Mission: The Fox Chapel Area School District exists to maximize student learning, achievement, and development.
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The Fox Chapel Area School District is looking forward to safely welcoming students back to school on Monday, August 24. While we know that this school year will be like no other, we are dedicated to providing a comprehensive academic and support program to meet the needs of our students and the community. The health and safety of our students, staff, and community will be our top priority. The District encourages our community to engage in the recommended practices of social distancing, face coverings, and other mitigation efforts to reduce transmission and to serve as models for our students as they return to school.

During this time of unprecedented change, we remain steadfast in achieving our district mission and the goals set forth by our Board, administration, and community. The District will strive for continuous improvement of our academic, social, and emotional offerings, and we remain dedicated to addressing and eliminating social injustice and racism from our classrooms and community.

Fox Chapel Area School District’s guiding principles for returning to school are below. All decisions are in consideration of these principles.

FCASD strives to:
- Ensure a strong educational program for any instructional model we choose or are required to adopt.
- Use evidence-based practices, such as wearing face coverings, washing hands, and minimizing exposure opportunities.
- Provide as much flexibility to families as possible to choose an instructional model that they feel comfortable with for their children.

Over the course of the summer, Dr. Mary Catherine Reljac, Fox Chapel Area’s newly appointed superintendent, convened a Return-to-School Coalition with over 100 stakeholders. Coalition groups included Board members, staff, parents, and community members. The Administrative Team, joined by Fox Chapel Educators Association (FCEA) leadership, met virtually to hear summaries and key points from each workgroup to better inform the return-to-school planning process of the entire team. These joint meetings provided an opportunity to synthesize the information, ask questions of each other, and identify additional items that needed to be finalized before reopening for the year. The District also sent multiple surveys to community members and staff in order to inform its back to school planning. This information was combined with recent health and safety guidance issued by the Pennsylvania and Allegheny County Health Departments to inform a Return-to-School Plan.

Each family will have the opportunity to choose their educational path for the 2020-2021 school year. The District recognizes that there are many unknowns that lead to many more questions. The district will continue to follow recommended health and safety guidelines while keeping the community abreast of new information. We will answer questions to the best of our ability as guidance and recommendations continue to evolve. The District has also set up a COVID-19 information page to provide more information to our community.
Determining the Safest Learning Environment for our Students, Staff, and Community

The District recognizes that changing conditions, guidance, and unforeseen needs could result in a change to the planned instructional models. While the District will strive to maintain in-person learning to the maximum extent feasible, certain occurrences or criteria may warrant a sudden change to the instructional model. It is important to note that while the District considers local, state, and Federal guidance in all decision-making, that guidance is at times broad and does not take into consideration the needs of individual communities. It is also important to note that at this time the Pennsylvania Department of Health, the Pennsylvania Department of Education, and other Pandemic governing bodies have not released any mandated requirements that directly instruct school districts on how to reopen. This has resulted in each district interpreting changing guidance and developing plans that reflect its individual needs.

The following examples illustrate circumstances in which the District Superintendent or designee would alter the District plan for all students or an individual school building:

- Community spread of the illness in classrooms, individual school buildings, and/or across the District
- Inability to procure hand sanitizer and dispensers or other cleaning or sanitation supplies
- Staffing needs including but not limited to:
  - A high number of teacher absences leading to the inability to cover classrooms in a manner that ensures the safety and welfare of students
  - Lack of bus drivers to cover necessary runs to get students to and from school for the day
  - Lack of custodial staff available to clean buildings nightly
  - Lack of coverage in Health Clinics due to Nurse/Support Nurse absence
  - Inability to provide food to students during the school day due to absences of food service employees
  - Large numbers of families opting for remote learning options due to changing conditions or required quarantine
  - State health and safety guidance due to an increase in community/school spread

The District may need to shift between the different learning environments over the course of the school year. If a change becomes necessary for students, the District will utilize the school messaging system to notify staff, students, and families of this change.
The Return-to-School Plan prioritizes the health and safety of students and staff while maximizing their educational opportunities. Parents/guardians will select an instructional plan that best fits their child’s needs based on the current recommendations for our multiple learning environments.

