*As technical colleges and centers begin to welcome some or all faculty and staff back, it is important to remember that staying safe means we must all do our part to protect the personal health and safety of our students, as well as the health and safety of others, both at work and outside of work.*

*An Instructional Continuity Plan (ICP) can be deployed for periods of time ranging from a month, a semester, or even longer if necessary. ICPs communicates and establishes local-level policies and procedures for providing continued instructional and learning support services to their educational community.*

*The following is a template to guide your reopening efforts. The template contains the following recommended minimum components – Communications, Health and Safety Measures, Academic Affairs, Student Affairs and General Operations that should be considered when developing reopening plans for our career & technical education (CTE) and adult education programs.*

*All technical colleges should aim to invite students and faculty back to campus for face-to-face instruction and assessments, in view of providing maximum opportunity for our education training programs to produce the kind of talent now needed to restart and recover the Florida economy.*

# [Enter Technical College Name]

# COVID-19 Continuity of Operations Plan

# Overview/Introduction

In light of the current risk and of its responsibility towards our college community, and to ensure the health and welfare of its staff and students, while also ensuring the continuity of its programs, \_\_\_\_\_ Technical College has elaborated the following contingency plan, in compliance with CDC guidelines. The \_\_\_\_\_\_ Technical College COVD-19 contingency plan is meant to be a fluid document which will be updated as new information and CDC, state, and federal directives arise.

Who

This plan is intended to provide direction for administrators, faculty, staff, and students who should use this plan to make the necessary arrangements in their routine operation in workplace and educational setting and to determine any appropriate control measures to implement. It is also intended to provide insight for students and families as they contemplate returning to learn.

This plan was created by [enter names, departments, qualifications, and contacts for those involved in developing the college’s contingency plan, if applicable], with the following goals and considerations.

*Goals*

1. Keep \_\_\_\_\_\_ College’s education family safe and healthy
2. Continue to providing exceptional, continuous workforce education
3. Focus on student-centered outcomes
4. Ensure for accurate and timely communication to \_\_\_\_\_\_ College’s community
5. Implement Florida Department of Education (FDOE) Reopening Plan
6. Commit to continued mitigation & detection efforts
7. Ensure coordinated response with local health officials and other organizations

*Resources*

As our collective understanding of COVID-19 has evolved, our national and state experts continually update their guidance. A great risk mitigation strategy is not a static document, and should be continually revisited and revised, adhering to guidelines from CDC, state and local departments of health.

1. **Key Resources from \_\_\_\_\_\_ District**

*[insert links to key district guidance resources]*

1. **Key Resources from FDOE**

Reopening Florida’s Schools & CARES Act Plan: [Reopening Plan](http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf)

FDOE’s Emergency Response Resources: [FDOE's COVID-19 Important Documents](http://www.fldoe.org/em-response/documents.stml)

DOE Order No. 2020-EO-01: [Emergency Order #1](http://fldoe.org/core/fileparse.php/19861/urlt/DOEORDERNO2020-EO-01.pdf)

DOE Order No. 2020-EO-02: [Emergency Order #2](http://www.fldoe.org/core/fileparse.php/19861/urlt/DOEEmergencyOrder2020-EO-02.pdf)

1. **CDC Guidance**

CDC IHE Guidance: [CDC Guidance for Postsecondary Institutions](https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html)

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes [Guidance for Cleaning](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)

1. **State Guidance**

Governor DeSantis’ [Florida COVID-19 Resource Center](https://www.flgov.com/COVID-19) is a one-stop gateway to Florida’s experts in recovery and reopening.

[Safe. Smart. Step-by-Step. Plan For Florida’s Recovery](https://www.flgov.com/wp-content/uploads/covid19/Taskforce%20Report.pdf) Task Force report.

[Florida Department of Health’s (FDOH) COVID-19 resource page](https://floridahealthcovid19.gov/).

The benchmarks for reopening in the Safe. Smart. Step-by-Step. Plan utilized the White House and CDC [Guidelines for Opening America Again](https://www.whitehouse.gov/openingamerica/) as a baseline.

