

Capital Area Head Start



It takes a community to raise a child
Keystone Human Services

SY 20-21

Phased Re-opening COVID-19 Pandemic

All locations inclusive of school district partnerships. Dauphin,
Cumberland and Perry County.

Phased School Reopening Health and Safety Plan

Updated October 19, 2020

Plan Introduction

Keystone Service Systems d/b/a Capital Area Head Start (CAHS) recognized the impact closure has had on children, family and staff in the community. COVID-19 is a highly infectious outbreak and we are doing our best to reopen safely. CAHS is committed to following this Health and Safety plan and in doing so the organization will reduce miscommunications that sometime occur in an outbreak of infectious illness.

This plan outlines CAHS's strategy in preparing for, responding to, and recovering from a pandemic (COVID-19). This serves as a guide to a safe reopening of all preschool center based locations. This document is fluid and it is based on local, state and federal guideline that will continue to evolve. This document contains additional information from the Center for Disease Control (CDC), the Pennsylvania Department of Health (PADOH), the American Academy of Health (APA), the Office of Head Start (OHS), the Office of Child Development (OCDEL) and the Pennsylvania Department of Education (PDE)

The CAHS Health and Safety reopening plan was developed in conjunction with applicable governing boards and CAHS's Health Services Committee.

Program Overview

Capital Area Head Start (CAHS) is a program of Keystone Service Systems, Inc. CAHS has been providing services for children and families in Dauphin Cumberland, and Perry Counties in Pennsylvania since 1988. Our Head Start pre-kindergarten programs are comprehensive, state and federally funded child development programs serving children ages 3-5. Our Early Head Start program serves children age's birth to three and women who are pregnant.

Preschool

CAHS provides pre-kindergarten programs for children ages 3–5. Designed to give children a head start in life, all programs promote school readiness by enhancing the social and cognitive development of children and by providing educational, health, nutritional, social, and other services to enrolled children and families.

Parents are their child's first and most important teacher. At CAHS, parents are engaged in their children's learning and school readiness, as well as their own educational, literacy, and employment goals. Parents are also key decision-makers in the administration of our Head Start programs.

Head Start is offered in Dauphin, Perry, and eastern Cumberland Counties, as well as Carlisle, PA.

EHS Home Based Program

Early Head Start (EHS) provides comprehensive home based services to pregnant women and children from birth through age three. Our program focuses on healthy prenatal outcomes,

enhances the development of infants and toddlers, and promotes strong, healthy families to prepare children for later success in school.

Our Early Head Start home based program is offered in Harrisburg, PA, Steelton, PA, and Carlisle, PA. Families participate in weekly visits in their home from a home visitor who supports the child's learning and development and encourages positive parent-child relationships. Each weekly visit lasts for an hour and a half. Home visitors also provide families with information about community resources.

Pregnant women who enroll in the home based program participate in weekly visits that focus on prenatal care, delivery, postnatal care, and care of their newborn. The home based program also includes two family socialization days each month.

Purpose

Reopening Capital Area Head Start safely with in-person services is the sole purpose of this Health and Safety Plan. This plan will implement and sustain the following goals:

- Maximize the protection of children, families and staff while incorporating all applicable performance standards.
- Capital Area Head Start will continue to operate and provide services in a blended and phased reopening.
 - **August 24th, 2020-October 23rd 2020-** will be by virtual instruction
 - **October 26th-January 19th 2020-** services will be offered at half-capacity with the exception of Harrisburg School District (HSD) which remains virtual until further notice. CAHS will maintain open communication with HSD to align with their reopening plans.
 - **January 19th** the goal is to begin full instruction and will be reevaluated on an ongoing basis using data from the local rate of transmission tables to ensure the health and safety of children and families.
 - **Early Head Start** will continue virtual visits and will implement socialization days at the center once the rate of transmission has been identified to be in a low risk area.
- The Office of Head Start, the Pennsylvania Department of Education and the Pennsylvania Department of Health will use data and provide guidance the ongoing response to COVID-19.
- This plan and dates may change based on guidance and information gathered from CDC, PADOH, APA, OHS, OCDEL and PDE.
- Develop a communications plan to ensure that children, families and staff receive timely information regarding disease protection strategies.
- Provide mental health/crisis intervention service needs for children and families and staff during the pandemic.

