



Phased School Reopening Health and Safety Plan Template

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: **Universal Institute Charter School**

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

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

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

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

Type of Reopening

Key Questions

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

Based on your county's current designation and local community needs, which type of reopening has your school entity selected? (SELECT ONE BOX BELOW)

- 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): November 18, 2020 (Blended Reopening)

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)
Jeffrey Williams	Administration	Both (Plan Development and Response Team)
Taleka Waters	Administration	Both (Plan Development and Response Team)
Ellen Clay	Community Health	Both (Plan Development and Response Team)
Brittney Ekiz	Office Manager	Both (Plan Development and Response Team)
Tyrone Highsmith	Climate and Safety Manager	Both (Plan Development and Response Team)
Tierra Arrington	Teacher	Both (Plan Development and Response Team)
Marqueena Harris	Teacher	Both (Plan Development and Response Team)
Alieah Ismail	Teacher	Both (Plan Development and Response Team)
Carleen Silva	Teacher	Both (Plan Development and Response Team)
Maria Redhair	Parent	Both (Plan Development and Response Team)
Ronald Johnson	Support Staff	Both (Plan Development and Response Team)
Francine Daniels	Community Partner/ School's Youth Court	Both (Plan Development and Response Team)
Lori Harris	Community Partner	Both (Plan Development and Response Team)
Litisha Boateng	School Counselor	Both (Plan Development and Response Team)
James Fluellen, Jr.	Building Engineer	Both (Plan Development and Response Team)
	Nurse	Both (Plan Development and 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:

Universal Institute will begin the school year Total Remote (100 % Virtual). Institute will deliver virtual instruction from September 1, 2020 -November 17, 2020. Institute will then migrate to a blended reopen model that balances in-person and remote instruction starting November 18, 2020.

UICS has contracted with TLC Cleaning Services to completely clean, sanitize, disinfect the entire campus of UICS. This company will provide COVID-19 specific training of our cleaning staff and the proper use of OSHA and [CDC requirements for COVID-19](#) sanitizing and disinfecting supplies and sprayers from Advantage Industrial Supply. UICS has also acquired a three-month supply of the following items:

Protective Plexi-Glass Shields (main office & security desk)
Sanitizer Kiosk System Machine
Cleaning supplies: disinfectant, cloths, mops, buckets, Clorox wipes, and bleach

Thermometers
Face Masks
Hand Sanitizer
Covid-19 Signage
Multi-Surface Cleaner Disinfectant
Face Shields
Small Sprayers
Large Sprayers
Keystone Sanitizer Hand Foam
Distance Signing

Along with regular daily cleaning emphasis will be place on the following frequently touched surfaces and objects that will need to be cleaned/disinfected several times throughout the day:

- tables,
- doorknobs,
- light switches,
- countertops,
- handles,
- desks,
- phones,
- keyboards,
- toilets,
- faucets and sinks,
- touch screens,

Increased Ventilation

Following the guidance of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), dilution and filtration of air are the key fundamental focus measures for enhanced COVID-19 spread prevention. It is important to note that no two schools are alike and all of our more than 200 school buildings vary in design, complexity, and function.

Dilution and filtration of air

- In schools with central air conditioning or A/C units:
 - Outside air dampers will be adjusted to introduce more fresh air to blend with return air to increase air changes in rooms.
- In schools with no air conditioning:
 - Operable house fans will run during occupied hours and portable fans will be added as needed to introduce more fresh air into the building.

Specific measures include:

- Increase outdoor air ventilation (disable demand-controlled ventilation and open outdoor air dampers as indoor and outdoor conditions permit).
- Enable outside economizer mode on systems where possible to bring in more fresh air.
- Increase outside air mix with return air where possible without creating system damage.
- Disable DCV (Demand Control Ventilation) in systems equipped.
- Maintain proper building pressurization.
- Maintain proper toilet exhaust.
- Ensure proper function and security of windows
- Improve central air and other HVAC filtration to the highest level achievable, when feasible.
- Seal filters to minimize bypass air.

Additional System Enhancements preparing for building re-entry include:

- Running outside and building exhausts for a minimum of 4 hours prior to occupancy.
- Conducting pre-flush-outs for air and water systems and ensuring HVAC systems are operating properly prior to occupancy.
- Maintaining humidity control with maximum indoor relative humidity < 60%.
- Maintaining minimum system performance during reduced occupancy conditions.
- Continuing cooling tower water treatment with appropriate adjustments.
- Keeping P and U traps filled with water and flush all water systems.
- Returning all control setbacks and set points to normal operating mode.

- Confirming proper HVAC system operating parameters and establishing weekly inspection by the Building Engineer of ventilation system filters replacing as needed intervals.
- Monitoring building pressurization and exhaust daily.
- Reviewing HVAC measures implemented previously and assessing continuing needs.

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>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>	<p>Daily Enhanced Cleaning/Ventilation:</p> <ul style="list-style-type: none"> Increased disinfection of high touch surfaces in all buildings shall occur throughout the day, including desks, doors/knobs, light switches, handrails, water fountains, bathroom fixtures, tables, chairs, etc. Custodial crews shall use an EPA registered cleaning agent, allow proper dwell time, and wipe clean as possible. Cleaning crews will mop all floor surfaces using EPA registered general floor cleaning agent. The custodial department will supply EPA registered disinfectant for the cleaning of tables or desks following breakfast and lunch periods. At the end of each operational day, after students and other staff have left the building, the custodial assistant or designee will fog/spray with EPA registered disinfectants in all classrooms, bathrooms, office spaces, hallways, elevators (if applicable), foyers, and vestibules. Ensure ventilation systems operate properly and increase circulation of outdoor air as 	<p>Daily Enhanced Cleaning/Ventilation:</p> <ul style="list-style-type: none"> Increased disinfection of high touch surfaces in all buildings shall occur throughout the day, including desks, doors/knobs, light switches, handrails, water fountains, bathroom fixtures, tables, chairs, etc. Custodial crews shall use an EPA registered cleaning agent, allow proper dwell time, and wipe clean as possible. Cleaning crews will mop all floor surfaces using EPA registered general floor cleaning agent. The custodial department will supply EPA registered disinfectant for the cleaning of tables or desks following breakfast and lunch periods. At the end of each operational day, after students and other staff have left the building, the custodial assistant or designee will fog/spray with EPA registered disinfectants in all classrooms, bathrooms, office spaces, hallways, elevators (if applicable), foyers, and vestibules. Ensure ventilation systems operate properly and increase circulation of outdoor air as 	<p>Mr. Jeffrey Williams, Principal</p>	<p>3-Months cleaning/protective supplies has been purchased (<i>See list of pages 8-9</i>)</p>	<p>YES</p>

