

# School-Specific Safety Plan for School Reopening

## COVID-19 Pandemic Preparedness Fall 2020

School Name: *School for Creative and Performing Arts*

Person Submitting Plan: Principal, Michael D. Owens

	<b>Building-Specific Safety Plans</b>
1	<p>Describe your building plan to maximize physical distancing in the classrooms. Students will be attending in-person in either Group A or Group B and should be a minimum of 6' apart. When at all possible, teachers should remain 6' apart from students. Buildings may need to creatively use other space for classroom space to ensure this distancing, such as media center, art and music rooms, or athletic spaces.</p> <p>Individual school floor plans can be found here: <a href="https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing">https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing</a></p> <p>Various sample furniture layout templates can be found here: <a href="https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing">https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing</a></p> <ul style="list-style-type: none"><li>• High traffic areas will be labeled with pathways that define 6ft distance.</li><li>• Student and staff workspaces will be labeled to define 6ft. Distance</li><li>• Excess personal furniture will be removed from community spaces and classrooms. All non-CPS furniture must be removed from classrooms. All students facing forward with chairs arranged so no one is directly behind the student in front of them.</li><li>• Possibly not using lockers at all this year unless you have an instrument or need to change for dance class. Or stagger its usage...We will re-evaluate locker usage after a two week period. Locker usage may be staggered for utilization twice a day (morning and afternoon usage only).</li><li>• CPS will provide additional social distance signage to post around the school building.</li><li>• Establish one way walking patterns that are clearly marked.</li><li>• All employees, guests and students will wear masks throughout the school building.</li></ul>

2	<p>Describe your building plan for storage of extra furniture or classroom materials.</p> <ul style="list-style-type: none"> <li>● Teachers will be required to remove all personal furniture from their classroom.</li> <li>● Teachers will have disinfecting spray and paper towels available for students to wipe down their furniture (i.e. desk and chairs) before they leave the classroom or before sitting.</li> <li>● Sanitation will occur each night.</li> <li>● We will evaluate the district's offer for furniture storage.</li> <li>● Custodians will check classes and set up an appt with teacher(s) to pick up furniture.</li> <li>● We will use available spaces such as the parent volunteer room, multi-purpose rooms, under-used classrooms/extra classrooms, theater off-staging areas, penthouse for furniture along with any district storage options if warranted/necessary.</li> </ul>
3	<p>Describe your building plan to stagger bell schedules to avoid hallway congestion, stagger recess, stagger locker access, stagger restroom breaks, and stagger dismissal</p> <p>A strict and uniform pathway for movement in halls and stairways. Monitoring will be done by all available staff (i.e. security, teachers, administration, support staff).</p> <p>Model how to transition throughout the hall, stairwells. Use students for a pre-recorded video to be shared at orientation/open house and online. Part of teacher professional development to demonstrate this expectation for modeling and enforcement. <u>Placing reminders on the school monitors that are located on each floor throughout the building.</u></p> <p><b>**Consideration for Block Scheduling - Instructional Team**</b></p> <p>Bell Schedule - <u>Defer to Instructional Team</u></p> <ul style="list-style-type: none"> <li>● Suggestion/Consideration: Have a six minute passing bell. Grades 4-8 three minutes and then grades 9-12 three minutes. Bell would ring three times for passing.</li> </ul> <p>Hallway Passing</p> <ul style="list-style-type: none"> <li>● <b>Consideration with bell schedule:</b> Releasing students at different times.</li> <li>● Bathroom breaks could be staggered by teachers. <b>There be a limit on how many students can be in the restroom at one time. Suggested limit of 2 persons in the restroom at one given time.</b></li> <li>● Hallways and stair pathways would be directional and evaluate its effectiveness over a two week period. We will utilize the back stairwell which isn't commonly used by students to relieve congestion.</li> </ul>

- Additional supervision to ensure that students are continually moving and not congregating in hallways AND stairwells. Security and available staff will check restrooms.
- Use the 6ft placards being provided by the district and additional tape (outside and inside) to ensure students and staff are adhering to this CDC requirement.

