



# WORKPLACE READINESS ESSENTIALS ROADMAP

BERKS COUNTY  
EDUCATION FRAMEWORK  
FOR REENTRY

# Roadmap: Charting the Course Forward

The COVID-19 pandemic has in many ways changed our educational, economic and societal landscape, and our everyday way of life. As a result, we are now faced with an extraordinary challenge that will require the deployment of our individual and collective expertise to address the needs of students, families, staff, educators, and school communities as we navigate ahead in a new scenario.

As educational leaders devise reentry plans, the health and well-being of students and staff members remains, as always, the top priority. Addressing the challenges and changes ahead must be done in a strategic, creative, and flexible manner in order to offer confidence to students, families, and staff, as well as to mitigate the spread of the COVID-19.

This roadmap is intended to be an interactive framework for teams to guide discussions and serve as a planning tool for administrators regarding reentry to buildings and classrooms. Preparing to reopen requires the development of detailed plans for each location, reconfiguration of the physical environment to support social distancing practices, and continuous communications.

While there is not a 'one size fits all' model for reopening and /or responding to a resurgence, the goal is to make collaborative decisions and implement protocols consistently across Berks County schools.

As part of the reopening process, as well as responding to a possible resurgence, this roadmap is organized by the following focus areas for consideration:

- Organization-Wide
- Human Resources
- Financial
- Operations
- Transportation
- Educational and Student Services
- Special Education
- Professional Development
- Technology
- School Specific Information

The details outlined in this roadmap are based on guidance from federal, state, and local governing agencies and feedback from key stakeholders including professional organizations, collaborative partners, and superintendents. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the pandemic are continually evolving, this roadmap will likely change, be amended, or augmented. Schools should always adhere to the most recent recommendations from the Pennsylvania Department of Education. Therefore, it is imperative to revise or pivot your plans as new information is learned.

As educational leaders, we must remain steadfast in our determination to respond to developing and dynamic conditions with noteworthy empathy, flexibility, and creativity. Regardless of how education will be delivered (in-person, virtual, hybrid, or intermittent), we must be ready!

WHAT IT IS...	WHAT IT IS NOT...
A guidance document	Not legal advice
Based on evidence and expertise	Not based on opinion or ideology
Comprised of the essential actions designed to spur thinking, planning, and prioritization	Not an exhaustive list of every action that a school or school leader will need to return to school
Part of a continuum of school decision-making	Not a distance learning playbook or school closure guidance
A fluid document that will change and grow based on local trends and statewide data	Not the final word on how schools will manage the next phases of COVID-19

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## A. ORGANIZATION-WIDE

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>1.</b> <b>HEALTH &amp; SAFETY PLAN</b></p>	<p>A. Create a Health and Safety Plan in consultation with local health agencies</p> <p>B. Identify roles and responsibilities of “pandemic coordinator” and team members</p> <p>C. Present Health and Safety Plan to Board of Directors for approval</p>	<p>D. Submit plan to PDE at <a href="mailto:RA-EDContinuityofED@pa.gov">RA-EDContinuityofED@pa.gov</a> and post on public website</p> <p>E. Communicate plan with staff members and offer required reentry training</p>
<p><b>2.</b> <b>COMMUNICATION PLAN</b></p>	<p>A. Communicate with employees about actions taken and procedures implemented to ensure their safety prior to returning to work</p> <p>B. Signs and Messages</p> <ul style="list-style-type: none"> <li>i. Create signs that promote everyday protective measures to stop the spread of germs</li> <li>ii. Create signs for social distancing and cleaning protocols</li> <li>iii. Create signs that communicate building protocols and floor markings</li> <li>iv. Create signage, visuals, and markings to communicate student expectations</li> <li>v. Broadcast regular announcements on reducing the spread of COVID-19 on PA systems</li> <li>vi. Consider the home language of students and families when posting signs and sending messages</li> <li>vii. Ensure signs and messaging are provided in alternative formats to communicate to individuals whose primary language is not English, and to individuals with hearing or vision impairment</li> </ul>	<ul style="list-style-type: none"> <li>viii. Ensure that messages are communicated in multiple modalities to ensure that students and families without internet connectivity are included and receive the same important information as is communicated to all families</li> </ul> <p>C. Discuss communication protocols and plans should risk suddenly increase</p> <p>D. Identify communication plan for 2020-2021:</p> <ul style="list-style-type: none"> <li>i. What communication platforms will be utilized: intranet; public website; social media; video messaging; etc.?</li> <li>ii. What plans and preparations will be shared with staff, students, and families?</li> <li>iii. What information will be shared with board members?</li> <li>iv. Determine ways you will engage with external stakeholders on a regular cadence</li> </ul> <p>E. Send reminders to staff to stay at home if they have recently had close contact with a person with COVID-19, display symptoms, or suspect a confirmed infection of COVID-19</p>
<p><b>3.</b> <b>EMPLOYEE SURVEYS / ENGAGEMENT</b></p>	<p>A. Conduct employee reentry surveys to include suggestions and concerns</p>	<p>B. Evaluate and consider engagement efforts relative to staff, students, families, and communities</p>
<p><b>4.</b> <b>SOCIAL DISTANCING</b></p>	<p>A. Comply with all guidance and expectations issued by governmental agencies (national, state, and local)</p> <p>B. Establish protocols for classroom / learning space occupancy that allow for 6 feet of separation among students and staff throughout the day when appropriate (green phase)</p>	<p>C. Specify the types of meetings, events, and activities buildings can accommodate</p> <p>D. Postpone or cancel noncritical gatherings and events as per governmental agency guidance</p> <p>E. Limit visitors / volunteers, contractors, auditors, monitors, etc. to business critical</p>

