

The background features a large, faint watermark of the Southern Lehigh School District logo. The logo is circular and contains the text "SOUTHERN LEHIGH SCHOOL DISTRICT" at the top and "CENTER VALLEY, PA" at the bottom. In the center of the logo is a stylized sunburst or starburst design.

Southern Lehigh School District Instructional Model Update

2/8/21

*Learning - Serving - Leading
One Interaction at a Time*

What is Different Now?

- Updated COVID-19 Research w/ Respect to Educational Specific Data for the 20-21 School Year (CDC, PADOH, & AAP)*
- Downward COVID-19 Trend in both the Commonwealth and County*
- The Calendar has Progressed to a Post Holiday Period*
- Infusion of Additional COVID-19 Grant Dollars*

Lehigh County COVID-19 Early Warning Dashboard Snapshot

→ *Lehigh County Data (Last Five Weeks) from the PADOH COVID-19 Early Warning Dashboard*

	<i>From 1/1 to 1/7</i>	<i>From 1/8 to 1/14</i>	<i>From 1/15 to 1/21</i>	<i>From 1/22 to 1/28</i>	<i>From 1/29 to 2/4</i>
<i>Confirmed Cases</i>	2,088	1,994	1,374	1,206	716
<i>Incident Rate Per 100K</i>	565.4	541.0	372.0	326.5	193.9
<i>PCR Positivity Rate</i>	19.8%	18.56%	14.8%	13.3%	11.1%

[*Source: Pennsylvania COVID-19 Early Warning Monitoring Dashboard](#)

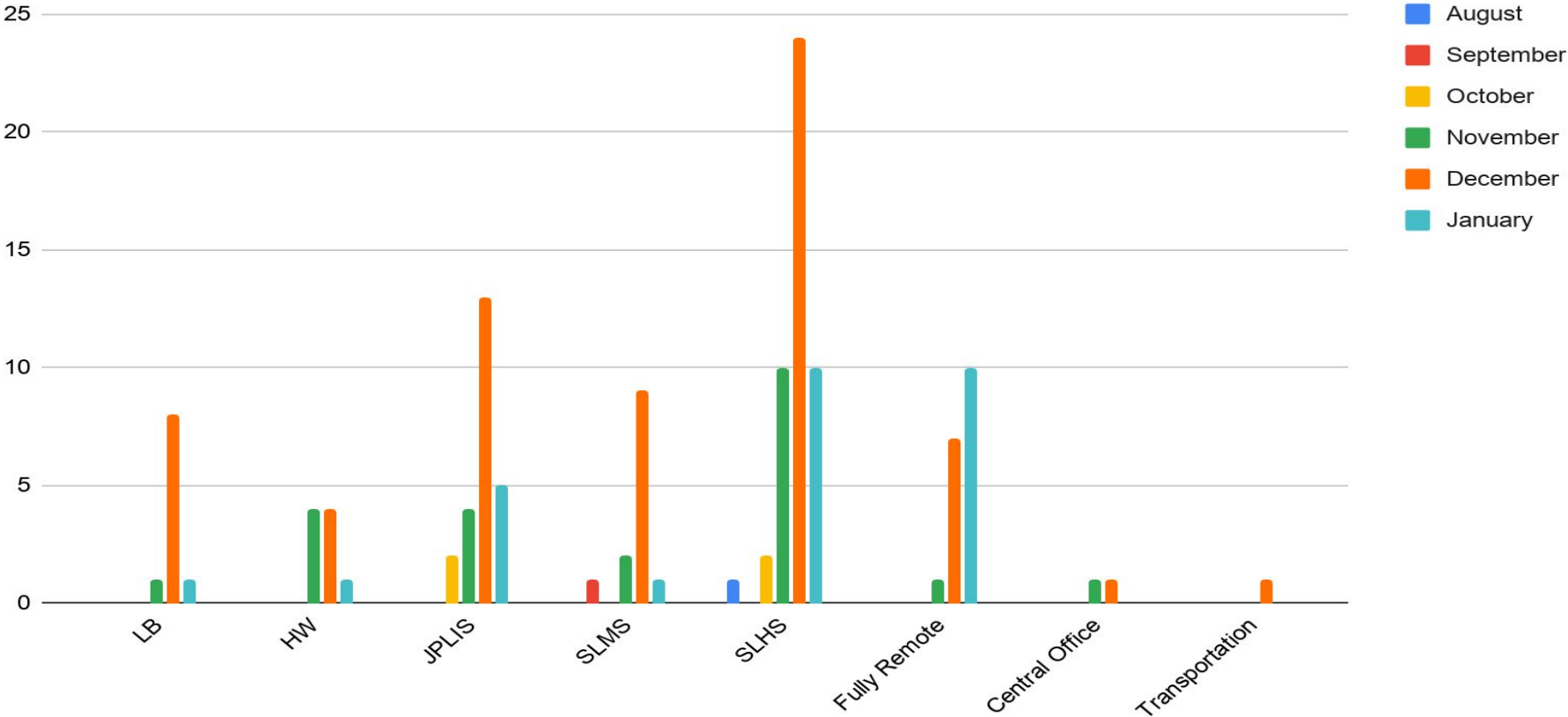
Commonwealth COVID-19 Dashboard Snapshot

