | Same as Yellow | Physical Education Teacher, School Supervisors, therapists | N/A | No |
| Limiting the sharing of materials among students | <ul style="list-style-type: none"> • Students have own baskets • Students must wash hands when changing classroom activities • Follow CDC Guidelines for cleanliness after use and social distancing to maximum extent possible • Monitor students who touch their face and mouth and attempt to encourage/assist with hand sanitizer | Same as Yellow | Classroom Staff | N/A | Yes |

| 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) |
|--|--|--------------------------------|---|---|-------------------|
| Staggering the use of communal spaces and hallways | <ul style="list-style-type: none"> • Create master schedule for staggering arrival/departure • Designate zones for staff and share with staff • Designate restrooms for classrooms and schedule times for minimal interaction | Same as Yellow | School Supervisors, Classroom Staff, Office Staff | N/A | Yes |
| Adjusting transportation schedules and practices to create social distance between students | <ul style="list-style-type: none"> • Collect district plans for students • Designate entrances for parent drop offs for arrival/departure • Door Monitors to assist with the arrival/departure protocol | Same as Yellow | School Supervisors | N/A | Yes |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | <ul style="list-style-type: none"> • Students remain in their classroom during day • Limit large group gatherings • Continue some virtual activity • Typical class sizes are 8-10 students, however with Remote Instruction, our class sizes are now smaller | Same as Yellow | School Staff | <ul style="list-style-type: none"> • Markers on sidewalk spaced 6 feet apart | Yes |

| 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) |
|---|---|--------------------------------|--|---|-------------------|
| 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 | N/A | N/A | N/A |
| Other social distancing and safety practices | <ul style="list-style-type: none"> • Travel lanes in the school • Zones for students and staff • Follow CDC, OCDEL, DOH,WHO guidelines • Eliminate classroom materials that cannot be easily cleaned or washed after use. | Same as Yellow | School Supervisors and Classroom Staff | <ul style="list-style-type: none"> • Directional markers on walls • CDC, OCDEL, DOH, WHO guidelines | Yes |

Monitoring Student and Staff Health

Key Questions

- How will you monitor students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, student, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or students?

- What conditions will a staff or student confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which students are willing/able to return? How will you accommodate students who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring student and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|

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|--|---|-----------------------|--|--|------------|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> | <ul style="list-style-type: none"> • Staff will self-screen prior to coming to work using the Barber National Institute's Attestation Form as reference for how to self-screen. This will include a daily self-check of temperature and COVID-19 symptoms. If staff's temperature is greater than 100.4 or if they have symptoms, they will call into school office to report temperature immediately. Information is provided to Human Resources, Supervisors and Governance, Risk Management. • Employees/students who have travelled to high-risk communities shall not be allowed to work prior to a 14-day quarantine. • Parents will take child's temperature daily prior to boarding the bus or upon entry to school. Temperature must be below 100.4 without medication to attend school. • Students will be screened by classroom staff after arrival. Screening will be documented daily. • Parents will be asked to report any exposures or cases of COVID-19 to the school office. | <p>Same as Yellow</p> | <p>Direct Supervisors Human Resources Governance, Risk Management</p> <p>Direct Supervisors, Human Resources (students), Governance, Risk Management (staff)</p> <p>School Supervisors, school office staff, Human Resources</p> | <ul style="list-style-type: none"> • Thermometer • BNI Attestation Form • BNI screening/call off Form | <p>Yes</p> |
|--|---|-----------------------|--|--|------------|

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|---|---|-----------------------|--|---|------------|
| <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <ul style="list-style-type: none"> Employees who do not pass the screening criteria shall not be allowed to work until they are clear from any symptoms and/or have been deemed safe to return to work by their physician. | <p>Same as Yellow</p> | <p>Direct Supervisors, Jen Kennedy, Governance Risk Management, Compliances, and HIPAA</p> | <p>N/A</p> | <p>Yes</p> |
| | <ul style="list-style-type: none"> Employees who show symptoms while at work will exit and be instructed to contact their physician. | | <p>Direct Supervisors</p> | <p>N/A</p> | <p>Yes</p> |
| | <ul style="list-style-type: none"> For students who exhibit symptoms during the day, nursing will evaluate students. Should a student be determined to have a symptom(s), isolation guidelines will be followed. Their parents or designee will be contacted to pick them up. Parents are asked to contact their family care physician to see if their child needs COVID-19 testing. If testing is required or student has a COVID-19 exposure, we must have a note from a physician in order to return to school. Students sent home with symptoms who don't have known COVID-19 exposure can return to school two days after symptoms subside and at least 24 hours of no fever reducing medicine. | | <p>Nursing</p> | <ul style="list-style-type: none"> Isolation area Thermometer | <p>Yes</p> |