Breakfast in classroom:

- Four Kiosks have been designated for breakfast and students eat inside classrooms.
- All available staff will be accounted for and divided into classrooms for coverage for both breakfast and lunch
- Custodians dump trash cans after breakfast and lunch.

Lunch in classroom:

- Four Kiosks have been designated for lunch and students eat inside classrooms.
- Lunch will be in the classrooms.
- Student Dining is planning 15 min. per classroom for lunch service.
- Paras will cover lunch in Primary grades
- All other available staff will cover grades 4-12 lunch.
- Meals are provided to students for **distant learning days**.
  - These meals are handed to students as they leave the building on the last day before distant learning days.
  - Distribution days for meals will always be on Wednesday with alternating Mondays & Fridays\*
    - \*First week **ONLY** meal distribution will occur on Monday, Wednesday, and Friday.
  - Paraprofessionals can help distribute remote meals.

Working with support specialists for one on one services (i.e. Children's Home, Speech, School Psychologist, Counseling)

- One on one will continue with all partners who are in the building. They will wear masks.
- YMCA will have 6ft. Welding screens placed on cafeteria table for social distancing of students. They will operate at a smaller capacity. They are offering alternative care for students in grades K-6 at the Carl H. Lindner YMCA when students are home for remote learning. They will conduct temperature checks of students upon arrival and will disinfect the areas used in the cafeteria.
- School platform for all instructions
  - Uniform
  - Required - Schoology, Google Meetings
  - Teacher accessibility and accountability. Continue to operate with "grace and mercy."

Recess

- K-3 grades already stagger when using the playground and this will continue in the spaces they currently play.

- Teachers may check out the multi-purpose room for extra-curricular activities for their class. Sign up with Ms. Solomon for availability.
- 4-8 would use the current playground.
- 9-12 grade would use the area in back of the building where the amphitheater is located and the current playground.
- Consider using Washington Park as a recess area.

All students must wear masks. If we are outside, we will come up with an alternating recess and lunch rotation by grade level teams/grades. Students will be required to wash their hands once they re-enter the school building. Explore wash stations.

Outdoor Learning Possibilities:

- Absolutely, if logistically possible
- Washington park
- School property
- Good idea for chorus classes and such
- Amphitheater was made for such activities.

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Describe your building plan to have teachers move rooms when at all possible, instead of students moving rooms. (See question 3 for movement)

- K-3 Movement: K-3 is not on the bell schedule. We suggest times be identified for group bathroom breaks. Bathroom breaks will be decided by grade level teacher consultation. Single bathrooms located within the ELA spaces will be used for emergencies. Kindergarten students will use their dedicated bathrooms as much as possible under the guidance of the teacher and paraprofessional. Go before or after your scheduled arts times.
- Para's will assist within the K-3 Arts Classrooms with disinfecting areas (i.e. spaces, tables, chairs). K-2 students and teachers will remain in their classrooms for instruction. Teacher and student movement is not necessary. Grade 3 operates in teams. There are five 3rd grade classes. There will be one self-contained 3rd grade class and two teams representing the remaining group of students. The self-contained group and teacher will remain. The teachers will switch from the teams while students remain in their classroom.
- K-3 students will move to their arts classes socially distancing under the guidance and monitoring of their classroom teacher and paraprofessional. The classroom teacher and para will disinfect the classroom tables or desks once the students are in specials. As arts are ending, the para and teacher will pick up students and take an opportunity for restroom break. There should only be two students in the restroom at one time.
- 4-5 Movement: Grades 4 and 5 are configured in teams currently. They will remain in their classrooms and teachers will switch for academics only. They will move to Arts classrooms. Teachers will utilize students to clean their area or seats before leaving. Teachers will line students up in classrooms and escort students to their arts floors. Teaching teams will need to develop a plan for who will escort which group of students depending on major and/or class locations. Security and teaching staff will monitor movement in the halls during all transitions. There will be reminders of social distancing and walking paths to take.
- 6-12 Movement: Grades 6-12 students will move class to class (Arts and Academics). - Operational Team may recommend the instructional team explore the possibility of a Block Schedule. The 6th grade teaching team will follow the same procedure for escorting students to their major locations