## B. HUMAN RESOURCES

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>5.</b> <b>STAFFING</b></p>	<p>A. Evaluate criticality of employees' return from remote operations:</p> <ul style="list-style-type: none"> <li>i. Classify and prioritize services</li> <li>ii. Classify and prioritize employees (job types, remote capabilities, on-site criticality)</li> </ul> <p>B. Explore reassignment and reallocation of duties of existing staff</p> <p>C. Develop phased approach to employees' return based on roles and priorities, including temp workers if needed:</p> <ul style="list-style-type: none"> <li>i. Alternating workdays in the office and work from home</li> <li>ii. Staggered arrival / departure times</li> <li>iii. Consider extending operating hours and run a two-shift operation and / or seven-day operation</li> </ul> <p>D. Revisit telework guidelines and procedures as necessary</p> <p>E. Ensure a policy / process exists to report and track infections; ensure compliance with the Health Insurance Portability and Accountability Act (HIPPA)</p>	<p>F. Revise policies to comply with updated government guidance concerning COVID-19 issues and recently enacted laws, such as the Families First Coronavirus Response Act (FFCRA) and any state and / or local laws promulgated in response to COVID-19</p> <p>G. Impose limitations on non-essential business travel, comply with Centers for Disease Control and Prevention (CDC) guidelines for post-travel quarantine, and consider other precautions, such as COVID-19 testing or working from home for a period following travel</p> <p>H. Determine disciplinary action due to non-compliance of established expectations in response to COVID-19</p> <p>I. Evaluate offering an early retirement incentive package to staff</p>
<p><b>6.</b> <b>ACCOMMODATING EMPLOYEES DUE TO COVID-19</b></p>	<p>A. Prepare protocol for responding to employees requesting a delayed start date or telecommuting due to COVID-19 concerns, including high-risk employees, employees suffering from anxiety, and employees with childcare issues</p> <p>B. Consider requests for reasonable accommodations for reasons related to COVID-19; engage in interactive process with employees and maintain documentation</p>	<p>C. Consider requests for reasonable accommodations for medical or religious reasons prior to taking adverse action against employees who refuse to wear PPE</p>
<p><b>7.</b> <b>STAFF SOCIAL-EMOTIONAL WELL-BEING</b></p>	<p>A. Monitor staff social-emotional well-being:</p> <ul style="list-style-type: none"> <li>i. Create opportunities for staff to engage in self-care</li> <li>ii. Reassess staff wellness periodically to determine efficacy of existing supports and the need for additional supports</li> </ul>	

## B. HUMAN RESOURCES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>8.</b> <b>SCREENING EMPLOYEES FOR COVID-19</b></p>	<p>A. Establish protocols to determine where, to whom, when, and how frequently screening will take place (e.g., report from home or upon arrival to school / work) - yellow phase only</p>	<p>B. Establish procedures for employees to submit a self-disclosure of symptoms of COVID-19</p>
<p><b>9.</b> <b>HANDLING CONFIRMED OR SUSPECTED CASES OF COVID-19</b></p>	<p>A. Prepare policy and procedures for reporting illness and responding to employees who test positive for COVID-19 or are suspected of having COVID-19</p> <p>B. Require employees diagnosed with COVID-19, experiencing symptoms of COVID-19, or exposure to COVID-19 to stay home as per CDC guidance</p>	<p>C. Identify employees potentially exposed to COVID-19 and notify them of exposure</p> <p>D. Put procedural safeguards in place to maintain the confidentiality of any employee with a suspected or confirmed case of COVID-19</p>
<p><b>10.</b> <b>TRAINING PROGRAMS</b></p>	<p>A. Offer required PDE Health and Safety Plan staff training before providing services to students</p> <p>i. Consider conducting training online to limit the size of gatherings</p> <p>B. Provide up-to-date education and training on COVID-19 risk factors, protective behaviors, and PPE</p> <p>C. Explain and demonstrate how to clean and disinfect objects and surfaces</p> <p>D. Explain and demonstrate respiratory hygiene:</p> <p>i. Avoid touching the eyes, nose, and mouth</p> <p>ii. Cover the mouth when coughing</p> <p>iii. Cover the nose when sneezing and safely discard tissues</p>	<p>E. Explain and demonstrate how to clean hands:</p> <p>i. Use soap and water, scrub for 20 seconds, and rinse</p> <p>ii. Use paper towels to dry hands, turn sink handles, and open doors; then safely discard</p> <p>iii. Use alcohol-based hand sanitizer</p> <p>F. Establish new workplace etiquette and protocols and communicate them via signage posted throughout the workplace</p> <p>G. Revisit the delivery of mandated training programs and program specific new hire training (e.g., first aid / CPR, safety care)</p>
<p><b>11.</b> <b>PERFORMANCE EVALUATIONS</b></p>	<p>A. How should you evaluate your staff in 2020-2021 school year, especially in the event of continued or renewed school closures?</p> <p>i. In what ways, if any, do your current evaluation procedures need to be revised?</p>	<p>ii. Identify how teacher observations will be conducted to provide feedback and support for teachers in a virtual setting</p> <p>iii. Consult with PDE regarding adjustments to principal and teacher evaluation processes</p>

## B. HUMAN RESOURCES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>12.</b> <b>COLLECTIVE BARGAINING AGREEMENTS</b></p>	<p>A. Review aspects of labor agreements with solicitor as it relates to the impact of COVID-19 and terms and conditions:</p> <ul style="list-style-type: none"> <li>i. Maintain regular communication with labor groups</li> </ul>
<p><b>13.</b> <b>COVID-19 VACCINE</b></p>	<p>A. If a vaccine for COVID-19 becomes available:</p> <ul style="list-style-type: none"> <li>i. Educate employees about the vaccine           <ul style="list-style-type: none"> <li>a. Consider making the vaccine available at no cost to employees and offering employees leave to obtain the vaccination</li> </ul> </li> <li>ii. Consult with solicitor regarding whether you may require employees to be vaccinated for COVID-19</li> </ul>
<p><b>14.</b> <b>RECRUITMENT AND ONBOARDING</b></p>	<p>A. Revisit recruitment strategies and the interview process:</p> <ul style="list-style-type: none"> <li>i. Develop remote recruitment and hiring practices as needed</li> <li>ii. Consider hosting digital job fairs</li> </ul> <p>B. Revisit the new hire onboarding process in relation to social distancing requirement:</p> <ul style="list-style-type: none"> <li>i. Consider hybrid approach (in-person and virtual)</li> </ul>
<p><b>15.</b> <b>COMPENSATION / PAID TIME OFF</b></p>	<p>A. Identify protocol relative to applying salary increases tied to performance in the event an employee did not work during the closure, in part or in its entirety</p> <p>B. Determine impact on paid time off:</p> <ul style="list-style-type: none"> <li>i. Consider suspending any vacation accrual limit</li> <li>ii. Consider suspending the use of paid time off</li> </ul>

