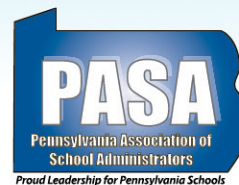
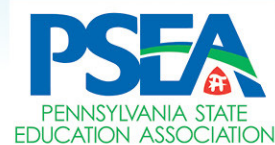
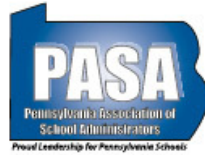




# Pennsylvania School Reopening Task Force Report

June 18, 2020





# Back to School Taskforce

## Pennsylvania School Reopening Task Force Report

June 18, 2020

### Introduction

This report represents a compilation of insights and considerations from the following organizations: the Pennsylvania School Boards Association (PSBA), the Pennsylvania State Education Association (PSEA), the Pennsylvania Association of School Administrators (PASA), the Pennsylvania Association of School Business Officials (PASBO), the Pennsylvania Association of Intermediate Units (PAIU), the PA Principals Association, the Pennsylvania Association of Career & Technical Administrators (PACTA) and the Pennsylvania Association of Rural and Small Schools (PARSS). Knowing the magnitude of the work ahead as school leaders, educators and administration plan for the 2020-21 academic year, these eight public education associations came together as the 2020 Back to School Task Force to generate considerations and information in support of their decision-making.

It is understood that local decisions and planning will proceed based on orders from Gov. Wolf’s office, recommendations from local and state health officials and guidelines from the Pennsylvania Department of Education (PDE). Considering this, this report includes ideas and considerations related to key challenges that school leaders will face in the coming months. These are not requirements or mandates. Rather, they are suggestions school leaders could consider as we work to reopen public schools. The considerations and resources compiled in this report are a result of 150+ individuals collaborating within categorized work groups. These professionals represent each of the eight state organizations providing cross-disciplinary insights to help inform local school officials, administrators and superintendents in their planning. These insights are also intended to serve as information for legislators and state administrators as they seek to support public schools in their reopening.

Having established the health and safety of students, staff and visitors/spectators/volunteers as the leading driver behind decisions to formulate a strong instructional continuity plan for all of Pennsylvania’s public school students, the group of more than 150+ practitioners and professionals were divided into the following committees to carry out the work: 1.) Community and Outreach; 2.) Community Needs; 3.) Extracurricular & Cocurricular Activities; 4.) Facilities and Logistics; 5.) Health and Safety; 6.) Instruction; 7.) Resources: Staff Training & Purchasing; 8.) Special Education; 9.) Staffing



and Personnel; 10.) Transportation. The results of the committees' work should be viewed as considerations and the execution of the school districts' planning will be based upon the availability of local resources and community will.

The report and resources herein were compiled with certain foundational criteria established. Since COVID-19 and related regulatory decisions will guide the identification of appropriate education models, school entities will need to be prepared for the implementation of various models and the potential for transitions between models. All students will require equitable access to opportunities for learning and resources within each potential instructional model. Roles and responsibilities of staff will need to be adapted within the various models of instructional delivery. Students should be involved in extracurricular and cocurricular activities to the fullest extent possible for their intellectual, physical, social and emotional well-being. It is possible that medically fragile students and adults may not be able to reenter school buildings until vaccines are available. Some portion of parents will not be comfortable sending their children back to a school facility and local choice may be a necessity.

The collective represented by this work appreciates the guidance offered by PDE. The objective of the report, which is in its first iteration, likely requiring updates and additions based on changing circumstances, is to offer the unique practitioner perspective.

*Note: Although every attempt has been made to give accurate information, this report does not constitute legal advice and is not a substitute for legal advice from your school solicitor, specific to your situation.*

*While this report is a collaborative effort among the associations involved in its development, some ideas contained in it may require negotiations between employers and employees, should school entities seek to implement them. In addition, individual associations and their members may not support all considerations included in the report. Since school entities may or may not choose to implement some or all considerations here within, each association and their respective member will monitor school entity level implementation and take positions on final policy as circumstances require.*



## Table of Contents

<a href="#">Communications and Outreach</a> .....	page 4
<a href="#">Community Needs</a> .....	page 11
<a href="#">Extracurricular/Cocurricular Activities</a> .....	page 24
<a href="#">Facilities and Logistics</a> .....	page 27
<a href="#">Health and Safety</a> .....	page 37
<a href="#">Instruction</a> .....	page 45
<a href="#">Special Education</a> .....	page 62
<a href="#">Staffing and Personnel</a> .....	page 91
<a href="#">Resources – Purchasing</a> .....	page 101
<a href="#">Resources – Staff Training</a> .....	page 103
<a href="#">Transportation</a> .....	page 109
<a href="#">General Resources for School Reopening Plans</a> .....	page 126
<a href="#">Recommended State Policy Changes</a> .....	page 128
<a href="#">Acknowledgements</a> .....	page 135

## Communications and Outreach

Understanding that **communication builds trust**, it will be an essential part of what school leaders are faced with in carrying out a successful reopening of schools in whatever form that may take for each school entity. Also understanding that each school entity comprising the Pennsylvania public education system has different needs, resources and community traits, these considerations are presented as framework and catalysts-for-thought by the Communications & Outreach work group.

Audience Segment: School Community		
Primary communicators: superintendent/director, principals/administrators		
Consideration/Catalyst	Messaging Tone	Strategy/Tactics
<ul style="list-style-type: none"> <li>• Planning for the upcoming year is underway. There will be a solution that keeps our students and staff healthy.</li> <li>• We are focused on getting students back.</li> <li>• PDE and Task Force guidance is informing decision making. Health agencies are being consulted.</li> <li>• Build trust—explain what the community can expect and from whom: communicate primary spokespersons, frequency of communications, primary communication channels.</li> <li>• Importance of following established rules for healthy/safe environment while on school property: clearly communicate the expectations and that they will be upheld. Adults will model the behavior expected of students (i.e. masks, distancing, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility and fluidity, confidence and reassurance.</li> <li>• Health and safety of students and staff at the forefront.</li> <li>• Positive, reassuring to families.</li> <li>• Factual, transparent as possible.</li> <li>• Be honest if you do not have the answers but work to provide timelines.</li> <li>• Empathy; acknowledge challenges.</li> <li>• Safety and security as key component in the health and safety planning.</li> <li>• Factual; indicate need for plan to be fluid.</li> <li>• Indicate what will be non-negotiable and what will be flexible.</li> <li>• Health and well-being first and foremost.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a generic email account for individuals to send questions and comments.</li> <li>• Moderate on a specified schedule and use as an ongoing update: FAQ document posted on website.</li> <li>• Acknowledge differences in opinions.</li> <li>• Establish face-to-face meetings (i.e., through Zoom or other technology) when the message is sensitive, as an example: staff changes, or through virtual board meetings.</li> <li>• Provide consistent messaging in writing.</li> <li>• Document the plan, including flowcharts (e.g., cleaning steps).</li> <li>• Established methods used to communicate with families and staff members. Consider where your audience is accustomed to receiving notices.</li> </ul>

<ul style="list-style-type: none"> <li>• Change in status (red, yellow, green) in specific counties and how it impacts plans.</li> <li>• Changes to the school calendar.</li> <li>• A second wave or outbreak in school entity and how it will be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• We are in this together, a unified approach is a must.</li> <li>• Kindness is key. Bullying will not be tolerated in this space any more than it is in any other aspect of the school community.</li> <li>• Different opinions are to be expected, but the school community must be supportive, respectful and unified.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a flowchart/decision tree concept that will provide clear, visual representation of the action plan.</li> </ul>
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**Overarching Update or Breakout Updates on Specific Areas of Focus:**

- Instructional plan update: what is the school entity's plan (traditional, online, hybrid)?
- Health and safety plan update: how will students be kept well, mitigation efforts, what happens if there is an outbreak, including addressing the following areas:
  - Staffing and personnel update: changes in staff and staff training that is occurring.
  - Facilities/logistics update: how have buildings been cleaned, what is the cleaning schedule?
  - Transportation update.
  - Special education update.
  - Extracurriculars update.
  - Resources update: food services, technology needs.

<b>Audience Segment: Community-At-Large</b>		
<b>Primary communicators:</b> superintendent/director, principals/administrators, communications staff, school board		
<b>Consideration/Catalyst</b>	<b>Messaging Tone</b>	<b>Strategy/Tactics</b>
<ul style="list-style-type: none"> <li>• Educate community at-large:           <ul style="list-style-type: none"> <li>○ Be the voice with the community-at-large because it does not completely</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Build confidence about safe and healthy schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate #hashtags or identify current hashtags and national campaigns: #PApublicedstrong</li> </ul>



<p>understand the breadth and depth of public schools' work.</p> <ul style="list-style-type: none"> <li>○ Clarify misinformation.</li> </ul> <ul style="list-style-type: none"> <li>● Promote public education: <ul style="list-style-type: none"> <li>○ Public education is at risk without educating all stakeholders about its value.</li> <li>○ Public education is the keystone to the growth of Pennsylvania.</li> <li>○ Public education is educating the future workforce, including their adaptability to crisis.</li> <li>○ Public education keeps the economy strong.</li> </ul> </li> <li>● Educators are serving as frontline heroes, too! <ul style="list-style-type: none"> <li>○ Efforts of public educators are not receiving the recognition they deserve.</li> </ul> </li> <li>● Ensure safety of students, staff and community: <ul style="list-style-type: none"> <li>○ Reinforce and support CDC guidelines and the three phases: Red, Yellow, Green (continue to manage chronic health conditions to ensure wellness).</li> </ul> </li> <li>● Safety first builds healthy, thriving and strong communities: <ul style="list-style-type: none"> <li>○ Ensure collaboration occurs during planning with a diverse stakeholder workgroup between schools, families, businesses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Promote and celebrate public education.</li> <li>● Promote community-wide health and wellness.</li> <li>● Build community partnerships that support children, families and businesses during the pandemic and beyond.</li> </ul>	<p>#unitedinPApubliceducation #healthyschools_healthycommunity #healthyschools_healthyfamilies</p> <ul style="list-style-type: none"> <li>● Develop TV commercials.</li> <li>● Use social media, including paid advertisements.</li> <li>● Create billboards/posters/banners.</li> <li>● Develop media releases.</li> <li>● Create a specific website.</li> <li>● Coordinate with membership associations on campaigns about the role and response of public education to COVID-19.</li> <li>● Compile statewide or local statistics: <ul style="list-style-type: none"> <li>Number of meals served and cost.</li> <li>Number of devices deployed and cost.</li> <li>Number of hotspots deployed and cost.</li> <li>New dollar expenditures.</li> <li>Other services offered and cost.</li> <li>Compensatory education and cost.</li> <li>Cyber school costs.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Reaffirm equitable access to a free and appropriate public education.</li> </ul>		
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<b>Audience Segment: Legislators/Policymakers</b>		
<b>Consideration/Catalyst</b>	<b>Messaging Tone</b>	<b>Strategy/Tactics</b>
<p>Proactive Communication.</p> <p><b>Primary communicators:</b> superintendent, principals, designated communication staff</p>	<ul style="list-style-type: none"> <li>• #EducationisEssential</li> <li>• #SchoolisinSession</li> <li>• Here is what we have accomplished to date.</li> <li>• Here is our plan going forward: (i.e., we are utilizing state and federal funding thoughtfully and efficiently).</li> <li>• Here is what we are doing to get our facilities and operations ready (buses, cafeteria, classrooms, athletic facilities).</li> <li>• Here is what we are doing to get our educational delivery system (content and platforms) ready.</li> <li>• Here is what we are doing to get our students, teachers and staff ready (socially, emotionally, academically and professionally).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and engage agency/state/community partners.</li> <li>• Gather information: survey stakeholders. <ul style="list-style-type: none"> <li>○ Technology implementation (devices delivered to students, hours of tech support, connectivity support).</li> <li>○ Food services.</li> <li>○ Staff effort (professional development, emails, creating online classrooms, engagement rates, course materials created, team meetings, graduations).</li> <li>○ Student effort (student assignments turned in, attendance rates, email correspondence).</li> <li>○ Custodial metrics (number of square feet cleaned, items cleaned, PPE supplies).</li> </ul> </li> <li>• Send letters, emails, phone calls to local representatives.</li> <li>• Face-to-face meetings (virtual or in-person when possible).</li> </ul> <p>Develop relationships with legislative aides also.</p>
<p>Pending Legislation (legislation introduced, legislation in committee)</p>	<p>Positional, call to action.</p>	<ul style="list-style-type: none"> <li>• Review actions taken under Proactive Communication.</li> </ul>



<p><b>Primary communicators:</b> State associations, school board, superintendent/ director</p>		<ul style="list-style-type: none"> <li>• Identify and engage agency/state/community partners.</li> <li>• Create templates of information – impact of legislation (pros and cons).</li> <li>• Gather data; survey and appropriate information.</li> <li>• Consider stakeholder support: staff, students, parents and families, and community.</li> <li>• Create sample emails, social media posts, blogs, phone scripts, letters.</li> <li>• Determine opposing point of view and create counter narrative.</li> <li>• Create a blend of personal stories and data illustrating the potential impact of the legislation on constituents.</li> </ul>
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<p>Reactive to Pending Legislation (legislation on agenda for Committee action, on the calendar, on the floor, in 1<sup>st</sup> and 2<sup>nd</sup> consideration).</p> <p><b>Primary communicators:</b> State associations, school board, superintendent/director</p>	<p>Urgent — call to action.</p>	<ul style="list-style-type: none"> <li>• Review actions taken under Proactive Communication and Pending Legislation.</li> <li>• Identify and engage agency/state/community partners.</li> <li>• Develop a go-to advocacy team that is ready to mobilize quickly to contact legislators and/or rally support.</li> <li>• Create a centralized repository of information: <ul style="list-style-type: none"> <li>○ Sample emails.</li> <li>○ Social media posts.</li> <li>○ Legislators’ contact information.</li> <li>○ Sample letters.</li> <li>○ Sample phone scripts.</li> </ul> </li> <li>• Contact your state association for guidance and information, messaging, and impact analysis.</li> <li>• Inform stakeholders.</li> </ul>
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**Considerations for Communications:**

Create three buckets: What Have We Done, Where Are We, Where Are We Going?

<p><b>What have we done:</b></p> <ul style="list-style-type: none"> <li>• Cyber education – almost overnight.</li> <li>• Laptops/tablets for students.</li> <li>• Estimated dollars saved.</li> <li>• Estimated PPE needs.</li> </ul>	<p><b>Where we are:</b></p> <ul style="list-style-type: none"> <li>• Designing budgets.</li> <li>• Budget uncertainty.</li> <li>• Anticipating local revenue drops.</li> <li>• Identifying upcoming expenses.</li> <li>• State funding.</li> <li>• Cyber charter syphoning.</li> <li>• Potential staffing shortages.</li> <li>• Increased/decreased enrollment.</li> <li>• Seeking mandate waiver relief.</li> <li>• Capping legal fees.</li> </ul>	<p><b>Where we are going:</b></p> <ul style="list-style-type: none"> <li>• What does school look like in the fall?</li> <li>• Social distancing.</li> <li>• Learning backslides.</li> <li>• Staffing issues.</li> <li>• Compensatory education.</li> <li>• Health mitigation.</li> <li>• Extracurriculars – school sports.</li> <li>• Increased or decreased enrollments.</li> <li>• Building projects on hold.             <ul style="list-style-type: none"> <li>○ Infrastructure needs.</li> </ul> </li> <li>• Mental health – students and staff.</li> <li>• Physical health – students and staff.</li> <li>• School safety.</li> </ul>
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**Planning Steps:**

- Establish key spokespersons who will act as primary communicator and communicate who that is to the targeted audience.
- Establish expected frequency of communications where applicable and communicate that to the targeted audience.
- Establish primary communication channels and communicate that to the targeted audience.
- Establish communication action plans.
- Establish reactionary or crisis communications plans to be prepared for the unplanned.



## Community Needs

The Community Needs work group focused on considerations for meeting the needs of students from vulnerable families in developing school reopening plans. This includes families who may not have access or adequate access to childcare or technology, those with a primary language other than English with English Learner students, families who may have food or housing insecurity, and those that school entities have been unable to contact during the period of school closure. These considerations focus on collaborating with families and providing resources within a traditional, hybrid or online model of education for the coming school year.

### Focus Area - Families without access to childcare

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
<p>Community-based provider: may reduce the numbers of students they serve to meet social distancing requirements or may not open at all.</p>	<ul style="list-style-type: none"> <li>• Significantly expand school-based before- and after-school programming to meet the needs of working families.</li> <li>• Expand homework helplines to support students who are doing homework without adult supervision. Smaller school entities could collaborate, or advocate for the state to provide a statewide helpline to consolidate the effort.</li> <li>• Seek new relationships with community organizations to build new before- and after-school programming (churches, community centers, etc.).</li> <li>• Advocate for increased testing and PPE focused on community-based providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community providers to develop schedules that dovetail with school schedules.</li> <li>• Encourage before- and after-school providers to expand to provide full-day care, if possible.</li> <li>• Seek additional financial support for low-income families who suddenly have additional childcare costs because children are being educated partially outside of school during school hours.</li> <li>• Consider the potential need for childcare and alternative educational arrangements for students who are immune-compromised or who live in families with</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with community organizations to provide safe spaces for students to spend the day when parents or caregivers are working.</li> <li>• Develop coordinated advocacy for the needs of students who do not have care during work hours.</li> <li>• Coordinate volunteer family clusters where children can quarantine together in designated households. Encourage the state to issue guidance on safe practices.</li> <li>• Seek additional financial support and expanded family leave (as currently provided in federal law) specifically for low-income</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize that community providers may shut down immediately if there is a local outbreak; develop contingency plans to deploy rapidly.</li> <li>• Consider the potential need for childcare and alternative educational arrangements for students who are immune-compromised or who live in families with severely immune-compromised members.</li> </ul>	<p>severely immune-compromised family members.</p> <ul style="list-style-type: none"> <li>• Recognize that community providers may shut down immediately if there is a local outbreak; develop contingency plans to deploy rapidly.</li> </ul>	<p>families who suddenly have additional childcare costs.</p> <ul style="list-style-type: none"> <li>• Expand homework helplines over the whole day to support students who are doing homework without adult supervision.</li> <li>• Provide training and support to students on how to get emergency support at home if they feel unsafe or unwell while left unattended at home.</li> <li>• Recognize that community providers may shut down immediately if there is a local outbreak; develop contingency plans to deploy rapidly.</li> </ul>
School-based programs	<ul style="list-style-type: none"> <li>• In partnership with community-based providers, determine what level of need will be met for before- and after-school care in the community and then expand services to meet need.</li> <li>• Ensure all school-based before- and after-school staff have appropriate PPE and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Repurpose non-instructional spaces, if possible, to provide some support for students engaged in distance learning during “off” days and times with adult supervision.</li> <li>• Without a school-based care option, on “off” days or times, some students will be left alone without any support during the school day; consider running virtual school support programs or sharing information about virtual childcare programs</li> </ul>	<ul style="list-style-type: none"> <li>• Repurpose non-instructional spaces, if possible, to provide some support for students engaged in distance learning with adult supervision.</li> <li>• Without a school-based care option, some students will be left alone without any support during the school day; consider running virtual school support programs or sharing information about virtual childcare programs that are available to families.</li> </ul>

		<p>that are available to families.</p> <ul style="list-style-type: none"> <li>• Schedule days on and off so that siblings are home together (or allow parental preference on this, so that parents who are home can spread out their support for children and parents who are not at home can have older siblings home with younger ones).</li> <li>• Ensure all school-based before- and after-school staff have appropriate PPE and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all school-based before- and after-school staff have appropriate PPE and facilities.</li> </ul>
Children left alone	<ul style="list-style-type: none"> <li>• Provide educators with clear guidance for what to do if they believe a child may be left alone inappropriately.</li> </ul>		

**Cost Implications:**

- Expanding before- and after-school programs in schools will create personnel and facility costs.
- Providing additional homework support will involve costs.
- Programs may need to have lower adult-student ratios so that adults can keep a closer eye on social distancing practices.
- More families may seek school-based services if community programs grow more expensive due to reduced adult-student ratios.

**Focus Area - Families Who Are Food Insecure**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Ensuring knowledge of federal resources for food	<ul style="list-style-type: none"> <li>• Make information available online and distribute information to families through school packets.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an information and outreach program to make sure that all families are aware of pandemic-related food support available.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an information and outreach program to make sure that all families are aware of pandemic-related food support available.</li> </ul>



	<ul style="list-style-type: none"> <li>• Seek support from the state to develop information materials and public service announcements.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek support from the state to develop information materials and public service announcements.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek support from the state to develop information materials and public service announcements.</li> </ul>
Seeking families in need of food support	<ul style="list-style-type: none"> <li>• Traditional outreach model applies, including direct certification process and communications regarding free and reduced-price meal eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional outreach model applies, including direct certification process and communications regarding free and reduced-price eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Make individual contact with families to ensure that all families know eligibility requirements for federal food programs.</li> </ul>
Providing safe spaces for food consumption	<ul style="list-style-type: none"> <li>• Consider a Breakfast/Lunch in the Classroom model for all food consumed in school.</li> <li>• Ensure that all classroom teachers are aware of all allergies.</li> <li>• Add lunch periods to ensure social distancing if food is consumed in a large space like the cafeteria or use outdoor spaces when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider a Breakfast/Lunch in the Classroom model for all food consumed in school.</li> <li>• Ensure that all classroom teachers are aware of all allergies.</li> <li>• Add lunch periods to ensure social distancing if necessary or use outdoor spaces when possible.</li> </ul>	
Distribute food safely	<ul style="list-style-type: none"> <li>• PPE for all staff and personnel involved in food distribution.</li> <li>• Consider adding school breakfast programs and summer food programs if possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Send multi-day food packs home with students when they are in school.</li> <li>• Advocate for federal flexibilities related to school-based meal distribution to continue into the next school year.</li> <li>• PPE for all staff and personnel involved in food distribution.</li> <li>• Consider adding school breakfast programs and</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise social distancing and mask requirements at pick-up sites.</li> <li>• Advocate for federal flexibilities related to school-based meal distribution to continue into the next school year.</li> <li>• PPE for all staff and personnel involved in food distribution.</li> </ul>

		summer food programs if possible.	<ul style="list-style-type: none"> <li>Consider adding school breakfast programs and summer food programs if possible.</li> </ul>
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**Resources:**

- [Community eligibility resources for school meal programs](#)
- [Pandemic EBT](#)
- [Emergency SNAP benefits](#)
- USDA public/private partnership for shelf-stable food to rural area: [Meals-To-You](#)
- Partner with community food banks and programs for resources and to distribute information to families.

**Focus Area - Families for Whom English is Not the Primary Language**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Parents and families may have challenges understanding or explaining the school work		<ul style="list-style-type: none"> <li>Consider priority scheduling (Additional time at school, first opportunity to come to school, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Consider creating a consortium-based approach to purchasing EL resources, as well as standardizing and translating common documents and videos that school entities can utilize.</li> </ul>
		<ul style="list-style-type: none"> <li>Reach out to community organizations that can assist in outreach (ex: local Hispanic organization assists with free translations).</li> <li>Direct communication over the summer and in the event of changes to logistics throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Reach out to community organizations that can assist in outreach (ex: local Hispanic organization assists with free translations).</li> <li>Direct communication over the summer and in the event of changes to logistics throughout the year.</li> </ul>



		<ul style="list-style-type: none"> <li>• Distribute information through food programs and organizations who interact with migrant workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute information through food programs and organizations who interact with migrant workers.</li> </ul>
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**Cost Implications:**

- Funding translation expenses:
  - Advocate for grant funding to support language services.
  - Advocate for consortium pricing for language resources.
    - Rosetta Stone in English as supplemental service.

**Resources:**

- Colorín Colorado, a national multimedia project with bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs). (Accessed June 3, 2020). <https://www.colorincolorado.org/>.
- Currently the site has an online [ESL Distance Learning Assessment tool](#).
- Curated Resources for EL Distance learning - [Resource List](#) .
- Pennsylvania Department of Education resources for translation of some educational documents through an online school document translation service, additional information can be found here: <http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/default.aspx>.
- Pennsylvania Training and Technical Assistance Network (PaTTAN) special education forms and information in several languages: <http://www.pattan.net>.
- U.S. Department of Education, Office for Civil Rights (OCR), resources and information for parents/guardians: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.
- U.S. Department of Justice LEP.gov website resources and lists of translation associations and organizations: [http://www.lep.gov/interp\\_translation/trans\\_interpret.html](http://www.lep.gov/interp_translation/trans_interpret.html).
- Ferlazzo, Larry (May 3, 2020). “Seven Ways to Support ELLs in Online Content Classes” [https://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2020/05/seven\\_ways\\_to\\_support\\_ells\\_in\\_online\\_content\\_classes.html](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/05/seven_ways_to_support_ells_in_online_content_classes.html).



**Focus Area - Families Who Are Home Insecure or Homeless**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Schedule		<ul style="list-style-type: none"> <li>Consider priority scheduling (additional time at school, first opportunity to come to school, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Create flexibility in hours/days when work can be completed based on lack of access.</li> </ul>
Community partnerships		<ul style="list-style-type: none"> <li>Partner with children and youth services along with community action groups to identify homeless children affected by school closures and social distancing restrictions.</li> <li>Establish local tip line for help.</li> <li>Consider establishing temporary care locations during the pandemic (i.e., local school buildings serving as a site for this resource).</li> </ul>	<ul style="list-style-type: none"> <li>Partner with children and youth services along with community action groups to identify homeless children affected by school closures and social distancing restrictions.</li> <li>Establish local tip line for help.</li> <li>Consider establishing temporary care locations during the pandemic (i.e., local school buildings serving as a site for this resource).</li> </ul>

**Cost Implications:**

- Look for ways to leverage resources for one-time funding to build community partnerships:
  - CARES Act funding to create spaces in community centers/shelters.
  - Title I funding.