	<ul style="list-style-type: none"> <li>● Arts considerations.. <ul style="list-style-type: none"> <li>○ Performances...creative ways to execute <ul style="list-style-type: none"> <li>■ Smaller audiences</li> <li>■ Video productions to be viewed online</li> <li>■ DVD's to purchase</li> </ul> </li> </ul> </li> </ul>
5	<p>Describe your building plan to identify and isolate staff or students who are exhibiting COVID-19 symptoms during the school day (after arrival), including identifying the isolation area. The isolation area should be separated from the well-area of a nurse office.</p> <ul style="list-style-type: none"> <li>● Students showing signs of potential COVID illness will be held in the Art Gallery.</li> <li>● Dressing room #4/ 1021, for staff members that become ill.</li> </ul> <p>Traveling to nurse's office/main office:</p> <ul style="list-style-type: none"> <li>● With a note and mask</li> <li>● Teacher to call nurse to expect student arrival</li> <li>● Provide teachers with basic supplies. Band Aids, Ice packs in lounge etc.</li> <li>● Limited occupancy in main office will be 3 (designate placards for 6ft distancing)</li> <li>● Consideration will be given to having security escort students to the nurse's office or COVID location (Art gallery).</li> <li>● All flu-like/suspected illnesses students will be directed to the Art gallery, nurse will call parent/guardian for pick up. Certified Para and front office staff secretary for medication distribution in the nurse's office will occur whenever the nurse is in the Art gallery tending to suspected illness. <b><u>We will defer to the nurse's protocol.</u></b></li> <li>● <b>Onsite testing by the school nurse will be conducted</b></li> <li>● <b>If the student(s) have been tested (by consent only), a document will accompany the student home with the direction of next steps parents should take with a physician etc.</b></li> <li>● <b>The school nurse will provide staff a checklist which details reasons for sending a student to the office for suspected illnesses. The checklist is being developed by the district's health services office.</b></li> </ul>

6	<p>Describe your building plan to educate students and parents on new safety protocols (videos and written materials will be provided by district administration), including visual reminders throughout the building.</p> <p>Communication - Verbal, written and visual communication/modeling</p> <ul style="list-style-type: none"><li>● Google Meet by grade level with administration.</li><li>● August Parent Orientations by Grade Level Virtual</li><li>● Student poster / video competition for visual reminders.</li><li>● Maybe a video that teachers could share in class.</li><li>● Written packet of detailed process and procedures</li><li>● Weekly Principal Robo Calls</li><li>● School Messenger Emails</li><li>● Social Media</li><li>● Loudspeaker reminders to sanitize hands and social distance</li><li>● Admin and Teacher verbal reminders</li><li>● Daily Announcements for students involving student voice</li><li>● PTSO and Principal Newsletter via School Messenger - Once a Month</li><li>● Class Dojo (Due to K-1 not having tech devices), Remind app, Schoology</li><li>● Visual reminders on Monitors</li><li>● COVID-19 Tab on School website containing school plan and updates.</li></ul>
7	<p><i>Describe your building plan to replace large school assemblies with other means of communication or virtual events.</i></p> <ul style="list-style-type: none"><li>● Use the closed circuit capability to broadcast to all students or small sections of the school population.</li><li>● Videotape presentations, master classes, performances, concerts, recitals and special events.</li><li>● Use Google Meet, Bluejeans, etc. to allow students, parents and other stakeholders to join discussions and meetings using their own devices.</li><li>● Parent/teacher conferences more frequent when appropriate and needed (real time/virtual)</li><li>● Involve grade level students with message campaigns or reminders over PA.</li><li>● Teachers give communication through their schoology page</li></ul>

