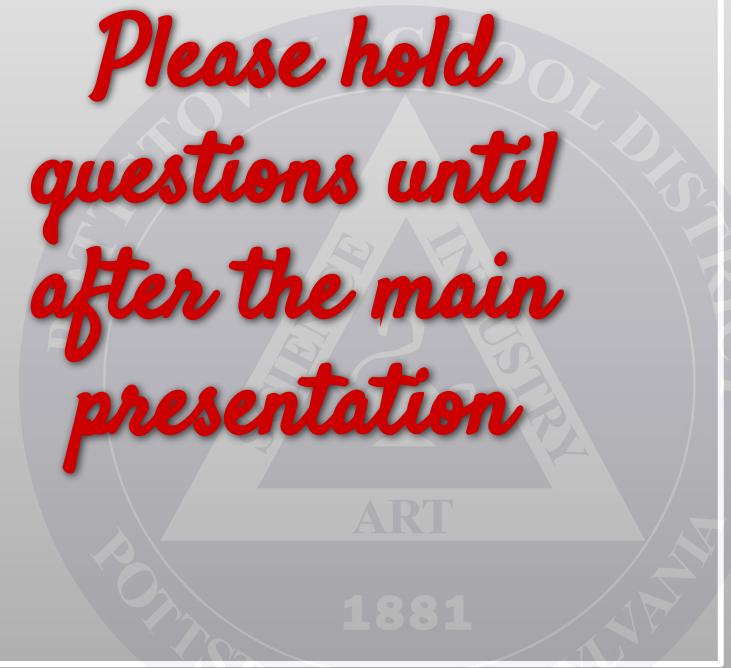




Phased School Reopening Health and Safety Plan

***Please hold
questions until
after the main
presentation***





Mission:
To Prepare Each Student, By Name,
For Success, at Every Level

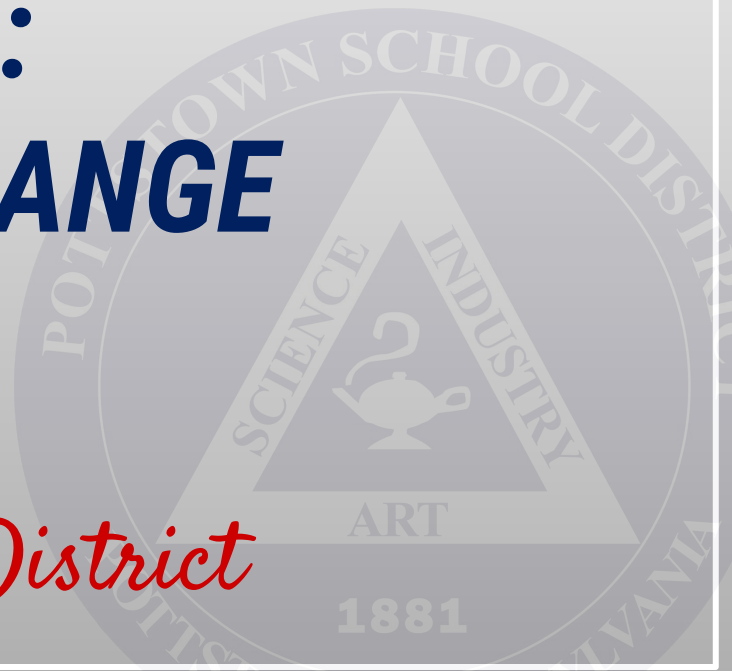
Pottstown School District





All Plans: Subject to CHANGE

Pottstown School District



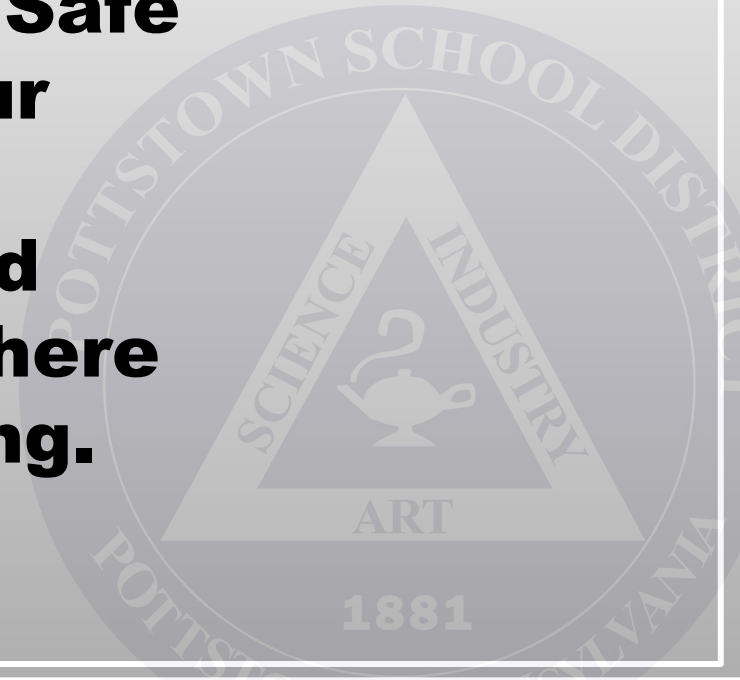


History Repeats?



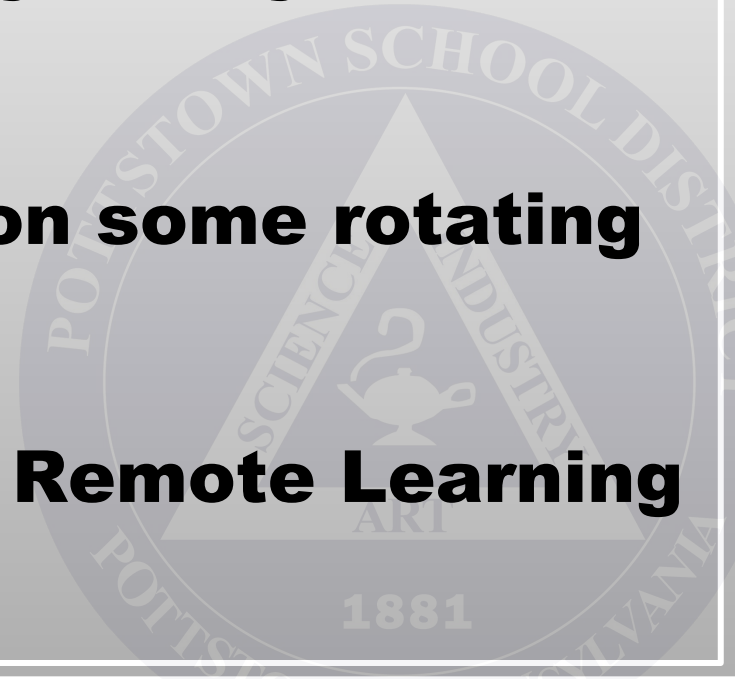
3 Conflicting Objective

- 1. Keep Students and Staff Safe**
- 2. The Learning needs of our Students**
- 3. The impact economic and otherwise, on families where many are already suffering.**



3 Complicated Choices

- 1. Return daily with as many safety measures as possible**
- 2. Return 50% of the time, on some rotating type basis**
- 3. Return to a 100% Virtual Remote Learning program.**

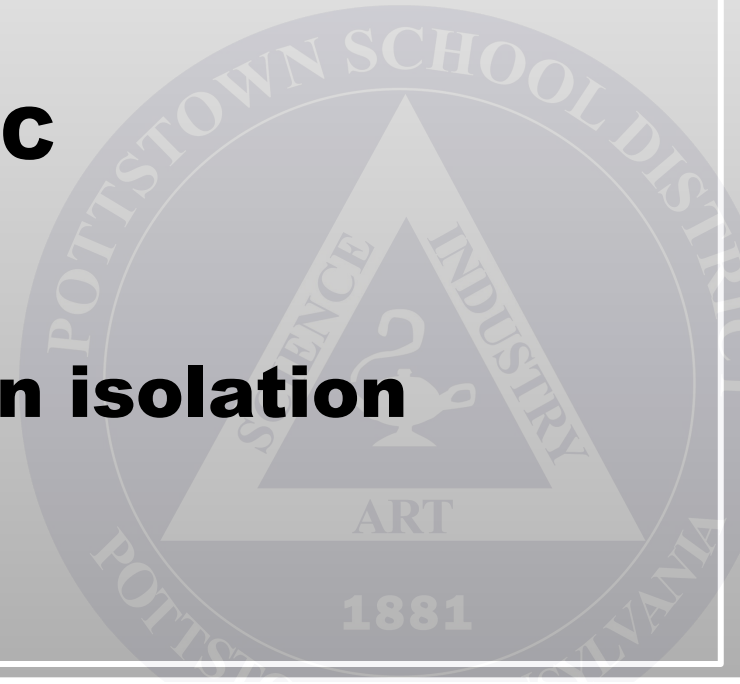


***No strategy we use
completely eliminates risk
of exposure when school is
in person. -Mathematica***

3 District Family: Dilemma

- 1. Mom- Works at District A**
- 2. Dad- Works at District B**
- 3. Children- Attend District C**

Nothing we decide can be in isolation



New addition to Plan:

**Masks are required,
by order of the
Governor.**

**Medical Exceptions
are available.**

New addition to Plan:

**180 Day/990/900 HR
Rule still fully in
effect;
Must pass
emergency resolution
to apply for relief.**



2nd Survey Says?

-Parent input critical

-Will be ready for

release soon





***We cannot let the “PERFECT”
be the enemy of the “GOOD.”***

*We will do our best, which
keeps getting better...*



PA PANDEMIC DESIGNATION: Montgomery County

RED

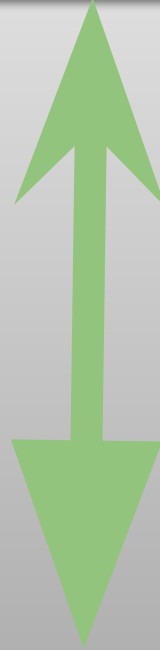


**All
Schools
Closed:
Distance
Learning
Plan
Activated**

YELLOW



**Schools In
Session
with
multiple
options if
Needed
(District)**



GREEN



**Schools In
Session
with
multiple
options for
students
(Family)**

**COVID-19
Pandemic**

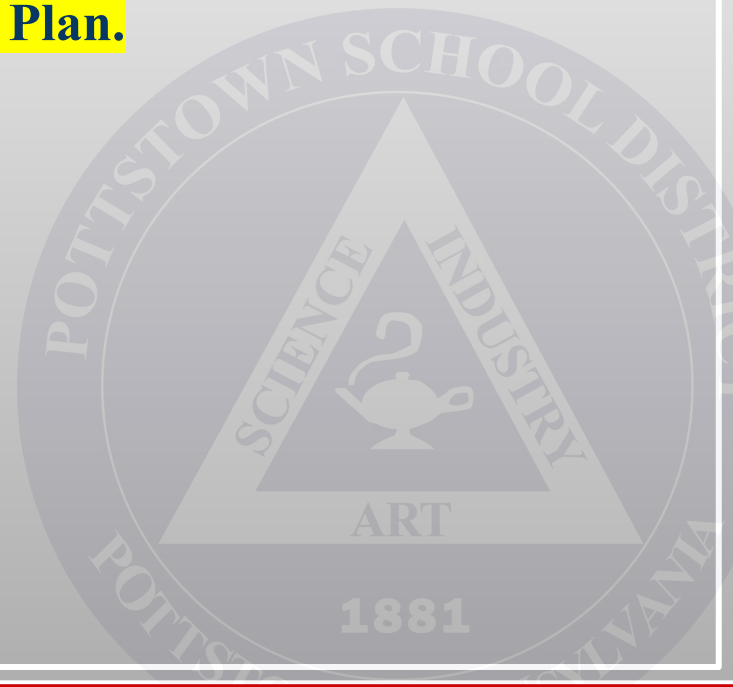


**Incidence
lowered,
Herd
Immunity,
Vaccine
Found**



Creating a Robust, Yet Achievable Re-Opening Plan.