	<p>much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility</p>	<p>much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility</p>			
<p>Other cleaning, sanitizing, disinfecting, and ventilation practices</p>	N/A	N/A			

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:

Universal Institute will begin the school year Total Remote (100 % Virtual). Institute will deliver virtual instruction from September 1, 2020 -November 17, 2020. Institute will then migrate to a blended reopen model that balances in-person and remote instruction starting November 18, 2020.

UICS will be following the CDC's recommendation of "Cohorting;" Cohorting (sometimes called podding) a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-e (the virus that causes COVID-19). These strategies work by keeping groups of students – and sometimes staff – together over the course of a pre-determined period of time. Ideally, the students and staff within the cohort will only have physical proximity with other in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible, thus: decreasing opportunities for exposure of transmission of SARS-CoV-2.

- Reducing contact with shared surfaces
- Scholars will be instructed to use the hand sanitizing stations before entering and exiting the all spaces, i.e. building, classroom, restrooms, etc. As well as regularly throughout the day.
- Communal spaces i.e. lunch rooms and multipurpose room will be restricted.

- Students will be spaced 6 feet apart with and will wear a combination of face shields and/or mask.
- Facilitating more efficient contact tracing in the event of a positive case, and allowing for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measure in the event of a positive case or cluster of cases.
- Cohorts will be kept together in one classroom, and have teachers rotate between rooms.
- Cohorts will alternate by days with cohorts assigned to specific days
- A hybrid approach will be adopted where some cohorts will be assigned to in-person learning and others assigned to online learning.
- Due to limitations in outdoor spacing, its use will not be factored into our social distancing plan.

Visitors will be encouraged to make an appointment before arriving. All visitors will be required to go through/use the thermal scanning /sanitation devices located on both campuses upon entry. Masks will be required and all times and movement will be restricted to the main office.

Sample fifth grade schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:45	5.1 Groups A (6 students per group x 4 groups = 24 kids per class)	5.1 Groups A	5.1 Groups B	5.1 Groups B	Providing feedback
10:00 – 11:15	5.2 Groups A	5.2 Groups A	5.2 Groups B	5.2 Groups B	PD
11:30 – 12:00	lunch				
12:00 – 1:15	5.3 Groups A	5.3 Groups A	5.3 Groups B	5.3 Groups B	Prep

<p>1:15 - 3:30 Providing written feedback to C/M activity; Listening to counting recording & preparing next step in counting activity; Reading & preparing notes for Article discussion with students; Reading and preparing questions for upcoming article; Grading revised work on C/M activity</p>	<p>Offer individualized instruction</p>
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Notes: This means 25% of the students (or 6 students per class) are in the building each day, taking 4 days to meet face-to-face with their teacher each day. When we go wholly online, the teacher meets that 25% of the students on Meet/Zoom that day. If we have 50% of the students on campus, a second group is functioning, in the same way, but in the classroom. If we get to 100% in the classroom, all 4 groups are functioning in the same way, but in the classroom. We group students who choose not to return to the building in groups of between 6 and 11 and have the teacher teach that group on Meet/Zoom. If a teacher chooses not to return to the building, s/he teaches the groups on Meet/Zoom.

Students receive training in how to run their own Meet/Zoom groups—how to lead, how to be 2nd in command, how to support the leadership.

Training includes *facilitating* the group; *recording* learning and questions; *caring* for the group—acknowledging when support is needed, sitting with that need, resolving that need, requesting support from an adult; *supporting* learning—acknowledging learning needs, ensuring learning happens or reaching out to an adult; *celebrating* learning of group.

UICS will follow the transportation guidelines as set forth by our assigned IU-26, (School District of Philadelphia).

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"> • Telework should continue for faculty and staff where feasible, especially for populations at higher risk for COVID-19. • Limited in-person instruction that adheres to proper social distancing guidelines Opens In A New Window is permitted. • Restrict gatherings of non-instructional activities to no more than 25 people. • Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. • Monitor public health indicators and adjust plans as necessary. 	<ul style="list-style-type: none"> • Institutions may more fully resume in-person instruction and other routine operations. • Restrict large, non-instructional gatherings to no more than 250 people. • Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. • Monitor public health indicators and adjust plans as necessary. 	<p>Mr. Jeffrey Williams, Principal</p>	<p>3-Months cleaning/protective supplies has been purchased. <i>(See list on pages 8-9)</i></p>	<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"> • Communal Spaces <ul style="list-style-type: none"> ○ Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use. ○ Add physical barriers, such as 	<ul style="list-style-type: none"> • Institutions may more fully resume in-person instruction and other routine operations. • Restrict large, non-instructional gatherings to no more than 250 people. • Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. • Monitor public health indicators and adjust plans as necessary. 	<p>Mr. Jeffrey Williams, Principal</p>	<p>TBD</p>	<p>YES</p>