<p>8</p>	<p><i>Describe your building plan to avoid using shared materials in the classroom.</i></p> <ul style="list-style-type: none"> <li>● Each student will be required to bring their own basic school supplies that are necessary for each of their classes. (No different than any other year.)</li> <li>● When traveling between classes, students will need to bring their own basic supplies.</li> <li>● CPS will be providing teachers with a vendor and funds for purchasing classroom supplies in support of student usage individually.</li> <li>● Only essential / specialized materials will be available for students to use in class. Whenever possible these specialty materials could be assigned to students individually. These materials will need to be sanitized after each use.</li> <li>● Limit group work that requires students to share materials.</li> <li>● Online focus for student work.</li> <li>● Arts Classes: Individual teachers will be creating a cleaning plan for usage of equipment, essential classroom materials.</li> <li>● Area/ storage for dirty materials to be cleaned <ul style="list-style-type: none"> <li>○ <b>Teachers are encouraged to have a bin for used and sanitized materials.</b></li> </ul> </li> </ul> <p>Device usage, equipment and supplies within the school:</p> <ul style="list-style-type: none"> <li>● Students to be assigned their own devices grades 2-12</li> <li>● They keep them with them throughout the day</li> <li>● Having a must be sanitize bin/basket or jar when materials have been used</li> <li>● District is working on a plan for loaner carts at Elementary and High School if a student should need to borrow. This will be a limited number</li> <li>● Have students “check out” loaner computers in the library. Excessive check out of device will result in being charged/Pink slipped.</li> </ul>
<p>9</p>	<p><i>Describe your building plan to be prepared for remote learning, in the event a short term or long-term closure is necessary.</i></p> <ul style="list-style-type: none"> <li>● From the very beginning of the school year teachers need to utilize Schoology and to assign student work, create tests and communicate so that the transition to remote learning is smooth and familiar to students and parents.</li> <li>● Expectations for procedures in turning in work, completing assignments, etc. Must be clear and consistent.</li> <li>● What will remote learning look like? <ul style="list-style-type: none"> <li>○ Same teacher for both A and B?</li> <li>○ Teacher will livestream and or use Google Meets</li> <li>○ Accountability for students...(have to check in when at home, therefore attendance can still occur.</li> <li>○ We still suggest having class at regular times, just at home so students are forced to participate.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● Communication gets out quickly to parents, staff and students.</li> <li>● Utilize the district schedule template to support our 8 bell daily schedule.</li> </ul>
10	<p><i>Describe your building plan to give reminders and warnings to students not following these safety protocols. See the Positive Behavior Intervention Support Plan.</i></p> <ul style="list-style-type: none"> <li>● Use the PBIS COVID-19 Student Behavior Guidelines. Share guidelines with teachers, students and parents.</li> <li>● School district will provide masks for all students, adults that need one. Students will be given a mask once to wear, If non compliant, they will be sent home.</li> <li>● Opportunities at select times to “take a mask break.”</li> <li>● Other incentives for positive mask wearing will be offered.</li> <li>● Teachers will be asked to come up with a mask break protocol. List of considerations will be provided by the operational team. <ul style="list-style-type: none"> <li>○ Considerations: Age of students, classroom activity, indoor/outdoor activities, duration of time as it relates to the activity and age of group, communication and modeling by teacher, use of a timer for indicating start and ending time of how long masks can be removed.</li> </ul> </li> <li>● Alternative Learning Center will be utilized as normal, and supporting corrective behaviors as normal.</li> </ul>
11	<p><i>Describe your building plan to ensure staggered morning arrivals to ensure there is no crowding upon entering the school (Transportation Dept. will ensure staggered bus arrivals or unloading)</i></p> <p>Students will only be permitted in the building 30 minutes prior to the start of their school day. Students earlier will be socially distanced in the following location - (K-3 Mayerson Theater), 4-12 (Corbett Theater). The YMCA will provide limited before and after school care.</p> <p><b>K-3 Arrival - Busses</b></p> <p>Students disembark busses on Elm St. by the dock when instructed by paras to do so where they will have temperature/mask checks. <i>(If a student has a high temperature, the para notifies the nurse or admin who will escort the child to the art gallery.)</i> Another para waiting at the dock entry door directs students to door 1035 at the back of the Mayerson Theater.. They enter the theater where another para directs them to their seat. Students are seated by class and grade until the teacher picks them up. Four adults are needed to monitor the theater and three adults leading to the theater. Breakfast kiosks are set up on the floors so students can get their breakfast on the way to class. .If students arrive after the teacher pick-up they will pick up breakfast at the kiosk and go to class. Use stairwells by dock and playground.</p> <ul style="list-style-type: none"> <li>-Parking could be a problem.</li> <li>-Turning lane needs to be open for drop offs</li> <li>-Look at delivery schedule</li> </ul>

- Three** thermometers needed at this location.
- Multiple temperature check stations.