## C. FINANCIAL

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>16.</b> <b>STAFF COMPLEMENT</b></p>	<ul style="list-style-type: none"> <li>A. Review staffing and identify possible restructuring needs and / or potential cost-saving measures</li> <li>B. How do you assess and address staffing needs, especially given the potential of budgetary constraints after the COVID-19 outbreak?               <ul style="list-style-type: none"> <li>i. Determine staff availability for both environments (in-person and virtual)</li> </ul> </li> <li>C. Explore avenues of relief to include the potential for new federal and state aid</li> </ul>
<p><b>17.</b> <b>BUDGET</b></p>	<ul style="list-style-type: none"> <li>A. Identify budget impact:               <ul style="list-style-type: none"> <li>i. Impact on workflow and electronic documents</li> <li>ii. Effect of a two-part budget</li> <li>iii. Impact on salaries for the 2020-2021 fiscal year                   <ul style="list-style-type: none"> <li>a. Potential pay freezes</li> <li>b. Compensation paid after July 1, 2020, for employees who are not working or working a reduced work schedule</li> </ul> </li> </ul> </li> <li>B. Identify anticipated losses:               <ul style="list-style-type: none"> <li>i. Anticipated loss of funding</li> <li>ii. What unfunded mandates may result from the school closures? How do you address them?</li> </ul> </li> <li>C. Examine revenues:               <ul style="list-style-type: none"> <li>i. Research changes in federal, state, and / or local funding</li> <li>ii. Investigate federal, state, and / or local emergency funds</li> <li>iii. Consider potential revenue to offset loss of funding</li> <li>iv. Consider the impact of anticipated enrollment changes</li> <li>v. Confirm with federal and state education agencies any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes</li> </ul> </li> <li>vi. Confirm types of activities permitted or required by different funding sources</li> <li>vii. Explore new funding opportunities (e.g., grants, business partners, donors, etc.)</li> <li>viii. Work with PDE and state legislators to advocate for 2021-2022 funding</li> <li>D. Examine expenditures:               <ul style="list-style-type: none"> <li>i. Estimate and document COVID-19-related costs</li> <li>ii. Create procedures to prioritize processing of purchase orders for essential supplies</li> <li>iii. Identify new software or hardware needed to purchase or supplement continued remote operations</li> </ul> </li> <li>E. How can you reallocate funds to make sure you have sufficient staff and resources to support the safety of your stakeholders when you reopen?</li> <li>F. How can you respond if revenue and state and federal fiscal supports continue to decline?</li> <li>G. What changes, if any, need to be made to the district's risk management plans?</li> </ul>

## D. OPERATIONS

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>18.</b> <b>PREPARE BUILDINGS</b></p>	<ul style="list-style-type: none"> <li>A. Enact key healthy building strategies</li> <li>B. Ready mechanical, HVAC, fire / life safety systems, flush water lines</li> <li>C. Clean with products from approved lists from governing authorities</li> <li>D. Ensure compliance with owner / landlord requirements and policies</li> </ul>	<ul style="list-style-type: none"> <li>E. Engage vendors in back-to-workplace plan</li> <li>F. Review and prepare plans regarding changes to cleaning scope or any additional services</li> <li>G. Ensure all inspections, remediations, repairs, and communications are complete before reopening</li> </ul>
<p><b>19.</b> <b>FACILITIES MANAGEMENT</b></p>	<ul style="list-style-type: none"> <li>A. Confirm emergency evacuation procedures in compliance with social distancing requirement and revisit assignments of persons responsible for managing evacuation</li> <li>B. Create phased and “quick close” procedures to shut down offices / buildings in the event the reopening fails or resurgence forces closures</li> </ul>	<ul style="list-style-type: none"> <li>C. How do you maintain your infrastructure, budget, and plan for repairs for buildings in the coming months?</li> </ul>
<p><b>20.</b> <b>SUPPLY CHAIN OF PPE AND CLEANING MATERIALS</b></p>	<ul style="list-style-type: none"> <li>A. Identify and confirm supply chains for personal protective equipment and determine advance ordering requirements for long lead-time items:               <ul style="list-style-type: none"> <li>i. Secure other supplies to prevent the spread (e.g., tissues, paper towels, hand sanitizer, soap)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ii. Place supplies at entrances and exits, in offices, in classrooms, in restrooms, in cafeteria, on buses, etc.</li> </ul>
<p><b>21.</b> <b>CONTROL ACCESS</b></p>	<ul style="list-style-type: none"> <li>A. Control entry points, including deliveries:               <ul style="list-style-type: none"> <li>i. Limit the number of entrances and exits used</li> <li>ii. Restrict visitors / volunteers to a single point of entry</li> <li>iii. Encourage hand sanitizing on entry</li> <li>iv. Face coverings: establish protocols for phases</li> <li>v. Consider screening measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>B. Determine entry / exit badging protocols for essential employees returning to a building</li> <li>C. Determine a policy for employee access to buildings other than their primary workplace</li> </ul>

## D. OPERATIONS CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>22.</b> REDUCE TOUCH POINTS AND INCREASE CLEANING</p>	<p>A. Maintain enhanced cleaning and disinfecting practices in accordance with recommendations provided by the CDC</p> <p>B. Clean and sanitize restrooms regularly and ensure adequate supply of soap and paper towels</p> <p>C. Consider engaging a professional third-party cleaning company to maintain appropriate standards as needed</p> <p>D. Supply disinfectant in each work area</p>	<p>E. Consider plan to clean conference rooms between meetings</p> <p>F. How can you ensure that your buildings are clean and sanitized? What processes will you use to implement new safety and sanitation procedures and monitor effectiveness?</p> <p>G. How should you adjust custodial plans to accommodate an alternative or hybrid schedule?</p>
<p><b>23.</b> PERSONAL PROTECTIVE EQUIPMENT (PPE)</p>	<p>A. Follow Occupational Safety and Health Administration (OSHA) guidance and any requirements issued by state and local authorities:</p> <p>i. Consider implications on terms and condition of employment of new hires</p>	<p>B. Implement procedures for requiring appropriate PPE of visitors / volunteers</p> <p>C. Consider maintaining uniforms for employees and laundering daily (if applicable)</p>
<p><b>24.</b> CONTAMINANT CONTROL</p>	<p>A. Assess risk of confirmed case(s) in buildings; short term closure of building / dismissal to clean, disinfect, and contact trace in consultation with local health officials</p> <p>B. Designate a specific space to isolate any person who experiences symptoms of an illness while at work</p> <p>C. Designate one location for deliveries to the building</p>	<p>D. What preventative and responsive measures should you implement to limit the potential for new outbreaks in your community? What additional resources, if any, do you need to consider supporting these measures?</p> <p>E. Install plexiglass shields as appropriate; reconfigure desk setup for staff currently set up as “counter service”</p>
<p><b>25.</b> SOCIAL DISTANCING</p>	<p>A. Adhere to Health and Safety Plan relative to social distancing for staff and students</p> <p>B. Reconfigure gathering and lobby areas for social distancing:</p> <p>i. Consider Americans with Disabilities Act of 1990 (ADA)</p> <p>C. Reduce capacity of spaces, (e.g., remove some chairs from large conference rooms)</p> <p>D. Install floor markings to ensure employees are separated according to CDC guidance</p> <p>i. Consider Americans with Disabilities Act of 1990 (ADA)</p>	<p>E. Plan how to address impact on shared spaces (e.g., elevators, stairwells, cafeteria, mailroom, kitchenettes, gym, playgrounds, restrooms, breakrooms, nursing mothers’ rooms, applicant management room, etc.)</p> <p>F. Designate and post the direction of foot traffic in main circulation paths</p>

