

# SHALER AREA SCHOOL DISTRICT



## Back-to-School 2020 Task Force Report and PDE Health and Safety Plan

Approved: [Insert Date]

## Overview

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.

## Purpose

The Shaler Area School District **Back-to-School 2020 Task Force** has been developed to discuss options that we may be faced to address upon our reopening. It is prudent to consider how this situation could impact the 2020-21 school year. At this time, it is unclear when and how school buildings will be fully open, but we should begin considering innovative and effective solutions to help provide a full and well-rounded curriculum in environments that are safe and compliant with social distancing requirements. **Our mission is to fully prepare for a safe return of our school community.**

The District will continue to rely on the guidance and lead of experts including our local and state public health officials, the Pennsylvania Department of Education, and the Governor.

## Task Force Guiding Principles

- **Safety:** Our ultimate guiding principle in our Back-to-School Task Force is to place the safety and welfare of our staff, students, and families first and foremost.
- **Flexibility:** Flexibility and compassion are the hallmarks of our efforts. Our goal is to give families flexible options that are considerate and compassionate to each family's needs and circumstances.
- **Consistency:** Providing consistency, structure, and multiple levels of support for our students, staff, and families is an important part of our reopening efforts. This includes a tiered approach to address the academic and social emotional needs of all.
- **Community Input:** Input from our families, staff, and community stakeholders is essential to our planning efforts so that we can create a model that is reflective of their needs and responsive to their concerns.

### **Task Force and Recovery Framework**

The Recovery Framework selected as the guide for the work of the Back-to-School 2020 Task Force is the [REMS - Readiness for Emergency Management for Schools](#). Recovery is teaming with community partners to restore educational programming; the physical environment; business operations; and social, emotional and behavioral health.

The Task Force will focus its work on the four main areas of Academics, Physical/Structural, Financial, and Social, Emotional, Behavioral and Physical Health.

- **Academics recovery:** Learning is the primary purpose of schools, and the ability to resume academic activities is essential to a school's recovery. The resumption of teaching and learning begins to restore normalcy to the school environment through routines, which can be very important in the psychological and emotional health of students, teachers, and staff.
- **Physical and structural recovery:** This type of recovery is needed to support education and involves the restoration of the school's buildings, equipment, and supplies.
- **Business functions recovery:** The school's or school district's business operations that also serve as a support function to education, such as payroll and contracts, need to be fully restored if impacted by an emergency.
- **Social, emotional, and behavioral recovery:** Even though academics, physical and structural, and business functions recovery may have ended, the social, emotional, and behavioral recovery of students, teachers, and staff may continue long after. For students, the emergency event may have led to a lack of engagement, poor attendance, tardiness, incomplete assignments, antisocial behavior, and withdrawal.

### **Planning Scenarios**

The Task Force has been focused on planning for three main scenarios for the reopening of school.

- **Traditional Model** — This scenario will enable students to attend school Monday-Friday. Our schools will follow traditional hours unless directed by the Commonwealth of Pennsylvania or a localized emergency occurs that would prevent the normal operation of school. *(Can only occur when Allegheny County is Green)*
- **Hybrid Model** — This scenario will enable students to take classes both in person at school as well as online. We recognize that some families may have certain health-related issues that present some obvious concerns. As such, we will do everything in our power to provide an option that will maximize safety protocols with a balance of personal support for all children, including those with elevated health risks. *(Can occur when Allegheny County is Green and must occur when Allegheny County is Yellow)*

- **Virtual Model** — This scenario will enable students to learn online via our Virtual Learning model either 100 percent or during sporadic school closures as necessary. Students will not be expected to attend school in person. All of their classes will take place remotely with constant access and support from district staff. *(Must occur when Allegheny County is Red)*

**Health and Safety Plan:**

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.

**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): September 8, 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 a confirmed positive case.

### **Return to School Sub-Committees and Membership**

**Chairs:** Mr. Sean Aiken and Dr. Bryan O'Black (Pandemic Coordinator)

**Health and Wellness:** Leslie Scheuer, Tom Misko, Kathy Coyle, Beth Zelinko, Dawn Vaughn, Craig Wells, Nancy Karlovich, Mike Hindle, Frank Spiker, Shari Roth and Eric Schmidt.

**Curriculum, Instruction & Assessment:** Eloise Milligan, Shannon Howard, Timothy Royall, Heather Berney, Bethany Bradley, Chrissy Gurekovich, Janel Biagiarelli, Abi May, Paul Stadelman, Chris Gaul, Robin Donovan, Kim Young, Kristin Barbour, Lori Mish, Mary Beth Miller, Michael Giazzoni and April Kwiatkowski.

**Special Education / Mental Health Services:** Kathi Graczyk, Karen Constantakis, Eric Stennett, JoAnne Townsend, Stephen Seidelson, Listy Myros, Nichol Myros, Danielle Rua, Roger Rech, LeeAnn Guido, Kathy Newport, Lisa Anderson, Jim Jowers, Chris Erdlen, Amanda Carter, Michele Kline and Lacie Spagnolo.

**School Operations:** Ian Miller, Sean Frank, Amy Fowler, Brian Marree, John Kaib, Clint Rauscher, Mindy Thiel, Tom Gray, Amy Glath, Audrey Gaskill, Sue Cook, Kim Cassidy, Jamie Sawa, Aaron Skrbins, Jim Tunstall, Jim Ryan and Donna Rife.

**Technology:** Mitch Stivason, Jon Dolny, Jeff Rojik, Darla Hursh, Matt Johnston, Sondra Jodkin, Dante Orsini, Cari Kelm, Heather Berney and Angela Miller.

**Transportation:** Sherri Ludwig, Venice Piveronas, Todd O'Shell, Chris Catanese, Becky Kusar, Sue McElhinny, Sandy Smith, Marty Martynuska, Brennan Jackson and Donna Faulkner.

**Community Relations:** Cindy Foht, Bethany Baker, Laurie Cortazzo, Maryann Swartz, Lisa Tagmyer, Sharon McRae, Linda Heinauer, Rick Pelkofer and Dirk Lesnett.

**Health and Safety Plan Governing Body Affirmation Statement**

The Board of Directors/Trustees for Shaler Area School District reviewed and approved the Phased School Reopening Health and Safety Plan on August 6, 2020.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **August 6, 2020**

By:

\_\_\_\_\_  
*(Signature\* of Board President)*

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*(Print Name of Board President)*

**Shaler Area School District  
Back-to-School 2020 Task Force  
Health and Wellness Considerations**

**Sub Committee Goal / Objective:** Virus prevention and virus containment throughout the Shaler Area School District.  
Reduce the risk of transmission through a combination of mitigation strategies.  
Tie health and wellness practices into each school’s PBIS frameworks.

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/ Approaches for Virtual Model of Delivery	Strategies/ Approaches for Hybrid Model of Delivery
Handwashing	<p>Goal: Each student washes their hands at least 3 times during the school day.</p> <ul style="list-style-type: none"> <li>● Recommend washing hands upon entrance to school, before eating, before leaving school.</li> <li>● Recommend soap and water whenever possible.</li> <li>● Sinks are available in many classrooms.</li> <li>● Handwashing does not have to be performed by entire class at the same time.</li> <li>● Hand sanitizer at entrance of each classroom.</li> <li>● PA DOH recommends &gt;60% alcohol hand sanitizer. SASD currently stocks benzalkonium chloride hand sanitizer. <a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></li> <li>● Hands-free paper towel holders being installed.</li> </ul>	N/A	Same as traditional

Shared equipment	<p>Goal: Desks are cleaned between each class if students are not wearing masks in class and shared equipment is cleaned after each use.</p> <p>Minimum:</p> <ul style="list-style-type: none"> <li>● Primary Schools – Once per day</li> <li>● Secondary Schools – Every 3 periods (3 times per day)</li> </ul> <p>How to accomplish this:</p> <ul style="list-style-type: none"> <li>● Primary schools – Desks to be cleaned by custodial staff when/if the class is out of the room for specials or lunch. Students can clean their own desk once a day if wipes can be purchased. Best practice would be for the custodial staff to clean when students are out of the room.</li> <li>● Desks to be cleared when students leave the room to facilitate custodial cleaning.</li> <li>● Secondary schools – Desks to be cleaned by students. When walking into class, grab a wipe and wipe desk before sitting down. Throw away wipe, get a squirt of hand sanitizer and sit down at desk.</li> <li>● Secondary schools – Other option would be to provide each classroom with a spray bottle of disinfectant and paper towels. Teacher would have to spray each desk and wipe off or have students wipe off.</li> </ul> <p>Shared equipment</p> <ul style="list-style-type: none"> <li>● Provide individual supplies as feasible.</li> <li>● Teacher to be provided with a spray bottle and paper towels to wipe down after each use.</li> <li>● Wash hands before and after using shared equipment.</li> </ul>		

	<ul style="list-style-type: none"> <li>● If it's not possible to wipe supplies without ruining them, students to wash hands before and after using shared equipment.</li> <li>● Students and staff are encouraged to bring individual water bottles rather than using drinking fountains.</li> </ul> <p>If eating lunch in classrooms</p> <ul style="list-style-type: none"> <li>● Room will have to be provided with a spray bottle and paper towels to clean desks after lunch.</li> </ul>		
Physical Distancing	<p>Goal: Maintain 6-foot distance from other individuals as much as possible.</p> <ul style="list-style-type: none"> <li>● Encourage mask wearing when closer than 6 feet.</li> <li>● Allow mask breaks when &gt;6 feet apart.</li> <li>● Provide distancing markings in waiting and reception areas.</li> <li>● Provide lines on the floor to indicate distancing in restrooms and locker rooms.</li> <li>● Provide distancing markings on floor of classrooms where crowding may occur to indicate distancing.</li> <li>● Provide graphic reminders for students and staff.</li> <li>● Teach students to recognize or estimate separation distances.</li> <li>● Use physical barriers to maintain distancing.</li> <li>● Seat students in same direction.</li> <li>● Minimize sustained exposure (&gt;15 minutes).</li> <li>● Plexiglas barriers at interactive spaces such as attendance, security station, secretary desks, nurses, school counselors, school psychologists, speech and hearing therapists, special education classrooms where students may not be able to wear masks.</li> <li>● Adults to maintain &gt;6 feet distance from each other.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Adults to maintain &gt;6 feet distance from students when feasible.</li> <li>● Hold meetings via virtual platform.</li> <li>● Staff to avoid congregating in teacher work centers.</li> <li>● Discourage parents or visitors from entering the building</li> </ul> <p><a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></p>		
Masks	<p>Goal: Teach students to properly put on and take off masks, and how and when to properly wear them.</p> <p>“Face covering” means a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears or is wrapped around the lower face. A "face covering" can be made of a variety of synthetic or natural fabrics, including cotton, silk, or linen, and, for the purposes of the order, can include a plastic face shield that covers the nose and mouth. PA DOH, PA DOE 07/06/2020</p> <ul style="list-style-type: none"> <li>● Follow PA DOH and ACHD mandates.</li> <li>● Encourage mask use when distancing is not as likely.</li> <li>● Allow masks to be off when distancing is feasible, &gt; 6 feet.</li> <li>● Masks/Face shields are required when entering and exiting the building.</li> <li>● Masks/Face shields are required when moving in out of the classroom (i.e. to bathrooms, hallways, library, offices, change of classes).</li> <li>● In the classroom (including library, testing center, tutoring areas etc.) face covering recommendations:</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Face cover is not required by students when forward facing and &gt; 6 feet apart from other students.</li> <li>○ Face cover is not required by the teacher/staff members who are more than 6 feet away from other individuals.</li> <li>○ Face cover is required by teachers/staff members who are less than 6 feet from other individuals (when walking about the classroom, one-on-one work).</li> <li>○ Face cover is required by students who are doing group work where they are less than 6 feet apart.</li> <li>● Transparent face coverings, which provide the opportunity for more visual cues, should be considered as an alternative for younger students, students who are hearing impaired, and the staff members who work with them.</li> <li>● Masks are to be provided by families.</li> <li>● Cloth masks are to be washed regularly.</li> <li>● Non-cloth masks are to be discarded and replaced regularly.</li> <li>● Disposable masks to be made available in adult and child sizes for back up.</li> <li>● Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.</li> <li>● Individuals who cannot wear a mask due to a medical condition (including children under the age of 2 years per CDC guidance) may enter the premises and are not required to provide documentation of such medical</li> </ul>		
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	<p>condition. <a href="https://www.pa.gov/guides/responding-to-covid-19/#MaskUp">https://www.pa.gov/guides/responding-to-covid-19/#MaskUp</a></p> <ul style="list-style-type: none"> <li>● Develop teacher talking points for teaching students to wear masks safely and effectively. <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html</a></li> <li>● Post reminders about masks throughout the school</li> <li>● Staff in lounge areas are to maintain a distance of at least 6 feet without face covering and 3 feet with face covering.</li> </ul>		
Ventilation	<p>Goal: To promote air exchange to decrease viral particles in the air.</p> <ul style="list-style-type: none"> <li>● Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible.</li> <li>● Investigate capabilities of ventilation systems to increase air exchange from the outside.</li> <li>● More frequent changes of air filters.</li> <li>● Hold classes outdoors when weather allows <a href="https://www.ashrae.org/file%20library/technical%20resources/ashrae%20journal/2020journaldocuments/72-74_ieq_schoen.pdf">https://www.ashrae.org/file%20library/technical%20resources/ashrae%20journal/2020journaldocuments/72-74_ieq_schoen.pdf</a></li> </ul>		
Temperature screening	<p>Goal: Check temperatures of all presenting to the Health Office and anyone who requests a temperature check.</p> <ul style="list-style-type: none"> <li>● Parents are to take student temperatures at home and assess for symptoms.</li> <li>● Student are to stay home for temperature &gt; or = 100F.</li> <li>● See guidelines for returning to school when fever-free.</li> </ul>		

	<ul style="list-style-type: none"> <li>● If student has temp &gt; 100 due to other medical reasons (medication side effects, autoimmune d/o, etc.), student may attend school: <ul style="list-style-type: none"> <li>○ per clinical judgement</li> <li>○ without other symptoms</li> <li>○ with MD order/excuse</li> </ul> </li> </ul>		
Health Office	<p>Goal: Prevent crowding and exposures in Health Offices.</p> <ul style="list-style-type: none"> <li>● Distancing markings for waiting for nurse and meeting with nurse.</li> <li>● Where possible, one way in and one way out.</li> <li>● Mask to be worn to enter the Health Office.</li> <li>● Arrange waiting area with chairs &gt;6 feet apart.</li> <li>● Temperature check for all students.</li> <li>● Handwashing for all students entering the Health Office.</li> <li>● Symptom screening upon entrance.</li> <li>● May need to limit number of students visiting Health Office at one time, building nurse to determine. If so, guidance to teachers.</li> <li>● Separate cots &gt;6 feet.</li> <li>● Wipe cots throughout the day.</li> <li>● Separate area for potentially infectious students awaiting pick up. Isolation room preferred, student to wear a mask in the area and a distance of &gt;6 feet in all directions from others minimum.</li> <li>● Nurses to wear appropriate PPE and enough PPE available for substitute nurses. CDC requires mask and face shield for Health Care Providers (HCP). <ul style="list-style-type: none"> <li>○ For HCP working in areas with minimal to no community transmission, HCP should continue to adhere to <u>Standard</u> and <u>Transmission-Based Precautions</u>, including use of eye protection and/or an N95 or equivalent or higher-level respirator based on anticipated exposures and</li> </ul> </li> </ul>		

