

Phased School Reopening Health and Safety Plan

Each school entity must create a Health and Safety Plan which will serve as the local guidelines for all instructional and non-instructional school reopening activities. As with all emergency plans, the Health and Safety Plan developed for each school entity should be tailored to the unique needs of each school and should be created in consultation with local health agencies. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided in this toolkit can be used to document a school entity's Health and Safety Plan, with a focus on professional learning and communications, to ensure all stakeholders are fully informed and prepared for a local phased reopening of school facilities. A school entity's Health and Safety Plan must be approved by its governing body and posted on the school entity's publicly available website prior to the reopening of school. School entities should also consider whether the adoption of a new policy or the modification of an existing policy is necessary to effectively implement the Health and Safety Plan.

Each school entity should continue to monitor its Health and Safety Plan throughout the year and update as needed. All revisions should be reviewed and approved by the governing body prior to posting on the school entity's public website.

Documents for Our Reference:

- [LIU Crosswalk Between IU12 Reopening Task Force & Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools](#)
- [Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools](#)
- [Considerations for Reopening Pennsylvania Schools](#), June 2020, by REL Mid-Atlantic
- [Nurse Kathy's Guidance](#), 6/16/20
- [CDC Considerations for Youth Sports](#)
- [CDC Guidelines for Childcare, Schools, and Youth Programs](#)

Health and Safety Plan: Vida 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?

Summary of Responses to Key Questions:

- We will follow PA State Department of Education and Department of Health guidelines, directives and mandates, as well as CDC updates.
- Social distancing will still be necessary, regardless of whether we are in the green or yellow phase.
- We will coordinate with the transportation providers to ensure that safety measures are put into place for daily bussing.
- We have small class sizes, with our largest class being 22 students (kindergarten and 1st), and 2-6th grades have 18 or fewer students.
- Board members and staff members will participate in the Pandemic Team. Families and teachers/staff will be engaged through survey, including to incoming kindergarten families. This information will support the development and success of our plan.
- When our plan is approved, we will conduct a Reopening Meeting for families via Zoom
- Our plan will be posted on our website and it will be sent electronically, along with a robocall. It will be approved by our board and shared with our staff, who will receive updates throughout the process.
- The decision-making process to prompt a school closure are:
 - Respond to state/local authorities
 - If there a positive Covid-19 case, closure period for the school
- The state of Pennsylvania released [guidance on August 10, 2020](#) to determine the most suitable instructional mode, depending on the level of transmission. Vida Charter School recognizes that if Adams County has a 'substantial' level of community transmission, the state recommendation is to transition to a fully remote learning model.

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

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): August 19, 2020 for students.

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)
Christine Miller	Executive Director	Plan Development and Response Team
Melissa Turner	Business and Operations Director	Plan Development and Response Team
Kathy Logothetis	School Nurse	Plan Development and Response Team
Elana Nashelsky	Assistant Principal	Plan Development and Response Team
Belinda Ray	Reading Specialist/Union president	Plan Development
Melissa Sandoe	Board of Trustees	Plan Development
Melissa Rosenberger	Board of Trustees	Plan Development
Darren Glass	Board of Trustees	Plan Development
Dr. George Logothetis	Medical Doctor	Plan Development

Sally Powell	Board of Trustees	Plan Development
Pasky Kabongo	School Custodian	Plan Development
Monica Forsythe	School Custodian, employed by Gettysburg Area School District	Plan Development

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:

Definitions:

Cleaning: Physically removing germs with soap/water from a surface.

Disinfecting: Killing germs with a chemical.

Sanitizing: Using soap/water or chemicals to lower germs to a safe level.

- We will conduct deep cleaning of all rooms during the summer.
- Daily disinfection of surfaces and objects that are touched often, such as desks, countertops, doorknobs, light switches, computer keyboards, hands-on learning items, faucet handles, phones and weather permitting. playground equipment, using an agent from the “N-list”.
- Consider 3% H₂O₂ as a cleaning agent which is on EPA’s “N-list” of agents suitable for Covid-19 disinfection and should be cost effective.
- Consider the efficiency and efficacy of spraying versus wiping surfaces; possibly, spraying is more cost-efficient and quick. Inhibiting factor will be procuring resources.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
* Cleaning, sanitizing, disinfecting, and ventilating learning	Frequently touched surfaces and objects within the school will be cleaned and disinfected, including door handles, sink	As in the Yellow Phase.	Melissa Turner, Business and Operations Manager	Current janitorial contractor is hiring another team member who will work 6 hrs daily	Y

