



ARP ESSER HEALTH AND SAFETY PLAN

FOR THE PREPARATORY CHARTER SCHOOL OF MATHEMATICS, SCIENCE TECHNOLOGY AND CAREERS

Plan Available for Review on Prep Charter High School's Website
<http://www.prepchs.org>

The following plan addresses how Prep Charter will maintain the health and safety of students, educators, and other staff, and it will serve as a guideline for all instructional and non-instructional school activities for the duration of the Prep Charter's ARP ESSER grant. The Health and Safety Plan is tailored to the unique needs of Prep Charter and takes into account public comment related to the development of, and subsequent revisions to it.

The ARP ACT and U.S. Department of Education rules require Health and Safety Plans to include the following components:

1. How Prep Charter will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning.
2. How Prep Charter will ensure continuity of services, including but not limited to services to address students' academic needs, and students' and staff members' social, emotional, mental health and other needs, which may include student health and food services.
3. How Prep Charter will maintain the health and safety of students, educators and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC"
 - a. Universal and correct wearing of masks
 - b. Modifying facilities to allow for physical distancing (e.g. use of cohorts/podding)
 - c. Handwashing and respiratory etiquette
 - d. Cleaning and maintain healthy facilities, including improving ventilation
 - e. Contact tracing in combination with isolation and quarantine, in collaboration with State and local health departments
 - f. Diagnostic and screening testing
 - g. Efforts to provide COVID 19 vaccinations to school communities

- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials

Health and Safety Plan Summary: **Preparatory Charter School of Mathematics, Science, Technology & Careers**

Initial Effective Date: **July 8, 2020**

Date of Last Review: **January, 2021**

Date of Last Revision: **March, 2021**


Prep Charter's Revised Health & Safety Plan

Changes to Pennsylvania's COVID-19 Mitigation Orders

WHAT WILL CHANGE?

&

WHAT WILL NOT?



WILL CHANGE



The attestation order will be lifted, and therefore the requirement to monitor a specific number of cases in order to stay open will be removed



Prep Charter will no longer be required to conduct building-wide, all inclusive cleanings when the number of positive cases reaches a certain level.



Indoor and outdoor gathering limitations will be lifted by the Commonwealth. This will enable Prep Charter to host larger gatherings at events within our school, i.e. clubs, tutoring, etc.



Indoor gathering requirements will be relaxed in some spaces (gym) allowing essential gatherings (testing) to take place. However, students **must remain masked indoors except during mask breaks (in designated areas)/eating.**

WON'T CHANGE



Building administrators and the school nurse will continue to monitor positive cases within our school, conduct case investigation and notify close personal contacts. The Philadelphia Department of Health will assist Prep Charter in contact tracing



In line with updated CDC guidelines, Prep Charter will continue to conduct all inclusive cleaning and disinfection of classrooms and any other areas that were occupied by a positive individual, in addition to routine cleaning and disinfection



Updated CDC Guidelines indicate that students who show proof of vaccination will not be required to wear a mask while in the building. All unvaccinated students and staff **must wear an appropriate mask at all times**



Building visitors will continue to be limited to essential visitors only

Prep Charter's ARP ESSER HEALTH AND SAFETY PLAN HAS BEEN REVIEWED BY THE SCHOOL'S PHYSICIAN, DR. MICHAEL JOSEPH PISANO, D O –LICENSE # OS007441L

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

Engagement with educators, families, and the school community

A successful and equitable school reopening strategy requires engaging the entire school community to establish a safe environment for all educators, school staff, and students and promote trust and confidence. Prep Charter's reopening plan includes:

- Administrators
- Teachers
- Student and parent representatives
- Specialized instructional support personnel (such as school counselors, school social workers, school psychologists, and nurses)
- Facilities managers and custodial staff
- Transportation personnel, school nutrition professionals, and family services representatives.

Consistent with health equity considerations, Prep Charter will conduct active and specific outreach to underserved families – including parents/guardians of students of color, students from low-income backgrounds, students with disabilities, English learners, students experiencing homelessness, and students in foster care. This communication will be conducted in families' home languages or mode of communication and in alternate formats as needed to facilitate effective communication for individuals with disabilities and, where appropriate, in partnership with trusted community-based organizations.

Prep Charter will continue to utilize its website, prepchs.org, as the primary means of communicating with stakeholders. Special tabs have been set up on the website specific to Prep Charter's proposed reopening plan and the latest COVID 19 guidelines.

Regardless of the level of community transmission, **it is critical that schools use and layer [prevention strategies](#)**. Prep Charter will ensure the following Five key prevention strategies, which are essential to the safe delivery of in-person instruction and help to prevent COVID-19 transmission, are clearly communicated and enforced with fidelity.

1. Universal and correct use of [masks](#)
2. [Physical distancing](#)
3. [Handwashing and respiratory etiquette](#)
4. [Cleaning](#) and maintaining healthy facilities
5. [Contact tracing](#) in combination with isolation and quarantine

Since Prep Charter plans to offer in-person instruction in the fall of 2021, we will prioritize the following two prevention strategies:

1. Universal and correct use of masks should be required (**See updated CDC guidelines as of 7/9/2021 in the section of the Health & Safety Plan on Masking**)
2. Physical distancing should be maximized to the greatest extent possible.

All prevention strategies provide some level of protection, and Prep Charter intends to utilize layered strategies implemented at the same time in order to provide the greatest level of protection.

In addition, Prep Charter has provided information to parents and students specific to vaccinations for the 12-adult population. This information has included the facts about the vaccine as well as a list of available vaccination sites within a mile of the school's location.

We have also surveyed our parents and students and found the majority to be in favor of getting their child vaccinated.

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

According to a study published by the NWEA, (Kuhfeld and Tarasawa, 2020), it was anticipated that students would return to school this September with 70% of the usual reading gains and only 50% of the usual Math gains. Much of this projection was determined by looking at typical summer learning loss. After conducting our own in-house MAP testing (Measure of Academic Progress) this fall, we were dismayed to find that there were little to no gains in Math and Reading from the time students left school last March, 2020 until they returned this past September. In January of this current school year, we attempted once again to proctor our annual mid-year MAP testing in order to determine if there had been learning gains since the beginning of the school year. Unfortunately, due to the constraints of having students test remotely at home, our results were unreliable. Through careful investigation, we uncovered that many students rapidly clicked through answers, walked away in the middle of testing sessions, or used the internet and unapproved calculators to obtain answers on the math portion of the exam.