**Resources:**

- SchoolHouse Connection, a national non-profit organization working to overcome homelessness through education. (May 7, 2020) “COVID-19 and Homelessness: Strategies for Schools, Early Learning Programs, and Higher Ed.” <https://www.schoolhouseconnection.org/covid19-and-homelessness/> .
- National Center for Homeless Education (Accessed June 3, 2020) <https://nche.ed.gov/covid-19-coronavirus-information/>.
- Centers for Disease Control and Prevention, “Resources to Support People Experiencing Homelessness; Plan, Prepare, and Respond. (Accessed June 3, 2020). <https://www.cdc.gov/coronavirus/2019-ncov/community/homeless-shelters/index.html>.
- NYS-TEACHS, housed at Advocates for Children of New York and funded by the New York State Education Department. (Accessed June 3, 2020). “Resources and news to help support students experiencing homelessness.” [https://nysteachs.org/news\\_items/covid-19-student-homelessness-resource-list/](https://nysteachs.org/news_items/covid-19-student-homelessness-resource-list/).

**Focus Area – Student Physical and Mental Health Needs**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Physical and Mental Health Needs	<ul style="list-style-type: none"> <li>• Focus time on direct student services instead of testing and evaluations.</li> <li>• Connect with mobile dentists, community health clinics, etc.</li> <li>• Reach out to the big health providers in the area.</li> <li>• Consider offering school-based mental health services (outside provider offers counseling and students’ insurance is billed; outside provider manages scheduling and billing).</li> </ul>		

**Focus Area – Families and Educators Without Access to Technology or the Internet**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Ensuring reliable internet access to all educators and families	<ul style="list-style-type: none"> <li>• Students have access to internet in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Families could be provided a MiFi by the school entity.</li> <li>• Coordinate with internet providers that offer low-cost internet packages to families in need.</li> </ul>	<ul style="list-style-type: none"> <li>• Families could be provided a MiFi by the school entity.</li> <li>• Coordinate with internet providers that offer low-cost internet packages to families in need.</li> </ul>



		<ul style="list-style-type: none"> <li>• Advocate for a statewide consortium for providing low- or no-cost internet to families with school-age children to ensure that all students have access to reliable high-speed Internet.</li> <li>• Consider making WiFi available in school parking lots for downloading lessons/uploading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for a statewide consortium for providing low- or no-cost internet to families with school-age children to ensure that all students have access to reliable high-speed Internet.</li> <li>• Consider making WiFi available in school parking lots for downloading lessons/uploading assignments.</li> </ul>
<p>Providing alternatives to reliable internet access to all educators and families</p>	<ul style="list-style-type: none"> <li>• Students have access to internet in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Public television lessons or educational programming could be provided for families without internet access or electronic devices to enhance and reinforce in-person lessons.</li> <li>• Jump drives can be provided with activities on them for students.</li> <li>• Paper-and-pencil tasks, packets, and traditional textbook-based homework activities could be provided for students without internet access.</li> <li>• A drop box at the school could be used to submit work in lieu of completing online tasks. School buses/vans can be</li> </ul>	<ul style="list-style-type: none"> <li>• Public television lessons or educational programming could be provided for families without internet access or electronic devices in lieu of synchronous or asynchronous learning online.</li> <li>• Jump drives can be provided with activities on them for students.</li> <li>• Paper-and-pencil tasks, packets, and traditional textbook-based homework activities could be provided for students without internet access.</li> <li>• A drop box at the school could be used to submit work in lieu of completing online tasks. School buses/vans can be</li> </ul>

		deployed with personnel who would bring work to students' homes and could pick up completed work. Meals could also be dropped off with school work in this manner.	deployed with personnel who would bring work to students' homes and could pick up completed work. Meals could also be dropped off with school work in this manner.
Providing technology for home use	<ul style="list-style-type: none"> <li>Students would be able to use computers in school.</li> </ul>	<ul style="list-style-type: none"> <li>Families can be provided with a laptop or tablet for home use.</li> <li>A MiFi or internet access would also be necessary if students are expected to participate in synchronous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Families can be provided with a laptop or tablet for home use.</li> <li>A MiFi or internet access would also be necessary if students are expected to participate in synchronous lessons.</li> </ul>

**Cost Implications:**

- MiFi costs – can be very expensive (\$40 per student, per month is what one district is currently paying).
- Cost of 1:1 technology for students and families who need them (can develop a ratio – 1 computer for every 2 students in a family, for example) – providing one computer for every student can be cost-prohibitive.
- Cost for high-speed Internet to be brought to underserved areas of PA – infrastructure must be improved.
- Cost of insurance for electronic devices that are provided to families.
- Potential cost of using public television for lessons.
- Cost of using school transportation and personnel to deliver schoolwork and meals to students.

**Resources:**

- Major, A. (2020, March 25). 14 Tips For Helping Students With Limited Internet Have Distance Learning - MindShift. Retrieved May 15, 2020, from <https://www.kqed.org/mindshift/55608/14-tips-for-helping-students-with-limited-internet-have-distance-learning>.
- [PA E-rate list for school and community free or low-cost Internet connectivity resources](#)
- Richards, R., & Valentine, S. J. (2020, March 26). Preparing to Take School Online? Here Are 10 Tips to Make It Work. Retrieved May 15, 2020, from <https://www.edsurge.com/news/2020-03-09-preparing-to-take-school-online-here-are-10-tips-to-make-it-work>.



**Focus Area: Families with Communication Needs, Inaccessible or Uncommunicative Families, Families or Students Who Have Moved**

Area of Consideration	Strategies/Approaches for Traditional Model of Delivery	Strategies/Approaches for Hybrid Model of Delivery	Strategies/Approaches for Online Model of Delivery
Ensuring that families are accessible by email, text message, or telephone	<ul style="list-style-type: none"> <li>Families fill out information cards with current phone numbers and are asked to update information as it changes.</li> <li>School personnel should monitor any phone numbers or email addresses that are not in service.</li> </ul>	<ul style="list-style-type: none"> <li>Texting programs such as Remind or Check and Connect can be used to contact parents/families and students.</li> <li>School personnel should monitor any phone numbers or email addresses that are not in service.</li> </ul>	<ul style="list-style-type: none"> <li>Texting programs such as Remind or Check and Connect can be used to contact parents/families and students.</li> <li>School personnel should monitor any phone numbers or email addresses that are not in service.</li> </ul>
Communicating regularly with families and establishing a SSOT (Single Source of Truth) to provide reliable information	<ul style="list-style-type: none"> <li>Mass texting, mass emails, mass mailings, and/or robocalls are used to communicate with families (provided in multiple languages where possible).</li> <li>Parents/families also receive traditional notes or flyers that are sent home with students.</li> <li>The school entity should establish a SSOT – such as a web page or a view-only shared document – where high level, institution-wide information will be posted and shared.</li> </ul>	<ul style="list-style-type: none"> <li>Mass texting, mass emails, mass mailings and/or robocalls are used to communicate with families (provided in multiple languages where possible).</li> <li>The school entity should establish a SSOT – such as a web page or a view-only shared document – where high level, institution-wide information will be posted and shared.</li> </ul>	<ul style="list-style-type: none"> <li>Mass texting, mass emails, mass mailings and/or robocalls are used to communicate with families (provided in multiple languages where possible).</li> <li>The school entity should establish a SSOT – such as a web page or a view-only shared document – where high level, institution-wide information will be posted and shared.</li> </ul>
Home visits to families who have been inaccessible	<ul style="list-style-type: none"> <li>Home-school visitors or attendance officers visit</li> </ul>	<ul style="list-style-type: none"> <li>Home-school visitors or attendance officers visit</li> </ul>	<ul style="list-style-type: none"> <li>Home-school visitors or attendance officers visit</li> </ul>

	homes of students who have been inaccessible by phone or email and who have not attended school.	homes of students who have been inaccessible by phone or email, but do so in a socially distanced manner (wearing PPE, not entering the home).	homes of students who have been inaccessible by phone or email, but do so in a socially distanced manner (wearing PPE, not entering the home).
Monitoring communication from families	<ul style="list-style-type: none"> <li>Teachers remind students and parents/families to return contact forms during school hours.</li> </ul>	<ul style="list-style-type: none"> <li>Schools should have a person on hand to monitor returned mailings and note families who have moved.</li> <li>Educators should report to a designated person (e.g., guidance counselor or social worker) when a family is inaccessible by phone or email so that person can follow up.</li> </ul>	<ul style="list-style-type: none"> <li>Schools should have a person on hand to monitor returned mailings and note families who have moved.</li> <li>Educators should report to a designated person (e.g., guidance counselor or social worker) when a family is inaccessible by phone or email so that person can follow up.</li> </ul>
Communicating with families whose primary language is not English	<ul style="list-style-type: none"> <li>Translation services are available in schools to make calls, translate at parent/family meetings or translate documents.</li> </ul>	<ul style="list-style-type: none"> <li>Translation services can be available via phone lines, Zoom or another online platform.</li> <li>Statewide sharing of translation services for documents can be utilized.</li> </ul>	<ul style="list-style-type: none"> <li>Translation services can be available via phone lines, Zoom or another online platform.</li> <li>Statewide sharing of translation services for documents can be utilized.</li> </ul>
Defining capacity of schools and families during the pandemic	<ul style="list-style-type: none"> <li>Establish clear protocols for how inaccessible families will be contacted.</li> <li>Attempts to reach families should be well-documented.</li> <li>Families who express needs – e.g., extra academic help for their children, food insecurity, housing instability – should be connected with applicable agencies in a timely manner.</li> </ul>		

### **Cost Implications:**

- Personnel costs for translation services, home-school visitors, social workers, clerical assistance in monitoring and researching address and phone number changes.
- Translation services to be utilized via phone line services, Zoom meetings or in school entities – need a statewide repository for translated documents and statewide network of available translators.

### **Resources:**

- Diallo, A. (2020, April 20). Low tech solutions for students without internet access at home. Retrieved May 15, 2020, from <https://hechingerreport.org/how-to-reach-students-without-internet-access-at-home-schools-get-creative/>.
- Sawchuk, S. C. S. A. (2020, April 28). Where Are They? Students Go Missing in Shift to Remote Classes. Retrieved May 15, 2020, from <https://www.edweek.org/ew/articles/2020/04/10/where-are-they-students-go-missing-in.html>.



## Extracurricular/Cocurricular Activities

The Extracurricular/Cocurricular Activities group identified the many types of athletic and activity groups that operate in public schools to provide students with academic enrichment, leadership opportunities, and physical and mental development. The group reviewed the potential impact of school reopening plans on these activities, including student and staff participants as well as spectators and attendees. The following considerations address several areas related to school health and safety, which may be incorporated into reopening plans for the new school year based on local needs, guidelines and resources. Each of these considerations could be applicable in the traditional, hybrid or online learning models that schools may be employing in the coming year.

Health and Safety Strategy	Considerations for Participants	Considerations for Spectators and Attendees	Additional Costs	Policy/Procedure Implications
<b>Face coverings</b>	State, local or school entity guidelines for cloth face coverings may be strictly followed.	State, local or school entity guidelines for cloth face coverings may be strictly followed.	Consider whether the school entity will provide face coverings for those who do not have one.	Consider whether specific policy/procedure will be needed to address the use of face coverings.
	Any student who prefers to wear a cloth face covering during a contest/event should be allowed to do so.	All spectators/audience may be recommended to wear face coverings as per guidelines for the region.		Consider what staff may be needed to monitor and enforce the use of face coverings.
	Students should wear face coverings in the locker room, training room, weight room, when not engaged in vigorous activity and when sitting on the bench as per guidelines for the region.			Consider whether consequences will be assigned for those who do not respect requirements to wear face coverings (participants, coaches/ advisors, officials, spectators).
	Coaches, advisors, officials, trainers, judges, media, etc., should wear face coverings at events as per guidelines for the region.			
<b>Temperature screening</b>	Any student, coach, advisor, official, trainer, judge, media, etc., experiencing any symptoms must	Visitors to events can expect to have temperatures taken and not be allowed to enter	Determine whether the school entity will need additional thermometers	Based on CDC and/or state health guidelines, determine the acceptable temperature

	stay home. All participants can expect to have temperatures taken on a regular basis.	the facility if he/she has a temperature reading as per CDC guidelines.	to take temperature readings for large crowds.	readings and when one should be excluded.  Determine whether the school entity will need a policy/procedure on conducting temperature readings.
<b>Social distancing</b>	Every effort should be made to maintain social distancing guidelines for event participants in accordance with CDC and/or state health guidelines.	Visitors should maintain social distancing guidelines as per their region's recommendation. Stadium and auditorium seating may be specifically marked for spacing.	The school entity will need to determine revenue loss based on either elimination of events and/or reduced ticket sales.	The school entity should develop a social distancing policy/procedure for participants and spectators and clearly communicate standards to all stakeholder groups.
	Players should refrain from high fives, handshake lines and any excessive physical contact outside the field of play with teammates, opposing players, coaches, game officials and fans. A "tip the cap" can be used following the game or activity in lieu of the handshake line.	Visitors, other than immediate family members, should be encouraged not to have physical contact with participants before, during or after the event.		
<b>Equipment</b>	Participants should not share equipment and clothing with others. If there is a need to do so, equipment should be cleaned between uses.	Visitors will be expected not to share personal items with either participants or other guests.		The school entity should develop procedures for cleaning of all equipment, uniforms, seating areas, etc.
	Water coolers and drinking stations should not be used. Participants should use their own	Visitors should not share drinks with others.		

	drinking bottles which are clearly marked.			
<b>Transportation</b>	Participants may be allowed to travel to events in family vehicle or school entity-provided transportation which observes social distancing as per the region’s guidelines.	Visitors traveling to events should restrict passengers to family members only as per the region’s guidelines.	The school entity should consider the increased transportation costs if there is a need to limit the number of students on a bus.	Consider the implications for students either traveling alone or with their families to events, including potential liability.  The school entity needs to develop policy/procedure on bus transportation and social distancing.
<b>Cleaning/ disinfecting</b>	Hand washing or hand sanitizing stations should be available and encouraged to be utilized by all participants.	Hand washing or hand sanitizing stations should be available and encouraged to be utilized by all visitors.	Consider the increased costs associated with the purchase and maintenance of sanitizing stations.	The school entity needs to develop procedures and guidelines related to cleaning and disinfecting.
	All facilities which include but are not limited to locker rooms, band rooms, training rooms, weight rooms, gyms, auditoriums, etc., must be disinfected/cleaned as per CDC and/or state health guidelines.	After an event in which visitors are present, the area(s) will need to be disinfected/cleaned as per CDC and/or state health guidelines.	Determine the additional staff costs associated with increased cleaning of facilities.	The school entity should develop guidelines and procedures for the staff regarding how and when each area should be disinfected/cleaned as per CDC and/or state health guidelines.

**Resources:**

- [National Federation of State High School Associations \(NFHS\) Sports Medicine Advisory Committee \(SMAC\) - Guidance for Opening Up High School Athletics and Activities](#)
- PIAA - [Return to Play Planning](#)



## Facilities and Logistics

The facilities and logistics group focused on considerations for school reopening based on physical facilities, buildings and grounds. The considerations below address strategies and approaches for school entities using the traditional or hybrid model of delivery. A virtual delivery model, which may be a component of the hybrid model, or may be used when schools need to be physically closed for mitigation, may not require special physical facility considerations for students; when essential staff are working in a physical facility, during the virtual model, considerations from the traditional/hybrid model may be helpful. School entities should pay special attention to protocols used for school building access to minimize the spread of the COVID-19 virus and protect students, employees and contractors. School entities should work with their health authorities to ensure that any protocols that are implemented align with current guidance and recommendations from the CDC and the Pennsylvania Department of Health and Department of Education.

### Cleaning and Disinfecting

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Staffing	Consider hiring additional qualified custodial staff/contract outside vendors; consider training of other staff outside classification (as budgets and timing allow).	Follow CDC guidelines for cleaning and disinfecting; develop contingency plan for if/when there is a COVID-19 infection.
Cleaning frequency	Ongoing cleaning during school day; deep cleaning/sanitizing outside school hours	Avoid supplying teachers and/or students with disinfectants, if possible.
Door handles and touchpoints	Disinfect touchpoints as often as possible. Consider reducing touch surfaces (example: keeping doors open to avoid the necessity to touch door handles) if possible.	Gloves, cleaning supplies
Desks	Disinfect desks as often as possible.	Gloves, cleaning supplies
Bathrooms	Clean periodically throughout the day and thorough cleaning/disinfecting each day. Maintain rigorous scheduled cleaning of bathroom facilities.	Gloves, cleaning supplies
Cleaning supplies	The purchasing of custodial supplies should be prioritized/guaranteed for schools; governmental assistance may be needed to ensure products are available.	Purchasing quantities in an annual amount, if possible

Handling a suspected case	Use CDC guidance; close area for 24 hours. Cleaning will then require specific PPE and protocols.	Have supply of PPE.
Availability of appropriate products	Establish a list of the school entity's current products that are appropriate for COVID-19. Determine the lead time to get products that are certified for COVID-19.	
Cleaning techniques	Ensure custodians are trained in appropriate cleaning techniques. Assess and document whether appropriate techniques are being followed.	Determine who can provide appropriate training and how often it should be reviewed with custodial crew.
Staffing of custodial department	<p>Determine the number of custodians who work day and evening shifts and consider whether additional staffing may be needed:</p> <ul style="list-style-type: none"> <li>• Consider whether the evening shift is capable of fully disinfecting every night, the wear and tear on the staff that will result from disinfecting every night, and whether any other duties may be skipped during the evening shift.</li> <li>• Consider whether additional staff is needed for disinfecting touch points during the day, particularly in schools where students move after each period, and whether noncritical custodial activities could decrease in frequency.</li> </ul>	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Documenting tasks that are critical for safe school operation</li> <li>• Availability of staff</li> <li>• Handling staff who call off sick or have vacation</li> <li>• How to obtain substitute custodial staff (nearly impossible)</li> <li>• How to train substitutes on current practices</li> <li>• Balancing the need to disinfect with exposure to chemicals used for cleaning</li> </ul>

**Cost Implications:**

- Additional staff, hours, training, possible outsourcing; cleaning/disinfecting supplies
- Likely need to negotiate modifications with existing bargaining units that relate to work hours, days, schedules, outsourcing, etc.
- Added staffing costs for disinfection procedures
- Added chemical cost for disinfectants
- Potential added equipment costs (for items like electrostatic sprayers)
- Added cost for PPE
- Additional cost of appropriate cleaning supplies
  - All supplies are currently more expensive due to supply and demand.
  - What will long-term cost be of specific supplies?
- Develop budget to account for impact of cost of disinfection and social distancing:
  - Create plans in cooperation with vendors (busing, food service, custodial services).

- Get estimate on insurance costs.

**Resources:**

- CDC Guidelines on [COVID-19 Cleaning and Disinfecting of Public Spaces](#)
- PASBO “Train the Trainer” program
- Cooperative purchasing programs for cleaning supplies and PPE

**Maintaining Clean Schools**

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Cafeteria	Determine: <ul style="list-style-type: none"> <li>• How often the cafeteria needs to be cleaned throughout the day</li> <li>• Whether it will work more effectively to have meals/snacks in classrooms</li> <li>• Methods to ensure the serving line is maintained as a clean location</li> </ul>	Consider: <ul style="list-style-type: none"> <li>• Appropriate staffing levels to handle cafeteria cleaning and food safety, including adjusting staffing during lunch waves</li> <li>• Training and information on food-grade disinfecting products or procedures in areas where food is served</li> </ul>
Classrooms	Determine: <ul style="list-style-type: none"> <li>• Responsibility for wiping down classrooms in between periods</li> <li>• Product availability and ability to wipe down classrooms 6-8 times per day</li> <li>• Need for additional cleaning if food is served in classrooms, including but not limited to trash removal</li> </ul>	Consider the appropriateness and need for instruction on cleaning chemical use by students, as well as staff such as teachers/office staff who may have access to cleaning supplies.
Offices	Consider: <ul style="list-style-type: none"> <li>• Partitions to maintain distance between public and office staff</li> <li>• Procedures for how packages are delivered and who is coming/going from the building</li> </ul>	Determine a method to limit staff/student access to the office and streamline deliveries to one central location, if possible.



	<ul style="list-style-type: none"> <li>• Need for cleaning supplies in the office based on the significant number of students/staff and others in and out of the office each day</li> </ul>	
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**Cost Implications:**

- Additional substitute staff; additional hours for existing staff
  - Significant cost of PPE
  - Availability and supply/demand is increasing cost
  - Staff use, and potential overuse of PPE will increase cost over time

**Personal Protective Equipment**

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Ability to procure PPE	Consider whether the school entity will supply all PPE for employees and students, or whether staff/students/families/visitors will be asked to supply their own.	Follow CDC guidance for cleaning with PPE
	Supplies include, but are not limited to, masks, gloves, hand sanitizers. When supplying PPE, the school entity should consider distribution of PPE so it is available as students board buses, etc.	
Masks in class	Determine: <ul style="list-style-type: none"> <li>• The need and availability of masks for students, staff, visitors, etc.</li> <li>• Whether the school entity will need to provide masks when not able to be provided by students/families/visitors</li> <li>• Cleaning or replacement protocols for masks</li> <li>• Whether mask protocols should change during high temperatures</li> </ul>	Staff may need to provide instruction and monitoring for students, addressing keeping masks on the face and not touching the face.
Gloves	Provide for custodial and cafeteria staff.	Staff should change gloves often.

Training	Issue clear guidance and provide training on appropriate use and fitting of PPE to students and staff, and how to avoid overuse of PPE.	
Nurse's office	Order appropriate PPE for the nurse and store in a secured location for controlled access.	Maintain sufficient stock.
Teachers/Aides/Administrators working with students who have medical needs and/or who are immunocompromised	Order appropriate PPE and store in central location but have it secured for controlled access.	Determine what PPE will be appropriate for use in these situations and provide training on when it should be used.
Custodians	Order appropriate PPE and store in a secured location for controlled access.	Maintain sufficient stock and provide training on when it should be used.
Cleaning protocols	Determine appropriate PPE needed for cleaning and disinfection after a suspected case.	

**Cost Implications:**

- Consider costs for masks, gloves, gowns, infrared thermometers.
- If school entity is supplying masks for staff and/or students, this will be a significant cost; may need to negotiate modifications with existing bargaining units related to the school entity's ability to provide PPE for staff and students.
- Special PPE needed after a suspected case.
- Availability and supply/demand is increasing cost.
- Staff use, and potential overuse of PPE will increase cost over time.
- Create safety plan in cooperation with central office, human resources and building administrators to provide appropriate PPE and adhere to PDE and CDC guidelines:
  - Create a social distancing model for classrooms, school buses, cafeteria, common areas (library, staff lounges, counseling centers, auditoriums, gymnasiums)
  - Determine PPE for students
  - Determine PPE for staff
  - Determine screening protocols for staff and students:
    - Self-reporting symptoms
    - Temperature checks
    - Screening questionnaire





**Resources:**

- CDC guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- PA Secretary of Health worker safety order: <https://www.governor.pa.gov/wp-content/uploads/2020/04/20200415-SOH-worker-safety-order.pdf>
- PA list of PPE manufacturers and/or suppliers (Business to Business directory): <https://dced.pa.gov/pa-covid-19-medical-supply-portals/pennsylvania-covid-19-ppe-supplies-business-2-business-b2b-interchange-directory/>

**Ventilation/Air Filtration**

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Ability to maintain air quality standards	Consider setting ATC systems for additional “outside air”; increase standards for air filters and frequency of changes, if/when necessary; continue running heating/cooling systems after hours and on weekends.	Follow ASHRAE, EPA and CDC standards and guidance for air ventilation and cleaning; determine the impact of open windows on HVAC system.
Filters	It is likely not feasible to filter the virus – typical changing schedule recommended.	
Windows	Open, if available.	Consider school safety and security protocols and take protective measures if opening doors and windows.
Mold/Air quality	Utilize building automation systems to maximize outside air while controlling humidity.	Monitor humidity and pollen levels closely.

Note: ASHRAE - American Society of Heating, Refrigerating and Air-Conditioning Engineers; EPA – Environmental Protection Agency

**Cost Implications:**

- Increased ventilation, replacement of air filters, energy, staff to change filters
- Added energy costs if outside air is increased

**Resources:**

- ASHRAE system maintenance and air filtration: <https://www.ashrae.org/technical-resources/filtration-disinfection#replacement>



## Movement of Students

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Schedules/class changes	Consider alternating days schedule; students remain in same room and teachers go to them.	Follow CDC guidelines for social distancing; limit student movement throughout the day.
Movement within building	One-way traffic patterns for hallways, staircases	
Classrooms	Discuss and consider: <ul style="list-style-type: none"> <li>• Implications of having classroom doors open throughout the day due to safety/security concerns</li> <li>• Teaching special subjects, such as art and music, in a regular classroom to reduce student movement</li> </ul>	Consider security and fire code if leaving doors open to reduce touch points.
Arrival/Dismissal	Consider using different entrances for buses and parent drop-off.	Ensure adequate staff to monitor.
Hallways	Staggered movement; one-way movement when possible.	Hands off walls, lockers, no-touch zone; consider practicing emergency drills.
Arrival/Dismissal	Consider staggered times.	
Lunch	Consider having meals/snacks in classrooms.	
Stairwells	Consider handrail and door handle cleaning throughout the day.	
Hallway and classroom water fountains/bubblers	Consider access and cleaning schedules throughout the day and in the evening, and ensure availability of safe water for students.	