<p>spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation),</p>	<p>handles and water refill stations, through both hand-wiping and/or an electrostatic sprayer, at a frequency determined by the Administration and Custodial staff. Add information regarding specific cleaning products and their Chemical SDS Sheets in Student Handbook, and Teacher/Staff Binder.</p> <p>Remove items which impede physical distancing between students from classrooms, including teacher desks and kidney tables.</p> <p>Ensure that the HVAC ventilation systems operate properly, and are monitored by School Custodian. Each classroom and large common space is self-ventilated; air is confined to each space. Increase the amount of fresh air brought in by HVAC system and the amount of time the system runs. Windows and doors can be opened to increase ventilation, based on CDC guidance.</p> <p>Replace all water fountains with touchless models. All water fountains inside of classrooms will be turned off,</p>			<p>to help deliver cleaning protocols outlined in the Plan. New custodian will be in place by 8/19.</p> <p>GASD and Coverall custodians are being instructed by their respective leadership about new requirements where school reopenings are concerned.</p> <p>Contracted custodian purchasing an electrostatic disinfectant sprayer.</p>	
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	as with the water fountain outside. All students will be given their own water bottle to fill throughout the day.				
Other cleaning, sanitizing, disinfecting, and ventilation practices	Purchase adequate cleaning supplies and carefully monitor inventory. Each teacher/classroom has a disinfecting spray bottle - will provide more absorbent paper towels to use with these. Add disinfecting time into the master schedule, to allow room to be wiped down before the next group of students enter.	As in the Yellow Phase.	Melissa Turner, Building and Operations Director	Cleaning and disinfectant supplies	N

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:

- Remove large furniture from classrooms, such as stand-alone work desks and kidney tables. Rent storage space to keep these items in the interim. Remove clutter throughout the school to the extent possible to ease cleaning and sanitation.
- Leverage interventionists and assistants to diminish class size as much as possible.
- Revisit Visitor's Policy to restrict outside exposure, with the exception of individual student support, such as Therapeutic

Support Staff (TSS).

- Install hand sanitizer stations at prime locations, such as office, playground entrance, upper hall, gym, main lobby, cafeteria. Consider automated water bottle filler, such as an Elkay. Consider touchless trash cans.
- Encourage classes, especially physical education, to be outside as much as possible. Conduct small assemblies outside.
- Coordinate with transportation directors to comply with CDC Considerations for Schools and Considerations for Reopening Pennsylvania Schools (June 2020).
- Consider adding plastic shields to tables for kindergarten and 1st grade students.

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 possible</p>	<p>Remove excessive furniture from classroom spaces to allow for physical distancing between students.</p> <p>Limit gatherings, events, extracurriculars to those that can be conducted while maintaining physical distancing.</p> <p>Introduce developmentally appropriate methods for distancing students, such as “airplane arms.”</p> <p>Desks facing forward and spaced, where appropriate. Require seating charts in all classes, and “pod list” if utilized. A “pod” is defined as a fixed group of up to 4 students who are grouped throughout the day as a means of supporting instruction and limiting close contacts.</p>	<p>See Yellow Phase.</p>	<p>Christine Miller, Executive Director</p>	<p>Storage to house teacher desks, kidney tables, and other large items removed from classrooms.</p>	<p>Y</p>

	Use of clear plastic desk-top “sneeze guards,” strategic grouping of students in “PODs”, intervention and support via Zoom as appropriate, and meticulous efforts to limit contact to under 15 total minutes over a 24 hour period for small group instruction and/or K-1st grade classes. These will be set up by September 11, 2020. Prioritize physical distancing of 6 feet and outdoor education of students when singing and/or playing wind instruments, due to increased potential risk of droplet transmission, to the extent possible.				
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	<p>Strategically group grade levels for lunch periods in order to decrease the overall density of students in the cafeteria. Increase the number of indoor lunch spaces. Increase the period between lunches to allow cleaning between groups of students. Create a calendar for using large common spaces.</p> <p>Lunch outside in good weather.</p> <p>Prioritize physical distancing of 6 feet and low-density seating in the cafeteria and other lunch spaces.</p> <p>Seating will be fixed in all spaces where students eat based on a seating chart. Windows will</p>	For Green Phase, students eat in the cafeteria within a staggered schedule, and cleaning between lunches. Require 6 feet of distance.	Christine Miller, Executive Director	Coordination with Gettysburg Area School District to ensure compliance with state and federal guidance.	N