Fortunately, we were able to rely on the analysis of our formal mid-term exams and teacher input in order to gain additional information on academic progress. Our data

indicated that of those teachers that had administered midterm exams, approximately 90% had only been able to cover roughly $\frac{2}{3}$ of the material that would have typically been covered in a normal school year. From this data we determined that our students are most likely only making 65% of the academic gains from instruction than they would have during a normal school year.

In addition to academic losses, over the course of this school year many of our students have continued to face food and housing insecurity, mental health issues which have included depression and anxiety, and the continued loss of family and loved ones. These hardships have caused our number of unexcused absences to increase as well our failure rates. Our current course failure rates remain at approximately 50% higher than we would normally see in a typical school year. These numbers indicate to us that students are not completing the necessary coursework that could also help to minimize academic gaps due to remote learning. Therefore, through the use of MAP data, formative teacher assessments, failure, and attendance rates, we have determined that our most important educational needs will remain focused on addressing the COVID slide in reading and math.

In order to continue to closely monitor our academic progress, we will need to continue to utilize our MAP adaptive assessment tool and academic intervention software so that we can identify where the gaps lie. Careful progress monitoring will also continue to help us to determine the educational needs of our students. In order to effectively monitor the progress of our students, we will also continue the use of our Learning Management System (LMS) Performance Matters, that provides a comprehensive snapshot of a student's grades, adaptive assessment data and scores, attendance and behavioral trends.

Our plans to address continuity of service from this point forward include:

- Summer, 2021:
 - An intensive 8-week summer school program to be launched in June, 2021. This program will address academic gaps in reading, math, as well as socio-emotional deficits that have occurred as a result of remote learning.
 - Professional development for staff which will involve intensive training to address the learning gaps for our special education students and our English language students. The goal will be to bring in outside experts in EL to aid in this training.
 - Training of 14 staff members on the implementation of a new reading intervention program designed to address learning gaps for high school students that struggle to read on grade-level.
 - Training of staff to become a Trauma-Sensitive School in order to address the socio-emotional issues students have sustained during remote learning.
 - Edgenuity staff program training in order to provide additional support in the area of math as well as career development for students that have not had former career sites that have reopened as of this fall.

- Coordination of food service plans with the School District of Philadelphia during the month of July and August with the anticipated model of minimizing student contact in the cafeteria.
 - Creation of a modified schedule which minimizes the movement of students and staff in the building which will be implemented on the first day of school on September 7th, 2021.
- Fall, 2021:
 - MAP Diagnostic Testing will take place in September to measure current math and reading levels of all students.
 - Implementation of an after-school tutoring program to provide supplemental academic support throughout the 2021-2022 and 2022-2023 school years.
 - Implementation of a research-based reading intervention program for any student identified at a reading level 2-grades below their current grade level.
 - Implementation of an academic support program to aid in addressing math gaps sustained during the pandemic.
 - Launching an on-line career development program for students that will not be able to return to those worksites this fall. The program Edgenuity has an alternative on-line course, that although at a cost, will still allow our students to earn a credit in the area of Career Preparedness as well as gain valuable insight into the many career paths that may be available to them upon graduation.

Social Emotional Needs

In its ED COVID-19 Handbook for the incorporation of SEL in schools, the US Department of Education highlights the importance of engaging students in “intentional conversations related to race and social emotional learning.” It recognizes that SEL grounded in equity can help historically marginalized student groups feel valued and seen by their schools and by the education system more broadly.

Prep Charter has elected to utilize Project Wayfinder as our primary curriculum for SEL when school reopens in the fall of 2021. Project Wayfinder specifically aims to address the lack of strong curricular solutions with its Purpose series, which integrates life skills, career development, SEL, and DEI into one curriculum. According to Dr. Diann Kitamura, Superintendent of Santa Rosa City Schools: The gaps our children are experiencing academically and social emotionally cannot be met with another checkbox SEL curriculum. It has to be interwoven with real world events, core classes, work around racial equity, and acknowledgment of the lived experiences of our students’ everyday lives. In other words, SEL cannot be another thing disconnected from everything else. It has to be done thoughtfully and wisely. To that end, it is vital to acknowledge that SEL has had the least success among young men and students of color.

In order to reach our students equitably and effectively, Prep Charter’s SEL curricula must:

- Connect and respond to real world events
- Reflect the authentic experiences of our students, which clearly includes addressing racial inequity
- Encourage and support meaningful action for the issues today’s students care about
- Engage students holistically, to leave them feeling seen, heard, and valued

Research highlights the importance of considering all of the cultural contexts in which SEL is developed and taught at schools around the country. Young people need to have mentors in school with whom they identify, and educators need to be attuned to cultural differences in emotional expression and values. In discussing key emotional concepts in SEL, such as conflict resolution and gratitude, responsible programs should invite conversations about differences in approach, rather than assuming homogeneous experiences.

Although high school clearly presents its own challenges to SEL integration, schools can take the following concrete steps to establish successful programming: Use Engaging, Real-World Curricula: Too often, high schoolers disengage from SEL because it feels divorced from the real world. To succeed, SEL must be relevant, engaging, and real. During this past year, students have witnessed social, political, and racial upheaval. It is imperative that SEL curricula address these real-world events, how they have impacted students, and their influence on daily life. To be engaging, lessons must incorporate students’ realities, including those from the past year.

Most high school SEL curriculum was developed in the 1990’s or early 2000’s, when social media and the Internet were far less prevalent than they are today. But today’s SEL programming must be as well-designed as attention-grabbing competitors such as Snapchat, TikTok, and Instagram to keep students engaged. Start with Personal Relationships: Research definitively shows that a strong interpersonal connection between student and teacher is the key to effective SEL programming. Unfortunately, SEL programs often delve straight into content without first developing the relationship between student and teacher, but SEL curricula need to be grounded in relationships in order to succeed. At the end of the day, if a young person does not want to be mentored, no amount of mentorship will work. You need a genuine connection between the mentor and mentee for the relationship to succeed.