All Fox Chapel Area schools will facilitate district programming, including elementary special area classes, social/emotional learning, academic interventions, English learners, special education, and gifted programming in all learning environments. The four possible learning environments include:

- **Five Day In-Person Instruction**: Traditional learning environment with enhanced safety and cleaning protocols
- **Hybrid Instruction**: Learning and teaching is a mix of in person at school and online at home learning environments.
- **FCA Virtual (Blended - Synchronous and Asynchronous)**: A fully online learning environment that includes both synchronous (live instruction) and asynchronous (self-paced) curricula provided by Fox Chapel Area educators
- **FCA Virtual (Asynchronous) - Elementary / FCAO (Asynchronous) - Secondary**: A fully online learning environment in which students will utilize various modes of instruction, including teacher-recorded videos, other videos/media, software or web-based applications, and print materials provided by the district. Students can access these learning activities and materials at any time.

Only one of the in-person instructional models (five day in-person instruction and hybrid instruction) will be available at the elementary, middle school, and high school levels and the model may shift throughout the year, if needed.

Each option will be facilitated by Fox Chapel Area teachers and will adhere to our high standards for academic excellence, student support, and in consideration of the unique learning needs students have as a result of COVID-19.
Elementary Learning Environments (Grades Pre-K-5)

Learning Environment 1: Five Day In-Person Instruction

Learning Environment 2: Hybrid Instruction

Learning Environment 3: FCA Virtual: Blended Learning (synchronous and asynchronous) with curricula provided by Fox Chapel Area teachers

Learning Environment 4: FCA Virtual (asynchronous only) with curricula provided by Fox Chapel Area teachers

<table>
<thead>
<tr>
<th>Learning Environment #1: Five Day In-Person</th>
<th>Learning Environment #2: Hybrid</th>
<th>Learning Environment #3: FCA Virtual (Blended)</th>
<th>Learning Environment #4: FCA Virtual (Asynchronous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional learning environment with enhanced safety and cleaning protocols</td>
<td>Mix of in-person and online instruction</td>
<td>Fully online learning environment</td>
<td>Fully Asynchronous curricula facilitated by Fox Chapel Area educators</td>
</tr>
<tr>
<td>Groups of students will remain together</td>
<td>Two days of in-person and three days of online</td>
<td>Synchronous and asynchronous curricula provided by Fox Chapel Area educators</td>
<td>Fully online learning environment in which students will utilize various modes of instruction, including teacher-recorded videos, other videos/media, software or web-based applications, and print materials provided by the district. Students</td>
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<td></td>
<td>Students grouped into two cohorts and assigned to report to school on designated days</td>
<td>Synchronous: Teachers and students are online at assigned times during regular school hours with live instruction via Google Meets/Zoom. Learning opportunities will include whole</td>
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### RETURN-TO-SCHOOL PLAN

**FOX CHAPEL AREA SCHOOL DISTRICT**

<table>
<thead>
<tr>
<th>Throughout the day to the fullest extent feasible including during out of class activities</th>
<th>Instruction, and they will have the same teacher during online days.</th>
<th>Class, small group, and one-on-one instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Group #1: Will attend school on Monday and Thursday of each week. Tuesday, Wednesday, and Friday will be a blend of synchronous and asynchronous online instruction provided by our FCA teachers.</td>
<td>Asynchronous: Students will also utilize various modes of instruction, including teacher-recorded videos, other videos/media, software or web-based applications, and print materials provided by the district. Students can access these learning activities and materials at any time using Google Classroom and SeeSaw.</td>
<td>Students will have opportunities to schedule meetings with Fox Chapel Area educators.</td>
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<tr>
<td>The division for elementary cohorts will be respectful to families who have students in other levels (middle/high school) as much as possible and will be balanced according to a host of student indicators. Cohort assignments will also afford elementary siblings to attend on the same days.</td>
<td>Option #1: May be assigned to a separate teacher/class.</td>
<td>Fully online students will engage with the whole class during online days and engage with their teacher and/or a “buddy” teacher for synchronous instruction on the class, small group, and one-on-one instruction. Option #2: May be assigned to a class that is in-person for two days and online for three days.</td>
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Cohort sizes are yet to be determined based on how many families elect fully online instruction.