	<p>suspected or confirmed diagnoses. Universal use of a facemask for source control is recommended for HCP.</p> <ul style="list-style-type: none"> <li>○ HCP working in facilities located in areas with moderate to substantial community transmission are more likely to encounter asymptomatic or pre-symptomatic patients with COVID-19 infection. If COVID-19 infection is not suspected in a patient presenting for care (based on symptom and exposure history), HCP should follow <u>Standard Precautions</u> (and <u>Transmission-Based Precautions</u> if required based on the suspected diagnosis).</li> </ul> <p>They should also:</p> <ul style="list-style-type: none"> <li>● Wear eye protection in addition to their facemask to ensure the eyes, nose, and mouth are all protected from exposure to respiratory secretions during patient care encounters.</li> <li>● Wear an N95 or equivalent or higher-level respirator, instead of a facemask, for: <ul style="list-style-type: none"> <li>○ Aerosol generating procedures <a href="https://www.cdc.gov/coronaviruses/2019-ncov/hcp/infection-control-recommendations.html">https://www.cdc.gov/coronaviruses/2019-ncov/hcp/infection-control-recommendations.html</a></li> </ul> </li> </ul> <p>Nurse (Health Care Provider) exposure</p> <ul style="list-style-type: none"> <li>● HCP who had prolonged close contact with a patient, visitor, or HCP with confirmed COVID-19 <ul style="list-style-type: none"> <li>○ HCP not wearing a respirator or facemask</li> <li>○ HCP not wearing eye protection if the person with COVID-19 was not wearing a cloth face covering or facemask</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>○ HCP not wearing all recommended PPE (i.e., gown, gloves, eye protection, respirator) while performing an aerosol-generating procedure <ul style="list-style-type: none"> <li>■ Exclude from work for 14 days after last exposure</li> <li>■ Advise HCP to monitor themselves for fever or <u>symptoms consistent with COVID-19</u></li> <li>■ Any HCP who develops fever or <u>symptoms consistent with COVID-19</u> should immediately contact their established point of contact (e.g., occupational health program) to arrange for medical evaluation and testing.</li> </ul> </li> <li>● HCP other than those with exposure risk described above: <ul style="list-style-type: none"> <li>○ No work restrictions</li> <li>○ Follow all <u>recommended infection prevention and control practices</u>, including wearing a facemask for source control while at work, monitoring themselves for fever or <u>symptoms consistent with COVID-19</u> and not reporting to work when ill, and undergoing active screening for fever or <u>symptoms consistent with COVID-19</u> at the beginning of their shift.</li> <li>○ Any HCP who develop fever or <u>symptoms consistent with COVID-19</u> should immediately self-isolate and contact their established point of contact (e.g., occupational health program) to arrange for medical evaluation and testing.</li> </ul> </li> </ul> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assesment-hcp.html">https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assesment-hcp.html</a></p>		
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<p>Screening before school</p>	<p>Goal: Parent will affirm their child has no symptoms of COVID-19 before bringing their child to school or arriving at the bus stop.</p> <ul style="list-style-type: none"> <li>● Use same method used to check in attendance in spring or Google form used by Athletics. Coordinate with technology department.</li> <li>● Initial screening for individuals visiting states requiring quarantine  <a href="https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx">https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx</a></li> <li>● Medically fragile and high-risk students and the staff assigned to those classrooms should have a symptom screening done at school daily, in addition to the symptom screening required prior to arriving at school  <a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a></li> </ul> <ul style="list-style-type: none"> <li>● Questions: <ol style="list-style-type: none"> <li>1. Have you tested positive or are in the process of being tested for COVID-19?</li> <li>2. In the past two weeks have you been in close contact* with someone who has tested positive for COVID-19?</li> <li>3. Do you have any of the following symptoms: <ul style="list-style-type: none"> <li>-Fever 100 degrees or greater</li> <li>-New Cough</li> <li>-New Shortness of Breath or Difficulty Breathing</li> <li>-Sore Throat</li> <li>-Muscle Pain</li> <li>-Chills</li> <li>-Loss of Taste or Smell</li> </ul> </li> </ol> </li> </ul>		
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	<p>* close contact is defined as being within 6 feet of an unmasked person for greater than 15 minutes OR Being directly exposed to respiratory secretions (e.g. cough or sneeze) (PA DOH)</p> <p>If the answer is YES to any of these questions please stay home and contact your family doctor.</p> <ul style="list-style-type: none"> <li>● Provide CDC graphic of COVID-19 symptoms to families and staff for quick referral</li> <li>● Post graphic of Covid-19 symptoms at entrances of schools</li> </ul>		
Sick at school (student or staff)	<p>Goal: Follow Allegheny County and PA Department of Health guidelines for returning to school. <b>Awaiting ACHD school guidance</b></p> <p>Guidelines for return to school after illness:</p> <p>Based on CDC guidance</p> <ul style="list-style-type: none"> <li>● If the staff member or student has tested positive for COVID-19: <ul style="list-style-type: none"> <li>○ Stay home a minimum of 10 days.</li> <li>○ Obtain two negative viral swabs, 24 hours apart.</li> <li>○ Must be fever free and with respiratory symptoms improving.</li> </ul> </li> <li>● If the staff member or student has been in close contact with someone who has tested positive for COVID-19: <ul style="list-style-type: none"> <li>○ Stay home for 14 days from the date of your exposure.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Check your temperature twice a day and monitor for COVID-19 symptoms.</li> <li>○ CDC recommends 14 days of quarantine after exposure based on the time it takes to develop illness if infected. Thus, it is possible that a person <i>known</i> to be infected could leave isolation earlier than a person who is quarantined because of the <i>possibility</i> they are infected. <a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html">https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html</a></li> <li>● If the staff member or student has not been tested but is exhibiting symptoms of COVID-19: <ul style="list-style-type: none"> <li>○ Stay home until 3 days have passed since recovery (no fever and any respiratory symptoms are improving)</li> <li>○ Communicate closely with your doctor</li> <li>○ Stay home for at least 10 days since onset of symptoms</li> </ul> </li> </ul> <p>Based on Chester County, PA Guidelines</p> <p><b>Exclusion From and Return to School Requirements</b></p>		
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	<p><b>Exclusion From and Return to School Requirements</b></p> <table border="1"> <thead> <tr> <th>Scenario</th> <th>Exclude From School</th> <th>Return to School After...</th> </tr> </thead> <tbody> <tr> <td>#1 – No Symptoms</td> <td>No</td> <td>Not applicable</td> </tr> <tr> <td>#2 – COVID-19 Symptoms</td> <td>Yes</td> <td>Individual should be tested for COVID-19.            &gt; If test result is <u>negative</u>, return to school 3 days after symptoms are no longer present.            &gt; If test result is <u>positive</u>, follow return to school guidance for scenario #3.</td> </tr> <tr> <td>#3 – Positive COVID-19 PCR Test <u>with</u> Symptoms</td> <td>Yes</td> <td>           ✓ 3 days with no fever <b>and</b>            ✓ improvement in symptoms <b>and</b>            ✓ 10 days since symptoms first appeared         </td> </tr> <tr> <td>#4 – Positive COVID-19 PCR Test <u>without</u> Symptoms</td> <td>Yes</td> <td>10 days after the PCR test was collected            &gt; If symptoms develop during 10 days, follow return to school guidance for scenario #3.</td> </tr> <tr> <td>#5 – Close Contact <u>with</u> Symptoms</td> <td>Yes</td> <td>Individual should be tested for COVID-19.            &gt; If test result is <u>negative</u>, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved.            &gt; If test result is <u>positive</u>, follow return to school guidance for scenario #3.</td> </tr> <tr> <td>#6 – Close Contact of COVID-19 <u>without</u> Symptoms</td> <td>Yes</td> <td>14 days after the date of last exposure to the person with COVID-19            &gt; If symptoms develop during 14 days, follow return to school guidance for scenario #5.</td> </tr> </tbody> </table>	Scenario	Exclude From School	Return to School After...	#1 – No Symptoms	No	Not applicable	#2 – COVID-19 Symptoms	Yes	Individual should be tested for COVID-19. > If test result is <u>negative</u> , return to school 3 days after symptoms are no longer present. > If test result is <u>positive</u> , follow return to school guidance for scenario #3.	#3 – Positive COVID-19 PCR Test <u>with</u> Symptoms	Yes	✓ 3 days with no fever <b>and</b> ✓ improvement in symptoms <b>and</b> ✓ 10 days since symptoms first appeared	#4 – Positive COVID-19 PCR Test <u>without</u> Symptoms	Yes	10 days after the PCR test was collected > If symptoms develop during 10 days, follow return to school guidance for scenario #3.	#5 – Close Contact <u>with</u> Symptoms	Yes	Individual should be tested for COVID-19. > If test result is <u>negative</u> , return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved. > If test result is <u>positive</u> , follow return to school guidance for scenario #3.	#6 – Close Contact of COVID-19 <u>without</u> Symptoms	Yes	14 days after the date of last exposure to the person with COVID-19 > If symptoms develop during 14 days, follow return to school guidance for scenario #5.		
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Testing	<p>Goal: To determine who should be referred for possible PCR testing for COVID-19.</p> <ul style="list-style-type: none"> <li>● Recommend any student or staff with COVID-19-like symptoms to contact their healthcare provider for possible testing.</li> <li>● Recommend any student or staff with close contact with infected individual be tested.</li> <li>● CDC does not currently recommend universal testing for schools  <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html</a> </li> </ul>																							
Attendance	<p>Goal: To encourage students to stay home when symptomatic and to provide for education during exposure quarantine.</p>																							

	<ul style="list-style-type: none"> <li>● Coordinate with other districts for uniform plan for attendance and truancy definition.</li> <li>● Provide virtual education while excluded to minimize absent days.</li> <li>● No perfect attendance awards.</li> <li>● Encourage teachers to have a system for make-up work.</li> <li>● Extend spring technology for recording remote attendance.</li> </ul>		
Sick Days	<p>Goal: To encourage staff to stay home when symptomatic.</p> <p>Families First Coronavirus Response Act</p> <ul style="list-style-type: none"> <li>● This Act requires employers to provide up to two weeks of paid sick leave to employees who are unable to work (or telework) due to one of the reasons listed below. <ul style="list-style-type: none"> <li>○ They are subject to a Federal, State, or local quarantine or isolation order related to COVID-19.</li> <li>○ They have been advised by a health care provider to self-quarantine due to concerns related to COVID-19.</li> <li>○ They are experiencing symptoms of COVID-19 and seeking a medical diagnosis.</li> <li>○ They are caring for an individual who is subject to a quarantine or isolation order or who has been advised to self-quarantine.</li> <li>○ They are caring for their children because schools are closed, or child care is not available, due to COVID-19 precautions.</li> <li>○ They are experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretaries of the Treasury and Labor.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>● Employees cannot be required by their employer to exhaust other leave before utilizing this paid sick leave.</li> <li>● Employers may exclude employees who are health care providers or emergency responders from obtaining this emergency paid sick leave.</li> <li>● Full-time employees are entitled to 80 hours of emergency paid sick leave. Part-time employees are entitled to the emergency paid sick leave based on the average number of hours they work over a two-week period. There are different pay rates: employees who are quarantined or experiencing COVID-19 symptoms (i.e., reasons 1-3 above) are paid at their regular rate of pay, not to exceed \$511/day or \$5,110 in total, while employees using leave to care for others or under other conditions specified by federal agencies (i.e., reasons 4-6 above) are paid at a rate of two-thirds of their regular rate of pay, not to exceed \$200/day or \$2,000 in total.</li> <li>● The paid sick leave is available for use immediately, regardless of the length of the employee’s tenure with the employer.</li> </ul> <p>The Emergency Family and Medical Leave Expansion Act</p> <ul style="list-style-type: none"> <li>● This Act requires employers to provide employees with paid family leave when employees are unable to work (or telework) due to the need to care for a minor child whose school is closed for public health reasons related to the coronavirus.</li> <li>● Because this Act adds this situation to the existing categories of FMLA-qualifying needs, the total amount of available leave for this need is the same as under the FMLA (i.e., 12 weeks in a given 12-month period).</li> <li>● Paid family leave begins where the leave is 10 days or longer. However, an employee can choose – but not be required – to use paid time off benefits for the first 10 days. After the first 10 days, employees on this leave are</li> </ul>		
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	<p>paid two-thirds of their regular rate of pay, not to exceed \$200/day or \$10,000 in the aggregate.</p> <p>These pieces of legislation take effect on April 2, 2020. They sunset on December 31, 2020, after which time these benefits are no longer available.</p>		
Contact tracing	<p>Goal: Nurse and administrative access to contact information as needed for Health Department contact tracing.</p> <ul style="list-style-type: none"> <li>● Seating charts for classrooms.</li> <li>● Keep attendance records for every class.</li> <li>● Cohorts for special groups.</li> <li>● Team and activity rosters.</li> <li>● Bus seating assignments.</li> <li>● Siblings or shared households.</li> <li>● Sign-in sheets for in-person meetings.</li> <li>● Keep records of individuals who visit the building, their contact information, and areas and people visited.</li> <li>● ACHD guidance on notifying students or staff of exposures.</li> </ul>		
Best practices for classrooms	<p>Goal: To promote classroom routines that mitigate virus spread.</p> <ul style="list-style-type: none"> <li>● Create lesson plans that minimize student contact.</li> <li>● Single-use hall passes.</li> <li>● Electronic submission of work.</li> <li>● Class specific dropboxes for papers, no passing papers forward.</li> <li>● Extend the teacher grading window to allow papers to remain untouched for 24 hours. Instruct teachers to wash hands after handling papers and to refrain from eating or drinking while handling students' papers.</li> <li>● Avoid tables (or sit 1 student per table).</li> <li>● Limit class sizes.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Use outdoor classrooms (if possible) **Check with PE staff before using fields, stadiums, or other spaces commonly used by PE classes.</li> <li>● Phys. Ed <ul style="list-style-type: none"> <li>○ PE &amp; Health classes are a great time to teach hand washing, mask wearing, sanitizing, COVID-19 symptoms, etc.</li> <li>○ Locker room usage – limit number of students in locker rooms at one time so students can be physically distant. If locker room use is discouraged, students will not change for PE. They should come to school prepared for activity on PE days (this already occurs K-4). **PE would be a convenient &amp; appropriate time to wash hands**</li> <li>○ Teach outside when possible and weather permitting.</li> <li>○ Take part in activities/lessons where students can be physically distant and without shared equipment. If equipment must be used, it should be cleaned/sanitized between uses.</li> <li>○ Masks should not be worn during physical activity.</li> </ul> </li> <li>● Music / Band / Orchestra <ul style="list-style-type: none"> <li>○ Have class in auditorium or outdoors if possible.</li> <li>○ Students will not use classroom lockers to store instruments. They should be kept in personal lockers, another classroom or designated area.</li> <li>○ Cellos, string basses and guitars (since they are shared) will need to be sanitized in between uses. If not possible, student will wash hands before and after handling shared instruments.</li> <li>○ Students bring own headphones/earbuds (for piano/keyboard classes).</li> <li>○ Encourage frequent cleaning of instruments.</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>○ Discourage emptying spit valves onto floor or field, advise individual container.</li> <li>○ Recorders – have a classroom set (for practicing rhythm and fingering) and recorder at home to play.</li> <li>○ Masks worn when not actively playing wind instruments.</li> <li>○ Monitor guidance on singing. At minimum small cohorts, increased distancing, outdoors when possible  <a href="https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf">https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf</a></li> <li>● Computers / Business <ul style="list-style-type: none"> <li>○ Use every other computer (then next class can use the opposite computers) or install plastic dividers.</li> <li>○ Students responsible for wiping down keyboard &amp; mouse at the end of class.</li> </ul> </li> <li>● Art / Tech <ul style="list-style-type: none"> <li>○ Limit shared equipment.</li> <li>○ Sanitize tools, equipment at end of class. If not possible, student will wash hands before and after handling shared tools.</li> </ul> </li> <li>● Recess <ul style="list-style-type: none"> <li>○ Have students wash hands before and after playground use.</li> <li>○ Limit size of groups using playground equipment at any one time.</li> <li>○ Access to hand sanitizer while outside.</li> </ul> </li> <li>● Field trips <ul style="list-style-type: none"> <li>○ Utilize virtual field trips.</li> <li>○ Reschedule field trips for when there is better viral control  <a href="https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-">https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-</a> </li> </ul> </li> </ul>		
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	<a href="#">19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/default.aspx</a>		
Parent communication	<p>Goal: Clear communications with parents.</p> <ul style="list-style-type: none"> <li>● When to keep children at home.</li> <li>● When child may have been exposed.</li> <li>● Attendance rules.</li> <li>● School nurses to develop guidance to send home with sick student.</li> <li>● Include information about emergency symptoms and when to seek care immediately.</li> <li>● Resources for COVID-19 testing.</li> <li>● Keep website COVID-19 information immediately accessible.</li> <li>● Frequent updates and reminders to parents.</li> </ul>		
Other disease prevention	<p>Goal: To prevent common diseases that may be neglected due to COVID-19.</p> <ul style="list-style-type: none"> <li>● Maintain enforcement of student immunization requirements.</li> <li>● Encourage routine well child visits.</li> <li>● Provide staff flu immunization, consider earlier in school year flu vaccine clinic.</li> </ul>		
Daily Life and Coping	<p>Goal: To support mental health of students and staff due to stressors of COVID-19.</p> <ul style="list-style-type: none"> <li>● Encourage individuals to take a break from news or social media if reports result in anxiety or symptoms of stress.</li> <li>● Promote healthy eating, exercise, adequate sleep, recreational activities, time to unwind.</li> <li>● Recommend connecting with other trusted friends or family members.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Provide resources for mental health support in and out of the school setting <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html">https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html</a></li> <li>● Include mental health supports in district communications about COVID-19.</li> </ul>		
Culture	<p>Goal: Staff projects a common message to students.</p> <ul style="list-style-type: none"> <li>● Professional development for staff.</li> <li>● Remember two people with the same exposure may have very different risk.</li> <li>● Tie culture to PBIS goals, District goal of Respect for All.</li> <li>● Talking points developed for staff to use to present a common message.</li> <li>● Administrative leadership.</li> <li>● Address bullying or stigmatizing others.</li> <li>● Model appropriate behaviors for students: <ul style="list-style-type: none"> <li>○ Recommend/require mask/shield when entering/exiting the building, in hallways, and in other group areas.</li> <li>○ Reinforce the CDC guidelines (importance of hand washing, masks, etc.).</li> <li>○ Reinforce proper mask placement/removal.</li> <li>○ Try to incorporate hand washing/hygiene into the school day when possible.</li> <li>○ Support staying home when sick.</li> <li>○ Avoid publicly pointing out absences.</li> <li>○ Have CDC guidelines/COVID-19 symptom poster in a prominent placement in the classroom.</li> </ul> </li> </ul>		
Education/signage/videos/etc.	<p>Goal: To have signs, videos, and lessons available for Day 1 for a common message to all students.</p> <ul style="list-style-type: none"> <li>● Communication to families before returning to school.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Time at beginning of school year for lessons on masks, distancing, handwashing, covering coughs and sneezes, when to stay home. <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit-HS.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit-HS.pdf</a></li> <li>● Utilize video announcements where available.</li> <li>● Daily morning messages reinforcing culture of COVID-19 prevention.</li> <li>● Standard lessons for classrooms.</li> <li>● Handwashing and cover cough signs already available.</li> <li>● CDC has appropriate masking signs for public use. <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf</a></li> <li>● Physical distancing graphics.</li> <li>● CDC COVID-19 symptom graphic sent home for parents.</li> </ul>		
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**Shaler Area School District  
Back-to-School 2020 Task Force  
Curriculum, Instruction & Assessment Considerations**