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. Universal and correct	CDC Guidelines, updated July 9, 2021 indicate:

wearing of [masks](#);

- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. **When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.**
- Based on this most recent guideline, Prep Charter will not require students who show proof of vaccination to wear a mask while in the building. **Unvaccinated staff and students must adhere to the following guidelines regarding masking:**

Prep Charter will ensure all teachers, staff and administrators are trained on the policy for masking prior to the beginning of the 21-22 school year. As a part of that training, a plan will be shared regarding how each teacher will devote time during the first week of school to review the policy with students in their classes emphasizing the following main points:

- Masks that are appropriate (examples follow)
- The proper way to put on and remove a mask
- Prep Charter’s policy for when and where masks must be worn
- An overview of the areas where students will be allowed “mask breaks”

In addition, teachers will be issued a supply of masks that meet CDC guidelines in the event a student arrives in any classroom with a mask that is found to be inappropriate.

The professional development for teachers will be based on the following CDC guidelines for masking as of June 28, 2021:

COVID-19 spreads mainly from person to person through respiratory droplets. Respiratory droplets travel into the air when you cough, sneeze, talk, shout, or sing. These droplets can then land in the mouths or noses of people who are near you or they may breathe these droplets in.

Masks are a simple barrier to help prevent your respiratory droplets from reaching others. Studies show that masks reduce the spray of droplets when worn over the nose and mouth.

All unvaccinated Prep Charter students and staff will be required to wear a mask, even if you do not feel sick. This is because several studies have found that people with COVID-19 who never develop symptoms (asymptomatic) and those who are not yet showing symptoms (pre-symptomatic) can still spread the virus to other people. Wearing a mask helps protect those around you, in case you are infected but not showing symptoms.

It is especially important to wear a mask when you are indoors with people you do not live with and when you are unable to [stay at least 6 feet apart](#) since COVID-19 spreads mainly among people who are in [close contact](#) with one another.

What you need to know:

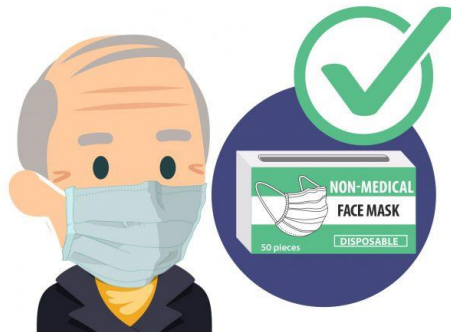
- When you wear a mask, you protect others as well as yourself. [Masks work best when everyone wears one.](#)
- A mask is NOT a substitute for [social distancing](#). Masks should still be worn in addition to staying at least 6 feet apart, especially when indoors around people who don't live in your household.
- Masks should completely cover the nose **and** mouth and fit snugly against the sides of face without gaps.
- Masks should be worn [any time you are traveling](#) on a plane, bus, train, or other form of public transportation traveling into, within, or out of the United States and in U.S. transportation hubs such as airports and stations.
- People age 2 and older should wear masks in public settings and when around people who don't live in their household.
- Wear a mask inside your home if someone you live with is sick with [symptoms](#) of COVID-19 or has tested positive for COVID-19.
- Wash your hands with soap and water for at least 20 seconds or use [hand sanitizer](#) with at least 60% alcohol after touching or removing your mask.

- Masks may not be necessary when you are outside by yourself away from others, or with people who live in your household. However, some areas may have mask mandates while out in public, so please check the rules in your local area (such as in your city, county, or state). Additionally, check whether any federal mask mandates apply to where you will be going.
- CDC continues to study the effectiveness of different types of masks and update our recommendations as new scientific evidence becomes available. The most recent scientific brief is available here: [Scientific Brief: Community Use of Cloth Masks to Control the Spread of SARS-CoV-2 | CDC](#)
- CDC recently conducted a [study](#) in a laboratory that tested the performance of different mask combinations.
- There are several easy methods to improve the performance of your mask. Visit CDC's [Improve the Fit and Filtration of Your Mask to Reduce the Spread of COVID-19](#) webpage to learn more.

Types of masks

[Some masks work better than others](#) to help slow the spread of the virus that causes COVID-19. Note: N95 respirators approved by CDC's National Institute for Occupational Safety and Health (NIOSH) should be prioritized for healthcare personnel

Recommended



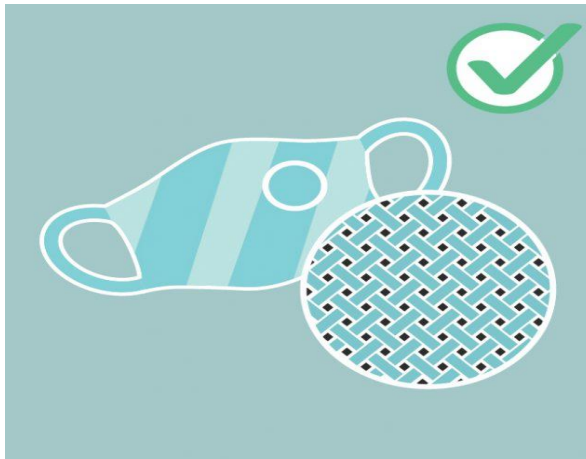
Medical procedure masks (sometimes referred to as surgical masks or disposable face masks)



Masks that fit properly (snugly around the nose and chin with no large gaps around the sides of the face)



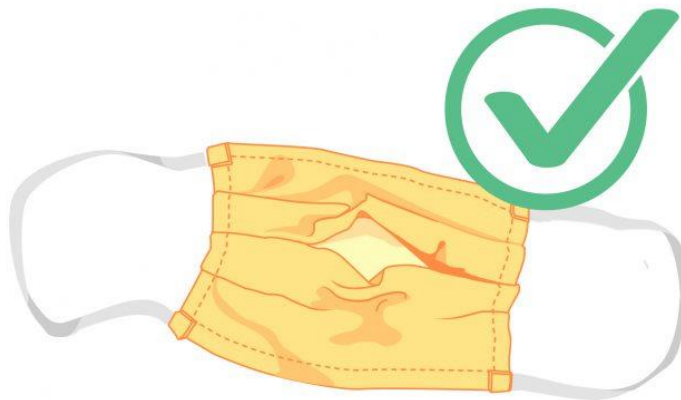
Masks made with breathable fabric (such as cotton)



Masks made with tightly woven fabric (i.e., fabrics that do not let light pass through when held up to a light source)



Masks with two or three layers



Masks with inner filter pockets

Not Recommended



Masks that do not fit properly (large gaps, too loose or too tight)



Masks made from materials that are hard to breathe through (such as plastic or leather)



Masks made from fabric that is loosely woven or knitted, such as fabrics that let light pass through