**Cost Implications:**

- Cost of signage for special traffic flow considerations
- Added supplies if art and music are taught in a classroom and/or items are not shared by students
- Additional staffing to monitor exterior doors

**Design, Open Areas and Isolation**

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Auditorium	Develop guidelines for use by small groups	
Isolation Areas	Seek guidance and develop procedures regarding the number of isolation rooms vs. the size of the student population, and how they may be shared in an emergency.	Determine how isolation rooms will be set up: self-contained or separated with partitions.
Outdoor areas	Consider use of outdoor areas to increase social distancing during suitable weather.	Assess and address security concerns if outside areas are used.

**Cost Implications:**

- Additional screening equipment, supplies for isolation areas
- Many school entities have moved from desks to tables – this significantly reduces capacity for social distancing and may require furniture purchases or modifications

**Lunch, Arrival/Dismissal, Scheduling**

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Safety Strategies
Arrival/Dismissal	Consider: <ul style="list-style-type: none"> <li>• Various doors to enter/exit</li> <li>• Buses use one entrance and walkers/parent drop-off use another</li> <li>• Signage, traffic coordination, local police, staff, pedestrian movement, etc.</li> <li>• Staggered arrivals vs. increased entry points into buildings</li> </ul>	Implement safety strategies for multiple entrance points.

Lunch	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Students eat in classrooms</li> <li>• Staff monitoring of multiple lunch spaces</li> <li>• Social distancing in cafeteria with multiple lunch periods versus limiting student movement and serving in classrooms</li> <li>• Packed lunches for all students</li> </ul>	Added hand sanitizing or handwashing areas may be needed.
Food services staff	<p>Consider safety protocols for food service staff:</p> <ul style="list-style-type: none"> <li>• Temperature checks</li> <li>• Handwashing</li> <li>• Gloves/masks</li> <li>• Staggered hours – difficult to social distance within kitchen sizes</li> </ul>	

**Cost Implications:**

- Staff to maintain exterior doors, staff to deliver lunches to classrooms, custodians to remove trash after lunch
- Added staff for moving food, if cafeteria is not used
- Possibly added pest control considerations if eating in classrooms
- Added staff for staggered or physically separated arrival and dismissal
- Cost of thermometers and staff to implement scanning
- Added handwashing if cafeterias or classrooms are used
- Determine location of meal service and distribution:
  - Limit food choices to be distributed and served easily
  - Might have to go to prepacked serving
  - Consider ways to reduce cash handling
  - Assemble combo pack utensils, condiments, etc.
  - Determine equipment needed to seal trays/send meals to classrooms
  - Develop lunch schedules – assess staggered schedules, breakfast timing, staffing needs

**Additional Facilities and Logistics Considerations**

- With the accumulation of various time consumed by following restrictions, consider the impact to the traditional model with meaningful time left for instruction.
- Consider using spare desks to space students out in classrooms.



- Consider use of playground equipment and proper way and frequency to clean and disinfect.
- Discuss potential liability with insurance carriers and school solicitor.
- Discuss and consider revised safety/security plans and drills due to impact of open doors, traffic plans, etc.; communication to staff and students is critical.
- Develop a plan and maintain contact with local health officials in addressing specific health concerns:
  - Staff and/or student has been exposed to COVID-19 or infectious disease
  - Staff/Student has high-risk family member(s) at home
  - Staff/Student is high risk
- When reopening buildings, run water to supply fresh water to buildings; address availability of drinking water and the associated impact related to drinking fountains and water bottle filling stations. Consider possible cost implication related to supplying drinking water for students and staff.



## Health and Safety

During extended school closures in Pennsylvania, it is essential for the school community to work together to prevent the introduction and spread of COVID-19 in the school environment and in the community. Multiple considerations must be made prior to the start of the school year that include measures that school entities can take to increase social distancing while still providing a quality education. The *Health and Safety* section of this document provides guidance in addressing screening measures – temperature taking, COVID-19 testing, exhibiting symptoms, student and employee handwashing, and other virus protection practices. Considerations address school closures and the recovery stages as Pennsylvania schools reopen. The considerations below will review various components of health and safety that will assist schools in different strategies and approaches for the new normal model of delivery, as well as for the hybrid model of delivery. While not legal advice, the considerations below are based on evidence from expert sources and conform to the PDE preliminary guidance on school reopening. The considerations are designed to spur thinking, planning, and prioritization and are not an exhaustive list of every action that a school entity or school leader will need to consider as they determine how to structure a return to school. Actions encouraged are only applicable where feasible based upon the unique situation of each school entity and its students, staff and community needs.

School entities should consider coordinating with their local health agencies as they begin to define their health and safety policies and procedures for reopening, forming clear communication channels to share information going forward. Additionally, school entities should consider the benefits of collaborating on reopening decisions, policies and procedures across school systems, intermediate units, CTCs, counties or other regions, and including integrated service providers and non-public schools in the conversations to maximize efficiencies and ensure coordination as schools reopen for the 2020-21 school year.

Area of Consideration	Actions to consider under the yellow and green phases
<b>Health screenings of students and staff</b>	<p>School entities should consider the scope of daily screenings dependent upon and in collaboration with local health department guidance, feasibility and practicality. Children's Hospital of Philadelphia (CHOP) recommends random/sample evaluations.</p> <p>Factors to be considered:</p> <ul style="list-style-type: none"> <li>• Self-reporting systems: Childcare centers have demonstrated successful school-level symptom surveillance via web-based reporting that has detected outbreaks early. Participatory surveillance approaches may be considered for adoption in school environments (CHOP)</li> <li>• Location of evaluations – self-evaluations, prior to stepping on a bus or upon school entrance</li> <li>• Coordination and collaboration between school entities who share students (CTC, IUs and non-public) regarding health screening procedures</li> </ul>

- Random/Sampling evaluation implementation
- Staff needed to perform evaluations, training of staff, use of contractors
- Equipment needed to perform evaluations

School entities should consider comprehensive ongoing symptom surveillance that may include routine symptom checks through onsite, app- or web-based reporting; selective and random temperature screening; and absence monitoring.

Further ongoing symptom surveillance and testing strategies (for students, teachers, staff and families/parents/guardians/caregivers) may need to be adaptable to the school setting:

- Surveillance activities may include and prioritize teachers and staff, who are at increased risk of morbidity and may present an increased transmission risk to students if infected
- Surveillance should seek to identify students, teachers, and staff who are likely ill or exposed by family/household members. Those who are identified may be considered for exclusion/absence in accordance with applicable law and board policy, American Academy of Pediatrics and the Centers for Disease Control and Prevention (CDC) recommendations (CHOP)

School entities should consider guidelines addressing the following items:

- What factors will prohibit attendance at school?
- What factors determine that a student or staff member should stay at home?
- What factors and timeline allow readmittance into school?

School entities should develop a positive or presumptive positive case protocol. School entities should establish a communication channel and work with local health departments to establish the method in which schools will be notified of positive cases in the school community. In the case of a positive or presumptive positive case, the local health department should issue guidance and direction to the school entities concerning any future actions to be taken by the school entity.

School entities should consider broad-based education on:

- Exclusion and re-admittance policies or procedures established by the school entity
- Information on how to avoid health room services for non-emergent purposes
- When to visit the school entity's health room
- Respiratory etiquette
- Proper use of masks within school entity buildings

	<ul style="list-style-type: none"> <li>• Hygiene etiquette – washing of hands, etc.</li> <li>• Attendance policy</li> <li>• Social distancing</li> </ul>
<b>Responsibility to contact trace following positive case and sharing of information</b>	<p>Schools are not expected to screen students or staff to identify cases of COVID-19. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps (National Association of School Nurses-NASN/CDC).</p> <p>School entities should use a tracking form to track students with symptoms of COVID-19 and report to local health officials for follow up (NASN).</p>
<b>Hygiene protocols and education</b>	<p>Handwashing:</p> <ul style="list-style-type: none"> <li>• Handwashing procedures should be developed, implemented and posted.</li> <li>• School entities may establish a process for immediate handwashing or the use of hand sanitizers prior to school building entry or within the classroom setting.</li> <li>• Respiratory etiquette (covering mouth and nose when coughing/sneezing) should be communicated and followed.</li> </ul> <p>Face masks and face shields: (there remains no evidence to guide a recommendation for child masking, CHOP):</p> <ul style="list-style-type: none"> <li>• School entities should work with their local health department concerning the use of protective equipment such as face masks for students and consider the designated phase (red, yellow and green) of their county and adjacent counties.</li> <li>• Those most vulnerable to morbidity, including teachers and staff, should consider facial and eye protection (PDE guidance indicates the use of masks for all staff).</li> <li>• School entities should plan for procurement of masks for staff or face shields, and laundering guidelines should be developed if cloth masks are to be used.</li> <li>• Eyewear protection might also be considered given emerging evidence of benefit in reducing transmission. Face shields may be the most well-suited facial protection option as these devices do not obstruct the mouth. Students who are deaf, hard-of-hearing, or have autism spectrum disorder must be able to see the face and mouth of their teacher.</li> <li>• School entities should consider developmentally appropriate communication with students from their educators regarding masking when school commences to provide reassurance and reduce anxiety among students.</li> <li>• School entities should evaluate the resources needed for their health rooms such as: <ul style="list-style-type: none"> <li>○ PPE (gloves, masks, gowns, etc.)</li> <li>○ Touch-free thermometers</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Sanitizers/Cleanser, hand soap, tissues, etc.</li> </ul>
<b>Immunization and vaccinations</b>	<p>School entities should consider promoting influenza vaccination education and leverage school communications, facilities, and/or health sector partnerships to deliver immunizations to students upon school reentry and reduce risk for influenza and other communicable diseases.</p> <p>School entities should be aware that in light of decreased access to preventive care during the shelter-in-place period, more students may be out of vaccination schedule compliance. Schools should work collaboratively with public health departments and health care providers to facilitate access to immunizations in a timely manner to reduce immunization-related school exclusion for children.</p>
<b>High-risk students with specialized health needs</b>	<p>School entities should refer to medical providers to determine school entry for individuals with special health concerns, including individuals who are immunocompromised and have a weak immune system or those that live with an immunocompromised family member. This could be addressed in a Section 504 Service Agreement/Plan or an Individualized Education Program (IEP).</p>
<b>High-risk staff</b>	<p>School entities have many considerations when working to make their staff safe. School entities should work with their collective bargaining unit concerning the best practices that are practical and feasible for their local needs.</p> <p>School entities may consider:</p> <ul style="list-style-type: none"> <li>● Staff attendance policies</li> <li>● Staff leave policies</li> <li>● Virtual instruction or work possibilities</li> <li>● Employee Assistance Programs</li> </ul>
<b>Social distancing</b>	<p>School entities should prioritize social distancing measures and develop and enforce protocols and procedures for all in-person activities and interactions that occur within buildings/grounds before, during and after school hours. These protocols should consider the following options where relevant and feasible for the school entity:</p> <p>Classrooms – seek options to more easily accommodate social distancing, such as:</p> <ul style="list-style-type: none"> <li>● Reducing class sizes</li> <li>● Moving desks apart</li> <li>● Orientating desks to face the same direction</li> <li>● Seating students on only one side of tables</li> <li>● Identifying alternative classroom space to increase capacity to engage in social distancing</li> </ul>

- Consider specific hands-on needs of CTE programs and follow guidance and directives given by the pertinent professional and/or career regulatory agencies to determine the protocols that are needed for social distancing, safety and health procedures

Hallways – seek options to reduce presence/time spent in hallways to accommodate social distancing, such as:

- Define traffic flow patterns in hallways
- Eliminate or reduce locker usage
- Require students to keep all bags/items with them at all times
- Keep students in the classroom and have teachers rotate
- Limit groups of students to specific areas of the building
- Stagger or limit bathroom usage to certain time frames
- Engage staff/volunteers to monitor hallways to ensure social distancing is observed

Food Service – seek options to maximize capacity to adhere to social distancing protocols and appropriate hygiene practices, such as:

- Stagger meal times to limit number of students in the cafeteria at a time
- Provide meals in the classroom and allow students to eat at their desks
- Provide boxed lunches to move lunches to areas that allow for greater social distancing
- Engage staff/volunteers to monitor meals to ensure social distancing and appropriate hygiene practices

Physical education and other group activities – seek options to maximize capacity to adhere to social distancing protocols and appropriate hygiene practices, such as:

- Limit physical education classes to outdoor spaces (weather permitting) along with classes that involve singing, woodwind instruments, etc.
- Limit or eliminate the sharing of equipment, toys, etc.
- Develop and coordinate processes for disinfecting, sanitizing and cleaning shared equipment, toys, etc.
- Limit or eliminate the use of playground equipment
- Clarify the extension of social distancing and hygiene procedures to all physical education and group activities to accommodate small groups and routine handwashing procedures
- Engage staff/volunteers to monitor activities to ensure social distancing and appropriate hygiene practices

Arrival/Departure – seek options to maximize capacity to adhere to social distancing protocols, such as:

- Stagger start times to minimize number of students arriving at one time
- Define traffic flow into/out of the building for students, visitors, staff

	<ul style="list-style-type: none"> <li>• Coordinate schedules with before/after school programs, non-public schools, CTCs, and other school entities to minimize interactions</li> <li>• Limit student/staff access to office</li> <li>• Limit visitor access to office; define a space for picking up/dropping off students</li> <li>• Rethink student security screening to ensure social distancing protocol can be observed</li> <li>• Engage staff/volunteers to monitor arrival/departure to ensure social distancing is observed</li> </ul>
<b>Infectious disease protocols: exclusion and readmittance of students and staff</b>	<p>School entities should develop or update infectious disease policies and procedures to ensure appropriate and defined processes for individuals exhibiting symptoms of and recovering from COVID-19 (or another infectious disease).</p> <p>These policies and procedures should consider the following where relevant and feasible for the school entity:</p> <p>Demonstration of symptoms at school – seek options to mitigate the spread of infectious disease to others:</p> <ul style="list-style-type: none"> <li>• Use of facemasks for any student/staff exhibiting fever and/or respiratory symptoms</li> <li>• Develop a space to isolate students/staff exhibiting symptoms until they can be sent home that is physically separate from the space used to dispense medication and treat non-COVID-19 health issues</li> <li>• Limit staff/student contact with anyone exhibiting symptoms</li> <li>• Develop a process for disinfection of isolation space and areas, equipment, surfaces, etc., impacted by an individual with symptoms</li> <li>• Evaluate ease of disinfection of furniture, surfaces and equipment in nurse’s suite and isolation location</li> <li>• Coordinate with the local health department to define procedures</li> <li>• Coordinate with school entity health staff to define procedures and equipment/staffing/other needs</li> </ul> <p>Re-admittance to school following illness – seek options to ensure that students/staff can return without infecting others:</p> <ul style="list-style-type: none"> <li>• Coordinate with state and local health department to define appropriate procedures and timelines for readmittance to school following illness</li> <li>• Coordinate with school entity health staff to define procedures and needs</li> </ul>
<b>Building access</b>	<p>School entities should determine who (in addition to staff and students) can enter school buildings before, during and after the school day.</p>

	<p>These policies and procedures should consider the following options where relevant and feasible for the school entity:</p> <ul style="list-style-type: none"> <li>• Define who is permitted to enter a school building before, during and after school</li> <li>• Consider limiting access to buildings to certain categories of visitors for limited purposes</li> <li>• Consider limiting visitor access to certain portions of the building(s)</li> <li>• Consider utilizing the same procedures for visitors (re: health screenings) as are required for students/staff</li> <li>• Determine and define the staff responsible for vetting and screening visitors</li> <li>• Consider a process for vetting/screening visitors that adheres to social distancing policies</li> </ul>
<p><b>Mental, social and emotional health</b></p>	<p>School entities should plan to identify and evaluate the mental and social/emotional health needs of staff and students and ensure that they are providing relevant and targeted resources to those that need them. These plans should consider the following options where relevant and feasible for the school entity:</p> <p>Student/Family needs – options to support student mental health implications of COVID-19, such as:</p> <ul style="list-style-type: none"> <li>• Develop a survey or modify existing school climate surveys (as appropriate) of student and families/parents/guardians/caregivers to identify the scope of concerns related to anxiety/depression, school reentry fears, loss, food or financial insecurity, equity, trauma, tolerance and other issues</li> <li>• Develop a plan to identify and evaluate students impacted by COVID-19 and resulting equity and other disparities to assess their mental health, social and emotional needs</li> <li>• Ensure that counselors, psychologists, administrators, teachers, nurses, social workers, support staff, Student Assistance Program (SAP) teams, crisis teams, flight teams, etc., are trained to identify/assist with COVID-19, equity, trauma, tolerance and other mental health needs of students along with increased volume</li> <li>• Coordinate with social services organizations to provide support and resources to students/families/parents/guardians/caregivers in need, providing guidance, support and resources as necessary</li> <li>• Consider virtual assemblies, curriculum or other methods to provide age-appropriate social and emotional learning in response to COVID-19 related to all students</li> <li>• Examine telehealth options to provide increased counseling services to students in need</li> <li>• Consider efforts to train staff to identify/address any negative stigma that may be associated with COVID-19 and educate students to eliminate the stigma</li> <li>• Provide clear communication of expectations, policies and procedures to students and families/parents/guardians/caregivers ahead of reopening of school to address fears and concerns and provide resources and support</li> <li>• Consider refreshers on mandated reporting responsibilities for staff and identifying signs of abuse or neglect</li> </ul>

	<p>Staff needs – options to support staff mental health implications of COVID-19, such as:</p> <ul style="list-style-type: none"> <li>● Develop a survey of staff to identify the scope of concerns related to anxiety/depression, school reentry fears, etc., stemming from COVID-19</li> <li>● Consider (or expand) Employee Assistance Programs</li> <li>● Provide clear communication of expectations, policies and procedures to staff ahead of reopening of school to address fears and concerns and provide resources and supports</li> <li>● Consider training options for school staff focused on secondary trauma and self-care</li> </ul>
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Cost Implications:

- PPE and other cleaning/disinfecting/screening materials and equipment; social distancing materials
- Additional staff
- Training of staff/others



## Instruction

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. A flexible, supportive and collaborative student-centered environment 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.

### Instruction (Teaching and Learning)

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Classroom management (relationships, norms and routines)</b>	Intentionally design the first days to assure a positive start to the school year.	Intentionally design the first days to assure a positive start to the school year. <hr/> Determine methods for developing and maintaining positive teacher/student relationships within the remote environment. <hr/>	Intentionally design the first days to assure a positive start to the school year <hr/> Determine methods for developing and maintaining positive teacher/student relationships within the remote environment. <hr/>

	<hr/> <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> <hr/> <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 that may be issued by the state.</p>	<p>Determine methods for teachers to establish presence in a hybrid classroom of new students.</p> <hr/> <p>Clear expectations regarding classroom norms and standard operating procedures for common tasks (i.e., work completion expectations) should be developed, displayed, clearly communicated and referenced within both learning environments within the blended model.</p> <p>Establish a consistent approach for students' submission of assignments both online and in person.</p> <hr/> <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>Determine methods for teachers to establish presence in an online classroom of new students.</p> <hr/> <p>Clear expectations for standard operating procedures for common tasks (i.e., work completion 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> <hr/> <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> <hr/> <p>Determine time value and levels of engagement for student performance, including ratio of time</p>
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		<p>Identify methods for struggling students to access help and additional supports within each environment.</p>	<p>expected between synchronous and asynchronous work or between completion of assignments showing mastery and live instruction.</p> <p>Identify methods for struggling students to access help and additional supports within a remote environment.</p>
<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 methods to continue and/or establish face-to-face and virtual collaborative professional growth teams, fostering staff ownership of learning.</p>	<p>Identify the core features of a flexible, supportive and collaborative student-centered environment in a hybrid model.</p> <p>Identify methods to continue and/or establish face-to-face and virtual collaborative professional growth teams, 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>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 professional growth teams, 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>



		CTE and other performance-based courses' task mastery would take precedence in the in-person classroom over the theory or knowledge aspect while in the remote environment. Theory or knowledge could be partially shared in the class but provided mainly through video conferencing, electronic classrooms and technology.	CTE and other 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. Emphasis on task mastery may have to be relegated to returning to in-person programs either in traditional or hybrid models.
<b>Learning goals (rigorous, relevant, authentic and transferable)</b>	<p>Identify our school entity's high-priority learning goals for life-ready graduates and how those will be communicated and implemented consistently in the traditional environment.</p> <hr/> <p>Determine what evidence will be used in a traditional environment to show that students are learning these goals.</p>	<p>Identify our school entity's high-priority learning goals for life-ready graduates and how those will be communicated and implemented consistently in the hybrid environment.</p> <hr/> <p>Determine what evidence will be used in a hybrid environment to show that students are learning these goals.</p> <hr/> <p>CTE and other performance-based courses will be more likely to have to balance in theory and knowledge with the task mastery components</p>	<p>Identify our school entity's high-priority learning goals for life-ready graduates, which goals should be prioritized as essential and how those will be communicated and implemented in the remote environment.</p> <hr/> <p>Determine what evidence will be used in a remote environment to show that students are learning these goals.</p> <hr/> <p>CTE and other performance-based courses will need to focus on rigor in theory and knowledge components of a program and then focus on rigor</p>

		based on the percentage of time in and out of the classroom.	in task mastery if and when there is a return to traditional or hybrid models.
<b>Social and emotional learning goals (students' and staff's interpersonal and intrapersonal well-being)</b>	<p>Determine methods to prioritize social-emotional learning during the initial “back to school” transition (for staff and students) and throughout the year.</p> <hr/> <p>Develop opportunities for the adults in our schools to connect, heal and cultivate their own social-emotional learning competencies and capacity.</p> <hr/> <p>Integrate and prioritize social-emotional learning into the curriculum, particularly as schools return from extended closure, including promoting:</p> <ul style="list-style-type: none"> <li>• Social and emotional development</li> <li>• Supportive engagement and relationships</li> <li>• Stress management</li> </ul> <hr/>	<p>Determine methods to prioritize social-emotional learning during the initial “back to school” transition (for staff and students) and throughout the year.</p> <hr/> <p>Develop opportunities for the adults in our schools to connect, heal and cultivate their own social-emotional learning competencies and capacity.</p> <hr/> <p>Integrate and prioritize social-emotional learning into the curriculum in both virtual and classroom environments, including promoting:</p> <ul style="list-style-type: none"> <li>• Social and emotional development</li> <li>• Supportive engagement and relationships</li> <li>• Stress management</li> </ul> <hr/> <p>Identify strategies for communicating with families and learning about</p>	<p>Determine methods to prioritize social-emotional learning during the initial “back to school” transition (for staff and students) and throughout the year, focusing on elements for individuals who have virtual access and those who do not.</p> <hr/> <p>Develop opportunities for the adults in our schools to connect, heal and cultivate their own social-emotional learning competencies and capacity.</p> <hr/> <p>Integrate and prioritize social-emotional learning into the curriculum, including promoting:</p> <ul style="list-style-type: none"> <li>• Social and emotional development</li> <li>• Supportive engagement and relationships</li> <li>• Stress management</li> </ul> <hr/> <p>Identify strategies for communicating with families and learning about</p>

		students' interests, families, etc., to promote connection in a virtual environment.	students' interests, families, etc., to promote connection in a virtual environment.
<b>Personalized instructional techniques (shared ownership, customizable, transparent)</b>	<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> <li>• Use of oral and written language</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> <li>• Use of oral and written language</li> </ul> <hr/> <p>Develop strategies that balance between content delivery and inquiry/discussion.</p> <hr/> <p>Establish standards for type and amount of individualized communication between teachers and students/parents.</p> <p>CTE and other performance-based courses should focus on engaging students by providing instruction that is relevant to task mastery and applied to tasks within their content area.</p>	<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> <li>• Use of oral and written language</li> </ul> <hr/> <p>Develop strategies that balance between content delivery and inquiry/discussion.</p> <hr/> <p>Establish standards for type and amount of individualized communication between teachers and students/parents.</p> <p>CTE and other performance-based courses should focus on engaging students by providing instruction that is relevant to task mastery and applied to tasks within their content area.</p>

<b>Modern learning tools (empowering, engaging, expanding)</b>	Identify tools that were used during COVID-19 that would empower, engage and expand opportunities for students and prioritize purchasing and use of those tools.	Establish an inventory of the available technological tools for hybrid and remote learning.	
	Identify and prioritize the professional development needs of educators.	Identify, prioritize and purchase technological tools to be used for hybrid and remote learning.	
		Assess student access to tools available in the home for hybrid and remote learning.	
		Identify and prioritize the professional development needs of educators.	
		CTE and other performance-based courses may need to identify and invest in electronic platforms for remote learning. In the hybrid model, the electronic platforms may not be needed as much but could be used as an aide to in-class instruction.	CTE and other performance-based courses may need to identify and invest in electronic platforms for remote learning.
<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.		