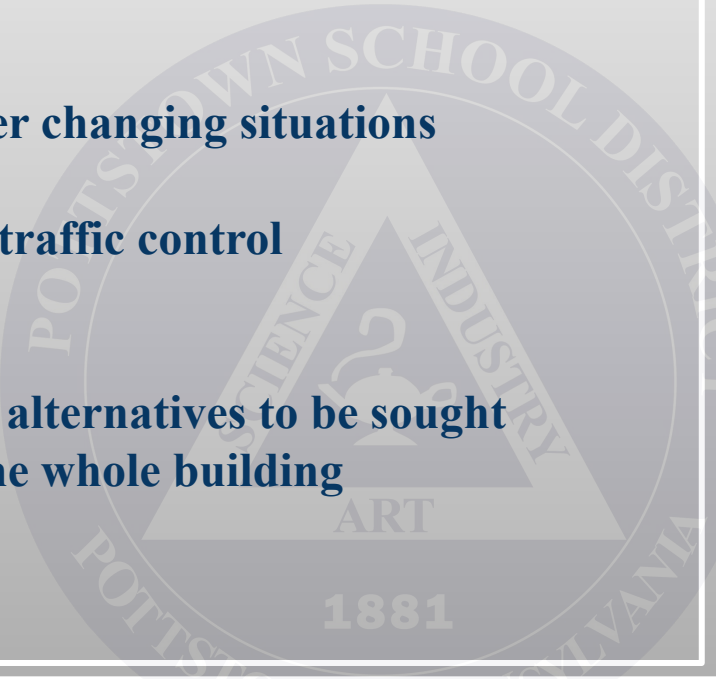
- Safety Protocols
- Cleaning & Disinfecting Plan
- Academic Programming
- Professional Development
- Co-Curricular Activities Plan
- Transportation Plan
- Health Protocols
- Positive Case Protocols





Safety Protocols

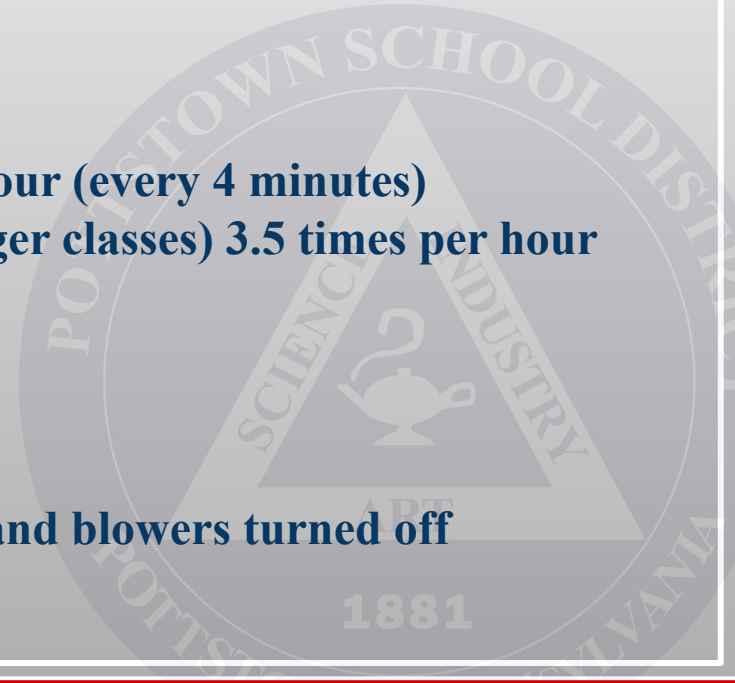
- **PANDEMIC TASK FORCE**
 - **District and Building Levels to deal with ever changing situations**
 - **Board Approval required to start school**
- **Hallways either one directional or right/left side traffic control**
- **Face Shields for all teachers/staff**
- **Face Masks for all students**
 - **Exceptions for both students and staff, with alternatives to be sought**
- **Separate Entrances & Exits for students using the whole building**





Safety Protocols

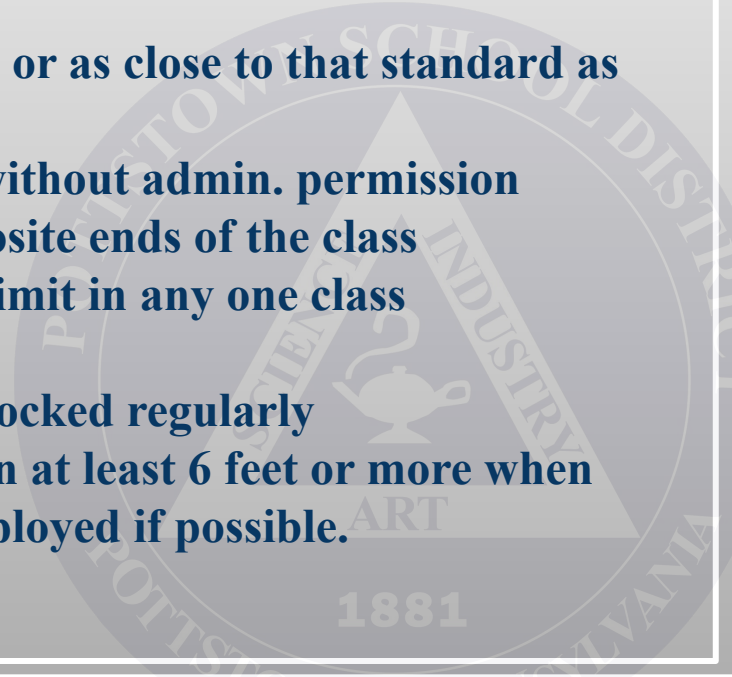
- **Positive Air Pressure Environment-**
 - **HVAC Systems:**
 - **Elementary air transfer: 10-15 times per hour (every 4 minutes)**
 - **PMS/PHS air transfer: (older systems, bigger classes) 3.5 times per hour (every 17 min)**
- **Students art supplies- PROVIDED (at elem)**
- **Truancy standards relaxed?**
- **NO PERFECT ATTENDANCE AWARDS**
- **Water fountains, bottle fillers, and bathroom hand blowers turned off**





Safety Protocols

- **Classroom desks will be spaced 6 ft from center, or as close to that standard as possible.**
- **No changes will be allowed to classroom setup without admin. permission**
- **2 staff members will be required to stay on opposite ends of the class**
- **Except for emergencies/spec. ed, 2 staff will be limit in any one class**
- **All “extra” furniture will be placed in storage**
- **Soap and hand sanitizers will be checked and stocked regularly**
- **All staff meetings will be in open air, or maintain at least 6 feet or more when physically present. Virtual meetings will be employed if possible.**



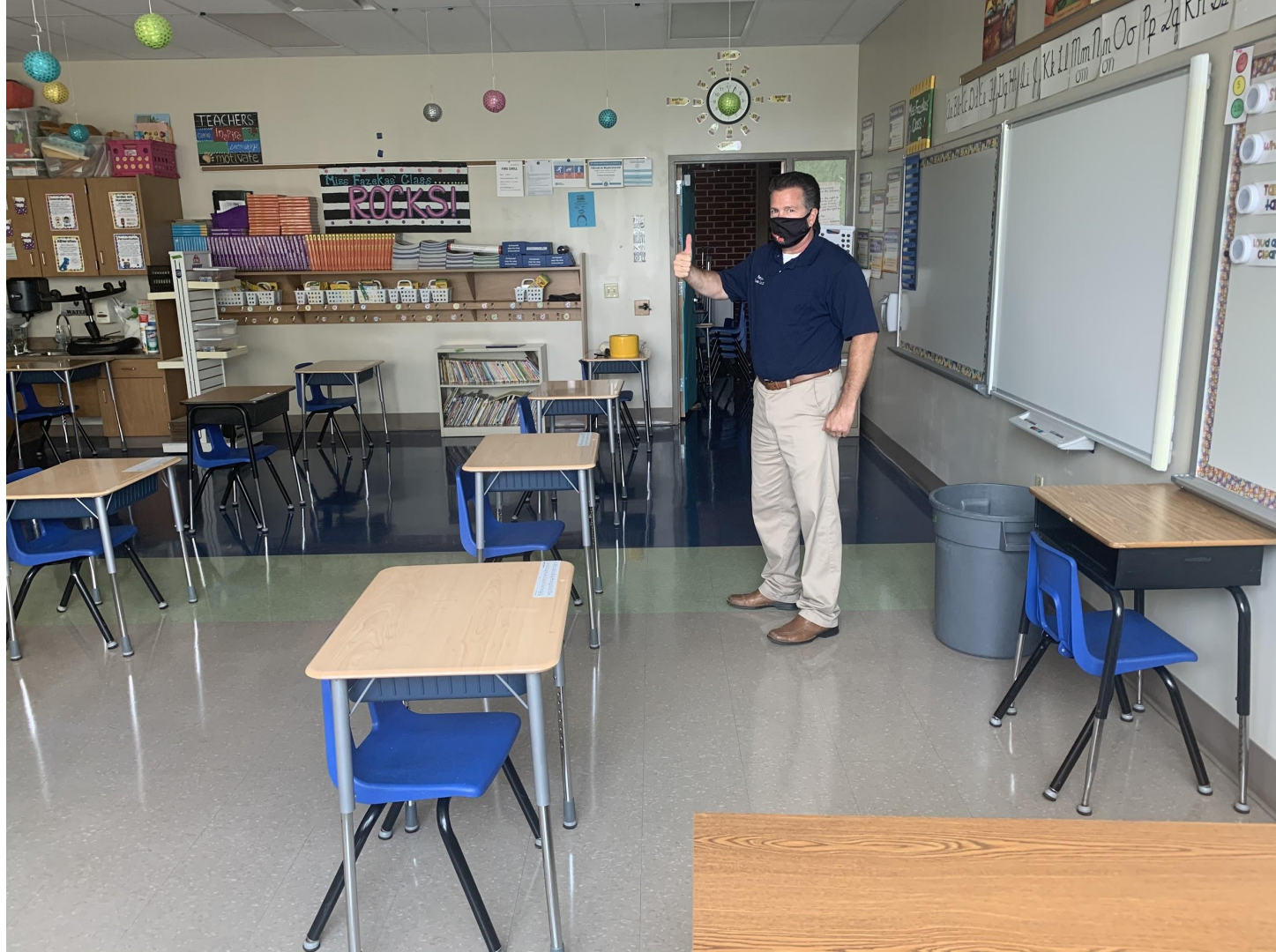


Safety





Safety





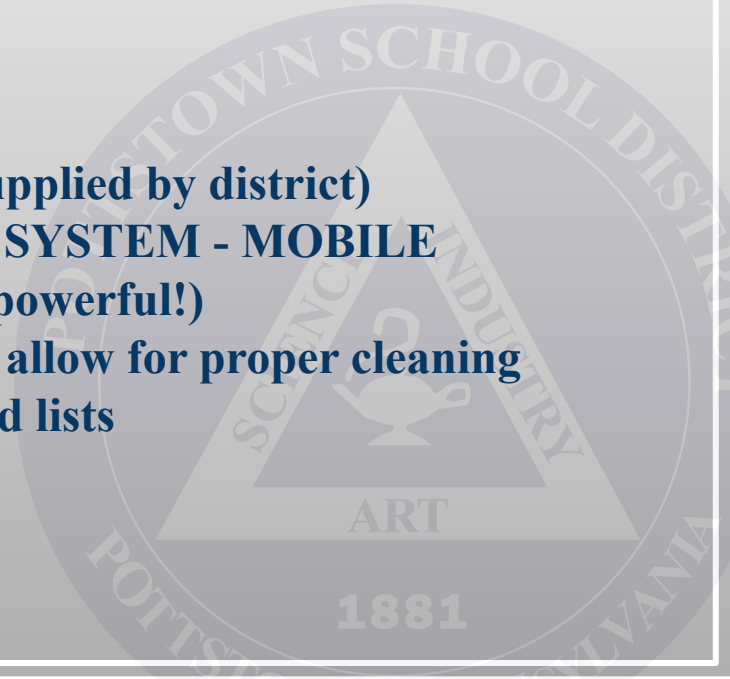
Safety





Cleaning Disinfecting Plan

- **Hand sanitizer stations- each classroom**
- **Every Room Disinfected/Sanitized nightly**
- **Students & Staff - wipe areas during the day (supplied by district)**
- **COVID-19 Cleaning equipment: FULL ROOM SYSTEM - MOBILE SYSTEM (backpack and room machines- very powerful!)**
- **Staff will be required to leave at specific time to allow for proper cleaning**
- **ALL cleaning solutions from CDC recommended lists**
- **White Glove - detector to ensure sanitation**
- **Continual Training and Expert Consultation**





Safety

uth
out.

;

...

h her

ite that
nd.
riend
Kitty."