	<p>always be opened when students are eating. Students will not be permitted to share food.</p> <p>Snack breaks will occur outdoors with minimum six foot distancing between students. Snacks will not be permitted in the classrooms.</p>				
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	<p>Cleaning between classes during midday switch.</p> <p>Scheduled, adult-supervised handwashing throughout the day. (beginning of day, out to recess, etc.)</p> <p>Teachers enforce washing hands and covering coughs and sneezes.</p> <p>Melissa Turner monitors inventory.</p> <p>Students practice hygiene at home and before leaving school.</p> <p>Install and stock hand-sanitizer throughout the building at key locations.</p>	As in Yellow Phase.	Kathy Logothetis, School Nurse	<p>Ensure that soap and paper towels are stocked and that there is a trash can.</p> <p>Masks provided by school to personnel and students. Surplus at school for those in need of a mask.</p> <p>Replenishment of hand-sanitizer.</p>	Y
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	<p>Post bilingual signage through the CDC in the recommended locations: bathrooms, school entrances (https://www.cdc.gov/coronaviruses/2019-ncov/communication/index.htm)</p> <p>Post students-created signs to promote hygiene in grade-level classrooms.</p>	As in Yellow Phase.	Christine Miller, Executive Director	Access to resources developed by CDC, and a printer.	N

<p>* Identifying and restricting non-essential visitors and volunteers</p>	<p>Limit classroom parties to restrict the number of visitors to the building.</p> <p>Volunteers are selected according to the needs of the school, and are expected to make a weekly commitment and sign Vida's Social Contract. To the extent possible, their services are offered outside. Volunteers must undergo a health self-assessment before entering the building.</p> <p>Stagger attendance at family-centered events to diminish the total number of visitors at any given time.</p> <p>Events occur outside, where possible.</p> <p>Provide a remote option for participation in events, when possible.</p>	<p>As in Yellow Phase, however, parties held must be conducted in large communal spaces, such as the cafeteria, outdoor pavilion, and/or auditorium.</p>	<p>Christine Miller, Executive Director</p>	<p>Modify visitor's policy to the building, and communicate this policy through the Student Handbook.</p>	<p>N</p>
<p>* Handling sporting activities for recess and physical education classes consistent with the <u>CDC Considerations for Youth Sports</u></p>	<p>Most physical education classes will occur outside, unless there is severe weather; the gymnasium will be utilized as well.</p> <p>Students use hand sanitizer before entering PE class, and upon exiting PE class.</p> <p>For physical education, students will participate in small group and individual activities.,.</p> <p>Equipment will be disinfected at the end of every day.</p>	<p>As in Yellow Phase.</p>	<p>Kirk Mummert, Health and Wellness Teacher</p>	<p>Disinfectant to be used on athletic equipment</p> <p>Sanitizer for playground</p>	<p>Y</p>

	Those supervising recess duty lead no-contact games, such as skill-building and drills, rather than contact sports. At the discretion of the Administration, games that require some contact--such as soccer-- can be introduced. This will be in accordance with county levels of transmission.				
Limiting the sharing of materials among students	As much as possible, students will have individualized materials that are labeled with their first and last name. For devices and materials that must be shared, ensure cleaning and disinfecting between uses, or utilize a “quarantine bin.”	As in Yellow Phase.	Christine Miller, Executive Director	Materials for individual students	N
Staggering the use of communal spaces and hallways	One-way traffic pattern in the hall and in communal spaces, enforced through sensory path or cheetah prints. Restrict the number of students in a bathroom at any given time.	As in Yellow Phase	Christine Miller, Executive Director	Decals to create a sensory path or socially distant walkway in the hall and in communal spaces.	Y
Adjusting transportation schedules and practices to create social distance between students	Coordinate with local districts, and work with them to consider staggering arrival/drop-off times or locations to increase physical distancing of students. Encourage the transportation of children by families, rather than by bus.	As in Yellow Phase	Melissa Turner, Building and Operations Director	Coordination with surrounding districts, and families	N

<p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p>	<p>For specials, offer the option of remote instruction, with students remaining in the classroom, supervised by Vida personnel, or having students go to specials classrooms.</p> <p>Encourage outdoor instruction, whenever possible. Procure seats and shelters for flexible learning spaces.</p> <p>As much as possible, reduce the interaction between Vida personnel to decrease the chance of exposure and transmission. Provide remote options for collaboration and professional development.</p> <p>Leverage interventionists and assistants to diminish class size as much as possible, and to offer small group instruction in alternative spaces and/or remotely.</p> <p>Pursue <i>virtual</i> group events, gatherings, interventions, and meetings, to reduce potential contagion. Offer optional in-person events outside to give students who are learning remotely a sense of the Vida community.</p> <p>Refrain from scheduling large</p>	<p>As in Yellow Phase.</p>	<p>Christine Miller, Executive Director</p>	<p>Inventory and/or Google Calendar listing of available spaces to teachers/staff implementing smaller groupings.</p>	<p>Y</p>