The two cohorts of students at the elementary level are being split by full classes, so different classes will be meeting in person on different days.

If a student in the hybrid model would need to be quarantined, he or she would stay with his/her teacher/class during the quarantine period and engage fully on the online days with the teacher and/or a "buddy teacher" on what would have been the in-person days.

two days that the rest of the class is in the building.

Adjustments to student assigned groups may be necessary for classroom size, bus capacity, or other reasons to achieve desired social distancing guidelines and other safety measures. Transfer from one instructional option into another is preferred at the end of a 9-week grading period. However, if the selected instructional model is not meeting a child's needs, building principals will make adjustments.
Secondary Learning Environments (Grades 6-12)

**Learning Environment 1:** Five Day In-Person Instruction

**Learning Environment 2:** Hybrid Instruction

**Learning Environment 3:** FCA Virtual: Blended Learning (synchronous and asynchronous) with curricula provided by Fox Chapel Area teachers

**Learning Environment 4:** Fox Chapel Area Online (FCAO) asynchronous curricula facilitated by Fox Chapel Area educators

<table>
<thead>
<tr>
<th>Learning Environment #1: Five Day In-Person</th>
<th>Learning Environment #2: Hybrid</th>
<th>Learning Environment #3: FCA Virtual (Blended)</th>
<th>Learning Environment #4: FCAO (Asynchronous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional learning environment with enhanced safety and cleaning protocols</td>
<td>Mix of in-person and online instruction</td>
<td>Fully online learning environment</td>
<td>FCAO (completely asynchronous learning)</td>
</tr>
<tr>
<td>All students who have chosen an in-person learning experience will attend 5 days per week with mitigation efforts.</td>
<td>Students will be grouped into cohorts and assigned to report to school on designated days.</td>
<td>Synchronous and asynchronous curricula provided by Fox Chapel Area educators via Schoology.</td>
<td>Asynchronous curricula (mainly Edgenuity) facilitated by Fox Chapel Area educators</td>
</tr>
<tr>
<td></td>
<td>Cohort Group #1: Students with last names A-L will attend school on Monday and Thursday of each week. On Tuesday, Wednesday,</td>
<td>Synchronous: Teachers and students are online at scheduled times throughout the week with live instruction.</td>
<td>Fully online self-paced learning environment in which students will utilize various modes of instruction that may include teacher-recorded videos, other videos/media, software or web based</td>
</tr>
<tr>
<td>and Friday, they will receive a blend of synchronous and asynchronous online instruction provided by Fox Chapel Area teachers.</td>
<td>Learning opportunities will include whole class, small group, and one-on-one instruction. Asynchronous: Students will also utilize various modes of instruction, including teacher-recorded videos, other videos/media, software or web-based applications. Students can access these learning activities and materials at any time. FCA Virtual: Blended Learning means that courses include both synchronous and asynchronous learning experiences. The &quot;synchronous&quot; component will be the in-person instruction for hybrid students and for FCA Virtual Blended students, contact during non-teaching periods and/or Wednesdays.</td>
<td>applications, and print materials provided by the district. Students can access these learning activities and materials at any time. Students will have opportunities to schedule meetings with Fox Chapel Area educators. Due to the asynchronous nature of this option, students will not be able to switch to another option until the end of the course in which the student is enrolled.</td>
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<td>Cohort Group #2: Students with last names M-Z will attend school on Tuesday and Friday of each week. On Monday, Wednesday, and Thursday, they will receive a blend of synchronous and asynchronous online instruction provided by Fox Chapel Area teachers.</td>
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Arrival and Dismissal Procedures

Each school will develop arrival and dismissal procedures to reduce crowding and contact between students who are being transported by bus or car. Multiple entry and exit points will be utilized to minimize overcrowding/congregating at entrances and exits. Staggered dismissal from classrooms will occur to minimize hallway contact in each building. Information regarding late arrivals, item drop off, and early dismissals will be communicated by the building administration.