*[Include other appropriate links to essential resources/COVID-19 information]*

# Communications

*[Insert paragraph on how communications will be delivered to all respective parties, and where respective parties can expect to find information]*

Communication is paramount to effective response to a pandemic. As the status of COVID-19 continues to evolve, \_\_\_\_\_\_\_ College’s Contingency Planning & Implementation Team is constantly reviewing and analyzing the situation. We will notify all faculty, staff and students with any updates and/or changes as they arise.

[Provide any finalized communications and guidelines document to be shared as an attachment or embed links in this section.]

### *Notification Processes*

To date, all communication regarding \_\_\_\_\_\_\_\_ College’s COVID-19 Contingency Plan has been sent out electronically to all faculty, staff and students via email, and posted within the Student/Faculty Portal.

In the event of a sudden campus closure, or change in academic delivery method, all faculty, staff and students will be initially notified through our Emergency Notification System, and follow-up guidance will be sent electronically via email, text notification, social media announcements.

# **Health & Safety Measures**

Education programs are inherently designed for social interaction, not social distancing, so for all educational programs, [cleaning, disinfecting](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html) and [social distancing are essential](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html). However, thorough, collaborative and multifaceted reopening and risk mitigation strategies are needed to implement healthy campuses and programs, while earning public confidence.

\_\_\_\_\_\_ College responds to the crisis proportionate to the scale of the crisis, and now intends to preserve in-person education to the extent possible, and move to distance learning only when educationally beneficial or necessary under the guidance of local health professionals.

### *Guidance for Reopening Healthy Learning Environments*

*[Insert brief paragraph discussing your local decision and local strategies for reopening]*

*Note: A framework for local planning can be created by establishing a crisis response team. The team can make local decisions about the considerations herein and beyond this document. College health professionals should coordinate with local health departments and medical experts, to establish protocols for direct supports and communications. A crisis response team may include:*

* *School Leader*
* *School Health Staff*
* *Mental Health Professional*
* *Instructional Content Leader*
* *Logistics Leader (facilities, food, cleaning, etc.)*
* *School IT or ICP Leader*
* *Teacher Leader*
* *CTE Leader*
* *Athletics Leader*
* *Student Leader*
* *County Health Department Liaison*
* *County Emergency Operations Liaison*
* *Law Enforcement Liaison*
* *Local Doctor or Medical Expert*

### *Step-by-Step Approach*

As with other technical colleges, \_\_\_\_\_\_ College recognizes the immediate ability to allow limited and safely conducted CTE course-related work to occur. The approach below details a “dimmer switch” model, with full reopening and in-person learning set to occur in August, at the start of the new Academic Year.

*[Insert your Phased-Reopening Model]*

\_\_\_\_\_\_ College will maintain an adequate supply of necessary supplies and materials to undertake those emergency protective measures, including cloth face coverings, supplies for cleaning and disinfecting, hand sanitizer, bleach wipes and spray and other personal protective equipment (PPE).

\_\_\_\_\_\_ College’s medically vulnerable faculty and staff will work with their doctors to create a return to work plan. Whenever feasible for medically vulnerable staff, steps will be taken to minimize the number of people they interact with, \_\_\_\_\_ College will consider flexible leave policies. The same guidelines apply for students and staff who live with medically vulnerable family members (parents, grandparents, caregivers, etc.).

Promote Risk Reduction Through a Great Culture of Teaching

All types of educational programs have a trusted and persisting role in educating and guiding how millions of Floridians, young and old, embrace their personal efforts to reduce risks for all Floridians. \_\_\_\_\_ College aims to promote risk reduction by means of *[Insert possible guidance around how teachers are to conduct themselves, and/or what your technical college may be doing to incorporate lessons of health, preventative hygiene and self-screening practices.]*

#### Create Visible Safe Learning Zones

Minimizing spontaneity, uncertainty and ultimately risk on any educational campus is aided by visibly showing everyone what safety looks like, creating a visible feeling of health and safety, so that students and staff can settle into learning rather than wondering. \_\_\_\_\_ College will commit to:

* Encouraging visible signals of health and safety from the moment students and staff arrive on campus, or at a program, with physical guides, barriers and alerts that help everyone learn and know how to act safely.
* Encouraging the use of outside and unconventional spaces with significant options for social distancing for learning and extracurricular activities. When on campus, to the extent possible, will consider moving large staff meetings and student assemblies to more open spaces or utilize virtual tools. The first priority should always be facilitating in-person course needs, so extra convenings should leverage alternative means to convene.
* Practicing [social distancing](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html) whenever feasible, as the virus is most transmissible indoors under close, sustained contact.
* Encouraging all students, faculty and staff to frequently wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least a 60 percent alcohol if soap and water are not available. In addition, it will recommend that all: 1) avoid touching eyes, nose and mouth, 2) cover cough or sneeze with elbow or a tissue and dispose of the tissue, 3) clean and disinfect frequently touched items and surfaces as much as possible. If anyone feels sick, [they will be encouraged to stay home.](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html) If students become sick, ensure there is comprehensive school health protocol in place.
* Encouraging all that if they believe themselves infected with COVID-19, to immediately contact their health care provider.
* Encouraging all who are older than 65 or have a serious medical condition to avoid large crowds and encourage all employees who feel sick to stay home and monitor all with COVID-19 symptoms.
* Consulting with the county health department regarding procedures for workforce tracing following a positive COVID-19 test by an employee, student or those who have come into contact with an individual testing positive for COVID-19.

*[Finally, consider providing specific information on measures the college is taking that may include: Disinfectant and other sanitation efforts to include deep cleaning efforts, antiseptic wipes for offices, additional hand sanitizer for common areas and shared office spaces, Plexiglas barriers have been installed in locations requiring face-to-face interaction with students, expectations of the staff in disinfecting classrooms/labs which may include individual workstations, wiping down keyboards, telephones, work surfaces, and high-touch areas such as doorknobs, light switches, faucets, copiers, worktables, cabinet doors, drawers and countertops.*

*PPE: Information on personal protective equipment (PPE) the college may have purchased for employees and students (if applicable).*

*Face Coverings: While not required, face coverings should be encouraged to be worn in classrooms, labs, and other areas where students and staff may convene. Face coverings are not PPE but providing information on hygienic use of face coverings is good practice. Wearing a cloth mask is meant to protect other people in case you are infected. Also note, wearing a mask is not a substitute for social distancing. Under no circumstance should individuals be prohibited from wearing masks.*

*Gloves: Information about gloves should be provided to faculty, staff and students who require them to perform certain job functions, such as handling mail, custodial work, laboratory instruction with live clients (ie. nails, cosmetology), certain trades and grounds keeping.*

*Wellness Screening: include information on the procedure for temperature checks and other screening mechanisms being used for students and college employees (if applicable).*

*Social Distancing Expectations: Provide guidance on protocols within common areas, waiting until sufficient space is available to enter and respecting the personal space of others. This includes breakrooms, stairwells, elevators, restrooms, smoking areas, classrooms, labs, libraries/media centers, testing centers, bookstores, cafeterias, registrar/student affairs.]*

# Academic & Student Affairs

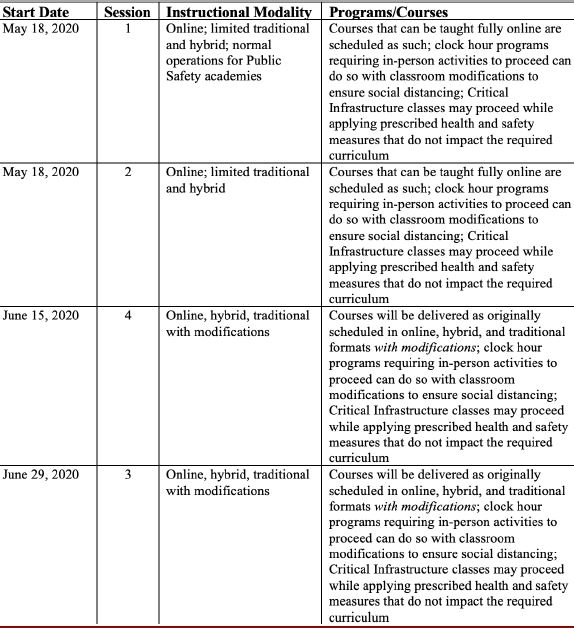
*[Suggested content: Explain the instructional modality that will be utilized to deliver course and/or program instruction. Recommend inserting a table that identifies all programs and the manner of instruction and schedule]*