| | | | | | |
|--|---|-----------------------|--|-----------------------|-----------------------|
| <p>* Returning isolated or quarantined staff, students, or visitors to school</p> | <ul style="list-style-type: none"> • Staff who do not pass the screening criteria shall not be allowed to work until they are clear from any symptoms and/or have been deemed safe to return to work by their physician with CDC/DOH guidance • Students who have been in quarantine or isolated will not return to school until cleared by a physician with CDC/DOH guidance • Implement travel quarantine procedure when students/staff return from out of state/country identified by DOH. • BNI will follow Recommendations for Pre-K to 12 Schools Following Identification of a Case(s) of COVID-19 https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/SchoolClosureRecommendations.aspx | <p>Same as Yellow</p> | <p>Direct supervisor, Jen Kennedy, Governance Risk Management, Compliances, and HIPAA</p> <p>Nursing</p> | <p>N/A</p> <p>N/A</p> | <p>Yes</p> <p>Yes</p> |
|--|---|-----------------------|--|-----------------------|-----------------------|

| | | | | | |
|---|--|-----------------------|--|---|---|
| <p>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</p> | <ul style="list-style-type: none"> • The Barber National Institute Employee Portal includes a section dedicated to all covid-19 related information, including all communication, assignments, resources and more. • There is also information publicly available on the Barber National Institute website. • We will use our mass communication tool, One Call Now, to reach our families and staff via phone call or text message with updates. We also use BNI email to reach all of our staff. • Direct supervisors are responsible for ensuring that the current COVID/BNI procedures outlined are available to and are followed by all staff, family members, and others affiliated with the organization. • Identify person(s) as point of contact for COVID-related communications and establish procedures for communication | <p>Same as Yellow</p> | <p>Direct supervisors; pandemic coordinator; human resources; public affairs office; Mary Cuneo (Strategic Communication Team)</p> | <ul style="list-style-type: none"> • BNI Employee Portal • www.BarberInstitute.org • One Call Now | <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> |
| | | | <p>Kathy Fling, HR, for students Jen Kennedy, Governance Risk Management, Compliances, and HIPAA, for staff Mary Cuneo, Strategic Communications, for informing the general public</p> | <p>N/A</p> | |

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|---|--|----------------|--------------------|---|-----|
| Other monitoring and screening practices | <ul style="list-style-type: none"> The school will continue to follow all protocols outlined by the organization, Erie County, PDE, PA DOH, CDC | Same as Yellow | Direct Supervisors | <ul style="list-style-type: none"> Regulations/recommendations from PDE, DOH, CDC, WHO | Yes |
|---|--|----------------|--------------------|---|-----|

Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared in the event of staff illness?
- How will the LEA strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities, as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

| Requirements | Action Steps under Yellow Phase | Action Steps under Green Phase | Lead Individual and Position | Materials, Resources, and or Supports Needed | PD Required (Y/N) |
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|
|--------------|---------------------------------|--------------------------------|------------------------------|--|-------------------|

| 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) |
|---|--|--------------------------------|---|---|-------------------|
| <p>* Protecting students and staff at higher risk for severe illness</p> | <ul style="list-style-type: none"> • Staff who are at higher risk for severe illness should notify their direct supervisor and Human Resources immediately. • Staff should contact their healthcare professional with concerns about COVID and underlying conditions. • Staff assignments may be adjusted for the protection of the individual, as determined by the direct supervisor and Human Resources • Students who are at higher risk have the option of total remote instruction or partial remote instruction | <p>Same as Yellow</p> | <p>Direct Supervisors, Human Resources</p> | <p>N/A</p> | <p>Yes</p> |
| <p>* Use of face coverings (masks or face shields) by all staff</p> | <ul style="list-style-type: none"> • All staff must wear face coverings at all times within BNI. • If staff has difficulty wearing a face covering, they are to contact Human Resources immediately | <p>Same as Yellow</p> | <p>Direct Supervisors Human Resources</p> | <ul style="list-style-type: none"> • Face coverings provided; BNI face covering utilization guidelines | <p>Yes</p> |