Masks with one layer



Masks with exhalation valves or vents



Wearing a scarf/ski mask

Cloth masks

More effective fabrics for cloth masks are

Tightly woven fabrics, such as cotton and cotton blends
Breathable

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>Two or three fabric layers</p> <p>Less effective fabrics for cloth masks are</p> <p>Loosely woven fabrics, such as loose knit fabrics Single layer</p> <p>CDC is currently studying the effectiveness of various cloth mask materials. Refer to our Scientific Brief: Community Use of Cloth Masks to Control the Spread of SARS-CoV-2 CDC for more information. Top of Page</p> <p>Medical procedure masks (sometimes referred to as Surgical Masks or Disposable Face Masks)</p> <p>Medical procedure masks are single-use masks that are not made of cloth and are not designed to be washed or laundered. They are sold online and through large retail stores. These are not the same as other medical masks.</p> <p>You may prefer using medical procedure masks in situations where your mask is likely to get wet or dirty. As with cloth masks, make sure your medical procedure mask fits close to your face without large side gaps and completely covers your nose and mouth. Bring extra medical procedure masks with you in case you need to change out a dirty or wet mask.</p> <p>Prep Charter will keep a supply of appropriate masks on site for students who arrive at school either without a mask or with a mask that doesn't meet the standard as specified.</p> <p>Prep Charter will provide outdoor "mask breaks" as the schedule allows. Face shields will be permitted if the student provides a doctor's note indicating the need for it.</p>
b. Modifying facilities to allow for	COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. Spread happens when an infected

ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>physical distancing (e.g., use of cohorts/podding);</p>	<p>person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to stay at least 6 feet away from others when possible, even if you—or they—do not have any symptoms. Social distancing is especially important for people who are at higher risk for severe illness from COVID-19.</p> <p>If you are sick with COVID-19, have symptoms consistent with COVID-19, or have been in close contact with someone who has COVID-19, it is important to stay home and away from other people until it is safe to be around others.</p> <p>COVID-19 can live for hours or days on a surface, depending on factors such as sunlight, humidity, and the type of surface. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes. However, this is not thought to be the main way the virus spreads. Social distancing helps limit opportunities to come in contact with contaminated surfaces and infected people outside the home.</p> <p>Although the risk of severe illness may be different for everyone, anyone can get and spread COVID-19. Everyone has a role to play in slowing the spread and protecting themselves, their family, and their community. In addition to practicing everyday steps to prevent COVID-19, keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread in communities.</p>
<p>c. Handwashing and respiratory etiquette;</p>	<p>Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.</p> <p><i>How Germs Spread</i></p>

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during, and after** preparing food
- **Before** and **after** eating food
- **Before** and **after** caring for someone at home who is sick with vomiting or diarrhea
- **Before** and **after** treating a cut or wound
- **After** using the toilet
- **After** [changing diapers or cleaning up a child who has used the toilet](#)
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage

The guidance for the list of key times to wash hands was developed based on data from a number of studies. There can also be other times when it is important to wash hands.

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

Use Hand Sanitizer When You Can't Use Soap and Water



You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Sanitizers can quickly reduce the number of germs on hands in many situations. However,

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<ul style="list-style-type: none"> • Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals. <p><i>How to Use Hand Sanitizer</i></p> <ul style="list-style-type: none"> • Apply the gel product to the palm of one hand (read the label to learn the correct amount). • Rub your hands together. • Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds. <p>Prep Charter has signage throughout the building indicating the correct way to wash hands.</p> <p>Touchless sinks and automatic flushing toilets have been installed throughout the building as well.</p>
<p>d. Cleaning and maintaining healthy facilities, including improving ventilation;</p>	<p>The virus that causes COVID-19 can land on surfaces. It’s possible for people to become infected if they touch those surfaces and then touch their nose, mouth, or eyes. In most situations, the risk of infection from touching a surface is low. The most reliable way to prevent infection from surfaces is to regularly wash hands or use hand sanitizer.</p> <p>Cleaning and disinfecting surfaces can also reduce the risk of infection.</p> <p>Prep Charter will follow standard practices and appropriate regulations specific to our type of facility for minimum standards for cleaning and disinfection. This guidance is indicated for buildings in community settings and is not intended for healthcare settings or for other facilities where specific regulations or practices for cleaning and disinfection may apply.</p> <p>Implement</p> <p>Clean High-Touch Surfaces</p> <p>Clean high-touch surfaces at least once a day or as often as determined is necessary. Examples of high-touch surfaces include: pens, counters, shopping</p>

carts, tables, doorknobs, light switches, handles, stair rails, elevator buttons, desks, keyboards, phones, toilets, faucets, and sinks.

Prior to the start of the 21-22 school year, Prep Charter’s cleaning staff will receive training on the updated policies regarding cleaning:

Protect Yourself and Other Cleaning Staff

- Ensure cleaning staff are trained on proper use of cleaning (and disinfecting, if applicable) products.
- Wear [gloves](#) for all tasks in the cleaning process.
- [Wash your hands](#) with soap and water for 20 seconds after cleaning. Be sure to wash your hands immediately after removing gloves.
 - If hands are visibly dirty, always wash hands with soap and water.
 - If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol, and wash with soap and water as soon as you can.
- Special considerations should be made for people with asthma. Some cleaning and disinfection products can trigger asthma. [Learn more about reducing your chance of an asthma attack while disinfecting to prevent COVID-19.](#)

Disinfect Safely When Needed

If you determine that regular disinfection may be needed

- If your disinfectant product label does not specify that it can be used for both cleaning and disinfection, clean visibly dirty surfaces with soap or detergent before disinfection.
- Use a disinfectant product from the [EPA List Nexternal icon](#) that is effective against COVID-19. Check that the [EPA Registration numberexternal icon](#) on the product matches the registration number in the List N search tool.
 - If products on [EPA List Nexternal icon](#): Disinfectants for Coronavirus (COVID-19) are not available, [bleach solutions](#) can be used if appropriate for the surface.