**Sub Committee Goal / Objective:** Provide consistency, structure, and multiple levels of supports for students, staff, and families, including a tiered approach to address the academic and social-emotional needs of all

Taken from the PSBA School Re-Opening Report:

*This group identified considerations impacting student instruction for three different models for education in the 2020-21 school year. The three models include traditional, hybrid (face-to-face and remote), and remote options. It should be noted that within each modality, a variety of possibilities exist, but the overall considerations within a model can be applied to the different possibilities. The following categories are addressed: instruction, assessment, technology, equity, families, staffing, professional development, social distancing, business functions and general/miscellaneous. The group founded these considerations on the following principles:*

- *A research-based, best practices instructional model should provide the core foundation for instruction across all three models. Flexible, supportive and collaborative student-centered environments should provide the core of the learning environment. This core should be supported by a continuum of high-priority rigorous, relevant, authentic and transferable life-ready targets; empowering, engaging and expanding modern learning tools; and customizable and transparent personalized instructional tools.*
- *The considerations below incorporate the on-stage components of the Danielson model and apply to all content areas.*
- *When school buildings closed, many educators quickly experimented with and adapted to new tools, techniques and roles. In many cases professional development occurred organically as teachers collaborated and supported each other’s growth. This innovative spirit should be preserved.*

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Virtual Model of Delivery
<b>Definition</b>	<ul style="list-style-type: none"> <li>• Students will attend school Monday – Friday</li> <li>• Schools follow traditional hours, unless otherwise directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take classes both in person at school as well as online.</li> <li>• Option for health conditions/ elevated health risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn online via virtual learning model 100% or during sporadic school closures.</li> <li>• Students do not attend school in person.</li> </ul>

		<p>Suggestion -- AB Cohorts -- Alphabetical/Family Groupings</p> <ul style="list-style-type: none"> <li>• Cohort A: in person Monday/Tuesday</li> <li>• Cohort B: in person Thursday/Friday</li> <li>• Wednesday — ALL VIRTUAL — Students will participate virtually on the days they are not in person.</li> <li>• Cohort C - Complete 100% home learning due to health concerns, quarantine, family needs, special circumstances.</li> <li>• When in school - labs, assignments, projects.</li> <li>• Prioritize the most important parts of the curriculum.</li> <li>• Flexibility available for those who need to move in and out of cohorts yet still maintaining consistency.</li> <li>• Teacher fluidity for similar circumstances as well.</li> </ul>	<ul style="list-style-type: none"> <li>• All classes will occur remotely - constant support from district staff.</li> </ul>
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Best Practice – Instructional Delivery			
Area of Consideration	Traditional	Hybrid	Virtual
Instructional Delivery Models	<p><b>Best Practices</b></p> <ul style="list-style-type: none"> <li>• Provide small-group instruction for Tier 2/3 intervention in an alternate location on campus.</li> <li>• Differentiate instruction based on student need.</li> </ul>	<p><b>Best Practices</b></p> <ul style="list-style-type: none"> <li>• Establish clearly stated educational goals and learning outcomes. <ul style="list-style-type: none"> <li>○ Communicated with students and families in simple language.</li> </ul> </li> <li>• Organize course offerings in a way that students can easily navigate</li> </ul>	<p><b>Best Practices</b></p> <ul style="list-style-type: none"> <li>• Establish clearly stated educational goals and learning outcomes.</li> <li>• Organize course offerings in a way that students (and parents) can easily navigate.</li> </ul>

	<ul style="list-style-type: none"> <li>● Secure instructional materials with multiple modalities.</li> <li>● Provide access to available royalty-free curricular resources.</li> <li>● Implement Universal Design for Learning (UDL) when lesson planning.</li> <li>● Employ evidence-based practices.</li> <li>● Administer assessments: <ul style="list-style-type: none"> <li>● Provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.</li> <li>● Design experiences using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.</li> <li>● Consider a variety of scheduling models to ensure safe distancing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Common LMS with consistent launch pads</li> <li>● Integrate quality instructional materials to enable and enrich student learning <ul style="list-style-type: none"> <li>○ Quality professional development provided well in advance of the start of school (in place of in-school year in-service days.)</li> </ul> </li> <li>● Use regularly evaluated technology that supports the learning goals and enhances the learning experience.</li> <li>● Provide access to available royalty-free curricular resources.</li> <li>● Ensure content aligns with the PA Common Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities.</li> <li>● Provide opportunities that support active learning – Flexible for staff to determine the means and resources by which to present info to students at the appropriate level.</li> <li>● Utilize strategies such as flipped learning to deliver direct instruction and when students are together, provide engaging high-quality review of learning and preview of what is to come.</li> <li>● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience</li> <li>● Design experiences that foster future ready skills.</li> <li>● Include opportunities for both asynchronous and synchronous learning - Appropriate to the technology abilities of school and students, resources available, and teacher judgement.</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate quality instructional materials to enable and enrich student learning.</li> <li>● Use regularly evaluated technology that supports the learning goals and enhances the learning experience.</li> <li>● Ensure content aligns with the PA Common Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities.</li> <li>● Provide opportunities that support active learning.</li> <li>● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience.</li> <li>● Design experiences using research-based design principles that improve access to learning for all participants.</li> <li>● Include opportunities for both asynchronous and synchronous learning.</li> <li>● Equity and access for special populations.</li> <li>● Provide access to available royalty-free curricular resources.</li> <li>● Employ evidence-based practices.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Consider a variety of scheduling models to ensure safe distancing while engaging students in a hybrid model of instruction (traditional setting and distance learning)</li> </ul> <p>Age Dependent Scheduling Models - Consistent Across Grade Bands -- Course Scheduling ~ Are some classes appropriate given the situation? - size of class/space/ air flow</p> <ul style="list-style-type: none"> <li>● Equity and access for special populations</li> </ul>	
	<p><b>Planning Implications</b></p> <ul style="list-style-type: none"> <li>● Follow public health guidance.</li> <li>● Identify use of nontraditional spaces (i.e. labs, gymnasiums, chorus room, etc.).</li> <li>● Identify additional instructional space as applicable.</li> <li>● Identify additional staffing needs.</li> </ul>	<p><b>Planning Implications</b></p> <ul style="list-style-type: none"> <li>○ Communication in Simple Language – Meeting the multiple needs of families, students and staff</li> <li>● Provide orientation for parents, students and staff.</li> <li>● Redefine grading policies.</li> <li>● Develop a schedule with consideration about how to group students to efficiently deliver Tier 2/3 interventions.</li> <li>● Purchase of devices for 1-to-1 instruction.</li> <li>● Purchase of devices for internet connection.</li> <li>● Provide timely IT support 24/7 for staff and students. <ul style="list-style-type: none"> <li>○ Specific Job Breakdown of IT Staff Job vs Teacher Tasks (Chromebook working vs. Navigating LMS)</li> <li>○ Hotline # -- But clear expectation for why to call</li> <li>○ Video Library of Common FAQ and How To.</li> </ul> </li> </ul>	<p><b>Planning Implications</b></p> <ul style="list-style-type: none"> <li>○ Communication in Simple Language – Meeting the multiple needs of families, students and staff.</li> <li>● Provide orientation for parents, students, and staff.</li> <li>● Redefine grading policies.</li> <li>● Consideration about how to efficiently deliver Tier 2/3 interventions.</li> <li>● Purchase of devices for 1-to-1 instruction.</li> <li>● Purchase of devices for internet connection, possible look at need for WIFI spots.</li> <li>● Provide timely IT support for staff and students with clear times of availability.</li> <li>● Provide professional learning for staff to assist in identification of</li> </ul>

		<ul style="list-style-type: none"> <li>● Purchase digital curriculum to support adoption.</li> <li>● Provide professional learning for staff to assist in identification of students in need of Tier 2/3 interventions. <ul style="list-style-type: none"> <li>○ Ensure strong communication protocols between grade levels, content teams and administration.</li> </ul> </li> <li>● Ensure there are systems in place to facilitate standardized delivery of instruction.</li> <li>● Flexibility in required instructional minutes (all non-tested subjects).</li> </ul>	<p>students in need of Tier 2/3 interventions.</p> <ul style="list-style-type: none"> <li>● Professional learning for staff in best practices for effective and engaging online instruction and assessment.</li> <li>● Ensure strong communication protocols between grade levels, content teams and administration.</li> <li>● Parent Communication (Infinite Campus or some other means)</li> <li>● Ensure there are systems in place to facilitate standardized delivery of instruction.</li> </ul>
<p><b>Classroom management (relationships, norms and routines)</b></p>	<p>Intentionally design the first days to ensure a positive start to the school year.</p> <p>Clear expectations regarding classroom norms and standard operating procedures for common tasks should be developed, displayed, clearly communicated and referenced within every learning environment.</p> <p>Determine the length of instructional time based on the approved school calendar, School</p>	<p>Intentionally design the first days to ensure a positive start to the school year. –</p> <ul style="list-style-type: none"> <li>○ Time to communicate with staff from prior year - students with GIEP/ IEP/504 Plans</li> </ul> <p>Determine methods for developing and maintaining positive teacher/student relationships within the remote environment.</p> <p>Determine methods for teachers to establish presence in a hybrid classroom of new students.</p> <p>Clear expectations regarding classroom norms and standard operating procedures for common tasks (i.e., work completion</p>	<p>Intentionally design the first days to assure a positive start to the school year.</p> <p>Determine methods for developing and maintaining positive teacher/student relationships within the remote environment.</p> <p>Determine methods for teachers to establish presence in an online classroom of new students.</p> <p>Clear expectations for standard operating procedures for common tasks (i.e., work completion</p>

	<p>Code requirements for length of school year/number of hours and any additional guidance that may be issued by the state.</p>	<p>expectations) should be developed, displayed, clearly communicated and referenced within both learning environments within the blended model. “Hybrid Handbook’ - Expectations for using the LMS in the ‘brick and mortar’ environment to create easy flow between both traditional, hybrid and remote learning</p> <p>Establish a consistent approach for students’ submission of assignments both online and in person.</p> <p>Determine the length of instructional time and balance of in-person and remote learning based on the approved school calendar, School Code requirements for length of school year/number of hours, and any additional guidance issued by the state regarding in-person and remote instruction.</p> <p>Identify methods for struggling students to access help and additional supports within each environment.</p> <p>Increase the number of staff involved with SAP Process as well as broadening parameters and timelines of SAP.</p>	<p>expectations) should be developed, clearly communicated and posted in online learning platforms, and referenced consistently across courses.</p> <p>Establish a consistent approach for students’ submission of assignments in online learning platforms.</p> <p>Determine the length of instructional time based on the approved school calendar, School Code requirements for length of school year/number of hours and any additional guidance issued by the state regarding remote instructional hours.</p> <p>Identify methods for struggling students to access help and additional supports within a remote environment.</p>
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<p><b>Environment (flexible, supportive, collaborative)</b></p>	<p>Identify the core features of a flexible, supportive and collaborative student-centered environment in a traditional model.</p>	<p>Identify the core features of a flexible, supportive and collaborative student-centered environment in a traditional model.</p> <p>Identify methods to continue and/or establish face-to-face and virtual collaborative PD, fostering staff ownership of learning.</p> <p>Develop methods for educators to plan collaboratively to assure efficiencies in meeting students’ needs within a hybrid model.</p> <p>District and Association work together to provide adequate and flexible planning time.</p> <p>Provide instruction on safe online behavior and practices.</p>	<p>Identify the core features of a flexible, supportive and collaborative student-centered environment in a remote model.</p> <p>Identify methods to continue and/or establish virtual collaborative PD, fostering staff ownership of learning.</p> <p>Develop methods for educators to plan collaboratively to assure efficiencies in meeting students’ needs within a remote model.</p> <p>Provide instruction on safe online behavior and practices.</p> <p>Performance-based courses may have to provide theory and emphasize the knowledge aspect of the program area during this stage more so than hands-on tasks.</p>
<p><b>Personalized instructional techniques (shared ownership, customizable, transparent)</b></p>	<p>Develop strategies for teachers to communicate:</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures for classroom operations</li> <li>• Explanation of content</li> </ul>	<p>Develop strategies for teachers in a blended platform to communicate:</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures for classroom operations</li> <li>• Explanation of content</li> </ul>	<p>Develop strategies for teachers in a remote environment to communicate:</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures for classroom operations</li> <li>• Explanation of content</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>• Use of oral and written language ‘Hybrid Handbook’</li> </ul> <p>Develop strategies that balance between content delivery and inquiry/discussion.</p> <p>Establish standards for type and amount of individualized communication between teachers and students/parents.</p> <p>All courses should focus on engaging students by providing instruction that is relevant to task mastery and applied to tasks within their content area. Focus on performance-based tasks.</p>	<ul style="list-style-type: none"> <li>• Use of oral and written Language “Remote Handbook: **Troubleshooting Tips</li> </ul> <p>Develop strategies that balance between content delivery and inquiry/discussion.</p> <p>Establish standards for type and amount of individualized communication between teachers and students/parents.</p> <p>All courses should focus on engaging students by providing instruction that is relevant to task mastery and applied to tasks within their content area. Focus on performance-based tasks</p>
<p><b>Modern learning tools (empowering, engaging, expanding)</b></p>	<p>Identify and prioritize the professional development needs of educators for reentry.</p>	<p>Establish an inventory of the available technological tools for hybrid and remote learning. ‘Hybrid Handbook’</p> <p>Identify, prioritize and purchase technological tools to be used for hybrid and remote learning.</p> <p>Identify and invest in electronic platforms for remote learning. In the hybrid model, the electronic platforms may not be needed as</p>	<p>Establish an inventory of the available technological tools for remote learning.</p> <p>Identify, prioritize and purchase technological tools to be used for remote learning.</p> <p>Identify and invest in electronic platforms for remote learning.</p>

		much but could be used as an aide to in-class instruction.	
<b>Equity</b>	Equity in instruction, resources, engagement and activities should be the foundation of all teaching and learning under each type of instructional model. School entities should consider equity resources and tools to improve equity in educational outcomes for all students.		
<b>Instruction - Assessment</b>	<p><a href="#">Best Practices – Assessment</a></p> <ul style="list-style-type: none"> <li>● Identify key benchmark/BOY assessments to identify gaps in understanding due to COVID school closure</li> <li>● Identify common formative assessment strategies with which to monitor student understanding and adjust teaching (think outside the box – i.e.: monitor students performing short tasks instead of a traditional test)</li> <li>● Identify key dates/points in the instructional cycle to administer Interim Assessments and/or benchmark assessments. This may need to be more frequent initially</li> <li>● Determine data analysis structures and protocols.</li> <li>● Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as “at promise.” This may need to be more frequent</li> </ul>		
	<p><a href="#">Planning Implications</a></p> <ul style="list-style-type: none"> <li>● Provide professional development - Interim Assessments (system and hand scoring)</li> <li>● Provide professional development to identify common formative assessment practices</li> <li>● Identify times for staff to engage in data analysis protocols</li> </ul>		
	<p>Only essential assessments should be administered prior to the start of the year and during the first week of the 2020-21 school year.</p> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p>		