Attendance

The Pennsylvania Department of Education requires all school districts to record daily attendance to ensure that students meet the annual child accounting requirement for instructional days/hours. Attendance will be recorded for in-person and online instruction (virtually) and entered into our Student Information System. The District understands that COVID-19 presents many challenges that may affect attendance. The District will work with each student and family individually to address attendance and changing instructional needs. Students who do not have a recorded day in attendance for 3 days will be contacted by the school district to check for wellness and to assist with getting students engaged in their instructional program.

A.W. Beattie Career Center Attendance

Students attending A.W. Beattie Career Center will follow their approved operational model. Families will be given an option for a hybrid learning environment or full-virtual environment while they prepare for a full return of all students to the classroom environment. The Fox Chapel Area School District will continue to support instructional programming with flexible scheduling and transportation as needed.
English Language Learners

District staff will collaborate with English Learners to determine the best options for families. In the hybrid or virtual blended models, students will engage in synchronous and asynchronous lessons and access Schoology, Google Classroom, and other technology tools. The District will assist families with any learning environment transitions throughout the course of the school year.

Grading

Elementary Grading - Grading will reflect the traditional academic standards-based grading system with adaptations to reflect the prioritized academic standards within the scope and sequence.

Secondary Grading - Grading will follow standard practices found in the traditional in-person setting. Teachers will be using a combination of formative (informal) and summative (formal) assessments including end of unit assessments and final exams where applicable.
Student Services

504 Plans

The Fox Chapel Area School Pupil Services Department will ensure student support through Section 504 of the Rehabilitation Act of 1973 while students are receiving in-person instruction. If the District transitions between learning environments, the School Counseling Department will reach out to families to address individual student needs based on the changes to the instructional delivery.

Special Education

The Individuals with Disabilities Education Act (IDEA) has been maintained during the pandemic. Therefore, the Fox Chapel Area School District is committed to working with the parents/guardians of students with disabilities to provide individualized instruction based on student need. Throughout each learning environment, service providers will follow the District’s health and safety protocols while implementing a student’s Individualized Education Plan (IEP). Upon returning to school, case managers will address student-specific needs arising from the transition back into school buildings while considering whether or not a student has experienced a regression of skills and/or lack of progress. If regression and/or a lack of progress is present, the IEP team will identify opportunities for recovery, including additional, new, or different services and accommodations.

If the District is required to transition between learning environments, case managers will review the IEP with the parent/guardian to ensure all accommodations, modifications, and goals can be met in the alternative environment to ensure educational benefit. When working with students through alternative delivery models, the District should make a good faith effort within available capabilities to determine how a Free Appropriate Public Education (FAPE) will be provided and should consider the following:

- Appropriate resources
- Equal access to learning and required materials
- Ability to provide the services and supports in the IEP
- Parents/guardians, students, and staff training
- Communication processes
- Related Services
- Assistive Technology
Gifted Programming

The QUEST program within the Fox Chapel Area School District consists of different program options, goals and objectives depending on a student’s areas of strength and need as documented in the Gifted Written Report and Gifted Individualized Education Plan. The plan is designed to meet the educational needs of the student. Students participate in a variety of experiences including but not limited to:

- CAPSTONE experiences
- Enriched English Language Arts
- Accelerated Math
- Curricular/academic extensions
- Career exploration through special events and speakers
- Support in academic endeavors and scholastic pursuits
- Advanced Placement (AP) options
- Differentiated options within the core curriculum
- Competitions

Enrichment and educational opportunities will be made available to students through the QUEST program during all learning environments.
Health and Safety Plan

The Fox Chapel Area School District Board of Directors approved the district’s required Phased Reopening Plan on Monday, August 3, 2020. The plan has been submitted to the Pennsylvania Department of Education. The approved plan can be found here.