The health, safety and well-being of \_\_\_\_\_\_\_ College’s students, faculty and staff has our utmost priority. As the current status of COVID-19 evolves, we are continuing to follow the recommendations from the Centers for Disease Control and Prevention (CDC), Florida Department of Health (FDOH), Florida Department of Education (FDOE) and our regulatory bodies. In attempts to keep our current students academically on track and progressing throughout their program as planned we are *[insert language about your college’s phased, staggered scheduling[[1]](#footnote-1) model]*.

*Suggested language: “Courses, clinicals, and/or practicums scheduled to meet during the latter half of the summer will meet as planned, with possible exceptions, on campus or on site during the regularly scheduled time. All current and active student cohorts may consist of \_\_\_\_ or fewer students, keeping class sizes small, and on-campus traffic at a minimum. Due to our small class sizes, we are confident we can remain serving our students with minimal disruptions. The following are the programs, clinicals, practicums, and/or courses that are impacted:*

|  |  |  |
| --- | --- | --- |
| **PROGRAM** | **MODALITY** | **SCHEDULE** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*For a more generic template please see:*

**

##### *Program Advisory Committees and Clinical Stakeholders*

##### *[Insert specific changes to advisory committees and/or clinical experience or requirements here]*

#### Online Instruction/Remote Learning

*[Insert language around Online/Remote Instruction for CTE programs that either will move to remote status or have aspects of remote learning still in effect]*

*Using [Zoom, Blackboard, Canvas, etc] software, \_\_\_\_\_\_\_College instructors can carry out live (synchronous) classes for remote learning and asynchronous classes. \_\_\_\_\_ software is accessible through multiple devices including desktop computers, laptops, tablets, and mobile phones. When possible, implementation and guidance is reviewed with students in the classroom prior to enacting emergency virtual learning provisions. Guidance is also distributed to students electronically and will be available [here]. Students are expected to [conference into the class during the scheduled instructional time]. Attendance will be tracked via [Zoom for all courses during this time].*

##### *Academic Management Practices for Remote Learning*

*[Insert local policies and appropriate contacts]*

*Attendance:*

*Grading:*

*Assessments:*

*Industry Certification/Licensure Information:*

*Work-based Learning/Clinical Requirement Information:*

##### *Faculty Support for Remote Learning*

*[Insert faculty supports for remote learning]*

*Instructional Strategies*

*Resources*

*Tools*

*Planning*

*Virtual Office Hours*

*Support/IT Support (include IT support contact)*

*Contact/Campus Point Person:*

### *Student Affairs Questions*

*[Insert important information regarding withdrawal procedures for non-attendance, conditions for incomplete, changes or extensions of term or semester, CTE basic skills, testing, financial aid, veteran affairs, registration, childcare, resources for students, etc.]*

# General Operations

*[Insert important information about your college’s operations, protocol, and other safety-related items that all should know. See especially pp. 35 – 71 of FDOE’s Reopening and CARES Act Plan.]*

1. A phased, staggered model will reflect a reduction of density in buildings and classrooms to start, but yet build capacity for in-person learning and assessment. For example, for clock hour programs, adult education and/or ESOL, one may convert most face-to-face courses to a hybrid model, with 75% of instruction occurring remotely, and capping class attendance up to 75% of room capacity (<<subject to evolving guidelines). As weeks progress, and positivity-to-testing rates decline, one may relax remote %, increase in-person engagement, and “stagger” on-campus courses and learning. [↑](#footnote-ref-1)