Based on What I Read...

Q What pets lived in the White House when Theodore Roosevelt was president?

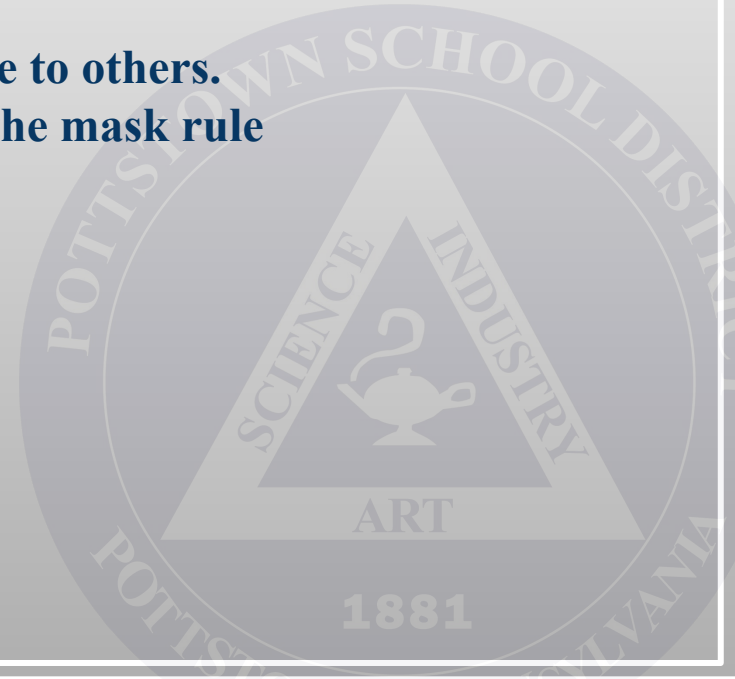
A Based on what I read, the family pets included a pony, a macaw, cats, dogs, badgers, snakes, and raccoons.





Cleaning Disinfecting Plan

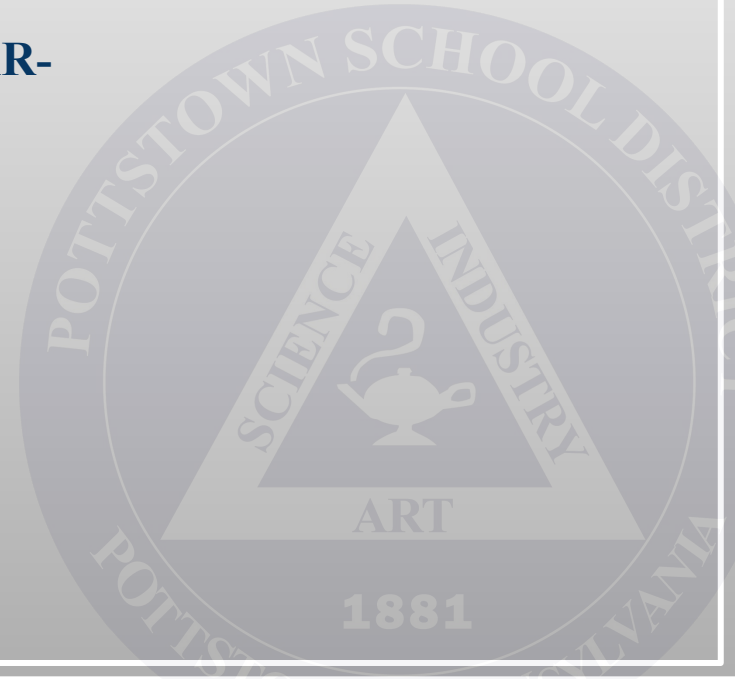
- **Custodians (B&G)- Will Wear masks when close to others.**
- **Manual Labor alone/outside is an exception to the mask rule**
- **Training on new equipment will be mandatory**
- **Sanitizing is not a one department job.**
- **Sanitizing is all our responsibility now!**





Academic Programming

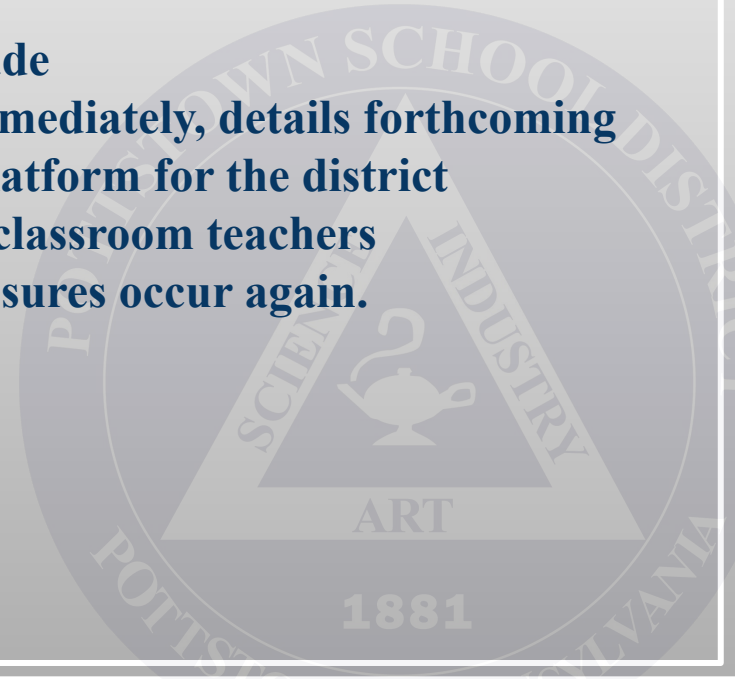
- **DIRECT INSTRUCTION TO START THE YEAR-**
- **Classroom lessons: Establishing Routines**
 - **Personal space: maintaining distance**
 - **Face mask care & rules**
 - **Washing hands- 20 seconds, vigorous**
 - **Hand Sanitizing**
 - **Wiping our own desks**
 - **Temps/aches/& other symptoms**
 - **Sneezing, scratching, touching, etc.**





Academic Programming

- **CHROMEBOOK DISTRIBUTION: 1st-12th grade**
 - Students will take the devices home, near immediately, details forthcoming
- **GOOGLE CLASSROOM** will be the exclusive platform for the district
- Use of Google Classroom will be required for all classroom teachers
- This will greatly enhance our success if school closures occur again.





Acader





Acader





Acader





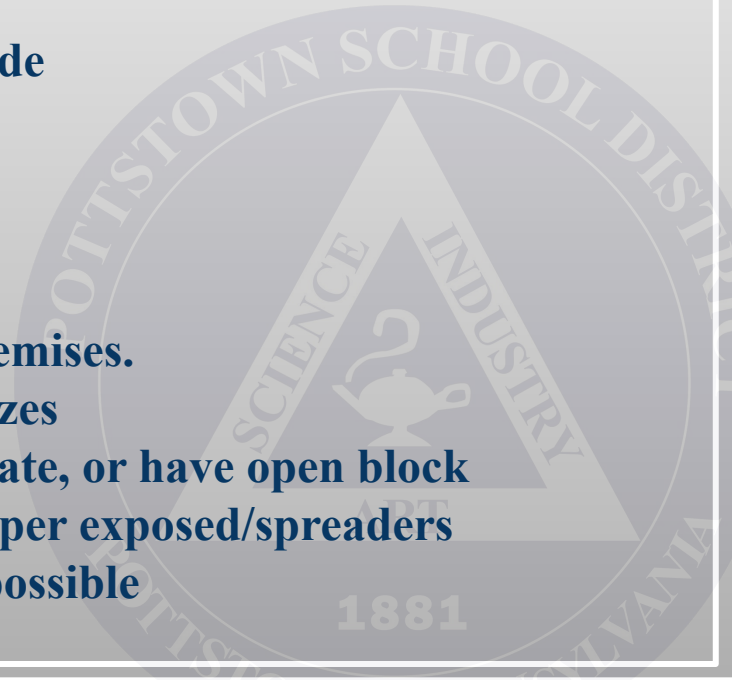
Acader





Academic Programming

- **CHROMEBOOK DISTRIBUTION: 1st-12th grade**
- **Schedule Changes Proposed (shortened):**
 - **PHS- 7:30 to 1:30**
 - **PMS- 7:20 to 1:00**
 - **ELEM- TBA**
- **PMS/PHS-Lunch Served as students leave the premises.**
- **Elective course offerings reduced to lower class sizes**
- **In other words: Jr's & Sr's leave early or arrive late, or have open block**
- **K-6 Related Arts classes offered virtually?: No super exposed/spreaders**
- **Minimal student movement in all schools where possible**

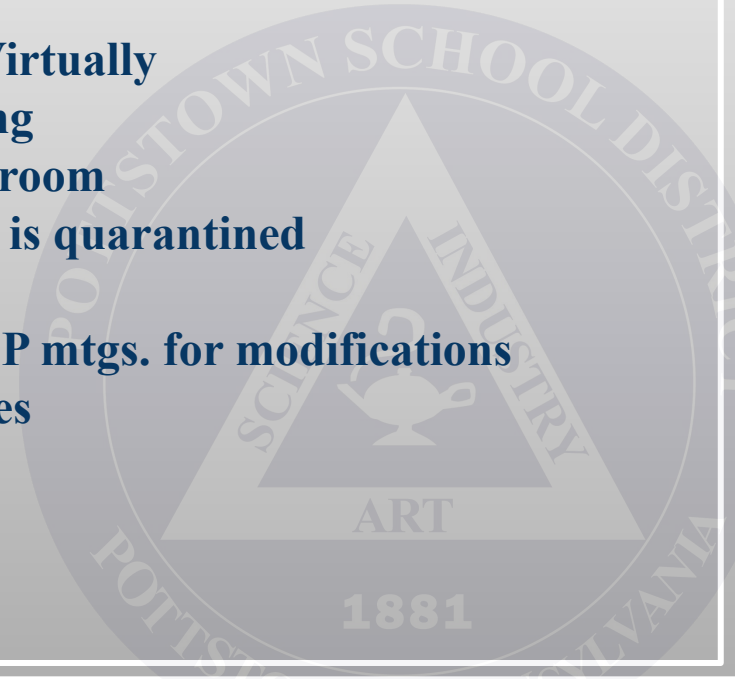




Academic Programming

- **SPEECH and other services that can: Provided Virtually**
- **Substitutes- try to stick to one district/one building**
- **Substitutes- Trying to train them in Google Classroom**
- **Substitutes- May need to use our staff if someone is quarantined**

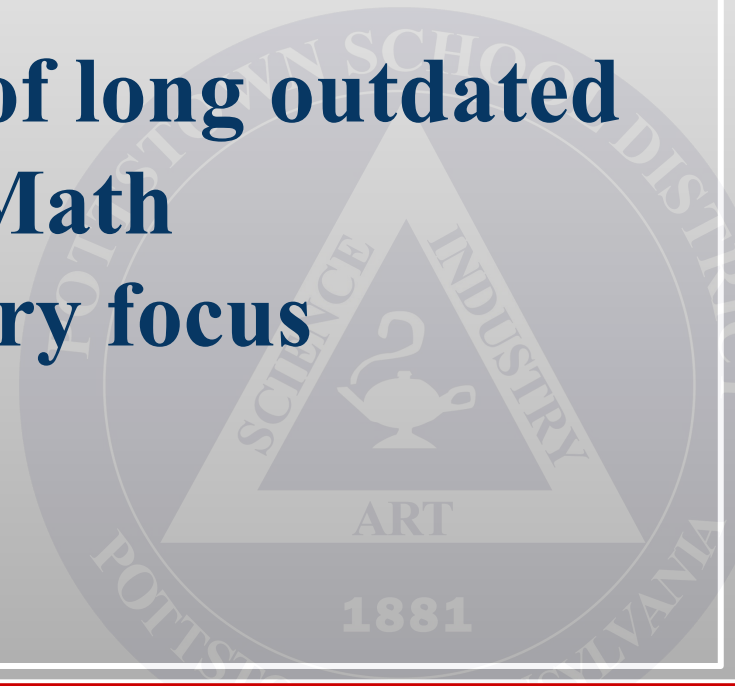
- **Special Education: small group environments, IEP mtgs. for modifications**
- **Intervention and supports provided in open spaces**





Academic Programming

- **Rewriting and updating of long outdated curriculum: Reading & Math**
- **Reading/Math are Primary focus instructionally**

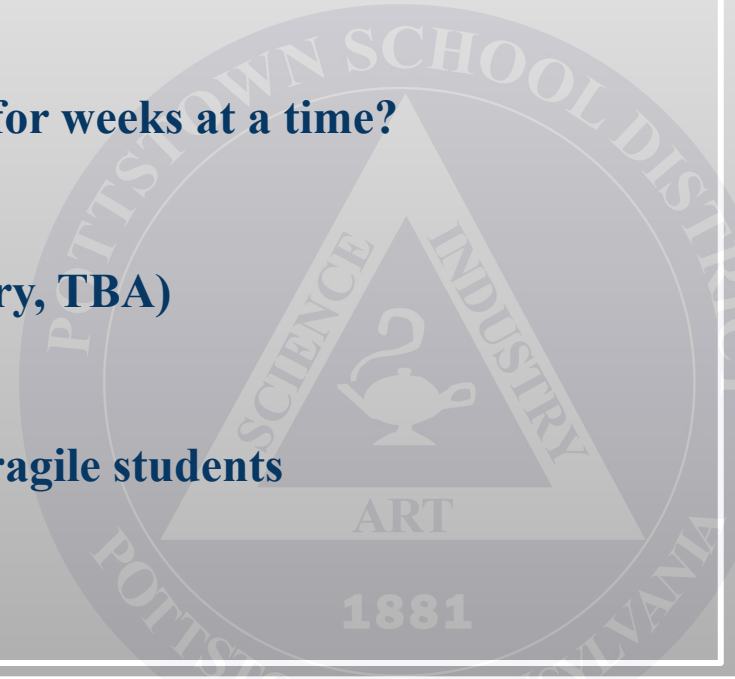




Academic Programming

What can we do if students are required to be absent for weeks at a time?