	<p>plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.</p> <ul style="list-style-type: none">• Food Service<ul style="list-style-type: none">○ Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.pdf icon○ Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after				
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	<p>directly handling used food service items.</p> <ul style="list-style-type: none"> ○ If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.pdf icon 				
<p>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>	<p>All students and employees should follow the below strategies to reduce the risk of transmission:</p> <ul style="list-style-type: none"> • Wash hands frequently-- using soap and water-- for at least 20 seconds, particularly after coming into contact with high-touch surfaces, such as doorknobs, handrails, and commonly used equipment, before and after touching their masks, and when using the restroom. • Use an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible. Hand sanitizer will be provided in all buildings. • Cough/sneeze into sleeves, preferably into the elbow. 	<p>All students and employees should follow the below strategies to reduce the risk of transmission:</p> <ul style="list-style-type: none"> • Wash hands frequently-- using soap and water-- for at least 20 seconds, particularly after coming into contact with high-touch surfaces, such as doorknobs, handrails, and commonly used equipment, before and after touching their masks, and when using the restroom. • Use an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible. Hand sanitizer will be provided in all buildings. • Cough/sneeze into sleeves, preferably into the elbow. 	<p>Mr. Jeffrey Williams, Principal</p>	<p>3-Months cleaning/protective s supplies has been purchased. <i>(See list on pages 8-9)</i></p>	<p>YES</p>

	<p>When using a tissue, discard it properly and clean/sanitize hands immediately.</p> <ul style="list-style-type: none"> • Avoid touching the face, particularly eyes, nose, and mouth because these are the entry points for the virus. • Avoid using other students and employees' cell phones, desks, offices, or other work tools and equipment. 	<p>When using a tissue, discard it properly and clean/sanitize hands immediately.</p> <ul style="list-style-type: none"> • Avoid touching the face, particularly eyes, nose, and mouth because these are the entry points for the virus. <p>Avoid using other students and employees' cell phones, desks, offices, or other work tools and equipment.</p>			
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>	<ul style="list-style-type: none"> • UICS will utilize materials developed by the CDC to support COVID-19 recommendations and protective measures throughout all buildings and classrooms. • Signs and Messages <ul style="list-style-type: none"> ○ Post signs in highly visible locations (e.g., building entrances, restrooms, dining areas) that promote everyday protective measures pdf icon and describe how to stop the spreadpdf icon of germs (such as by properly washing hands and properly wearing a cloth face coveringimage icon). 	<ul style="list-style-type: none"> • Signs and Messages <ul style="list-style-type: none"> ○ Post signs in highly visible locations (e.g., building entrances, restrooms, dining areas) that promote everyday protective measures pdf icon and describe how to stop the spreadpdf icon of germs (such as by properly washing hands and properly wearing a cloth face coveringimage icon). ○ Include messages (for example, videos) about behaviors that prevent spread of COVID-19 when communicating with faculty, staff, and students (such as 	Mr. Jeffrey Williams, Principal	3-Months cleaning/protective supplies has been purchased. <i>(See list on pages 8-9)</i>	YES

	<ul style="list-style-type: none"> ○ Include messages (for example, videos) about behaviors that prevent spread of COVID-19 when communicating with faculty, staff, and students (such as on IHE websites, in emails, and on IHE social media accounts) in accordance with the Clery Actexternal icon. ● Find freely available CDC print and digital resources on CDC's communications resources main page. 	<p>on IHE websites, in emails, and on IHE social media accounts) in accordance with the Clery Actexternal icon.</p> <ul style="list-style-type: none"> ● Find freely available CDC print and digital resources on CDC's communications resources main page. 			
<p>* Identifying and restricting non-essential visitors and volunteers</p>	<p>All visitors will be required to show photo identification and display the results of the Building Pre-Entry Screening Form either via your smartphone or in printed form at a designated building entrance prior to accessing the building beyond the entry point.</p> <ul style="list-style-type: none"> ● At the front door/buzzer, it is expected that all visitors will state the purpose of their visit and/or specify with whom they have the appointment and the confirmed date and time of their appointment. If the 	<p>All visitors will be required to show photo identification and display the results of the Building Pre-Entry Screening Form either via your smartphone or in printed form at a designated building entrance prior to accessing the building beyond the entry point.</p> <ul style="list-style-type: none"> ● At the front door/buzzer, it is expected that all visitors will state the purpose of their visit and/or specify with whom they have the appointment and the confirmed date and time of their appointment. If the 	Mr. Jeffrey Williams, Principal	None	YES

	<p>appointment is verified the visitor will be buzzed in and must go to the main office immediately upon entry.</p> <ul style="list-style-type: none"> • Visitors (including parents/guardians) do not have unrestricted access to UICS’s facilities and must remain in approved areas only. • Any visitor who engages in uncooperative or disruptive behavior, or does not adhere to or threatens not to follow the prevention protocols, will be required to leave the premises. • UICS reserves the right to deny an individual entry to any school building when there is reason to believe that such individual’s presence would be detrimental to the operation of the school, the learning environment, or the health and safety of the school community. 	<p>appointment is verified the visitor will be buzzed in and must go to the main office immediately upon entry.</p> <ul style="list-style-type: none"> • Visitors (including parents/guardians) do not have unrestricted access to UICS’s facilities and must remain in approved areas only. • Any visitor who engages in uncooperative or disruptive behavior, or does not adhere to or threatens not to follow the prevention protocols, will be required to leave the premises. <p>UICS reserves the right to deny an individual entry to any school building when there is reason to believe that such individual’s presence would be detrimental to the operation of the school, the learning environment, or the health and safety of the school community.</p>			
<p>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p>	<ul style="list-style-type: none"> • Gatherings, Visitors, and Field Trips <ul style="list-style-type: none"> ○ Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group 	<ul style="list-style-type: none"> • Gatherings, Visitors, and Field Trips <ul style="list-style-type: none"> • Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group 	Mr. Jeffrey Williams, Principal	None	YES

