



## Central Westmoreland Career and Technology Center

# Phased School Reopening Health and Safety Plan

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

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

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*This resource draws on a resource created by the Council of Chief State School Officers (CCSSO) that is based on official guidance from multiple sources to include: the Centers for Disease Control and Prevention, the White House, American Academy of Pediatrics, Learning Policy Institute, American Enterprise Institute, Rutgers Graduate School of Education, the World Health Organization, the Office of the Prime Minister of Norway as well as the departments of education/health and/or offices of the governor for Idaho, Montana, New York, Texas and Washington, DC.*

## Health and Safety Plan: **Central Westmoreland Career & Technology Center**

### **Secondary and Post-Secondary**

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

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

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

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

## Type of Reopening

### Key Questions

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

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

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

**Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): 08/24/2020**

## Pandemic Coordinator/Team

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

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Richard Capraun	Principal/Safety Coordinator	Both
Meri Beth Elder	School Nurse	Both
Brian Ruff	Building and Grounds Supervisor	Both
Bruce Miller	Team Leader	Both

<b>Mike Dortenzo</b>	Instructor/EA President	Health and Safety Plan Development
<b>TBD</b>	First aid/Para	Both
<b>Chelsea Herrle</b>	Paraprofessional/ESP President	Health and Safety Plan Development
<b>George Swartz</b>	Instructor	Health and Safety Plan Development
<b>Michelle DeLuca</b>	Adult Ed Coordinator	Health and Safety Plan Development
<b>David Zilli</b>	Sending School Principal	Health and Safety Plan Development

## Key Strategies, Policies, and Procedures

Once your LEA has determined the type of reopening that is best for your local community and established a pandemic coordinator and/or pandemic team, use the action plan templates on the following pages to create a thorough plan for each of the requirements outlined in the Pennsylvania Department of Education’s Preliminary Guidance for Phased Reopening of PreK-12 Schools.

For each domain of the Health and Safety Plan, draft a detailed summary describing the key strategies, policies, and procedures your LEA will employ to satisfy the requirements of the domain. The domain summary will serve as the public-facing description of the efforts your LEA will take to ensure health and safety of every stakeholder in your local education community. Thus, the summary should be focused on the key information that staff, learners, and families will require to clearly understand your local plan for the phased reopening of schools. You can use the key questions to guide your domain summary.

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.

- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, learners, families, or other stakeholders require professional development?

In the following tables, an asterisk (\*) denotes a mandatory element of the plan. All other requirements are highly encouraged to the extent possible.

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Key Questions

- How will you ensure the building is cleaned and ready to safely welcome staff and learners?
- How will you procure adequate disinfection supplies meeting OSHA and [CDC requirements for COVID-19](#)?
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and learner safety?
- What protocols will you put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: A deep cleaning of all facilities has been conducted. Disinfection products have been procured that are approved by the CDC and meet OSHA requirements for the elimination of the COVID-19 virus. Sufficient quantities of this disinfectant have been procured to sustain these sanitation efforts throughout the 20-21 school year. Daily cleaning will occur after school hours. This schedule is available for review upon request. During instructional times, communal areas will be cleaned on a regular basis with particular emphasis on high contact areas. Hand sanitizing stations and appropriate amounts of hand sanitizer have been procured to ensure that there is availability for all persons during instructional hours. Ventilation systems have been set to allow the maximum amount of fresh air flow as is appropriate for the weather conditions. While the sharing of instructional materials will be limited, sanitation wipes will be provided in all areas to disinfect any items that may be shared. This, combined with the cleaning schedule that will be implemented, will allow the safest possible environment for learners, faculty and staff. All maintenance and custodial staff will be trained in the disinfection protocols required to safely open instructional spaces. Further, all faculty and staff will be trained in regard to our School Reopening Health and Safety Plan. These trainings have already begun and will continue throughout the school year. The Administrative Director and his administrative team will review, lead, review, and participate in associated trainings. Preparedness will be based upon observable data gathered by this team.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by learners (i.e., restrooms, drinking fountains, hallways, and transportation)</b></p>	<ol style="list-style-type: none"> <li>1. Learning spaces will be thoroughly disinfected daily.</li> <li>2. Disinfecting wipes will be available in all learning spaces for use throughout the day by learners and faculty.</li> <li>3. Learners will not be allowed to share materials when feasible. <b>All materials will be provided to each individual when possible.</b></li> <li>4. Restrooms will be disinfected on a regular basis.</li> <li>5. Hallways will be disinfected daily with a “deep cleaning” of the entire building occurring as necessary.</li> <li>6. Use of water fountains will not be permitted in hallways. Alternate sources of drinking water will be made available as necessary.</li> </ol>	<p>Same As Yellow.</p>	<p>Brian Ruff Building and Grounds Supervisor</p> <p>Richard Capraun Principal/Safety Coordinator</p>	<ul style="list-style-type: none"> <li>● Disinfectant</li> <li>● Disinfecting Wipes</li> <li>● Industrial Disinfecting Sprayers</li> <li>● Hand Disinfecting Sprayers</li> <li>● Handwashing sinks</li> </ul>	<p>Y</p>
<p><b>Other cleaning, sanitizing, disinfecting, and ventilation practices</b></p>	<ol style="list-style-type: none"> <li>1. A “sick” area will be established in the building for suspected COVID isolation. This space will be sanitized throughout and at the end of the school day dependent on the volume of visits.</li> </ol>	<p>Same as Yellow.</p>	<p>Building and Grounds Supervisor</p> <p>Principal</p> <p>Nurse</p>	<ul style="list-style-type: none"> <li>● Disinfectant</li> <li>● Disinfecting Wipes</li> <li>● Industrial Disinfecting Sprayers</li> <li>● Hand Disinfecting Sprayers</li> </ul>	<p>Y</p>

