



Phased School Reopening Health and Safety Plan Template

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

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

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

Health and Safety Plan: **Erie County Technical School**

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

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

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

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

Type of Reopening

Key Questions

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

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

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

Anticipated launch date for in-person learning (i.e., start of blended, scaffolded, or total reopening): August 25, 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, students, families, community health official or other partners), with a special focus on ensuring that the voices of underrepresented and historically marginalized stakeholder groups are prioritized. In the table below, identify the individual who will serve as the pandemic coordinator and the stakeholder group they represent in the row marked "Pandemic Coordinator". For each additional pandemic team member, enter the individual's name, stakeholder group they represent, and the specific role they will play in planning and implementation of your local Health and Safety Plan by entering one of the following under "Pandemic Team Roles and Responsibilities":

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

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities (Options Above)
Dr. H. Fred Walker	ECTS Administration - Coordinator	Plan Development and Response Team
Joe Tarasovitch	ECTS Administration - Coordinator	Plan Development and Response Team
Sharon Kresse	ECTS School Nurse (Classified Unit)	Plan Development and Response Team
Del VonVolkenburg	ECTS Building Supervisor	Plan Development and Response Team
Deputy Luke DeHart	ECTS School Resource Officer	Plan Development and Response Team

Mary Foulkrod	ECTS Guidance Counselor (Professional Unit)	Plan Development and Response Team
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Key Strategies, Policies, and Procedures

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

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

For each requirement within each domain, document the following:

- **Action Steps under Yellow Phase:** Identify the discrete action steps required to prepare for and implement the requirement under the guidelines outlined for counties in yellow. List the discrete action steps for each requirement in sequential order.
- **Action Steps under Green Phase:** Identify the specific adjustments the LEA or school will make to the requirement during the time period the county is designated as green. If implementation of the requirement will be the same regardless of county designation, then type “same as Yellow” in this cell.
- **Lead Individual and Position:** List the person(s) responsible for ensuring the action steps are fully planned and the school system is prepared for effective implementation.
- **Materials, Resources, and/or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Professional Development (PD) Required:** In order to implement this requirement effectively, will staff, students, families, or other stakeholders require professional development?

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

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions

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

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	Theory Rooms cleaned and disinfected daily. All entrance and Exit doors disinfected periodically during the day.	Drinking fountains; communal hand washing stations closed Adding water bottle filling stations	Del VonVolkenburg and Custodial Staff	Disinfectant and Sanitizing supplies provided in each lab.	Y
	Drinking fountains closed and turned off for usage. KoldRock water stations stationed about building; student entrance and exit; 2 in front lobby.		Del VonVolkenburg	4 KoldRock Water Stations.	
	1 student at communal hand washing stations in lab.		Instructional Staff		
	1 student in restrooms in lab. 1 student in communal restrooms.		Instructional Staff Administration	Disinfectant and Sanitizing supplies provided in each lab	Y

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)
Other cleaning, sanitizing, disinfecting, and ventilation practices	Monitor, explore, and alter ventilation practices.	Monitor, explore, and alter ventilation practices.	Del VonVolkenburg		

Social Distancing and Other Safety Protocols

Key Questions

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

- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?

Summary of Responses to Key Questions:

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)
* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	Theory room seating facing one direction; spaced 6' apart. Lab area stations spacing 6' apart. One Instructional Aide to support programs with high enrollment to ensure balance of student spacing and engagement. Opportunity to utilize neighboring program facility due to A-B schedule.	Theory room seating facing one direction; as much spacing encouraged. Lab area stations spacing 6' apart. Instructional Aide schedules balanced to support programs with high enrollment to ensure balance of student spacing and engagement.	Instructors and Instructional Aides Instructors and Instructional Aides Sandy Carr and Lesa Scalise Principal	Possible addition of chairs and tables.	
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	Cafeteria usage must be scheduled with HS Office; small group instruction. No use of the cafeteria for breaks; ALL breaks cancelled.	Cafeteria usage must be scheduled with HS Office; small group instruction. No use of the cafeteria for breaks; Breaks may occur in the program area; Collaboration of break items – SkillsUSA, CUA, and THM.	Principal Principal and supporting instructors for break items.	2 “Grab & Go” carts.	