	<p>size to the extent possible.</p> <ul style="list-style-type: none"> ○ Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county). ○ Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible. ○ Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities. <ul style="list-style-type: none"> • Limited in-person instruction that adheres to proper social distancing guidelines Opens 	<p>size to the extent possible.</p> <ul style="list-style-type: none"> • Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county). • Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible. • Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities. 			
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	<p>In A New Window is permitted.</p> <ul style="list-style-type: none"> • Restrict gatherings of non-instructional activities to no more than 25 people. • Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. • Monitor public health indicators and adjust plans as necessary. 	<ul style="list-style-type: none"> • Institutions may more fully resume in-person instruction and other routine operations. • Restrict large, non-instructional gatherings to no more than 250 people. • Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. • Monitor public health indicators and adjust plans as necessary. 			
Limiting the sharing of materials among students	<p>UICS will follow the CDC recommendations regarding shared materials by:</p> <ul style="list-style-type: none"> • Discouraging the sharing of items that are difficult to clean or disinfect. • Keeping each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas. • Ensuring adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use. 	<p>UICS will follow the CDC recommendations regarding shared materials by:</p> <ul style="list-style-type: none"> • Discouraging the sharing of items that are difficult to clean or disinfect. • Keeping each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas. • Ensuring adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use. 	Mr. Jeffrey Williams, Principal	TBD	YES

	<ul style="list-style-type: none"> Avoid sharing electronic devices, toys, books, and other games or learning aids. 	<ul style="list-style-type: none"> Avoid sharing electronic devices, toys, books, and other games or learning aids. 			
Staggering the use of communal spaces and hallways	<ul style="list-style-type: none"> Restrict gatherings of non-instructional activities to no more than 25 people. Continue to adhere to CDC Opens In A New Window, DOH, Close shared spaces such as dining halls, game rooms, exercise rooms, and lounges if possible; otherwise, stagger use and restrict the number of people allowed in at one time to ensure everyone can stay at least 6 feet apart, and clean and disinfect between use. Add physical barriers, such as plastic flexible screens, between bathroom sinks when they cannot be at least 6 feet apart. Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible; 	<ul style="list-style-type: none"> Restrict gatherings of non-instructional activities to no more than 75 people. Continue to adhere to CDC Opens In A New Window, DOH, 	Mr. Jeffrey Williams, Principal	3-Months cleaning/protective supplies has been purchased. <i>(See list on pages 8-9)</i>	YES
Adjusting transportation schedules and	<ul style="list-style-type: none"> UICS will follow the transportation schedules set forth by our local IU 26 the 	UICS will follow the transportation schedules set forth by our local IU 26 the School District of Philadelphia.	Mr. Jeffrey Williams, Principal	None	YES

practices to create social distance between students	School District of Philadelphia.				
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	<ul style="list-style-type: none"> Limited in-person instruction that adheres to proper social distancing guidelines Opens In A New Window is permitted. Restrict gatherings of non-instructional activities to no more than 25 people. Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. Monitor public health indicators and adjust plans as necessary. 	<ul style="list-style-type: none"> Institutions may more fully resume in-person instruction and other routine operations. Restrict large, non-instructional gatherings to no more than 250 people. Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. Monitor public health indicators and adjust plans as necessary. 	Mr. Jeffrey Williams, Principal	None	YES
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	<ul style="list-style-type: none"> Consider staggering arrival and drop off times and plan to limit direct contact with parents as much as possible. Have child care providers greet children outside as they arrive. Designate a parent to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars. Infants could be transported in their car seats. Store car seat out of children’s reach. Ideally, the same parent or designated person should drop off and pick up the 	<ul style="list-style-type: none"> Consider staggering arrival and drop off times and plan to limit direct contact with parents as much as possible. Have child care providers greet children outside as they arrive. Designate a parent to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars. Infants could be transported in their car seats. Store car seat out of children’s reach. Ideally, the same parent or designated person should drop off and pick up the 	Mr. Jeffrey Williams, Principal	None	YES

	child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from COVID-19 .	child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from COVID-19 .			
Other social distancing and safety practices	<ul style="list-style-type: none"> Limited in-person instruction that adheres to proper social distancing guidelines Opens In A New Window is permitted. Restrict gatherings of non-instructional activities to no more than 25 people. Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. Monitor public health indicators and adjust plans as necessary. 	<ul style="list-style-type: none"> Institutions may more fully resume in-person instruction and other routine operations. Restrict large, non-instructional gatherings to no more than 250 people. Continue to adhere to CDC Opens In A New Window, DOH, and PDE guidance. Monitor public health indicators and adjust plans as necessary. 	Mr. Jeffrey Williams, Principal	3-Months cleaning/protective supplies has been purchased. <i>(See list on pages 8-9)</i>	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:

Universal Institute will begin the school year Total Remote (100 % Virtual). Institute will deliver virtual instruction from September 1, 2020 -November 17, 2020. Institute will then migrate to a blended reopen model that balances in-person and remote instruction starting November 18, 2020.

UICS will follow the CDC's recommendations for monitoring student and staff health.

- **Advise Staff and Families of Sick Students of Home Isolation Criteria**
 - Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- **Isolate and Transport Those Who are Sick**

- Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
 - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
 - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- **Clean and Disinfect**
 - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products external icon](#), including storing products securely away from children.
 - **Notify Health Officials and Close Contacts**
 - In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)external icon](#).
 - Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

We will encourage parents to follow the below Daily Home Screening for Students:

Parents: Please complete this short check each morning and report your child’s information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open.

Return to School Policy

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).

If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. CDC strongly encourages local health departments to work with local school systems to develop a strategy to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when [viral testing](#) for SARS-CoV-2 is appropriate. Schools should not require testing results as a part of return to school policies. Students who have received a negative test result should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.

Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any component of Section 2 without negative test results should be permitted to return to school should be in line with current CDC recommendations in “[When Can I Be Around Others](#)”. A negative test or doctor’s note should **not** be required for return. Questions regarding return to school should be jointly decided in consultation with parents or caregivers, school personnel, and the student’s healthcare provider.