## Social Distancing and Other Safety Protocols

### Key Questions

- How will classrooms/learning spaces be organized to mitigate spread?
- How will you group learners with staff to limit the number of individuals who come into contact with each other throughout the school day?
- What policies and procedures will govern use of other communal spaces within the school building?
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- How will you adjust learner transportation to meet social distancing requirements?
- What visitor and volunteer policies will you implement to mitigate spread?
- Will any of these social distancing and other safety protocols differ based on age and/or grade ranges?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

**Summary of Responses to Key Questions: When learners are not in the brick and mortar environment, a virtual learning environment will be provided through synchronous instruction. All special needs learners will be provided the opportunity to participate daily. The combination of lab and classroom space shall allow the six foot social distancing guidelines to be fulfilled in instructional and communal spaces, including hallways. When possible, instruction will occur outdoors. Regular hand hygiene protocols have been established. They include, but are not limited to, learners and staff sanitizing hands upon entry into the building, and hand hygiene being conducted regularly, when entering the classroom, or when sneezing, coughing or face touching occurs. No visitors will be allowed to enter the building. This includes but is not limited to: parents/guardians, volunteers, student teachers, outside agencies, and salespeople. All protocols will apply to all learners. Modifications of these social distancing protocols will be evaluated on an individual basis dependent upon need. Training will be provided to all stakeholders prior to the start of the school year. CTC administration will be responsible for providing and evaluating the community's preparedness to begin the 20-21 school year.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p><b>* Classroom/ learning space occupancy that allows for 6 feet of separation among learners and staff throughout the day, to the maximum extent feasible</b></p>	<p>Each CTE program area consists of lab and classroom space. Learners will be assigned specific learning areas within each program area, maintaining social distancing of at least 6 feet when feasible.</p>	<p>Same as Yellow</p>	<p>Administrative Director</p>	<ul style="list-style-type: none"> <li>● Devices for all learners</li> <li>● Internet access in available areas for all learners requesting assistance with connectivity</li> <li>● Individual learning plans for all learners</li> <li>● Spacing of work areas</li> </ul>	<p>Y</p>
<p><b>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></p>	<p>1. CWCTC does not serve lunches. All communal areas will be restricted and social distancing will be implemented when they are in use. Vending will be closed.</p>	<p>Same as Yellow.</p>	<p>Principal</p>		<p>Y</p>
<p><b>* Hygiene practices for learners and staff including the manner and frequency of hand-washing and other best practices</b></p>	<p>1. Learners, staff, and third party contractors will sanitize hands upon entry into every new area. 2. Hand hygiene will be conducted regularly, or when entering the classroom, or when sneezing, coughing or face touching occurs.</p>	<p>Same as Yellow.</p>	<p>All Staff</p>	<ul style="list-style-type: none"> <li>● Hand Sanitizer stations throughout the building and inside of classrooms</li> <li>● Sinks, soap, and water</li> </ul>	<p>Y</p>