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)
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Staff and students sanitize hands entering the theory room and lab areas in each transition. Staff and students sanitize working stations at the end of the shift to prepare for the afternoon session.	Staff and students sanitize hands entering the theory room and lab areas in each transition.	Instructors, Instructional Aides, Custodial staff.	Hand sanitizer and disinfectant wipes. Hand sanitizer and disinfectant wipes.	Y
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	CDC informational materials posted at students' entrance and exits; entrance of all restrooms, and in all restrooms.	CDC informational materials posted at students' entrance and exits; entrance of all restrooms, and in all restrooms.	Sharon Kresse School Nurse	CDC materials	
* Identifying and restricting non-essential visitors and volunteers	Greet visitors using the monitoring system; inform visitors that mask are required. Admit to HS office only; NO admittance into student school areas without Administrative acknowledgement. Only essential staff permitted.	Greet visitors using the monitoring system; inform visitors that mask are optional. Admit to HS office only; NO admittance into student school areas without Administrative acknowledgement.	Principal and HS secretarial staff.	Deputy DeHart SRO	Y

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)
* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports	Not Applicable at ECTS.	Not Applicable at ECTS.			
Limiting the sharing of materials among students	Students assigned stations in the programs that are shared with one alternating session partners (AM-PM). Staff and students will disinfect station at the closure of their session.	Students assigned stations in the programs that are shared with one alternating session partners (AM-PM). Staff and students will disinfect station at the closure of their session.	Instructors, Instructional Aides.	Disinfectant Wipes.	Y

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)
Staggering the use of communal spaces and hallways	All buses will arrive to the ECTS campus and park in the designated areas in the student parking lot; students remain on the bus. Arrival: Student dismissal from buses will be according to their Majors; student clustering reduced; ECTS hallway engagement organized. Departure: Student dismissal from labs will be according to their Sending Schools; student clustering reduced; ECTS hallway engagement organized.	Arrival: Buses will return to normal drop-off procedures with a modified student release; one school bus at a time. Departure: Student dismissal from labs will be according to their Sending Schools; student clustering reduced; ECTS hallway engagement organized.	Primary: Deputy DeHart-SRO and Administrators as assigned.	Electronic megaphone and public address system.	Y
Adjusting transportation schedules and practices to create social distance between students	Transportation responsibility of Sending Schools. Note above for ECTS arrival and departure.	Transportation responsibility of Sending Schools. Note above for ECTS arrival and departure.	Sending School Administration. Primary: Deputy DeHart-SRO and Administrators as assigned.		

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)
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students	ECTS will adopt an A/B- Hybrid; allows the capacity of the building to be approximately 50%. No common areas in the building will be utilized. Movement of students will be staggered. Specialty Instructors will move into the labs; no student movement in hallways.	ECTS will return to full attendance pattern. No common areas in the building will be utilized. Movement of students will be staggered. Specialty Instructors will move into the labs; no student movement in hallways.	Primary: Deputy DeHart-SRO and Administrators as assigned.		Y
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars	Tech Tikes suspended.	Tech Tikes resume with pre-school parent support.	ECTS Administration with ECE Instructor.		
Other social distancing and safety practices	No congregation in common areas. Mask required in the common areas; hallways, offices. Mask optional in the educational areas; one-on-one instruction mask required..	Limited large group activities. Mask are optional.	ECTS Administration with Instructor support as assigned		

Monitoring Student and Staff Health

Key Questions

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

Summary of Responses to Key Questions:

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
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Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
* Monitoring students and staff for symptoms and history of exposure	Health checks should occur at the Sending Schools; students at risk are closer to home; students engaged only with Sending School community; student social tracking directed to community. Student mask checks at Sending Schools before bus entry. Instructors to ask symptom related questions of each student each session. Staff to self-report symptoms to the school nurse.	Staff, students, and Instructors self-report symptoms to the school nurse.	Sending School District personnel. ECTS Instructors. Sharon Kresse-School Nurse and ECTS Instructors.		
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure	Any students or staff with symptoms will remain in place; school nurse will screen. Students and staff that are non-symptomatic will be removed to adjacent work or educational spaces.	Any students or staff with symptoms will remain in place; school nurse will screen. Students and staff that are non-symptomatic will be removed to adjacent work or educational spaces.	Sharon Kresse-School Nurse and ECTS Administration.		Y
* Returning isolated or quarantined staff, students, or visitors to school	Students and staff must have a medical release. Report to Sharon Kresse – School Nurse for screening interview.	Students and staff must have a medical release. Report to Sharon Kresse – School Nurse for screening interview.	Sharon Kresse-School Nurse		

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)
Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols	ECTS will utilize the school's emergency/mass communication system.	ECTS will utilize the school's emergency/mass communication system.	ECTS Administration..		
Other monitoring and screening practices	<i>If student is identified at Sending School:</i> Sending School nurses contact the ECTS nurse to inform of the identified student; student social tracking to begin at ECTS. <i>If student is identified at ECTS:</i> ECTS nurse to contact appropriate districts, parents, and community partners.	<i>If student is identified at Sending School:</i> Sending School nurses contact the ECTS nurse to inform of the identified student; student social tracking to begin at ECTS. <i>If student is identified at ECTS:</i> ECTS nurse to contact appropriate districts, parents, and community partners.	Sending School Personnel and Sharon Kresse – School Nurse.		