Identification of COVID-19

It is essential to successfully reopening and staying open that families and staff continue to self-screen for COVID-19 prior to coming to school and to work. It is through these actions, that Capital Area Head Start can successfully implement its value statement of “It takes a community to raise a child”. CAHS needs everyone’s intentional actions to help keep children, families, and staff healthy and safe.

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

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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: (Keystone Service Systems, Inc., DBA Capital Area Head Start)

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? (SELECT ONE BOX BELOW)

- 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): (October 26th 2020)

Pandemic Coordinator/Team- Shawnee Hooper, CAHS Executive Director- Pandemic Coordinator

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)
Shawnee Hooper	Executive Director	Plan Development and Response Team
Amber Coleman	Director of Operations(Health, Nutrition, Facilities, Purchasing)	Plan Development and Response Team
Sue Smith	Director of Early Childhood Education	Plan Development and Response Team

Kayle Richardson	Director of Staff and Program Development (Early Head Start, Training, Data Entry-Records)	Plan Development and Response Team
Kim Smith Rita Pollard Summer Stiffler	Director of Social Services Director of Human Resources Director of Behavioral Health and Special Services	Plan Development and Response Team

Key Strategies, Policies, and Procedures

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:

See summary on pages 34-37

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>* Cleaning, sanitizing, disinfecting, and ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)</p>		<p>Staff will limit the use of drinking fountains for children and will use cups for water fountains and pitchers of water.</p> <p>CAHS will purchase supplemental hand sanitizer and disinfectant.</p> <p>Classrooms will have enhanced cleaning practices in centers. This is inclusive of additional disinfecting of frequently touched surfaces in the center and classroom.</p> <p>Cleaning Companies will follow a disinfecting protocol, following a cleaning checklist.</p> <p>A handwashing video is being provided to ensure staff understand the proper protocol.</p> <p>All CAHS staff will review the Health and Safety reopening plan and sign an acknowledgement.</p>	<p>Amber Coleman, Director of Operations</p>	<p>PPE and cleaning materials</p> <p>CDC and PADOH website</p> <p>Hand Sanitizer both alcohol based sanitizer and child-friendly waterless soap.</p> <p>Purchase air purifiers for classrooms</p>	<p>Y</p>
<p>Other cleaning, sanitizing, disinfecting, and ventilation practices</p>		<p>Use of water pitchers to eliminate drinking from water fountains.</p> <p>Static 360 spray as needed.</p> <p>Air purifiers were purchased for each classroom and staff location.</p>	<p>Amber Coleman, Director of Operations</p>		<p>N</p>

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:

See Summary below on pages 34- 37.

Requirements	Action Steps under Yellow Phase	Action Steps under Green Phase	Lead Individual and Position	Materials, Resources, and or Supports Needed	PD Required (Y/N)
<p>* Classroom/ learning space occupancy that allows for 6 feet of separation among students and staff throughout the day, to the maximum extent feasible</p>		<p>Classrooms will be set up for maximum distancing between children, spacing seating at tables to allow 3 feet between children as much as feasible; individual play areas will be identified for each child and labeled with symbols and names. Center play areas will be separated as feasible, limiting the number of children to 2 in each area. Large group times will be modified to allow for distancing during any group activities.</p>	<p>Sue Smith, Director of Early Childhood Development (DECD) Kayle Richardson, Director of Employee and Program Development (DEPD)</p>		

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>* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms</p>		<p>In CAHS standalone centers staff will pre-plate meals and serve to children in the classroom.</p> <p>To the fullest extent possible classrooms located in school district locations will eat pre-plated meals in the classroom.</p> <p>Toothbrushing will not occur after meal services. Supplemental oral health materials will be provided to parents to encourage good oral health at home.</p>	<p>Amber Coleman, Director of Operations, Sue Smith, Director of Early Childhood Development (DECD), and Kayle Richardson Director of Employee and Program Development (DEPD)</p>	<p>Adaptations to family style dining and procedures and CACFP training</p> <p>Toothbrushes, toothpaste and other health supplies will be sent home to each family</p>	<p>Y</p>