	<p>group activities such as field trips, inter-group events, extracurricular activities.</p> <p>As much as possible, adhere to the CDC's recommendation of no more than 25 persons in a room.</p>				
<p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school- year calendars</p>	<p>Make Vida Charter School staff trainings available to RSG Afterschool staff.</p>	<p>As in Yellow Phase.</p>	<p>Christine Miller, Executive Director</p>		<p>N</p>
<p>Other social distancing and safety practices</p>	<p>Increasing the number of cleaning staff sanitizing the building.</p> <p>Comply with CDC guidelines regarding the screening of staff and students.</p> <p>Broadcast regular announcements on reducing spread of COVID-19 to students/staff; regularly reiterate on website, in emails, and on school social media.</p> <p>Install plexiglass barriers where physical distancing is compromised, as between large student desks in lower grades, in the conference room, and in the front office.</p>	<p>As in Yellow Phase</p>	<p>Christine Miller, Executive Director</p>	<p>Additional cleaning staff to meet with increased sanitation needs.</p> <p>Thermometers</p>	<p>Y</p>

	<p>Adopt flexible attendance policies for students/staff; address equity risks related to vulnerable populations and <u>those in higher risk categories</u>.</p> <p>Offer a flu shot on campus to school personnel as preventative.</p> <p>Create and provide a Social Contract for all Vida Personnel and Families, and include this in Student Handbook and Teacher/Staff Binder.</p>				
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Monitoring Student and Staff Health

Key Questions

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

- As a preventative measure, offer flu shots to all Vida personnel on site
- Consider daily health screenings for employees, which includes “are you experiencing: fever, cough?” and/or no-touch temperature check.
- Develop a policy for isolation and evaluation for acutely ill or Known History of Exposure (KHE) individuals, which can include a report to school nurse, clinical assessment, disposition.
- Equip school nurse with appropriate protective equipment, meeting with CDC guidelines.
- Develop guidelines for staff/student return to school, to include consideration for those who are symptomatic and asymptomatic, and protocol for staff and student absence.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
* Monitoring students and staff for symptoms and history of exposure	<p>In compliance with CDC guidelines, develop a procedure for monitoring staff and student symptoms and history of exposure on a daily basis, as well as a process to assure privacy.</p> <p>Establish a system for home/self-screening and reporting procedures for both staff and students.</p>	As in Yellow Phase.	Kathy Logothetis, School Nurse	<p>Thermometer</p> <p>Protocol for screening</p>	Y
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	<p>Establish an isolation room to separate anyone exhibiting COVID-19-like symptoms. Follow the “COVID-19 Symptomatic K-12 Student or Staff Process Flow” released by the PA Department of Health and Department of Education on 8/13/20.</p> <p>Coordinate with families to ensure sick students are</p>	As in Yellow Phase.	Christine Miller, Executive Director	<p>Barrier between the nurse’s office and quarantine room.</p> <p>Calling protocol for sending students to nurse.</p>	N

	<p>transported home within an hour. Create and provide a Social Contract for all Vida Personnel and Families, and include this in Student Handbook and Staff/Teacher Binder.</p> <p>Notify local health officials, staff, families of exposure or confirmed case while maintaining confidentiality.</p>				
* Returning isolated or quarantined staff, students, or visitors to school	<p>Respond in accordance with the Department of Education’s guidance updated November 23, 2020, “<u>Recommendations for Pre-K to 12 Schools Following Identification of a Case(s) of COVID-19.</u>” In accordance with the updated CDC guidance from December 12, 2020, quarantine for COVID-19 should last for a period of 10 days after positive exposure.</p>	As in Yellow Phase	Christine Miller, Executive Director	Protocol for safe return to work and/or to school	Y
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	<p>Share protocols for positive or suspected exposure and implications in Student Handbook and Staff Handbook. Communicate via email, phone calls, social media, and school website regarding any school closure and changes to safety protocols.</p> <p>As required, changes to this Health and Safety Plan will be sanctioned by the Board of Trustees.</p>	As in Yellow Phase.	Christine Miller, Executive Director		N

Other monitoring and screening practices.	When responding to positive cases of Covid-19, Vida Charter School will follow Department of Education’s guidance from November 23, 2020, <u>“Recommendations for Pre-K to 12 Schools Following Identification of a Case(s) of COVID-19.”</u> Work with the Department of Health to determine whether the school must be closed for a longer period.	As in Yellow Phase.	Christine Miller, Executive Director		N
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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:

- We will adopt the CDC’s definition of those at high risk, as those over the age of 64, those with heart disease, liver disease, HIV, severe obesity, immune-compromised state, or asthma. We note that childhood asthma does not qualify as at-risk in these guidelines.
- Staff and families shall self-report (to respect their privacy and to comply with HIPAA) that they fall into a high risk group.
- The school will reserve the right to request a physician’s letter to verify that an individual falls into a high risk group.
- National Coronavirus data show that Black and/or Hispanic people are at disproportionate risk of infection and death.
- High risk students will be identified by the nurse by review of medical records and family questionnaire, prior to the start of the 2020-2021 school year.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and/or Supports Needed	PD Required (Y/N)
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<p>* Protecting students and staff at higher risk for severe illness</p>	<p>For students at higher risk, promote distance learning as alternative to in-person learning, and make distance learning an available option for all families.</p> <p>We will adopt the <u>CDC's definition of those at high risk</u>. Provide ADA information to all staff, and make reasonable accommodation.</p> <p>As much as possible, ensure that staff is not penalized by self-reporting protocols, and keep information confidential.</p> <p>Continue to update this document so that it complies with the Pennsylvania State Department of Education and the Pennsylvania Department of Health guidelines, directives and mandates, and CDC updates.</p> <p>Request a minimum of 3 days substitute plans from all teachers, ideally with pre-recorded videos and digital content. Solicit videos from the community.</p>	<p>As in Yellow Phase.</p>	<p>Christine Miller, Executive Director</p>	<p>Distance learning option, and the resources this entails.</p>	<p>Y</p>
<p>* Use of face coverings (masks or face shields) by all staff</p>	<p>Vida personnel and other adults are expected to wear masks correctly, and in compliance with the November 23, 2020 <u>Updated Order of the Secretary of the Pennsylvania Department of Health Requiring Universal Face Coverings</u>. Adults are models for mask-wearing in the building. The school will provide each staff member with at least 3</p>	<p>As in Yellow Phase.</p>	<p>Christine Miller, Executive Director</p>	<p>Masks for personnel and visitors.</p> <p>We need to purchase additional children's masks</p>	<p>Y</p>

	<p>cloth washable masks at the start of the school year.</p> <p>All individuals will be required to wear an appropriate face covering at all times, unless they are in an office or room with no other individuals.</p>				
* Use of face coverings (masks or face shields) by older students (as appropriate)	<p>Vida Charter School will comply with state mandates regarding face coverings according to the November 23, 2020 <u>Updated Order of the Secretary of the Pennsylvania Department of Health Requiring Universal Face Coverings</u>.</p> <p>We will include mask-wearing in our Dress Code. In compliance with this order, we may allow students to remove their face covering under the following circumstances:</p> <ol style="list-style-type: none"> 1. Eating or drinking at least 6 feet apart 2. Taking an outdoor mask break while physically distanced at least 6 feet apart <p>All mask breaks will take place outside, and will not exceed 10 minutes. Students needing a greater number of breaks will be offered them.</p> <p>Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health</p>	As in Yellow Phase.	Christine Miller, Executive Director	Masks for students. Mask drive.	Y

	<p>condition, or disability, and students who would be unable to remove a mask without assistance, are not required to wear face coverings. These exceptions must be documented and qualified by a physician, and approved by the Executive Director.</p> <p>Families will be asked to provide their student(s) with masks every day, and to maintain the satisfactory cleanliness of their masks. The school will have additional supplies of masks if needed, including cloth masks.</p>				
Unique safety protocols for students with complex needs or other vulnerable individuals	Determine additional considerations and supports needed for students with disabilities with complex medical needs to ensure safety to these students and the individuals providing services to these students.	As in Yellow Phase.	Christine Miller, Executive Director		N
Strategic deployment of staff	<p>Consider co-teaching model to support vulnerable staff.</p> <p>Strategically deploy interventionists and assistants to decrease class size.</p>	As in Yellow Phase.	Christine Miller, Executive Director		Y

Health and Safety Plan Professional Development

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

- **Topic:** List the content on which the professional development will focus.

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and/or Supports Needed	Start Date	Completion Date
Training on the implementation of Health and Safety Plans	Faculty and staff	Kathy Logothetis, School Nurse; Dr. George Logothetis, MD	2 hour, in person, and/or over Zoom	Powerpoint	Pre-session	August 19, 2020
Training for remote learning if school is temporarily dismissed, or if child is required to stay home due to illness	Families	IU12 Technologists	Both synchronous and asynchronous; in person	Chromebooks for families; internet connectivity	Pre-start of school	End of 1st semester
Training regarding Hygiene Practices; how and when to send students to the nurse, including mask-wearing.	Students and families	Kathy Logothetis, School Nurse	Zoom, and in person		August 19, 2020	Ongoing, until end of year
Optional Tutorial on Virology/Covid-19	Faculty and staff; families	Kathy Logothetis, School Nurse	Zoom	Powerpoint	Pre-start of school	End of 1st semester
Training on Safety Protocols. to include: Mask wearing and	Faculty and staff	Christine Miller, Executive Director	In person	Employee Handbook, Teacher Binder	Pre-start of school	On-going through 1st semester