<p><b>Pre-assessment with diagnostic components</b></p>	<p>Assessment processes proceed as normal.</p>	<p>Only essential assessments should be administered prior to the start of the year and during the first week of the 2020-21 school year.</p> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p> <p>Identify which assessments can be given in both face-to-face and online environments and which assessments will be best for students in the face-to-face environment</p>	<p>Only essential assessments should be administered prior to the start of the year and during the first week of the 2020-21 school year.</p> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p> <p>Identify which assessments can be given in an online environment and how assessment fidelity can be preserved in the remote model. -- <i>Work with Technology Department</i></p>
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<p><b>Formative assessment</b></p>	<p>Assessment processes proceed as normal.</p>	<p>Determine how information gained from assessments in the hybrid model may be used to alter or influence instructional decisions.</p> <p>Share assessment feedback with students and help them understand it; monitoring of student learning is continuous, and students self-assess and monitor their own progress.</p> <p>Determine how to use the face-to face time with students and without students (virtually) strategically.</p> <p>Use assessment data to select materials and modify lesson design specific to identifying components to be completed face-to-face and online.</p> <p>Instructors may want to develop kits that can supplant classroom projects to better determine skill readiness and/or mastery.</p>	<p>Determine how information gained from assessments in the remote model may be used to alter or influence instructional decisions.</p> <p>Determine strategies to assure that assessment criteria are shared and understood, feedback to students is constant, monitoring of student learning is continuous, and students self-assess and monitor their own progress.</p> <p>Identify strategies to use assessment data to adjust online instruction (asynchronous or synchronous) based on results.</p> <p>Identify what data can be collected in a small or large group and what needs to be collected individually.</p> <p>Performance-based courses may need to have varying formative assessments such as electronic, paper/pencil, and/or project-based. Instructors may want to develop kits that can supplant classroom projects.</p>
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<p><b>Summative assessment</b></p>	<p>Grading processes should proceed as normal.</p>	<p>Efforts should be made to administer local, high-stakes assessments when students are in the face-to-face environment.</p> <p>Identify assessments that can be administered online within a particular platform.</p> <p>CBT given on the same day across grade levels and courses - in conjunction with AB Grouping -- This will assist in ensuring pacing and advancement in the curriculum</p> <p>Determine whether skills-based assessments/projects are viable and identify alternative methods for students to demonstrate that they learned the skills/content for course mastery.</p>	<p>Identify methods for students to demonstrate that they learned the skills/content for course mastery (i.e., performance-based).</p>
<p><b>Grading</b></p>	<p>Grading processes should proceed as normal.</p>	<p>Consistency across learning environments in how grades are calculated should be considered.</p> <p>Grade and Attendance Requirements – Outlined for Staff – Published for all in one document – ‘HYBRID HANDBOOK’</p>	<p>Consistency across learning environments and platforms in how grades are calculated should be considered.</p> <p>Grades should be based upon the results of the performance-based assessments and completion of instructional activities.</p> <p>The impact of the online-only environment on a student’s ability to</p>

			<p>master content should be considered.</p> <p>Equitable grading policies and procedures need to be in place to accommodate varied home environments and resources.</p>
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Professional Development and Training			
Area of Consideration	Traditional	Hybrid	Virtual
<b>Professional Development</b>	<p><b>Planning Implications</b></p> <ul style="list-style-type: none"> <li>● Identify and designate funding for expanded professional development</li> <li>● MOU with SAEA to frontload PD for the year</li> <li>● Designate time for school and grade level teams/subjects to develop consistent curriculum for hybrid or virtual models</li> <li>● Provide training for staff regarding best practices for remote learning</li> </ul>		
<b>Staff training</b>	<p>Provide ongoing training for synchronous/asynchronous learning.</p> <p>Establish a plan for training staff to shift between instructional models.</p>	<p>Address teachers who are uncomfortable or unwilling to deliver effective instruction in a remote environment.</p>	<p>Identify strategies to provide ongoing opportunities for teachers to connect with their colleagues in an effort to share instructional content and practices.</p>
<b>Student training</b>	<p>Establish ongoing training for students at all levels in synchronous/asynchronous learning.</p>	<p>Work with staff to develop a clear plan for students to move between face-to-face learning and remote learning.</p>	<p>Establish ongoing training for students at all levels in synchronous/asynchronous learning.</p> <p>Establish a help desk and also a place for troubleshooting videos.</p>

<b>Parent/family training</b>	Identify strategies to provide training for parents and families to prepare for synchronous/asynchronous learning.	Identify strategies to continue communicating with parents and families about their student’s educational achievement in both environments.	Identify strategies to help parents and families understand their role in their student’s learning by allowing students to complete assignments with guidance.  Establish a help desk and also a place for troubleshooting videos.
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Other Considerations			
Area of Consideration	Traditional	Hybrid	Virtual
<b>Communication</b>	<p><b>Best Practice</b></p> <p>Stay abreast of all executive orders and guidance provided by the state and CDC Stay abreast of all County Public Health guidelines</p> <p>Develop a consistent communications plan to reach out to ALL students, families and teachers</p>		
	<p><b>Planning Implications</b></p> <p>Work with other committees in planning Work with SAEA</p>		
<b>Transitioning between the three pathways</b>	<p>School leaders must work to create flexibility for students and families. Schools will need to have a coordinated program for all three modalities and a plan for how and when to transition between models. These guidelines should include:</p> <ul style="list-style-type: none"> <li>• An understanding that student/family selected transition could create an ebb and flow of students between the traditional and remote models.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>• Sometimes the transition could be “whole” school (in the case of a two-week closure for a case, etc.), while other times it may be individual students.</li><li>• A guideline for parents and families that these decisions to move between models cannot occur on a daily or weekly basis. Consider implementing a nine-week model so that parents/families are opting in and out each marking period.</li></ul> |
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**Shaler Area School District  
Back-to-School 2020 Task Force  
Special Education & Mental Health Services Considerations**

**Focus Area #1: Medically Fragile Students & Complex Learners**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Virtual Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery
<p>Identify and acknowledge the medically fragile students</p> <p>Students who are medically fragile:</p> <ul style="list-style-type: none"> <li>● Are frequently absent from school, and their absences are directly related to their severe or life-threatening physical condition.</li> <li>● Qualify for special education in one of the existing categories of disability or are considered disabled under Section 504.</li> <li>● A licensed medical doctor has provided documentation that an associated or accompanying chronic illness is so severe as to affect the student's school attendance.</li> </ul>	<p>Medical documentation required</p> <p>Work in partnership with parents and physicians to determine when the student's health risk would result in a student continuing with remote learning in lieu of returning to school during the pandemic.</p> <p>The Distance Learning Plan will be addressed in the IEP/504.</p> <p>Develop options for medically fragile students to utilize virtual learning when a pattern of illness is detected. These options should be outlined in the student's Distance Learning Plan in the IEP/504.</p> <p>The Distance Learning Plan would evolve, the goal is to progressively</p>	<p>Medical documentation required</p> <p>Work in partnership with parents and physicians to determine when the student's health risk would result in a student continuing with remote learning in lieu of returning to school during the pandemic.</p> <p>The Distance Learning Plan will be addressed in the IEP/504.</p> <p>Make team determinations if there are cases that would require students to continue with remote learning instead of returning to school during the pandemic.</p> <p>*see section on other considerations at the end of the document for medical documentation and DLP outline</p>	<p>Medical documentation required</p> <p>Work in partnership with parents and physicians to determine when the student's health risk would result in a student continuing with remote learning in lieu of returning to school during the pandemic.</p> <p>The Distance Learning Plan will be addressed in the IEP/504.</p> <p>Develop options for medically fragile students to utilize virtual learning when a pattern of illness is detected. These options should be outlined in the student's Distance Learning Plan in the IEP/504.</p> <p>The Distance Learning Plan would evolve, the goal is to progressively</p>

<ul style="list-style-type: none"> <li>● A medically fragile student is one whose illness frequently places him/her in life threatening situations.</li> <li>● In addition, he/she may be technology-dependent for life support systems, i.e., tracheotomy, gastrostomy, etc.</li> </ul>	<p>return the student to school along with their grade-level peers.</p> <p>*see section on other considerations at the end of the document for medical documentation and DLP outline</p>		<p>return the student to school along with their grade-level peers.</p> <p>*see section on other considerations at the end of the document for medical documentation and DLP outline</p>
<p>Identify and acknowledge Intensive/Complex Learners</p>	<p>Identify Intensive/Complex Learners and their individual concerns.</p>	<p>Work in partnership with parents to determine a Distance Learning Plan.</p>	<p>Work in partnership with parents to determine a Distance Learning Plan.</p>
<p>Personal Protective Equipment (PPE) should follow district protocol as outlined</p> <p>Procedures for managing any shared instructional materials need to be outlined in each classroom</p>	<p>Social Stories to address the change in procedures, if determined appropriate for the individual student.</p> <p>Determine if students’ medical concerns require any additional PPE not included in district protocol.</p> <p>Social Stories need to be taught to all students and be inclusive in nature.</p> <p>** It is important to take precautionary measures to avoid feelings of isolation among our students. Be cognizant that PPE</p>	<p>Social Stories to address the change in procedures, if determined appropriate for the individual student.</p> <p>Determine if students’ medical concerns require any additional PPE not included in district protocol.</p> <p>Social Stories need to be taught to all students and be inclusive in nature.</p> <p>** It is important to take precautionary measures to avoid feelings of isolation among our students. Be cognizant that PPE</p>	<p>Social Stories to address the change in procedures, if determined appropriate for the individual student.</p> <p>Determine if students’ medical concerns require any additional PPE not included in district protocol.</p> <p>Social Stories need to be taught to all students and be inclusive in nature.</p> <p>** It is important to take precautionary measures to avoid feelings of isolation among our students. Be cognizant that PPE</p>

	can retraumatize students who have a history of medical concerns.	can retraumatize students who have a history of medical concerns.	can retraumatize students who have a history of medical concerns.
Identify PPE procedures and reinforce routines for health and safety. i.e. Frequent hand washing, wearing masks, promoting social distancing and sanitizing routines	<p>Frequent reminders by teacher/support staff to clean hands with soap and water or hand sanitizer.</p> <p>Implement the following if deemed necessary:</p> <ul style="list-style-type: none"> <li>○ a schedule</li> <li>○ visual aides</li> </ul> <p>Students wearing PPE will need breaks.</p>	<p>Frequent reminders by teacher/support staff to clean hands with soap and water or hand sanitizer.</p> <p>Incorporate routines in virtual lessons and communicate to parents to be practiced at home.</p> <p>Implement the following if deemed necessary:</p> <ul style="list-style-type: none"> <li>○ a schedule</li> <li>○ visual aides</li> </ul>	<p>Frequent reminders by teacher/support staff to clean hands with soap and water or hand sanitizer.</p> <p>Incorporate routines in virtual lessons and communicate to parents to be practiced at home.</p> <p>Implement the following if deemed necessary:</p> <ul style="list-style-type: none"> <li>○ a schedule</li> <li>○ visual aides</li> </ul> <p>Students wearing PPE will need breaks.</p>
Methods of instruction	<p>Students will follow the same schedule and expectations for receiving instruction as their grade-level peers.</p> <p>Remain current on the ever-changing conditions related to COVID-19 including patterns of illness, statistical increase in absenteeism, etc.</p> <p>Follow CDC guidelines and Health department recommendations.</p>	<p>Students will follow the same schedule and expectations for receiving instruction as their grade-level peers.</p> <p>Remain current on the ever-changing conditions related to COVID-19 including patterns of illness, statistical increase in absenteeism, etc.</p> <p>Follow CDC guidelines and Health department recommendations.</p>	<p>Students will follow the same schedule and expectations for receiving instruction as their grade-level peers.</p> <p>Remain current on the ever-changing conditions related to COVID-19 including patterns of illness, statistical increase in absenteeism, etc.</p> <p>Follow CDC guidelines and Health department recommendations.</p>

	<p>Individual manipulative sets in a marked/labeled bag for each student in the classroom. Cleaned daily.</p> <p>*see section on other considerations at the end of the document</p>	<p>Work in partnership with families and physicians to determine when the health risk to a student determines when and if a student should remain home for a certain length of time.</p> <p>Work in partnership with families to develop a Distance Learning Plan in the IEP/504.</p> <p>Determine if any medical conditions impede student accessibility and identify supports such as assistive technology.</p> <p>Determine if cognitive disability impedes student accessibility and identify supports such as assistive technology and alternative methods for delivering instruction.</p> <p>Arrange distribution of manipulatives/technologies for student use at home.</p> <p>*see section on other considerations at the end of the document</p>	<p>Work in partnership with families and physicians to determine when the health risk to a student determines when and if a student should remain home for a certain length of time.</p> <p>Work in partnership with families to develop a Distance Learning Plan in the IEP/504.</p> <p>Determine if any medical conditions impede student accessibility and identify supports such as assistive technology.</p> <p>Determine if cognitive disability impedes student accessibility and identify supports such as assistive technology and alternative methods for delivering instruction.</p> <p>Individual manipulative sets in a marked/labeled bag for each student. Cleaned daily.</p> <p>Arrange distribution of manipulatives /technologies for student use at home.</p>
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			<p>Sending home manipulatives for instructional use and coordinating return and sanitizing.</p> <p>*see section on other considerations at the end of the document</p>
Providing Related Services	<p>Use of proper PPE and Plexiglas guards to ensure being able to safely provide services to students that require close proximity.</p> <p>Outline procedures in order to allow for social distancing on school buses for students requiring specialized transportation.</p> <p>Training for bus drivers and monitors to review how to safely harness students who require safety restraints.</p>	<p>Use of proper PPE and Plexiglas guards to ensure being able to safely provide services to students that require close proximity.</p> <p>Outline procedures in order to allow for social distancing on school buses for students requiring specialized transportation.</p> <p>Training for bus drivers and monitors to review how to safely harness students who require safety restraints.</p> <p>Use of Google Sites to house video sessions.</p> <p>Perform services via Zoom or Google Meet.</p>	<p>Use of Google Sites to house video sessions.</p> <p>Perform related services via Zoom or Google Meet platform.</p>
Keeping medical information current and updated.	It is the family's responsibility to notify the school nurse of any changes in a student's medical	It is the family's responsibility to notify the school nurse of any changes in a student's medical	It is the family's responsibility to notify the school nurse of any changes in a student's medical

	condition and any updated medical documentation. This information is to be shared with the school counselor and case manager (if applicable).	condition and any updated medical documentation. This information is to be shared with the school counselor and case manager (if applicable).	condition and any updated medical documentation. This information is to be shared with the school counselor and case manager (if applicable).
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## **Other Considerations**

**Identifying students:** Letter home to parents requesting information needed from their child’s physician for a child to be exempt from attending school for any period of time, due to extenuating medical concerns.