<p><b>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></p>	<p>1. Signage will be posted throughout the building, including classrooms, that will address the following.</p> <ul style="list-style-type: none"> <li>a. Masks Required</li> <li>b. Social Distancing</li> <li>c. Handwashing</li> </ul> <p>2. Faculty and staff will be educated on the reopening plan prior to the return of learners.</p>	<p>Same as Yellow</p>	<p>Building and Grounds Supervisor</p> <p>Nurse</p> <p>Instructors</p>	<ul style="list-style-type: none"> <li>• Signage</li> </ul>	<p>Y</p>
<p><b>* Identifying and restricting non-essential visitors and volunteers</b></p>	<p>Non-essential personnel will not be permitted in the building. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>a. parents/guardians</li> <li>b. volunteers</li> <li>c. student teachers</li> <li>d. outside agencies</li> <li>e. salespeople</li> </ul> <p>This list does not include therapists, who provide required mental health services, occupational and physical therapy or other government agencies. CWCTC will not be allowing guest speakers into the building.</p>	<p>Same as Yellow</p>	<p>Principal</p> <p>Administrative Director</p>	<ul style="list-style-type: none"> <li>• Signage</li> </ul>	<p>N</p>
<p><b>* Handling sporting activities for recess and physical education classes consistent with</b></p>	<p>Wellness classes will be modified to meet the CDC requirements.</p>	<p>Same as Yellow</p>	<p>Principal</p> <p>Instructors</p>	<p>Modified schedule</p> <p>Extended disinfecting.</p>	<p>N</p>

<b>the CDC Considerations for Youth Sports</b>					
<b>Limiting the sharing of materials among learners</b>	<ol style="list-style-type: none"> <li>1. All materials will be provided to learners that they will use throughout the day when feasible.</li> <li>2. Items from home will be discouraged.</li> <li>3. Any materials that could possibly be shared will be disinfected by the learner when finished and prior to being used by another.</li> </ol>	Same as Yellow	Instructors Principal	<ul style="list-style-type: none"> <li>• Disinfecting wipes</li> <li>• Purchasing as necessary</li> </ul>	N
<b>Staggering the use of communal spaces and hallways</b>	<ol style="list-style-type: none"> <li>1. Communal space use will be governed by the building schedule.</li> <li>2. Schedules are designed to limit interactions of groups. This includes arrival/dismissal.</li> </ol>	Same as Yellow	Principal		N
<b>Adjusting transportation schedules and practices to create social distance between learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Limiting the number of individuals in classrooms and other learning spaces, and interactions</b>	Each CTE program area consists of lab and classroom space. Learners will be assigned specific learning areas within each program area, maintaining social distancing of at least 6 feet when feasible.	Same as Yellow.	Administrative Director Principal Instructors and staff	NA	N

<b>between groups of learners</b>					
<b>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b>	N/A	N/A	N/A	NA	N/A
<b>Other social distancing and safety practices</b>	There will be no in person field trips or off site competition for learners during this time. Virtual activity may be approved by administration.	Same as Yellow	Principal	NA	N
<b>Athletics</b>	N/A	N/A	N/A	NA	N/A

## Monitoring Learner and Staff Health

### Key Questions

- How will you monitor learners, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- Where, to whom, when, and how frequently will the monitoring take place (e.g. parent or child report from home or upon arrival to school)?
- What is the policy for quarantine or isolation if a staff, learner, or other member of the school community becomes ill or has been exposed to an individual confirmed positive for COVID-19?
- Which staff will be responsible for making decisions regarding quarantine or isolation requirements of staff or learners?
- What conditions will a staff or learner confirmed to have COVID-19 need to meet to safely return to school? How will you accommodate staff who are unable to uncomfortable to return?
- How will you determine which learners are willing/able to return? How will you accommodate learners who are unable or uncomfortable to return?
- When and how will families be notified of confirmed staff or learner illness or exposure and resulting changes to the local Health and Safety Plan?
- Which stakeholders will be trained on protocols for monitoring learner and staff health? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

### Summary of Responses to Key Questions:

#### PROTOCOL FOR LEARNERS, FACULTY, AND STAFF THAT ARE SUSPECTED TO BE ILL:

1. Parents should take their child's temperature prior to leaving for school. If the child has a temperature of 100.0 or higher, they should remain home. "Spot Checking" of temperatures may be conducted by staff members.
2. Faculty, staff, adult students and third party contractors should take their temperatures before leaving for work. If the employee has a temperature of 100.00 or higher, they should remain home.
3. To prevent potential exposure and spread of infection, CWCTC will utilize a "sick" nursing area for staff or learners who experience symptoms associated with COVID-19. This protocol should be followed by both staff and learners.