**Resources:**

- [https://casel.org/wp-content/uploads/2020/05/CASEL\\_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf](https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf)
- [Educator Effectiveness: PDE Website](#)
- [Equity Considerations – https://www.psba.org/wp-content/uploads/2020/06/Equity-Considerations.pdf](https://www.psba.org/wp-content/uploads/2020/06/Equity-Considerations.pdf)
- [PSBA Equity Tools and Resources](#)



## Assessments

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Pre-assessment with diagnostic components</b>	<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> <hr/> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <hr/> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p> <hr/>	<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> <hr/> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <hr/> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p> <hr/> <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> <hr/> <p>Identify tools to determine student readiness and gaps in content/skills.</p> <hr/> <p>Determine which subjects/grades are critical for diagnostic assessment and tools to complete diagnostic assessments.</p> <hr/> <p>Identify which assessments can be given in an online environment and how assessment fidelity can be preserved in the remote model.</p>
<b>Formative assessment</b>	Assessment processes should proceed as normal in this category.	Determine how information gained from assessments in the hybrid	Determine how information gained from assessments in the remote

	<p>Develop 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>model may be used to alter or influence instructional decisions.</p> <hr/> <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> <hr/> <p>Determine how to use the face-to-face time with students and without students (virtually) strategically.</p> <p>Identify strategies to use assessment data to select materials and modify lesson design specific to identifying components to be completed face-to-face and online.</p> <hr/> <p>CTE and other performance-based courses may use more of a</p>	<p>model may be used to alter or influence instructional decisions.</p> <hr/> <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> <hr/> <p>Identify what data can be collected in a small or large group and what needs to be collected individually.</p> <hr/> <p>CTEs and other performance-based courses may need to have varying</p>
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		<p>traditional model of formative assessment in the hybrid model while in the school.</p>	<p>formative assessments such as electronic, paper/pencil, and/or project-based. Instructors may want to develop kits that can supplant classroom projects.</p>
<p><b>Summative assessment</b></p>	<p>Assessment 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> <hr/> <p>Identify assessments that can be administered online within a particular platform.</p> <hr/> <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> <hr/> <p>In a hybrid and remote model, the CTE programs would rely on the PA skills assessment (NOCTI or NIMS).</p>	<p>Identify methods for students to demonstrate that they learned the skills/content for course mastery (i.e., performance-based).</p> <hr/> <p>In a hybrid and remote model, the CTE programs would rely on the PA skills assessment (NOCTI or NIMS).</p> <hr/> <p>CTEs and other performance-based courses may need to develop</p>

			assessments that are based primarily on theory and knowledge but could include a final project that is focused on program tasks.
<b>Grading</b>	Grading processes should proceed as normal.	Consistency across learning environments in how grades are calculated should be considered.	<p>Consistency across learning environments and platforms in how grades are calculated should be considered.</p> <hr/> <p>Grades should be based upon the results of the performance-based assessments and completion of instructional activities.</p> <hr/> <p>The impact of the online-only environment on a student’s ability to master content should be considered.</p> <hr/> <p>Equitable grading policies and procedures need to be in place to accommodate varied home environments and resources.</p>
<b>State/federal standardized assessment</b>	State and federal assessments will be administered according to regulations and state guidance.	State and federal assessments will be administered according to regulations and state guidance.	State and federal assessments will be administered according to regulations and state guidance.



## Technology

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Internet access</b>	Continue planning for online learning so that school entities are prepared for possible closure.	Assess which families do not have internet access.	Assess which families do not have internet access and develop plans for hot spots or alternate materials.
<b>Hardware</b>	Assess whether there is sufficient technology in classrooms/schools to ramp up instruction and training for students and staff. <hr/> Consider conducting an audit for hardware.	Assess whether each student has a device for home use.  Consider conducting an audit for hardware.	Assess whether each student has a device for home use.
<b>Software</b>	Assess whether staff and students have been adequately trained on the software packages the school entity intends to use.	Establish help lines and methods to assist students, staff and parents/families with software issues.	Ensure the school entity has acquired enough licenses for software packages to prevent being locked out of a program and for equity purposes.
<b>Synchronous/asynchronous</b>	While teachers and students are face-to-face, establish the school entity plan for introducing both synchronous and asynchronous learning.	Develop, implement and communicate a plan so that families have options with synchronous and asynchronous learning.	Develop, implement and communicate a plan so that families have options with synchronous and asynchronous learning.
<b>Cost implications</b>	Assess budget implications for hardware, software and training needs.	Assess budget implications for hardware, software and training needs.	Assess budget implications for hardware, software and training needs as well as costs for the delivery of packets and other materials to families without technology access.

### Additional Considerations:

- Review acceptable use policy and procedures with students and staff and take steps to maintain compliance with the Children’s Internet Protection Act, in accordance with policy.

## Professional Development and Training

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Staff training</b>	Provide ongoing training for synchronous/asynchronous learning. <hr/> Establish a plan for training staff to shift between instructional models.	Address teachers who are uncomfortable or unwilling to deliver effective instruction in a remote environment.	Identify strategies to provide ongoing opportunities for teachers to connect with their colleagues in an effort to share instructional content and practices.
<b>Student training</b>	Establish ongoing training for students at all levels in synchronous/asynchronous learning.	Work with staff to develop a clear plan for students to move between face-to-face learning and remote learning.	
<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.

## Social Distancing for Instruction

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Class size</b>	Consider methods for reducing class size, including potential use of other instructional staff (special/encore staff) to assist in working with smaller groups, where feasible.	This model requires that some students are physically in the classroom while others may be at home “viewing” the same lesson in a synchronous setting. A Memorandum of Understanding (MOU) may need to be considered based on current collective bargaining agreements (CBAs), since some CBAs have limits on recording of teachers.	There may be contractual considerations in regard to the number of students on a teacher’s caseload. School boards, school administrators and local bargaining units should work collaboratively to establish and to target issues specific to the school entity and, when necessary, provide MOUs to address these unique circumstances.
<b>Labs, shops, etc.</b>	<p>Establish specific guidelines for how social distancing and smaller class sizes can ensure that these essential experiences continue.</p> <hr/> <p>Student safety may be jeopardized if the teacher cannot be physically close to students to prevent injury or misuse of equipment or material; establish methods of additional staffing or facility modifications to ensure adequate supervision.</p>	Labs and shops could be used when a smaller number of students are in the face-to-face setting. Consider the concept of the “flipped classroom,” with priority given to hands-on experiences while face-to-face. This will increase opportunities for cooperative education, apprenticeship models and other on-the-job education.	There are many options for virtual labs and demonstrations by the teacher but very little, if any, opportunity for students to have hands-on experiences in this model. This may have serious impact on CTC programs and NOCTI exams. Explore strategies to replicate these experiences in non-school settings.
<b>Use of materials, books, etc.</b>	School entities may need to purchase texts for each student, as opposed to classroom sets which are currently used. This may have major financial implications. Ideally, in these situations, technology (i.e., Chromebooks, iPads) is preferred as it	Prioritize equity in provision of resources and technology to all students. Consider working with publishers to allow online access to materials at a reduced price.	

	may be more sanitary in a one-to-one environment. Prioritize purchase and use of digital textbooks and resources. This also would allow for easier transition to remote learning.
<b>Other duties</b>	Teachers and other staff may have requirements to monitor and clean surfaces, materials, etc. This may be a contractual consideration and school boards, school administrators and local bargaining units should work collaboratively to establish and target issues specific to the school entity and, when necessary, provide MOUs to address these unique circumstances.

### Financial Implications for Instruction

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Stemming the exodus to cyber charter schools</b>	Even in the traditional model, schools will not operate in the same manner as they did prior to school closures. Schools must develop flexibility for students and families as they grow more comfortable with the learning environment.	As families consider safe and effective educational options, school entities must develop viable and attractive online programs to actively compete with cyber charters.  School entities should develop strategies to mimic “in person” education to set them apart from cyber charters. School leaders must examine hybrid and remote options that promote “teaching” versus simply providing online learning opportunities.  Identify nonfinancial ways to incentivize students staying with local online options (e.g. move quicker through the course, double the credits, etc.).	
<b>Other costs associated with instructional models</b>	Considerable thought must be given to other needs that will generate significant costs, including but not limited to: <ul style="list-style-type: none"> <li>• Increased cleaning materials</li> <li>• Increased staff to clean (personnel issue/logistical concern – how to clean between classes)</li> </ul>	Identify and address financial challenges and efficiency in operating a hybrid model, as teachers will not be able to effectively teach online and face-to-face with the same course load and student load.	Costs for using a third-party vendor for online content could be substantial for schools. School boards, school administrators and local bargaining units should work collaboratively to establish and to target issues specific to the school entity and, when necessary, provide

	<ul style="list-style-type: none"> <li>• The purchase of technology for school entities that are not 1:1</li> <li>• Costs to run duplicate systems (having online software/ curriculum available AND in-person resources)</li> <li>• Outfitting buildings with recommended physical changes (plexiglass dividers, handwash/sanitizer stations, etc.)</li> </ul>	Paraeducators, encore teachers and specialists may be needed to serve as a bridge between those learning in the classroom and those who are learning from home via a device.	MOUs to address these unique circumstances.
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**Resources:**

- [Gilland, B. and DiRocco, M. Cost Analysis: Cyber Charter Schools and Public School District Cyber Learning Programs. Pennsylvania Association of School Administrators White Paper, 2018.](#)

**Other Considerations for Instruction**

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<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> <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>		
<b>Offering multiple pathways simultaneously</b>	Consider enrolling all students in a third-party online vendor and using that as the backbone for the core curriculum for next year.		

<b>Defining “participation” of students</b>	In a traditional setting, attendance may be similar to what it was before for day-to-day operations. The flexibility will come when there is a closure and operations need to move to a home setting. Consider leniency and flexibility be granted for attendance.	Consider the use of a login system to create accountability and “participation” and that this system be counted towards any requirements for attendance or instructional hours.
<b>“Recovering” from the slide of March-September</b>	Many students may have gaps in their learning due to the extended closure in the spring. Elementary students are of biggest concern with core content areas, especially in reading. Also concerning is those courses which require prerequisite skills to be attained prior to new learning. A significant amount of benchmark assessment may be needed to determine student levels.	
<b>School entity collaboration</b>	<p>School entities are stronger when school leaders work together, especially in a region. Consider the following:</p> <ul style="list-style-type: none"> <li>• Superintendents/directors should convene cadres of regional school administrators regularly to increase collaboration.</li> <li>• Curriculum leaders and pupil service leaders should also work in consortia to ensure equity and transparency in the programs they provide to students, many of whom are transient between school entities.</li> <li>• Consider sharing curriculum, software or cooperative purchasing.</li> <li>• Superintendents/directors and school boards should adopt a plan (recommended by the Department of Health) for how to handle an active case of COVID-19. This should include a determination of which schools must close, how long they must close and what steps need to be taken before opening.</li> <li>• Plans for providing childcare to students whose parents/families need to return to work.</li> <li>• Plans for dealing with ill students while they are in school (e.g., isolation area).</li> </ul> <hr/> <p>Regional entities should also work collaboratively to determine ways to invest in free Wi-Fi to eliminate equity issues.</p>	

## Special Education

During extended school closures in Pennsylvania, the provision of special education and related services operates within the broader context of the general education curriculum and instruction. For many students with disabilities, the school entity's Continuity of Education Plans have addressed the education and related service needs. For some students with disabilities, this has been more complex, and individualized plans had to be put in place to provide educational opportunities and offerings of a continuum of teaching and learning and related services supports. Now, during recovery, and the reopening of schools, school entities need to provide Free Appropriate Public Education (FAPE) and the provision of special education services (Individuals with Disabilities Education Act - IDEA and PA Code Title 22, Chapter 14) to the greatest extent possible. The Special Education section of this document provides guidance in addressing special education and related services during the school closures and the recovery stages as Pennsylvania schools reopen.

**Role of the parent and guardian in the Individualized Education Program (IEP) process:** Parents of students with disabilities have always had a decision-making voice and required participation as a critical member of the IEP Team. In recovery efforts and moving to traditional, hybrid or remote models of learning, schools should leverage parent knowledge gained during the school closures to continue to support student progress.

**Integration of technology:** During this period of continuity of learning, technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning and meaningful parent participation for students with disabilities.

**Transition between education models:** During this period of transitioning to remote learning, many lessons have been learned. It is important to use this knowledge when IEP teams reconvene. Decide how lessons learned can support the development of IEPs and/or revisions of current programs during traditional, hybrid, and remote models of learning.

**Equitable access:** Students with disabilities need to be afforded equitable access to opportunities and resources within each model of learning.

### Child Find

Child Find is governed by IDEA, 34 CFR 300.111 and Chapter 14, 22 PA Code 14.121

Concerns: Meeting Child Find obligations will be a challenge after school closures.

1. How do we maximize public outreach and implement the Multi-Tiered Systems of Support (MTSS) framework to maximize data collection?
2. How do we utilize rollover methodology for Early Intervention (EI) students to ensure services and meet timelines/regulatory requirements?
3. How do we collect data and address academic/behavioral concerns using MTSS framework to meet Child Find?
4. What safety measures should be considered for evaluation of students during the Multi-Disciplinary Evaluation (MDE) process (face-to-face testing)?

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Public outreach	Increase efforts of typical Child Find obligations and data collection, observation and maximize in-person time.	What can be put in place to collect data on research-based interventions for academics and behavior that can be documented and measured? (School entity specific)	Social distancing guidelines.  Use of PPE.
Transition to kindergarten, as a process, begins in the year prior to entering kindergarten. It involves many preparatory steps in order to be ready to receive students who are coming from Early Intervention and Head Start programs.	The typical model of transition will take place with Early Intervention (EI) timelines (Begin in November, followed by meetings with families in January to determine next steps for kindergarten preparation by the school entity — evaluation, roll-over EI IEP, participate in regular K or utilize MTSS in regular education for additional supports). Provide Prior Written Notice of Intent.	Roll-over EI IEP’s such as speech and language, autistic support, multi-disabilities support, where evaluative information can be applied to school-age exceptionalities. Design a program for the student who is considered developmentally delayed in preschool to begin the school year receiving needed support through MTSS and complete a school-age evaluation prior to December 1 Child Count.  If in the Green Phase, develop processes and procedures to conduct evaluations of students who are eligible in preschool special education due to developmental delay.	Plexiglass and other PPE to create a safe testing environment in person will be designed for one-to-one setting.  Face shields for staff so that the student can see the face of the evaluator should be considered.  Social distancing guidelines.
Behaviors that interfere with access to education	MTSS processes and procedures utilized with robust documentation and observation.	The behaviors of students in the virtual instructional environment must be considered. If behaviors interfere with education, a functional behavior assessment (FBA) and Behavior	The ability to social distance and maintain a safe learning environment will need to be considered when designing the IEP, specially designed





		Support Plan should be considered by the IEP team.	instruction (SDI) and Behavior Support Plan.  Use of PPE will need to be considered.
Assessment tools for psychologists, speech and language pathologists, etc.	Typical tools will be utilized to conduct evaluation. Resource effectively to ensure timelines are met.	Tools will need to be purchased that are designed for virtual administration if in-person evaluation cannot be completed. Additionally, consideration regarding parent technology and broadband must be considered.	Assess whether a safe testing environment can be created in the school setting for staff and students under Yellow and Green Phases.  Social distancing guidelines  Use of PPE
Progress in the general curriculum	MTSS processes and procedures utilized with strongly defined tiered interventions.	Make a plan to document the provision of standards-based instruction using research-based practices (with aligned assessments to measure progress, or lack of progress) for academics and behavior.	

**Cost Implications:**

- Money to buy kits to assess online, costs for specialized transportation, provision of 1:1 support.
- Costs associated with the potential need for additional staffing to assist with any evaluations that were on hold due to the pandemic.
- Costs associated with ensuring evaluation timelines are met.

**Resources:**

- Clearly define services and supports in the three tiers of the MTSS framework. Use it to document current instructional levels, identify gaps and design learning targets to accelerate the learning process with frequent progress monitoring. Consider consultation with an intermediate unit (IU) partner to support MTSS framework.

**Multidisciplinary Evaluations**

Initial Evaluation 22 PA Code 14.123, 34 CFR 300.301

Concerns:

- When can full evaluations be completed and under what circumstances?
- Define team members impacted by the limit on face-to-face assessment. What safety measures must be in place?
- What strategies may be used for backlog of evaluations?

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Limitations imposed by assessments only available through face-to-face administration (Intelligence and Achievement)	Conduct evaluations face-to-face. Provide a safe environment for cleaning manipulatives, PPE, and safe distancing as necessitated by virus status. Use of transparent dividers to delineate personal space. If safe environment protocols are used, identify them under conditions for evaluation.	Offer review of records, parent interview, teacher input for Re-evaluation Reports (RR) to continue eligibility. Err on the side of caution by continuing services without having face-to-face tools available.  EI Transition children - adopt the EI IEP with school age NOREP to get services started, offer RR with traditional assessment as needed to refine exceptionality.	Evaluate feasibility of CDC guidelines and how they might apply in school entity setting, local and state guidance for distancing, PPE translated to the school setting.
Parent permission for evaluation	Deliver evaluation per timeline guidelines.	Issue a parent letter explaining the status of only conducting valid and reliable assessments in virtual delivery. Outline the approach for addressing the question of eligibility and needs until the	Social distancing guidelines  Use of PPE



		<p>opportunity presents for face-to-face assessment per best practice guidance.</p> <p>Communicate with parents regarding evaluation/re-evaluation timeframes, to address complications such as FBAs conducted in multiple environments in hybrid models.</p>	
Parent refusal to present child for an evaluation	School entities need not conduct an initial evaluation of a child if the parent refuses to produce the child for the evaluation. Issue a NOREP/PWN stating the reason for refusal (feeling unsafe during pandemic) 34 CFR 300.503.		
Backlog of evaluations - school psychologists, speech therapists, occupational and physical therapists, assistive technology specialists	Once returned to school and in-person evaluations are permitted to begin then, staff will work through evaluations in order of due date with an explanation to families.	<p>Work with the parent and teachers to complete as much as possible for an Evaluation Report (ER) or RR short of face-to face-testing. Once return to in-person assessment is allowed, proceed with the remainder of the assessment needed.</p> <p>Option to offer services based on evidence available prior to the face-to-face and then evaluate to refine the exceptionality and needs upon return to traditional school settings.</p>	<p>Social distancing guidelines</p> <p>Use of PPE</p>
EI transitions - if not completed to date		EI Transition children - adopt the EI IEP with school age NOREP to get services started, offer RR with traditional	

		assessment as needed to refine exceptionality.	
Evaluations/ re-evaluations in the event school is open (hybrid model or otherwise) or virtual assessment is not feasible	<p>Supports addressing face masks and other potentially unsettling issues should be incorporated into the assessment protocols to the extent possible. Example: Social stories to prepare students for masking and other PPE issues.</p> <p>Consider performance of Occupational and Physical Therapy assessments without social distancing, if gloves and masks are used; consult guidelines and recommendations of CDC, state and local health departments.</p>	<p>Consider the possibility of additional social distance (beyond six feet) with the evaluator and child still in the same room, in a way that renders masks unnecessary, to address possible student anxieties. Consider plexiglass shields. Consider whether this would ever be feasible for a speech and language evaluation.</p> <p>Consider performance of FBA in a modified educational environment, such as a classroom with substantially fewer students due to hybrid/staggered schedules. Take the circumstances as they are and assess in the current environment, whatever that may be, including reduced class size, etc., rather than trying to assess and make accommodations to prepare students to succeed upon return to the “typical” (pre-COVID) classroom. Consider including within the FBA observations in home “classroom” if a student is on a hybrid schedule. Observation via Zoom or similar may be appropriate. (Remember, the goal is always for the observer to not be intrusive.)</p>	<p>Intersection of Safety and Appropriate Assessment Concerns — Consider how to view and assess a child's affect (including alertness, attention, mood) if the child is masked. Consider alternatives to the child being masked at the start of assessment; child could be viewed from a distance, on video, through the window, etc.</p> <p>Consider the impact that the fact that the evaluator is masked may have upon the child and thus upon evaluation results, particularly if the child has anxiety or autism spectrum disorder.</p>

		Assistive technology evaluations, by their very nature, might lend themselves to remote or distanced methods of assessment — unless the child needs hand-over-hand assistance.	
Specific learning disability determination	Response to Intervention (RTI)/MTSS process should be implemented with data collection prior to referral for an evaluation due to the exclusion clause about lack of instruction (due to the wide variety of instructional circumstances and access during the pandemic).	Work with the teacher and family regarding the requirements for face-to-face evaluation to outline the plan/timeline for completing the necessary assessments as reasonably and expediently as possible.	Social distancing guidelines  Use of PPE

**Cost Implications:**

- Provision of PPE for staff. Investigate Q-Interactive tools to limit the number of materials that need to be handled and make cleaning devices easier. Determine if masks need to be provided for students. Cleaning of the assessment space following each assessment.

**Resources:**

- Association of School Psychologists in Pennsylvania <https://www.aspponline.org/>
- Consultation with school entity’s special education solicitor might be necessary. This will also be an added cost.

**Individualized Education Programs**

IDEA, 34 CFR sections 300.114-300.116, 300.320-300.328, 300.501, 300.504-300.505

22 PA Code, Chapter 14, sections 14.131-14.133, 14.145

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/ga-covid-19-03-12-2020.pdf>

**Concerns:**

1. How to provide free and appropriate public education (FAPE) to students through IEPs/504 Service Agreements when schools are going in and out of traditional and remote educational models on relatively short notice?
2. In a hybrid model, will some students be "prioritized" for more brick-and-mortar instruction than others? This might be based on this year's learning or lack thereof, special education needs, socioeconomic needs, etc. How do we work towards equal instruction or equitable instruction?



Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
<b>IEP Sections</b>			
Annual IEPs	Hold annual IEP meetings either in person when schools open and health and safety guidelines can be met or continue with virtual meetings. The IEP document will reflect the traditional delivery model. Document could, if feasible, reflect present education levels or elsewhere what the flexible implementation plan would be for continuity of education in a changing environment reliant on external factors of whether it is safe and allowed to provide in-person learning.	<p>IDEA allows the IEP meeting to take place via virtual means upon agreement on the part of the parent. 34 CFR 200.328</p> <p>Consider adding a section of the IEP for flexibility between traditional, hybrid, or remote models. IEP should make explicit to teams the various options.</p>	<p>If necessary, implement school entity guidelines for PPE and social distancing.</p> <p>Use of phone and other remote communications.</p>
Present educational levels	Obtain present education levels upon re-entry and continue with assessment over the course of multiple weeks to obtain baselines.	<p>Continued documentation is essential.</p> <p>Add virtual progress monitoring into present education levels of annual IEP even though the IEP may reflect traditional delivery (brick-and-mortar).</p>	
Annual goals/objectives	<p>Revisit goals and objectives and assess baselines.</p> <p>Consider each student's "circumstance" to account for COVID-19 situation for what is reasonable in light of those circumstances for how much progress a student is expected to make within a year's worth of time.</p>	<p>Direct instruction is on flexible education/continuity of education plan.</p> <p>Progress monitoring to the degree possible.</p> <p>Determine if goals/objectives should be added to address student accessing</p>	



		independently online learning and how to measure goals.	
Specially Designed Instruction (SDI)	SDI is revised only if needed in the traditional environment.	<p>Accommodations for blind, visually impaired (VI), deaf/hard of hearing (DHOH), physically handicapped all need to be addressed through virtual modes. Apps are available for braille conversion along with video supplementation by interpreters.</p> <p>Consider additional or different SDI/modifications for a virtual learning platform.</p> <p>Address only SDIs that make sense in the virtual environment.</p> <p>Any changes in SDIs during school closures should be documented under communication rather than in the SDI section.</p>	
Extended School Year (ESY)	IEPs and NOREPs reflect traditional ESY programming.	<p>Compliant, flexible implementation or notice letters or NOREPs reflect flexible virtual implementation/continuity of learning plan.</p> <p>Related services and direct instruction provided online.</p>	



Least Restrictive Environment (LRE)	Placement remains as in traditional.	Placement and LRE calculations remain in IEP as in traditional delivery.  If long-term virtual delivery is planned rather than just a continuity of education, then consider revising level of support, hours of school day, etc.	School entity local guidance for PPE and social distancing.
Positive Behavior Support Plan (PBSP)	PBSP revised at annual meetings as needed in the traditional environment taking into consideration the student's current situation.	PBSP not revised for virtual environment but continuity of education. Flexible implementation of plans should account for behavioral needs in a virtual environment.	Consideration of use of behavioral or 1:1 paraprofessional only when in-person instruction allowed by school entity or required for FAPE.
<b>General Information with Regards to the IEP</b>			
Transition between buildings	IEP meetings should take place as soon as schools reopen to address concerns.		
Parent communication	Increased communication and maintaining positive parent communication. Document in the IEP on the first page under "other," or in present education levels or SDI when that communication occurs.	Increased communication and maintaining positive parent communication and maintaining documentation of communication in IEP present education levels when that communication occurs.  Electronic invitations to meetings and emails with procedural safeguards.	