- Camera installed in certain rooms:
 - Recorded or live lessons: Reading/Math
 - 1 teacher per grade- K-6 (similar at secondary, TBA)
- Grade level planning and pacing will be critical
- Separate Room or separate space for medically fragile students

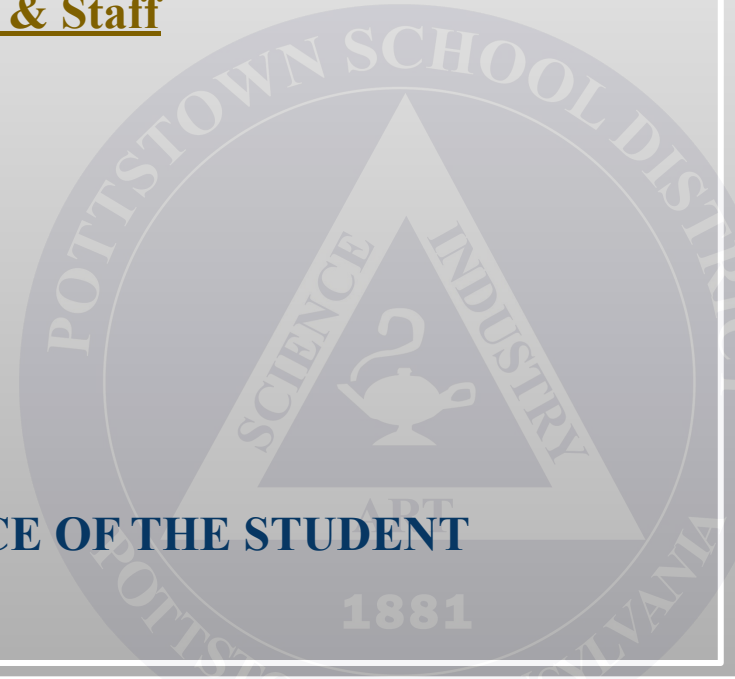




Academic Programming: Student Services- Dr. White & Staff

- **VIRTUAL LEARNING ACADEMY- K-12**

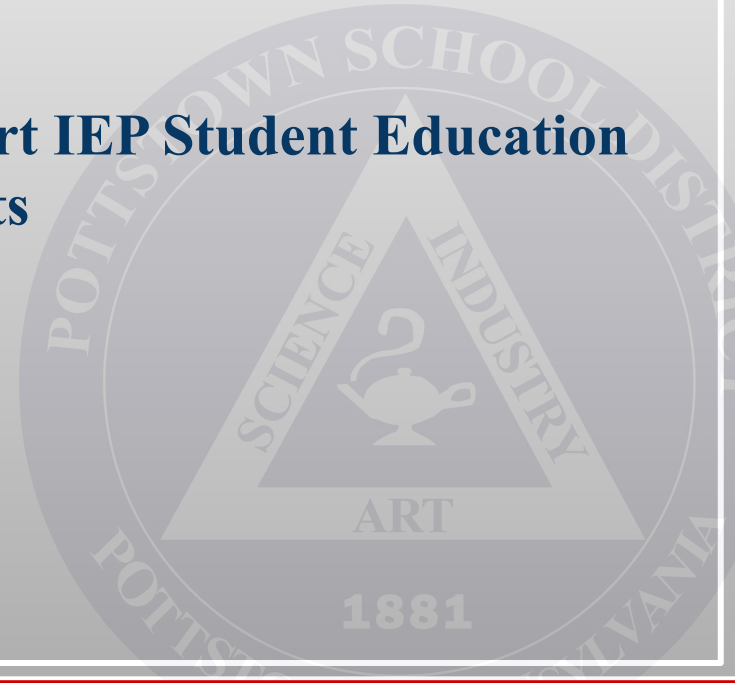
- Full-time (at home)
- Blended model
 - Part time at home
 - Part time at school
- Accredited courses
- Academic support staff
- 100% PSD student
- **BIGGEST DIFFERENCE: INDEPENDENCE OF THE STUDENT**





Academic Programming: Special Education

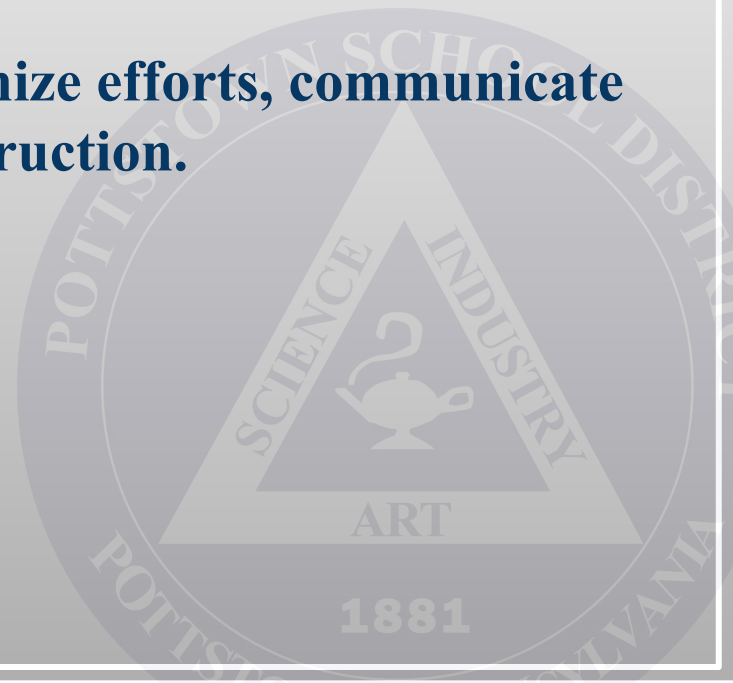
- All Assistants will have devices to support IEP Student Education
- No matter how we are educating students





Academic Programming:

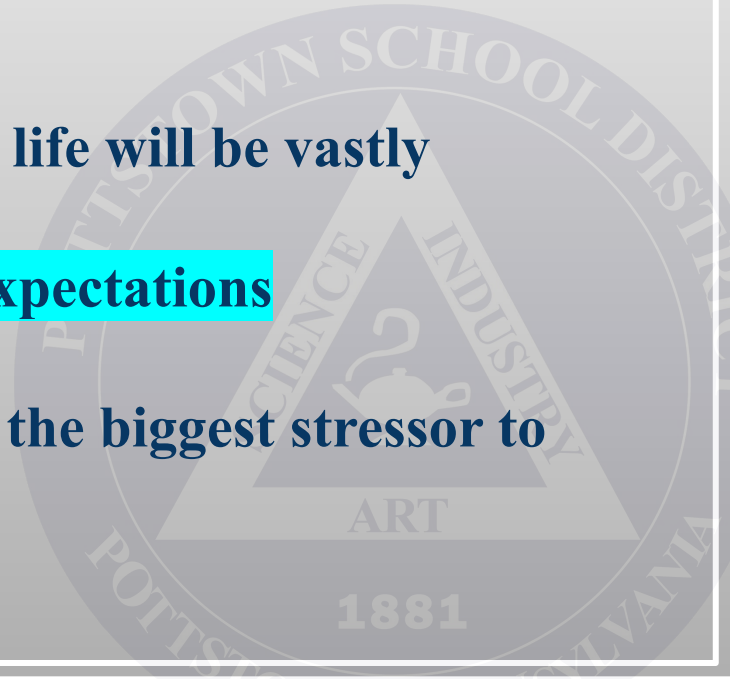
- **Need to take the next few weeks to organize efforts, communicate to parents, and plan effective online instruction.**
- **ChromeBook Distribution**
- **Student Training**
- **Parent Training**





Academic Programming:

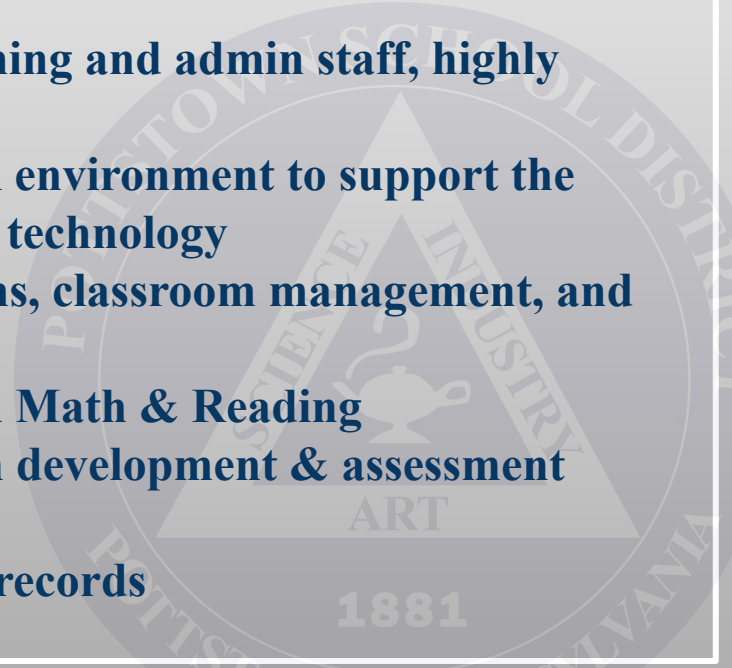
- **STUDENT EXPERIENCE-**
- **No matter how we begin the school year, life will be vastly different for our students-**
- **Masks, 6 ft rules, technology, differing expectations**
- **Let's acknowledge this**
- **Let's recognize that our response can be the biggest stressor to our children.**





Professional Development Plan

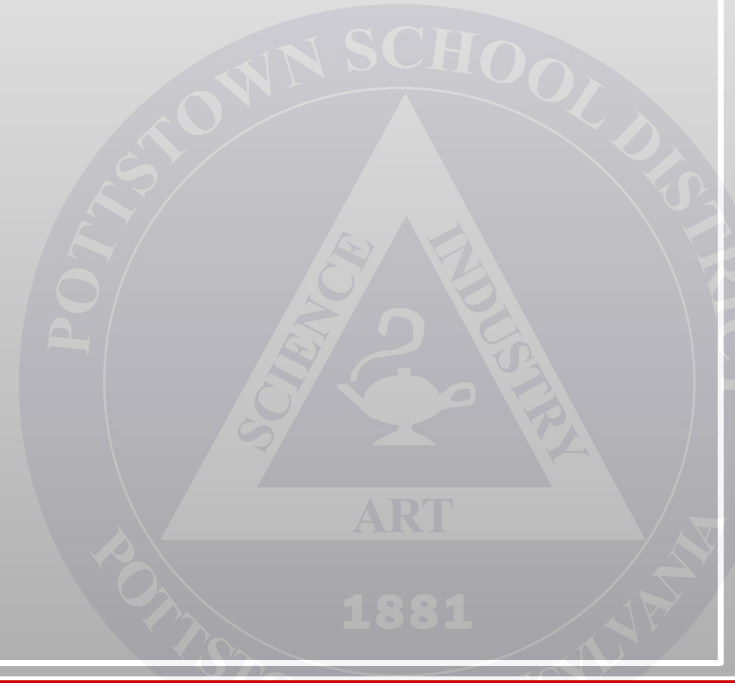
- **Google Educator Certification-** required for teaching and admin staff, highly encouraged for others
- **Focused sessions on engaging students in a digital environment to support the instructional implementation of the Chromebook technology**
- **Coaching support in developing virtual classrooms, classroom management, and student engagement available to teachers**
- **Continued focus on best instructional practices in Math & Reading**
- **Year-long collaboration on furthering curriculum development & assessment practices**
- **MCIU & Deveroux Have strong Prof. Dev. track records**