- a. Sick Area- Please call the office immediately to notify them that a learner or staff member appears to be sick. Potentially infectious persons will need to be immediately assessed, and isolated if necessary. The office will provide direction on how to proceed. The office will instruct a staff member to escort the learner to the Sick Area. Reasons to call the office for a “sick” child include: suspected fever, shortness of breath, severe coughing, apparent respiratory distress, decreased level of consciousness, confusion, etc.

#### **RETURN TO WORK/SCHOOL FOR EMPLOYEES AND LEARNERS PROTOCOL PER THE CDC:**

**This guidance is based on current available information about COVID-19 and is subject to change as additional information becomes available.**

**The decision to discontinue isolation should be made in conjunction with an individual’s personal physician and under the context of local circumstances (i.e. testing availability, community spread, underlying personal health issues, etc.). Clearance will need to be submitted to CWCTC administration before returning to work/school.**

#### **Per CDC guidelines:**

Persons with laboratory-confirmed COVID-19 who have symptoms and are directed to care for themselves at home may discontinue isolation under the following conditions:

- Symptom-based strategy. Exclude from work/school until:
  - At least 10 days have passed *since symptoms first appeared*.
    - At least 3 days (72 hours) have passed *since recovery*, defined as resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and
  - Written clearance from the individual’s medical provider.
- Test-based strategy. Exclude from work until:
  - Resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
  - Written clearance from the individual’s medical provider.

#### **Persons with laboratory-confirmed COVID-19 who have not had any symptoms:**

- Time-based strategy. Exclude from work/school until:

- 10 days have passed since the date of their first COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test.
- An individual develops symptoms, then the symptom-based or test-based strategy should be used. Note: Because symptoms cannot be used to gauge where individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after the first positive test.
- Test-based strategy. Exclude from work/school until:
  - Resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
  - Written clearance from the individual’s medical provider.
  - For 3 days following discontinuation of isolation, these persons should continue to limit contact by social distancing (stay 6 feet away from others) and limit potential of dispersal of respiratory secretions by wearing a covering for their nose and mouth whenever they are in settings where other persons are present. In community settings, this covering may be a barrier mask, such as a bandana, scarf, or cloth mask. The covering does not refer to a medical mask or respirator.

**All changes in the current situation will be communicated to the entire community by the Administrative Director, in collaboration with the Superintendents of each sending district. All stakeholders will be trained in the safety expectations by CTC administrators and staff. These trainings will signify preparedness for the schools to reopen as safely as is possible considering the current circumstances.**

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* <b>Monitoring learners and staff for symptoms and history of exposure</b>	<ol style="list-style-type: none"> <li>1. Buses will be unloaded one at a time upon arrival to school to prevent a large influx of learners at building entrances. Learners will use the designated student entrance(s).</li> <li>2. CWCTC employees will report to the assigned designated entrance.</li> <li>3. CWCTC employees, learners, and third party contractors must wear masks before entering any building</li> </ol>	All protocols will remain in place during the green phase.	Administrative Director  Principal  CWCTC Faculty and Staff	<ul style="list-style-type: none"> <li>● Hand sanitizer</li> <li>● Masks</li> <li>● Gloves</li> </ul>	Y