		<p>Virtual back-to-school nights including regular and special education teachers.</p> <p>Parent training to teach how to use technology and use of assistive technology or other types of interventions (behavior, scaffolding, etc.).</p>	
<b>IEP Process and Documents</b>			
Invitations	Invitations would continue to be issued in accordance with the Annual/Revision IEP process.	<p>Send electronic invitations for IEP meetings.</p> <p>An invitation is not needed for routine parent/student communications.</p>	
Consider sending NOREP Notice	<p>Send NOREPs when there is a change in placement.</p> <p>Follow your solicitor’s advice when determining whether or not to send an updated NOREP.</p>	<p>If school closures persist, or students are in and out of school, IEP meetings may need to convene with changes, then an issuance of Notice.</p> <p>Clarification: moving in and out of the virtual environment for the short term due to school closures/re-adjusted school schedules as a result of COVID-19 is not a change in placement. IEP team should be convened/Notice issued in that event only when traditional model delivery requires change in SDI, goals, other IEP</p>	

		components. However, virtual vs. in-person could also constitute change of placement in some scenarios, ex., a child is educated virtually as a “push in” measure. Longer than 10-day planned virtual programming. In that event, NOREP must be issued.	
NOREP options considered	LRE options	Does not change with a virtual model; continue with LRE options.  Could add in any supplementary aids and services considered and rejected as well as different virtual, hybrid and traditional delivery models.	
<b>504 Service Agreement</b>			
Section 504 Service Agreements	Reconsider 504 needs upon return to traditional environment.	504 Service Agreements should be implemented to the degree possible in the virtual environment.  Discussion with parent/guardian/student to review 504 Plan and if additional supports are necessary in online environment.	

**Cost Implications:**

- Additional cost for paying employees additional scheduled hours.
- Training of employees and/or parents.
- Additional services in virtual environment for school hour or weekend hours.



**Resources:**

- USDE Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children With Disabilities (March 21, 2020) available at: <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>
- US OCR Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students (March 16, 2020) available at: <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-coronavirus-fact-sheet.pdf>
- Office for Civil Rights Q&A On Providing Services to Children With Disabilities During the Coronavirus Disease 2019 Outbreak, available at: <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- PDE BSE guidance on Act 13 of 2020 available at: <https://www.education.pa.gov/K-12/Special%20Education/FAQContact/Pages/Act13Guidance.aspx>

**Transition**

34 CFR 300.43, Transition Services

**Concerns:**

1. A primary purpose of IDEA is to ensure that all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
2. Transition planning guides the graduation of special education students and best ensures a student’s success for post-graduation life. Determining ways to meet the mandates for students in a virtual or blended environment is critical to a student’s success.

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Many transition plans include the use of community-based instruction to learn how to access community resources, transportation and/or job training sites.	On-site job development, use of public transportation, support from job coaches, vocational specialists, and partnerships with businesses/community agencies.  Use of certified travel trainers and real-life application by using trains, buses, and walking.	Virtual tours of community resources, real-life video streaming for businesses willing to participate.  Direct instruction on how to access the resources available for secondary transition <a href="https://www.secondarytransition.org/">https://www.secondarytransition.org/</a> .  Virtual sessions with the Office of Vocational Rehabilitation (OVR), Office of	Ensure compliance for any live streaming.  Social distancing guidelines  Use of PPE



		<p>Developmental Programs (ODP), local workforce development agencies.</p> <p>Virtual parent informational sessions with OVR, ODP, employment agencies and benefit counselors (SSI SSDI information).</p>	
Travel training	<p>Individualized, face-to-face, one-to-one instruction.</p> <p>Classroom instruction on travel safety, modes of transportation, schedules, disability access/discounts.</p> <p>Culminating activity for travel training: trip using different modes of transportation.</p>	<p>Using video conferencing with an e-helper walking a familiar route around home/ community and practicing skills with guided instruction.</p> <p>Use of technology to read transportation schedules, plan routes.</p> <p>PTMA (Pennsylvania Transportation Management Association) website: <a href="http://www.ptma-mc.org/">http://www.ptma-mc.org/</a> for latest updates regarding local train, bus, subway routes during COVID-19.</p> <p>Teach students how to use interactive map of SEPTA's Lifeline services to local hospitals, pharmacies and grocery stores.</p>	<p>Use of an e-partner</p> <p>Social distancing guidelines</p> <p>Use of PPE</p>
Career exploration	<p>Onsite visits to schools, business, job shadowing, internships.</p> <p>Job exploration within community.</p> <p>volunteer positions.</p>	<p>Job searching, virtual visits, practicing needed skills through guided instruction and visual supports, video modeling.</p> <p>Naviance or college and career database with virtual tours.</p> <p>Accounts/Subscription to <a href="http://Pacareerzone.com">http://Pacareerzone.com</a>.</p>	<p>Social distancing guidelines</p> <p>Use of PPE</p>

		Virtual mock interviews with teachers, business owners, peers with feedback.  Virtual tours of CTCs.	
Transition to postsecondary education	College visits, college overnight experiences, pre-visit the office of disability, taking college credit, visits to postsecondary placements.	Virtual visits, Zoom/Skype meetings with postsecondary placements.  Online college classes.  Virtual support groups.	Social distancing guidelines  Use of PPE  Cybersecurity training
<b>Preschool Transition</b>			
Transition from preschool special education (PSE) to school age	All transition meetings are typically completed by March each year.  PSE provides a confidential share site that school entity can access all PSE written RRs and IEPs for students eligible to transition.  All transition meetings completed on time.	IEP meetings can be virtual.  Newly identified students in PSE where we are unable to complete RRs: rolling over PSE eligibility and planning to complete RR when able.	Social distancing guidelines  Use of PPE
Parents considering remaining in PSE even for students ready to transition; families are waiting for more information regarding plans to return to school buildings before deciding.  Need to identify responsible team for student in cases where the family is not	Families make transition decisions typically by March. For families who have not communicated to school entity intent, school entity should follow up with the family.	Conduct parent discussions virtually to answer questions and offer support.  Follow-up between PSE and school age program with families to clarify decisions to prevent any family/student not participating in virtual learning to not be missed in the process.	

participating in virtual learning.			
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**Cost Implications:**

- The need for additional supports: technology, job coaches, certified travel trainers, and costs associated with community outreach.

**Resources:**

- <http://web.teachtown.com/>
- <https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/What-is-Secondary-Transition>
- <https://www.pacer.org/transition/learning-center/planning/>

**Progress Monitoring and Benchmarking Current Level of Academic and Behavior Upon School Reopening**

22 PA Code 14.122 - Screening  
 20 U.S.C. 1414(d)(1)(A) of IDEA

**Concerns:**

1. There is a need for repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
2. Documentation that information about the student’s progress was periodically provided to the student’s parents.
3. As students begin the 2020-2021 school year, special educators will be tasked with understanding students’ present levels of performance (PLP) in goal areas. It is imperative for educators to find safe and accurate methods to compile this data to be used to provide meaningful instruction aimed at satisfying the requirements of Chapter 14, thus benefiting the student.
4. It should also be assumed that meaningful progress will look different in our altered setting dating back to March 16, 2020, that benchmark testing would be conducted with all students and progress toward IEP goals would be measured in comparison to the progress made by all students at that grade level. In addition, measure progress through progression through curriculum and other general education initiatives unrelated to/complimentary to IEP goal-specific measurements.

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Areas of focus (core competencies, behavioral, social and emotional)	Based on school entity procedures and interpretation of CDC, PDE and DOH guidance, it is imperative that schools:	<ul style="list-style-type: none"> <li>• Provide synchronous opportunities for staff and students to work 1:1 or small groups to collect data. Limitations to this delivery would be</li> </ul>	School entity procedures and interpretation of CDC, PDE and DOH guidance for distancing, PPE translated



	<ul style="list-style-type: none"> <li>Clearly establish procedures and explicitly teach procedures to ensure safety. Continue to monitor guidance for any changes that impact set procedures.</li> <li>Re-establish data point collection on a more frequent basis than quarterly (i.e. every three weeks) to determine recoupment/regression.</li> <li>In practice of all areas: observation, data collection, and feedback geared toward addressing recoupment/regression.</li> </ul> <p>Hold IEP meetings and provide recoupment services/instruction to recover and make progress toward goals.</p>	<p>in the form of manipulatives that require in-person completion.</p> <ul style="list-style-type: none"> <li>Re-establish data point collection on a more frequent basis than quarterly (i.e. every three weeks) to determine recoupment/regression.</li> <li>In practice of all areas: observation, data collection, and feedback geared toward addressing recoupment/regression.</li> </ul> <p>Hold IEP meetings and provide recoupment services/instruction to recover and make progress toward goals.</p>	<p>to the school setting and reviewed with families for safest implementation.</p>
Transitioning (opportunities for staff to discuss student as whole child)	In-person meeting opportunities for previous year's teachers and current year's teachers to discuss student achievement/progress/goals as evidenced from school closure March 2020 through the start of the 2020-21 school year.	Virtual meeting opportunities for previous year's teachers and current year's teachers to discuss student achievement/progress/goals as evidenced from school closure March 2020 through the start of the 2020-21 school year.	School entity procedures and interpretation of CDC, PDE and DOH guidance for distancing, PPE translated to the school setting and reviewed with families for safest implementation.
Parent involvement	In-person meeting opportunities for families to discuss progress on goals and benchmarking.	Virtual meeting opportunities for families to discuss progress on goals and benchmarking.	School entity procedures and interpretation of CDC, PDE and DOH guidance for distancing, PPE translated to the school setting and reviewed with families for safest implementation.

IEP changes	Following progress monitoring, IEP changes will likely occur as a result of progress or lack of progress toward completion of goals. Meetings and strategies should follow the recommendations of the IEP protocols.	Following progress monitoring, IEP changes will likely occur as a result of progress or lack of progress toward completion of goals. Meetings and strategies should follow the recommendations of the IEP protocols.	School entity procedures and interpretation of CDC, PDE and DOH guidance for distancing, PPE translated to the school setting and reviewed with families for safest implementation.
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**Cost Implications:**

- Cost of supplying PPE to staff and students.
- Cost of manipulatives, assuming manipulatives will need replacement if sent to student homes.
- Programs and professional development around virtual tools aimed at monitoring progress and addressing student areas of need.
- Costs for school entities that are ensuring all families have devices and Internet access.

**Resources:**

- Special education departments should work collaboratively with curriculum and technology offices to investigate tools that can be deployed in a virtual setting to progress monitor. Coordination with Business Offices should also occur to ensure financial availability.
- Collaboration with educational agencies, i.e. local IU, PATTAN, etc.

**Compensatory Services**

22 PA Code Chapter 14, Sections: 14.102 – Purposes, 14.105 – Personnel, 14.122 – Screening, 14.123 - Evaluation

34 CFR Part 300, Subsections: 300.15 – Evaluation, 300.42 - Supplementary Aids and Services, 300.101 – FAPE, 300.105 - Assistive Technology Services, 300.106 - ESY Services, 300.112 – IEP, 300.121 - Procedural Safeguards, 300.122 – Evaluation, 300.303 - Re-evaluation, 300.305 - Additional Requirements for Evaluation and Re-evaluation, 300.324 - Development, Review and Revision of IEP, 300.508 - Due Process Complaint





**Issue:**

1. Determination of progress or regression and how to address the same through compensatory services and/or funds.

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
<b>Determining present education levels</b>	Determine regression/progress after an appropriate waiting period and progress monitoring.	Use virtual progress monitoring. Consider methods to progress through the curriculum, instructional levels, academic achievement.	School entity procedures and interpretation of CDC, state, and local social distancing guidelines to the maximum extent possible.
<b>Review of educational services provided during the virtual learning period</b>	Utilize all supports and methods of delivery available in traditional settings while employing safety strategies.	Purchase additional technology, use paraprofessionals, contracted services, additional staff training to ensure delivery of FAPE through virtual means.	School entity procedures and interpretation of CDC, state and local social distancing guidelines to the maximum extent possible.
<b>Determination of behavioral progress across educational settings</b>	FBA at whatever time after return is appropriate. Utilize all supports and methods of delivery in traditional settings while employing safety strategies.	School psychologists conduct FBA virtually through observation of lessons and work at home.	School entity procedures and interpretation of CDC, state and local social distancing guidelines to the maximum extent possible.

<p><b>Consider calculating compensatory education (\$) owed when compensatory services (time) are not feasible</b></p>	<p>Review service time required in IEP to services provided virtually.</p>	<p>Use virtual progress monitoring. Consider methods to measure progress through the curriculum, instructional levels, and academic achievement.</p>	<p>School entity procedures and interpretation of CDC, state and local social distancing guidelines to the maximum extent possible.</p>
<p><b>Determining available time to provide compensatory services</b></p>	<p>Review staff and student schedules to find open time slots.</p> <p>Consider expansion of Extended School Year services.</p> <p>Consider use of after/before school availability to provide services.</p> <p>Review collective bargaining agreements and work with staff organizations to find agreeable adjustments.</p>	<p>Review staff and student schedules to find open time slots.</p> <p>Consider expansion of Extended School Year services.</p> <p>Consider use of after/before school availability to provide services.</p> <p>Review collective bargaining agreements and work with staff organizations to find agreeable adjustments.</p> <p>Additional training of staff in an online environment.</p>	<p>School entity procedures and interpretation of CDC, state and local social distancing guidelines to the maximum extent possible.</p>
<p><b>Parental communication and participation — working together to design FAPE, including appropriate compensatory services when needed</b></p>	<p>Maintain virtual/telephonic and in-person forms of communication with family members. Document all communications.</p> <p>Ensure parents receive all necessary documentation supporting program changes.</p>	<p>Conduct virtual/telephonic meetings and IEP meetings to discuss FAPE and appropriate compensatory services. Document all communications.</p> <p>Ensure parents receive all necessary documentation supporting program changes.</p>	<p>Follow CDC, state and local social distancing guidelines to the maximum extent possible.</p> <p>Reduce or eliminate in-person meetings and communications.</p>



		Take all additional steps necessary to ensure confidentiality in virtual communications.	
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**Cost Implications:**

- School entities currently provide curriculum, technology, and progress monitoring in a virtual environment. Additional costs of contracting with outside service providers, staff working outside of traditional hours, purchasing additional technology, additional curriculum and materials.
- Cost of possible compensatory education services.

**Resources:**

- School entities will need to provide educational services using teachers, aides, technology, curriculum and contracted services. Utilize PaTTAN, IU and other contracted services.

**Students with Complex Needs and Medically Fragile Students**

Although there is no specific reference to students with complex needs or medically fragile students explicitly stated in the IDEA or Chapter 14 of the PA School Code, these students generally require related services to meaningfully participate in educational programming. [34 CFR 300.42 Supplementary Aids and Services, 300.105 Assistive Technology, 300.34 Related services].

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

**Concerns:**

1. What circumstances offer safe return to physical school for this population?
2. How can strategies for this population be implemented if virtual schooling continues?
3. Students who require complex health procedures, specialized therapy or specific medical equipment/supplies to enhance or sustain their lives during the school day require very thoughtful consideration during this period of recovery/return to school in order to optimize their safety. Because each child’s medical condition is unique, and a student's health is a factor in their ability to participate, his or her educational program will need to determine strategies/approaches according to the student’s needs that are specific to the model of delivery.



Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Health and safety of students and all staff members	Either virtual or face-to-face training.	Virtual training if available.	<p>COVID-19/Virus safety training for all staff if in -person prior to students entering a school building.</p> <p>Social distancing guidelines</p> <p>Use of PPE</p>
Supplementary aids and services	Consider how to safely utilize traditional supplementary aids and services.	With family engagement, offer sessions virtually to guide them through teacher-designed activities.	<p>Social distancing guidelines</p> <p>Use of PPE</p>
Assistive technology	Use safety strategies when needing to be in close proximity to students.	Offer videos modeling how to use equipment properly and interact with the student for desired responses. Offer a private Facebook page or other online platform to post videos demonstrating the use of necessary equipment.	<p>Social distancing guidelines</p> <p>Use of PPE</p>
Parent confidence	<p>Parents share medical information and individual health care plan with the educational team, including the assigned nurse who reviews the plan to assure it is appropriate for the school setting.</p> <p>Staff are trained in the implementation of the plan and related service providers (OT, PT, SLP, feeding specialist, teacher of deaf, teacher of</p>	<p>Parents review medical information and individual health care plan with the educational team.</p> <p>Related service providers (OT, PT, SLP, feeding specialist, teacher of deaf, teacher of visually impaired, audiologist, mobility specialist) communicate frequently with the family and</p>	Monitor parent participation, comfort level in team, trainings and coaching.

	visually impaired, audiologist, mobility specialist) communicate progress frequently with the family and provide parent updates on implementation of the IEP services directly to the student.  Incident reports are written and provided to parents if any unexpected situations occur.	provide parent training and parent/caregiver coaching remotely.	
Staff's willingness and expertise	IEP teams specialize in the implementation of strategies for students with complex needs, supported by administration, and include teachers, nurse, related service providers and support staff, training and modeling of techniques observed, implemented and modified through feedback from specialists, with frequent parent communication.	Consistent teams work collaboratively through online service, coaching parents/caregivers, review of video records by family to provide feedback, online direct service to students as appropriate.	Assign consistent staff with expertise in student with complex needs to support the families.
Facilities readiness	Assure the school is accessible, materials are adapted, medical equipment is available per the individual health care plan.	Monitor that the family has access to a safe home environment through frequent online and phone communications, provide needed adaptive equipment and technology/access.	Provide resources for community and medical needs.
Transportation	Students may require specialized bus with lift, air conditioning, and bus aide and/or nurse, may be transported in wheelchair, car seat or with harness in seat, may need medical equipment transported with the student.	Transportation is not required.	

**Cost Implications:**

- Training costs for certifying staff in safety measures
- If virtual, additional costs to support students at home

- Specialized safe transportation

### **Resources:**

- Professional teachers and aides, supplemental specialist staff such as Assistive Technology, Occupational Therapist, Physical Therapist, Speech Language Pathologist.
- <https://www.chop.edu/news/health-tip/how-make-your-family-feel-safe-times-crisis>
- <http://www.parenttoparent.org/>
- <https://www.pattan.net/Videos/Introduction-to-Supports-for-Educating-Students-wi>
- Refer to local IU website for additional resources
- <https://kidshealth.org/en/parents/vision-factsheet.html>
- <https://www.boystownhospital.org/knowledge-center/classroom-accommodations-children-with-hearing-loss>
- Clear Masks resources COVID19 - PA Dept of Labor and Industry: Office for the Deaf and Hard of Hearing  
Companies that sell or donate clear masks:
  - [www.safenclear.com](http://www.safenclear.com) – currently not accepting new orders as of 4/29/20.
  - [www.theclearmask.com](http://www.theclearmask.com) – currently can pre-order. Timetable of availability is unknown.
  - [www.talking-masks.com](http://www.talking-masks.com) – can email [info@talking-masks.com](mailto:info@talking-masks.com) to put in order. They are also accepting donations of cloth and/or funds to continue making.
  - Deaf-hearing Communication Center ([www.dhcc.org](http://www.dhcc.org)) – they have volunteers making clear masks and one can make requests to obtain some by submitting order at [www.tinyurl.com/dhccmasks](http://www.tinyurl.com/dhccmasks) or can call 484-326-5600. If there is no answer, please leave your name and address and they will get them to you.
  - Videos on how to make one yourself: [https://www.youtube.com/watch?v=w2\\_fzoolKNU](https://www.youtube.com/watch?v=w2_fzoolKNU).
  - Resources and information: <https://www.youtube.com/watch?v=OdhHOxw9h2k> <https://spark.adobe.com/page/DPRX7hVQ9CgKH/>
  - If clear masks are not available to use, suggestions and tips for communication:
    - <https://www.nad.org/covid19-communication-access-recs-for-hospital/>
    - <https://askjan.org/articles/Teleconference-Accessibility-and-Hearing-Keeping-Deaf-and-Hard-of-Hearing-Employees-in-the-Loop.cfm>
    - <https://www.youtube.com/watch?v=yGrqTk-POm4&feature=youtu.be>

### **Least Restrictive Environment (LRE)**

34 CFR 300.114(a)(2) and 22 PA Code 14.145

#### Concerns:

1. How can LRE be maintained for students with disabilities?
2. How may LRE be impacted by complex health needs of students?

3. When might an IEP need to be altered based upon instructional circumstances?

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Telepractices	Telepractices can take place for some students by accessing what is taking place in the typical classroom.	Online instruction can be designed individually to meet the needs of the learner. This may have no impact on LRE.	Train educators and support staff to utilize equipment and maintain a safe learning environment for all.
Level of Intervention (access to nondisabled peers)	The IEP team will design an appropriate program in the LRE.	Based upon the online opportunities, LRE may change as there may be more or less access to nondisabled peers in the instructional setting.	If a student has complex health issues, the IEP team will need to determine what safety measures are needed to provide FAPE in the LRE. Develop a safety plan in coordination with parents and physicians to ensure safety.
IEP meetings for changes (NOREPs)		<p>If school closures persist, or students are in and out of school, IEP meetings may need to convene with changes, then an issuance of Notice.</p> <p>Clarification: moving in and out of virtual environment due to school closures/re-adjusted school schedules as a result of COVID-19 is not a change in placement. IEP team to be convened/Notice issued in that</p>	Some students will require transition plans in order to safely move from one environment/setting to another.

		event only when traditional model delivery requires change in SDI, goals, or other IEP components. However, virtual vs. in-person could also constitute change of placement in some scenarios, ex., a child is educated virtually as a “push in” measure. In that event, NOREP must be issued.	
Supports, services, SDI needed to provide FAPE (school entity must create an IEP and provide NOREP that offers FAPE), IEPs may need modification based upon location and need in the location	Students attend school and receive all supports/services, including related services such as transportation, etc., that meets FAPE provision.	Student attends virtual learning with ongoing progress monitoring. If concerns arise, IEP team convenes to address deficits/concerns to provide FAPE.	Training and PPE for staff going into a home, considerations of related services such as transportation (safety on the bus).

**Cost Implications:**

- Potential costs of in-home support services based upon needs defined in the IEP.

**Resources:**

- *LRP Special Education Connection* offers a plethora of resources/guidance to subscribers. This resource has a cost associated with it but has legal guidance that can inform practice.

**Paraprofessionals and one-on-one aides**

22 PA Code, 14.105

**Concerns:**

1. Paraprofessionals serve a vital role in the delivery of programming for students with special needs. The introduction of COVID-19 and the subsequent school closure and in-home instruction model have yielded a number of questions and concerns around the work of





paraprofessionals. As school entities prepare for school to resume in the fall, and an uncertainty as to what model(s) will be implemented, it is important to understand how paraprofessionals can be more effectively used moving forward.

2. What role will paraprofessionals play in the delivery of instruction within a modified traditional model, hybrid model and a remote model?
3. For students requiring in-home support, how will school entities handle paraprofessionals use?
4. Paraprofessionals may be assigned to work with students in a remote learning environment either online or within the student home. How will paraprofessionals be prepared for this assignment outside the traditional classroom and how will oversight be provided?
5. What training will paraprofessionals require to effectively work within the COVID-19 learning environment?

Area of Consideration	Strategies/Approaches for Traditional or Hybrid Model of Delivery	Strategies/Approaches for Remote Model of Delivery	Safety Strategies
Role of the paraprofessional	<p>Instructional paraprofessionals will carry on using standard procedures to pre-teach, re-teach, provide accommodations, manage behavior, and other duties outlined in students' IEPs.</p> <p>Paraprofessionals/Personal Care Aides may need to alter their care for assigned students to balance student needs with appropriate safety measures.</p>	<p>Instructional paraprofessionals will be providing support in a remote environment. Establishing the most effective means to communicate with the parent/student should be a key first step: telephone, email, Zoom, etc.</p> <p>Paraprofessionals/personal care aides may be providing support in a remote environment or within the student's home.</p> <p>The paraprofessional may be assisting the parent to work with the student or may be working with the student directly. The paraprofessional may need to implement flexible hours to accommodate working parents.</p>	<p>Paraprofessionals working with a student in the home will require all necessary PPE based on the type of interaction with the student. The more physical the contact, the more PPE that will be needed. (Example: biting and spitting may require an actual smock or long gloves.)</p>
Assignments: Legal implications	<p>Personal care aides with documented medical issues may require another assignment that does not require a high level of close proximity. School entities may want to consider pursuing</p>	<p>Paraprofessionals/Personal Care Aides with documented medical issues may require another assignment that does not require an in-home assignment. School entities may want to consider</p>	<p>Ensure that all paraprofessionals are provided with the necessary PPE to work with students in close proximity, including but</p>



	<p>an MOU with its support staff association (if warranted) to look at staff reassignments.</p> <p>For paraprofessional reassignments, school entities should be aware that a child is entitled to a service (paraprofessional) and not an individual (specific person).</p>	<p>pursuing an MOU with its support staff association (if applicable) to look at staff assignments.</p> <p>Use of substitutes where appropriate.</p> <p>For paraprofessional reassignments, school entities should be aware that a child is entitled to a service (paraprofessional) and not an individual (specific person).</p> <p>In the event a parent refuses paraprofessional services, this refusal should be documented on a NOREP or other legal form as recommended by school solicitor.</p>	<p>not limited to masks, gloves, hand sanitizer.</p> <p>Consider safety measures such as temperature checks and physician’s orders to address availability to work.</p>
Task preparation/ oversight	<p>Paraprofessionals/personal care aides will follow standard procedures whereby the teacher is responsible for all lesson design, new learning and IEP implementation. The teacher will provide oversight of the paraprofessional within the classroom and school setting.</p>	<p>Paraprofessionals/Personal Care Aides will follow standard procedures whereby the teacher is responsible for all lesson design, new learning and IEP implementation.</p> <p>For situations with a remote learning environment (para in the school), the teacher can provide oversight of the paraprofessional if the paraprofessional is located within the classroom setting.</p> <p>For situations with a remote learning environment (para in the student home), oversight will need to be</p>	

		established between the teacher and the parent.	
Training needs	<p>Training Topics:</p> <ul style="list-style-type: none"> <li>• Appropriate use of PPE in the school setting</li> <li>• Safety measures for proximity</li> <li>• PBS strategies</li> </ul>	<p>Training Topics:</p> <ul style="list-style-type: none"> <li>• Appropriate use of PPE for in-home assignments</li> <li>• Safety measures for proximity</li> <li>• Technology use for remote assignments</li> <li>• PBS strategies</li> <li>• Parent interactions</li> </ul>	<p>For in-person training, school entities should provide for small groupings, social distancing, and masks.</p> <p>School entities should accommodate paraprofessionals with existing medical issues with remote training as possible.</p>

**Cost Implications:**

- If paraprofessionals/personal care aides are provided in alternate settings, there might be an additional cost to school entities if the school entity is required to hire or contract with additional staff.
- Travel costs - If a paraprofessional is assigned to provide services to a student within the home, the school entity will need to assume the cost for mileage reimbursement as per the board policy.
- Training - Paraprofessionals will require additional training in a number of topic areas, which may result in registration fees and other associated costs.
- PPE - Paraprofessionals typically work in close physical proximity to their assigned student(s). As such, the school entity will need to invest in the appropriate PPE to ensure the safety of both students and employees, including but not limited to masks, gloves and hand sanitizer.
- Cost of substitute(s) where appropriate.