Students who are excluded from school will be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

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>* Monitoring students and staff for symptoms and history of exposure</p>	<p>Pre-Screening/Symptom Monitoring/Mandatory Reporting Parents/guardians, students, and staff are required to conduct a daily self-screen at home before reporting to school or work. If they answer yes to <i>any</i> of the screening questions, they must refrain from going to UICS.</p> <ul style="list-style-type: none"> • Employees: All employees will be required to affirm they symptom-free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening Form which inquiries about physical symptoms and exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing jlwilliams@universalcompanies.org • Parents/Students: All parents/guardians will be required to conduct a daily Pre-Arrival Screening of their children at home, before their children leave for school, which involves 	<p>Pre-Screening/Symptom Monitoring/Mandatory Reporting Parents/guardians, students, and staff are required to conduct a daily self-screen at home before reporting to school or work. If they answer yes to <i>any</i> of the screening questions, they must refrain from going to UICS.</p> <ul style="list-style-type: none"> • Employees: All employees will be required to affirm they symptom-free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening Form which inquiries about physical symptoms and exposure to COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing jlwilliams@universalcompanies.org • Parents/Students: All parents/guardians will be required to conduct a daily Pre-Arrival Screening of their children at home, before their children leave for school, which involves 	<p>Mr. Jeffrey Williams, Principal</p>	<p>3-Months cleaning/protective supplies has been purchased. (<i>See list on pages 8-9</i>)</p>	<p>YES</p>

	<p>taking temperatures daily and monitoring for the symptoms identified below. If <i>any</i> of the following are true, the parent/guardian must keep the student at home and contact the school nurse for further instructions.</p> <ul style="list-style-type: none"> • Fever of 100.4 °F or greater, new onset of cough, <i>or</i> shortness of breath unrelated to a pre-existing condition. • Two of the following symptoms: sore throat, chills, headache, muscle pain, loss of taste or smell. • Close contact with a person diagnosed with COVID-19, 	<p>taking temperatures daily and monitoring for the symptoms identified below. If <i>any</i> of the following are true, the parent/guardian must keep the student at home and contact the school nurse for further instructions.</p> <ul style="list-style-type: none"> • Fever of 100.4 °F or greater, new onset of cough, <i>or</i> shortness of breath unrelated to a pre-existing condition. • Two of the following symptoms: sore throat, chills, headache, muscle pain, loss of taste or smell. • Close contact with a person diagnosed with COVID-19, 			
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>	<p>Return to School Guidelines When tested and determined to be <u>COVID-19 positive</u>, the employee will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • at least 3 days free of fever without the use of fever reducing medication AND 	<p>Return to School Guidelines When tested and determined to be <u>COVID-19 positive</u>, the employee will remain home until all of the following are true:</p> <ul style="list-style-type: none"> • at least 10 days since the onset of symptoms AND • at least 3 days free of fever without the use of fever reducing medication AND 	Mr. Jeffrey Williams, Principal	None	YES

	<ul style="list-style-type: none"> improvement in respiratory symptoms (e.g. cough, shortness of breath) <p>Note: <i>The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work.</i></p> <p>When tested and determined to be <u>COVID-19 negative</u>, the employee will return to work, unless the employee has other medical issues that require staying at home.</p>	<ul style="list-style-type: none"> improvement in respiratory symptoms (e.g. cough, shortness of breath) <p>Note: <i>The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work.</i></p> <p>When tested and determined to be <u>COVID-19 negative</u>, the employee will return to work, unless the employee has other medical issues that require staying at home.</p>			
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>	<p>Return to School Guidelines When tested and determined to be <u>COVID-19 positive</u>, the staff or student or visitor can not return until all of the following are true:</p> <ul style="list-style-type: none"> at least 10 days since the onset of symptoms AND at least 3 days free of fever without the use of fever reducing medication AND improvement in respiratory symptoms (e.g. cough, shortness of breath) <p>Note: <i>The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work</i></p>	<p>Return to School Guidelines When tested and determined to be <u>COVID-19 positive</u>, the staff or student or visitor can not return until all of the following are true:</p> <ul style="list-style-type: none"> at least 10 days since the onset of symptoms AND at least 3 days free of fever without the use of fever reducing medication AND improvement in respiratory symptoms (e.g. cough, shortness of breath) <p>Note: <i>The COVID-19 positive individual does NOT need a repeat COVID test or a doctor's note in order to return to work</i></p>	Mr. Jeffrey Williams, Principal	None	YES

	When tested and determined to be <u>COVID-19 negative</u> , the employee will return to work, unless the employee has other medical issues that require staying at home.	When tested and determined to be <u>COVID-19 negative</u> , the employee will return to work, unless the employee has other medical issues that require staying at home.			
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	<p>School Closure and School Dismissal</p> <p>Guidance regarding the closure or dismissal of a classroom, school and/or other District facility due to COVID-19 will be provided by PDPH. The decision to close or dismiss students and/or staff from any District facility does not rest with the District. PDPH will work closely with the District’s appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.</p>	<p>School Closure and School Dismissal</p> <p>Guidance regarding the closure or dismissal of a classroom, school and/or other District facility due to COVID-19 will be provided by PDPH. The decision to close or dismiss students and/or staff from any District facility does not rest with the District. PDPH will work closely with the District’s appointed designee(s) to make the determination that best addresses the specific circumstances. Decisions about closures will be made carefully, and with the health, safety and needs of our students and families in mind. As a situation evolves and decisions are made, communications will be sent out to all necessary stakeholders.</p>	Mr. Jeffrey Williams, Principal	None	YES
Other monitoring and screening practices	N/A				

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:

Universal Institute will begin the school year Total Remote (100 % Virtual). Institute will deliver virtual instruction from September 1, 2020 -November 17, 2020. Institute will then migrate to a blended reopen model that balances in-person and remote instruction starting November 18, 2020.

UICS will follow the CDC's recommendations for regarding the following:

- **Cloth Face Coverings**
 - Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
 - Note: [Cloth face coverings](#) should **not** be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
 - [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- **Back-Up Staffing Plan**
 - Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- **Staff Training**
 - Train staff on all safety protocols.