Below are the key health and safety considerations that students, parents/guardians, and staff should know before in-person instruction begins.

- Before students come to school, parents/guardians will be responsible for monitoring students' symptoms. If students have a fever of 100 degrees or higher, a cough, shortness of breath, or loss of taste or smell, they must stay home. Any child arriving at school with any of these symptoms will be immediately isolated away from other students and parents/guardians will be contacted to pick them up.

- Staff members will self-monitor daily before departing for school. Any staff member with a fever of 100 degrees or higher, a cough, shortness of breath, or loss of taste or smell must stay home and report by utilizing standard call-off procedures.

- Traditional water fountains are being replaced by touchless bottle filling stations across all buildings as they become available. Where traditional water fountains remain, they will be disabled and students will be able to carry water bottles. Students are permitted to bring their own water to school each day. Bottled water will be made available for students who forget to bring their own water bottle to school.

- School buses will be cleaned regularly and disinfected after the morning and afternoon runs. When feasible, windows will be open to increase air circulation.

- Classrooms and common areas will be ventilated with additional circulation of outdoor air to the extent feasible, in alignment with district safety guidelines.
Monitoring Student and Staff Health

The district will continue to review and adapt to changing guidance from the Centers for Disease Control and Prevention (CDC) and Pennsylvania and Allegheny County health departments. The health of students and staff will be monitored using both preventative and responsive techniques. Preventative actions include prescreening by families and staff following district provided resources, self-reporting, and ongoing adherence to quarantine guidelines. Responsive techniques include visual screening of students by staff members upon arrival and throughout the school day and specific protocols for reporting concerns to building health and administrative staff. Additional screenings include temperature checks on a random basis or for those exhibiting symptoms, Q and A sessions with students and staff to ask COVID-19 screening questions, and examination by school medical personnel for anyone in the building who has been exposed or is exhibiting symptoms.

Safety Committee

The Fox Chapel Area School District has a workplace safety committee to promote the district’s goals concerning safe schools. The workplace safety committee will be composed of at least four (4) members, including two (2) district administrators and two (2) employee representatives.

The committee will support and provide recommendations to the pandemic coordinator throughout the school year. It shall be the responsibility of the workplace safety committee to:

1. Evaluate the current safety program.
2. Establish procedures for conducting and documenting the findings of periodic inspections to locate and identify safety and health hazards.
3. Make recommendations to correct hazards.
4. Review, in a timely manner, incident and accident report and investigation forms.
5. Conduct follow-up evaluations on the effectiveness of new health and safety equipment or safety procedures.

Symptom Screening

Symptom screening should be done by all parents/guardians each morning before the school day. Parents/guardians should not send children with symptoms of COVID-19 on a bus or bring them to school. Students exhibiting symptoms at school will immediately be quarantined, screened, and sent home. The district will share resources with the school community to help families understand when to
keep children home. When a student is being kept home for possible COVID-19 symptoms and/or exposure, parents will be required to report the absence to the school building the morning of the absence.

School staff will visually screen students upon entry and throughout the day for symptoms of COVID-19 and refer students to the nursing staff when symptoms are suspected. Temperature screenings will be conducted randomly and for students exhibiting symptoms upon entry to the building and throughout the day.