- **Always follow the directions on the label** to ensure safe and effective use of the product. The label will include safety information and application instructions. Keep disinfectants out of the reach of children. Many products recommend keeping the surface wet with a disinfectant for a certain period (see product label).
- **Always take necessary safety precautions.**
 - Ensure adequate [ventilation](#) while using the product.
 - Wear [gloves](#). Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area. Additional PPE, such as glasses or goggles, might be required depending on the cleaning/disinfectant products being used and whether there is a risk of splash.
- **Use chemical disinfectants safely! Always read and follow the directions on the label** of cleaning and disinfection products to ensure safe and effective use.
 - Wear gloves and consider glasses or goggles for potential splash hazards to eyes.
 - Ensure adequate ventilation (for example, open windows).
 - Use only the amount recommended on the label.
 - If diluting with water is indicated for use, use water at room temperature (unless stated otherwise on the label).
 - Label diluted cleaning or disinfectant solutions.
 - Store and use chemicals out of the reach of children and pets.
 - Do not mix products or chemicals.
 - Do not eat, drink, breathe, or inject cleaning and disinfection products into your body or apply directly to your skin. They can cause serious harm.

The following are ways Prep Charter plans to improve ventilation:

- Increase the introduction of outdoor air:
 - Open outdoor air dampers beyond minimum settings to reduce or eliminate HVAC air recirculation. In mild weather, this will not affect thermal comfort or humidity. However, this may be difficult to do in cold, hot, or humid weather, and may require consultation with an experienced HVAC professional.

- Open windows and doors, when weather conditions allow, to increase outdoor air flow. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to occupants in the building. Even a slightly open window can introduce beneficial outdoor air.
- Use fans to increase the effectiveness of open windows:
 - To safely achieve this, fan placement is important and will vary based on room configuration. Avoid placing fans in a way that could potentially cause contaminated air to flow directly from one person to another (see FAQ below on [indoor use of fans](#)). One helpful strategy is to use a window fan, placed safely and securely in a window, to exhaust room air to the outdoors. This will help draw outdoor air into the room via other open windows and doors without generating strong room air currents. Similar results can be established in larger facilities using other fan systems, such as gable fans and roof ventilators.
- Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Rebalance or adjust HVAC systems to increase total airflow to occupied spaces when possible.
- Turn off any demand-controlled ventilation (DCV) controls that reduce air supply based on occupancy or temperature during occupied hours. In homes and buildings where the HVAC fan operation can be controlled at the thermostat, set the fan to the “on” position instead of “auto,” which will operate the fan continuously, even when heating or air-conditioning is not required.
- Improve central air filtration:
 - [Increase air filtration external icon](#) to as high as possible without significantly reducing design airflow. Increased filtration efficiency is especially helpful when enhanced outdoor air delivery options are limited.
 - Make sure air filters are properly sized and within their recommended service life.
 - Inspect filter housing and racks to ensure appropriate filter fit and minimize air that flows around, instead of through, the filter.

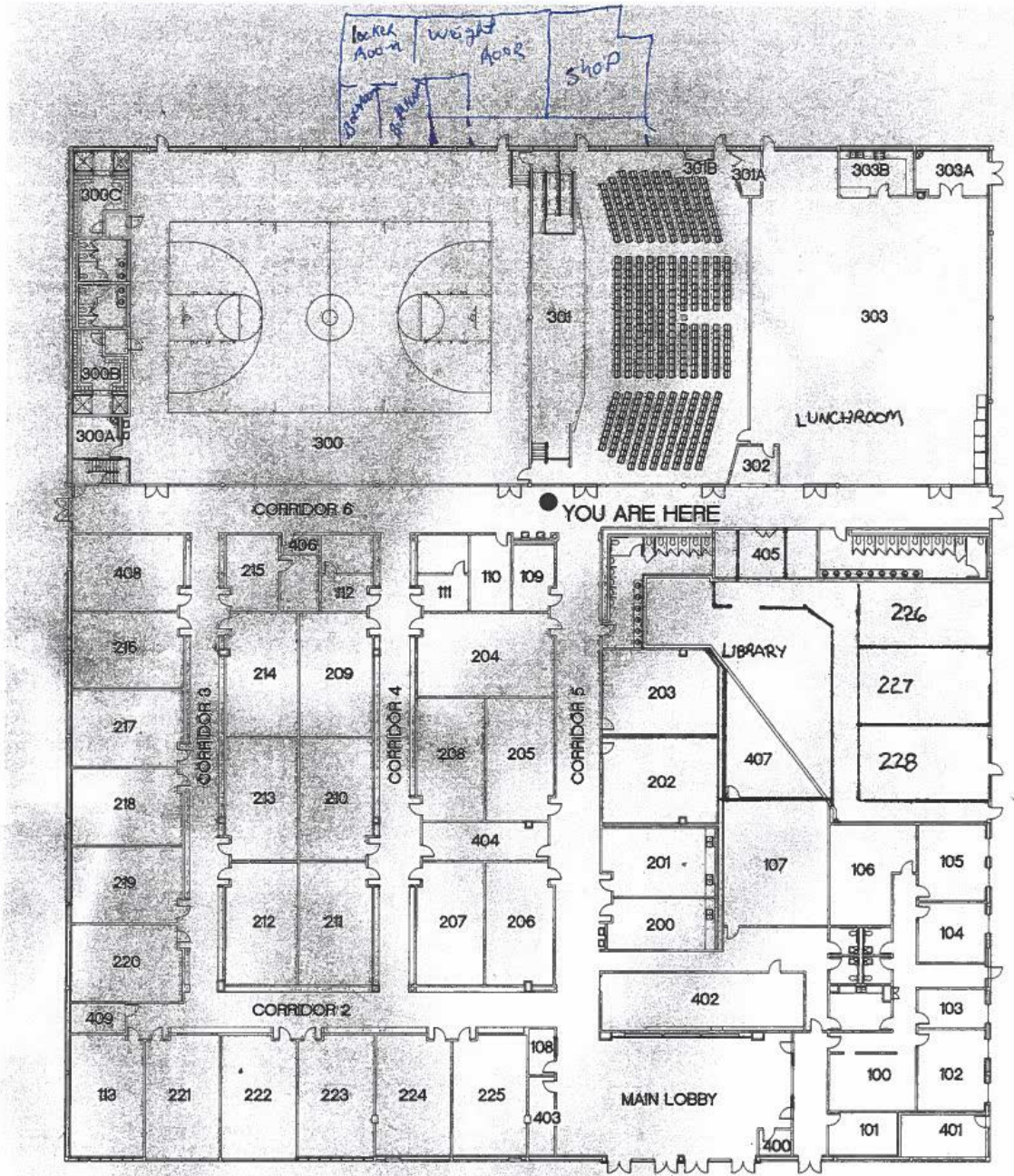
ARP ESSER Requirement	Strategies, Policies, and Procedures
	<ul style="list-style-type: none"> • Ensure restroom exhaust fans are functional and operating at full capacity when the building is occupied. • Inspect and maintain exhaust ventilation systems in areas such as kitchens, cooking areas, etc. Operate these systems any time these spaces are occupied. Operating them even when the specific space is not occupied will increase overall ventilation within the occupied building. • Use portable high-efficiency particulate air (HEPA) fan/filtration systems to enhance air cleaning (especially in higher risk areas such as a nurse’s office or areas frequently inhabited by people with a higher likelihood of having COVID-19 and/or an increased risk of getting COVID-19). See the FAQ below on HEPA filters and portable HEPA air cleaners. (Note: Portable air cleaners that use filters less efficient than HEPA filters also exist and can contribute to room air cleaning. However, they should be clearly labeled as non-HEPA units.) • Generate clean-to-less-clean air movement by evaluating and repositioning as necessary, the supply louvers, exhaust air grilles, and/or damper settings. See the FAQ below on Directional Airflow. This recommendation is easier to accomplish when the supply and exhaust points are located in a ceiling grid system. • Use ultraviolet germicidal irradiation (UVGI) as a supplemental treatment to inactivate SARS-CoV-2 when options for increasing room ventilation and filtration are limited. Upper-room UVGI systems pdf icon[6.1 MB, 87 pages] can be used to provide air cleaning within occupied spaces, and in-duct UVGI systems can help enhance air cleaning inside central ventilation systems. • In non-residential settings, run the HVAC system at maximum outside airflow for 2 hours before and after the building is occupied.
<p>e. Contact tracing in combination with isolation and quarantine, in</p>	<p>Prep Charter will use the following floor plan of the building and ensure it is correlated with the master schedule of classes and teaching assignments for the 21-22 school year. This will ensure that in the event a student or</p>