- Conduct training virtually or ensure that [social distancing](#) is maintained during training.
- **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**
 - Offer options for staff at [higher risk for severe illness](#) that limit their exposure risk (e.g., telework, modified job responsibilities).
 - Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
 - Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.

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>	<p>UICS will follow the CDC recommendations for those who are at higher risk for severe illness.</p> <p>The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:</p> <ul style="list-style-type: none"> • Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events. • More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes). • Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or 	<p>UICS will follow the CDC recommendations for those who are at higher risk for severe illness. It is especially important for people at increased risk of severe illness from COVID-19, and those who live with them, to protect themselves from getting COVID-19.</p> <p>The best way to protect oneself and to help reduce the spread of the virus that causes COVID-19 is to:</p> <ul style="list-style-type: none"> • Limit your interactions with other people as much as possible. • Take precautions to prevent getting COVID-19 when you do interact with others. <p>If you start feeling sick and think you may have COVID-19, get in touch with your healthcare provider within 24 hours.</p>	<p>Mr. Jeffrey Williams, Principal</p>	<p>None</p>	<p>YES</p>

	<p>supplies, and mix between classes and activities.</p> <p>It is especially important for people at increased risk of severe illness from COVID-19, and those who live with them, to protect themselves from getting COVID-19.</p> <p>The best way to protect oneself and to help reduce the spread of the virus that causes COVID-19 is to:</p> <ul style="list-style-type: none"> • Limit your interactions with other people as much as possible. • Take precautions to prevent getting COVID-19 when you do interact with others. <p>If you start feeling sick and think you may have COVID-19, get in touch with your healthcare provider within 24 hours.</p> <p>The following additional protections for staff and children at higher risk for severe illness from COVID-19 will be offered:</p> <ul style="list-style-type: none"> • Options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities). • Options for students at higher risk of severe illness that limit their 				
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	exposure risk (e.g., virtual learning opportunities).				
* Use of face coverings (masks or face shields) by all staff	<ul style="list-style-type: none"> • Staff will be provided with masks to wear that is appropriate for the school environment that meet one of the approved face masks based on duties performed. • Staff must wear a face mask at all times in hallways, classrooms, public spaces and other common areas across district spaces. • Staff should remain mindful not to unnecessarily touch masks except for removal for meals and breaks. <p>Staff may remove face masks when:</p> <ul style="list-style-type: none"> • Eating or drinking seated six feet away from others. • Engaged in any activity for with maintaining at least 6 feet apart is assured (e.g. face mask breaks, recess, outdoor P.E. etc.) • Seated at desks or assigned work spaces at least 6 feet apart • When masks are removed, they must be placed below the chin, in a pocket or on the lap. Masks should not be placed on table tops or other communal surfaces. 	<ul style="list-style-type: none"> • Staff will be provided with masks to wear that is appropriate for the school environment that meet one of the approved face masks based on duties performed. • Staff must wear a face mask at all times in hallways, classrooms, public spaces and other common areas across district spaces. • Staff should remain mindful not to unnecessarily touch masks except for removal for meals and breaks. <p>Staff may remove face masks when:</p> <ul style="list-style-type: none"> • Eating or drinking seated six feet away from others. • Engaged in any activity for with maintaining at least 6 feet apart is assured (e.g. face mask breaks, recess, outdoor P.E. etc.) • Seated at desks or assigned work spaces at least 6 feet apart • When masks are removed, they must be placed below the chin, in a pocket or on the lap. Masks should not be placed on table tops or other communal surfaces. 	Mr. Jeffrey Williams, Principal	3-Months cleaning/protective s supplies has been purchased. <i>(See list on pages 8-9)</i>	YES

	<ul style="list-style-type: none"> Staff will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum. 	<ul style="list-style-type: none"> Staff will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum. 			
<p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p>	<ul style="list-style-type: none"> Students will be provided with mask to wear that is appropriate for the school environment. Students must wear a face mask at all times in hallways, classrooms, public spaces and other common areas across district spaces. Students should remain mindful not to unnecessarily touch masks except for removal for meals and breaks. <p>Students may remove face masks when:</p> <ul style="list-style-type: none"> Eating or drinking seated six feet away from others. Engaged in any activity for with maintaining at least 6 feet apart is assured (e.g. face mask breaks, recess, outdoor P.E. etc.) Seated at desks or assigned work spaces at least 6 feet apart 	<ul style="list-style-type: none"> Students will be provided with mask to wear that is appropriate for the school environment. Students must wear a face mask at all times in hallways, classrooms, public spaces and other common areas across district spaces. Students should remain mindful not to unnecessarily touch masks except for removal for meals and breaks. <p>Students may remove face masks when:</p> <ul style="list-style-type: none"> Eating or drinking seated six feet away from others. Engaged in any activity for with maintaining at least 6 feet apart is assured (e.g. face mask breaks, recess, outdoor P.E. etc.) Seated at desks or assigned work spaces at least 6 feet apart 	Mr. Jeffrey Williams, Principal	3-Months cleaning/protective supplies has been purchased. <i>(See list on pages 8-9)</i>	YES

	<ul style="list-style-type: none"> When masks are removed, they must be placed below the chin, in a pocket or on the lap. Masks should not be placed on tabletops or other communal surfaces. Students will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum. 	<ul style="list-style-type: none"> When masks are removed, they must be placed below the chin, in a pocket or on the lap. Masks should not be placed on tabletops or other communal surfaces. Students will be instructed when they may take “mask breaks” and remove their masks, such as during mealtimes, and when outdoors and more than six feet apart from other people. Mask breaks will be 15 minutes maximum. 			
<p>Unique safety protocols for students with complex needs or other vulnerable individuals</p>	<ul style="list-style-type: none"> Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19 <ul style="list-style-type: none"> Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities). Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). Consistent with applicable law, put in place policies to 	<ul style="list-style-type: none"> Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19 <ul style="list-style-type: none"> Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities). Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). Consistent with applicable law, put in place policies to 	Mr. Jeffrey Williams, Principal	None	YES

	protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.	protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.			
Strategic deployment of staff	<ul style="list-style-type: none"> • Back-Up Staffing Plan <ul style="list-style-type: none"> ○ Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff. ○ Utilize all staffing in the building to support all Health and Safety efforts. 	<ul style="list-style-type: none"> • Back-Up Staffing Plan <ul style="list-style-type: none"> ○ Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff. ○ Utilize all staffing in the building to support all Health and Safety efforts. 	Mr. Jeffrey Williams, Principal	None	YES