Co-Curricular Activities Plan

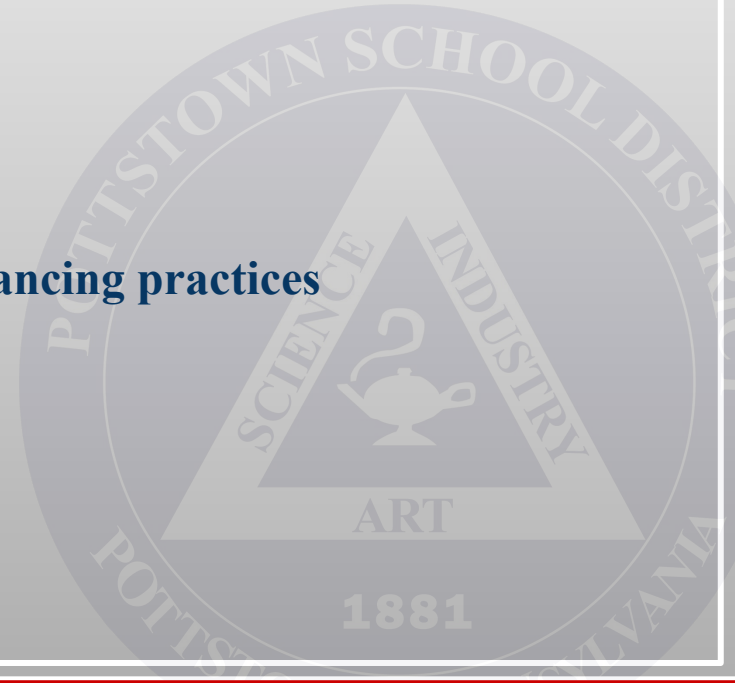
- **Outside Activities allowed (practice) (Games)**
- **No Inside Activities**
- **Student contact not allowed**
- **Field Trips on Hold**
- **Band- Outside only**





Transportation Plan- Dependent on everything else!

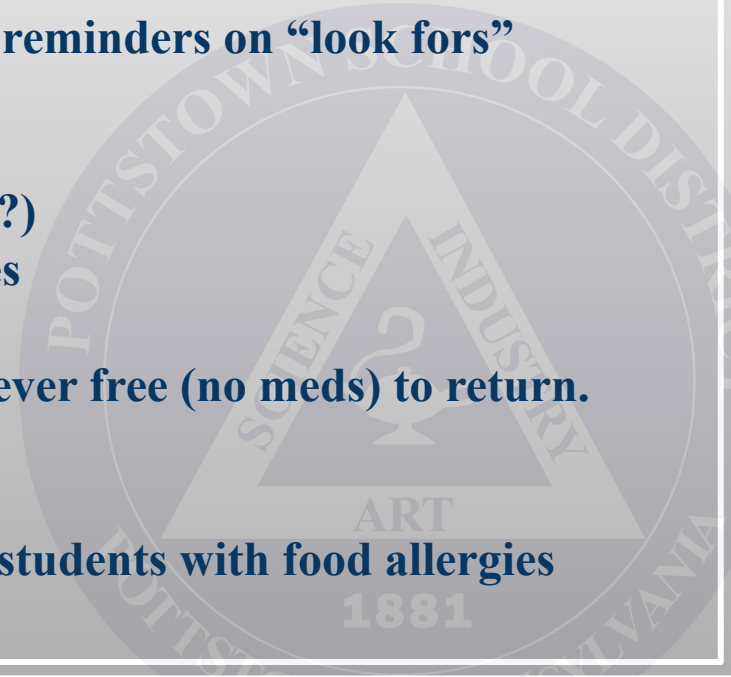
- **3 busses, several vans**
- **Masks required to board the bus**
- **Windows will remain open**
- **Personnel may be assigned to help monitor distancing practices**
- **Hand sanitizing pump or station?**
- **Limit on student numbers?**
- **Possibly two bus runs instead of one?**





Health Protocols

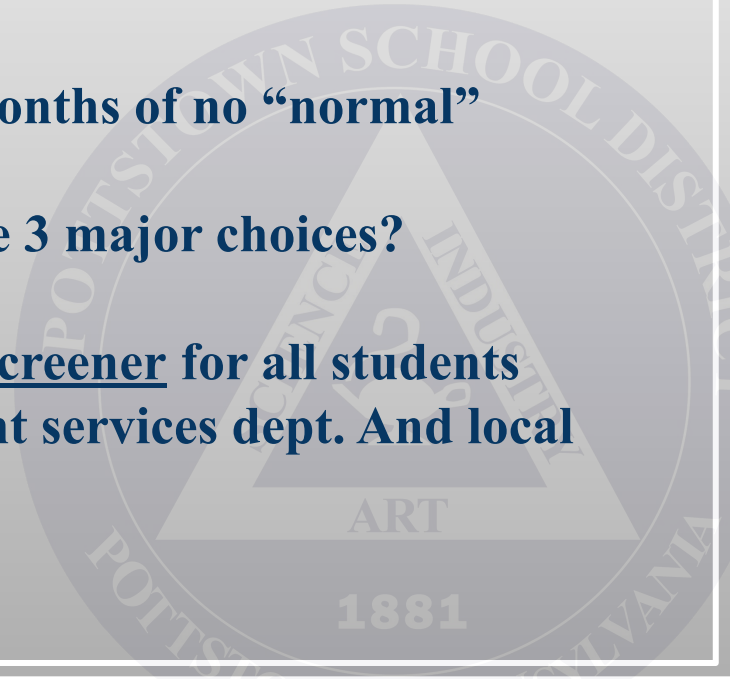
- **SELF DISCLOSURE MODEL- Education and reminders on “look fors”**
- **Separate “Sick area” for examination-**
- **Separate classroom in case of exposure-**
- **Sick side/Well side model- (Bench outside office?)**
- **Daily Sanitizing and Disinfecting of nurse offices**
- **Added position to support nurse’s offices**
- **Students will be sent home. Must be 72 hours fever free (no meds) to return.**
- **Quarantine as per Dept. of Health Direction**
- **N95 Masks for Nurses- Fit testing**
- **Epi-Pens may be provided in certain rooms for students with food allergies**





Health Protocols

- **Student Mental Health:**
 - **What will we be dealing with after 5 months of no “normal” school?**
 - **How will we deal with this in any of the 3 major choices?**
 - **Develop and deliver a Mental Health Screener for all students**
 - **Act on the results, working with student services dept. And local partners**





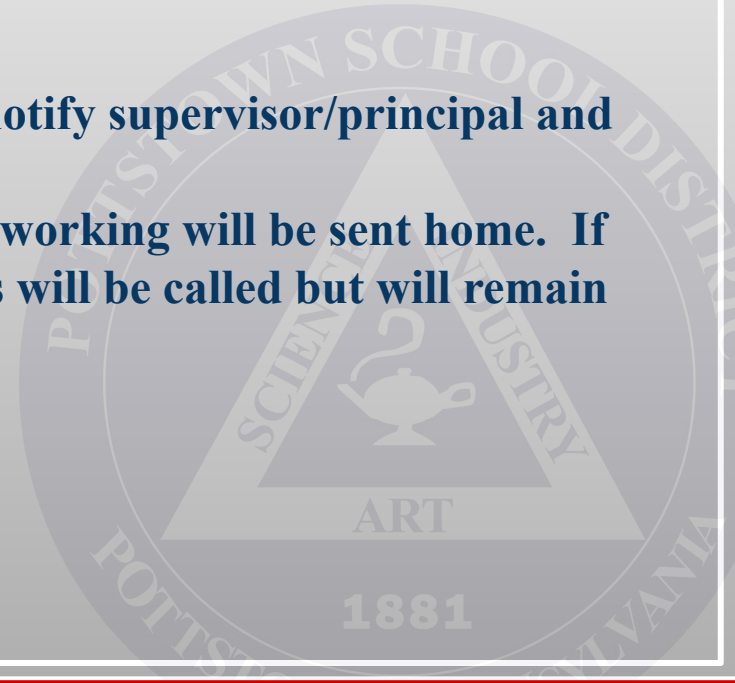
Health Protocols

- **What to do if teachers must quarantine/get sick for long periods?**
 - If we have enough subs, classes will be covered.
 - If we do not have enough subs, we will need to livestream other grade/content level teachers into classroom with another adult monitoring students?
- **STAFF: If you are personally struggling with the whole or part of this crisis, please seek assistance through EAP or your own mental health professional.**
- **Daily temp checks- Employees should form the habit now of taking your temp Daily, with any temp of 100.4 requiring sick time to be taken.**



Health Protocols

- **Staff being tested or found to be positive must notify supervisor/principal and the HR offices immediately.**
- **Those staff members who identify as sick while working will be sent home. If unable to drive him/herself, emergency contacts will be called but will remain in “sick room” until pick up.**



COVID-19 Exclusion Requirements

Exclusion From and Return to School Requirements	
<p>COVID-19 Symptoms</p> <ul style="list-style-type: none"> • Fever or chills • Cough • Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion or runny nose • Nausea or vomiting • Diarrhea 	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> • If test result is negative, return to school 3 days after symptoms are no longer present. • If test result is positive, may return to school after 3 days with no fever and improvement in symptoms and 10 days since symptoms first appeared
<p>Positive COVID-19 PCR Test <u>with</u> Symptoms</p>	<p>May return to school after</p> <ul style="list-style-type: none"> • 3 days with no fever and • improvement in symptoms and • 10 days since symptoms first appeared
<p>Positive COVID-19 PCR Test <u>without</u> Symptoms</p>	<p>May return to school after</p> <ul style="list-style-type: none"> • 10 days after PCR test was collected <p>*If symptoms develop during the 10 days, follow return to school guidance for positive PCR <u>with</u> symptoms</p>
<p>Close Contact <u>with</u> Symptoms</p>	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> • If test result is negative, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved • If test result is positive, follow return to school guidance for positive <u>PCR</u> with symptoms
<p>Close Contact of COVID-19 <u>without</u> Symptoms</p>	<p>Excluded 14 days after last date of exposure to the person with COVID-19</p> <p>*If symptoms develop during the 14 days, follow return to school guidance for Close Contact <u>with</u> symptoms</p>

COVID-19 School Exclusion Requirements

Exclusion From and Return to School Requirements

<p>COVID-19 Symptoms</p> <ul style="list-style-type: none"> • Fever or chills • Cough • Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion or runny nose • Nausea or vomiting • Diarrhea 	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> • If test result is negative, return to school 3 days after symptoms are no longer present. • If test result is positive, may return to school after: <ul style="list-style-type: none"> ➤ 3 days with no fever and ➤ Improvement in symptoms and ➤ 10 days since symptoms first appeared 	
<p>Positive COVID-19 PCR Test</p>	<p><u>WITH SYMPTOMS</u></p> <p>May return to school after:</p> <ul style="list-style-type: none"> • 3 days with no fever and • improvement in symptoms and • 10 days since symptoms first appeared 	<p><u>WITHOUT SYMPTOMS</u></p> <p>May return to school after:</p> <ul style="list-style-type: none"> • 10 days after PCR test was collected <p>*If symptoms develop during the 10 days, follow return to school guidance for positive PCR <u>with</u> symptoms</p>
<p>Close Contact</p>	<p><u>WITH SYMPTOMS</u></p> <p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> • If test result is negative, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved • If test result is positive, follow return to school guidance for positive <u>PCR</u> with symptoms 	<p><u>WITHOUT SYMPTOMS</u></p> <p>Excluded 14 days after last date of exposure to the person with COVID-19</p> <p>*If symptoms develop during the 14 days, follow return to school guidance for Close Contact <u>with</u> symptoms</p>