ARP ESSER Requirement

Strategies, Policies, and Procedures

collaboration with the State and local health departments

employee tests positive for COVID-19, the school can identify all persons with whom the infected person came in contact.



Prep Charter will cooperate and work with the Philadelphia Department of Health and share information to ensure a comprehensive strategy for contact tracing is followed.

Key Points- Contact Tracing

- As schools and institutions of higher education (IHEs) resume in-person learning, [case investigation pdf icon\[603 KB, 1 page\]](#) and [contact tracing pdf icon\[510 KB, 1 page\]](#) with staff, educators, and students are effective strategies to identify and isolate cases and test and quarantine close contacts to reduce transmission.
- Prep Charter will collaborate with state, tribal, local, and territorial (STLT) health departments when investigating cases and exposures to SARS-CoV-2, the virus that causes COVID-19.
- Prep Charter and IHEs will coordinate with local counsel and the state or U.S. Department of Education to ensure compliance with applicable laws related to privacy and the collection/sharing of this information as they undertake these activities.
- Students, staff, and educators diagnosed with COVID-19 will [isolate](#) and stay away from the school/IHE premises until [requirements for end of isolation are met](#).
- Prep Charter and IHE officials will report COVID-19 cases to the health department, in accordance with applicable privacy and other laws as soon as they are informed.
- Prep Charter will quickly prepare and provide information and records to aid in the identification of potential exposures and [close contacts](#) at K-12 school or IHE facilities or events.
- Prep Charter and IHE officials will notify [close contacts](#) (and families of close contacts in the K-12 school setting), in accordance with applicable privacy and other laws, of exposure as soon as possible after they are notified that someone in the school or IHE has tested positive for or been diagnosed with COVID-19.
- [Vaccination](#) of [staff, educators](#), and eligible students is a key strategy that has been considered in Prep charter’s prevention plans.
- Prompt and coordinated actions, including [case investigation pdf icon\[603 KB, 1 page\]](#) and [contact tracing pdf icon\[510 KB, 1 page\]](#), in

combination with [isolation](#) and [quarantine](#), can inform decision-making about strengthening and focusing prevention strategies.

- Students, staff, and educators who have been in [close contact](#) with someone who has COVID-19 and who are not fully vaccinated will receive [diagnostic testing](#) and will [quarantine](#). However, asymptomatic people who have [tested positive for and recovered from COVID-19 in the prior 3 months](#) and asymptomatic [fully vaccinated people](#) do not need to quarantine or get tested. Any close contacts who test positive for SARS-CoV-2 or who have symptoms should begin [isolation](#) regardless of [vaccination status or prior infection](#).
- All activities and information collected by Prep Charter and IHE should be consistent with applicable federal, state, tribal, local, and territorial privacy, public health, health/medical, and workplace laws and regulations.

What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School

- Student(s) shows signs of infectious illness consistent with COVID-19.
- Teacher or staff excuses student(s) from classroom, cohort/pod or area within the school. Alert the school nurse who will inform the COVID-19 POC.
- School nurse takes student(s) to isolation room/area and ensures student(s) is properly supervised. The parent, guardian, or caregiver is called. Arrangements are made for student(s) to either go home or seek emergency medical attention. Note: If multiple ill students must be placed in the same isolation room/area, ensure mask use and stay at least 6 feet apart while supervised.
- Parent, guardian, or caregiver picks up student(s). Parent, guardian, or caregiver contacts healthcare provider for evaluation and possible COVID-19 test.
- Clean and disinfect areas that the ill student(s) occupied. Ventilate the area(s), wait as long as possible before cleaning to let virus particles settle (at least several hours), and use personal protective equipment

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	<p>(including any protection needed for the cleaning and disinfection products) to reduce risk of infection.</p>
<p>f. Diagnostic and screening testing;</p>	<p>On June 25, 2021 all LEA’s received the following notification from the Pennsylvania Department of Health:</p> <p>The Pennsylvania Department of Health (DOH) has received federal funding to support</p> <p>COVID-19 testing in K-12 schools as another step to safely reopen schools and keep them open for in-person learning.</p> <p>Regular COVID-19 testing in schools can help prevent large outbreaks and keep schools open, help communities feel more confident that in-person learning is safe, and help protect communities by preventing further spread of COVID-19. As such, this free, voluntary COVID-19 testing program will be available to all K-12 schools in Pennsylvania, apart from schools in Philadelphia County. The Philadelphia Department of Public Health (PDPH) received their own federal funding to implement a similar testing program.</p> <p>The COVID-19 school testing program is expected to include several options for testing, including rapid tests, at no cost to the schools or families for the entire 2021-22 school year. Various levels of staffing support will be available as part of the program to assist with the logistics, planning, and operations of any school-based testing.</p> <p>A more formal announcement, along with additional information, will be released in the coming weeks. However, schools may want to consider this opportunity as they develop their health and safety plans for the 2021-22 school year.</p>

As soon as the free, voluntary school testing program plan is finalized, the DOH will provide additional details and instructions on how schools can elect to participate.