Other Considerations for Students and Staff

Key Questions

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

Summary of Responses to Key Questions:

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 students and staff at higher risk for severe illness	Accommodations will be utilized with declaration by parents and students with special needs.	Accommodations will be utilized with declaration by parents and students with special needs.			
* Use of face coverings (masks or face shields) by all staff	Facemask will be required in all common areas.	Facemask will be required in all common areas.	ECTS Administration.		Y
	Barrier shields installed in all places of public contact; offices.	Barrier shields installed in all places of public contact; offices.	Del VonVolkenburg.	Plexi-glass Shields.	
* Use of face coverings (masks or face shields) by older students (as appropriate)	Facemask will be required in all common areas. Mask option in the educational areas; one-on-one instruction mask required. Barrier shields installed in all places of public contact; offices	Facemask will be required in all common areas. Mask option in the educational areas. Barrier shields installed in all places of public contact; offices			
Unique safety protocols for students with complex needs or other vulnerable individuals	Accommodations will be utilized with declaration by parents and students with special needs.	Accommodations will be utilized with declaration by parents and students with special needs.	ECTS Administration or Sharon Kresse – School Nurse.		
Strategic deployment of staff	Administrators, instructors and staff will serve in various capacities as first responders, triage and facilitators as assigned.	Administrators, instructors and staff will serve in various capacities as first responders, triage and facilitators as assigned.	ECTS Administration or Sharon Kresse – School Nurse.		

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
Health and Safety Plan	ECTS Employees	Del VonVolkenburg	In-Service		August 2020	On-going
Safety Protocol	ECTS Employees	Del VonVolkenburg	In-Service		August 2020	On-going
Specific COVID related operating instructions	ECTS Employees	Sharon Kresse	In-Service		August 2020	On-going
Operating Instructions in a COVID environment	ECTS Employees	Sharon Kresse	In-Service		August 2020	On-going

Health and Safety Plan Communications

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

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Health and Safety Plan	ECTS Employees	Del VonVolkenburg	In-Service	August 2020	On-going
Safety Protocol	ECTS Employees	Del VonVolkenburg	In-Service	August 2020	On-going
Specific COVID related operating instructions	ECTS Employees	Sharon Kresse	In-Service	August 2020	On-going
Operating Instructions in a COVID environment	ECTS Employees	Sharon Kresse	In-Service	August 2020	On-going

Health and Safety Plan Summary: **Erie County Technical School**

Anticipated Launch Date: **June of 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
* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	Facility deep cleaning was completed in June of 2020.

Social Distancing and Other Safety Protocols

Requirement(s)	Strategies, Policies and Procedures
* Classroom/learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible	A-B Hybrid schedule utilized to create a student capacity of approximately 50%. The availability of instructional space that is open due to the program alternating A-B schedule.
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	ECTS does not serve any meals. No use of cafeteria or common areas during the Yellow Phase.
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	Students and staff will sanitize hands during all transitions in the Yellow Phase.
* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs	CDC informational materials will be displayed in hallways, restrooms, and labs.

Requirement(s)	Strategies, Policies and Procedures
* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes Limiting the sharing of materials among students Staggering the use of communal spaces and hallways Adjusting transportation schedules and practices to create social distance between students Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars Other social distancing and safety practices	Not Applicable at ECTS. Operations have been modified to limit sharing materials among students. Use of communal spaces have ben minimized and none over lapping. Transportation schedule are the responsibility of the Sending Schools. A-B Hybrid schedule utilized to create a student capacity of approximately 50%. The availability of instructional space that is open due to the program alternating A-B schedule. Tech Tikes suspended in the Yellow Phase. No congregation in common areas; student arrivals and departs have been restructure to enhance social distancing. Specialty Instructional staff move to students instead of students to instructors.

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
* Monitoring students and staff for symptoms and history of exposure	Heath checks at Sending Schools before transportation to ECTS. Instructor utilize standardized questions for all students regarding potential symptoms and exposure.

Requirement(s)	Strategies, Policies and Procedures
* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure * Returning isolated or quarantined staff, students, or visitors to school Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols	Potential infected person remains in place, all other occupants of that space are re-located to an adjacent space, and the ECTS school nurse is dispatched to the location for screening. Medical release required and visit to ECTS school nurse for a screening interview. ECTS mass communication will be utilized for communicates to the community.

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
* Protecting students and staff at higher risk for severe illness * Use of face coverings (masks or face shields) by all staff * Use of face coverings (masks or face shields) by older students (as appropriate) Unique safety protocols for students with complex needs or other vulnerable individuals Strategic deployment of staff	Accommodations will be utilized with declaration by parents and students with special needs. Facemask will be required in all common areas. Mask option in the educational areas; one-on-one instruction mask required. Facemask will be required in all common areas. Mask option in the educational areas; one-on-one instruction mask required. Accommodations will be utilized with declaration by parents and students with special needs. Administrators, instructors and staff will serve in various capacities as first responders, triage and facilitators as assigned.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Erie County Technical School** reviewed and approved the Phased School Reopening Health and Safety Plan on **June 25, 2020**.

The plan was approved by a vote of:

_____ **Yes**

_____ **No**

Affirmed on: **June 25, 2020**

By:

(Signature of Board President)*

(Print Name of Board President)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.