COVID-19 School Exclusion Requirements

Exclusion From and Return to School Requirements

<p>COVID-19 Symptoms</p> <ul style="list-style-type: none"> Fever or chills Cough Shortness of breath or difficulty breathing Fatigue Muscle or body aches Headache New loss of taste or smell Sore throat Congestion or runny nose Nausea or vomiting Diarrhea 	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> If test result is negative, return to school 3 days after symptoms are no longer present. If test result is positive, may return to school after: <ul style="list-style-type: none"> 3 days with no fever and Improvement in symptoms and 10 days since symptoms first appeared 	
<p>Positive COVID-19 PCR Test</p>	<p>WITH SYMPTOMS</p> <p>May return to school after:</p> <ul style="list-style-type: none"> 3 days with no fever and improvement in symptoms and 10 days since symptoms first appeared 	<p>WITHOUT SYMPTOMS</p> <p>May return to school after:</p> <ul style="list-style-type: none"> 10 days after PCR test was collected <p>*If symptoms develop during the 10 days, follow return to school guidance for positive PCR <u>with</u> symptoms</p>
	<p>WITH SYMPTOMS</p> <p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> If test result is negative, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved If test result is positive, follow return to school guidance for positive PCR <u>with</u> symptoms 	<p>WITHOUT SYMPTOMS</p> <p>Excluded 14 days after last date of exposure to the person with COVID-19</p> <p>*If symptoms develop during the 14 days, follow return to school guidance for Close Contact <u>with</u> symptoms</p>
<p>Close Contact</p>	<p>Designated Contact Information for Schools Phone: 610-XXXX-XXXX Email: _____@montcopa.org</p>	

[CHOP Policy Lab, Policy Review, Evidence and Considerations for School Reopenings](#)

COVID-19 Exclusion Requirements

610-278-5117
www.health.montcopa.org

Exclusion From and Return to School Requirements

<p>COVID-19 Symptoms</p> <ul style="list-style-type: none"> Fever or chills Cough Shortness of breath or difficulty breathing Fatigue Muscle or body aches Headache New loss of taste or smell Sore throat Congestion or runny nose Nausea or vomiting Diarrhea 	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> If test result is negative, return to school 3 days after symptoms are no longer present. If test result is positive, may return to school after 3 days with no fever and improvement in symptoms and 10 days since symptoms first appeared 	
<p>Positive COVID-19 PCR Test <u>with</u> Symptoms</p>	<p>May return to school after</p> <ul style="list-style-type: none"> 3 days with no fever and improvement in symptoms and 10 days since symptoms first appeared 	
<p>Positive COVID-19 PCR Test <u>without</u> Symptoms</p>	<p>May return to school after</p> <ul style="list-style-type: none"> 10 days after PCR test was collected <p>*If symptoms develop during the 10 days, follow return to school guidance for positive PCR <u>with</u> symptoms</p>	
<p>Close Contact <u>with</u> Symptoms</p>	<p>Individual should be tested for COVID-19.</p> <ul style="list-style-type: none"> If test result is negative, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved If test result is positive, follow return to school guidance for positive PCR <u>with</u> symptoms 	
<p>Close Contact of COVID-19 <u>without</u> Symptoms</p>	<p>Excluded 14 days after last date of exposure to the person with COVID-19</p> <p>*If symptoms develop during the 14 days, follow return to school guidance for Close Contact <u>with</u> symptoms</p>	

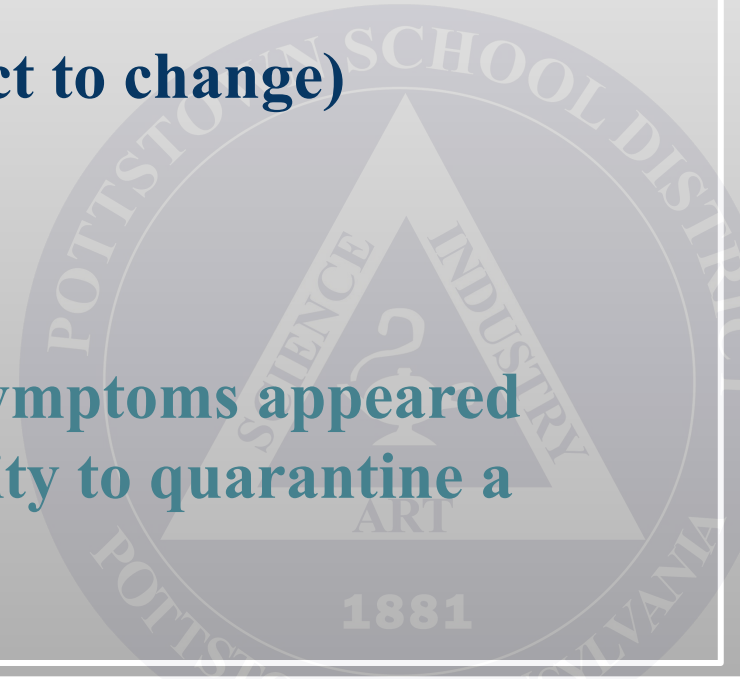
[Children's Hospital of Philadelphia, Policy Lab, Policy Review, Evidence and Considerations for School Reopenings](#)

SUBJECT TO CHANGE WITHOUT NOTICE



Health Protocols

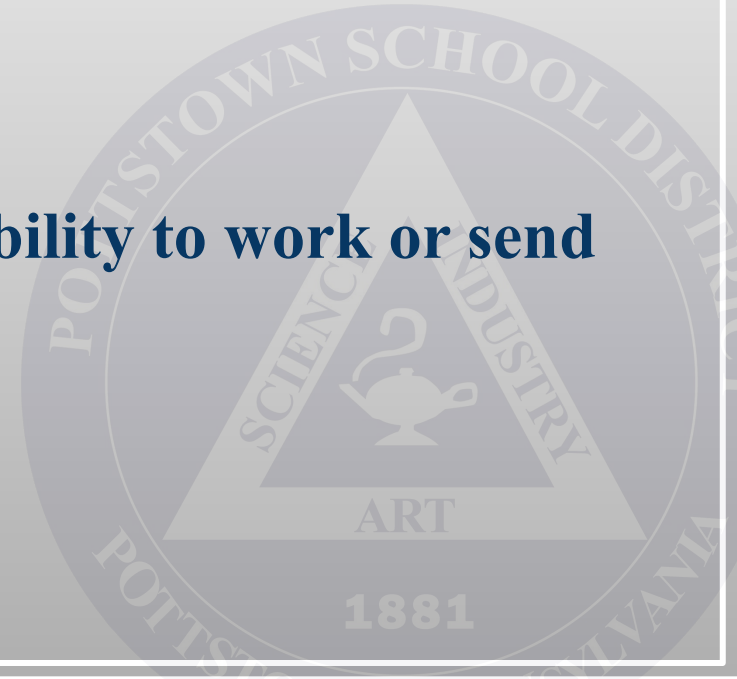
- **Quarantine Standard (today, subject to change)**
- **15 minutes**
- **Less than 6 feet**
- **Masked or unmasked**
- **Contact Tracing: 48 hours before symptoms appeared**
- **Dept of Health has the legal authority to quarantine a person, not the district.**





Health Protocols

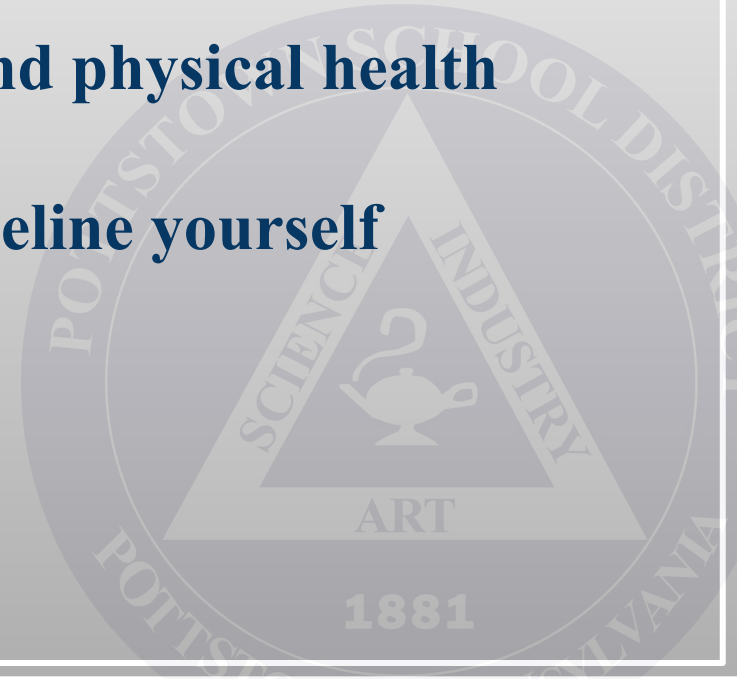
- **Travel Restrictions-**
 - They keep changing
 - Be aware of the effect on your ability to work or send your child to school





Health Protocols

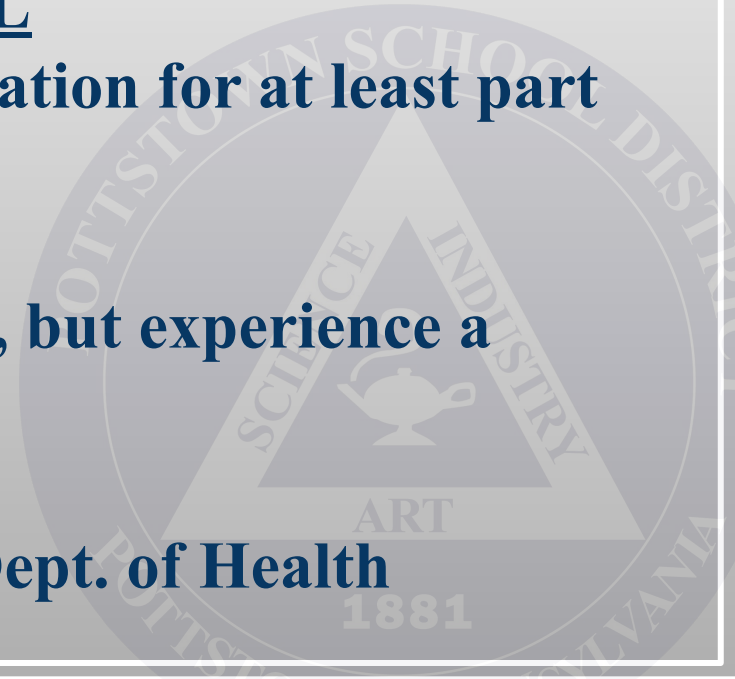
- Let's not forget our own mental and physical health
- Take care to hold to the CDC guideline yourself





COVID 19 OUTBREAK PROTOCOL

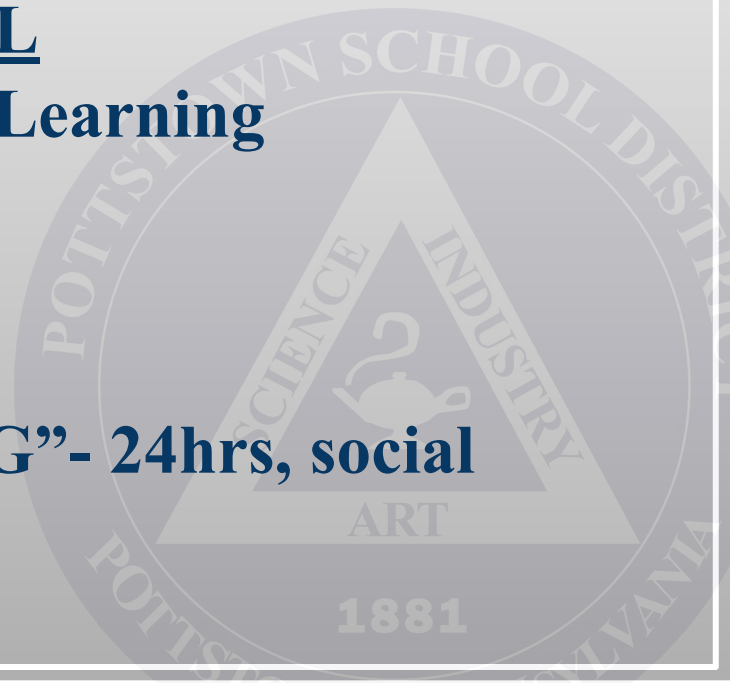
- **REALITY CHECK: Virtual Education for at least part of the year seems likely**
- **What if we are in Yellow or Green, but experience a spike in cases in our community?**
- **Guided by Montgomery County Dept. of Health**