	<p>and when traveling to other areas. Masks must cover both the individual's nose and mouth. Masks will be required to remain in place throughout the duration of the day unless otherwise instructed. If needed, masks will be provided.</p> <ol style="list-style-type: none"><li>4. Hand sanitizer will be available at the entrances for use prior to entry.</li><li>5. CWCTC employees, learners, and third party contractors will have their temperatures taken prior to entering the building.</li><li>6. Learners and employees must proceed directly to their program area. No loitering in the hallways will be permitted. All notes, papers, etc, will be given to the learners' homeroom teachers. No learners will be permitted to congregate in building offices.</li><li>7. Social distancing must be followed at all times in accordance with the CTC schedule. At this time, guidelines mandate a minimum distance of 6 ft. between persons.</li></ol>				
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<p><b>* Isolating or quarantining learners, staff, or visitors if they become sick or demonstrate a history of exposure</b></p>	<ol style="list-style-type: none"> <li>1. Parents should take their child’s temperature prior to leaving for school. If the child has a temperature of 100.0 or higher, they should remain home.</li> <li>2. Faculty, staff, adult students and third party contractors should take their temperatures before leaving for work or school. If they have a temperature of 100.0 or higher, they should remain home.</li> <li>3. To prevent potential exposure and spread of infection, CWCTC will be utilizing a “sick” area. <ol style="list-style-type: none"> <li>a. Please call the office immediately to notify them that a learner or staff member appears to be sick. Potentially infectious persons will need to be immediately assessed, and isolated if necessary. The office will provide direction on how to proceed – the office will instruct a staff member to escort the individual to the Sick Area, if they are experiencing symptoms. Reasons to call the office for a “sick” child include: suspected fever,</li> </ol> </li> </ol>	<p>Same as Yellow</p>	<p>Principal</p> <p>School Nurses</p>	<ul style="list-style-type: none"> <li>• Creation of separate nursing areas (Sick Office and Well Office)</li> <li>• Education of faculty, staff, and parents</li> </ul>	
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	<p>shortness of breath, severe coughing, apparent respiratory distress, decreased level of consciousness, confusion, etc.</p> <ul style="list-style-type: none"><li>i. Paper cuts, small abrasions, picked scabs – Learner will wash hands and apply band aid if needed.</li><li>ii. Minor headaches and/or fatigue – The learner will be allowed to get a drink of water and put his/her head down for at least 20 minutes. If symptoms don't subside, then the student should call home and be picked up.</li><li>iii. Mild stomach ache and/or nausea – The learner will be allowed to use the restroom, get a drink of water and put his/her head down for at least 20 minutes. If symptoms don't subside, then the student should call home and be picked up.</li><li>iv. Localized bug bite – If the learner has no history of allergies and the bite has not</li></ul>				
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	<p>spread over a large area of skin, apply a cool paper towel to the area to prevent scratching.</p> <p>v. Anxiety/Stress/Psychosocial Issues – If the learner’s symptoms are not affecting breathing or physical health, redirection, or refer the learner to a school counselor who will escort the student.</p> <p>In summary: If it is not an emergency AND the situation cannot be handled in the classroom, the learner can be referred to the Office.</p>				
<p><b>* Returning isolated or quarantined staff, learners, or visitors to school</b></p>	<p>PROTOCOL FOR COVID-19 POSITIVE CWCTC EMPLOYEE OR LEARNER:</p> <p>The decision to discontinue isolation should be made in conjunction with an individual’s personal physician and under the context of local circumstances (i.e. testing availability, community spread, underlying personal health issues, etc.). Written clearance from a physician will need to be submitted to CWCTC</p>		<p>Administrative Director</p> <p>Principal</p> <p>Nurse</p>		

administration before returning to work/school.

**Persons with laboratory-confirmed COVID-19 who have symptoms** and were directed to care for themselves at home may discontinue isolation under the following conditions:

- Symptom-based strategy. Exclude from work/school until:
  - At least 10 days have passed *since symptoms first appeared*.
    - At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and**
    - Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and,**
    - In addition to the above guidelines, the individual must provide written clearance from a medical provider.
- Test-based strategy. Exclude from work until:
  - Resolution of fever without the use of

	<p>fever-reducing medications and</p> <ul style="list-style-type: none"><li>○ Improvement in respiratory symptoms (e.g., cough, shortness of breath), and</li><li>○ In addition to the above guidelines, you must contact your medical provider for written clearance.</li></ul> <p><b>Persons with laboratory-confirmed COVID-19 who <u>have not had any</u> symptoms:</b></p> <ul style="list-style-type: none"><li>● Time-based strategy. Exclude from work/school until:<ul style="list-style-type: none"><li>○ 10 days have passed since the date of their first COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test</li><li>○ An individual develops symptoms, then the symptom-based or test-based strategy should be used. Note, because symptoms cannot be used to</li></ul></li></ul>				
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	<p>gauge where individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after the first positive test.</p> <ul style="list-style-type: none"><li>● Test-based strategy. Exclude from work/school until:<ul style="list-style-type: none"><li>○ Resolution of fever without the use of fever-reducing medications <b>and</b></li><li>○ Improvement in respiratory symptoms (e.g., cough, shortness of breath), <b>and</b></li><li>○ In addition to the above guidelines, the individual must provide written clearance from a medical provider.</li></ul></li><li>● For 3 days following discontinuation of isolation, these persons should continue to limit contact by social distancing (stay 6 feet away from others) and limit potential of dispersal of respiratory secretions by wearing a covering for their nose and mouth whenever they are in</li></ul>				
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	settings where other persons are present. In community settings, this covering may be a barrier mask, such as a bandana, scarf, or cloth mask. The covering does not refer to a medical mask or respirator.				
<b>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</b>	The CTC's Mass Notification System and website will be used to alert the community of any necessary changes to protocol. The supporting documentation and or training will be provided depending upon the situation.	Same as Yellow.	Administrative Director	NA	N
<b>Other monitoring and screening practices</b>					

**Other Considerations for Learners and Staff**

**Key Questions**

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

**Summary of Responses to Key Questions:**

All staff, faculty and third party contractors will be required to wear face coverings in both the yellow and green phases. Learners will be required to wear face coverings during yellow and green. Consideration during both phases will be provided to learners based on their age on any special circumstances they may have. Learners will be provided alternative options for learning during the 20-21 school year.