**Medical Documentation:** If student meets definition above of Medically Fragile then:

- School nurse consults with medical professionals involved in students care via Consent for Release of Information to understand child’s health needs, supports needed in school, expected attendance at school and updates to Health Care Plan.
- Medical Professionals (Licensed Physician) concur, based on above definition of Medically Fragile, that child does meet criteria.
- Medical Professional (Licensed Physician) completes Medically Fragile Form and sends to school nurse.
- School Nurse reviews form for accuracy and completion, makes copy for data manager, 504 Coordinator or Special Education Case manager, and Principal.
- Releases of Information signed and current yearly for School Nurse to manage case.
- **School nurse** is to be included on IEP Team for any student assigned to school with a medical condition that needs to be addressed in an IEP or 504

**The Distance Learning Plan (DLP)** should be developed within the IEP/504 and should include the following information:

- Description of student disability: the purpose of this section is to describe the student’s disability/medical concerns
  - Disability category
  - Areas of impact (i) Describe how the disability will impact the student’s learning in core areas. (ii) Describe how the disability will impact learning in a distance learning format
- Identify collaboration tool (Zoom, Google Meet, etc.).
- Ability to access distance learning including preferred types of activities that work well in engaging their child at home (opportunity for the parent to share what works and what does not work) and preferred method of instruction.

- Schedule of special educator/related service provider for direct instruction. This is a clear schedule of when a service provider will be in contact with a student from a distance and frequency and duration.
- General description of how progress toward goals will be tracked: service providers should request work products to be turned in by students to support the assessment of IEP goals. Service providers can also assess IEP goals through an online learning session with the student.
- Learning activities will be outlined and provided to students/parents weekly with a general description of the types of activities that will be provided.
- Schedule of teacher-parent consultation (at least once a week) and/or a schedule of office hours should be provided to families to contact case managers and other service providers, with contact options – phone, email, virtual conference etc.
- **School nurse** is to be included on IEP Team for any student assigned to school with a medical condition that needs to be addressed in an IEP or 504.
- The Distance Learning Plan would be a living document with the goal of progressively returning the student to school along with their grade-level peers.

**Methods of instruction to accommodate student needs, suggestions:**

- Provide individual students sets of manipulatives, textbooks, and other instructional materials if possible
- Make printed packets available
- Utilize Free Open source online courses and videos (Example: Khan Academy)
- Audio and Visual Recording of teacher instructed lessons
- Utilize accessibility tools and assistive technology
  - Visual Aides (Large print, pictures, graphic organizers, text to speech software)
  - Hearing Aides (subtitles to videos)
  - Alternatives to student writing (speech-to-text software, audio visual recorded submissions of student responses)
- Alternative methods of assessment

**Recommendations for Professional Development on Universal Design for Learning (UDL)** is a set of principles to develop learning environments that give all individuals equal opportunities to learn UDL proposes not a single, one-size-fits-all solution but rather a set of flexible scaffolds and supports that can meet individual needs. Individual learners are very different from one another and may require different methods and means to reach a common goal. These differences, both seen and unseen, may be shaped by brain development learned and innate skills, cultural and social experience, and a host of other factors.

**Recommendations for Professional Development** on Assistive Technology tools.

**Accessible Educational Materials:** Learn the basics of accessible materials and technologies, register for and view webinars and presentations from AEM events, and discover AEM Publications to dive deeper into AEM. <http://aem.cast.org/about>

Chrome Extensions for Struggling Students and Special Needs

<https://www.controlaltachieve.com/2016/10/special-needs-extensions.html?fbclid=IwAR3dyFek6TJVrc2GaR7mucJODJ4mN38QXbAkDDzc-x7BiRUJYZENprBc2-4&m=1>

**Educating All Learners Alliance** is working to create community, coalesce conversations, and curate resources that accelerate our ability to serve all learners during the COVID-19 pandemic.

<https://www.educatingalllearners.org/educator-resources>

## Focus Area #2: Evaluations and Data

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Virtual Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery
Permission to Evaluate/ Reevaluation Consent Forms	School Age Special Education and Gifted Evaluations conducted within 60 days of receipt of Permission to Evaluate/Reevaluate.	<p>Evaluation timelines are cancelled, if exceeding 60-day time period, due to school/ building closure, or extended student illness, and the inability to conduct face-to-face assessments and observations. Issue NOREP/NORA explaining inability to conduct face-to-face assessments due to school closure or extended student illness.</p> <p>Face-to-face assessments will resume once Shaler Area School District schools/individual</p>	<p>Evaluations conducted within 60 days of receipt of Permission to Evaluate unless student is unavailable due to limited in-person school access and/or parent is unable to bring the student to Central Office for face-to-face assessments.</p> <p>If a parent declines/refuses face-to-face assessments due to COVID-19 risks or other reasons related to length of prior school closure, issue NOREP or NORA (gifted) and</p>

		<p>buildings reopens or when a student returns from extended illness, and a new Permission to Evaluate/Reevaluate Consent Form is sent and returned with parent permission.</p> <p>District will log Parent Requests during school closure for evaluations/reevaluations and issue Permission to Evaluate or Reevaluate Consent Forms once Shaler Area School District reopens.</p> <p>Parents will receive a letter explaining the school closure process for school age or gifted evaluations/reevaluations.</p>	document reason for parent refusal.
<p>Face-to-Face Assessments (Multidisciplinary Initial Evaluations/Reevaluations Needing Additional Data): Initial Evaluation 22 PA Code 14.123, 34 CFR 300.301</p> <p>Multidisciplinary Gifted Evaluations/Reevaluations</p>	Provide a safe environment for face-to-face assessment (Refer to Face-to-Face Evaluations-Disinfecting Assessment Kit Guidelines/Considerations).	<p>Face-to-Face Student Assessments are postponed/ cancelled during school closure and virtual instruction.</p> <p>If Permission to Reevaluate Consent Form has been received, complete the first 7 sections of the RR and insert a statement indicating additional data is not able to be obtained without</p>	<p>Schedule face-to-face assessments when a student is attending in-person instruction or parent brings the student to Central Office for face-to-face student assessments.</p> <p>Provide safe environment for Face-to-Face Assessments (Refer to Face-to-Face Evaluations-Disinfecting</p>

		<p>access to the student. Route RR to MDE team members via email and upload team member agreement into IEP Writer; Conduct IEP meeting, Issue NOREP.</p> <p>When schools reopen, issue new Permission to Reevaluate Consent Form to begin additional data individualized assessments once parent permission is received (Gifted Reevaluations- Route GWR, Conduct IEP Meeting, Issue NORA).</p>	Assessment Kit Guidelines/ Considerations).
Reevaluations/Additional Data Not Needed: PA Code 14 14.124, 34 CFR 300.303	Conduct Reevaluation Review/Reevaluation Report within federal/state timelines.	<p>Conduct Reevaluation Review/Reevaluation Report within federal/state timelines.</p> <p>Provide data collection forms via email to parents and multidisciplinary team members.</p> <p>Route Reevaluation Reports to all MDE Team members via email and request "I have received and read this RR dated etc." Upload MDE members responses in IEP Writer within a word document.</p>	Conduct Reevaluation Review/Reevaluation Report within federal/state timelines.
Early Intervention Transition to School Age/Kindergarten Reevaluations	Conduct School Age Reevaluations as usual.	If closure occurs in the Spring/Summer, roll over/adopt Early Intervention IEP's to ensure	Schedule face-to-face assessments when a student is attending in-person early

		<p>students transitioning to Kindergarten receive support/services.</p> <p>Additionally, adopt/roll over Developmental Delay Disability category student IEPs.</p> <p>Issue Permission to Reevaluate Consent Forms once school resumes to determine school age eligibility and needs. Reevaluate prior to Dec. 1 Child Count.</p>	<p>intervention programs or parent brings the student to Central Office for face-to-face student assessments.</p> <p>Provide safe environment for Face-to-Face Assessments- Refer to Face-to-Face Evaluations-Disinfecting Assessment Kit Guidelines/Considerations.</p>
Invitation to Participate in IEP Team Meeting	Send via mail.	Send via email to parents – Upload parent response to Invitation to IEP Team Meeting into IEP Writer.	Send via mail/email.
Individualized Education Program (Annual IEP Team Meetings)	Conduct IEP Meetings within timelines as usual.	<p>Conduct IEP Meetings virtually via Google Meet/Zoom within timelines.</p> <p>Send Draft IEP and Procedural Safeguards to the parent in advance.</p> <p>Document virtual meeting format with a statement within the</p>	<p>Conduct IEP Team Meetings within timelines as usual.</p> <p>Adhere to social distancing guidelines for in-person IEP Meetings.</p> <p>Virtual meetings with Parent Approval are also offered.</p>

		<p>Present Levels of Educational Performance section of the IEP.</p> <p>Document Remote Learning Plans due to school closure within the Present Ed levels.</p> <p>Utilize IEP Writer Electronic signature feature for IEP team member signatures.</p>	
Shaler Area School District – Remote Learning Plans(IEP)	Remote Learning Plans are not required, however, developing a remote learning plan in advance in preparation of school closure is an option.	<p>Develop a Remote Learning Plan for each student which includes: Method of Delivering Remote Instruction During Closure, Remote Related Services, Method of Communication.</p> <p>Email Remote Learning Plan to parents, retrieve parent approval, and upload into IEP Writer.</p> <p>Remote Learning Plan statement is included in the Present Levels of Educational Performance section of the IEP.</p> <p>Collect Remote Learning Plans for out of district students. Retrieve</p>	Develop Remote Learning Plans for fluctuating in-person instruction and virtual hybrid models of special education service delivery.

		parent approval, upload plan into IEP Writer.	
Progress Monitoring Toward IEP Goals	Progress Monitor as usual.	<p>Administer 3 probes per goal per quarter (i.e. Written probes sent to student, Administer Raz-Kids for Reading Goals (K-6th), Easy CMB (7th-8th grade), Parent videos student completing the probe, and/or administer probe via video connection with parent permission.</p> <p>Complete Progress Monitoring Data Collection Attempts Form and submit at the end of the year.</p> <p>For security reasons, the teacher and another staff member should be present during a video call with a student.</p> <p>If a student or parent do not respond to progress monitoring attempts to collect data, document 3 attempts and upload 3 attempts into IEP Writer Phone Log.</p>	<p>Progress Monitor on the days students attend in-person instruction.</p> <p>Follow safety precautions and social distancing guidelines.</p>

<p>Weekly Virtual Instruction for Complex Learners</p>	<p>Not needed during traditional instruction.</p>	<p>Arrange for a 15-20 minute live virtual instruction session once a week.</p> <p>Follow virtual session safety guidelines which includes parent permission, parent attendance during the session, and paraprofessional attendance during the session.</p> <p>Add a statement in the Present Ed Levels: 'In addition to the content noted in Remote Learning Plans, weekly video check-in sessions were made available to the student.'</p> <p>If a parent declines a virtual session, ask for written documentation regarding their decline for the session and add to Present Ed Levels.</p> <p>Enter all sessions on the Remote Check-in Session Log and upload into IEP Writer.</p>	<p>Weekly virtual sessions outlined in remote school delivery model may be offered/ needed depending on Complex Learner attendance/ medical needs during Hybrid School Model.</p> <p>Follow social distancing guidelines and safety precaution guidelines.</p>
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<p>Discuss/Develop Progress Monitoring Procedure for students with disabilities upon return to school after an extensive school closure.</p>	<p>Collect data during the first quarter the students return to determine growth and progress after an extensive school closure.</p> <p>Follow PA State guidelines/ recommendations related to recoupment services.</p> <p>Increasing data collection points may need to occur depending on in-person, hybrid, virtual transitions within one school year.</p>	<p>Determine if virtual data collection is appropriate at the time of closure.</p>	<p>During the days when students are attending in-person instruction, collect data during the first quarter the students return to determine growth and progress after extensive school closure.</p> <p>Follow PA State guidelines/ recommendations regarding offering recoupment services.</p>
<p>Notice of Recommended Educational Placement (NOREP-PWN)</p>	<p>Present the NOREP to the parent as usual during the in-person IEP meeting.</p>	<p>Present the NOREP to the parent via email and request approval. Upload parent approval into IEP Writer.</p> <p>If virtual learning extends for a period of time that constitutes a change of placement, issue a NOREP explaining the details of the change of placement.</p>	<p>Present the NOREP to the parent during the in-person IEP meeting following social distancing guidelines and safety precautions or present to the parent via email and request parent approval. Upload parent approval into IEP Writer.</p>

## Resources

[https://www.aspponline.org/docs/ASPP\\_COVID\\_Virtual\\_testing\\_letter\\_to\\_PDE.pdf](https://www.aspponline.org/docs/ASPP_COVID_Virtual_testing_letter_to_PDE.pdf)

[Face to Face Evaluations Guidelines/Considerations for Disinfecting Test Kits and Materials.docx](#)

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 20](#)

<https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

[OCR Fact Sheet Coronavirus 3.13.2020](#)

Shaler Area School District Special Education Department Procedural Update May 4 2020 (Dr. Kathleen Graczyk, Director of Student Services)

## Focus Area #3 - Mental Health, Trauma-Informed Care, and Mindfulness

Area of Consideration (Students & Families)	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Virtual Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery
How do we recognize need?	Observations, Staff/Self referrals	Observations (increased verbal check-ins), Staff/Self referrals, Decrease in interactions and participation.	Observations (increased verbal check-ins), Staff/Self referrals, Decrease in interactions and participation.
Tier 1: PBIS, Trauma Informed Care, Support staff classroom trainings and staff in-services	As done pre-COVID19	Webinars, Online presentation platforms	Webinars, Online presentation platforms, Small group skill building adhering to CDC guidelines (decreased number of participants, six feet distancing, etc.)

<p><b>Tier 2: SAP Referrals, Mercy School Based Therapy (SBT), Counseling Groups</b></p>	<p>SAP – As done pre-COVID-19</p> <p>Mercy – As done pre-COVID-19</p> <p>Counseling Groups – As done pre-COVID-19</p>	<p>SAP – Develop an online method of referral (to be accessed from a variety of platforms). Data collection will be done via Google and meetings will be held via Zoom. Interviews and Screenings will be conducted remotely.</p> <p>Mercy SBT – Remote sessions. These procedures will be determined by Mercy.</p> <p>Counseling Groups – prerecorded lessons and virtual meetings.</p>	<p>SAP – Screening and interviews conducted with social distancing practices. Referrals, data collection and meetings will continue via Google &amp; Zoom.</p> <p>Mercy – Remote sessions &amp; Office Visits as warranted. These procedures will be determined by Mercy.</p> <p>Counseling Groups – prerecorded lessons and virtual meetings. Groups conducted in person adhering to social distancing practices.</p>
	<p>Intensive MH services – Referrals made – services offered at the discretion of the accepting agency</p> <p>Individual Sessions – As done pre-COVID-19</p> <p>Home Visits – As done pre-COVID-19</p>	<p>Intensive MH services – Referrals made – services offered at the discretion of the accepting agency.</p> <p>Individual Sessions – via some online platform, written communication (email/text) and phone calls.</p> <p>Scheduled Home Visits – may occur in a team approach with necessary</p>	<p>Intensive MH services – Referrals made – services offered at the discretion of the accepting agency.</p> <p>Individual Sessions – As done pre-COVID-19 with appropriate PPE, or via some online platform, written communication (email/text) and phone calls.</p> <p>Scheduled Home Visits – may occur in a team approach</p>

		PPE and following CDC guidelines.  Emergency concerns will be directed to local law enforcement and ReSolve	with necessary PPE and following CDC guidelines.  Emergency concerns will be directed to local law enforcement and ReSolve
<b>How do we follow up to ensure the resource is adequate?</b>	Follow-up visits with the student, phone calls and emails with families and the accepting agencies.	Phone calls and emails with families and the accepting agencies.	Phone calls and emails with families and the accepting agencies.

<b>Area of Consideration: (Staff)</b>	<b>Strategies/Approaches for Traditional Model of Delivery</b>	<b>Strategies/Approaches for Virtual Model of Delivery</b>	<b>Strategies/Approaches for Hybrid Model of Delivery</b>
How do we recognize need?	Self-referral, Administrative referrals, observation	Self-referral, Administrative referrals, observation (decrease in communication and participation)	Self-referral, Administrative referrals, observation
<b>Tier 1: (Staff PBIS &amp; Building Level Team Building)</b>	After school gatherings During school staff luncheons Support from friends and colleagues Increased focus on Wellness Activities for staff	Remote social meetings for staff, remote opportunities for wellness	Remote social meetings for staff, remote opportunities for wellness
<b>Tier 2:</b>	HR meetings, SAEA support or consultation Employee Assistance Program Expansion of onsite wellness opportunities; yoga, mindfulness, diet and nutrition	HR meetings, SAEA support or consultation Employee Assistance Program Expansion of virtual wellness opportunities such as yoga and meditation	Social distancing HR meetings, SAEA support or consultation Employee Assistance Program Expansion of virtual wellness opportunities such as yoga and meditation

**Resources:**

Infinite Campus could be utilized to record parent & student contact, referrals and resource connections made.