| 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) |
|---|--|--------------------------------|---|--|-------------------|
| <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> | <ul style="list-style-type: none"> All students should wear face coverings if possible with others when they are in classrooms and common areas inside the building, and when they cannot social distance. The only exceptions are students who cannot wear a face covering due to a medical condition, mental health condition or disability based on PDE/DOH guidelines on face coverings Exceptions will be noted in IEP with plan, if possible, to desensitize to wearing a face covering | <p>Same as Yellow</p> | <p>School Supervisors</p> | <ul style="list-style-type: none"> Face coverings BNI face covering utilization guidelines PDE/DOH face covering guidelines https://www.education.pa.gov/schools/safeschools/emergencyplanning/covid-19/waivers/maskwearing/pages/default.aspx | <p>Yes</p> |
| <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> | <ul style="list-style-type: none"> Parents will be advised to consult with physician if their child has complex needs. | <p>Same as Yellow</p> | <p>School Supervisors and IEP team</p> | <p>N/A</p> | <p>Yes</p> |
| <p>Strategic deployment of staff</p> | <ul style="list-style-type: none"> Staff assignments may be adjusted for the protection of the individual, as determined by the direct supervisor. | <p>Same as Yellow</p> | <p>School Supervisors Human Resources</p> | <p>N/A</p> | <p>Yes</p> |

Health and Safety Plan Professional Development

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--|--------------------|--------------------------------------|--------------------|--|------------|-----------------|
| Pandemic Preparedness Training Plan: Hand Hygiene, the Basics; Preparing for Pandemic Influenza, Infection Control, The basics and Transmission Based Precautions | School Staff | School Nurse/Critical Skills Trainer | Virtual/Barber Hub | CDC Resources | 8/31/2020 | Ongoing |
| Coronavirus (COVID19) Prevention in the Workplace | School Staff | School Nurse/Critical Skills Trainer | Virtual/Barber Hub | CDC Resources | 8/31/2020 | Ongoing |
| Infection Prevention and Control | School Staff | School Nurse/Critical Skills Trainer | Virtual/Barber Hub | CDC Resources | 8/31/2020 | Ongoing |
| OSHA Universal Precautions | School Staff | School Nurse/Critical Skills Trainer | Virtual/Barber Hub | OSHA Resources | 8/31/2020 | Ongoing |
| Hygiene Basics | Staff and Students | School Nurse/Critical Skills Trainer | Virtual/Barber Hub | CDC Resources | 8/31/2020 | Ongoing |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--|--------------------------|--------------------------|----------------|--|------------|-----------------|
| Daily Cleaning | Housekeeping | Supervisors | Presentation | CDC Resources; cleaning supplies | 8/31/2020 | Ongoing |
| Temperature Scans/Isolation and Quarantine of Students and Staff | School Staff | School Nurse | Presentation | Procedures | 8/31/2020 | Ongoing |
| Unique Safety Protocols for Students with Complex Needs or vulnerable individuals | Parents | Administration | Presentation | IEP team | 8/1/2020 | Ongoing |
| Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports | Teachers | Supervisors | Presentation | Procedures | 8/31/2020 | Ongoing |
| Staggering the use of communal spaces and hallways including travel zones | School Staff Students | Supervisors | Presentation | Signs and markings for walls and floors | 9/8/2020 | Ongoing |
| Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students | School Staff | Supervisors | Presentation | Signs and markings for walls and floors | 9/8/2020 | Ongoing |
| Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible | School Staff Students | Supervisors | Presentation | Signs and markings for walls and floors | 9/8/2020 | Ongoing |