hygiene; classroom configuration, furniture, ventilation, and outdoor learning; bathroom protocols						
Interactive Modeling Hygiene Practices	Students	Classroom Teachers, guided by Christine Miller, Executive Director	In person	Explicit guidelines in Student Handbook, based on the Health and Safety Plan	August 19, 2020	End of 1st semester
Health and Safety Plan Protocols	Substitute teachers and visitors to the building	Pre-recorded videos	Asynchronous	Database of accessible videos	August 19, 2020	Throughout 2019-2020 school year
Social/Emotional well-being Programming	Faculty, Staff, and Students	Christine Miller, Executive Director	Zoom, synchronous and asynchronous	TBD	Pre-start of school	Throughout 2019-2020 school year

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 Communication	Start Date	Completion Date
Safe Hygiene Practices at Home	Families and students	Christine Miller, Executive Director	Asynchronous recordings shared via social media, on website, etc.		
Survey parents/guardians regarding in-school instruction	Families and students	Christine Miller, Executive Director	Video send via email, social media, school website	June 30, 2020	July 3, 2020
Survey for staff regarding the	Staff		Video send via email	June 30,	July 3,

deployment of Health and Safety Plan				2020	2020
Continuity of Plans	District Superintendents	Christine Miller, Executive Director	Updated Continuity of Education Plan	Ongoing	
Aligning Transportation Plans	Directors of Transportation	Melissa Turner, Building and Operations Manager	Email, phone	Ongoing	
Coordinating with state regarding procedure in Red to Green.	Pennsylvania Department of Education	Christine Miller, Executive Director	Email, phone	Ongoing	
Refining Emergency Plans for Child Pick-up, in the event of illness	Families	Kathy Logothetis, School Nurse	Letter to families	Prior to start of school year	
Preparing Student for School Hygiene and Physical and Social Emotional Health Practices	Families	Christine Miller, Executive Director	Asynchronous videos	July 2020	
Updating Staff Regarding Health and Safety Plan, and seeking feedback	Staff	Belinda Ray, Reading Specialist and Union President	Zoom	July 2020	
Reopening Meeting	Families	Christine Miller, Executive Director	Zoom, synchronous and asynchronous	August 2020	
Health and Safety Plan	All Vida Charter School Stakeholders	Christine Miller, Executive Director	Posted on our website and it will be sent electronically, along with a robocall	July 2020	

Health and Safety Plan Summary: Vida Charter School

Anticipated Launch Date: August 1, 2020 (First Student Instructional Day August 19)

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.

Requirement(s)	Strategies, Policies, and Procedures
Facilities Cleaning, Sanitizing, Disinfecting and Ventilation	
<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>Frequently touched surfaces and objects within the school will be cleaned and disinfected, including door handles, sink handles and water refill stations, through both hand-wiping and/or an electrostatic sprayer, at a frequency determined by the Administration and Custodial staff. Add information regarding specific cleaning products and their Chemical SDS Sheets in Student Handbook, and Teacher/Staff Binder.</p> <p>Remove items which impede physical distancing between students from classrooms, including teacher desks and kidney tables.</p> <p>Ensure that the HVAC ventilation systems operate properly, and are monitored by School Custodian. Each classroom and large common space is self-ventilated; air is confined to each space. Increase the amount of fresh air brought in by HVAC system and the amount of time the system runs. Windows and doors can be opened to increase ventilation, based on CDC guidance.</p> <p>Replace all water fountains with touchless models. All water fountains inside of classrooms will be turned off, as with the water fountain outside. All students will be given their own water bottle to fill throughout the day.</p>
Social Distancing and Other Safety Protocols	
<p>* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff</p>	<p>Remove excessive furniture from classroom spaces to allow for physical distancing between students.</p>