[Trauma Informed/SEL Focus #3 Recommendations Slideshow](#)

**Support Services Currently in Place for Students:**

## Tier 1:

- PBIS in all buildings
- SAP in all buildings
- Trauma Informed Training occurred at all levels in the 19-20 SY.
- Common language across the buildings.
- Mr. Aiken's Respect for All Campaign
- School Counselors and Social Workers are available at every building for student support.
- District wide, there is a more trauma informed and PBIS approach to classroom management.
- 2 School Resource Officers

## Tier 2:

- Referrals to SAP will result in a variety of supports and interventions that are individualized.
- Mercy School Based Therapy
- In-school groups offered by School Counselors
- Academic Supports for some (Bridge @ MS & HS, Special Education)

## Tier 3:

- Shaler Area Academy (MS & HS)
- Behavioral Specialist (all levels)

**Supports for Families:**

- Counseling Office/Social Work Google Site – full of resources and continuously updated
- SAP – when a student is referred to SAP, often family needs become apparent and referrals and recommendations are made
- Backpack Initiative
- Free/Reduced Lunch
- Home & School Visitors employed at all levels
- Holiday Help programs
- Excellent working relationships with the local law enforcement agencies.
- School Counseling Advisory Committee
- Partnerships with a variety of community organizations:

- Christ Lutheran Church
- Millvale Library
- North Hills Community Outreach
- Judge Konieczka

**Other Considerations:**

- **District guidelines created to provide consistency and direction for interactive remote lessons.**
- **District will need to establish a plan to offer and make available the various in-service sessions recommended by the team.**

**Shaler Area School District  
Back-to-School 2020 Task Force  
School Operations Considerations**

**Sub Committee Goal/Objective:** Development of plans that safely allow students to return to schools, specifically focusing on sanitation practices, student movement, and athletics/activities.

**SCHOOL OPERATIONS GUIDELINES**

Areas of consideration and strategies for returning to school

**Pre K-3**

Areas of Consideration	Strategies/Approaches for Traditional & Hybrid Model of Delivery
<b>Breakfast</b>	<ul style="list-style-type: none"> <li>• Students bring PIN number to line.</li> <li>• No cash taken during meal service payments given to teachers or box.</li> <li>• Maintain social distancing.</li> <li>• Consider Pre-K eat in the classroom.</li> <li>• Grab and Go meals               <ul style="list-style-type: none"> <li>○ Choices provided and bag built for students.</li> </ul> </li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>• Students bring their PIN number to the line (lanyard?).</li> <li>• No cash taken during meal service.</li> <li>• Maintain social distancing.</li> <li>• Consider Pre-K eat in the classrooms.</li> <li>• Location: Students eat in cafe, Gym, classrooms</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• One way traffic on outside edges.</li> <li>• Maintain social distance.</li> <li>• No congregating.</li> <li>• Limit hallway movement as much as possible.</li> <li>• Increase signage for hallway movement.</li> <li>• Ensure staff in hallways.</li> <li>• Consider options for class changes               <ul style="list-style-type: none"> <li>○ Create a schedule</li> <li>○ Students stay in classrooms</li> </ul> </li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Place capacity limits on restrooms.</li> <li>• Utilize classroom sinks as much as possible.</li> <li>• Drinking fountains will not be used.</li> </ul>

	<ul style="list-style-type: none"> <li>• Stagger/ schedule restroom breaks as much as possible.</li> <li>• Establish rules and routines.</li> </ul>
<b>Lockers</b>	<ul style="list-style-type: none"> <li>• Limit trips to lockers as much as possible.</li> <li>• Limit personal items stored in lockers.</li> <li>• K-6: Schedule trips to lockers.</li> <li>• No congregating.</li> </ul>
<b>Recess</b>	<ul style="list-style-type: none"> <li>• De-tether recess and lunch. Schedule recess times throughout the day. K-3 and 4-6.</li> <li>• Each student group has its own set of recess materials.</li> <li>• Sanitize materials between uses.</li> <li>• Develop a possible plan for use of playground equipment.</li> <li>• Indoor recess will need social distancing procedures.</li> <li>• Maintain social distancing in common areas/ courtyards.</li> </ul>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Stagger arrival of car riders and busses, location and time, if possible.</li> <li>• Maintain social distance.</li> <li>• Maximum 250 students at a time.</li> <li>• Students move directly to breakfast, HR, 1st period.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• Stagger dismissal.</li> <li>• Maintain social distance.</li> <li>• Maximum 250 students at a time.</li> <li>• Drivers will remain in cars when picking up students.</li> </ul>

### Grades 4-6

Areas of Consideration	Strategies/Approaches for Traditional & Hybrid Model of Delivery
<b>Breakfast</b>	<ul style="list-style-type: none"> <li>• Students bring PIN number to line.</li> <li>• No cash taken during meal service payments given to teachers or box.</li> <li>• Maintain social distancing.</li> <li>• Grab and Go meal <ul style="list-style-type: none"> <li>○ Choices provided and bag built for students</li> </ul> </li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>• Students bring their PIN number to the line (lanyard?).</li> <li>• No cash taken during meal service.</li> <li>• Maintain social distancing.</li> <li>• Location: Students eat in cafe, Gym, classrooms</li> </ul>

<p><b>Hallways</b></p>	<ul style="list-style-type: none"> <li>• One way traffic on outside edges.</li> <li>• Maintain social distance.</li> <li>• No congregating.</li> <li>• Limit hallway movement as much as possible.</li> <li>• Increase signage for hallway movement.</li> <li>• Ensure staff in hallways.</li> <li>• Consider options for class changes <ul style="list-style-type: none"> <li>○ Create a schedule</li> <li>○ Students stay in classrooms</li> <li>○ Teachers in hallways during class change to keep students moving</li> </ul> </li> </ul>
<p><b>Restrooms</b></p>	<ul style="list-style-type: none"> <li>• Place capacity on restrooms.</li> <li>• Utilize classroom sinks as much as possible.</li> <li>• Drinking fountains will not be used.</li> <li>• Establish rules and routines.</li> </ul>
<p><b>Lockers</b></p>	<ul style="list-style-type: none"> <li>• Limit trips to lockers as much as possible.</li> <li>• Limit personal items stored in lockers.</li> <li>• K-6: Schedule trips to lockers.</li> <li>• No congregating</li> </ul>
<p><b>Recess</b></p>	<ul style="list-style-type: none"> <li>• De-tether recess and lunch. Schedule recess times throughout the day. K-3 and 4-6.</li> <li>• Each student group has its own set of recess materials.</li> <li>• Sanitize materials between uses.</li> <li>• Develop a possible plan for use of playground equipment.</li> <li>• Indoor recess will need social distancing procedures.</li> <li>• Maintain social distancing in common areas/ courtyards.</li> </ul>
<p><b>Arrival</b></p>	<ul style="list-style-type: none"> <li>• Stagger arrival of car riders and busses, location and time, if possible.</li> <li>• Maintain social distance.</li> <li>• Maximum 250 students at a time</li> <li>• Directly to breakfast, HR, 1st period</li> </ul>
<p><b>Dismissal</b></p>	<ul style="list-style-type: none"> <li>• Stagger dismissal.</li> <li>• Maintain social distance.</li> <li>• Maximum 250 students at a time</li> <li>• Drivers will remain in cars when picking up students.</li> </ul>

**Grades 7-12**

<b>Areas of Consideration</b>	<b>Strategies/Approaches for Traditional &amp; Hybrid Model of Delivery</b>
<b>Breakfast</b>	<ul style="list-style-type: none"> <li>• Students bring PIN number to line.</li> <li>• No cash taken during meal service.</li> <li>• Maintain social distancing.</li> <li>• Grab and Go meal               <ul style="list-style-type: none"> <li>○ Choices provided and bag built for students</li> </ul> </li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>• Students bring their PIN number to the line (lanyard?).</li> <li>• No cash taken during meal service.</li> <li>• Maintain social distancing.</li> <li>• Location: Students eat in cafe, Gym, classrooms</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Teachers in hallways during class change to keep students moving.</li> <li>• One way traffic on outside edges.</li> <li>• Maintain social distance.</li> <li>• No congregating.</li> <li>• Limit hallway movement as much as possible.</li> <li>• Increase signage for hallway movement.</li> <li>• Ensure staff in hallways.</li> <li>• Consider options for class changes               <ul style="list-style-type: none"> <li>○ Create a schedule</li> <li>○ Students stay in classrooms</li> </ul> </li> </ul>
<b>Restrooms</b>	<ul style="list-style-type: none"> <li>• Place capacity on restrooms.</li> <li>• Utilize classroom sinks as much as possible.</li> <li>• Drinking fountains will not be used.</li> <li>• Establish rules and routines.</li> </ul>
<b>Lockers</b>	<ul style="list-style-type: none"> <li>• Limit trips to lockers as much as possible.</li> <li>• Limit personal items stored in lockers.</li> <li>• No congregating.</li> </ul>
<b>Open areas</b>	<ul style="list-style-type: none"> <li>• Maintain social distancing.</li> <li>• No congregating.</li> <li>• Keep foot traffic moving.</li> </ul>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Stagger arrival of car riders and busses, location and time, if possible.</li> <li>• Maintain social distance.</li> <li>• No screen provided.</li> <li>• Maximum 250 students at a time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Directly to breakfast, HR, 1st period.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• Stagger dismissal by floors of the building or by bus number.</li> <li>• Maintain social distance.</li> <li>• No screen provided.</li> <li>• Maximum 250 students at a time.</li> <li>• Drivers will remain in cars when picking up students.</li> </ul>

**Districtwide**

<b>Areas of Consideration</b>	<b>Strategies/Approaches for Traditional &amp; Hybrid Model of Delivery</b>
<b>PPE to be used in the schools</b>	<ul style="list-style-type: none"> <li>• Masks</li> <li>• Visors</li> <li>• Scrubs for nurses all the time</li> <li>• Protective barriers (portable)</li> <li>• Sneeze shields for cafe</li> <li>• Gloves for specific classes</li> <li>• Complete PPE for staff caring for a possible COVID-19 case in the school</li> <li>• Bottle Filler water fountains</li> <li>• Sneeze guards</li> <li>• Adult face masks</li> <li>• Hands free paper towel dispensers</li> <li>• Hand sanitizer dispensers</li> <li>• Hand sanitizer stands, free standing dispensers</li> <li>• Electrostatic foggers</li> <li>• Anti-bacterial wipes</li> </ul>
<b>Cleaning and disinfecting/Maintaining clean schools</b>	<ul style="list-style-type: none"> <li>• Restrooms will be cleaned every 2 hours or every 2 periods in the buildings that have periods.</li> <li>• Daylight staff will disinfect door knobs/handles/push bars, water fountains, railings.</li> <li>• Normal night time cleaning routine will include disinfecting door knobs/handles/push bars, light switches, desk tops, restrooms, phones</li> <li>• Hire 5 additional part time custodians</li> <li>• Scheduled weekly deep clean</li> </ul>

**Shaler Area School District  
Back-to-School 2020 Task Force  
Technology Considerations**

<b>Area of Consideration</b>	<b>Strategies/Approaches for Traditional Model of Delivery</b>	<b>Strategies/Approaches for Virtual Model of Delivery</b>	<b>Strategies/Approaches for Hybrid Model of Delivery</b>
<b>Remote learning</b>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>	Expanding 1-to-1: (Best Recommendation) <ul style="list-style-type: none"> <li>• Required               <ul style="list-style-type: none"> <li>○ Purchasing iPads for ES 4-6 (12-14 week lead time on devices and cases, 1+ week for staging and setup)                   <ul style="list-style-type: none"> <li>▪ iPads go to and from home daily</li> </ul> </li> <li>○ Moving ES iPads to Primaries</li> <li>○ Primaries use current and newly acquired iPads from ES                   <ul style="list-style-type: none"> <li>▪ iPads go to and from home daily</li> </ul> </li> <li>○ Add more licenses to Mosyle for iPad management (900 for ES students)</li> <li>○ Create/update Parent Page with expectations</li> </ul> </li> <li>• Options to add</li> </ul>	<ul style="list-style-type: none"> <li>• See Virtual Model</li> </ul>

		<ul style="list-style-type: none"> <li>○ Expanding content filtering to home devices</li> <li>○ Expand use of AJ from Apple to HS, ES, and Primary schools <ul style="list-style-type: none"> <li>▪ Enhanced professional development</li> <li>▪ Highly recommended by the MS</li> </ul> </li> <li>○ Use of an LMS</li> <li>○ Expand use of using Apple Classroom w/ LMS <ul style="list-style-type: none"> <li>● Home connectivity for those in need</li> </ul> </li> <li>○ Home hotspots by T-Mobile</li> </ul> <p>Using onsite devices:</p> <ul style="list-style-type: none"> <li>● Required <ul style="list-style-type: none"> <li>○ Repurpose current ES and Primary School iPad cart iPads for ES 4-6 grades</li> <li>○ Use a combination of remaining iPads and Chromebooks from all schools for primary school students</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Add more licenses to Mosyle for management (900 for ES students)</li> </ul>	
<b>Technology Distribution Action Plans</b>	<ul style="list-style-type: none"> <li>● Starting Hybrid or Onsite <ul style="list-style-type: none"> <li>○ Devices are setup and distributed to students as soon as available through extended homerooms (K-6, 7, 10)</li> <li>○ Extended homeroom is used to ensure students K-6 can login and use devices efficiently</li> <li>○ Demo videos to be created for the parent/ student online portal for reference</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Starting Remote Learning <ul style="list-style-type: none"> <li>○ Technology pickup days scheduled (K-6, 7, 10)</li> <li>○ Enhanced video tutorials setup for parent at-home setup of student devices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Starting Hybrid or Onsite <ul style="list-style-type: none"> <li>○ Devices are setup and distributed to students as soon as available through extended homerooms (K-6, 7, 10)</li> <li>○ Extended homeroom is used to ensure students K-6 can login and use devices efficiently</li> <li>○ Demo videos to be created for the parent/ student online portal for reference</li> </ul> </li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>● On-site <ul style="list-style-type: none"> <li>○ Same as current model, techs assigned to buildings</li> <li>○ Ticketing system for staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Remote Support <ul style="list-style-type: none"> <li>● Beyondtrust remote desktop support <ul style="list-style-type: none"> <li>○ Used to have remote access to staff PC and Mac devices</li> <li>○ Allowing approved</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● On-site <ul style="list-style-type: none"> <li>○ Same as current model, techs assigned to buildings</li> <li>○ Ticketing system for staff</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Students sent to tech office in each building where available</li> </ul>	<p>teachers to help with work queue</p>	<ul style="list-style-type: none"> <li>○ Students sent to tech office in each building where available</li> <li>● Remote Support <ul style="list-style-type: none"> <li>● Beyondtrust remote desktop support <ul style="list-style-type: none"> <li>○ Used to have remote access to staff PC and Mac devices</li> <li>○ Allowing approved teachers to help with work queue</li> </ul> </li> </ul> </li> </ul>
<b>Staff Professional Development</b>	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>● Identify onsite staff experts in Google and other preferred tools</li> <li>● Primary/ES school setup of devices through the first week of school <ul style="list-style-type: none"> <li>○ Not sending devices home until after students have successfully used and setup their devices</li> <li>○ Teach students expected usage and tasks they will need to accomplish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● See Virtual Model</li> </ul>