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>* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices</p>		<p>Frequent hand-washing of 20 seconds required for students and staff at predetermined points and as-needed during the day: on arrival, after toileting, before and after eating, before and after sensory play using common materials, after going outside, after sitting on the carpet, and after any contact with bodily fluids (mucus, saliva). When soap and water are not available (outside time), hand sanitizer will be used.</p> <p>Toilet and surrounding surfaces (door handle, sink) will be disinfected frequently throughout the day.</p> <p>For Early Head Start, hand washing will be required prior to and after the home visit and during the visit when using common materials. Hand sanitizer will be used when soap and water are not available.</p> <p>Ensure adequate supplies are in the center and classrooms. This is inclusive of soap, paper towels, hand sanitizer, tissues, trashcans, hand washing posters to support healthy hygiene practices.</p>	<p>Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development</p>	<p>Soap Hand Sanitizer Tissues Paper Towels Training with handouts and Relias materials.</p>	<p>Y</p>

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>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p>		<p>Handwashing posters will be mounted by all sinks. Signs reminding staff of the need to maintain social distancing will be posted in each classroom, in staff-only areas, and outside where parents may congregate.</p> <p>Posters and signs will be posted in the Family Day classrooms for Early Head Start.</p> <p>Where appropriate, floor signs will be used to remind students, staff and parents waiting outdoors to maintain social distance.</p>	<p>Amber Coleman, Director of Operations</p>	<p>CDC, PADOH and OHS materials</p> <p>CDC Germs are Everywhere Poster CDC Wash Your Hands Poster</p> <p>Translated Hygiene posters will be provided.</p> <p>CAHS will submit posters to be printed and laminated at the print shop.</p> <p>CDC Germs are Everywhere https://www.cdc.gov/handwashing/pdf/poster-germs-are-everywhere.pdf</p> <p>CDC Wash Your Hands https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf</p>	<p>N</p>

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>* Identifying and restricting non-essential visitors and volunteers</p>		<p>Staff will sign children in at a central entry point. Children will be walked to the classroom by CAHS staff. Use of center volunteers (parent or community) will be restricted until further notice.</p> <p>To the greatest extent possible, while ensuring that children with IEPs are appropriately served, itinerant therapists and behavioral staff will be limited to consistent groups of children.</p> <p>College students, interns, etc. assigned to our classrooms will be deferred to a future semester.</p> <p>Parent hands-on training in the classroom will be deferred as well.</p>	<p>Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development</p>	<p>Thermometers Materials to log child temperature Table and chairs</p>	

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>* Handling sporting activities for recess and physical education classes consistent with the CDC Considerations for Youth Sports</p>		<p>Climbing structures will be disinfected before each group of children use the equipment. There will be a limit of one group of children at a time.</p> <p>Children will have some individual materials such as hula hoops, chalk and bubbles. Group games liking kicking and throwing balls and relay races will be emphasized.</p> <p>Staff and children will wear masks while on the playground. Children will be expected to also wear masks outdoors as long as required.</p> <p>Mask breaks will be given periodically throughout the day.</p>	<p>Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development</p>	<p>Individual playground materials will be purchased.</p>	<p>Included in above PD on cleaning</p> <p>I'm Moving, I'm Learning training will be provided for staff to enhance large motor movement options.</p>

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 sharing of materials among students		<p>Children will have their own assigned materials (such as art materials, manipulatives, and books) stored in labeled bins. Materials will be sanitizing daily.</p> <p>Any shared items will be disinfected in between uses.</p> <p>Children will attend in two different cohorts on two consecutive days to allow the room to be thoroughly cleaned and disinfected prior to second group of children attending.</p>	Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development	Materials are being purchased for individual use.	Education staff will receive additional training on the adjusted daily schedule, cleaning/disinfecting.
Staggering the use of communal spaces and hallways		<p>As much as possible, no more than 1 group of children will be allowed on the playground or in a gym space at any time. At arrival and dismissal, children will be walked to their rooms in groups of no more than 10. Ropes and tape on the floor will be used for spacing.</p> <p>Ensure that student and staff groupings are as consistent as possible by having the same group of children stay with the same staff as much as possible.</p>	Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development	Floor Spacers Cones Walking ropes	