The Pennsylvania Department of Health and the Pennsylvania Department of Education provide the following symptom screener to be used for pre-screening as well as in-school assessment by the health office staff. If 1 or more symptoms from Group A or 2 or more symptoms from Group B are found, students/staff should stay home or be sent home from school. In addition to the symptom screener, exposure questions will be included.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
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<tbody>
<tr>
<td>1 or more symptoms</td>
<td>2 or more symptoms</td>
</tr>
<tr>
<td>Fever (100.4 or higher)</td>
<td>Sore throat</td>
</tr>
<tr>
<td>Cough</td>
<td>Runny nose/congestion</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>Chills</td>
</tr>
<tr>
<td>Difficulty breathing</td>
<td>New lack of smell or taste</td>
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Muscle pain
Nausea or Vomiting
Headache
Diarrhea
Isolating/Quarantining Students and Staff Exhibiting Symptoms

Each building will have a designated isolation/quarantine space separate but near the nurse’s office for students to await pick up by a parent/guardian when exhibiting symptoms. Alternative rooms will be designated if multiple students require isolation at the same time. If a student or staff member becomes ill with symptoms during the school day, they will be isolated in a designated area in each building until they can be transported home.

The district will follow Pennsylvania and Allegheny County Health Department guidance for responding to suspected or known cases of COVID-19 by staff and students. Students and staff members who are ill with COVID-19 or have been in close contact with a person who is ill should follow the Centers for Disease Control and Prevention (CDC) Guidelines for isolation and quarantine. Staff and students may not return until they have met PA DOH and Allegheny County Department of Health criteria to discontinue home isolation or quarantine and/or are cleared by a physician via written confirmation. Any faculty or staff member who presents with new COVID-19 symptoms during the school day will be immediately relieved of daily duties and sent home. Those with children in the district will take their child home from school as well.

Returning Isolated or Quarantined Students and Staff

Students and staff may return to school after following the timeline outlined by the Centers for Disease Control and Prevention (CDC) and by the Allegheny County Health Department. The school nurse and/or principal must be notified prior to return to ensure that appropriate criteria have been met. Staff and students will be asked to provide written documentation from a physician clearing them to return to school after testing positive or suspecting COVID-19 based on symptoms.

Notification of Possible COVID-19 Exposure

The district will communicate to staff and families regarding schedule changes, changes to safety protocols, and to inform families of exposure when recommended by the Pennsylvania or Allegheny County Health Departments as we do with other state-reportable diseases, while maintaining the privacy and confidentiality of those affected.

Staff and Families Who Have Traveled

Staff members and students who have traveled, or who plan to travel, to an area where there are high amounts of COVID-19 cases on the PA DOH advisory list are recommended to quarantine for 14 days upon return to Pennsylvania.
Student and Staff Health and Safety at School

Face Coverings
- Students and staff will be required to wear masks/face coverings at all times, including on the school bus. In the event a face covering needs to be replaced at school, each school has face masks available to ensure compliance with this requirement.
- If a student or staff member has a documented medical condition, mental health condition, or disability in accordance with Section 504 of the Rehabilitation Act or IDEA that precludes them from using a face covering, exceptions will be made.
- Documentation of such conditions from families and staff will be requested.

Hygiene and Social Distancing
Students and staff will be encouraged and reminded to follow good hygiene practices, including frequent hand washing and/or hand sanitizing. Students and staff will be encouraged to distance as much as possible in hallways and stairways.
- At the elementary level, students will remain in homeroom cohorts for instruction with minimal movement to assist in the delivery of special services such as interventions, ESL, and special education.
- At the middle schools, classes will be switched by teams, which will limit the number of students changing classrooms at any specific time.
- At the high schools, students will be encouraged to practice social distancing while in hallways and other high traffic areas.
- Staff will not be permitted to congregate in communal spaces such as copy rooms and teachers lounges during breaks or instructional planning time.

Classroom Arrangements
Student seating will be moved to allow for social distancing to the maximum extent feasible. Seating will be oriented to face the same direction to avoid face to face interactions between students. A designated teacher area will be marked in the front of the classroom to space the teacher eight feet from the closest students.
Food Service

Cafeterias will be utilized for food service and consumption to the maximum extent feasible. Additional spaces such as auditoriums, gymnasiums, multi-purpose rooms, and classrooms will be utilized where feasible to reduce student density during lunch periods. Students will wash their hands before and after lunch periods and wear face coverings when not eating or drinking. Students will follow appropriate hygiene and safety protocols after recess. Meal menus will be revised and limited to support more “grab and go” style meals and limit a-la-carte and individual serving selections. Payment via cash will be discouraged and students will be able to verbalize their pin numbers rather than use a keypad.