**Resources:**

- Positive Behavior Support (PBS): Refer to PaTTAN for training modules or IUs for training supports.
- Technology use in a remote learning model: Refer to the local IU or other association or agencies for workshops and/or consultation services regarding Learning Management Systems (LMS), Zoom and other applicable platforms, etc.

## Staffing and Personnel

The Staffing and Personnel group focused on three possible scenarios that could occur in our public schools this fall: traditional operations with some restrictions, a hybrid operation, and a remote or online/distance learning operation. It is conceivable that all three of these operational models could take place during the 2020-21 school year, and the group offers the following considerations for school leaders in planning.

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Workday</b>	<ul style="list-style-type: none"> <li>Assess collective bargaining agreements (CBAs) and contracts for definition of work hours, number of workdays and structure of workday; some contracts stipulate specific number of hours and lunch breaks.</li> <li>Assess in-service days and whether they are designated for specific use or may be used more flexibly.</li> <li>Determine work year for instructional staff and year-round staff.</li> <li>Prepare for significant numbers of staff to be unable to report for work at school sites, including consideration of realigning roles and responsibilities (i.e., responsibilities for virtual learning might need to shift to staff members who need to work from home).</li> </ul>	<ul style="list-style-type: none"> <li>Assess collective bargaining agreements and definition of work hours and structure of workday; some contracts stipulate specific number of hours and lunch breaks.</li> <li>Determine work year for instructional staff and year-round staff.</li> <li>Determine whether teachers and support staff will stay at school and continue to work if students are in school reduced hours, or whether they will conduct virtual instruction from the school.</li> <li>Consider allowing staff to enroll children in the school entity tuition-free to better accommodate scheduling and model of instruction.</li> <li>Assess in-service days and whether they are designated for specific use or may be used more flexibly.</li> </ul>	<ul style="list-style-type: none"> <li>Assess collective bargaining agreements and definition of work hours and structure of workday; some contracts stipulate specific number of hours and lunch breaks.</li> <li>Clearly define workday requirements and expectations, including instruction, planning, meetings, office hours.</li> <li>Determine work year for instructional staff and year-round staff, including whether this may be adjusted if the workday is shorter.</li> <li>Recognize the need for flexibility in scheduling based on personal responsibilities (childcare, caregiver, etc.) and balancing that with contractual obligations.</li> <li>Consider allowing staff to enroll children in the school entity tuition-free to better</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider possible adjustments in staff lunches and preparation time due to changes in student schedules made to reduce class size or movement.</li> <li>• Consider using instructional assistants to cover lunch periods in classrooms.</li> <li>• Assess the financial impact of shift differentials for designated staff who may be needed to perform additional work.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider possible adjustments in staff lunches and preparation time due to changes in student schedules made to reduce class size or movement.</li> <li>• Consider using instructional assistants to cover lunch periods in classrooms.</li> <li>• Assess the financial impact of shift differentials for designated staff who may be needed to perform additional work.</li> </ul>	<p>accommodate scheduling and model of instruction.</p> <ul style="list-style-type: none"> <li>• Assess workload and ensure adequate time for preparation periods and lunch breaks.</li> </ul>
<b>Policy considerations and implementation</b>	<ul style="list-style-type: none"> <li>• The need to revise policies or implement differently is difficult to anticipate; school entities should monitor emerging practices in the context of current policy and make modifications as necessary.</li> <li>• Adapt communicable diseases policy and procedures to address exclusion of students as determined by state health officials.</li> <li>• Adapt dress code policy and procedures to allow for the wearing of masks.</li> <li>• Review attendance policy and procedures in light of parents and families who choose to keep their children home.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the need to modify policies or implementation of policies and procedures based on hybrid learning model, in particular: <ul style="list-style-type: none"> <li>○ Lesson plans – policies and procedures on format, due date, submission</li> <li>○ Substitutes – hiring and assignment</li> <li>○ Evaluation – consider CBA revisions, flexibility for online or in-person observations, training on new PA-E-TEP online rating options</li> <li>○ Job-related expenses – internet connectivity or cell phone reimbursement, travel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess the need to modify policies or implementation of policies and procedures based on remote learning model, in particular: <ul style="list-style-type: none"> <li>○ Grading – requirements for teachers</li> <li>○ Furloughs</li> <li>○ Acceptable Use policy and implementation outside school building</li> <li>○ Job-related expenses – internet connectivity or cell phone reimbursement</li> <li>○ Student records – implementation of Zoom and other platforms and using student images and information</li> <li>○ Substitutes – hiring and assignment</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Induction plans – inducting in remote environment, scheduling meetings, assigning mentors</li> <li>○ Assignment and transfer – change in assignments, building coverage for administrators, teachers and support staff</li> <li>○ Workdays/Hours – flexibility with hybrid schedule</li> <li>○ Compensation – changes to salaries based on additional work or CBA revisions</li> <li>○ Student teachers – consider whether school entity will participate and how they will engage</li> <li>○ Sick leave/Sick leave banks – need for additional sick leave banks to assist staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson plans – policies and procedures on format and submission</li> <li>○ Induction plans – inducting in remote environment, scheduling meetings, assigning mentors</li> <li>○ Sick leave/Sick leave banks – need for additional sick leave banks to assist staff, flexibility in obtaining physicians’ notes</li> </ul>
<p><b>Staff scheduling and assignments</b></p>	<ul style="list-style-type: none"> <li>● Special courses at the elementary level (i.e., physical education, music, art, library) present social distancing challenges – consider reallocation of special staff to high-need areas if special courses are not feasible.</li> <li>● Determine whether CBAs or contracts contain language on designated work being assigned only to bargaining unit staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Review and discuss CBAs if contract specifies number of periods taught in a day/week.</li> <li>● Determine when staff assignments need to be made for new school year and discuss need for flexibility.</li> <li>● Determine whether CBAs or contracts contain language on designated work being assigned only to bargaining unit staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Review and discuss CBAs if contract specifies number of periods taught in a day/week.</li> <li>● Determine when staff assignments need to be made for new school year and discuss need for flexibility.</li> <li>● Determine whether designated staff will be required to make home visits to students.</li> <li>● Determine whether teachers will work in the building while students</li> </ul>

	<ul style="list-style-type: none"> <li>• Secondary-level schools might consider classroom-level cohorts, allowing the same students to remain together for the entire day; this is a barrier to providing individualized schedules, but has the benefit of limiting student interaction.</li> <li>• Prepare contingency plans for staff testing positive for COVID-19 during the school year; develop strong points of contact with state and local health departments.</li> <li>• Prepare to follow direction regarding quarantine of positive staff and those who have come in contact with them; communicate plans for responding to these circumstances prior to the start of the school year and during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Review contracts for language regarding extra duties (bus duty, cafeteria duty, etc.) and discuss need for flexibility.</li> <li>• Review language in CBAs and policy on voluntary and involuntary transfer.</li> <li>• Determine whether additional pay is included in contract when classes are combined, or staff cover an additional class period.</li> <li>• Determine whether CBAs or contracts contain provisions regarding the number of individuals using leave on a specific day and impact to instruction in hybrid model.</li> <li>• Determine whether designated staff will be required to make home visits to students.</li> <li>• Consider whether CTCs can have districts rotate through and have their own day to limit exposure.</li> </ul>	<p>are at home to allow better access to materials and accountability.</p>
<p><b>Staff needs, plus or minus</b></p>	<ul style="list-style-type: none"> <li>• Survey staff to determine potential retirements, leaves of absence, etc., who may not return.</li> <li>• Determine whether additional full-time substitutes will be needed and whether paraprofessionals with certifications may be used as substitutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine whether additional full-time substitutes will be needed and provide training to allow them to step into any role in the hybrid plan.</li> <li>• Determine whether paraprofessionals with certifications may be used as substitutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries.</li> <li>• Consider whether additional technology staff will be needed for preparing, repairing and</li> </ul>

	<ul style="list-style-type: none"> <li>• Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries.</li> <li>• Demands of cleaning and sanitizing during the day, in addition to following other guidelines, may increase need for maintenance and custodial employees/contractors.</li> <li>• Curtailment of large groups may eliminate large lunch periods and additional cafeteria/food service staff may be required to address logistical challenges with serving food in alternate locations, such as classrooms.</li> <li>• Students may be experiencing increased anxiety after school closures and having limited access to mental health support; additional mental health professionals may be needed for support.</li> <li>• Consider providing additional school nursing staff to handle the anticipated increase in student health screening and illness at school, as well as handling medication.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey staff to determine potential retirements, leaves of absence, etc., who may not return.</li> <li>• Survey staff to determine preferences for in-person or online assignments.</li> <li>• Survey parents to determine how many students may attend school physically, and how many may attend virtually (depending on what models and approaches are used); this will assist in determining staff needs and assignments.</li> <li>• Assess need for additional or fewer custodians, food service, paraprofessionals, bus drivers, Certified School Nurses or Licensed Practical Nurses, technology specialists or secretaries.</li> <li>• Determine whether additional cleaning staff will be needed for deep cleaning on nights/weekends.</li> <li>• Consider using instructional assistants for working with small groups of students while others are with teacher for instruction.</li> <li>• Consider whether additional staff will be needed for monitoring social distancing on arrival/departure and in hallways,</li> </ul>	<p>monitoring student devices, as well as troubleshooting hardware, software and network issues for students and staff.</p>
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	<ul style="list-style-type: none"> <li>• Consider mental health needs of both students and staff who may be experiencing grief following loss due to COVID-19 or have suffered depression; identify how to fill needs through Student Assistance Program (SAP) staff, contracted services, the intermediate unit, etc.</li> <li>• Determine whether additional cleaning staff will be needed for deep cleaning on nights/weekends.</li> <li>• Consider whether additional staff will be needed for monitoring social distancing on arrival/departure and in hallways, conducting temperature screening, traveling on buses.</li> </ul>	<p>conducting temperature screening, traveling on buses.</p> <ul style="list-style-type: none"> <li>• Consider whether additional technology staff will be needed for preparing, repairing and monitoring student devices, as well as troubleshooting hardware, software and network issues for students and staff.</li> </ul>	
<p><b>Training</b></p>	<ul style="list-style-type: none"> <li>• Training should be provided to staff and parents/families on expectations, roles and responsibilities.</li> <li>• Train staff on establishing communication with parents and families before the return to school.</li> <li>• Provide training to all staff on expectations and procedures regarding social distancing.</li> <li>• Train professional staff on building connections between the classroom and students who attend class virtually.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and tools for tracking student absences in the hybrid model.</li> <li>• Identify methods for conducting faculty/department meetings and whether specified number of meetings or specified times are included in CBAs or contracts.</li> <li>• Provide professional development that continues to support instructional delivery in the online environment.</li> <li>• Provide training to all staff on appropriate use of PPE and cleaning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training and tools for tracking student absences in the remote, online environment.</li> <li>• Identify methods for conducting faculty/department meetings and parent-teacher conferences.</li> <li>• Provide professional development that continues to support instructional delivery in the online environment and effective virtual learning.</li> <li>• Consider whether the start of the school year may be delayed for additional online learning training.</li> </ul>

	<ul style="list-style-type: none"> <li>• Train all staff on the appropriate use of PPE such as masks and gloves, as well as cleaning techniques.</li> <li>• Train professional and support staff on recognizing potential health issues in students (both mental and physical health).</li> <li>• Train professional staff on how to address learning gaps caused by the school closure; focus in particular on special education staff who will need to identify regression due to the extended break.</li> <li>• Provide appropriate cross-training for support staff where applicable to assist with duties in different environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide appropriate cross-training for support staff where applicable to assist with duties in different environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider whether there is funding budgeted for additional in-service days.</li> <li>• Provide appropriate cross-training for support staff where applicable to assist with duties in different environments.</li> <li>• Provide professional development that supports instructional delivery in the online environment.</li> <li>• Identify strategies to assist staff in connecting with parents/families and establishing expectations.</li> <li>• Provide training on work-from-home procedures for applicable support staff.</li> </ul>
<b>Class size</b>	<ul style="list-style-type: none"> <li>• Prepare for volatility in class size due to potential shifts in student population, including shifts in students attending in-person and virtually based on changing conditions.</li> <li>• Plan for significant flexibility in virtual and in-person programs based on potentially sudden shifts.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider implementing a plan to have secondary students work from home and spread elementary students (including sixth grade) throughout all school entity buildings to reduce staff and students in buildings.</li> </ul>	
<b>New staff orientation</b>	<ul style="list-style-type: none"> <li>• Ensure new staff receive both traditional orientation training, as well as specialized training required for addressing current</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure new staff receive both traditional orientation training, as well as specialized training required for addressing current</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure new staff receive both traditional orientation training, as well as specialized training for remote environment.</li> </ul>

	<p>health and safety plan implementation and considerations.</p> <ul style="list-style-type: none"> <li>• Allocate additional time for more intense and/or streamlined training for new staff.</li> </ul>	<p>health and safety plan implementation and considerations, and working in a remote environment.</p> <ul style="list-style-type: none"> <li>• Allocate additional time for more intense and/or streamlined training for new staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate additional time for more intense and/or streamlined training for new staff.</li> <li>• Determine how mentors may be assigned and work in a virtual environment only.</li> <li>• Consider how the induction plan can be fulfilled in a virtual environment and whether specific requirements and number of meetings are required in CBA.</li> </ul>
<b>Staff evaluations</b>	<ul style="list-style-type: none"> <li>• Work cooperatively with staff in conducting evaluations; emphasis should be given to establishing roles and responsibilities for staff members required to function in nontraditional roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on new PA-EETP online rating options.</li> <li>• Determine when observations will occur, in-person or online.</li> <li>• Identify strategies for conducting pre- and post-observation conferences.</li> <li>• Establish guidelines for conducting teacher observations in online format.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on new PA-EETP online rating options and how to participate in online observations, including expectations.</li> <li>• Identify strategies for conducting pre- and post-observation conferences.</li> <li>• Establish guidelines for conducting teacher observations in online format.</li> <li>• Identify strategies for implementing improvement plans to assure adequate support for staff in an online environment.</li> <li>• Recognize that staff struggling with technology implementation may have it impact their observations.</li> </ul>
<b>Support systems</b>	<ul style="list-style-type: none"> <li>• Even a normal opening after significant school closure will place strain on staff; provide time</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time and resources needed to support staff in light of demands of delivering instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies for assisting staff who do not have internet access or inadequate bandwidth at home.</li> </ul>

	<p>and resources necessary to support staff.</p> <ul style="list-style-type: none"> <li>• Provide information on Employee Assistance Programs.</li> <li>• Provide information on available leave and procedures for requesting leave, including federal Emergency Sick Leave and Emergency FMLA Leave.</li> <li>• Identify strategies for providing a safe working environment (may need to define safe working environment based on COVID-19).</li> <li>• Determine whether staff will be required to wear masks and who will provide them.</li> <li>• Determine whether staff will be required to assist with cleaning of desks, materials, furniture and equipment.</li> </ul>	<p>simultaneously in live and virtual environments.</p> <ul style="list-style-type: none"> <li>• Provide information on Employee Assistance Programs.</li> <li>• Identify strategies for assisting staff who do not have internet access or inadequate bandwidth at home.</li> <li>• Provide information on available leave and procedures for requesting leave, including federal Emergency Sick Leave and Emergency FMLA Leave.</li> <li>• Identify strategies for providing a safe working environment (may need to define safe working environment based on COVID-19).</li> <li>• Determine whether staff will be required to wear masks and who will provide them.</li> <li>• Determine whether staff will be required to assist with cleaning of desks, materials, furniture and equipment.</li> <li>• Consider placing staff into teams to coordinate efforts with assignments, instruction and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information on available leave and procedures for requesting leave, including federal Emergency Sick Leave and Emergency FMLA Leave.</li> <li>• Provide information on Employee Assistance Programs.</li> <li>• Develop support and identify strategies to increase collaboration between staff in the online learning environment.</li> <li>• Implement creative ways to bring staff together for interaction and support staff wellness (i.e., Wellness Wednesdays).</li> <li>• Create a crisis intervention plan in case tragedy results from COVID-19.</li> <li>• Assist staff in establishing parameters to separate work from home.</li> </ul>
<b>Certifications</b>		<ul style="list-style-type: none"> <li>• Consider additional certifications held by staff (i.e., library media specialists, reading specialists,</li> </ul>	<ul style="list-style-type: none"> <li>• Determine whether staff with appropriate certification may teach multiple grade levels.</li> </ul>

		instructional coaches, MTSS staff, etc.) and determine how they may be used to teach small groups of students.	
<b>Legal considerations</b>	<ul style="list-style-type: none"> <li>Consult with school solicitor to determine staff need for medical documentation (i.e., physician’s note) for specific leave or reasonable accommodations to return to work or work-from-home considerations.</li> </ul>	<ul style="list-style-type: none"> <li>Consult with school solicitor to determine staff need for medical documentation (i.e., physician’s note) for specific leave or reasonable accommodations to return to work or work-from-home considerations</li> <li>Determine whether there is a clause in the CBA/contract providing management flexibility in designing the workday.</li> </ul>	<ul style="list-style-type: none"> <li>Consult with school solicitor to determine staff need for medical documentation (i.e., physician’s note) for specific leave or reasonable accommodations to return to work in remote environment.</li> <li>Determine whether there is a clause in the CBA/contract providing management flexibility in designing the workday.</li> <li>Consult with solicitor when considering furloughs and impact of furloughing staff (cannot furlough a classification of staff and assign those duties to other staff).</li> </ul>
<b>Accountability</b>			<ul style="list-style-type: none"> <li>Identify strategies to enforce more hands-on instruction, including labs as well as CTC instruction.</li> </ul>

## Resources – Purchasing

The goal of this group was to determine school entity needs surrounding purchasing of supplies. In regard to supply purchasing, the task force looked into what supplies may be needed for the 2020-21 school year, the supply chains, group purchasing and other cost-effective purchasing methods.

### Purchasing of Supplies and Other Resources:

- Identify what supplies and other resources are necessary for 2020-21.
- Identify when the supplies/resources will be needed.
- Identify the potential challenges and cost implications.
- List recommendations for overcoming challenges.

Purchasing Need	When Needed	Cost/Other Implications
PPE (masks, gloves, gowns, etc.)	Prior to start of 20-21 SY	Delivery issues (who receives, where shipped, where stored, etc.); supply chain challenges/delay; ability to obtain large quantities; increased costs; inability to plan ahead and challenges with changing CDC/DOH/other recommendations*
Thermometers, infrared cameras	Prior to start of 20-21 SY	*Same as above
Sanitizer, dispensers, disinfectants, other cleaning materials and supplies	Prior to start of 20-21 SY	*Same as above
Technology (one-to-one devices/replacements, flash drives, hotspots, cloud storage, online learning platforms/materials, etc.)	Prior to start of 20-21 SY	*Same as above in addition to extreme backlogs for any technology items
Construction materials (plexiglass, other materials to aid social distancing throughout buildings, modular classrooms, etc.)	Prior to start of 20-21 SY	*Same as above, in addition to timeline for decisions about social distancing-related construction, and turnaround and installation time
Air filters/purifiers/HEPA filters/UV light sanitizers	Prior to start of 20-21 SY	*Same as above
Additional cleaning services (personnel)	Prior to start of 20-21 SY	*Same as above, in addition to likely challenges in obtaining personnel or contracting with an entity that can provide the level of service required
Disposable cutlery/other supplies	Prior to start of 20-21 SY	*Same as above

Bottled water	Prior to start of 20-21 SY	*Same as above
Pre-packaged food boxes/bags	Prior to start of 20-21 SY	*Same as above
Food service equipment (to heat/cool and serve food)	Prior to start of 20-21 SY	Potentially more readily available
Signage (washing hands, social distancing, etc.)	Prior to start of 20-21 SY	*Same as above
Additional school personnel (employees or contractors) (subs, paras, technology, nurses/safety/health, security staff, COVID counselor, custodians, public relations, etc.)	Prior to start of 20-21 SY	*Same as above, in addition to likely challenges in obtaining personnel or contracting with an entity that can provide the level of service required

**General Purchasing Recommendations:**

- Check what supplies are currently on hand — do an inventory prior to ordering.
- Consider needs specific to groups of students/staff returning to in-person instruction first, and order purchasing accordingly.
- Cooperative purchasing/group purchasing for coordination and reduction of costs — examine the possibility of the state engaging in purchasing on behalf of all school entities for items such as PPE, disinfectant, etc.; options for group purchasing: COSTARS, PEPPM, KPN, Omni, IUs.
- Coordination of purchasing based on need (especially PPE — based on reopening plan/capacity).
- Collaboration with private entities/industries to provide/produce needed materials.
- Priority items: technology items, PPE supplies (those likely delayed), hand sanitizers.
- Use of different types of soaps, local distilleries to acquire hand sanitizer.

**Cost Considerations/Concerns:**

- Cost implications associated with increased liability and other legal considerations related to return to school amid COVID-19 (employee/student screening protocols/requirements/decisions, employee/student contracting COVID-19 at school, etc.) and implications for changes to insurance/cost implications for mitigating risks.
- Cost implications associated with COVID-19 impact on employee healthcare.
- Cost (utility) implications of changes to building systems (e.g., running systems five to seven days/week over the summer; running systems 24 hrs./day).
- Loss/Replacement of devices prior to 20-21 SY.
- Need to fill bid/grant specifications with the same materials — cannot fill with a different product.



## Resources – Staff Training

The goal of this group was to determine school entity needs surrounding employee training. In conjunction with the identification of training needs, this task force also looked at how best to develop or obtain any necessary training in a matter that meets the needs of the school entity, staff, students, and parents and families in a cost-effective manner.

### Staff Training:

- Identify training needs for all classification of employees.
- Identify how each training may be provided, where to obtain the training and by what date will the training be needed.
- Identify cost implications for each.

### Virtual Training of Staff (General)

Training Needs and Considerations	Training Content	Who could provide this training?	Recommended Date for Completion	Cost Implications
Live online instruction training	Effective synchronous online instruction	Admin, teachers	Prior to start of 20-21 SY	Limited. Staff time.
Live online instruction training	How to blend synchronous and asynchronous online instruction	Admin, teachers	Prior to start of 20-21 SY	Limited. Staff time.
Engaging students in an online classroom	Relationship building in an online environment	Guidance, teachers	Prior to start of 20-21 SY	Limited. Staff time.
Engaging students in an online classroom	Engaging students and encouraging attendance and participation. Handling trauma and adverse childhood experiences	Guidance, teachers, psychologist, outside agencies	Prior to start of 20-21 SY	Limited. Staff time and others.
Administrative trainings	HR training – leaves, collective bargaining agreements, policies	Admin, solicitor, associations	Prior to start of 20-21 SY	Limited. Staff time and others.
Administrative trainings	Legal, liability, security, confidentiality, FERPA, HIPAA, virtual IEPs	Admin, solicitor, associations	Prior to start of 20-21 SY	Limited. Staff time and others.
Maintaining professional and student boundaries	Identify acceptable communication methods between staff and students in an online instruction environment	Guidance, admin, teacher, PSEA, associations	Prior to start of 20-21 SY	Limited. Staff time and others.



**Cost Implications:**

- May need to pay staff to develop training over the summer months.

**Resources:**

- Many of these trainings can be developed by the school entity in conjunction with current staff including teachers, administrators and solicitors.
- [PSBA Guidance: Policy 824 Maintaining Professional Adult/Student Boundaries – Considerations for a Digital Learning Environment](#)

**Internal and School Entity Based Training Needs**

- Identify expectations of employees for the 2020-21 school year.
- Identify methods or best practices for employee supervision during the 2020-21 school year.