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)
Adjusting transportation schedules and practices to create social distance between students		<p>There will be no transportation services offered.</p> <p>Dental clinics, medical transports, and other agency vehicle transportation including Policy Council and family transports will not occur while we are in the green phase.</p>	Amber Coleman, Director of Operations	N/A	N
Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students		<p>No more than 10 children will be present in a classroom at one time. 8- 10 children, depending on class size, will attend class on Monday and Tuesday, and the other 8- 10 will attend Thursday and Friday. On Wednesdays a lesson will be conducted virtually for all children and rooms thoroughly cleaned and sanitized.</p> <p>For Early Head Start, visits and socialization days will continue virtually until the county rate of transmission reaches low risk.</p>	Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development		
Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars		CAHS conducted a survey of childcare programs to determine their safety and transportation protocols and inform them of ours. If children are transported from childcare to CAHS centers, we will conduct temperature screenings upon arrival.	Sue Smith, Director of Early Childhood Development (DECD) and Kayle Richardson, Director of Employee and Program Development		

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 social distancing and safety practices		<p>EHS will have virtual home visits until otherwise stated.</p> <p>Instructional time will be limited to a maximum of 5 hours to allow time for staff to implement additional health and safety procedures.</p> <p>Cleaning companies will follow enhanced cleaning measures at all centers.</p>	<p>Kayle Richardson, Director of Employee and Program Development</p> <p>Amber Coleman, Director of Operations</p>	<p>Virtual Learning and contactless material drop off</p> <p>Hand Sanitizer</p> <p>Disinfectant Spray</p> <p>Clorox 360 contracted cleaning company</p>	Y

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:

See Summary below on pages 34- 37.

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>* Monitoring students and staff for symptoms and history of exposure</p>		<p>Parents/Guardians/Staff will be instructed to do a symptom screening at home each morning before class and work.</p> <p>All CAHS staff are expected to perform a symptom screen on themselves and are requested to stay home if they feel ill.</p> <p>No one showing symptoms of COVID-19 is permitted to be present on CAHS site unless medically cleared to return.</p> <p>All children will be temperature screened prior to entering the facility. Temperatures will be logged daily. Parents will be asked if any COVID symptoms are present when dropping children off.</p> <p>Parents/Guardians will be made aware of program expectations and will be called immediately to pick up a child displaying COVID-19 symptoms. Children will not be able to return until medically cleared to return.</p> <p>CAHS will continue to provide education to parents on when a child is too sick to participate in the classroom.</p>	<p>Amber Coleman, Director of Operations</p> <p>Rita Pollard, Director of Human Resources</p>	<p>Symptom Screener</p> <p>Letter to parents outlining protocol</p> <p>Touchless Thermometer</p> <p>CDC information</p> <p>PADOH information</p> <p>AAP information and materials in best practice</p> <p>Office of Head Start health related topics.</p> <p>Keystone Human Services staff COVID-19 materials, training and staff expectations</p>	<p>Y</p>
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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)
<p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p>		<p>A supervised isolation area will be identified in each center to be used when any child or staff person displays symptoms of COVID.</p> <p>Children displaying signs of COVID-19 will be sent home and not permitted to return until medically cleared.</p> <p>Should a confirmed case of COVID-19 be present in the center, a contagious illness letter will be sent out and the classroom or the center may be closed for a minimum of 24-48 hours before thorough cleaning and disinfection. If multiple cases are confirmed the center may be closed for up to 14 days and will transition to virtual learning. CAHS will follow guidance issued by the DOH.</p>	<p>Amber Coleman, Director of Operations</p> <p>Rita Pollard, Director of Human Resources</p>	<p>Isolation Area Child Masks</p> <p>Parent Notification Letter</p> <p>Room dividers if needed to create isolation area</p>	
<p>* Returning isolated or quarantined staff, students, or visitors to school</p>		<p>Medical clearance will be required to return to work and school.</p>			