COVID 19 OUTBREAK PROTOCOL

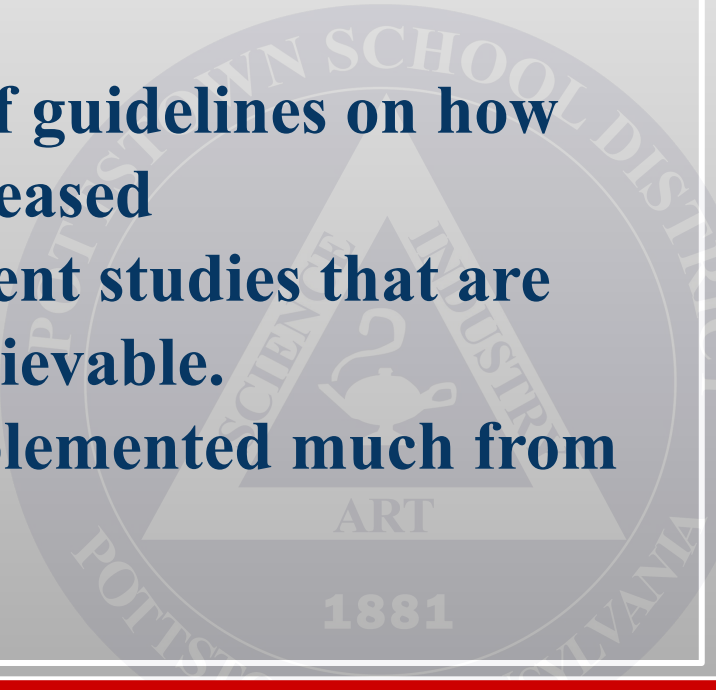
- Synchronous and A-Synchronous Learning
- Classroom Closure
- Building Closure
- District Closure
- (DEEP CLEAN/ “DISINFECTING”- 24hrs, social distance 2 weeks)





Miscellaneous Info:

- At least 16 or more different sets of guidelines on how to safely open school have been released
- Some are contradictory, cite different studies that are contradictory, or are simply unachievable.
- Many are helpful and we have implemented much from those lists.





CDC

WHO

American Academy
of Pediatricians

CHOP

Bucks County DOH

Chester County DOH

Montg. County DOH

PA Dept. Of Health

PDE guidance

Carnegie Mellon

Mathematica - REL

Mid-Atlantic Report

Johns Hopkins

P-Group Report

SickKids

U.S. Dept. of Ed.

AASA



Miscellaneous Info:

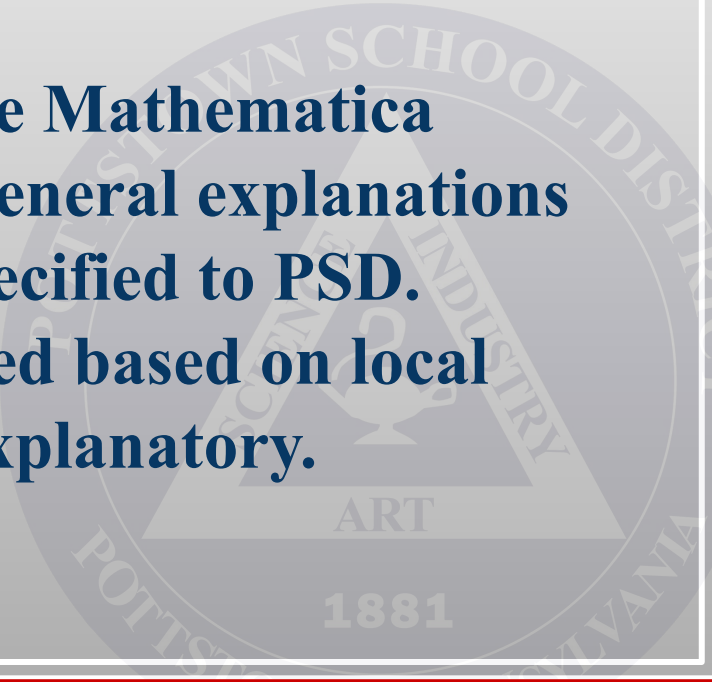
- **Admin Building open- employees rotating schedule for now.**
- **As far as we know, all mandates, improvement plans, testing requirements, etc. are still fully required next year.**





Miscellaneous Info:

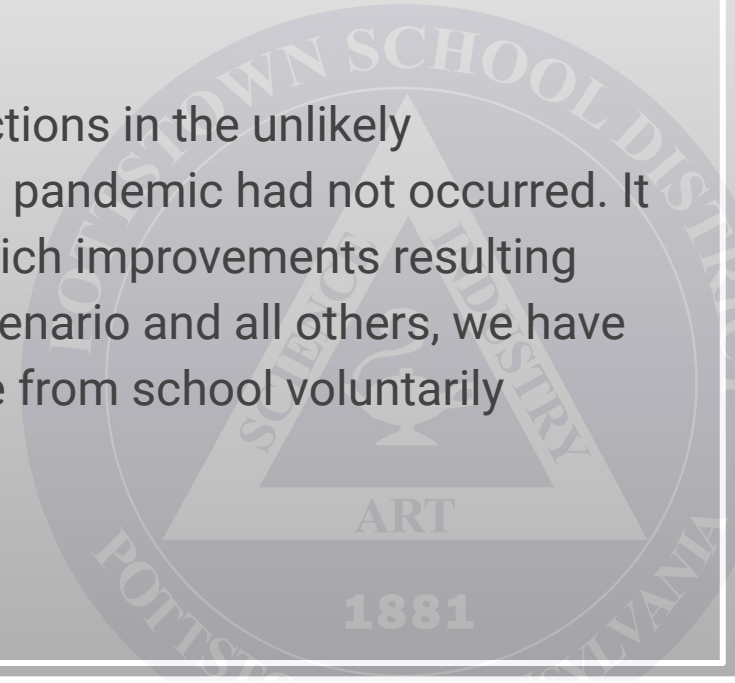
- **The next several slides are from the Mathematica Report issued by PDE. They are general explanations of different Hybrid options, not specified to PSD.**
- **Some other options have been added based on local feedback, and are hopefully, self-explanatory.**



SAME AS ALWAYS

Scenario A (Baseline).

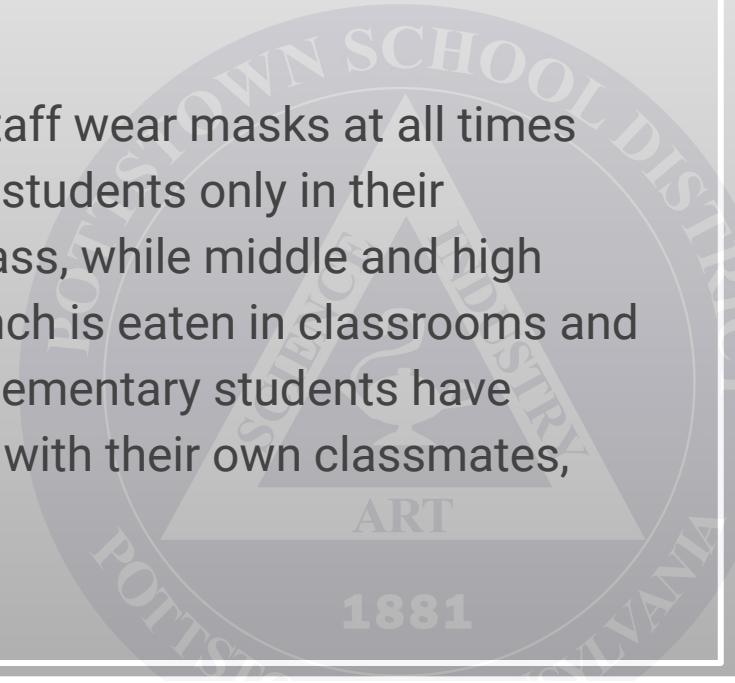
This scenario predicts the growth of COVID-19 infections in the unlikely circumstance that a school tried to operate as if the pandemic had not occurred. It provides a worst-case baseline scenario against which improvements resulting from mitigation strategies can be gauged. In this scenario and all others, we have assumed that 20 percent of students will stay home from school voluntarily



Daily Attendance with some precautions

Scenario B

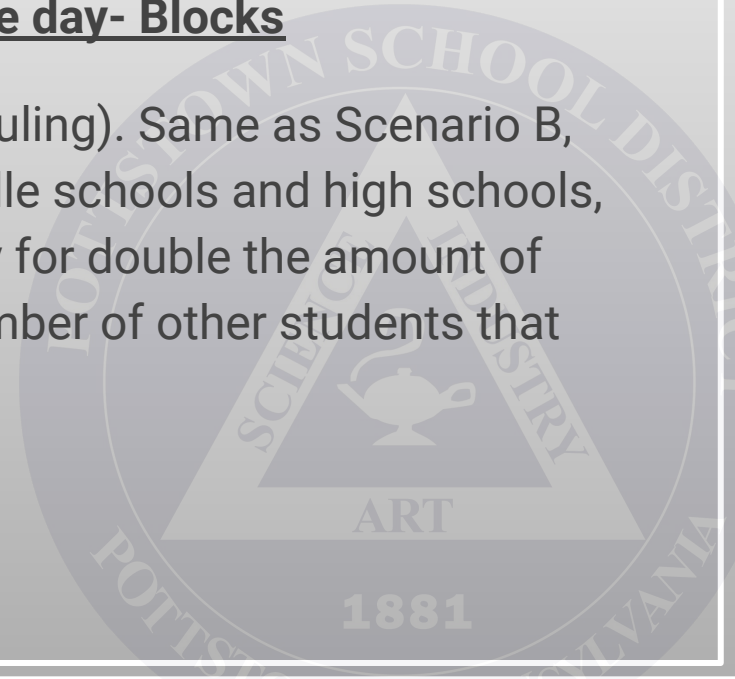
Students wear masks on the bus only, and school staff wear masks at all times outside the classroom. Students interact with other students only in their class(es); elementary students take only a single class, while middle and high school students take six classes during the day. Lunch is eaten in classrooms and recess exists for elementary students only, that is elementary students have recess at the same time and in the same place only with their own classmates, preventing mixing with other classes.



Students don't move classes most of the day- Blocks

Scenario C Students don't move classes most of the day- Blocks

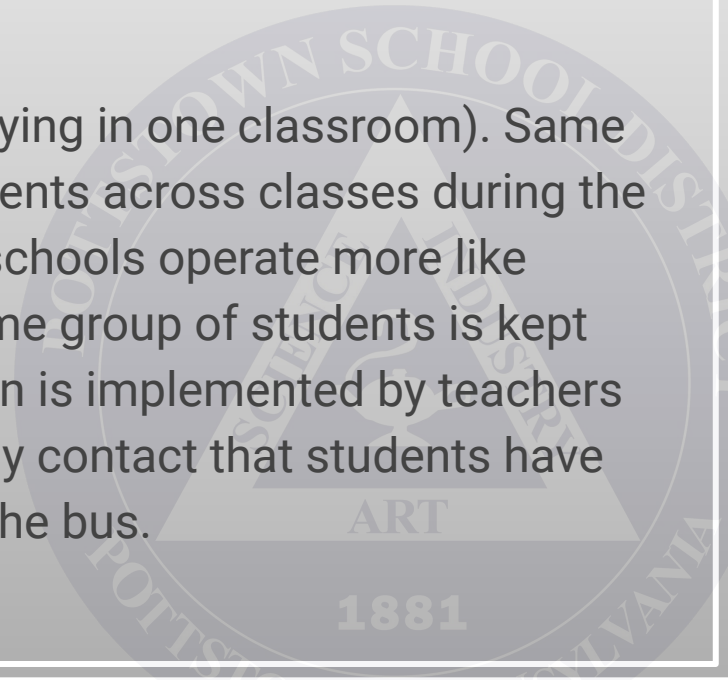
(daily attendance with precautions and block scheduling). Same as Scenario B, with an additional shift to block scheduling for middle schools and high schools, meaning that each class meets only every other day for double the amount of time. This would have the effect of reducing the number of other students that each student contacts by half each day.