- High risk learners will be provided the option of a virtual learning experience throughout the entire school year. This environment will include necessary accommodations and related services to meet their individual needs.
- The CTC plans on offering a hybrid mode of instruction. This necessitates the reallocation of human resources to support this initiative.
- Staff may be provided alternatives according to current governmental legislation.

Instructional and non-instructional staff will be deployed to meet learner needs. An individual learning plan will be created for each learner. Based upon the analysis of the plans by administration and faculty, human resources will be deployed appropriately. These supports will be made available to learners in both the brick and mortar and virtual environments.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Protecting learners and staff at higher risk for severe illness	1. Learners and staff will be provided alternative options for learning and employment during the 20-21 school year. a. High risk learners will be provided the option of a virtual learning experience throughout the entire school year. This environment will include necessary accommodations and related services to meet their individual needs.	Same as Yellow.	Administrative Director  Technology Coordinator		N

	2. Other staff may be provided alternatives through current governmental legislation.				
<b>* Use of face coverings (masks or face shields) by all staff</b>	All staff, faculty and third party contractors will be required to wear face coverings during the school year.	Same as Yellow.	Principal Nurse	Face coverings for any staff that does not have one.	N
<b>* Use of face coverings (masks or face shields) by older learners (as appropriate)</b>	All learners will be required to wear face coverings during the school year. The learner with complex needs or other health considerations will determine the appropriateness of this protocol.	Same as Yellow.	Principal Nurse Teachers	Face coverings for any learner that does not have one.	N
<b>Unique safety protocols for learners with complex needs or other vulnerable individuals</b>	Protocols for these learners will be addressed on a case by case basis. Appropriate accommodations will be made to fully support their safety and learning along with the safety of others.	Same as Yellow.	Principal Nurse	NA	N
<b>Strategic deployment of staff</b>					

## Health and Safety Plan Professional Development

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

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

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
<b>Cleaning Sanitizing</b>	Custodial staff, faculty, nurse and third party contractors.	Building and Grounds Supervisor	Face-to-face	Disinfectant and equipment use directions.	08/2020	06/2021
<b>Social Distancing and Other Safety Protocols</b>	Faculty, staff learners, parents, and third party contractors.	Principal/Stakeholder committee	Face-to-face and virtual	Reopening Health and Safety Plan	08/2020	06/2021
<b>Monitoring Learners and Staff Health</b>	Faculty, staff, learners, parents, and third party contractors.	Nurse/Principal	Face-to-face and virtual	Reopening Health and Safety Plan	08/2020	06/2021

## Health and Safety Plan Communications

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

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
<b>Reopening Plan</b>	Community, parents, guardians, students, staff, and faculty.	Richard Capraun Principal/Safety Coordinator	Alerts, website, emails, mailings, and board meetings	08/2020	08/2020
<b>Daily Schedule</b>	Community, parents, guardians, staff, and faculty.	Richard Capraun Principal/Safety Coordinator	Alerts, website, emails, mailings, and board meetings.	08/2020	06/2021
<b>General School Updates During the Pandemic</b>	Community, parents, guardians, staff, and faculty.	Richard Capraun Principal/Safety Coordinator	Alerts, website, emails, mailings, and board meetings	08/2020	06/2021

## Health and Safety Plan Summary: **CWCTC**

**Anticipated Launch Date: 8-24-2020**

Use these summary tables to provide your local education community with a detailed overview of your Health and Safety Plan. LEAs are required to post this summary on their website. To complete the summary, copy and paste the domain summaries from the Health and Safety Plan tables above.