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>Notifying staff, families, and the public of school closures and within-school-year changes in safety protocols</p>		<p>Reopening plan will be submitted to CAHS Policy Council and Keystone Service Systems Inc. board for approval.</p> <p>Reopening plan will be posted on Facebook page and website once approved.</p> <p>Email and Remind message will be sent to staff as information is available.</p> <p>Letters and ChildPlus messages will be sent to families as information is available.</p> <p>Signage will be posted at all offices and centers.</p>	<p>Pandemic Response Team</p>	<p>Parent Notification Letter</p> <p>REMIND Child Plus Zoom</p>	<p>N</p>
<p>Other monitoring and screening practices</p>		<p>Children will have their temperatures checked and logged before entering the classroom. Children with a 100.4 fever and/or visible coughing with shortness breath will not be allowed to participate in the classroom.</p> <p>Children with pre-existing health concerns will have a care plan in place.</p> <p>Screening protocol will be sent home to parents and posted on center location doors.</p>	<p>Amber Coleman, Director of Operation</p>	<p>Thermometers</p> <p>Asthma, Allergy and Special Care Plan</p> <p>Self-Screening Protocol</p>	<p>Y</p>

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:

See Summary below on pages 34- 37.

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>* Protecting students and staff at higher risk for severe illness</p>		<p>Flexibility will be granted in attendance based on illness and symptoms.</p> <p>Staff and families are encouraged to limit non-essential travel.</p> <p>Children, families and staff showing signs of illness are not permitted to attend class or work locations.</p> <p>Families and Staff will be given a screening tool to self-assess COVID-19 symptoms at home as part of a comprehensive risk mitigation strategy.</p> <p>Families will be given thermometers to take their own temperatures at home. Families will also be given toothbrushes and toothpaste to support strong oral hygiene practices at home to help support good health practices at home.</p>	<p>Amber Coleman, Director of Operations</p> <p>Rita Pollard, Director of Human Resources</p> <p>Sue Smith, Director of Early Childhood Development</p> <p>Kayle Richardson, Director of Employee and Program Development</p>		
<p>* Use of face coverings (masks or face shields) by all staff</p>		<p>Face coverings are required for all staff unless medically exempt then a face shield will be utilized.</p>	<p>Rita Pollard, Director of Human Resources</p>	<p>Face Masks clear, cloth and paper are acceptable.</p>	<p>N</p>

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)
* Use of face coverings (masks or face shields) by older students (as appropriate)		<p>Children 3-5 in preschool classrooms are required to wear face coverings if possible.</p> <p>Face Coverings are not appropriate for children 0-2 in age whether in classroom or on home visits.</p>	Amber Coleman, Director of Operations	<p>Paper, cloth masks as needed and face shields</p> <p>Sick cot for isolation area</p>	Y
Unique safety protocols for students with complex needs or other vulnerable individuals		<p>Intense case management and training on how to effectively identify children exhibiting asthma symptoms in the classroom.</p> <p>Asthma and Special Care Plans are reviewed by teaching staff prior to a child participating in the classroom. Health Team will support the teachers and family.</p> <p>Parents will be encouraged to clearly communicate their child's medical needs with the teaching team.</p>	Amber Coleman, Director of Operations	<p>Case Management</p> <p>Asthma, Allergy and Special Care Plans</p> <p>Medication Training</p>	Y
Strategic deployment of staff		Identify critical job functions to allow for cross training opportunities.	Plan and Response Development Team		

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
Infectious Disease Control	All Staff	Amber Coleman, Director of Operations	Online	Relias and other online training materials	8/10/20	9/14/20
COVID-19 Policies and Procedures	All Staff	Kayle Richardson, Director of Employee and Program Development and Shawnee Hooper CAHS Executive Director	Online	Relias and other online training materials Supervisors expected to monitor	8/10/20	9/14/20
Implementing the CAHS Health and Safety Plan	All Staff	Amber Coleman, Director of Operations and Sue Smith Director of Education and Shawnee Hooper CAHS Executive Director	Online	Relias and other online training materials Site-specific training for each center	8/10//20	9/14/20

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Safety Protocols for Students with Complex Needs	All Staff	Amber Coleman, Director of Operations and Kim Smith, Director of Social Services	Online		8/10/20	9/24/20
Healthy Hygiene Practices	All Staff	Amber Coleman, Director of Operations	Online		8/10/20	9/14/20
Cleaning Expectations	All Staff	Amber Coleman, Director of Operations and Sue Smith Director of Education	Online		8/10/20	9/14/20
Staff Survey about Reopening	All Staff	Kayle Richardson, Director of Employee and Program Development	Online		6/24/20	7/1/20