Group Gatherings

The District will follow current orders that restrict indoor and outdoor gatherings as recommended by the Pennsylvania Department of Health and other applicable guidance.

Sports and Outdoor Activities

The Return to Athletics/Activities plan can be found HERE. Weather permitting, outdoor recess will be held. Contactless activities will be encouraged. Masks will be required during outdoor recess. On days when indoor recess is necessary, students will stay in their homeroom to engage in activities that are contactless. Masks will be required for indoor recess. Students will follow hygiene protocols following recess.

School Volunteers/Visitors

Volunteers/visitors will be strictly limited and will require approval from the Deputy Superintendent. Approved volunteers/visitors will be required to:
  o Wear masks/face coverings at all times. In the event someone arrives without a face covering, each school has face masks available to ensure compliance with this requirement. If a visitor is unable to wear a mask, the school will make other arrangements for a virtual meeting.
Visitors will be screened by the school nurse upon arrival. Screening may include a combination of questions, temperature checks, and visual examination for COVID-19 symptoms.

Dropping off of lunches and other school materials is discouraged. When necessary, items dropped off during the school day will be left in the school lobby and district personnel will sanitize and distribute it to the student.

Use of Campus Resources During the School Day

All District facilities, including outdoor spaces and tracks, may be temporarily closed during the school day and during athletic practices and games to all non-school personnel. This is to further minimize risk to students and staff while they are on school grounds. The District will be utilizing outdoor spaces for instruction, lunches, and other school activities as weather permits.
Social and Emotional Wellness

Fox Chapel Area School District is committed to the social and emotional wellness of our students and staff. Below are ways in which we will be addressing these needs this school year:

- **Employee Assistance Program** - An Employee Assistance Program (EAP) is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

- **Consultative Support for School Staff** - Classroom teachers will have access to consultative support from school counselors, social service liaisons, and behavior specialists to address student concerns.

- **Individual Student Supports** - Students at all levels may be afforded opportunities to address specific social and emotional concerns through individual school counseling sessions.

- **Maximizing Adolescent Potentials** - Maximizing Adolescent Potentials (MAPS) is a research, public service, and training program dedicated to the prevention of drug and alcohol problems among youth, the promotion of adolescent mental health, and the development of capable young people.

- **School-Based Mental Health** - Through a partnership with Family Behavioral Resources, students in grades K-12 can be provided with outpatient mental health services both in the school setting and through teletherapy. This partnership will work to effectively diminish barriers that historically have prohibited some families from accessing supportive mental health services.

- **Social and Emotional Learning** - The Fox Chapel Area School district will utilize research-based social and emotional learning tools and curriculum to address potential barriers to learning. Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- **Student Assistance Program** - The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student’s success.

- **Trauma-Informed Care** - During the 2020-2021 school year, staff members will begin training in Trauma Informed-Care. Trauma-Informed Care (TIC) is an approach in the human service field that assumes that an individual is more likely than not to have a history of trauma.

- **Wellness Committee** - The District recognizes that student wellness and proper nutrition are related to students’ physical well-being, growth, development, and readiness to learn. The District is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience.
Technology

The district examined how technology can support learning post COVID-closure through an audit of use during closure, piloted utilization during a virtual Summer Learning Academy, and garnered feedback from the Return to School Technology/Communication Working Group. The district will utilize Google Classrooms at the elementary level and Schoology at the secondary level as learning management systems. In an effort to support students in learning, SeeSaw will be utilized at the elementary level for instructional response purposes, assignment creation, and assignment response.