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
Cleaning and Disinfecting	Teachers/Support Staff	Lawrence Threadgill, Director of Facilities for Universal Companies.	Zoom	TBD	August 19, 2020	August 19, 2020
Screen Students for Symptoms	Teachers/Support Staff/Parents	Black Doctors Consortium	Zoom	TBD	August 20, 2020	August 21, 2020
Social Distancing/Face Coverings	Teachers/Support Staff/Parents	Jeffrey Williams, Principal	Zoom	TBD	August 24, 2020	August 24, 2020
Preparing for when Someone gets Sick	Teachers/Support Staff/Parents	Jeffrey Williams, Principal	Zoom	TBD	August 24, 2020	August 24, 2020
Cohorting	Teachers/Support Staff	Dr. Ellen Clay, Math Coach	Zoom	TBD	August 18, 2020	August 18, 2020
Managing Stress and Coping	Teachers/Support Staff/Parents	Dr. Daniel Lee, Principal Consultant N-Psy-T Psychological Services (and) Christine Lawrence,	Zoom	TBD	August 25, 2020	August 26, 2020

Health and Safety Plan Communications

Timely and effective family and caregiver communication about health and safety protocols and schedules will be critical. Schools should be particularly mindful that frequent communications are accessible in non-English languages and to all caregivers (this is particularly important for children residing with grandparents or other kin or foster caregivers). Additionally, LEAs should establish and maintain ongoing communication with local and state authorities to determine current mitigation levels in your community.

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Health and Safety Plan Development	The Pandemic Task Force	Mr. Jeffrey Williams Principal	Zoom	July 1, 2020	July 27, 2020
Health and Safety Plan	All Families of UICS	Dr. Penny Nixon, Superintendent	Letter/Class Dojo/UICS App/UICS Website	August 3, 2020	August 3, 2020

Health and Safety Plan Summary: **Universal Institute Charter School**

Anticipated Launch Date: September 1, 2020 Total Remote (9/1/20-11/17/20 100% Virtual). Blended Reopen Model of Instruction Effective November 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

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>	<p>UICS has contracted with TLC Cleaning Services to completely clean, sanitize, disinfect the entire campus of UICS. This company will provide COVID-19 specific training of our cleaning staff and the proper use of OSHA and CDC requirements for COVID-19 sanitizing and disinfecting supplies and sprayers from Advantage Industrial Supply. UICS has also acquired a three-month supply of the following items:</p> <table border="1" data-bbox="1041 878 1409 1393"> <tr> <td data-bbox="1041 878 1409 1008">Protective Plexi-Glass Shields (main office & security desk)</td> </tr> <tr> <td data-bbox="1041 1008 1409 1094">Sanitizer Kiosk System Machine</td> </tr> <tr> <td data-bbox="1041 1094 1409 1268">Cleaning supplies: disinfectant, cloths, mops, buckets, Clorox wipes, and bleach</td> </tr> <tr> <td data-bbox="1041 1268 1409 1312">Thermometers</td> </tr> <tr> <td data-bbox="1041 1312 1409 1356">Face Masks</td> </tr> <tr> <td data-bbox="1041 1356 1409 1393">Hand Sanitizer</td> </tr> </table>	Protective Plexi-Glass Shields (main office & security desk)	Sanitizer Kiosk System Machine	Cleaning supplies: disinfectant, cloths, mops, buckets, Clorox wipes, and bleach	Thermometers	Face Masks	Hand Sanitizer
Protective Plexi-Glass Shields (main office & security desk)							
Sanitizer Kiosk System Machine							
Cleaning supplies: disinfectant, cloths, mops, buckets, Clorox wipes, and bleach							
Thermometers							
Face Masks							
Hand Sanitizer							

Requirement(s)

Strategies, Policies and Procedures

Covid-19 Signage

Multi-Surface Cleaner
Disinfectant

Face Shields

Small Sprayers

Large Sprayers

Keystone Sanitizer Hand
Foam

Distance Signing

Along with regular daily cleaning emphasis will be place on the following frequently touched surfaces and objects that will need to be cleaned/disinfected several times throughout the day:

- tables,
- doorknobs,
- light switches,
- countertops,
- handles,
- desks,
- phones,
- keyboards,
- toilets,
- faucets and sinks,
- touch screens,

Requirement(s)	Strategies, Policies and Procedures
	<p data-bbox="1035 237 1331 264">Increased Ventilation</p> <p data-bbox="1035 293 1881 537">Following the guidance of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), dilution and filtration of air are the key fundamental focus measures for enhanced COVID-19 spread prevention. It is important to note that no two schools are alike and all of our more than 200 school buildings vary in design, complexity, and function.</p> <p data-bbox="1035 566 1409 594"><i>Dilution and filtration of air</i></p> <ul data-bbox="1087 623 1896 906" style="list-style-type: none"> <li data-bbox="1087 623 1896 760">• In schools with central air conditioning or A/C units: <ul data-bbox="1182 659 1896 760" style="list-style-type: none"> <li data-bbox="1182 659 1896 760">◦ Outside air dampers will be adjusted to introduce more fresh air to blend with return air to increase air changes in rooms. <li data-bbox="1087 769 1896 906">• In schools with no air conditioning: <ul data-bbox="1182 805 1896 906" style="list-style-type: none"> <li data-bbox="1182 805 1896 906">◦ Operable house fans will run during occupied hours and portable fans will be added as needed to introduce more fresh air into the building. <p data-bbox="1035 935 1377 963"><i>Specific measures include:</i></p> <ul data-bbox="1087 972 1896 1399" style="list-style-type: none"> <li data-bbox="1087 972 1896 1073">• Increase outdoor air ventilation (disable demand-controlled ventilation and open outdoor air dampers as indoor and outdoor conditions permit). <li data-bbox="1087 1083 1896 1143">• Enable outside economizer mode on systems where possible to bring in more fresh air. <li data-bbox="1087 1153 1896 1213">• Increase outside air mix with return air where possible without creating system damage. <li data-bbox="1087 1222 1896 1282">• Disable DCV (Demand Control Ventilation) in systems equipped. <li data-bbox="1087 1292 1646 1320">• Maintain proper building pressurization. <li data-bbox="1087 1330 1524 1357">• Maintain proper toilet exhaust. <li data-bbox="1087 1367 1745 1399">• Ensure proper function and security of windows