### Facilities: Cleaning, Sanitizing, Disinfecting and Ventilation

Requirement(s)	Strategies, Policies and Procedures
<b>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by learners (i.e., restrooms, drinking fountains, hallways, and transportation)</b>	<p>A deep cleaning of all facilities has been conducted. Disinfection products have been procured that are recommended by the CDC and meet OSHA requirements for the elimination of the COVID-19 virus. Sufficient quantities of these disinfectants have been procured to sustain these sanitation efforts throughout the 20-21 school year. Daily cleaning will occur after school hours. During instructional times, communal areas will be cleaned on a regular basis with particular emphasis on high contact areas. The “sick” area will be cleaned as needed by custodial staff or the Building and Grounds supervisor. Hand sanitizing stations and appropriate amounts of hand sanitizer have been procured to ensure that there is availability for all persons during instructional hours. Ventilation systems have been set to allow the maximum amount of fresh air flow as is appropriate for the weather conditions. While the sharing of instructional materials will be limited, sanitation wipes will be provided in all areas to disinfect any items that may be shared. This combined with the cleaning schedule that will be implemented will allow the safest possible environment for learners, faculty and staff. All maintenance and custodial staff will be trained in the disinfection protocols required to safely open instructional spaces. Further, all faculty and staff will be trained in regard to CWCTC’s School Reopening Health and Safety Plan. These will continue throughout the school year. The Administrative Director and administrative team will lead and participate in associated trainings. Preparedness will be based upon observable data gathered by this team.</p>

## Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
<ul style="list-style-type: none"> <li>* <b>Classroom/learning space occupancy that allows for 6 feet of separation among learners and staff throughout the day, to the maximum extent feasible</b></li> <li>* <b>Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</b></li> <li>* <b>Hygiene practices for learners and staff including the manner and frequency of hand-washing and other best practices</b></li> <li>* <b>Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</b></li> <li>* <b>Handling sporting activities consistent with the <a href="#">CDC Considerations for Youth Sports</a> for recess and physical education classes</b></li> <li>* <b>Limiting the sharing of materials among learners</b></li> </ul>	<p>All learners will be in the building to the extent possible. When learners are not in the brick and mortar environment, a virtual learning environment will be provided through synchronous instruction. All special needs learners will be provided the opportunity to participate daily. Again, a virtual learning environment will be provided to ensure high quality instruction. The combination of lab and classroom space shall allow the six foot social distancing guidelines to be fulfilled in all instructional and communal spaces, including hallways when feasible. When possible, instruction will occur outdoors. Regular hand hygiene protocols have been established. They include, but are not limited to, learners and staff sanitizing hands upon entry into the building, and hand hygiene being conducted regularly, when entering the classroom, or when sneezing, coughing or face touching occurs. No visitors will be allowed to enter the building. This includes but is not limited to: parents/guardians, volunteers, student teachers, outside agencies, and salespeople. All protocols will apply to all learners. Modifications of these social distancing protocols will be evaluated on an individual basis dependent upon need. Training will be provided to all stakeholders prior to the start of the school year. CTC administration will be responsible for providing and evaluating the community's preparedness to begin the 20-21 school year.</p>

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| <ul style="list-style-type: none"><li><b>* Staggering the use of communal spaces and hallways</b></li><li><b>* Adjusting transportation schedules and practices to create social distance between learners</b></li><li><b>* Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of learners</b></li><li><b>* Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</b></li><li><b>* Other social distancing and safety practices</b></li></ul> |  |
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## Monitoring Learner and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p><b>* Monitoring learners and staff for symptoms and history of exposure</b></p> <p><b>* Isolating or quarantining learners, staff, or visitors if they become sick or demonstrate a history of exposure</b></p> <p><b>* Returning isolated or quarantined staff, learners, or visitors to school</b></p> <p><b>* Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</b></p>	<p><b>PROTOCOL FOR LEARNERS, FACULTY, AND STAFF THAT ARE SUSPECTED TO BE ILL:</b></p> <p>Parents should take their child’s temperature prior to leaving for school. If the child has a temperature of 100.0 or higher, they should remain home.</p> <p>Faculty, staff, and third party contractors should take their temperatures before leaving for work. If the employee has a temperature of 100.00 or higher, they should remain home.</p> <p>To prevent potential exposure and spread of infection, CWCTC will be utilizing a “sick” area.</p> <p>Please call the office immediately to notify them that a learner or staff member appears to be sick. Potentially infectious persons will need to be immediately assessed, and isolated if necessary. The office will provide direction on how to proceed, The office will instruct a staff member to escort the individual to the Sick Area, if they are experiencing symptoms. Reasons to call the office for a “sick” child include: suspected fever, shortness of breath, severe coughing, apparent respiratory distress, decreased level of consciousness, confusion, etc.</p> <p>Paper cuts, small abrasions, picked scabs – Learner will wash hands and apply band aid if needed.</p> <p>Minor headaches and/or fatigue – The learner will be allowed to get a drink of water and put his/her head down for at least 20 minutes. If symptoms don’t subside, then call the office.</p> <p>Mild stomach ache and/or nausea – The learner will be allowed to use the restroom, get a drink of water and put his/her head down for at least 20 minutes. If symptoms don’t subside, then call the office.</p> <p>Localized bug bite – If the learner has no history of allergies and the bite has not spread over a large area of skin, apply a cool paper towel to the area to prevent scratching.</p>

Anxiety/Stress/Psychosocial Issues – If the learner’s symptoms are not affecting breathing or physical health, redirection, or refer the learner to the school counselor who will escort the student.