## D. OPERATIONS CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>26.</b>  <b>DEFINE VISITOR / VOLUNTEER CONTACT PROTOCOLS</b></p>	<p>A. Determine if and how to screen visitors / volunteers prior to entering buildings</p> <p>B. Post signage at the entrance to buildings requiring visitors / volunteers to complete self-screening questions to determine if they may enter the building</p>	<p>C. Limit the number of visitors / volunteers in any area at one time</p> <p>D. As appropriate, use video or telephone conferencing instead of in-person meetings</p> <p>E. Decrease the amount of time visitors / volunteers spend in the reception or waiting areas</p>

## E. TRANSPORTATION

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>27.</b>  <b>TRANSPORTATION</b></p>	<p>A. Ready the transportation fleet</p> <p>B. What is the timeline for decisions to be made about transportation needs of districts / programs for the 2020-2021 school year?</p> <p>C. Develop contingency plans that anticipate the required number of buses and drivers and the budgetary implications to practice social distancing</p> <p>D. Anticipate issues regarding the health and safety of drivers and other transportation staff</p> <p>E. Implement measures to prevent spread:</p> <ul style="list-style-type: none"> <li>i. Adjust bus schedules</li> <li>ii. Adjust stops</li> <li>iii. Adjust boarding and exiting practices</li> <li>iv. Adjust seating capacity to comply with social distancing</li> <li>v. Outfit buses with tissues, waste baskets, hand sanitizer, and face coverings</li> <li>vi. Clean and disinfect buses regularly</li> <li>vii. Air out buses when not in use</li> <li>viii. Post signage</li> <li>ix. Deliver training if necessary</li> </ul> <p>F. Provide bus drivers and other transportation staff with any necessary PPE:</p> <ul style="list-style-type: none"> <li>i. Can you get enough PPE for bus staff by start of 2020-2021 school year?</li> </ul>	<ul style="list-style-type: none"> <li>ii. Who will provide PPE, disinfecting wipes, and hand sanitizer to bus staff? Will this be the contractors or district?</li> </ul> <p>G. Consider placing additional staff members on each bus to:</p> <ul style="list-style-type: none"> <li>i. Monitor compliance with social distancing at bus stops and in transit</li> </ul> <p>H. What safety measures will be needed to make employees feel more comfortable and return to work?</p> <p>I. Implement student PPE measures as per governmental agency guidance:</p> <ul style="list-style-type: none"> <li>i. Establish procedures for students not complying with PPE requirements</li> <li>ii. Provide accommodations for students with special needs</li> </ul> <p>J. What protocols will be in place if a student displays or develops COVID-19 symptoms?</p> <p>K. Determine if any parent communication will be disseminated regarding safety measures</p> <p>L. Will parents have to “opt” in for bus transportation? Even if bussing is provided, will parents want to put their child on a bus?</p> <p>M. Devise a plan for traffic control to account for an increase of traffic flow at buildings</p>

## F. EDUCATION + STUDENT SERVICES

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>28.</b></p> <p><b>OPERATIONAL CONSIDERATIONS (ACADEMIC PLANNING)</b></p>	<ul style="list-style-type: none"> <li>A. Review buildings, space options, and reconfigure layout to consider the following:               <ul style="list-style-type: none"> <li>i. Students' seat assignments in accordance with social distancing guidance</li> <li>ii. Gathering places marked off and / or reconfigured for social distancing</li> </ul> </li> <li>B. Plan for daily student schedules that limit and / or monitor student movement, including:               <ul style="list-style-type: none"> <li>i. Procedures for meals</li> <li>ii. Movement in hallways in one direction</li> <li>iii. Requirements for any medically fragile students</li> <li>iv. Recess or outside activity configuration and rules</li> <li>v. Specific schedules for certain days of the week</li> <li>vi. Allow students to access virtual learning at a time that works best for them</li> <li>vii. Consider modified student schedules for instruction and activities</li> </ul> </li> <li>C. Consider planning to have at least one day each week as virtual learning to prepare and practice transitioning between virtual and in-person instruction</li> <li>D. Update health records for students and staff as legally permitted</li> <li>E. Establish partnerships with community providers to supply additional medical services as needed</li> <li>F. Review parent communications; identify additional virtual supports based on student needs; consider regular family surveys and offering parent webinars and "PD" sessions to learn how to navigate virtual platforms</li> <li>G. Update strategic and annual program plans to reflect adjustments, consider the staffing model that will help you be the most effective academically while still prioritizing student and staff health</li> <li>H. Determine options for recruiting and preparing substitute teachers and approaches to handling sub shortages that will accommodate safety / health considerations</li> <li>I. Establish partnerships with community providers to fulfill operation requirements</li> </ul>