### **K-3 Dismissal - Busses**

Stagger bus dismissal by second floor first then first floor. Primary goes before Intermediate and Jr. High. Students who are bus riders will be walked around the building by the teachers starting on Race St., then Central and wind up on Elm. Students should use both stairwells by the primary ELA. Students waiting for their bus will be taken to security and brought to the Urban Curve, (Social Distancing)

### **K-3 Arrival - Parent Drop Off**

Students are greeted at their car on 12th St. by paras/volunteers who will check temperatures and masks. The student enters the 12th St. door and goes to the Mayerson theater and sits in their appropriate spot until their teacher comes. Four adults are needed to monitor the theater. Breakfast kiosks are set up on the floors so students can get their breakfast on the way to class. If students arrive after the teacher pick-up, they will pick up breakfast at the kiosk and go to class.

- Multiple paras are needed.
- Security needed
- Volunteers are needed for outside
- Mr. C will be stationed on 12th St
- Three** thermometers needed at this location.
- Multiple temperature check stations.

### **K-3 Dismissal - Parent Pick Up**

Students in grades K-3 will dismiss 15 minutes before bus riders. Students are staggered by grade level. Paras will walk students down to the Mayerson hallway. Students will line up on the floor in marked spots down both sides of the hallway. K-3 Parents who are picking up by car will line up on 12<sup>th</sup> Street and should not get out of their car. The number displayed will be called in the K-3 and 4-8 pick up areas. We need four adults to work the pick up line. K-3 parents will be assigned a three digit number that should be displayed in the window. Group A even, Group B odd. K-8 will be color coded, siblings will all have the same color of the youngest child. Staff will be able to identify students and escort them to their car.

- Prepare number packets for the first day.
- Survey parents who will be picking up.
- Volunteers for outside.
- PTSO will help procure parents.
- Make extra packets.

### **4-8 Arrival - Busses**

Students disembark busses on Central and enter through the main doors.

- Temperature/mask checks before students are allowed in the building
- Bookbag checks, metal detectors used

*(If a student has a high temperature, the para notifies the nurse or admin who will escort the child to the art gallery.)*

Students are directed to the Corbett theater where four paras monitor the students until the bell rings. Breakfast kiosks are set up on the floors so students can get their breakfast on the way to class. If students arrive after dismissal, students will pick up breakfast at the kiosks on the floors and go to class.

- Multiple temperature check stations.
- Temperature checks off of busses
- Three thermometers.

#### **4-8 Dismissal - Busses**

Primary students have been dismissed. Intermediate and Jr. High students are walked by their last bell teacher out of the building. Students should come to their last bell with their belongings to go home? All students should be walked to their busses and should not re-enter the building. Students waiting for their bus will be taken to security and brought to the Urban Curve, (Social Distancing)

- Time for students to go to their locker before the last bell.

#### **4-8 Arrival - Parent Drop Off**

Students exit cars and enter through the 12th St. doors. Temperature/ Mask Checks at car.

- Temperature checks before students are allowed in the building
- Bookbag checks, metal detectors used

Students are directed to the Corbett theater where four paras monitor the students until the bell rings. Breakfast kiosks are set up on the floors so students can get their breakfast on the way to class. If students arrive after the teacher pick up they will pick up breakfast at the Kiosk and go to class.

- Multiple paras are needed.
- Security needed
- Volunteers are needed for outside
- Mr. C will be stationed on 12th St
- Three thermometers.
- Multiple temperature check stations.

#### **4-8 Dismissal - Parent Pick up**

Students will be walked to 12th St with the bus lines escorted by teachers. They will social distance themselves outside. Students will be assigned a number that parents will display. On in-days, students will wait in the Mayerson for their number to be called.

#### **9-12 Arrival**

Students enter through the main doors on Central..