<p>throughout the day, to the maximum extent feasible</p> <ul style="list-style-type: none"> * Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms * Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices * Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs * Handling sporting activities consistent with the CDC <u>Considerations for Youth Sports</u> for recess and physical education classes <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p>	<p>Limit gatherings, events, extracurriculars to those that can be conducted while maintaining physical distancing.</p> <p>Introduce developmentally appropriate methods for distancing students, such as “airplane arms.”</p> <p>Desks facing forward and spaced, where appropriate. Require seating charts in all classes, and “pod list” if utilized. A “pod” is defined as a fixed group of up to 4 students who are grouped throughout the day as a means of supporting instruction and limiting close contacts.</p> <p>Use of clear plastic desk-top “sneeze guards,” strategic grouping of students in “PODs”, intervention and support via Zoom as appropriate, and meticulous efforts to limit contact to under 15 total minutes over a 24 hour period for small group instruction and/or K-1st grade classes. These will be set up by September 11, 2020. Prioritize physical distancing of 6 feet and outdoor education of students when singing and/or playing wind instruments, due to increased potential risk of droplet transmission, to the extent possible.</p> <p>Strategically group grade levels for lunch periods in order to decrease the overall density of students in the cafeteria. Increase the period between lunches to allow cleaning between groups of students. Lunch outside in good weather. Prioritize physical distancing of 6 feet and low-density seating in the cafeteria, adhering to density requirements from the state.</p> <p>Seating will be fixed in all spaces where students eat based on a seating chart. Windows will always be opened when students are eating. Students will not be permitted to share food.</p> <p>Cleaning between classes during midday switch. Scheduled, adult-supervised handwashing throughout the day. (beginning of day, out to recess, etc.) Teachers enforce washing hands and covering coughs and sneezes.</p> <p>Vida Charter School will comply with state mandates regarding mask wearing, updated by the Secretary of Health on November 23, 2020, requiring the wearing of masks in public by all people, 2 years of age and</p>
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up. In compliance with this order, we may allow students to remove their face covering under the following circumstances: Eating or drinking at least 6 feet apart, or while taking an outdoor mask break with a minimum of 6 feet of physical distancing.

Families will be asked, if possible, to provide their child with a cloth, washable mask each day. School will have extra disposable masks available, as well as cloth masks. Melissa Turner monitors inventory. Students practice hygiene at home and before leaving school. Install and stock hand-sanitizer throughout the building at key locations.

Post bilingual signage through the CDC in the recommended locations: bathrooms, school entrances
(<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>) Post students-created signs to promote hygiene in grade-level classrooms.

Limit classroom parties to restrict the number of visitors to the building. Volunteers are selected according to the needs of the school, and are expected to make a weekly commitment and sign Vida's Social Contract. To the extent possible, their services are offered outside. **Volunteers must undergo a health self-assessment before entering the building.**

Stagger attendance at family-centered events to diminish the total number of visitors at any given time. Events occur outside, where possible. Provide a remote option for participation in events, when possible.

Most physical education classes will occur outside, unless there is severe weather; the gymnasium will be utilized as well. **Students use hand sanitizer before entering PE class, and upon exiting PE class.** For physical education, students will participate in small group and individual activities. Equipment **will be** disinfected at the end of every **day**. Those supervising recess duty lead no-contact games, such as skill-building and drills, rather than contact sports. **At the discretion of the Administration, games that require some contact--such as soccer-- can be introduced. This will be in accordance with county levels of transmission.**

As much as possible, students will have individualized materials that are

labeled with their first and last name. For devices and materials that must be shared, ensure cleaning and disinfecting between uses, [or utilize a “quarantine bin.”](#)

One-way traffic pattern in the hall and in communal spaces, enforced through sensory path or cheetah prints. Restrict the number of students in a bathroom at any given time.

Coordinate with local districts, and work with them to consider staggering arrival/drop-off times or locations to increase physical distancing of students. Encourage the transportation of children by families, rather than by bus.

For specials, offer the option of remote instruction, with students remaining in the classroom, supervised by Vida personnel, or having students go to specials classrooms.

Encourage outdoor instruction, whenever possible. Procure seats and shelters for flexible learning spaces.

As much as possible, reduce the interaction between Vida personnel to decrease the chance of exposure and transmission. Provide remote options for collaboration and professional development.

Leverage interventionists and assistants to diminish class size as much as possible, and to offer small group instruction in alternative spaces and/or remotely.

Pursue *virtual* group events, gatherings, interventions, and meetings, to reduce potential contagion. Offer optional in-person events outside to give students who are learning remotely a sense of the Vida community.

Refrain from scheduling large group activities such as field trips, inter-group events, extracurricular activities.

As much as possible, adhere to the CDC’s recommendation of no more than 25 persons in a room.

Make Vida Charter School staff trainings available to RSG Afterschool staff.