## F. EDUCATION + STUDENT SERVICES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>29.</b> <b>POLICY / PROCEDURES / PROTOCOLS</b></p>	<p>A. Determine fair and equitable attendance policies:</p> <ul style="list-style-type: none"> <li>i. Monitor and address student attendance issues</li> <li>ii. What do you do with students that do not “log in” or engage with online instruction?</li> </ul> <p>B. What health provisions / cautions will be required for students with underlying health problems?</p> <p>C. Determine procedures for temperature checks or other screening procedures recommended by local health officials relative to students and families</p> <p>D. Determine virus exposure self-reporting procedures for students and families</p> <p>E. What PPE provisions will be in place for students and families?</p> <ul style="list-style-type: none"> <li>i. What procedures will be implemented for those who do not comply with requirements?</li> </ul> <p>F. What protocols can be put into place to ensure students have access to handwashing and universal health precautions are followed?</p> <p>G. Establish protocols relative to managing a student who tests positive with COVID-19 while attending school</p>	<p>H. Review and revise health policies and practices as needed; communicate any changes to students, families, and staff</p> <p>I. Establish safe procedures for any basic health screenings (e.g., hearing, vision) and / or any required immunizations considered by schools</p> <p>J. Review mandated reporter responsibilities with staff</p> <p>K. Monitor privacy issues</p> <p>L. Develop policies and procedures that clarify expectations if resurgence of COVID-19 occurs, including:</p> <ul style="list-style-type: none"> <li>i. What students take home with them daily</li> <li>ii. Student / teacher communication protocol</li> </ul> <p>M. Monitor online communications to identify bullying or harassment</p> <p>N. Address bullying / harassment, bias, and discrimination for any reason, including:</p> <ul style="list-style-type: none"> <li>i. Suspected COVID-19 status</li> <li>ii. Race / ethnicity</li> <li>iii. Linguistic or cultural background</li> <li>iv. National origin</li> <li>v. Gender identity</li> <li>vi. Sexual orientation</li> <li>vii. Religion</li> </ul>

## F. EDUCATION + STUDENT SERVICES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>30.</b> <b>ACADEMIC CONSIDERATIONS</b></p>	<p>A. Consult with PDE regarding flexibility to adjust:</p> <ul style="list-style-type: none"> <li>i. Academic year 2020-2021 (e.g., start and end dates, timing, and length of breaks)</li> <li>ii. School schedules (e.g., drop-off and pick-up times; bus schedules; school start and end times; class, lunch, and recess periods)</li> </ul> <p>B. Prioritize student groups that could be brought back to buildings, with these considerations:</p> <ul style="list-style-type: none"> <li>i. Younger student learning loss may be highest</li> <li>ii. High school juniors and seniors may need more immediate support for college prep and transition</li> <li>iii. All students could benefit from time in buildings with teachers</li> </ul> <p>C. What are the alternative or hybrid school and class models you will consider implementing if current school closures extend into the start of the 2020-2021 school year?</p> <ul style="list-style-type: none"> <li>i. What are some strengths for each model?</li> <li>ii. What are some drawbacks for each model?</li> </ul> <p>D. Communicate any adjustments to students, families, and staff and provide updated academic and assessment calendars</p> <p>E. Confirm with relevant federal, state, and / or local agencies any changes in plans for site visits, reviews, or other processes for compliance or accountability purposes</p> <p>F. Develop contingency plans to address continuity of education:</p> <ul style="list-style-type: none"> <li>i. Additional COVID-19-related school closures</li> <li>ii. Individual students affected by illness, quarantine, and / or family decisions not to resend to school</li> </ul>	<p>G. What are reasonable expectations for accountability and / or improvement for 2020-2021?</p> <p>H. Develop plans to share assessment data with families</p> <p>I. Use efficacy and stakeholder feedback to adjust and improve interventions</p> <p>J. Determine individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted, exceptional students, etc.)</p> <p>K. Provide targeted interventions:</p> <ul style="list-style-type: none"> <li>i. Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports</li> <li>ii. Use efficacy data and stakeholder feedback to adjust and improve interventions</li> </ul> <p>L. Provide or expand intervention time within the school day to help fill learning gaps for individual students</p> <p>M. Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.)</p> <p>N. Plan for progress monitoring in a virtual setting for students, especially younger students</p> <p>O. Plan and staff before, during, and after school tutoring programs</p> <p>P. Offer extended learning opportunities</p> <p>Q. Plan for 2021 graduation ceremony using public health and state guidelines</p>

## F. EDUCATION + STUDENT SERVICES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>31.</b></p> <p><b>CURRICULUM AND INSTRUCTION / PROGRAM EVALUATION</b></p>	<ul style="list-style-type: none"> <li>A. Consider impact of closure on curriculum:               <ul style="list-style-type: none"> <li>i. What changes need to be made to your curriculum for the start of the 2020-2021 school year?</li> <li>ii. How are you preparing for the loss of instructional time and learning that students may have experienced?</li> <li>iii. How do you plan on closing the gap and accelerating achievement for all learners?</li> <li>iv. How are you planning to change instructional groupings or instructional practices as a result of possible learning gaps?</li> <li>v. How are you preparing for the possible increased need of support, due to school closures, of the most-at-risk, vulnerable students?</li> </ul> </li> <li>B. Explore and determine which extended learning strategies are effective for local usage: extended year or day, looping teachers, additional tutoring, year-long school calendars, etc.</li> <li>C. Prioritize a strong review and infusion of spring's focus standards and key skills in the first several weeks of school with attention all year; develop scope and sequence for infusion of critical standards not addressed or mastered from previous year and align to current year's standards</li> <li>D. Set expectations for virtual programs / structures to continue to be used or embedded into classroom lessons, which will make a future transition easier, if needed</li> <li>E. Prioritize what can / should be taught in physical classrooms compared to virtual learning</li> <li>F. Develop and require as many synchronous opportunities as possible, with opportunities for student-to-student interaction for students of all ages</li> <li>G. Consider differentiating instructional strategies to meet students where they are – addressing schedules and instructional time, diagnostics, curriculum, and accountability</li> <li>H. How will you deliver student driver instruction?</li> <li>I. Evaluate current learning management systems or vendors utilized and available to support teachers</li> <li>J. Evaluate the rigor of high-quality instructional materials for all students:               <ul style="list-style-type: none"> <li>i. Are schools using vendor-created courses or teacher-created courses or a mixture?</li> <li>ii. How are you managing providing a reasonable workload for students?</li> <li>iii. How do you train instructional designers relative to online instruction?</li> <li>iv. What standards do you require of educators in terms of expectations and course development?</li> <li>v. What are you doing to ensure equitable access for students with diverse needs?</li> <li>vi. How are you meeting the educational goals for Individual Education Programs (IEP) and Gifted Individualized Education Programs (GIEP) for students?</li> <li>vii. What online learning resources are you using to provide quality instruction?</li> <li>viii. How are you supporting parents and families?</li> </ul> </li> </ul>