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> • Improve central air and other HVAC filtration to the highest level achievable, when feasible. • Seal filters to minimize bypass air. <p><i>Additional System Enhancements preparing for building re-entry include:</i></p> <ul style="list-style-type: none"> • Running outside and building exhausts for a minimum of 4 hours prior to occupancy. • Conducting pre-flush-outs for air and water systems and ensuring HVAC systems are operating properly prior to occupancy. • Maintaining humidity control with maximum indoor relative humidity < 60%. • Maintaining minimum system performance during reduced occupancy conditions. • Continuing cooling tower water treatment with appropriate adjustments. • Keeping P and U traps filled with water and flush all water systems. • Returning all control setbacks and set points to normal operating mode. • Confirming proper HVAC system operating parameters and establishing weekly inspection by the Building Engineer of ventilation system filters replacing as needed intervals. • Monitoring building pressurization and exhaust daily. • Reviewing HVAC measures implemented previously and assessing continuing needs.

Social Distancing and Other Safety Protocols

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>UICS will follow the CDC’s recommendations for monitoring student and staff health.</p> <ul style="list-style-type: none">• Advise Staff and Families of Sick Students of Home Isolation Criteria<ul style="list-style-type: none">○ Sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation.• Isolate and Transport Those Who are Sick<ul style="list-style-type: none">○ Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.○ Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> ○ Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection. ○ Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19. <ul style="list-style-type: none"> ● Clean and Disinfect <ul style="list-style-type: none"> ○ Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting ○ Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products external icon, including storing products securely away from children. ● Notify Health Officials and Close Contacts <ul style="list-style-type: none"> ○ In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining

Requirement(s)	Strategies, Policies and Procedures
	<p>confidentiality in accordance with the Americans with Disabilities Act (ADA)external icon.</p> <ul style="list-style-type: none"> ○ Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop. <p>We will encourage parents to follow the below Daily Home Screening for Students:</p> <p>Parents: Please complete this short check each morning and report your child’s information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.</p> <p><i>SECTION 1: Symptoms</i></p> <p>If your child has any of the following symptoms, that indicates a possible illness that may decrease the student’s ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Temperature 100.4 degrees Fahrenheit or higher when taken by mouth; <input type="checkbox"/> Sore throat; <input type="checkbox"/> New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline); <input type="checkbox"/> Diarrhea, vomiting, or abdominal pain; or <input type="checkbox"/> New onset of severe headache, especially with a fever. <p><i>SECTION 2: Close Contact/Potential Exposure</i></p>

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> <input type="checkbox"/> Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR <input type="checkbox"/> Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR <input type="checkbox"/> Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework <input type="checkbox"/> Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open. <p>Return to School Policy</p> <p>If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).</p> <p>If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. CDC strongly encourages local health departments to work with local school systems to develop a strategy to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate. Schools should not require testing results as a part of return to school policies. Students who have received a</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>negative test result should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.</p> <p>Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.</p> <p>Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any component of Section 2 without negative test results should be permitted to return to school should be in line with current CDC recommendations in “When Can I Be Around Others”. A negative test or doctor’s note should not be required for return. Questions regarding return to school should be jointly decided in consultation with parents or caregivers, school personnel, and the student’s healthcare provider.</p> <p>Students who are excluded from school will be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.</p>

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
<p>* Protecting students and staff at higher risk for severe illness</p> <p>* Use of face coverings (masks or face shields) by all staff</p> <p>* Use of face coverings (masks or face shields) by older students (as appropriate)</p> <p>Unique safety protocols for students with complex needs or other vulnerable individuals</p> <p>Strategic deployment of staff</p>	<p>UICS will follow the CDC’s recommendations for regarding the following:</p> <ul style="list-style-type: none"> • Cloth Face Coverings <ul style="list-style-type: none"> ○ Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students’ families on proper use, removal, and washing of cloth face coverings. <ul style="list-style-type: none"> ▪ Note: Cloth face coverings should not be placed on: <ul style="list-style-type: none"> ▪ Children younger than 2 years old ▪ Anyone who has trouble breathing or is unconscious ▪ Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance ○ Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. ○

Requirement(s)	Strategies, Policies and Procedures
	<ul style="list-style-type: none"> • Back-Up Staffing Plan <ul style="list-style-type: none"> ○ Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff. • Staff Training <ul style="list-style-type: none"> ○ Train staff on all safety protocols. ○ Conduct training virtually or ensure that social distancing is maintained during training. • Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19 <ul style="list-style-type: none"> ○ Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities). ○ Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). ○ Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Health and Safety Plan Governing Body Affirmation Statement

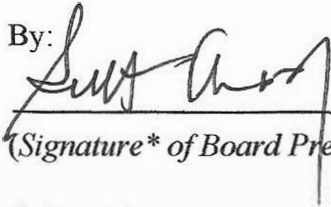
The Board of Trustees for **UINVERSAL INSTITUTE CHARTER SCHOOL** reviewed and approved the Phased School Reopening Health and Safety Plan on **(JULY 31, 2020)**.

The plan was approved by a vote of:

Yes
 No

Affirmed on: **(AUGUST 5, 2020)**

By:



(Signature of Board President)*

Sultan Ahmad

(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.