| Topic | Audience | Lead Person and Position | Session Format | Materials, Resources, and or Supports Needed | Start Date | Completion Date |
|--|--|--------------------------|--|---|------------|-----------------|
| Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation) | Housekeeping Maintenance Cafeteria Staff School Staff | Supervisors | Virtual/Barber Hub | Cleaning Supplies | 8/31/2020 | Ongoing |
| Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices | Students School Staff | School Nurse | Virtual/Barber Hub | CDC materials, curriculum, video materials, website, posters | 8/31/2020 | Ongoing |
| Monitoring students and staff for symptoms and history of exposure | School Staff Students | School Nurse | Student/Staff Observation | Temperature scanners, posting of symptoms on web and posters | 8/31/2020 | Ongoing |
| Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure | School Staff Parents Visitors | School Nurse | Supervisor and Nurses Presentation | CDC guidance and Department of Health assistance and Isolation room | 8/31/2020 | Ongoing |
| Returning isolated or quarantined staff, students, or visitors to school | School Staff Parents Visitors | School Nurse | Communication with families of students, staff, visitors | Videos, letters, website, Portal | 8/31/2020 | Ongoing |
| Proper use of face covering | School Staff | School Nurse | Virtual/Barber Hub | CDC Resources/Youtube | 8/31/2020 | Ongoing |
| Proper use of PPE and symptoms of covid | School Staff | School Nurse | Virtual/Barber Hub | CDC Resources/Youtube | 8/31/2020 | Ongoing |
| School-specific procedures and training | School Staff | Supervisors | Presentation | Procedures | 8/31/2020 | Ongoing |
| Updates on school-specific procedures and training | School Staff | Supervisors | Presentation | Procedures | Ongoing | Ongoing |

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 |
|--|---------------------------|---|---|------------|-----------------|
| Health and Safety Plan | School Community Families | Maureen Barber-Carey (Executive Vice President), Jeff Zibelman (Director of Children and Youth) | Parent letter, email, One Call Now Call/Text, BNI website | 8/5/2020 | N/A |
| Parent Letter – Preliminary Reopening Plan Introduction | School Community Families | Maureen Barber-Carey (Executive Vice President) | Mail, email, One Call Now Call/Text | 8/5/2020 | 8/5/2020 |
| Parent Handbook | School Community Families | School Supervisors | One Call Now Call/Text, Mail, email, BNI website | 8/5/2020 | 8/5/2020 |
| Parent Letter – Reopening Plans | School Community Families | Maureen Barber-Carey (Executive Vice President), Jeff Zibelman (Director of Children and Youth) | One Call Now Call/Text, Mail, email, BNI website | 8/20/2020 | 8/20/2020 |
| | | | | | |
| | | | | | |
| | | | | | |

Health and Safety Plan Summary: **Elizabeth Lee Black School**

Anticipated Launch Date: **September 8, 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 |
|---|--|
| <p>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p> | <ul style="list-style-type: none"> • Deep clean, disinfect before start of school • Ongoing daily sanitation of offices • Ongoing cleaning of all surfaces after use in classroom • Ongoing end of the day disinfecting of all used areas • Student basket cleaning • Staff & Classroom Restroom per BNI guidelines • Transportation agreements with contracted agencies-collect plan • Hallway walls and floors • Establish cafeteria protocol • Evaluate and maintain ventilation system by licensed HVAC maintenance personnel • For areas without outdoor ventilation, new Ion Technology Air Purifiers have been installed |

Social Distancing and Other Safety Protocols

| Requirement(s) | Strategies, Policies and Procedures |
|---|--|
| <p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p> | <ul style="list-style-type: none"> • Limit number of staff and students interactions with other groups • Manage students in groups during classroom time with 6 feet to maximum extent possible • Evaluate student seating and eliminate face to face interaction as much as possible |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| <p>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p> <p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p> <p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p> <p>Limiting the sharing of materials among students</p> | <ul style="list-style-type: none"> • Evaluate need for plexiglass dividers between students and construct • Utilize outdoor teaching space as appropriate • Breakfast/lunch will be in classroom • Communal spaces are limited to start the year • Stagger seating if in communal spaces • Limit number of students • Rearrange tables and disinfect after each use • Meal carts will be used to deliver prepackaged meals to classrooms • Schedule times for communal spaces • Follow CDC guidelines for handwashing and social distancing to maximum extent possible • Observe students who touch their face and encourage/conduct hand sanitizing • Ongoing posters for handwashing • Posters for following CDC • Posters for wearing face coverings and following proper hygiene protocol in common areas • Use of sensory room, gyms will be restricted for first quarter. Evaluation of areas for use will occur second quarter • Outdoor activities will be encouraged as much as possible • There are no sporting activities • Physical Education will occur in the classroom or through use of technology • Students have own baskets • Students must wash hands when changing classroom |