In summary: If it is not an emergency AND the situation cannot be handled in the classroom, the learner can be referred to the Office.

**\*\*RETURN TO WORK/SCHOOL FOR EMPLOYEES AND LEARNERS PROTOCOL PER THE CDC:**

This guidance is based on current available information about COVID-19 and is subject to change as additional information becomes available.

The decision to discontinue isolation should be made in conjunction with an individual’s personal physician and under the context of local circumstances (i.e. testing availability, community spread, underlying personal health issues, etc.). Clearance from a physician will need to be submitted to CWCTC administration before returning to work/school.

**Per CDC guidelines:**

**Persons with laboratory-confirmed COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:**

- Symptom-based strategy. Exclude from work/school until:
  - At least 10 days have passed since symptoms first appeared.
    - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and
  - In addition to the above guidelines, the individual must provide written clearance from a medical provider.
- Test-based strategy. Exclude from work until:
  - Resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
  - In addition to the above guidelines, you must contact your medical provider for written clearance.

**Persons with laboratory-confirmed COVID-19 who have not had any symptoms:**

- Time-based strategy. Exclude from work/school until:
  - 10 days have passed since the date of their first COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test
  - An individual develops symptoms, then the symptom-based or test-based strategy should be used. Note, because symptoms cannot be used to gauge where individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after the first positive test.
- Test-based strategy. Exclude from work/school until:
  - Resolution of fever without the use of fever-reducing medications and
  - Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
  - In addition to the above guidelines, the individual must provide written clearance from a medical provider.
  - For 3 days following discontinuation of isolation, these persons should continue to limit contact by social distancing (stay 6 feet away from others) and limit potential of dispersal of respiratory secretions by wearing a covering for their nose and mouth whenever they are in settings where other persons are present. In community settings, this covering may be a barrier mask, such as a bandana, scarf, or cloth mask. The covering does not refer to a medical mask or respirator.

**In collaboration with the administrations of CWCTC's ten sending districts, it has been decided that CWCTC will institute a hybrid instructional model that includes social distancing and sanitation guidelines. This will ensure a safe learning environment for our learners and staff.**

**All changes in the current situation will be communicated to the entire community by the Administrative Director and Superintendents of the sending districts. All stakeholders will be trained in the safety expectations by CTC administrators and staff. These trainings will signify preparedness for the schools to reopen as safely as is possible considering the current circumstances.**

## Other Considerations for Learners and Staff

Requirement(s)	Strategies, Policies and Procedures
<p>* <b>Protecting learners and staff at higher risk for severe illness</b></p> <p>* <b>Use of face coverings (masks or face shields) by all staff</b></p> <p>* <b>Use of face coverings (masks or face shields) by older learners (as appropriate)</b></p> <p>* <b>Unique safety protocols for learners with complex needs or other vulnerable individuals</b></p> <p>* <b>Strategic deployment of staff</b></p>	<p>All staff, faculty, and third party contractors will be required to wear face coverings in both the yellow and green phases. Learners will be required to wear face coverings during yellow and green. Consideration during both phases will be provided to learners based on their age on any special circumstances they may have. Learners will be provided alternative options for learning during the 20-21 school year.</p> <ul style="list-style-type: none"> <li>● High risk learners will be provided the option of a virtual learning experience throughout the entire school year. This environment will include necessary accommodations and related services to meet their individual needs.</li> <li>● <b>The district plans on offering a hybrid mode of instruction. This necessitates the reallocation of human resources to support this initiative.</b></li> <li>● Other staff will be provided alternatives provided through current governmental legislation.</li> </ul> <p>Instructional and non-instructional staff will be deployed to meet learner needs. An individual learning plan will be created for each learner. Based upon the analysis of the plans by administration and faculty, human resources will be deployed appropriately. These supports will be made available to learners in both the brick and mortar and virtual environments.</p>

## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Central Westmoreland CTC** reviewed and approved the Phased School Reopening Health and Safety Plan on **August 19, 2020**

The plan was approved by a vote of:

**Yes**

**No**

Affirmed on: **August 19, 2020**

By:

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*(Signature\* of Board President)*

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*(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.