Prep Charter will continue to monitor the PDH website for timely updates and amend the formal testing program for the 21-22 school year as more information becomes available.

Operational Strategy for Prep Charter pending updated information:

At all levels of community transmission, Prep Charter will offer referrals to diagnostic testing to any student, teacher, or staff member who is exhibiting symptoms of COVID-19 at school. [Diagnostic testing](#) for SARS-CoV-2 is intended to identify occurrence of SARS-CoV-2 infection at the individual level and is performed when there is a reason to suspect that an individual may be infected, such as having symptoms or [suspected recent exposure](#). Examples of diagnostic testing strategies include testing symptomatic teachers, students, and staff who develop symptoms in school, and testing asymptomatic individuals who were exposed to someone with a confirmed or suspected case of COVID-19. Additional considerations for diagnostic testing:

- Prep Charter will advise students, teachers, and staff to [stay home](#) if they are sick or if they have been exposed to SARS-CoV-2. Schools can encourage these individuals to talk to their healthcare provider about getting a COVID-19 test.
- If a student, teacher, or staff member becomes sick at school or reports a new COVID-19 diagnosis, schools should follow the steps of the [COVID-19 Diagnosis flowchart](#) on what to do next. This includes notifying a student’s parent or guardian and initiating testing strategies. Notifications must be accessible for all students, parents, or guardians, including those with disabilities or limited English proficiency (for example, through use of interpreters or translated materials).
- In some schools, school-based healthcare professionals (for example, school nurses) may perform SARS-CoV-2 antigen testing in school-

based health centers if they are trained in specimen collection, conducting the test per manufacturer’s instructions, and obtain a Clinical Laboratory Improvement Amendments (CLIA) [certificate of waiverexternal icon](#). Some school-based healthcare professionals may also be able to perform specimen collection to send to a lab for testing, if trained in specimen collection, without a CLIA certificate. It is important that school-based healthcare professionals have access to, and training on the proper use of [personal protective equipment \(PPE\)](#).

- Not every school or school-based healthcare professional will have the staff, resources, or training to conduct testing. Public health officials should work with schools to help link students and their families, teachers, and staff to other opportunities for testing in their community. Testing could be offered by referral to community-based testing sites, through collaboration with local public health, or through a centralized test location offered by the school district.

The presence of any of the symptoms below generally suggests a student, teacher, or staff member has an infectious illness and should not attend school, regardless of whether the illness is COVID-19. For students, staff, and teachers with chronic conditions, symptom presence should represent a change from their typical health status to warrant exclusion from school. Occurrence of any of the [symptoms](#) below while a student, teacher, or staff member is at school suggests the person may be referred for diagnostic testing.

- [Temperature external icon](#) of 100.4 degrees Fahrenheit or higher
- Sore throat
- Cough (for students with chronic cough due to allergies or asthma, a change in their cough from baseline)
- Difficulty breathing (for students with asthma, a change from their baseline breathing)
- Diarrhea or vomiting
- New loss of taste or smell
- New onset of severe headache, especially with a fever

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>Students should not attend school in-person if they or their caregiver identifies new development of any of the symptoms above.</p> <p>Schools can provide options to separate students with COVID-19 symptoms or suspected or confirmed COVID-19 diagnoses by, for example, placing students in isolation room/areas until transportation can be arranged to send them home or seek emergency medical attention.</p> <p>If a COVID-19 diagnosis is confirmed, Prep Charter will support public health officials in determining which close contacts and other potentially exposed persons in the school setting could be tested and either isolated or quarantined (see Table 3). Schools can assist by providing information, where appropriate, to identify close contacts (for example, class rosters, seating charts, and information to facilitate outreach to contacts)</p> <p>This information will be posted on the Prep Charter website. In addition, we will communicate with parents, students and other stakeholders via email blasts, texts and robo calls. Prep Charter’s social media will also be utilized to provide the most current, up-to-date information possible.</p>
<p>g. Efforts to provide vaccinations to school communities ;</p>	<p>The following was posted on Prep Charter’s website shortly after the CDC approved vaccinations for students 12 and older:</p> <p>UPDATE: The FDA approved an extension of Pfizer’s Emergency Use Authorization (EUA), expanding age eligibility. <i>All U.S. individuals age 12 and up</i> are now eligible to receive a COVID-19 vaccine. PLEASE NOTE: 12-18-year-olds can ONLY receive the Pfizer vaccine.</p> <p>CHOP is focusing our vaccination efforts on <i>eligible CHOP patients</i>. In order to be as fair and equitable as possible, eligible patients are being randomly selected for the opportunity to schedule a vaccination.</p> <p>WHAT YOU CAN DO NOW <i>Get more details about CHOP’s vaccine distribution plans for patients in this age group, and learn what you can do now, including where to find other vaccination sites close to home.</i></p> <p>Should my child get vaccinated? https://www.chop.edu/news/health-tips/should-my-child-get-covid-19-vaccine</p> <p>Where can my child get the COVID 19 vaccination within a mile of Prep Charter?</p>

1. Walgreens Co. #3791
2014 S. Broad St. #24 19145
215-551-3818
2. Rite Aid #RA 101936
2017-2023 S. Broad St. 19148
215-467-0850
3. CVS Pharmacy, Inc. #17741
1020 S. Broad St. 19146
215-772-3009
4. Walgreens Co. #7543
2310 W. Oregon Ave. 19145
215-468-2481
5. Sav-On Pharmacy- Acme
1901 Johnston St. 19145
215-336-5553
6. Sav-On Pharmacy-Acme
1400 E. Passyunk Ave. 19147
215-551-3321

In addition, Prep Charter surveyed all students/parents regarding student vaccines during June

of 2021 using the following questionnaire:

COVID 19 Vaccine Questionnaire

****OPTIONAL****

Student COVID 19 Vaccine Interest Form

* Required

Email *

Your email

Student Last Name *

Your answer

Student First Name *

Your answer

Current Section *

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	<p>Your answer</p> <p>Are you aware that the Pfizer (COVID 19 Vaccine) has been extended for use in individuals ages 12 and over? *</p> <p>Yes No</p> <p>Would you/your child be interested in a COVID 19 Vaccine? *</p> <p>Yes No Maybe My child has already been vaccinated against COVID 19</p> <p>The vaccine is available in many pharmacies/doctor offices across the city, however, if it were available at Prep Charter High School I would want my child to receive it at Prep.</p> <p>Yes No Maybe I prefer NOT to have my child vaccinated</p> <p>The Pfizer COVID 19 Vaccine is now optional for individuals 12 and over. A parent/guardian must accompany a child to receive the vaccine at the appropriate locations. Prep Charter is EXPLORING THE POSSIBILITY of creating an OPTIONAL vaccine clinic on site for its students. Please visit our website for more information.</p> <p>I understand all of the above information I am not interested in the vaccine.</p> <p>During the 2021-22 school year our Career Development Hospital sites are requiring students to receive the COVID-19 Vaccine. Each student assigned to those sites will need to be vaccinated. Please check the statements below that apply to your child. *</p> <p>My child is already vaccinated against COVID-19 My child will/is willing to be vaccinated against COVID-19 My child WILL NOT be receiving the COVID 19 vaccination</p>
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h. Appropriate accommodations for students with	The Special Education Department and the ELL Department will review the Health & Safety Plan with all of the students for whom they have responsibility. Case managers will double check lesson plans with general education teachers to provide the support and
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ARP ESSER Requirement	Strategies, Policies, and Procedures
<p>disabilities with respect to health and safety policies; and</p>	<p>follow up necessary to ensure every student understands the essential components of mitigation such as: masking, hand-washing, social distancing, etc. <i>Prep Charter will develop educational alternatives for students with special needs through the IEP Team or Child Study Team.</i></p> <p>Educational placement changes and/or special education programming changes will be presented and approved by the IEP Team and initiated by a Notice of Recommended Placement (NOREP).</p> <p>The School psychologist, School social worker, Director of Special Education, and Special Education Teachers will address and remedy any behavioral, mental health, cognitive barriers as well as external factors that may affect the appropriate implementation of the Health and Safety Regulations through accommodations and modifications approved by the IEP team and/ or Child Study Team.</p> <p>Prep Charter High has developed a flexible staffing and instructional plan that can adjust to in person as well as virtual learning.</p> <p>The Health and Safety Plan will be posted in its entirety on the school website in written form as well as a corresponding video to accommodate visual and auditory outputs.</p> <p>Health and Safety posters will be mounted within the school building to illustrate the proper use of masks, hand washing protocols, and social distancing requirements.</p> <p>In addition, the ELL Department will ensure the Health & Safety Plan is made available to students and parents in all languages represented at Prep Charter. The Health & Safety Plan will be accessible in these languages via the school’s website.</p>
<p>i. Coordination with state and local health officials.</p>	<p>To address school leaders’ need for additional guidance in responding to COVID-19 cases in a school setting, the Pennsylvania Departments of Health (DOH) and Education (PDE) are providing recommendations to Pre-K to 12 schools for use in consultation with public health staff when making decisions related to school procedures following a case of COVID-19 in a school.</p> <p>When a case of COVID-19 is identified in a school setting, public health staff from DOH or the County or Municipal Health Department (CMHD) will work with school administrators to provide guidance and advice related to cleaning and disinfecting, contact tracing and quarantine recommendations, and closing certain areas of the school or entire school buildings if necessary. When entire school buildings are recommended to close, lengths of closure time will vary by level of community transmission and number of cases. If it is recommended that a school building close due to a COVID-19 case(s), schools do not need approval from the DOH or CMHD to reopen the school building after the temporary closure. Schools within a CMHD jurisdiction should work with their local health department when responding to cases of COVID-19 in a school setting. This allows public health staff the necessary time to complete case investigations and contact tracing,</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>and to provide schools with other appropriate public health advice like cleaning and disinfecting.</p> <p>The recommendations provided in the chart below complement the recommendations from DOH and PDE for Determining Instructional Models During the COVID-19 Pandemic and the Public Health Guidance for School Communities. The recommendations apply to individual schools, not an entire school district or Local Education Agency (LEA).</p>

Recommendations for Medium (500-900 students and staff) Pre-K to 12 School Buildings Following Identification of a Case(s) of COVID-19

It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based instructional model more quickly. DOH will provide proactive consultative assistance to school entities should such an outbreak occur.

<u>Level of Community Transmission in the County</u>	Number of Cases of COVID-19 Within a Rolling 14-Day Period:	Number of Cases of COVID-19 Within a Rolling 14-Day Period:	Number of Cases of COVID-19 Within a Rolling 14-Day Period:
	1-3 students or staff		7+ students/staff

4-6 students/staff in same school building in same school building			
Low	<ul style="list-style-type: none"> • School does not need to close • Clean area(s) where case spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • Close school(s) for 1-2 days* • Clean area(s) where cases spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • Close school(s) for 5 days* • Clean entire school(s) • Public health staff will direct close contacts to quarantine
Moderate	<ul style="list-style-type: none"> • School does not need to close • Clean area(s) where case spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • Close school(s) for 1-2 days* • Clean area(s) where cases spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • Close school(s) for 5 days* • Clean entire school(s) • Public health staff will direct close contacts to quarantine

<p>Substantial[†]</p>	<ul style="list-style-type: none"> • School should consider altering schedule to significantly decrease number of students on site • Clean area(s) where case spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • School should consider altering schedule to significantly decrease number of students on site • Close school(s) for 2-3 days* • Clean area(s) where cases spent time • Public health staff will direct close contacts to quarantine 	<ul style="list-style-type: none"> • School should consider altering schedule to significantly decrease number of students on site • Close school(s) for 5 days* • Clean entire school • Public health staff will direct close contacts to quarantine
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***If case investigations, contact tracing, and cleaning and disinfecting can be accomplished in a faster time frame, the length of closure time may be shortened.**

[†]DOH and PDE recommend a Blended Learning Model for Elementary Only or a Full Remote Learning Model for all schools in counties with substantial level of community transmission. Schools that choose to pursue in-person instruction or other models in which school buildings are utilized by students and/or staff should follow the recommendations here.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Preparatory Charter School of Mathematics, Science, Technology and Careers** reviewed and approved the Health and Safety Plan on **July 14, 2021**

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **(July 15, 2021)**

(Signature of Board President)*

Fred Musilli

(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.