## F. EDUCATION + STUDENT SERVICES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>32.</b> <b>ASSESSMENT</b></p>	<p>A. Measure learning loss among special populations (e.g., students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically disadvantaged students, students directly affected by COVID-19)</p> <p>i. How do you plan to assess students to determine their current knowledge and level of performance for the upcoming school year?</p> <p>ii. Will you use existing assessments or are you in need of an assessment to evaluate the current status of where students are in their current learning progress?</p>	<p>B. Identify any other students affected by significant learning loss</p> <p>C. What, if any, academic challenges are your students facing? How are you addressing these challenges? What do you need to improve?</p> <p>D. Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports</p> <p>E. Determine assessment tool(s) to determine student gaps and target individual student needs</p>
<p><b>33.</b> <b>SCHOOL CLIMATE</b></p>	<p>A. Discuss implications of the virus to the way school operates early and often; be clear, direct, and empathetic</p> <p>B. Develop ways to elevate student voice and participation in leadership decisions as students return to school buildings</p> <p>C. Survey older students to allow them to share where they think they have academic or social needs; use both multiple-choice questions for standards / skills and open-ended questions about social needs</p> <p>D. Create consistent opportunities for students to build school culture when they have the chance to be in the buildings, and make sure students who are virtual all or most days have the chance to contribute</p> <p>E. Continue character development programming in virtual setting and integrate student voice into weekly schedules and daily lessons</p>	<p>F. Consider a whole school and individual classroom back-to-school virtual “open house” or “meet and greet” for sharing mission, vision, and expectations; making sure that the messages are consistent and that parents and community members are engaged from the start</p> <p>G. Provide ways for administrators to be consistently “visible” to parents and students in a virtual setting (e.g., weekly “Principal Talk” session or “mailbox” video or weekly newsletter to respond to questions or concerns)</p> <p>H. Consider other school spirit “events” such as spirit days and friendly competitions that can happen remotely</p> <p>I. Since intermittent closures can be particularly challenging, develop virtual opportunities for counseling and positive messaging and support</p>

## F. EDUCATION + STUDENT SERVICES CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>34.</b> <b>STUDENT SOCIAL-EMOTIONAL WELL-BEING</b></p>	<p>A. Determine how to assess students' social-emotional well-being when schools reopen:</p> <ul style="list-style-type: none"> <li>i. Inventory and identify any gaps in your social-emotional and mental health interventions</li> <li>ii. Conduct universal screening</li> <li>iii. Use survey instruments to further assess students who show signs of mental health concerns, including trauma</li> </ul> <p>B. Plan for an increased need for mental health services:</p> <ul style="list-style-type: none"> <li>i. How are you planning to socially and emotionally support your staff and students?</li> <li>ii. How do you plan to coordinate and engage with outside organizations to meet the social-emotional and well-being of staff and students?</li> </ul>	<p>C. Offer safe spaces for students to share feelings and experiences related to COVID-19</p> <p>D. Facilitate teachers' efforts to share effective strategies and resources for supporting students' social-emotional well-being</p> <p>E. Reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports</p> <p>F. If you do not already have one, implement a character development program attending to social-emotional learning (SEL) skills and / or whole child programming that connects academics to character</p>
<p><b>35.</b> <b>STUDENT, FAMILY, AND STAFF SUPPORT CONSIDERATIONS</b></p>	<p>A. Assess what you know about individual staff, student, and family impact due to COVID-19</p> <p>B. Activate counselors to develop individual and group support plans for staff, students, and families for 2020-2021</p> <p>C. What plans do you have relative to training and educating students and families so that they feel safe returning to school?</p> <p>D. Help families support student learning at home by sharing instructional strategies and resources</p> <p>E. Review parent communication and identify additional supports needed</p>	<p>F. How can you support the physical well-being of students and families experiencing job or income losses?</p> <ul style="list-style-type: none"> <li>i. Which community organizations are your partners?</li> <li>ii. Who do you need at the table to forge partnerships?</li> </ul> <p>G. Provide students and families with referrals to community organizations able to assist with basic needs provision (e.g., housing, meals)</p> <p>H. What types of non-academic supports do you need to provide to your stakeholders? How do you determine and monitor these needs?</p> <p>I. How are you supporting student engagement and well-being? How do you know what is working? What is not working?</p>

## G. SPECIAL EDUCATION

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>36.</b> <b>SPECIAL EDUCATION</b></p>	<ul style="list-style-type: none"> <li>A. Monitor federal and state guidance for addressing needs of students with disabilities</li> <li>B. Communicate with district special education advisors and solicitors for legal guidance in process, procedures, and individual student cases</li> <li>C. Collaborate with district and school leaders in academic planning and program evaluation as it relates to teaching and learning</li> <li>D. How will you support students receiving special education services?               <ul style="list-style-type: none"> <li>i. How are you planning to manage potential regression of students receiving special education services due to the COVID-19 pandemic?</li> <li>ii. Are you considering holding IEP meetings or presenting any other notifications as students transition back to school?</li> </ul> </li> <li>E. Consider additional support / compensatory education (comp-ed) for students with IEPs:               <ul style="list-style-type: none"> <li>i. Face to face and / or virtual meeting with parents and previous teacher to adjust IEP</li> <li>ii. Co-planning and co-teaching with classroom teacher and special education teachers</li> </ul> </li> <li>F. Conduct initial evaluations or re-evaluations of students with disabilities and English learners, as required</li> <li>G. Ensure contracted itinerant teachers and related service providers are informed of district protocols, procedures, and expectations</li> <li>H. Establish and implement systems for ongoing parent communication and feedback to address concerns and student needs</li> <li>I. Upon returning to school, ensure immediate implementation of IEPs as written for brick and mortar buildings</li> <li>J. Determine best schedules for students with an Individualized Education Program (IEP)</li> <li>K. Address areas of non-compliance with IDEA and Chapter 14 which resulted from emergency school closures:               <ul style="list-style-type: none"> <li>i. Initial evaluations</li> <li>ii. Reevaluations</li> <li>iii. Individualized Education Programs (IEPs)</li> <li>iv. Other items / agreements</li> </ul> </li> <li>L. Determine how remedial instruction, tutoring programs, or other general education initiatives can address needs of students with disabilities</li> <li>M. What ideas can be shared for students with personal care assistants to practice social distancing?</li> <li>N. Ensure protocols and procedures are in place for health/safety and educational programs with out-of-district providers</li> <li>O. Coordinate with transportation providers to ensure specialized needs are met and protocols are established to meet health / safety priorities.</li> <li>P. Develop plans for providing supports / services in remote learning environments               <ul style="list-style-type: none"> <li>i. What assistive technology or other accessible hardware or software do you need to be ready to distribute to ensure students with disabilities will have equal access to remote learning?</li> </ul> </li> <li>Q. Determine process and protocols for virtual assessment, evaluation, and progress monitoring in the event of a resurgence</li> </ul>