<b>Training Needs and Considerations</b>	<b>Training Content</b>	<b>Who could provide this training?</b>	<b>Recommended Date for Completion</b>	<b>Cost Implications</b>
Parent/family training	Platform and software training for parents/families	Teachers, admin, guidance, IT	Prior to start of 20-21 SY	Limited. Staff time.
Best practices for online learning	Schedules, engagement, group work, independent work, assessment	Admin, guidance	Prior to start of 20-21 SY	Limited. Staff time.
Employee expectations	Curriculum and instruction, rigor, assessment, supervision, and other employee expectations while instructing in an online environment	Admin, guidance, IT	Prior to start of 20-21 SY	Limited. Staff time.
Substitute teachers	Inclusion of substitutes (teachers, paraprofessionals, secretaries, custodial, food service, etc.) in all pertinent trainings		Prior to start of 20-21 SY	Paid or unpaid. Required or mandatory.

**Cost Implications:**

- Could be limited to internal staff. May be resources or available trainings for purchase by outside vendors.

**Available Online Platforms**

- Identify commonly used online platforms.
- Identify where to obtain training on use of each platform.



Platform/Software/App	Training Content	Who could provide this training?	Recommended Date for Completion	Cost Implications
Google	How to effectively use Google Classroom, Meet and Gmail all while utilizing Google's security measures	Teachers, admin, IU, Google, PSEA	Prior to start of 20-21 SY	Limited unless Google contracted
Schoology	How to navigate and utilize the Schoology platform effectively for optimal learning and consistency across classes	Teachers, admin, IU, Schoology	Prior to start of 20-21 SY	Limited unless Schoology contracted
Zoom	How to utilize Zoom features	Teachers, admin, IU, PSBA	Prior to start of 20-21 SY	Limited
See-Saw	How to navigate and utilize See-Saw for optimal student learning	Teachers, admin, IU, See-Saw, PSEA	Prior to start of 20-21 SY	Limited unless See-Saw contracted
Microsoft Teams	Effective instructional methods using Microsoft Teams (included with suite license and includes high level of security)	Teachers, admin, IU, Microsoft	Prior to start of 20-21 SY	Limited unless Microsoft contracted
Curriculum/lesson storage	Storage location for lessons and curriculum	School entity, IU	Prior to start of 20-21 SY	Limited unless storage fee
Training storage location	Storage location for developed trainings	PDE, IU, PSEA	Prior to start of 20-21 SY	Limited unless storage fees

**Cost Implications:**

- Could be cost associated with staff development or outside contracting of training and/or storage fee charges. May need to purchase additional cloud storage.

**Education Support Staff Training Needs**

- Identify needs by employment classification.
- Consider what technology may be needed.



Training Needs and Considerations	Training Content	Who could provide this training?	Recommended Date for Completion	Cost Implications
Custodial/maintenance	Sanitization, health and safety	Building and grounds, nurse, IU	Prior to start of 20-21 SY	Limited. Staff time.
Food service	Hair nets, gloves, mask, hand washing, maintaining a safe and clean environment	Food service dir., nurse, IU	Prior to start of 20-21 SY	Limited. Staff time.
Paraprofessional	Virtual instruction assistance, classroom sanitation, distancing procedures	Special education supervisor, teachers, nurse, IU	Prior to start of 20-21 SY	Limited. Staff time.
Information technology	Security, help desk for parents/families and students, software and hardware apps and equipment	Technology coordinator, admin, teachers, IU	Prior to start of 20-21 SY	Limited. Staff time.
Itinerant staff – nurses, speech, psychologist, PT/OT	How to meet the needs of all students during remote education	Nurse, speech path, psychologist, guidance, IU	Prior to start of 20-21 SY	Limited. Staff time.
Transportation/bus drivers	Loading /unloading, cleaning, health and safety screening	Transportation director, admin, IU	Prior to start of 20-21 SY	Limited. Staff time.

**Cost Implications:**

- Most of these needs will need to be developed based on the specific needs of the school entity, thus internal staff development likely.

**Resources:**

- CDC and other health organizations recommendations should be reviewed and incorporated into these trainings.

**Health and Safety Training Needs**

Training Needs and Considerations	Training Content	Who could provide this training?	Recommended Date for Completion	Cost Implications
Health and safety care	Staff and students	Nurse, admin, IU	Prior to start of 20-21 SY & ongoing	Limited. Staff time.



Health and safety care	Common space care	Nurse, admin, IU	Prior to start of 20-21 SY	Limited. Staff time.
Health and safety care	Building entry procedures	Nurse, admin, IU	Prior to start of 20-21 SY	Limited. Staff time.
Health and safety care	Screening system protocols	Nurse, admin, IU	Prior to start of 20-21 SY	Limited. Staff time.
Health and safety care	Personal belongings/distancing	Nurse, admin, IU	Prior to start of 20-21 SY & ongoing	Limited. Staff time.
Health and safety care	Athletics/extracurricular activities	Nurse, admin, IU	Prior to start of 20-21 SY	Limited. Staff time.

**Cost Implications:**

- Could be developed internally by staff or cooperatively between school entities and intermediate units. Cost could be limited to additional staff time for development during the summer months.

**Resources:**

- May need to develop in conjunction with CDC and other health organization guidelines and recommendations.

**Meeting the Needs of COVID-19 At-Risk Students Training**

- Identify population of students at risk for COVID-19.
- Identify needs within the at-risk population.

Training Needs and Considerations	Training Content	Who could provide this training?	Recommended Date for Completion	Cost Implications
Provide for COVID-19 at-Risk students	How to meet the needs of students with elevated health concerns for themselves or family members. Additional precautions	Admin, nurse, IU	Prior to start of 20-21 SY	Limited to staff time - surveys and parent/family communications

**Cost Implications:**

- May need to survey parents/families to determine heightened risk factors of both the student and family members in the home.



**Resources:**

- Develop how this information is obtained and monitored throughout the year.

**Hybrid Model of Instruction Training**

- Identify challenges of hybrid model that require additional training.
- Identify training needs of students and/or families.

<b>Training Needs and Considerations</b>	<b>Training Content</b>	<b>Who could provide this training?</b>	<b>Recommended Date for Completion</b>	<b>Cost Implications</b>
Multi-setting instruction	How to effectively teach simultaneously to an in-person and remote audience	Admin, teacher, guidance	Prior to start of 20-21 SY	Limited. Staff time.
Curriculum training	Curriculum mapping and development for online vs. in-person instruction	Admin, teacher, guidance, IU	Prior to start of 20-21 SY	Limited. Staff time.
Transition between instruction methods	Back and forth transitioning between in-school instruction and hybrid or remote learning	Admin, teacher, guidance, IU	Prior to start of 20-21 SY	Limited. Staff time.

**Cost Implications:**

- Most can be developed internally to meet the needs of the individual school entity. May require staff time to develop content over the summer months.



## Transportation

The Transportation work group focused on providing strategies related to transportation for each school entity to consider in their effort to provide equitable educational services. With that said, what school transportation systems will look like when school resumes will depend on each school entity's own situation and the environment in which they are operating. In any case, due to the complexity and limitations of each system, a school entity's transportation partners should be involved early in the planning process. This will require strong partnerships at the state and local level to ensure funding stability in the event there are changes made to traditional scheduling, vehicle ridership, and/or safety protocols. The following pages outline this group's effort to help provide each of Pennsylvania's school entities a solid foundation in their return to in-person classes.

<b>SOCIAL DISTANCING</b>			
<b>Approach for Delivery</b>	<b><i>CDC-Recommended Guidelines</i></b>	<b><i>Reduced Rosters/Ridership</i></b>	<b><i>Physical Separation</i></b>
<b>Safety Strategy</b>	One child per seat, skipping rows <a href="#">CDC Guidance for Schools</a>	Modified social distancing based on daily in-person attendees	Partitions between individual seats
<b>Cost Impact</b>	Significant	Significant	Significant
<b>Resource Availability</b>	Scarce	Available	To be determined
<b>Difficulty to Implement</b>	Extremely high	Moderate	High
<b>Cost Considerations</b>	<ul style="list-style-type: none"> <li>Exact costs are difficult to quantify.</li> <li>Most vehicles would be limited to a fraction of their capacity.</li> <li>This could increase a school entity's costs to transport the same amount of students by 6 times.</li> <li>Reducing the rostered students on each vehicle will impact the Pupil</li> </ul>	<ul style="list-style-type: none"> <li>Exact costs are difficult to quantify.</li> <li>Theoretically, no additional up-front costs if normal transportation schedules are kept.</li> <li>Any reduction in rosters will decrease the Pupil Transportation Subsidy.</li> <li>Depending on other factors, this could impact reimbursement up to \$15,000-\$20,000 per bus annually.</li> </ul>	<ul style="list-style-type: none"> <li>Exact costs are difficult to quantify due to lack of information on approved systems.</li> <li>This solution could cost as much as \$4,000 per bus.</li> </ul>

	<p>Transportation Subsidy by thousands of dollars each vehicle.</p> <ul style="list-style-type: none"> <li>• In addition, there is a current driver shortage. Needing to add this many drivers to accommodate the system would inevitably drive the wages upward, further increasing costs.</li> <li>• If schedules are modified, vehicles and drivers will be working longer and, therefore, additional costs will be incurred.</li> <li>• Additional administrative costs may be incurred during planning stages.</li> <li>• Aides may be required to enforce social distancing.</li> </ul>	<p><a href="#">PDE subsidy example</a></p>	
<p><b>Legal, Regulatory, &amp; Contractual Considerations</b></p>	<ul style="list-style-type: none"> <li>• Scheduling and bell times may need to be adjusted.</li> <li>• If a transportation partner's payment is determined by roster, it will significantly reduce their revenues. Contracts may need to be revised.</li> </ul>	<ul style="list-style-type: none"> <li>• If a transportation partner's payment is determined by roster, it will significantly reduce their revenues. Contracts may need to be revised to ensure a viable infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently, any type of extended partitions are not approved at the state or federal level. Regulatory approval may be required.</li> <li>• Many contracts do not address this type of an investment. Contracts may need to be revised to stipulate financial responsibility.</li> </ul>
<p><b>Special Needs Considerations</b></p>	<ul style="list-style-type: none"> <li>• Transportation partners will need student lists as early as possible in advance of transportation needs.</li> <li>• Social distancing may not be easily understood by these students.</li> </ul>	<ul style="list-style-type: none"> <li>• May require several pick-up &amp; drop-off strategies to ensure compliant transportation for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently, physical separation between passenger seats, wheelchair placements, or Child Safety Restraints (CSR) on a school bus/school vehicle is unlawful.</li> </ul>

<p><b>Transportation Work Group's Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>• Achieving the CDC-recommended social distancing guidelines in the transportation system is, in most cases, an unrealistic expectation.</li> <li>• The availability of drivers and equipment is scarce. Staffing and equipment procurement is not feasible in the few months that are left to prepare for the return to school.</li> <li>• Mass scheduling changes are unrealistic in the few months to prepare.</li> <li>• Protocol must address student discipline matters as a result of not following guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• If reduced in-person attendance is implemented, modified rosters and seating is a feasible solution. This approach would not likely require additional resources to accomplish.</li> <li>• If needed, bus rosters should be modified by the same percentage of students allowed in the building at any given time.</li> <li>• Consider separating groups of students by current bus runs. (i.e.: Assign ½ of bus to Group A, other ½ to Group B) This would reduce the need for mass rerouting and drivers needing to learn multiple routes.</li> <li>• In the event this approach impacts route payments, agreements will need modification to ensure viability.</li> </ul>	<ul style="list-style-type: none"> <li>• Any physical barriers that limit egress to emergency exits are currently deemed unlawful and early indications are that federal and state authorities would not approve such devices for use in between passenger seats on a school bus.</li> </ul>
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**SOCIAL DISTANCING (Continued)**

Approach for Delivery	<i>Physical Separation</i>	<i>Strategic Student Placement</i>	<i>Virtual Instruction</i>
Safety Strategy	Partition between driver's area and passenger area <a href="#">Driver Partitions</a>	Organized loading, unloading, & staging w/assigned seats	No transportation provided
Cost Impact	Minimal	Minimal	None
Resource Availability	Available	Available	N/A
Difficulty to Implement	High	Moderate	Low



<p><b>Cost Considerations</b></p>	<ul style="list-style-type: none"> <li>• There are products available starting at approximately \$175.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional administrative costs may or may not be incurred to provide adequate staff to assist with staging at schools.</li> <li>• Aides may be required to properly enforce assigned seating requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• No additional costs are foreseeable with this strategy.</li> </ul>
<p><b>Legal, Regulatory, &amp; Contractual Considerations</b></p>	<ul style="list-style-type: none"> <li>• Currently, there has been no specific guidance on the legality of these systems at the state or federal level. Regulatory approval may be required. Other states are currently addressing this legislatively.</li> <li>• Many transportation agreements do not address this type of an investment. Contracts may need to be revised to stipulate financial responsibility.</li> </ul>		<ul style="list-style-type: none"> <li>• Transportation agreements may not address any reduction to in-person instruction days. Contracts may need to be revised to ensure transportation infrastructure stability through any short or long-term interruption.</li> </ul>
<p><b>Special Needs Considerations</b></p>	<ul style="list-style-type: none"> <li>• Students with disabilities would need to be introduced to any physical barriers before the start of transportation. Would need to eliminate any surprises for the students - must be comfortable in their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• This may not be a feasible option in certain vehicle configurations based on students' needs and travel gear.</li> </ul>	<ul style="list-style-type: none"> <li>• No additional costs are foreseeable with this strategy.</li> </ul>

<p><b>Transportation Work Group's Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>Assuming availability remains strong, a driver barrier may be a feasible solution for driver safety. Aftermarket products are available as well as factory-installed solutions.</li> </ul>	<ul style="list-style-type: none"> <li>This is a feasible solution that requires minimal costs and reduces the amount of student interactions.</li> <li>First students to board in the morning should be assigned to the rear of the vehicle. Last students to board should be assigned to front.</li> <li>First students to disembark in afternoon should be assigned to front seats. Last students to disembark should be assigned to the rear of the vehicle.</li> <li>Students could stage outdoors at their schools in the afternoon to assemble themselves in an appropriate order for boarding. This would eliminate additional time in a confined space.</li> <li>It may be appropriate for students to spread out throughout the bus as seats become available.</li> </ul>	<ul style="list-style-type: none"> <li>Any hiatus in transportation for virtual instruction could disrupt the infrastructure. If drivers are not paid for the time they expected to work, they will likely seek other employment. If vendors do not recoup anticipated contract revenues to satisfy their financial commitments, they will likely exit the marketplace. In the event their transportation agreements do not address a reduced in-person classroom schedule, school entities should consider funding their transportation infrastructure through any period of virtual instruction to ensure transportation availability and safety when in-person classes resume.</li> </ul>
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**SOCIAL DISTANCING (Continued)**

<b>Approach for Delivery</b>	<b><i>Students Transport Themselves</i></b>	<b><i>Aides/Bus Attendants</i></b>
<b>Safety Strategy</b>	No school entity-provided transportation services	Providing aides/bus attendant for a vehicle
<b>Cost Impact</b>	None	Significant
<b>Resource Availability</b>	N/A	Scarce
<b>Difficulty to Implement</b>	Low	Extremely high



<p><b>Cost Considerations</b></p>	<ul style="list-style-type: none"> <li>No additional costs are foreseeable with this strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Providing aides on each vehicle would be extremely costly.</li> <li>Exact costs are difficult to quantify due to differences in the scope of work and disparity in wages throughout the state.</li> </ul>
<p><b>Legal, Regulatory, &amp; Contractual Considerations</b></p>	<ul style="list-style-type: none"> <li>Transportation agreements may not address any reduction in contracted services. Contracts may need to be revised to ensure transportation infrastructure stability through any short or long-term interruption.</li> </ul>	<ul style="list-style-type: none"> <li>Many transportation agreements do not address the provision of aides and the scope of work.</li> <li>Contracts may need to be revised to stipulate financial responsibility.</li> </ul>
<p><b>Special Needs Considerations</b></p>	<ul style="list-style-type: none"> <li>This would provide a significant challenge for students who require specialized transport.</li> </ul>	<ul style="list-style-type: none"> <li>Many aides are currently utilized in this transportation environment now.</li> </ul>
<p><b>Transportation Work Group's Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>Professional school transportation is <a href="#">one of the safest forms of travel</a>. In addition to that, it provides equal opportunity to public education. Not only would not offering this service create inequity to access education, it would likely create more risk to our students' well-being. It is not recommended.</li> <li>Any hiatus in transportation could disrupt the infrastructure if funding is not maintained. If drivers are not paid for the time they expected to work, they will likely seek other employment. If vendors do not recoup anticipated contract revenues to satisfy their financial commitments, they will likely exit the marketplace. In the event their transportation agreements do not address this, school entity's should consider funding their transportation infrastructure through any period of virtual instruction to ensure transportation availability and safety when transportation resumes.</li> </ul>	<ul style="list-style-type: none"> <li>Aides on school buses and vans would be a huge benefit in many areas. Namely in the enforcement of bus and social distancing rules. However, in many areas, aides have been as difficult to hire as school bus and van drivers.</li> <li>If resources are available, having aides on school vehicles would be beneficial to the transportation experience for all involved.</li> <li>In lieu of individuals hired specifically as aides, school entities can consider utilizing current employees to serve in this role such as cafeteria workers, paraprofessionals, teachers, administrators, etc.</li> </ul>

<b>SCREENING/TESTING/CONTACT TRACING</b>			
<b>Approach for Delivery</b>	<i>Student Daily Health Check</i>	<i>Student Daily Health Check</i>	<i>Student Daily Health Check</i>
<b>Safety Strategy</b>	Self-certification based on symptoms	Temperature screening at home	Temperature screening at vehicle
<b>Cost Impact</b>	None	None	Significant
<b>Resource Availability</b>	N/A	N/A	Scarce
<b>Difficulty to Implement</b>	N/A	N/A	Extremely difficult
<b>Cost Considerations</b>	<ul style="list-style-type: none"> <li>No foreseeable additional costs as it relates to transportation.</li> </ul>	<ul style="list-style-type: none"> <li>No foreseeable additional costs as it relates to transportation.</li> </ul>	<ul style="list-style-type: none"> <li>Each vehicle would require a portable temperature scanner. These items cost hundreds of dollars each.</li> <li>Most vehicles would require an aide to exit the vehicle to properly administer the screen at each stop.</li> <li>Routes will take longer and resources would need to be utilized for an extended amount of time.</li> </ul>
<b>Legal, Regulatory, &amp; Contractual Considerations</b>			<ul style="list-style-type: none"> <li>Transportation agreements will likely not address this.</li> <li>Allocation of school entity versus transportation contractor responsibilities and duties.</li> <li>Reporting requirements and documentation.</li> </ul>

<b>Special Needs Considerations</b>	<ul style="list-style-type: none"> <li>• Could require additional time at each student stop due to the complexity of loading and unloading students with disabilities. Each day could bring different challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Could require additional time at each student stop due to the complexity of loading and unloading students with disabilities. Each day could bring different challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Could require additional time at each student stop due to the complexity of loading and unloading students with disabilities. Each day could bring different challenges.</li> </ul>
<b>Transportation Workgroup's Assessment of Strategy</b>	<ul style="list-style-type: none"> <li>• This strategy would be ideal for transportation, as it requires no additional resources or costs.</li> </ul>	<ul style="list-style-type: none"> <li>• This strategy would be most ideal for transportation, as it provides enhanced screening but requires no additional resources or costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature screening at the vehicle will be very difficult logistically, financially, and procedurally. There are many questions that will need to be answered.</li> <li>• Proper training will be required for accuracy and appropriate reporting.</li> </ul>
<b>SCREENING/TESTING/CONTACT TRACING (Continued)</b>			
<b>Approach for Delivery</b>	<i>Employee Daily Health Check</i>	<i>Employee Daily Health Check</i>	<i>Employee Daily Health Check</i>
<b>Safety Strategy</b>	Self-certification based on symptoms <a href="#">Example Self-Certification Form</a>	Temperature screening at home	Temperature screening at employer
<b>Cost Impact</b>	Minimal	Significant	Significant
<b>Resource Availability</b>	N/A	Available	Scarce
<b>Difficulty to Implement</b>	Low	Extremely difficult	Extremely difficult

<p><b>Cost Considerations</b></p>	<ul style="list-style-type: none"> <li>• Additional administrative costs may be incurred to provide adequate oversight and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Assuming a thermometer would need to be provided to each driver, this could be costly.</li> </ul>	<ul style="list-style-type: none"> <li>• Each parking location may require a portable temperature scanner. These items cost hundreds of dollars each.</li> <li>• Employees may need to report early and additional wages could be incurred.</li> </ul>
<p><b>Legal, Regulatory, &amp; Contractual Considerations</b></p>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the duty to report symptomatic evidence of observed COVID-19 symptoms of employees as well as the protocol when symptoms are present.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the duty to report symptomatic evidence of observed COVID-19 symptoms of employees as well as the protocol when symptoms are present.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the duty to report symptomatic evidence of observed COVID-19 symptoms of employees as well as the protocol when symptoms are present.</li> </ul>
<p><b>Special Needs Considerations</b></p>	<ul style="list-style-type: none"> <li>• Could require more than one employee being screened due to the school bus/school vehicle having a driver and bus monitor/aide.</li> </ul>	<ul style="list-style-type: none"> <li>• Could require more than one employee being screened due to the school bus/school vehicle having a driver and bus monitor/aide.</li> </ul>	
<p><b>Transportation Workgroup's Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>• Of all the employee-screening strategies, this seems to be the most feasible and cost-efficient to implement. In many areas, vehicles are parked at drivers' homes and they do not report to a common area at the beginning of their shift.</li> <li>• Employees would self-certify by completing a daily checklist of health-related questions.</li> <li>• Proper training will be required for appropriate reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• If employee temperature-screening is required, this seems to be the most feasible to implement. In many areas, vehicles are parked at drivers' homes and they do not report to a common area at the beginning of their shift.</li> <li>• Proper training will be required for appropriate reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature screening at the place of employment will be very difficult logistically, financially, and procedurally.</li> <li>• Proper training will be required for appropriate reporting.</li> </ul>

<b>SCREENING/TESTING/CONTACT TRACING (Continued)</b>		
<b>Approach for Delivery</b>	<b>Employee Testing</b>	<b>Employee Contact Tracing</b>
<b>Safety Strategy</b>	Contracted employees to be tested before returning to work	Contracted employees will notify and be notified when knowingly exposed to the virus
<b>Cost Impact</b>	Significant	Minimal
<b>Resource Availability</b>	Scarce	Available
<b>Difficulty to Implement</b>	Difficult	Difficult
<b>Cost Considerations</b>	<ul style="list-style-type: none"> <li>Regardless of the type of tests required, this could be very expensive.</li> <li>Additional administrative costs may be incurred to provide adequate oversight and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Additional administrative costs may be incurred to provide adequate oversight and materials.</li> </ul>
<b>Legal, Regulatory, &amp; Contractual Considerations</b>	<ul style="list-style-type: none"> <li>Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities.</li> <li>Agreements may need to address protocol in the event an employee tests positive.</li> </ul>	<ul style="list-style-type: none"> <li>Transportation agreements may need to address the duty to report confirmed cases and the protocol thereafter.</li> </ul>
<b>Special Needs Considerations</b>	<ul style="list-style-type: none"> <li>There must be conversation with any personnel that travels with a student with disabilities on the school bus/school vehicle.</li> <li>The agency would need to be on the same page as the school entity.</li> </ul>	<ul style="list-style-type: none"> <li>There must be conversation with any personnel that travels with a student with disabilities on the school bus/school vehicle.</li> <li>The agency would need to be on the same page as the school entity.</li> </ul>

<p><b>Transportation Work Group’s Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>Employee testing could be a sensitive topic contractually.</li> <li>Any testing requirements should be built around existing federal or state requirements, or, should be conducted under the direction of a physician who suspects possible exposure or infection.</li> </ul>	<ul style="list-style-type: none"> <li>Contact tracing could be complicated. There should be guidance given defining “known exposure.” Also, protocol for known exposure should follow the CDC’s and other authorities’ guidelines set forth for Critical Infrastructure Workers. A 14-day quarantine could be devastating to the ability to consistently transport. <a href="#">CDC Exposure Guidelines</a> <a href="#">CISA Guidance</a></li> </ul>
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<b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b>			
<b>Approach for Delivery</b>	<i>CDC-Recommended PPE</i>	<i>CDC-Recommended PPE</i>	<i>CDC-Recommended PPE</i>
<b>Safety Strategy</b>	Masks for employees	Gloves for employees	Masks for students
<b>Cost Impact</b>	Moderate	Moderate	Moderate
<b>Resource Availability</b>	Available	Available	Available
<b>Difficulty to Implement</b>	Moderate	Moderate	Moderate
<b>Cost Considerations</b>	<ul style="list-style-type: none"> <li>Masks would need to be issued to all employees. Disposable masks would need to be replaced on a more regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Gloves would need to be issued to all employees.</li> </ul>	<ul style="list-style-type: none"> <li>Masks would need to be issued to all students. Disposable masks would need to be replaced on a more regular basis.</li> </ul>