| Requirement(s) | Strategies, Policies and Procedures |
|--|--|
| <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p> | <p>activities</p> <ul style="list-style-type: none"> • Follow CDC Guidelines for cleanliness after use and social distancing to maximum extent possible • Monitor students who touch their face and mouth and attempt to encourage/assist with hand sanitizer <ul style="list-style-type: none"> • Create master schedule for staggering arrival/departure • Designate zones for staff and share with staff • Designate restrooms for classrooms and schedule times for minimal interaction <ul style="list-style-type: none"> • Collect district plans for students • Designate entrances for parent drop offs for arrival/departure • Door Monitors to assist with the arrival/departure protocol <ul style="list-style-type: none"> • Students remain in their classroom during day • Limit large group gatherings • Continue some virtual activity • Typical class sizes are 8-10 students, however with Remote Instruction, our class sizes are now smaller <ul style="list-style-type: none"> • N/A <ul style="list-style-type: none"> • Travel lanes in the school • Zones for students and staff • Follow CDC, OCDEL, DOH, WHO guidelines • Eliminate classroom materials that cannot be easily cleaned or washed after use. |

Monitoring Student and Staff Health

| Requirement(s) | Strategies, Policies and Procedures |
|----------------|-------------------------------------|
|----------------|-------------------------------------|

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| <p>* Monitoring students and staff for symptoms and history of exposure</p> | <ul style="list-style-type: none"> • Staff will self-screen prior to coming to work using the Barber National Institute’s Attestation Form as reference for how to self-screen. This will include a daily self-check of temperature and COVID-19 symptoms. If staff’s temperature is greater than 100.4 or if they have symptoms, they will call into school office to report temperature immediately. Information is provided to Human Resources, Supervisors and Governance, Risk Management. • Employees/students who have travelled to high-risk communities shall not be allowed to work prior to a 14-day quarantine. • Parents will take child’s temperature daily prior to boarding the bus or upon entry to school. Temperature must be below 100.4 without medication to attend school. • Students will be screened by classroom staff after arrival. Screening will be documented daily. • Parents will be asked to report any exposures or cases of COVID-19 to the school office. |
| <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> | <ul style="list-style-type: none"> • Employees who do not pass the screening criteria shall not be allowed to work until they are clear from any symptoms and/or have been deemed safe to return to work by their physician. • Employees who show symptoms while at work will exit and be instructed to contact their physician. • For students who exhibit symptoms during the day, nursing will evaluate students. Should a student be determined to have a symptom(s), isolation guidelines will be followed. Their parents or designee will be contacted to pick them up. Parents are asked to contact their family care physician to see if their child needs COVID-19 testing. • If testing is required or student has a COVID-19 exposure, we must have a note from a physician in order to return to school. • Students sent home with symptoms who don’t have known COVID-19 exposure can return to school two days after symptoms subside and at least 24 hours of no fever reducing medicine. |

| Requirement(s) | Strategies, Policies and Procedures |
|---|---|
| <p>* Protecting students and staff at higher risk for severe illness</p> | <ul style="list-style-type: none"> • Staff who are at higher risk for severe illness should notify their direct supervisor and Human Resources immediately. • Staff should contact their healthcare professional with concerns about COVID and underlying conditions. • Staff assignments may be adjusted for the protection of the individual, as determined by the direct supervisor and Human Resources. • Students who are at higher risk have the option of total remote instruction or partial remote instruction |
| <p>* Use of face coverings (masks or face shields) by all staff</p> | <ul style="list-style-type: none"> • All staff must wear face coverings at all times within BNI. • If staff has difficulty wearing a face covering, they are to contact Human Resources immediately |
| <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> | <ul style="list-style-type: none"> • All students should wear face coverings if possible with others when they are in classrooms and common areas inside the building, and when they cannot social distance. • The only exceptions are students who cannot wear a face covering due to a medical condition, mental health condition or disability based on PDE/DOH guidelines on face coverings • Exceptions will be noted in IEP with plan, if possible, to desensitize to wearing a face covering |
| <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> | <ul style="list-style-type: none"> • Parents will be advised to consult with physician if their child has complex needs. |
| <p>Strategic deployment of staff</p> | <ul style="list-style-type: none"> • Staff assignments may be adjusted for the protection of the individual, as determined by the direct supervisor. |

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for the **Elizabeth Lee Back School** reviewed and approved the Phased School Reopening Health and Safety Plan on **September 1, 2020**.

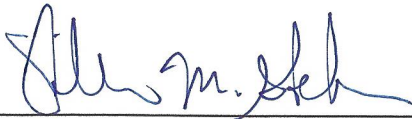
The plan was approved by a vote of:

Yes

No

Affirmed on: **September 1, 2020**

By:



(Signature* of Board President)

William M Gloekler, Chairman

(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.