	<p>Increasing the number of cleaning staff sanitizing the building. Comply with CDC guidelines regarding the screening of staff and students.</p> <p>Broadcast regular announcements on reducing spread of COVID-19 to students/staff; regularly reiterate on website, in emails, and on school social media.</p> <p>Use of clear plastic desk-top “sneeze guards” for small group instruction and/or K-1st grade classes with tables (as opposed to desks). These will be installed by September 11, 2020.</p> <p>Adopt flexible attendance policies for students/staff; address equity risks related to vulnerable populations and those in higher risk categories.</p> <p>Offer a flu shot on campus to school personnel as preventative.</p> <p>Create and provide a Social Contract for all Vida Personnel and Families, and include this in Student Handbook and Staff/Teacher Binder.</p>
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Monitoring Student and Staff Health

<ul style="list-style-type: none"> * Monitoring students and staff for symptoms and history of exposure * Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure * Returning isolated or quarantined staff, students, or visitors to school <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>In compliance with CDC guidelines, develop a procedure for monitoring staff and student symptoms and history of exposure on a daily basis, as well as a process to assure privacy.</p> <p>Establish a system for home/self-screening and reporting procedures for both staff and students. Coordinate with families to ensure sick students are transported home within an hour. Create and provide a Social Contract for all Vida Personnel and Families, and include this in Student Handbook and Staff/Teacher Binder.</p> <p>Establish an isolation room to separate anyone exhibiting COVID-19-like symptoms. Follow the “<u>COVID-19 Symptomatic K-12 Student or Staff Process Flow</u>” released by the PA Department of Health and Department of Education on 8/13/20.</p> <p>Notify local health officials, staff, families of exposure or confirmed case while maintaining confidentiality. In accordance with the <u>updated CDC guidance from December 12, 2020</u>, quarantine for COVID-19 should last</p>
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	<p>for a period of 10 days after positive exposure.</p> <p>Share protocols for positive or suspected exposure and implications in Student Handbook and Staff Handbook. Communicate via email, phone calls, social media, and school website regarding any school closure and changes to safety protocols.</p> <p>As recommended by the CDC, in the event of a positive case of Covid-19, close the school for 2-5 days to allow for deep cleaning. Work with the Department of Health to determine whether the school must be closed for a longer period.</p> <p>As required, changes to this Health and Safety Plan will be sanctioned by the Board of Trustees.</p>
<p>Other Considerations for Students and Staff</p>	
<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>For students at higher risk, promote distance learning as alternative to in-person learning, and make distance learning an available option for all families.</p> <p>We will adopt the CDC’s definition of those at high risk. Provide ADA information to all staff, and make reasonable accommodation.</p> <p>As much as possible, ensure that staff is not penalized by self-reporting protocols, and keep information confidential.</p> <p>Vida personnel and other adults are expected to wear masks correctly, and in compliance with the Secretary of Health’s November 23, 2020 guidance. Adults are models for mask-wearing in the building. The school will provide each staff member with at least 3 cloth washable masks at the start of the school year.</p> <p>Face shields, and clear face masks, will be made available to staff upon request.</p> <p>Vida personnel will use a plastic face shield if they are socially distanced by 6 feet, and seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth</p>

is essential to communication or phonetic instruction.

Melissa Turner, Business and Operations Manager, monitors inventory.

Vida Charter School will comply with state mandates regarding mask wearing, updated by the Secretary of Health on November 23, 2020, requiring the wearing of masks in public by all people, 2 years of age and up.

We will include mask-wearing in our Dress Code. In compliance with this order, we may allow students to remove their face covering under the following circumstances:

1. Eating or drinking at least 6 feet apart
2. Engaged in outdoor mask breaks with a minimum of six feet physical distancing, not to exceed 10 minutes.

All students will take scheduled mask breaks outside not to exceed 10 minutes. Students needing a greater number of breaks will be offered them.

Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance, are not required to wear face coverings. These exceptions must be documented and qualified by a physician, and approved by the Executive Director.

Families will be asked to provide their student(s) with masks every day, and to maintain the satisfactory cleanliness of their masks. The school will have additional supplies of masks if needed, including cloth masks.

We will continue to update this document so that it complies with the Pennsylvania State Department of Education and the Pennsylvania Department of Health guidelines, directives and mandates, and CDC updates.

Request 2 week substitute plan from all teachers, ideally with pre-recorded videos and digital content. Solicit videos from the community.

	<p>Determine additional considerations and supports needed for students with disabilities with complex medical needs to ensure safety to these students and the individuals providing services to these students.</p>
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Consider co-teaching model to support vulnerable staff. Strategically deploy interventionists and assistants to decrease class size.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Vida Charter School** reviewed and approved the Phased School Reopening Health and Safety Plan on **January 25, 2021**.

The plan was approved by a vote of:

Yes 10

No 0

Affirmed on: **January 25, 2021**.

By:

(Signature of Board President)*

(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.