<b>Legal, Regulatory, &amp; Contractual Considerations</b>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing PPE as well as when it is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing PPE as well as when it is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing PPE as well as when it is required.</li> </ul>
<b>Special Needs Considerations</b>	<ul style="list-style-type: none"> <li>• Masks may frighten students with special needs. A student visit would be required to ensure the student is comfortable seeing the employee with a mask on their face.</li> </ul>	<ul style="list-style-type: none"> <li>• In most school bus operations, gloves are considered an essential item on a special needs vehicle. There should be school entity consideration on supplying the gloves for students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear.</li> <li>• Visit with parents/guardians to see what is working best for the student.</li> </ul>
<b>Transportation Workgroup's Assessment of Strategy</b>	<ul style="list-style-type: none"> <li>• There are safety concerns with wearing masks while operating a vehicle. Masks may restrict breathing and create a medical issue. Protocol must be developed to address situations when masks cannot be worn due to medical reasons.</li> <li>• Proper training will be required for appropriate use.</li> <li>• Allow transportation partners to participate in any group purchasing of PPE items.</li> </ul>	<ul style="list-style-type: none"> <li>• Gloves will be helpful protection in the event an employee must conduct any cleaning or disinfecting. Gloves should not be worn while actively driving a vehicle.</li> <li>• Allow transportation partners to participate in any group purchasing of PPE items.</li> </ul>	<ul style="list-style-type: none"> <li>• In situations when recommended social distancing space cannot be achieved, masks would be a good alternative.</li> <li>• Masks may restrict breathing and create a medical issue. Protocol must be developed to address situations when masks cannot be worn due to medical reasons.</li> <li>• Protocol must be developed to address student discipline matters as a result of not wearing masks.</li> <li>• Proper training will be required for appropriate use.</li> </ul>

PERSONAL PROTECTIVE EQUIPMENT (PPE) (Continued)		
Approach for Delivery	<i>Other PPE</i>	<i>Other PPE</i>
Safety Strategy	Face shields for employees <a href="#">Examples of face shields</a>	Partition between driver's area and passenger area
Cost Impact	Moderate	Moderate
Resource Availability	Available	To be determined
Difficulty to Implement	Moderate	High
Cost Considerations	Shields would need to be issued to all employees. Costs are approximately \$6-\$10 per shield.	Current prototypes are estimated around \$750/bus. <a href="#">Information on Driver's Partition</a>
Legal, Regulatory, & Contractual Considerations	<ul style="list-style-type: none"> <li>Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing PPE as well as when it is required.</li> </ul>	<ul style="list-style-type: none"> <li>Currently, there has been no specific guidance on the legality of these systems at the state or federal level. Regulatory approval would be required.</li> <li>Many transportation agreements do not address this type of an investment. Contracts may need to be revised to stipulate financial responsibility.</li> </ul>
Special Needs Considerations	<ul style="list-style-type: none"> <li>A face shield may need to be considered for the bus monitors to protect them from the students that are biters and spitters. A face shield may not scare the student like a mask may on a school bus driver.</li> </ul>	<ul style="list-style-type: none"> <li>If a barrier was placed between the driver and passenger area on a special needs school bus/school vehicle, a bus monitor would be necessary on all buses to ensure safety if an evacuation was required.</li> </ul>



<p><b>Transportation Workgroup’s Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>• There are safety concerns with wearing a shield while operating a vehicle. Shields may restrict field of vision and create an additional distraction.</li> <li>• Proper training will be required for appropriate use.</li> <li>• Allow transportation partners to participate in any group purchasing of PPE items.</li> </ul>	<ul style="list-style-type: none"> <li>• Although a challenge to budget for, procure, and install this type of system in all vehicles, a driver barrier is a feasible solution. Bus manufacturers are currently providing factory-installed solutions.</li> <li>• Proper training will be required for appropriate use.</li> </ul>
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<p><b>CLEANING/DISINFECTING/MITIGATION</b></p>			
<p><b>Approach for Delivery</b></p>	<p><i>CDC-Recommended Guidelines</i></p>	<p><i>Electrostatic Sprayer</i></p>	<p><i>Hand Sanitizer</i></p>
<p><b>Safety Strategy</b></p>	<p>Routine cleaning and disinfecting of frequently touched surfaces.  <a href="#">CDC Guidelines for Public Transit Considerations for Vehicle Cleaning</a></p>	<p>Administer approved solution via an electrostatic sprayer device.</p>	<p>Make hand sanitizer available on each vehicle.</p>
<p><b>Cost Impact</b></p>	<p>Significant</p>	<p>Significant</p>	<p>Significant</p>
<p><b>Resource Availability</b></p>	<p>Scarce</p>	<p>Scarce</p>	<p>Scarce</p>
<p><b>Difficulty to Implement</b></p>	<p>Moderate</p>	<p>Moderate</p>	<p>High</p>
<p><b>Cost Considerations</b></p>	<ul style="list-style-type: none"> <li>• Exact costs are difficult to quantify. Specific costs will be dependent upon the products and methods selected to use.</li> <li>• Process will be labor intensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Electrostatic sprayers can cost anywhere from \$700-\$2500.</li> <li>• Product costs can vary depending on the selected method.</li> <li>• Process will be labor intensive.</li> </ul>	<ul style="list-style-type: none"> <li>• Various dispensing options are available. Specific costs will be dependent upon the products and methods selected to use.</li> </ul>



<p><b>Legal, Regulatory, &amp; Contractual Considerations</b></p>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing cleaning supplies and disinfectants as well as when it is required to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing cleaning supplies and disinfectants as well as when it is required to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation agreements may need to address the allocation of school entity versus transportation contractor responsibilities of issuing hand sanitizer as well as when it is required to be used.</li> <li>• Placement of these devices may be subject to approval by state and federal authorities.</li> </ul>
<p><b>Special Needs Considerations</b></p>	<ul style="list-style-type: none"> <li>• Using odorless chemicals may minimize opportunities for allergic reactions or sensitivities.</li> <li>• Adhere to cleaning guidelines for special equipment such as car seats, safety vests, &amp; other items. <a href="#">Example of Cleaner for Special Needs Child Restraint Cleaning</a></li> </ul>	<ul style="list-style-type: none"> <li>• Would recommend the use of odorless chemicals to minimize any allergic reactions or sensitivities.</li> </ul>	<ul style="list-style-type: none"> <li>• Special care must be given to ensure products are not ingested. The use of a water wipe may be a better solution.</li> </ul>
<p><b>Transportation Work Group's Assessment of Strategy</b></p>	<ul style="list-style-type: none"> <li>• School entities should involve their transportation partners in the planning process for cleaning &amp; disinfecting protocol to ensure consistency.</li> <li>• A feasible cleaning/disinfecting schedule would include spot cleaning of high-touch areas during each route and a full disinfecting daily.</li> <li>• One consideration in choosing an appropriate application is drying time and reducing the potential for mold growth.</li> </ul>	<ul style="list-style-type: none"> <li>• School entities should involve their transportation partners in the planning process for cleaning &amp; disinfecting protocol to ensure consistency.</li> <li>• A feasible disinfecting schedule with this strategy would include spot cleaning of high-touch areas during each route and a full disinfecting daily.</li> <li>• One consideration in choosing an appropriate application is drying time and reducing the potential for mold growth.</li> </ul>	<ul style="list-style-type: none"> <li>• School entities should involve their transportation partners in the planning process for cleaning &amp; disinfecting protocol to ensure consistency.</li> <li>• Consult with your local State Police to assess appropriate placement of any hand sanitizer devices to reduce dangers surrounding "snagged" jackets and book bags.</li> </ul>

<b>CLEANING/DISINFECTING/MITIGATION (Continued)</b>	
<b>Approach for Delivery</b>	<b>Ventilation</b>
<b>Safety Strategy</b>	Increase open air flow throughout the vehicle.
<b>Cost Impact</b>	Minimal
<b>Resource Availability</b>	N/A
<b>Difficulty to Implement</b>	Low
<b>Cost Considerations</b>	<ul style="list-style-type: none"> <li>No foreseeable additional costs as it relates to transportation.</li> </ul>
<b>Legal, Regulatory, &amp; Contractual Considerations</b>	<ul style="list-style-type: none"> <li>Transportation agreements may need to address the appropriate times to open windows and other ventilation techniques.</li> </ul>
<b>Special Needs Considerations</b>	<ul style="list-style-type: none"> <li>Contractor buses/school district buses would need to ensure that any air conditioning units on the vehicles are maintained and properly working to provide the best airflow for the students.</li> </ul>
<b>Transportation Workgroup’s Assessment of Strategy</b>	<ul style="list-style-type: none"> <li>This strategy would be ideal for transportation, as it requires very few, if any, additional resources or costs.</li> <li>It should be encouraged to open windows to the greatest extent possible while traveling.</li> </ul>

**Special Considerations for the Transportation of Students with Disabilities**

It is particularly important that each school entity recognize the “I” in the student’s IEP (Individualized Education Program) stands for the “individual.” Each “individual” requiring special transportation through an IEP or Section 504 Service Agreement will require individual decision making. All transportation for students with disabilities must be planned ahead of the first day of school, in order to ensure a safe ride and to guarantee all the necessary equipment is available and in working order.



During the months leading up to the reopening of schools, it is vital that each student’s transportation needs are being assessed and addressed by the school entity. In all scenarios, transportation will depend on what is required at the local level and what policies and procedures have been adopted by the school entity. In any case, due to the complexity and limitations of the system, transportation providers must be involved early in the planning process.

Communication will be an essential factor to consider when planning the transportation for students with disabilities and their parents/guardians. The school entity will need to establish and maintain confidence with the families. Find the common ground on the recommendations from this transportation report and eliminate any procedural violations that could occur. Identify the concerns and realize that there will be regional differences. Information that is shared will need to be clear and consistent and should not exclude any students. One size will not fit most, and it may require forward thinking. The school entity will need to recognize the challenging situations and not make transportation an inconvenience. A number of students may not have specific transportation guidelines in their IEP or Service Agreement, but may need special consideration during this unusual time. A good example is whether a student will understand social distancing and whether the student can define or comprehend this requirement.

Travel training will be a key special education service to reinforce the ability to provide transportation in the least restrictive environment. This challenge should be discussed with respect to safety and IDEA and Section 504 requirements to ensure free appropriate public education (FAPE).

**Definition of Travel Training in 34 CFR Sec. 300.39(b)(4)** – Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to: 1) Develop an awareness of the environment in which they live; and 2) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).

Please reference the “Transportation for Students with Disabilities Flowchart” for more detailed guidance in decision-making for these situations: <https://www.psba.org/wp-content/uploads/2020/06/2020-06-12-Exceptional-Learners-Flow-Chart-Updated.pdf>



## General Resources for School Reopening Plans

- American Federation of Teachers (AFT): Safely Reopening America’s Schools and Communities - <https://www.aft.org/reopen-schools>
- American Academy of Pediatrics COVID-19 Planning Considerations: Return to In-Person Education in Schools - <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- American Enterprise Institute: A blueprint for back to school - <https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/>
- Arizona Department of Education: Roadmap for opening schools - <https://files.constantcontact.com/cbebfe4e101/c74d6758-a584-4aeb-af41-72e111346f9f.pdf>
- Association of School Psychologists of Pennsylvania: School Psychologists’ Role in the Return to School Post COVID-19 - [https://www.aspponline.org/docs/ASPP\\_Guidance\\_School\\_Psychologists\\_Role\\_in\\_the\\_Return\\_to\\_School\\_Post\\_COVID-19\\_Final.docx.pdf](https://www.aspponline.org/docs/ASPP_Guidance_School_Psychologists_Role_in_the_Return_to_School_Post_COVID-19_Final.docx.pdf)
- CASEL.org (2020). [“An Initial Guide to Leveraging the Power of Social Emotional Learning as You Prepare to Reopen and Renew Your School Community”](#)
- CDC consideration for administrators of K-12 Schools and Child Care Programs - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>
- CDC reopening guidance for schools - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf#page=45>
- CHOP Policy Lab Policy Review: Evidence and Considerations for School Reopenings - [https://policylab.chop.edu/sites/default/files/pdf/publications/PolicyLab-Policy-Review-School-Reopenings\\_0.pdf](https://policylab.chop.edu/sites/default/files/pdf/publications/PolicyLab-Policy-Review-School-Reopenings_0.pdf)
- Hanover Research. [Charting the Course Forward: Planning Your District Reopening Strategy Amid COVID-19](#). 2020.
- Maryland Together: Maryland’s Recovery Plan for Education, COVID-19 Response and the Path Forward - <http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

- Missouri School Boards (2020, May 29). “Pandemic Recovery Considerations: Re-Entry and Reopening of Schools”  
<https://ams.embr.mobi/Documents/DocumentAttachment.aspx?C=ZfON&DID=GJGDM&fbclid=IwAR2pXKR9jWDPI3Nw9kokXo3Dfk7oAfZ0MJLiVRcTEntEMtLmYuHzgRgYVQ>
- National Association for School Psychologists School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 - <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>
- Noonoo, S. “[How Long Should a Remote School Day Be? There’s No Consensus.](#)” *EdSurge*, May 4, 2020.
- Ohio Department of Health - [Responsible Restart Ohio](#)
- Opportunity Labs, Guidance for returning to school operations after a crisis. <https://returntoschoolroadmap.org/>
- [Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries.](#) Learning Policy Institute
- Searching for a ‘New Normal’ in New Jersey’s Public Schools - <https://www.njsba.org/wp-content/uploads/2020/05/SearchingForNewNormal.pdf>
- Superintendent of the Bethlehem Area School District, Dr. Joseph Roy. Video: “The BASD and how it is currently dealing with the COVID-19 pandemic”. (Recorded May 11, 2020) <https://www.youtube.com/watch?v=1cHPbgFMO9I>
- [The Return: How Should Education Leaders Prepare for Reentry and Beyond? Chiefs for Change; Johns Hopkins School of Education, Institute for Education Policy, May, 2020](#)
- Wolf Administration Provides Guidance to Resume High School and Other Summer Sports: <https://www.governor.pa.gov/covid-19/sports-guidance/>
- World Health Organization Considerations for School-Related Public Health Measures in the Context of COVID-19:  
<https://www.who.int/publications-detail/considerations-for-school-related-public-health-measures-in-the-context-of-covid-19>



## Recommended State Policy Changes

### Instruction -

Area of Consideration	Traditional Model	Hybrid Model (combination of face-to-face and remote learning)	Remote Learning (including online, distance and correspondence learning)
<b>Attendance</b>	We can assume that there will be families who choose not to send their children back to school in a traditional learning environment. These families should be able to exercise that right within their home school entity. Some type of leniency or at least flexibility needs to be granted regarding truancy and attendance requirements, so that families and schools are not penalized for a parent’s decision to keep their child at home.	We can assume that without a vaccine in place for the fall of 2020, there may be the need to alternate between both face-to-face and remote learning. School entities may need to make these decisions on a school-by-school basis or on a week-by-week basis. School entities need the same flexibility as cyber charter schools in accounting for student attendance and it is recommended that hours of instruction be counted.	At any point during the school year, if a school entity is required to close buildings by a mandate from the governor, Department of Health, and/or Department of Education, the same attendance waivers granted through Act 13 of 2020 need to be applied to remote learning in the 2020-21 school year.
<b>Graduation requirements</b>	<p>Despite the model of instruction required, policymakers must consider the implications of graduation requirements on current students and make alterations to those requirements that take into consideration the varied impact that COVID-19 restrictions will have on the students of the commonwealth. These include the following:</p> <ul style="list-style-type: none"> <li>● Pennsylvania’s requirements should be no more restrictive than federal requirements set forth in the Every Student Succeeds Act (ESSA).</li> <li>● The moratorium of Keystone testing should be extended through at least the 2020-21 school year. Having students take the assessments several months after course completion is not reflective of a valid and reliable system.</li> <li>● A pause on the requirement in 339 Plans of the gathering of artifacts is necessary. At a minimum, decisions on the gathering of these career preparation artifacts should be shifted to local school boards.</li> </ul>		
<b>180-day (990/900 hours) requirement</b>	As mentioned in the section above on attendance, flexibility needs to be applied relieving school entities of the requirement to have 180	In a time when educators are proving that remote options for learning can be successful, any restrictions or guidance that mandate in-school, seat time must be waived or avoided to account for hybrid and/or fully remote learning	

	<p>instructional days, 990 hours of instruction for secondary students and 900 hours of instruction for elementary students.</p> <p>In order to ensure that students continue to progress and to account for lost instruction in 2019-20, there should be an increase in the number of Act 80 days permitted and the purpose for which they are permitted.</p>	<p>models. Each school entity should have the autonomy to navigate the amount of time spent in face-to-face instruction and in remote learning.</p>	
<b>Flexible Instructional Days</b>	<p>Flexible Instructional Days (FIDs) were created to deal with weather closures that occurred occasionally and were not intended to be used for more than five student instruction days. During the time of this pandemic, flexibility should be provided as to how many of these can be used and for what purpose, and this should be a local school board decision. We recommend that the Continuity of Education Plans that were required to be submitted in the spring of 2020, be adapted and used as the application process for FIDs.</p>		
<b>Flexibility of testing (state, national, etc.)</b>	<p>We recommend that state testing be eliminated from Educator Effectiveness evaluations for 2020-21 school year. This would be a good time for this to be paused since we will have a new evaluation system that will take effect in 2021-22.</p>	<p>Flexibility regarding summative assessments needs to match the flexibility of a hybrid model of learning. Assessments should measure mastery and should occur at the completion of a course of study. There should be no concern about summative assessments being tied to teacher evaluation.</p>	<p>Of particular concern in a remote learning model are the NOCTI exams. If students cannot be assessed in-person, the hands-on component becomes impossible. This holds true not only for the assessment, but also the lack of ability for students to be instructed and practice hands-on skills in a virtual environment.</p>
<b>Flexibility of testing window</b>	<p>We can assume that because different parts of our state will be impacted differently in the spread and prevalence of the COVID-19 virus, school calendars will not be consistent across the state. School entities should be permitted to give tests at a time appropriate for their</p>	<p>Tests need to be administered in a reliable online environment, whether in a hybrid or remote learning model. Current restrictions on where tests are administered, the number of students in a room where the test is administered, who may proctor the tests, etc., will not be possible in a social distancing environment.</p>	

	<p>students. Paralleled with the suggestion to have testing results eliminated from Educator Effectiveness evaluations for the 2020-21 school year, the flexibility of the testing window should be easy to accomplish.</p>		
<p><b>Flexibility of teaching qualifications and who supervises students</b></p>	<p>With strict social distancing policies in place, we may need certified teachers to be able to teach in an area outside of their certification area (elementary schools especially).</p> <ul style="list-style-type: none"> <li>● It is recommended that PDE explore the implementation of certification flexibility as encore teachers and specialists may need to be used to teach smaller groups in core content areas.</li> <li>● The “teacher-of-record” concept may need to be utilized as other educators, apart from the assigned classroom teacher, may be critical in delivering instruction in a social-distanced environment.</li> </ul>		
<p><b>Class size</b></p>	<p>Currently, many schools have class sizes with as many as 25-35 students in a class. Social distancing will require smaller class sizes. Guidance on the number of students per square foot would be helpful.</p> <p>Encore classes (PE, Choir, etc.) pose a distinct problem in that the activity, by nature, can spread the virus. Guidance is necessary on if/how</p>	<p>This model would allow for smaller class sizes when students are in face-to-face instruction. Guidance is requested as to reasonable caseloads/class sizes for teachers who are teaching in this setting.</p>	

	these are held in a socially distanced environment.		
<b>Use of materials, books, etc.</b>			Equity of internet access continues to be a concern, and legislation easing the burden to schools to provide internet access via mobile hotspots is essential.
<b>Stemming the exodus to cyber charter schools</b>			<p>Establish a central repository of effective platforms for school entities to draw from that have been scrutinized, vetted and for which the cost has been negotiated to an affordable level for all schools.</p> <p>Special consideration for equitable platforms needs to be given to rural, urban and under-resourced school entities who do not have the staff or resources to manage this.</p> <p>Most importantly, the formula for cyber charter school reimbursement by school entities needs to be overhauled. Districts will be thrown into financial ruin if they cannot either keep students from leaving for cyber charters or offering their own online programs.</p>
<b>Assessment</b>	We recommend a group of experts scrutinize, vet and recommend an assessment tool that can be used at no cost with all schools throughout the state to assess the knowledge slide from the March-September school closures.		

**Questions to be addressed:**

Question	Directed to
How can leniency or flexibility be granted in regards truancy, attendance and graduation requirements?	State Board of Education PDE
Can Act 13 waivers be extended into the 2020-21 school year when necessary?	State legislature
Can Flexible Instruction Days be transformed into Remote Learning Days and can they be approved through a school entity's Continuity of Education Plan?	PDE
Can testing windows and the method and manner in which the assessments are administered be altered to accommodate the various models? If not, can state assessments be paused for another year?	PDE State Board of Education
Can there be a waiver on certification requirements for teachers and other educators to address the need for smaller classes and more specialized attention in certain core content areas (e.g., elementary reading)?	PDE Bureau of Certification
What measures need to be put in place to allow schools to reduce class size while maintaining a quality education for all students?	PDE Bureau of Certification
Will classes such as physical education and chorus be permitted and, if so, what measures can be put in place for schools to limit the transmission of the virus?	PA Department of Health
What are reasonable caseloads/class sizes for teachers who are teaching in a hybrid or remote model?	PDE
How can we work with publishers to provide online books and materials to all students at no cost or low cost to school entities?	PDE
How can we ensure internet access to all Pennsylvania school students and how can the burden of the cost associated be alleviated from school entities?	Fed. Communication Comm. PA Public Utilities Comm.
How will immunosuppressed individuals function in a traditional or hybrid model?	PA Department of Health
Can the online resource made through PDE at no cost to school entities be extended through the 2020-21 school year?	PDE

Can a repository of online platforms be created, vetted and negotiated for availability by all school entities?	PAIU PDE
When will true charter funding reform take place?	PA legislature
How can we provide free assessment tools to school entities to assess learning gaps created by the extended closure in the spring?	PDE PAIU
How will we determine when to close school? Which schools to close? Steps for reopening? When to reopen schools?	PA Department of Health

### Staffing

- During the course of the pandemic, school entities may require flexibility in certification requirements, especially in the event large numbers of professional staff are unable to physically attend school.
- Assess potential revisions to Act 55 timelines as they relate to furloughs, School Code section 528 and subcontracting.
- For the 2020-2021 school year, assess potential revisions to evaluations for professional and temporary professional employees, and requirements for standardized testing in light of the challenges in the coming school year due to COVID-19.
- Continue flexibility in obtaining FBI fingerprint clearances.
- Consider waiving SLOs and building level scores in teacher evaluations for the coming school year.

### Transportation

- PDE should consider addressing the issue of payment based on bus roster through the subsidy calculation (i.e., using bus capacity for “Assigned Pupils” category).

### Purchasing

- Create a COVID-19 category (keep broad to allow for PPE, etc.) in school accounting procurement to increase flexibility (increasing/eliminating thresholds, timelines, provide additional information subsequently); need to categorize as emergency to allow flexibility to kick in.

- Create/Continue flexibility for food service, including federal purchasing requirements.
- State assistance should be provided to ensure PPE products are available to school entities and provide cooperative purchasing options.



## Acknowledgements

Thank you to the following contributors who gave time, energy and thought toward the compiled insights represented here. Their input, respective expertise and countless hours of exchanges have resulted in what we trust will be used to help inform decisions around schools reopening and continuing to serve the needs of students and communities.

### Communication and Outreach | Coordinators: Jay Burkhart (PASA), Annette Stevenson (PSBA)

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PAIU instruction practitioners: Andrew Coonradt, Brian Stamford

PA Principals: Tabetha Haldeman, Melanie Susi, David Wiedlich

PASA: David Christopher, Brian Troop, Lee Ann Wentzel

PSBA: Mike Faccinetto, Dr. Richard Frerichs

PSEA: Chris Clayton, Jeff Grinaway, Linda Torres

**Special Education** | *Coordinators: Maria Edelberg (PAIU), Jeffrey Fuller (PASA)*

PAIU special ed practitioners: Carol Buckleitner, Jackie Auris

PA Principals: Robert Farina, Ann Gennett, Jessica Quinter

PASA: Michelle Dutrow, Robert Hollister, Joe Mancini, Ryan Z. Neuhard

PSBA: Maura Buri

PA School Boards Solicitors Association: Amy Brooks, Rachel Lozsky

PSEA: Judith Petruzzi, Andrew Wollaston

**Staffing/Personnel** | *Coordinators: David Petruzzi (PSEA), Mark DiRocco (PASA)*

PACTA: Tony Miller

PA Principals: Matt Lane, Scott Richardson, Jon Ross

PASA: Brett Gilliland, Nancy Hacker, Michael Mahon

PASBO: Tim Shrom

PSBA: Kathy Swope

PA School Boards Solicitors Association: John Audi

PSEA: Stephanie Crame, Chuck Herring, Stu Karschner, Mike Lehmier

**Resources** | *Coordinators: Hannah Barrick (PASBO), Steve Wilson (PSEA)*

PACTA: Darby Copeland

PAIU: Daren Moran

PA Principals: Billie Jo Grohol, Brian Raab, Michael Cominos

PASA: Robert Pleis, John Sanville, Brian Toth

PASBO: Bobbi Billman, Missy Klaus

PSBA: Mike Gossert

PSEA: Joe Howlett, Rhonda Jacoby

**Transportation** | *Coordinators: Jeff Ammerman (PASBO), Linda Randby (PSBA)*

PA Principals: Steven Guadagnino

PASA: Randal A. Lutz

PASBO: Jennifer Grove, Dave Lutz

PSBA: Leticia Egea-Hinton, David Hein

PA School Bus Association: Denille Girardat-Myers, David Schrantz

PA School Boards Solicitors Association: Jeffrey T. Sultanik

PSEA: Chuck Rehm