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
Communication with Families (program preferences, survey, technology access, reopening schedule, requirements, process)	*Policy Council and KSS Board *Enrolled families *Families on waiting list	Kim Smith - Director of Social Services (DSS)	*Zoom meeting with PC *Website, Letters, ChildPlus, *Teaching staff during initial contacts at beginning of year *Enrollment staff during enrollment interview – provide info sheet with protocols	July 2020	8/20/2020
Communication with Childcares (reopening schedule, children with symptoms, requirements for entering building)	Those transporting to and from CAHS centers	Kim Smith - Director of Social Services (DSS)	Letter, ongoing communication as changes occur	July 2020	8/20/2020
Communication with community providers in classrooms (i.e. TSS, therapists, health aides – process and restrictions)	BH agencies, Health agencies, IU/therapist	Kim Smith -Director of Social Services (DSS)	Revised Agency Orientation Materials	July 2020	8/31/2020
Translation of information into additional languages	Families who speak Spanish, Nepali, Arabic & Other languages as identified	Kim Smith - Director of Social Services (DSS)	Provide translated versions of information as produced by existing CAHS staff or the International Service Center	July 2020	8/20/2020
Communication with school districts and property managers.	HSD, Steelton, CV, EP, Newport, Middletown, UD, SusqTwp	Shawnee Hooper, CAHS Executive Director (ED)	Phone calls/e-mails	July 2020	8/1/2020
Communication with Health Services Advisory Committee	HSAC Members	Kim Smith – Director of Social Services (DSS)	e-mail to HSAC members requesting feedback	July 2020	7/17/2020

Topic	Audience	Lead Person and Position	Mode of Communications	Start Date	Completion Date
Staff Survey about Reopening	CAHS Staff	Kayle Richardson	Online	6/24/2020	7/1/2020
Re-Opening Task Force	CAHS Staff	Sue Smith	Virtual meetings	6/3/2020	12/31/2020
Letter sent to parents about reopening	Parents	Sue Smith	Letter and email	7/6/2020	7/20/2020
Communication with PADOH	Pandemic Leadership Team	Amber Coleman	Phone, online, webinar, virtual meetings	3/16/2020	Ongoing
Health Services Advisory Committee, Office of Head Start, and OCDEL ongoing communication, PA Head Start	Pandemic Leadership Team, staff and families	Pandemic Leadership Team	Phone, online, webinar, virtual meetings	3/16/2020	Ongoing

Health and Safety Plan Summary: (Keystone Service Systems Inc., DBA Capital Area Head Start)

Anticipated Launch Date: (October 26th 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)	Buildings have been cleaned and disinfected prior to school year. Air purifiers will be provided for each classroom. No in-person classes on Wednesdays will allow for thorough cleaning and disinfecting between different groups of children. Cleaning contractors will use enhanced protocols. Daily frequent disinfecting of high-touch areas in all classrooms. Drinking fountains will not be used. Hand sanitizer will be readily available (and out of reach of children) to all staff to use as needed. All staff will be trained on classroom cleaning procedures, including reviewing handwashing video to ensure they understand handwashing proper protocol.

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	Classrooms will be set up to allow for maximum distancing between children. Large group times modified to allow for distancing as much as possible.
* Restricting the use of cafeterias and other congregate settings, and serving meals in alternate settings such as classrooms	In stand-alone centers staff will pre-plate meals and serve to children in classrooms. To the fullest extent possible meals served in school districts will be pre-plated and eaten in the classroom.
* Hygiene practices for students and staff including the manner and frequency of hand-washing and other best practices	