		<ul style="list-style-type: none"> <li>○ Have lessons ready for students to test during setup</li> <li>● Long term support <ul style="list-style-type: none"> <li>○ Weekly/monthly open sessions for others to join</li> </ul> </li> <li>● Apps for students <ul style="list-style-type: none"> <li>○ Process for asking a free app be pushed to students</li> <li>○ Process for asking a paid app be pushed to students</li> <li>○ Process for student to install/download the apps</li> </ul> </li> <li>● Make sure student iPads are setup <ul style="list-style-type: none"> <li>○ Logged in with Apple ID</li> <li>○ Logged in to Google Accounts</li> </ul> </li> <li>● Troubleshooting tips <ul style="list-style-type: none"> <li>○ Common issues students will run in to</li> <li>○ Common issues teachers will run in to</li> </ul> </li> <li>● Demos <ul style="list-style-type: none"> <li>○ Starting a Google Classroom</li> <li>○ Retain demos for most common processes</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Approving YouTube videos</li> <li>○ Electronic device policy info <ul style="list-style-type: none"> <li>▪ Misuse of devices</li> <li>▪ Taking pictures/ video in school</li> <li>▪ Off task/ behavior</li> <li>▪ Relate to board policy</li> <li>▪ Student dos and don'ts</li> <li>▪ Consistent across all buildings</li> </ul> </li> <li>● Helping parents</li> <li>○ Refer them to the parent/ student academy</li> <li>● Staff exemplars <ul style="list-style-type: none"> <li>○ Create content specific areas of instruction that has worked</li> </ul> </li> <li>● Checklist of what needs to be completed for successful use of iPads</li> </ul>	
<b>Parent/Student Academy Site</b>	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>	Parent Instructions/ Demo/ Professional Development <ul style="list-style-type: none"> <li>○ Academic expectations of parents (per building)</li> <li>○ Checklist of what needs to be completed for successful use of iPads</li> <li>○ Infinite Campus instructions and abilities</li> </ul>	<ul style="list-style-type: none"> <li>● See Virtual Model</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Setup of push notifications</li> <li>▪ Difference between parent/ student IC account</li> <li>▪ Use a mailer to parent to setup an IC account</li> <li>○ LMS instructions and abilities</li> <li>○ COVID-19 Practices and Policies</li> <li>○ School building student handbooks</li> <li>○ Tech Support (remote or on site)</li> <li>○ First Time Setup and requesting credentials</li> <li>○ FAQ <ul style="list-style-type: none"> <li>▪ App installs</li> <li>▪ App uninstall and reinstall</li> <li>▪ Proper backup setup of Notability</li> </ul> </li> </ul> <p>Student Instructions/Demo</p> <ul style="list-style-type: none"> <li>○ Academic expectations of students (per building)</li> <li>○ Infinite Campus instructions and abilities</li> <li>○ LMS instructions and abilities</li> </ul>	
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		<ul style="list-style-type: none"> <li>○ COVID-19 Practices and Policies</li> <li>○ Tech Support (remote or on site)</li> <li>○ First Time Setup and requesting credentials</li> </ul>	
<b>LMS Needs</b>	<ul style="list-style-type: none"> <li>● Not Applicable</li> </ul>	<p>Technology Requirements</p> <ul style="list-style-type: none"> <li>○ Integrate with Infinite Campus using IMS Global/ OneRoster</li> <li>○ Integrate with G Suite and Google Classroom</li> <li>○ Use ADFS or similar SSO for account and credential creation</li> </ul> <p>Teacher/Student Requirements</p> <ul style="list-style-type: none"> <li>○ (Primary) Audio recording assignments with ability to reply by teachers</li> <li>○ Ability to send emails via BCC to all or selected students</li> <li>○ Ability to use quizzes, have them autoscored, and scores automatically added to IC</li> <li>○ Easy for young children and parents to navigate</li> <li>○ Online support like the Infinite Campus support setup</li> </ul>	<ul style="list-style-type: none"> <li>● See Virtual Model</li> </ul>

		<ul style="list-style-type: none"> <li>○ Ability to train some experts like the building experts from IC</li> <li>○ What's in the package vs premium features</li> </ul> <p>Rubric</p> <ul style="list-style-type: none"> <li>○ Aesthetics and Functionality <ul style="list-style-type: none"> <li>▪ Look and feel</li> <li>▪ Ease of navigation for parents</li> <li>▪ Ease of navigation for primary students</li> <li>▪ Ease of navigation for secondary students</li> <li>▪ Ease of navigation for teachers</li> <li>▪ Parent support and instructions</li> <li>▪ Student support and instructions</li> <li>▪ Parent portal to see progress of student</li> </ul> </li> <li>○ Classroom and Grading Features <ul style="list-style-type: none"> <li>▪ Assessment integrity (anti-cheat/ plagiarism detection)</li> <li>▪ Timed assessments</li> <li>▪ Content availability time and progress based</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ Questions bank, and randomized draw</li> <li>▪ Autograde to IC</li> <li>▪ Assignment submissions for generated content</li> <li>▪ Ability to adapt for special ed needs (time limits etc.)</li> <li>▪ Ease of setting up/ creating class content</li> <li>▪ Ability to access content online and offline</li> <li>▪ Organization of content</li> <li>▪ Integrates with online textbooks</li> <li>○ Management <ul style="list-style-type: none"> <li>▪ SSO/ ADFS integration</li> <li>▪ Integrates with IC OneRoster</li> <li>▪ Integrates with Google Suite</li> <li>▪ Integrates with TurnItIn</li> <li>▪ Integrates with Apple School Manager</li> <li>▪ Cross platform interoperability (web based, use on any device)</li> <li>▪ Do we understand exactly what is being offered at our price point?</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ Usefulness Features offered?</li> <li>○ Communications <ul style="list-style-type: none"> <li>▪ Push notifications to parents/ student through app for assignments/grades/etc</li> <li>▪ Activities/Athletics/ General Announcements Integration</li> </ul> </li> </ul>	
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**Other Considerations:**

<ul style="list-style-type: none"> <li>• Virtual office hours <ul style="list-style-type: none"> <li>○ Use current free tool of Google Meet with reduced functionality</li> <li>○ Upgrade to Zoom or Enhance Google Suite for ability to call into sessions, breakout into smaller groups, and record the live sessions</li> <li>○ Students and staff use blurring background or no video during online lessons or meetings</li> </ul> </li> <li>• Recorded lessons <ul style="list-style-type: none"> <li>○ Utilize District assigned laptops and Screencastify to record desktop lessons</li> <li>○ Headset and/or microphones should be used for best audio quality</li> <li>○ Recorded lessons shared through Google Classroom, Google Sites, or LMS</li> </ul> </li> <li>• Recorded live class for review later <ul style="list-style-type: none"> <li>○ Devices to be used for this <ul style="list-style-type: none"> <li>▪ iPads</li> <li>▪ Stand to hold and direct an iPad to the teacher and board</li> <li>▪ Bluetooth mic to be worn by the teacher for optimal audio quality</li> <li>▪ Ability to stream a PPT that is being used in-class</li> </ul> </li> <li>○ Possible needs for live streaming</li> </ul> </li> </ul>
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- Consent from teachers/ students
- Use one single platform for instruction
  - Settle on one platform districtwide for consistency and supportability for teachers, students, parent, and techs
- One device per student in the household
- Primary logins learned for proper LMS use
  - Teaching students
  - Teaching parents
- Distribution of iPads should we start off full online instruction

**Shaler Area School District  
Back-to-School 2020 Task Force  
Transportation Considerations**

**Sub Committee Goal / Objective: To promote virus prevention, and containment throughout the Shaler Area School District. To transport students to and from school safely and effectively**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Virtual Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery
<p><b>Preventive procedures for all student and staff bus riders that are in compliance with Center for Disease Control (CDC) and school district guidelines</b></p> <p><b>Initial CDC guidelines are either one child per seat or skipping rows.</b></p>	<ul style="list-style-type: none"> <li>• Students and driver/aide will <i>wear masks</i>, unless the individual has a documented medical condition that would prevent him/her from doing so. Individuals should bring masks from home, or be provided with one as necessary.</li> <li>• Where feasible, plastic partitions (if PennDOT changes its position) will be used to provide barriers between driver and students.</li> <li>• Students who are <i>feeling unwell</i> will have <i>temperature taken</i> at home. If temperature is elevated, the child should remain at home on an excused absence until healthy. If a student begins to feel unwell in transit to/from school, the driver will inform the school of the student name so the student can be checked immediately by the school nurse. Employees who are feeling unwell will take temperature, and if temperature is elevated, employees will notify the</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>

	<p>direct supervisor and will not report to work until healthy.</p> <ul style="list-style-type: none"> <li>• Students will be <i>educated regarding simple expectations for conduct both on school buses and at all AM/PM bus stops.</i> <ul style="list-style-type: none"> <li>○ Educational sessions will take place in school in small groups and will be conducted by Principals/Assistant Principals/Deans/School Resource Officers or their designees. Expectations for student conduct on buses and at bus stops will be communicated with parents/guardians/caregivers via written correspondence prior to the opening of “brick and mortar” school.</li> </ul> </li> </ul> <p><i>Student Behavioral Expectations for Buses/Stops</i> will be as follows:</p> <p>All students must...</p> <ul style="list-style-type: none"> <li>• Wear a mask, unless a medical condition prevents them from doing so.</li> <li>• Maintain appropriate social distancing/modified social distancing and “stay in their own space.”</li> <li>• Keep bodies/items/objects to themselves and away from others.</li> </ul>		
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	<p>*Appropriate and progressive disciplinary measures will be implemented as necessary and will be consistent with the Shaler Area School District Code of Student Conduct.</p> <ul style="list-style-type: none"> <li>• It <i>may</i> be necessary for paraprofessionals or other designated school/transportation personnel to ride buses in order to monitor student conduct.</li> <li>• Students will be expected to <i>board and exit buses</i> and behave at bus stops in a manner that minimizes close personal contact with others and is <i>consistent with social distancing/modified social distancing procedures</i> (i.e. In AM, students who board buses first will begin seating in the rear seats of the bus and others will fill rear to front. In the PM, students will board buses with students who get off at the first stop seated in the front progressing to students who get off at the last stop seated in the rear of the bus).</li> </ul>		
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<p><b>Protocols for adjusting transportation schedules and practices to create social distance between students</b></p>	<ul style="list-style-type: none"> <li>• Stagger student arrival and drop-off times or locations. Plan Requirements with many possible considerations</li> <li>• Create social distance between children on school buses (for example, seating children one child per seat or every other row, two children per seat, etc.).</li> <li>• Coordinate transportation schedules with other LEAs when sharing students or transportation systems.</li> <li>• Two students per seat will be implemented, wearing masks.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>
<p><b>Private School Transportation</b></p>	<ul style="list-style-type: none"> <li>• Transportation will only be provided on SASD in-school days with the current “day allowance” parameters.</li> <li>• Consult solicitor regarding legal requirements.</li> </ul>	<p>Not Applicable</p>	<p>Transportation will only be provided on SASD in school days.</p>
<p><b>Alternative Schools/Special Schools</b></p>	<ul style="list-style-type: none"> <li>• Transportation will only occur to custodial parents or district after-school care locations.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>
<p><b>Capacity</b></p>	<ul style="list-style-type: none"> <li>• 2 students will be rostered for each seat.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>

<p><b>Specialized transportation for IEP students</b></p>	<ul style="list-style-type: none"> <li>• Need listing of students or certain vehicles that are exempt from wearing masks unless unable due to HIPAA</li> <li>• Training for Drivers/Monitors about children’s needs will occur.</li> <li>• Separate policies will be utilized for students with IEP transportation.</li> <li>• Drivers may change based on the contractor’s policies and the issue of having medical needs of the drivers/nurses and monitors.</li> <li>• Students will need to be introduced to any variations on the vehicles that they are not accustomed to.</li> <li>• Procedures for students to help them acclimate to new protocols will be provided.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>
<p><b>Roster students and connect to Infinite Campus</b></p>	<ul style="list-style-type: none"> <li>• Students can only have custodial and district day care alternate transportation</li> </ul>	<p>Not Applicable</p>	<ul style="list-style-type: none"> <li>• Students can have regular alternate transportation requests as in previous years</li> </ul>
<p><b>Arrival/dismissal</b></p>	<ul style="list-style-type: none"> <li>• 10 minutes will be added on to the PM dismissal</li> <li>• Students will only be loaded one vehicle at a time.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>

<p><b>Drivers' daily responsibilities</b></p>	<ul style="list-style-type: none"> <li>• All buses will be cleaned once daily with electrostatic sprayers and solutions approved by the EPA. The product (EZ Dissan) and equipment (Victory handheld and backpack sprayers) will provide 100% coverage of all areas on the bus and be disinfected, sanitized and ready for use within 10 minutes after the application. The product is also a green product that is safe for the environment.</li> <li>• All drivers will be provided with the same solution in a spray bottle to be kept on each bus. All high-touch areas will be sprayed in between runs, to the best of our ability, to kill any germs or viruses that may be left behind.</li> <li>• All drivers will also be provided a mask and/or face shield to be worn on the bus when picking up/dropping off students, along with personal hand sanitizer for the driver.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>
<p><b>Enforcing Mask Compliance</b></p>	<ul style="list-style-type: none"> <li>• Drivers will complete the report and provide to the principal for discipline.</li> <li>• Consider paraprofessionals or monitors to help monitor compliance.</li> </ul>	<p>Not Applicable</p>	<p>See Traditional Model of Delivery</p>

	<ul style="list-style-type: none"> <li>• Create MOU for when a driver has a medical condition that will not drive a vehicle due to not being safe due to students not wearing masks.</li> </ul>		
<b>Seating charts will be maintained</b>	<ul style="list-style-type: none"> <li>• Seating chart will be implemented into Versatrans and daily seating charts will be collected at ABC and scanned into a shared google drive for district and tracking.</li> </ul>	Not Applicable	See Traditional Model of Delivery
<b>Limit the number of students who need to be rostered to a bus</b>	<ul style="list-style-type: none"> <li>• Request parents complete written commitment that they will not need transportation</li> </ul>	Not Applicable	<ul style="list-style-type: none"> <li>• Request parents complete written commitment that they will not need transportation</li> </ul>

**Shaler Area School District  
Back-to-School 2020 Task Force  
Community Relations Considerations**

**Sub Committee Goal / Objective:** To consider ways Shaler Area School District can partner with area resources and organizations to address challenges district families face as we transition to a new school year.

<b>Area of Consideration</b>	<b>Strategies/Approaches for Traditional Model of Delivery</b>	<b>Strategies/Approaches for Virtual Model of Delivery</b>	<b>Strategies/Approaches for Hybrid Model of Delivery</b>
<b>English as a Second Language (ESL) families</b>	<ul style="list-style-type: none"> <li>• Work directly with ELL face-to-face</li> <li>• Share hard copy information in English and translated</li> <li>• Use language apps to translate material and communicate directly with families</li> </ul>	<ul style="list-style-type: none"> <li>• Direct communication with families</li> <li>• Share list of services and community partners that can benefit families in a virtual/hybrid environment</li> <li>• Social workers to help with WiFi access/technology access</li> <li>• Need for interpreters to assist families with tech and community partners</li> <li>• Screening/testing newly enrolled students</li> </ul>	<ul style="list-style-type: none"> <li>• Direct communication with families</li> <li>• Work directly with ELL face-to-face</li> <li>• Share list of services and community partners that can benefit families in a hybrid environment</li> <li>• Use language apps to translate material and communicate directly with families</li> <li>• Social workers to help with WiFi access/technology access</li> <li>• Need for interpreters to assist families with tech and social services and community partners</li> </ul>
<b>Accessible and affordable childcare</b>	<ul style="list-style-type: none"> <li>• Before/after school care options available either on site or with district transportation K-6</li> </ul>	<ul style="list-style-type: none"> <li>• Identify options available and communicate with families</li> <li>• Help families in need complete paperwork to qualify for financial aid</li> </ul>	<ul style="list-style-type: none"> <li>• Identify options available and communicate with families</li> <li>• Help families in need complete paperwork to qualify for financial aid</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore options with area childcare providers for flexible services</li> </ul>	<ul style="list-style-type: none"> <li>• Explore options with area childcare providers for flexible services</li> </ul>
<b>Families' access to technology</b>	<ul style="list-style-type: none"> <li>• Student technology device accessed in school in a traditional model</li> <li>• 1:1 device grades 7-12</li> </ul>	<ul style="list-style-type: none"> <li>• All current students who needed a device have one (distributed spring 2020)</li> <li>• New students and incoming K students will need to request device if needed or identified by teacher/staff—district to distribute similar to spring 2020</li> <li>• Families may need additional devices for long term remote learning situation</li> <li>• Families may need additional devices per household if move to synchronous remote learning</li> <li>• Work with families to qualify for low-cost internet</li> <li>• Social workers to work with families (case-by-case) for WiFi access</li> </ul>	<ul style="list-style-type: none"> <li>• Families may need additional devices for long term remote learning situation</li> <li>• Families may need additional devices per household if move to synchronous remote learning</li> <li>• Work with families to qualify for low-cost internet</li> <li>• Social workers to work with families (case-by-case) for WiFi access</li> </ul>
<b>Food insecurity</b>	<ul style="list-style-type: none"> <li>• Local food pantries and organizations to serve families</li> <li>• Food Service dept. and Backpack Initiative to serve students</li> <li>• Continue work to help families qualify for</li> </ul>	<ul style="list-style-type: none"> <li>• Local food pantries and organizations to serve families</li> <li>• District Food Service dept. to host remote feeding sites (Millvale, Etna, Hearth)</li> </ul>	<ul style="list-style-type: none"> <li>• Local food pantries and organizations to serve families</li> <li>• Continue work to help families qualify for free/reduced lunch—provide hard copies of form to families</li> </ul>