- Temperature/mask checks before students are allowed in the building
- Bookbag checks, metal detectors used

*(If a student has a high temperature, the security notifies the nurse or admin who will escort the student to the art gallery.)*

Students are directed to the Corbett theater where security will monitor the students until the bell rings. Breakfast kiosks are set up on floors where they get their breakfast and go

	<p>to class.If students arrive after the dismissal, they will pick up breakfast kiosks and go to class.</p> <p><b>9-12 Dismissal</b></p> <p>Students are dismissed from their last bell and they must leave the building immediately. Students are not allowed to re-enter the building after leaving. If students are waiting for a parent pick-up, they should report to the Corbett theater and remain there until leaving. If necessary, at 4:00 students can be escorted to the school library to study.</p> <p>Early dismissal:</p> <ul style="list-style-type: none"><li>● Limit this to emergencies only. Monitor how many times a parent makes this request per week.</li><li>● After verification, a secretary or security can walk the student to the door for dismissal.</li><li>● <b>Parent early dismissal of students ends at 3:00 p.m. (no exceptions)</b></li><li>● Parents must have a letter noting their intentions for picking up their student early, or a phone call must be placed to the front office secretary before 3:00 p.m.</li><li>● Parents will not be allowed in the front office for early dismissal pick-ups. Students will be called from their classroom by SCPA secretarial staff and student(s) will be escorted out to the parent by SCPA security.</li></ul>
12	<p><i>Describe your building plan for identifying backup staffing for principal and for reviewing, updating, and distributing the school emergency plan.</i></p> <ul style="list-style-type: none"><li>● Our current administration has one principal, 2 assistant principals, and 2 teachers in charge in the event that the principal is unavailable.</li><li>● Artistic Director and External Relations Officer will serve as points of contact to assist with the distribution of the school emergency plan and provide updates in the absence of the aforementioned.</li><li>● Set (in house) subs that report daily? SCPA is allowed 7 dedicated building subs</li><li>● <b>Teachers will need to have a succession plan (partner) to support their classes in case they are unable to work due to illness with parent communication, lesson and material access (i.e. planning partners, team contact person etc.)</b></li></ul>

13	<p><i>Your school nurse will be your primary <b>Building COVID-19 Point of Contact</b>. Describe how your building will ensure everyone knows who the primary contact is and identify the backup contact in case the primary contact is absent.</i></p> <ul style="list-style-type: none"><li>● Signage would identify who is on duty covering the space with name and picture.</li><li>● Clear communication will be shared with our staff and families on the procedures and included on our website (SCPA COVID-19 School Safety Plan).</li><li>● Primary contact: School Nurse</li><li>● Secondary contact: Trained Instructional Assistant(s)</li><li>● Email sent to staff with the name of the backup staff if the primary contact is absent.</li><li>● Needed: School Health Professional Protocol for distribution to staff and families.</li><li>● <b>A sub nurse will be provided if the nurse becomes ill. If no sub nurse is available, the monitor assisting the nurse can take temperature and call parents to pick up the sick student. The school nurse will follow-up with the parent once the nurse returns to work.</b></li></ul>
14	<p><i>Other than the plans listed above, describe any other specific building plan which may be necessary to implement 6' social distancing, mask-wearing, handwashing, cleaning, or other guidelines listed in this document.</i></p> <ul style="list-style-type: none"><li>● Ensure all bathrooms have ANTIBACTERIAL soap.</li><li>● Offer an emotional wellness plan for staff and students.</li><li>● Plan for sanitizing playground equipment once a week</li><li>● Considering using Washington Park for students in grades 7-12 for fresh air and relaxation.</li><li>● Sidewalk tape outside of the building for social 6ft distancing.</li><li>● Limiting visitors to those allowed under the guidance of the district. All visitors should enter from the front and Staff should have their badges.</li><li>● Limiting the amount of staff members inside teacher lounges (3 teachers at one time).</li><li>● Building Engineer will provide supplies inside the teacher lounges for retrieval of cleaning/sanitation supplies (anti-bacterial spray and paper towels).</li><li>● Daily huddles will take place at the beginning and end of day to debrief on the processes in place. This will occur with the administrative team, security, building engineer, lead secretary. Information will be shared with staff sighting what's working and what may need to be changed.</li><li>● A system of sharing staff concerns or ideas will be developed (i.e. Google Doc)</li></ul>

15	<i>(TBD - Daily health assessments) Check temperatures as the students enter the building.(KB)</i>