Requirement(s)	Strategies, Policies and Procedures
<p>* Posting signs, in highly visible locations, that promote everyday protective measures, and how to stop the spread of germs</p> <p>* Handling sporting activities consistent with the CDC Considerations for Youth Sports for recess and physical education classes</p> <p>Limiting the sharing of materials among students</p> <p>Staggering the use of communal spaces and hallways</p> <p>Adjusting transportation schedules and practices to create social distance between students</p> <p>Limiting the number of individuals in classrooms and other learning spaces, and interactions between groups of students</p> <p>Coordinating with local childcare regarding on site care, transportation protocol changes and, when possible, revised hours of operation or modified school-year calendars</p> <p>Other social distancing and safety practices</p>	<p>Whenever possible siblings will be placed together in classrooms, unless there are compelling reasons to separate them.</p> <p>Children and staff in centers will practice frequent handwashing at predetermined times of the day as recommended by CDC.</p> <p>Once home visits resume in person, home visitors will wash hands before and after home visits and during visits when using common materials. Hand sanitizer will be used both at centers and on visits whenever soap and water are not available.</p> <p>Signs will be posted at sinks with proper handwashing procedures. Social distancing reminder signs will be posted in each classroom, staff area, outside where parents may congregate, and for EHS in the Family Day classroom.</p> <p>Children will have a bin of individual materials, art supplies and books. Materials that cannot be sanitized will be removed from use. When materials are shared they will be sanitized/disinfected between groups.</p> <p>To minimize the number of adults entering facilities, children will be dropped off at the entry and escorted to classrooms in small groups.</p> <p>To the fullest extent possible groups will be limited to one classroom of children at a time in hallways and communal spaces.</p> <p>Where possible at larger centers arrival times will be extended to minimize groups of adults.</p> <p>No transportation will be provided.</p>

Requirement(s)	Strategies, Policies and Procedures
	<p>Childcare partners have been contacted regarding transporting to and from CAHS centers and will follow our screening protocol.</p> <p>Early Head Start will continue virtual home visits until otherwise stated.</p>

Monitoring Student and Staff Health

Requirement(s)	Strategies, Policies and Procedures
<p>* Monitoring students and staff for symptoms and history of exposure</p> <p>* Isolating or quarantining students, staff, or visitors if they become sick or demonstrate a history of exposure</p> <p>* Returning isolated or quarantined staff, students, or visitors to school</p> <p>Notifying staff, families, and the public of school closures and within-school- year changes in safety protocols</p>	<p>Staff and families will be expected to screen for symptoms at home. Anyone showing symptoms will not be permitted to be present onsite until medically cleared to return.</p> <p>Staff will take children’s temperatures upon arrival. No child with a fever of 100.4 or above will be admitted.</p> <p>Parent/guardians will review the screening questions daily upon arrival.</p> <p>Should a confirmed case of COVID-19 occur in the center, a contagious illness letter will be sent out and the classroom or the center may be closed for a minimum of 24-48 hours before thorough cleaning and disinfection. If multiple cases are confirmed the center may be closed for up to 14 days and will transition to virtual learning. A contagious illness letter will be sent to all families, and the schedule of reopening, if needed, communicated through ChildPlus, Remind and other means of communication. CAHS will take direct instruction from PADOH/PDE on when it is safe to resume in-person services.</p>

Other Considerations for Students and Staff

Requirement(s)	Strategies, Policies and Procedures
* Protecting students and staff at higher risk for severe illness	Updated Special Care Plans will be on file for any child with compromised/ weakened immune systems.
* Use of face coverings (masks or face shields) by all staff	All staff will be required to wear masks, unless medically exempt, and then face shields will be provided.
* Use of face coverings (masks or face shields) by all students (as appropriate)	As long as mandated, all children will wear face coverings unless medically exempt.
Unique safety protocols for students with complex needs or other vulnerable individuals	Families will be given thermometers to use at home.
Strategic deployment of staff	Agency-wide, staff of all job descriptions will be utilized to assist with supporting the program during the pandemic. Support staff are already stationed at many larger centers, and will be part of the plan to implement the enhanced protocols outlined above.

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Keystone Service Systems Inc., DBA Capital Area Head Start** reviewed and approved the Phased School Reopening Health and Safety Plan on **August 11th, 2020**. **The directors are aware this pandemic plan is fluid as is the re-entry for the program, the dates provided may change based on recommendations and information provided from all sources referenced in the plan introduction.**

The plan was approved by Keystone Service Systems Board of Directors

Affirmed on: **August 11, 2020**