## H. PROFESSIONAL DEVELOPMENT

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>37.</b> <b>PROFESSIONAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>A. What additional training will be necessary over the summer to prepare for opening the school year online?</li> <li>B. Provide support for educational supervisors to build their own understanding of the critical attributes of effective virtual learning</li> <li>C. Determine professional development needs for educators regarding coaching, monitoring, virtual lesson plans, delivery, assessment, and communication with parents</li> <li>D. Schedule and provide professional development as needed on:             <ul style="list-style-type: none"> <li>i. Platforms and tools</li> <li>ii. Effective pedagogy in virtual modalities</li> <li>iii. Creating brief instructional videos</li> <li>iv. Best practices for student-teacher online interactions</li> </ul> </li> <li>E. Revisit the delivery of professional development; in-service; mentor programs; induction and state mandated; and annual / recertification training (e.g., first aid / CPR; safety care, etc.)</li> <li>F. Determine options for training and supporting substitute teachers when regular teachers are ill or unable to support teaching from a remote setting if substitutes are utilized</li> <li>G. Provide education staff with training to support students' social and emotional needs</li> <li>H. Provide professional development that assists teachers to embed trauma-informed practices into the new instructional environment</li> <li>I. Identify expectations in place regarding career readiness activities:             <ul style="list-style-type: none"> <li>i. What type of virtual career readiness experiences are your teachers prepared to implement across grade levels?</li> </ul> </li> </ul>

# I. TECHNOLOGY

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>38.</b> <b>TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>A. Identify strategies to recognize and mitigate potential building and operational risks arising from closures and disruptions</li> <li>B. Implement Single-Sign-On for all approved software</li> <li>C. Determine platform, tools, and accessories needed for virtual work, teaching, and learning               <ul style="list-style-type: none"> <li>i. What percentage of students were unable to or experienced significant challenges participating in online distance learning?</li> <li>ii. Consider that some students are in a home with multiple children who need access to a single computing device to complete schoolwork</li> </ul> </li> <li>D. Develop an approved process for getting new ed tech tools and applications approved in an expedited manner</li> <li>E. Identify changes to processes, procedures, and systems needed to support and maintain the inventory of technology assets and instructional materials               <ul style="list-style-type: none"> <li>i. Develop a repository that identifies all of the ed tech tools that have been vetted and approved for use</li> </ul> </li> <li>F. Identify challenges to ensure staff and students have access to the technology they need to be successful in a virtual environment               <ul style="list-style-type: none"> <li>i. What technological and resource barriers impact your staff’s ability to provide effective remote instruction?</li> <li>ii. Plan for staff, student, and family help desk and / or hotline and additional staffing for virtual needs</li> </ul> </li> <li>G. Plan for additional device and connectivity access (e.g., laptops / Chromebooks, mobile hot spots, mobile Wi-Fi, partnering with providers):               <ul style="list-style-type: none"> <li>i. Computing</li> <li>ii. Communications</li> <li>iii. Internet</li> </ul> </li> <li>H. Create a plan for accessing and securing vital records               <ul style="list-style-type: none"> <li>i. How will compliance with federal and state rules regarding the production of public records, and providing parents access to their student’s educational records be maintained?</li> <li>ii. How will the staffing plan impact your ability to quickly retrieve records?</li> <li>iii. How will security of records be maintained during a period of closure?</li> </ul> </li> <li>I. Determine systemic changes needed to ensure state reporting requirements related to enrollment and attendance are met</li> <li>J. Determine if flexible or staggered schedules will impact the operation of the Student Information System</li> <li>K. Upon reentry, consider computer labs and carts               <ul style="list-style-type: none"> <li>i. To the extent possible, follow physical distancing guidelines</li> <li>ii. Disinfect, sanitize, and do not share devices and equipment in all instructional technology classrooms, labs, and office spaces</li> </ul> </li> <li>L. Establish procedures to collect and re-deploy previously distributed equipment</li> <li>M. Develop a process for the procurement, staging, and deployment of new or replacement machines</li> <li>N. Implement protocols for the safe handling of equipment for ongoing repair operations</li> <li>O. Maintain detailed documentation, and / or logs of all “on-the-fly” accommodations you have had to make to your systems during the crisis response</li> </ul>

## I. TECHNOLOGY CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>39.</b></p> <p><b>SECURITY / CYBERSECURITY</b></p>	<ul style="list-style-type: none"> <li>A. Develop an approved Business Continuity plan for the organization</li> <li>B. Review security and privacy procedures and policies to ensure adherence to FERPA requirements</li> <li>C. Review apps and digital services used for remote learning to ensure they are consistent with privacy protections required under state and federal laws</li> <li>D. Evaluate cybersecurity strategy to protect users and organizational data when working remotely</li> <li>E. Review Cybersecurity Insurance               <ul style="list-style-type: none"> <li>i. Evaluate your level of risk</li> <li>ii. Evaluate your level of need</li> <li>iii. Understand the details in your policy                   <ul style="list-style-type: none"> <li>a. Exclusions in the policy that pertain to your business practices</li> <li>b. Whether the policy contains broad or specific triggers for coverage</li> <li>c. If a policy covers mistakes made by third parties like vendors and suppliers</li> <li>d. Reconsider your cybersecurity strategy</li> </ul> </li> <li>iv. Document the process for filing and working through a claim                   <ul style="list-style-type: none"> <li>a. Know who to call and how to reach them</li> </ul> </li> <li>v. Understand the services and products the insurer provides their customer                   <ul style="list-style-type: none"> <li>a. Security awareness training / Phishing campaigns</li> <li>b. Discounted software and services</li> <li>c. Network monitoring services</li> <li>d. Security audits</li> </ul> </li> </ul> </li> <li>F. Increase security awareness training</li> <li>G. Develop processes that ensure technology continues to receive security, system, policy, and application updates when working remotely</li> <li>H. Develop a process that allows regular password changes to continue and remain synchronized when working remotely</li> <li>I. Begin enforcing Data Loss Prevention (DLP) rules</li> </ul>