The district will distribute devices to all elementary and middle school students. High school students will be permitted to bring their own device or borrow one from the district for in-school and at-home use. A device request form was sent to all high school students on Thursday August 6, 2020. Devices will be distributed in the first weeks of school. The District will provide wireless access hot spots to families with no or unreliable internet access to the extent feasible due to availability. If district-issued WiFi is unavailable, the district will share resources available to access high speed internet at low or no cost. A Student & Guardian Digital Tool Kit is being created consisting of various virtual trainings to support learning with electronic devices. A designated student and family Help Desk will be available to assist with technology issues and other technology supports when needed. Training videos and resources will be provided by the District to assist families in maximizing their technology opportunities.
The District recognizes that meaningful ongoing professional development is essential to ensure that our school community can meet the safety, academic, and social/emotional needs of our students. Below are examples of our current professional development plans for the start of the school year.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote Learning Guidelines and Strategies</td>
<td>Teaching Staff, Building Administrators, Instructional Support Staff</td>
</tr>
<tr>
<td>Hybrid Learning Model Procedures and Practices</td>
<td>Teaching Staff, Building Administrators, Instructional Support Staff</td>
</tr>
<tr>
<td>Recognizing and reporting symptoms of COVID-19</td>
<td>Teaching Staff, Support Staff, Administration, Custodial and Maintenance Staff</td>
</tr>
<tr>
<td>Cleaning and Sanitizing Products and Usage</td>
<td>Custodial and Maintenance Staff</td>
</tr>
<tr>
<td>Changes to the Traditional School Environment</td>
<td>Parents/Community</td>
</tr>
<tr>
<td>Kindergarten, New Student, DMS, and FCAHS Orientations</td>
<td>Students/Families</td>
</tr>
<tr>
<td>Working with students in close proximity due to special circumstances</td>
<td>Special Education Teaching Staff, Paraprofessionals</td>
</tr>
<tr>
<td>Recognizing Trauma Following a Pandemic Closure</td>
<td>School Counselors, Teachers, Administration</td>
</tr>
</tbody>
</table>
Communication

The District recognizes that ongoing and timely communication is essential to our families and staff. A variety of communication methods are utilized by our administrators to provide new information and updates to our various stakeholders. **Immediate communication needs will utilize text and/or calls utilizing the district’s auto-communication tools.** The chart below identifies some of the ways we communicate specific information pertaining to COVID-19 and its effect on our school community.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Audience</th>
<th>Mode of Communications</th>
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</thead>
</table>
| **Facilities, Athletics, and Extracurriculars** | Parents & Guardians, Groups and Organizations that Rent our Facilities | Weekly email communication via Return-to-School /COVID-19 Update (Wednesday evenings, when possible)  
Website Update - All current notices and communications will be posted on the FCASD Response to COVID-19 page  
Website - All past notices and communications will be linked to the FCASD Response to COVID-19 page and archived for future access |
| **Special Education**        | Parents & Guardians, Staff Members                                       | Email, videos, mail distribution  
Videos modeling application access for students and adults will be created and shared via website  
Videos modeling direct instruction for students will be created and shared via website |
<table>
<thead>
<tr>
<th>Safety, Health Services, and Wellness</th>
<th>Parents &amp; Guardians, Staff Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos modeling proper behaviors for students and adults will be created a shared via FCASD Health and Safety Digital Toolkit</td>
<td></td>
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<tr>
<td>Weekly email communication via Return-to-School /COVID-19 Update (Wednesday evenings, when possible)</td>
<td></td>
</tr>
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<td>Website Update - All current notices and communications will be posted on the FCASD Response to COVID-19 page</td>
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<thead>
<tr>
<th>Instruction</th>
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</table>

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<thead>
<tr>
<th>Technology and Communications</th>
<th>Parents &amp; Guardians, Staff Members</th>
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</thead>
<tbody>
<tr>
<td>Videos modeling application access for students and adults will be created and shared via FCASD Educational Digital Toolkit</td>
<td></td>
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<tr>
<td>Videos modeling technology device use for students and adults will be created and shared via FCASD Educational Digital Toolkit</td>
<td></td>
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<tr>
<td>Mail distribution of student Tech Passports</td>
<td></td>
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</tbody>
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