	<ul style="list-style-type: none"> <li>free/reduced lunch—provide hard copies of form to families</li> <li>• Continue food drives through SASD</li> <li>• Refer families to Department of Public Welfare/Unemployment</li> <li>• District social workers to support needs of homeless students</li> <li>• Need to raise money or collect food to sustain Backpack Initiative—provide food list to all community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Look at coordinating Backpack Initiative pick-up sites across district — Work with ministerium to host sites at churches</li> <li>• Continue work to help families qualify for free/reduced lunch—provide hard copies of form to families</li> <li>• Continue food drives through SASD</li> <li>• Refer families to Department of Public Welfare/Unemployment</li> <li>• Need to raise money or collect food to sustain Backpack Initiative—provide food list to all community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Continue food drives through SASD</li> <li>• Refer families to Department of Public Welfare/Unemployment</li> <li>• Need to raise money or collect food to sustain Backpack Initiative—provide food list to all community resources</li> </ul>
<b>Homelessness</b>	<ul style="list-style-type: none"> <li>• District social workers to support needs of homeless students</li> <li>• Homeless liaison has secured 20 backpacks for homeless students</li> <li>• Homeless liaison will work with all homeless students to secure transportation to and from school</li> </ul>	<ul style="list-style-type: none"> <li>• District social workers to support needs of homeless students</li> <li>• District social workers will work to assist families in securing devices for virtual learning</li> <li>• District social workers will keep in touch with homeless students and families to address any needs that may arise</li> </ul>	<ul style="list-style-type: none"> <li>• District social workers to support needs of homeless students</li> <li>• District social workers to assist families in need of securing devices for virtual learning</li> <li>• District social workers will keep in touch with homeless students and families to address any needs that may arise</li> </ul>
<b>School supplies</b>	<ul style="list-style-type: none"> <li>• NHCO will offer its back-to-school supplies program</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver school supplies to families without transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver school supplies to families without transportation</li> </ul>

	<ul style="list-style-type: none"><li>• SASD social workers addressing school supply needs of students</li></ul>		
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**Appendix I**  
**Parent Reopening and Planning Survey Executive Summary**

**Overview**

The Shaler Area School District created a Back-to-School 2020 Task Force to discuss and develop options for the start of the 2020-2021 school year that follow the guidelines established by the Pennsylvania Departments of Education and Health. While it is unclear under what parameters school buildings will be fully open, the district is committed to exploring innovative and effective solutions to help provide a full and well-rounded curriculum in environments that are safe and compliant with current health guidelines. Our mission is to fully prepare for a safe return of our school community.

From June 22, 2020 - July 3, 2020, the Shaler Area School District Back-to-School Task Force launched a parent/guardian survey to gather feedback on possible options to help guide the work of each subcommittee. The District asked parents/guardians to complete one survey per student to give us a better picture of our families' perspective across various grade levels.

A total of **2,485** surveys were completed during the 12-day survey period. Of the families who completed the survey, 14.5% of respondents had children with Individualized Education Plans (IEPs), 7.9% of respondents had children with a Gifted Individualized Education Plan (GIEPs) and 2.9% of respondents had children with a 504 Plan.

- **55%** of respondents indicated that if a blended or remote learning plan must be used, it is important that real-time engagement between the student and teacher occur on an ongoing basis
- **45%** of respondents indicated that if needed, they could provide transportation to and from school to assist with social distancing on school buses
- **64%** of respondents indicated they would send their child to school with a face mask if given the option
  - Currently, by order of the PA Secretary of Health, all students and staff in K-12 schools must wear a face mask under certain conditions when social distancing is not possible. The District is required to adhere to state guidelines relative to this topic and will make adjustments as permissible.

These survey responses helped guide the district's planning efforts over the last few weeks. In order to assist with our reopening planning, we created a Back-to-School 2020 Task Force. Our teams have been discussing and developing options for the start of the 2020-2021 school year, and we are committed to exploring innovative and effective solutions to help provide a full and well-rounded curriculum in environments that are safe and compliant with current health guidelines.

## Appendix II

### Staff Reopening and Planning Survey Executive Summary

#### Overview

The Shaler Area School District created a Back-to-School 2020 Task Force to discuss and develop options for the start of the 2020-2021 school year that follow the guidelines established by the Pennsylvania Departments of Education and Health. While it is unclear under what parameters school buildings will be fully open, the district is committed to exploring innovative and effective solutions to help provide a full and well-rounded curriculum in environments that are safe and compliant with current health guidelines. Our mission is to fully prepare for a safe return of our school community.

From June 29, 2020 - July 2, 2020, the Shaler Area School District Back to School Task Force launched a staff survey to gather feedback on possible options to help guide the work of each subcommittee.

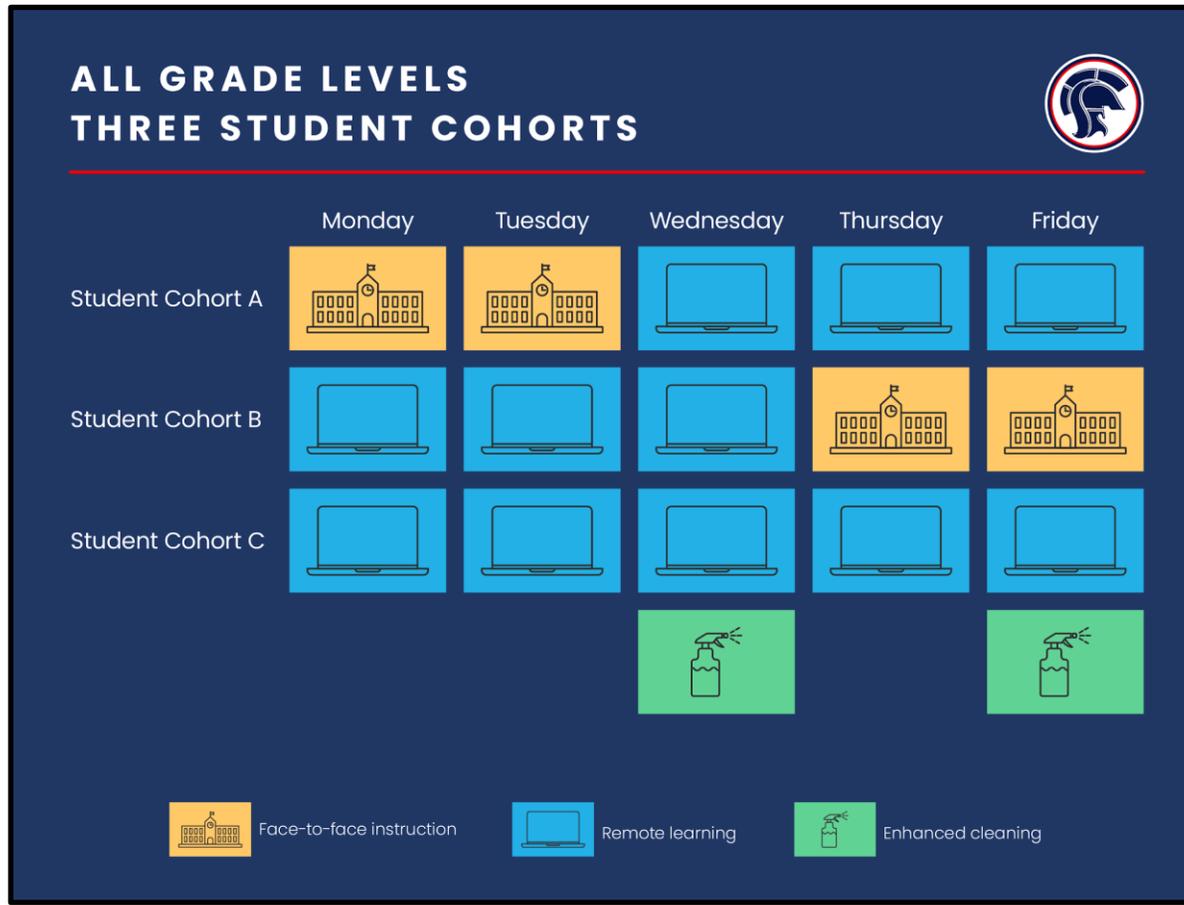
A total of **429** surveys were completed during the 11-day survey period. Staff members (including teachers, school support staff, paraprofessionals and clerical staff) were asked to complete only one survey and indicate each building that they work in throughout the District.

- **56%** of respondents indicated they would prefer a traditional return with safety precautions in place.
- **44%** of respondents indicated that they were “somewhat” to “very comfortable” with remote learning being live with students if needed.
- **49%** of respondents indicated that they were “somewhat” to “very comfortable” with a blended approach if needed.
- **61%** of respondents indicated they would want children to attend school with a face mask
  - Currently, by order of the PA Secretary of Health, all students and staff in K-12 schools must wear a face mask under certain conditions when social distancing is not possible. The District is required to adhere to state guidelines relative to this topic and will make adjustments as permissible.

These survey responses helped guide the districts planning efforts over the last few weeks. In order to assist with our reopening planning, we created a Back-to-School 2020 Task Force. Our teams have been discussing and developing options for the start of the 2020-2021 school year, and we are committed to exploring innovative and effective solutions to help provide a full and well-rounded curriculum in environments that are safe and compliant with current health guidelines.

### Appendix III

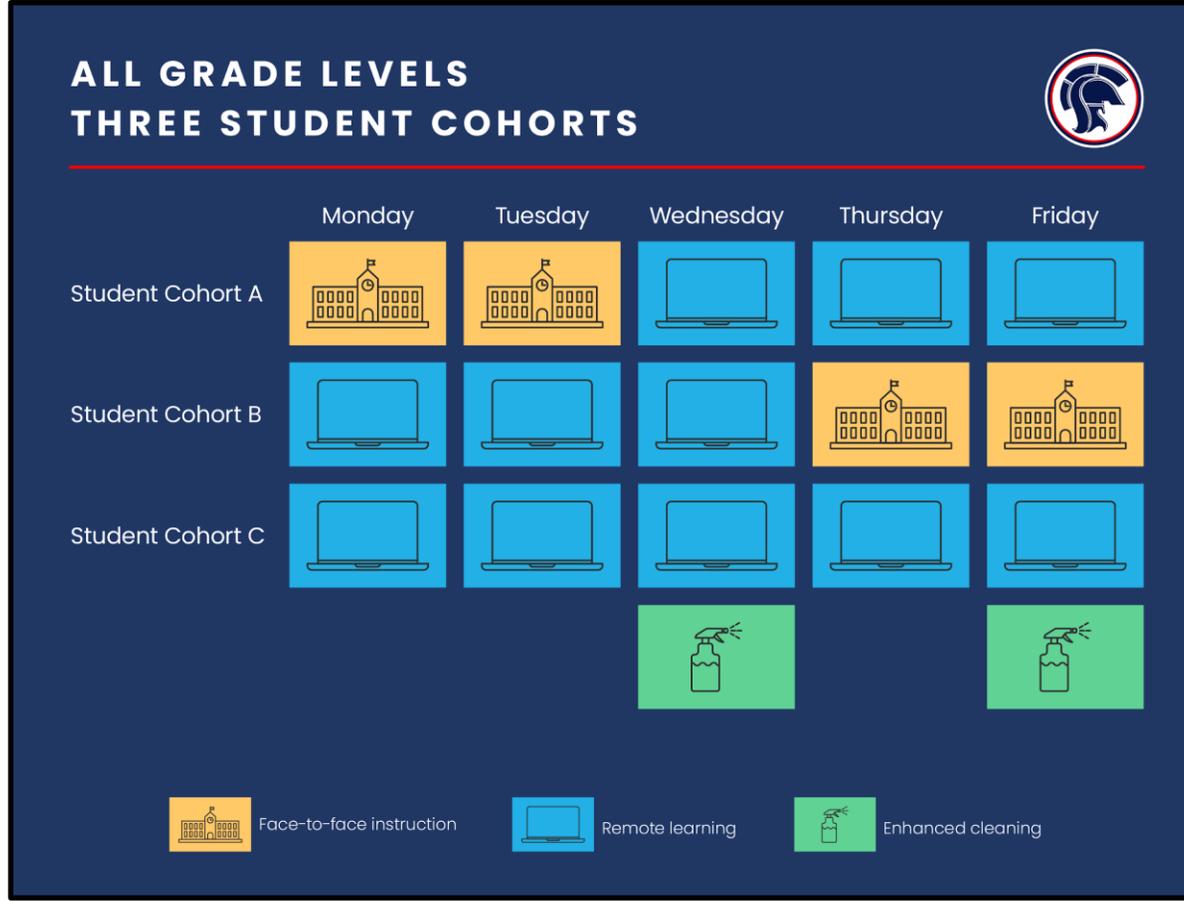
#### Shaler Area School District Hybrid Learning Instructional Model (Student Cohort A/B)



- **Student Cohort A (Students with the last names beginning with A-K)**
  - Report for in-person instruction on Monday and Tuesday
  - Engage in remote learning (via Google Classroom/Meets) Wednesday, Thursday and Friday
- **Student Cohort B (Students with the last names beginning with L-Z)**
  - Report for in-person instruction on Thursday and Friday
  - Engage in remote learning (via Google Classroom/Meets) Monday, Tuesday and Wednesday

**Working Draft: Content Does Not Reflect Final Recommendations**

**Appendix IV**  
**Shaler Area School District Virtual Instruction Model (Student Cohort C)**



- This scenario will enable students to learn online via our **Virtual Learning model either 100% or during sporadic school closures**. Students will not be expected to attend school in person. All of their classes will take place remotely with constant access.
- This scenario may also be mandated by the governor and health organizations. Our teaching staff would provide virtual/remote learning if we are unable to convene in our schools. This would be similar to how we completed the 2019-2020 school year with some added instructional features and other considerations. We are working with our staff regarding professional development to strengthen this option.

- Students who choose to remain home and not physically attend school will participate in the Shaler Area Titan Cyber Academy with district and/or contracted employees (Allegheny Intermediate Unit)
- Students must remain in the online program for the first nine weeks.

## RESOLUTION

WHEREAS, the World Health Organization has declared the current outbreak of COVID-19 to be a global pandemic; and

WHEREAS, the Pennsylvania Department of Education has determined that the COVID-19 pandemic constitutes an “emergency” within the meaning of Section 520.1 of the Public School Code; and

WHEREAS, the Board of School Directors of the Shaler Area School District has determined that the risks COVID-19 presents to our students, faculty, and community conditions that may require an extraordinary response;

NOW THEREFORE, the Board of School Directors finds and declares that the COVID-19 pandemic is an emergency within the meaning of Section 520.1 of the Pennsylvania School Code.

1. For the duration of said pandemic but in no event for any period exceeding four years, the Superintendent shall have the duty and the authority to develop a Health and Safety plan in a form and manner prescribed by the Pennsylvania Department of Education that ensures a minimum of 180 days of instruction, allowing for a minimum of 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level, employing any combination of in-person, virtual, and distance learning as the Superintendent seems appropriate to address the health and safety of students, faculty, and community, and the learning needs of students. Such instruction shall comply in full with the requirement of Chapter 4 of the regulations of the State Board of Education and with the curriculum standards published in accordance therewith.

2. The Superintendent is authorized and directed to submit this Resolution to the Secretary of Education for approval as provided by Section 520.1 of the Public School Code.

WHEREFORE, this Resolution has been adopted by the Board of School Directors of the Shaler Area School District this 6<sup>th</sup> day of August 2020.

Attest:

SHALER AREA SCHOOL  
DISTRICT

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Secretary

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President, Board of School Directors