Students don't move classes all day

Scenario D Teachers move instead of students

(daily attendance with precautions and students staying in one classroom). Same as Scenario B, except that there is no mixing of students across classes during the day. This has the effect of making middle and high schools operate more like (non-departmentalized) elementary schools: the same group of students is kept together for all classes. Departmentalized instruction is implemented by teachers moving between classrooms during the day. The only contact that students have with other students outside their homerooms is on the bus.



MON/WED & TUES/THURS Rotation

Scenario E

(rotating 2 days per week). Same as Scenario B, except that students are divided into two groups, with half coming to school on Mondays and Wednesdays and the other half coming to school on Tuesdays and Thursdays. All students remain at home on Fridays for remote instruction. We make the assumption that reducing the school population by one-half each day—in addition to having 20 percent of students stay home full-time voluntarily—is likely to be sufficient to allow 6 feet of distance between desks in most classrooms. It also cuts in half the number of other students that each student contacts—both in the classroom and on the bus. But we assume that it will not reduce bus ridership enough to achieve the space suggested by the CDC.

MON/WED & TUES/THURS Rotation

Scenario E

(rotating 2 days per week). Same as Scenario B, except that students are divided into two groups, with half coming to school on Mondays and Wednesdays and the other half coming to school on Tuesdays and Thursdays. All students remain at home on Fridays for remote instruction. We make the assumption that reducing the school population by one-half each day—in addition to having 20 percent of students stay home full-time voluntarily—is likely to be sufficient to allow 6 feet of distance between desks in most classrooms. It also cuts in half the number of other students that each student contacts—both in the classroom and on the bus. But we assume that it will not reduce bus ridership enough to achieve the space suggested by the CDC.

MON/Thurs & TUES/FRI Rotation

Scenario E

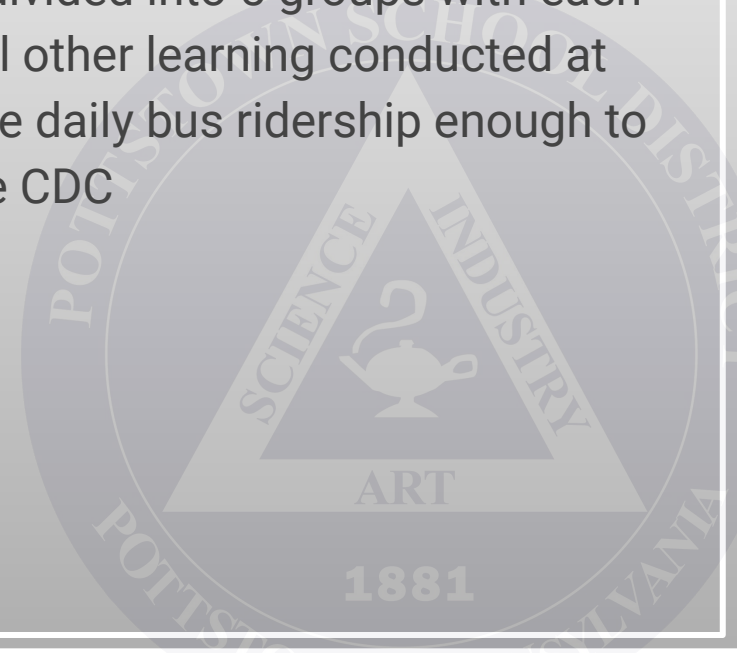
(rotating 2 days per week). Same as Scenario B, except that students are divided into two groups, with half coming to school on Mondays and Wednesdays and the other half coming to school on Tuesdays and Thursdays. All students remain at home on Fridays for remote instruction. We make the assumption that reducing the school population by one-half each day—in addition to having 20 percent of students stay home full-time voluntarily—is likely to be sufficient to allow 6 feet of distance between desks in most classrooms. It also cuts in half the number of other students that each student contacts—both in the classroom and on the bus. But we assume that it will not reduce bus ridership enough to achieve the space suggested by the CDC.

WEEKLY ROTATION

Scenario F (weekly 4-day rotations). Same as Scenario E, except that instead of a daily rotation, the two groups of students are on a weekly rotation. One group of students attends Monday through Thursday in Week 1, and the second group of students attends Monday through Thursday in Week 2. The cumulative amount of time each student spends in the school is the same as in Scenario E, but rotating through 4 days in school followed by 10 days out of school might lead to lower COVID-19 infection rates, because most students who become infected during their in-school period would not become infectious until they were back home, at which point they would have 10 days to show symptoms (and possibly recover). This approach takes advantage of the virus's latency period (the duration between when an individual becomes infected to when they are infectious); such a strategy was proposed by Alon et al (2020).²

20% Attend, 5 groups- 1 day per week

Scenario G (rotating 1 day per week). Students are divided into 5 groups with each group coming to school only 1 day per week, with all other learning conducted at home. This is the only scenario that is sure to reduce daily bus ridership enough to implement the physical distancing suggested by the CDC



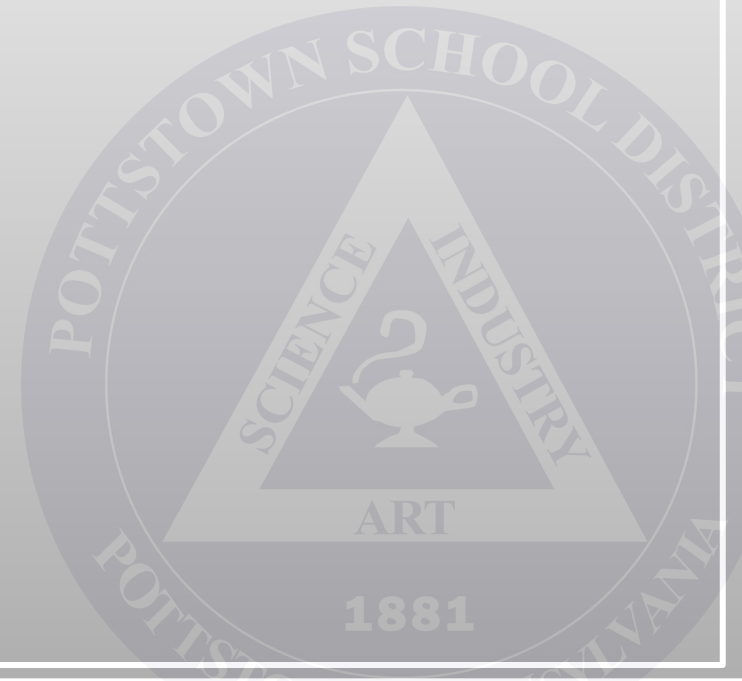
AM - PM SCHEDULE

WE HAVE ALSO CONSIDERED.....

GROUP A- AM

NO LUNCH

GROUP B- PM

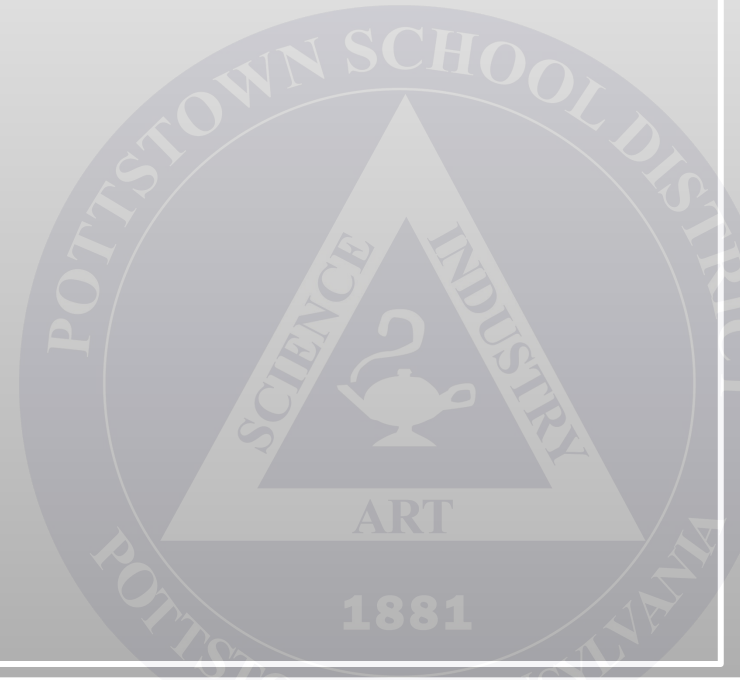


ODD/EVEN SCHEDULE

WE HAVE ALSO CONSIDERED.....

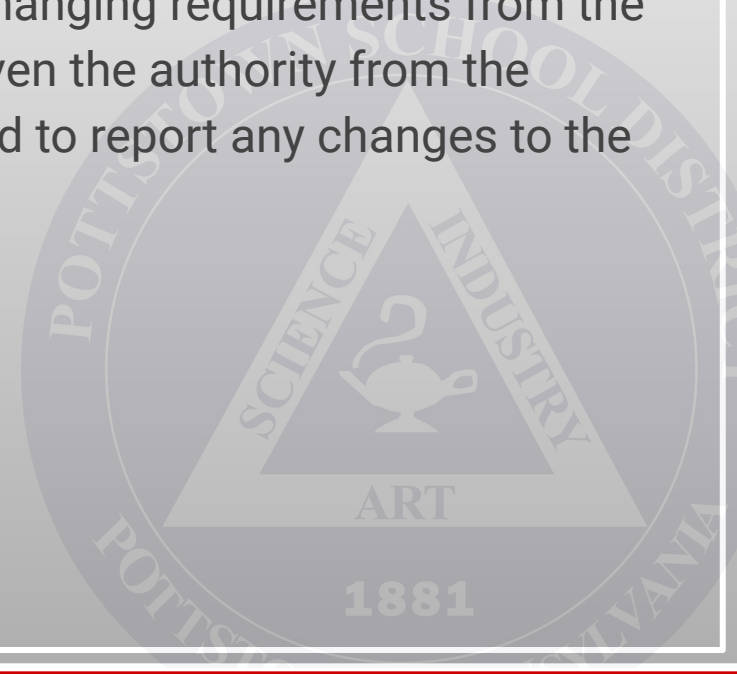
DAY 1,3,5

DAY 2,4,6



INFO MAY CHANGE, & HENCE, THE PLAN TOO

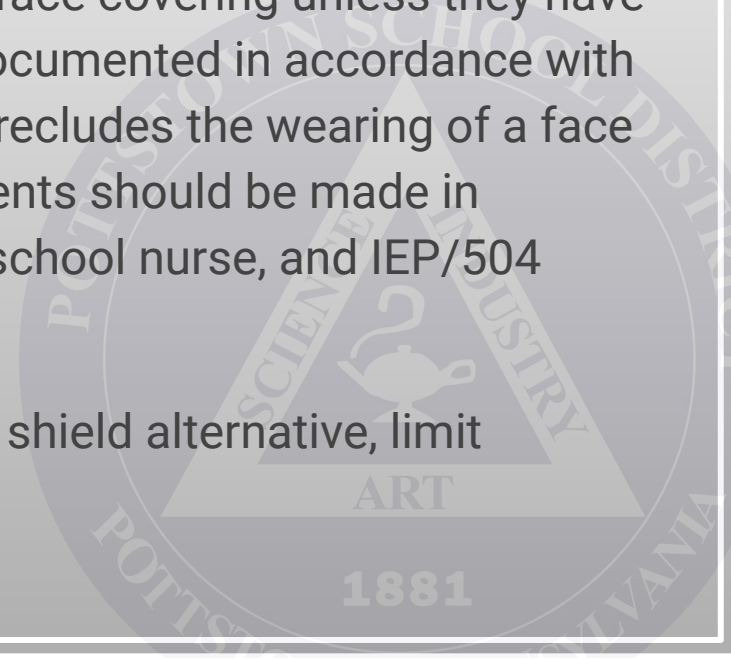
Note: This plan is subject to change based on the changing requirements from the CDC, PA DOH and the PDE. The administration is given the authority from the Board of Directors to adjust this plan as required and to report any changes to the Board of School Directors.



Make Masks Required

Children two years and older are required to wear a face covering unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school. Accommodations for such students should be made in partnership with the student's health care provider, school nurse, and IEP/504 team.

*This could be made policy: Dr.'s note required, face shield alternative, limit





***We cannot let the “PERFECT”
be the enemy of the “GOOD.”***

MORE TO COME!!!





QUESTIONS??

THERE MAY NOT BE ANSWERS YET!