## J. SCHOOL SPECIFIC INFORMATION

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION	
<p><b>40.</b> <b>CURRICULUM, ASSESSMENT, INSTRUCTION, AND EXTRACURRICULAR ACTIVITIES</b></p>	<p>A. Consider how to organize teacher leaders to plan lessons, work with curriculum providers, and support other teachers for 2020-2021</p> <p>B. Revisit security procedures and honor code protocols as students transition to online tests and graded assignments</p> <p>C. Provide school health personnel with necessary personal protective equipment</p> <p>D. Consider credit requirement waivers and options (local and state) for rising seniors (e.g., non-core credits, emergency waivers for “on-track” students)</p> <p>E. Consult with PDE to confirm graduation requirements for rising seniors: i. Determine the classes / credits needed for each rising senior to meet graduation requirements (Act 158)</p>	<p>ii. Explore alternate methods for rising seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency)</p> <p>F. Connect with postsecondary institutions which the district’s students commonly attend to discuss potential supports</p> <p>G. Consider all student activities (e.g., fine arts, sports, etc.) and how social distancing measures will be implemented</p> <p>H. Determine which extracurricular activities can safely resume; determine guidelines and social distancing expectations</p>
<p><b>41.</b> <b>OTHER</b></p>	<p>A. Consider plans relative to kindergarten registration</p> <p>B. Consider ways to organize alternative fundraising efforts from a virtual setting</p>	<p>C. Consider community-based instruction and transition plans and develop plans for reentering school</p>
<p><b>42.</b> <b>ATHLETIC DIRECTORS</b></p>	<p>A. Consider how to plan for summer weight room usage and workouts and other out-of-season camps or activities</p> <p>B. Consider planning for fall sports and identify precautions i. Will middle school sports be managed the same way as high school sports?</p> <p>C. Consider limitations in place for travel and the impact on “away” competitions versus “home” competitions</p>	<p>D. Consider transportation needs relative to ensuring social distancing protocols</p> <p>E. Consider how to enforce or manage audience participation at events</p> <p>F. Identify communication plan for students and families</p>

## J. SCHOOL SPECIFIC INFORMATION CONTINUED

TOPIC	TASK / ACTION ITEM / DISCUSSION QUESTION
<p><b>43.</b> <b>FOOD SERVICE</b></p>	<ul style="list-style-type: none"> <li>A. USDA waivers are extended until August 31, 2020 – How are you serving the school population, employees, and community during the upcoming summer?</li> <li>B. Inspect cafeterias and kitchens to determine need for modifications to facilitate social distancing:               <ul style="list-style-type: none"> <li>i. Table placement</li> <li>ii. Seating arrangements</li> <li>iii. Protective barriers between workstations</li> <li>iv. Protective barriers between cashiers</li> </ul> </li> <li>C. Would you need additional cleaning time, supplies, and staff?</li> <li>D. Avoid sharing of food and utensils</li> <li>E. Will the state be providing additional funds to food service for the additional requirements if any are implemented?</li> <li>F. Determine need to adjust school menus due to supply issues or health and safety concerns</li> <li>G. Ensure cafeteria staff follow practices and procedures that comply with public health guidelines (e.g., food handling, food preparation, cleaning and disinfecting, food and drink dispensers, etc.):               <ul style="list-style-type: none"> <li>i. Post signage</li> <li>ii. Deliver training, if necessary</li> </ul> </li> <li>H. Provide cafeteria staff with necessary PPE</li> <li>I. Consider how best to deliver food service and consider implications of a single food line or food stations:               <ul style="list-style-type: none"> <li>i. Will food service staff serve each student up through the cashier?</li> <li>ii. Do you “offer” versus “serve” each student?</li> </ul> </li> <li>J. Consider how items are packaged:               <ul style="list-style-type: none"> <li>i. Would you serve all meals in closed hinge containers versus open trays?</li> <li>ii. If open tray, must items be covered as the student walks to the cafeteria or their classroom?</li> <li>iii. What type of napkin dispenser do you have?</li> </ul> </li> <li>K. Will students be permitted to purchase their milk, drinks, and / or snacks from merchandisers?</li> <li>L. Are you replacing a salad bar with pre-made salads?</li> <li>M. Will you replace your condiment bar with single serve packets?</li> <li>N. How will you reduce money handling?</li> <li>O. Will the school require eating in the classroom versus eating socially in the cafeteria?               <ul style="list-style-type: none"> <li>i. If school approves eating in the classroom, would the students be permitted to come in a limited group to pick up their meals?</li> <li>ii. If students cannot come get their meals in the cafeteria, would you use a roster to indicate point of service (POS) checkmarks to be recorded in the cafeteria or invest in iPads?</li> <li>iii. Will students still be eating in the cafeteria in smaller groups; therefore, needing longer meal service times and sessions? Consider impact of maintaining social distancing in accordance with governmental agencies’ guidelines</li> </ul> </li> <li>P. For satellite sites / Head Start programs, will the cafeteria need to portion each student plate instead of sending family-style or pre-proportion each item? Will you need to rethink hot box / disposable ware to send the food?</li> <li>Q. Establish procedures for in-house catering</li> <li>R. In the adult café, how will social distancing be addressed for lunch? Possibly work / lunch at desk or spread of tables / employees?</li> <li>S. How should you continue to provide meals in the event of continued social distancing or additional school closures?</li> </ul>

# RESOURCES

<p><b>CDC'S CONSIDERATIONS FOR SCHOOLS</b></p>		
<p><b>Guidance on Community Spread</b></p>	<p><b>Coronavirus Communication Resources</b></p>	<p><b>PENNSYLVANIA DEPARTMENT OF EDUCATION</b></p>
<p><b>Hand Hygiene</b></p>	<p><b>Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation</b></p>	<p><b>PENNSYLVANIA DEPARTMENT OF HUMAN SERVICES</b></p>
<p><b>Cleaning + Disinfecting Your Facility</b></p>		
<p><b>How to Protect Yourself &amp; Others</b></p>	<p><b>Reopening Guidance for Cleaning and Disinfecting</b></p>	
<p><b>COVID-19 Symptoms / Testing</b></p>	<p><b>What Bus Operators Need to Know</b></p>	<p><b>PRINTABLE PDFS</b></p>
		<p><b>PDE Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools</b></p>
		<p><b>COVID-19 Screening Checklist for Visitors</b></p>
		<p><b>Coronavirus Warning Poster for Entrances</b></p>

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