→ *As of Monday, February 8, 2021*

- ◆ *59 of 67 Counties in the Commonwealth of Pennsylvania remain in the Substantial Level of Community Transmission for COVID-19*
- ◆ *Lehigh County remains in this classification for the 16 consecutive week (Since the week ending in 10/30/20.)*

**Source: Pennsylvania COVID-19 Early Warning Monitoring Dashboard Update for Jan. 15-21*

SLSD Aggregate Case Count (Since August)



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Commonwealth Instructional Model Snapshot

- *As of Tuesday, January 26, 2021;*
- ◆ *43% (215) of the Commonwealth's 500 Public School Districts are engaged in a Fully Remote Model*
 - ◆ *38% (190) of the Commonwealth's 500 Public School Districts are educating via a Hybrid Model*
 - ◆ *19% (95) of the Commonwealth's 500 Public School Districts are educating via a Full Time In-Person Model.*

*[*Source: PennLive - PA Teachers, Schools Struggle Amid COVID-19 Crisis](#)*

SLSD Goals

→ **Primary Goal**

- ◆ *To continue to deliver a high quality SLSD education to students who are either physically present in an SLSD school building or attending remotely at home while minimizing exposure and disruption to the greatest extent possible.*

→ **Key Components**

- ◆ *Minimize risk to students and staff*
- ◆ *Maintain an instructional choice for families*
- ◆ *Continue to appropriately staff both Instructional Models*
- ◆ *Continue to focus on the needs of the “Whole Child”*

Phased Approach to In-Person Instruction

- **Phase 1:** *2-Day Hybrid In-Person Learning Option*
- **Phase 2:** *4-Day In-Person Learning Option for students with an IEP and students identified as ELL's*
- **Phase 3:** *4-Day In-Person Learning Option for students as a result of MTSS and or Child Study Team Determinations.*
- **Phase 4:** *Expand In-Person Learning Option to students currently enrolled in the Hybrid Instructional Model*

Phase 4: Expand In-Person Instruction Key Points

- Limited to the students **CURRENTLY ENROLLED IN** the Hybrid Model
- Maintain the Fully Remote Learning Model Option for Students K-12
- Students currently enrolled in the Fully Remote Model **WILL NOT** be able to transition to in-person instruction **AT THIS TIME**
- School buildings **MAY BE ABLE** to accommodate additional in-person instructional model requests in MP4.
- A transition to Phase 4 will **REMAIN CONTINGENT** upon conditions related to COVID-19

Phased In-Person Return (K-12)

→ Instructional Model Schedules by Phase

	Monday	Tuesday	Wednesday	Thursday	Friday
Phase 1 2 Day In-Person	A to L - In-Person M to Z - Remote	A to L - Remote M to Z - In-Person	A to L - In-Person M to Z - Remote	A to L - Remote M to Z - In-Person	Remote
Phase 2 & 3 4 Day In-Person	A to L - In-Person M to Z - Remote AND Select A to Z - In-Person	A to L - Remote M to Z - In-Person AND Select A to Z - In-Person	A to L - In-Person M to Z - Remote AND Select A to Z - In-Person	A to L - Remote M to Z - In-Person AND Select A to Z - In-Person	Remote
Phase 4 4-Day In-Person	A to Z - In-Person	A to Z - In-Person	A to Z - In-Person	A to Z - In-Person	Remote

What Will Be Different in Phase 4?

→ *Physical Distancing*

- ◆ *Reduction in physical distancing for students to **LESS THAN SIX FEET** in **CERTAIN** instructional spaces in K-6 buildings*
- *Maintain the **GREATEST DISTANCE POSSIBLE** depending on the class size and composition*
- ***FIVE FEET** will be the lowest in **CERTAIN** K-6 spaces*
- ***SIX FEET** will remain in the 7-12 instructional spaces*
- ◆ *Teacher work space **MUST** remain **AT LEAST SIX FEET** from **ALL** student desks*

What Will Be Different in Phase 4?

→ **Physical Distancing cont.**

- ◆ All cafeteria seating **MUST CONTINUE TO REMAIN AT LEAST SIX FEET** of physical distance between all students
- ◆ There will be a need to **BREAK UP** existing lunch spaces in certain school buildings to alternative existing spaces within the school buildings to accommodate **AT LEAST SIX FEET** of physical distance
- ◆ Students must **WEAR FACE COVERINGS** in the cafeteria spaced when not in the act of eating

What Will Be Different in Phase 4?

- *Potential **INCREASE** in the Number of Staff/Student on Quarantine*
- ◆ *Any instance where a student or staff member is **PHYSICALLY PRESENT IN A SCHOOL BUILDING WHILE INFECTIOUS** will result in an increase of individuals being quarantined in a setting (K-6 School Buildings) where physical distancing is at **LESS THAN SIX FEET***

What Will Be Different in Phase 4?

- *All District Sponsored Transportation will have an overall increase in daily riders*
 - ◆ *The District will maintaining the **GREATEST DISTANCE POSSIBLE***
- *Each school building will make incremental adjustments to the existing internal procedures including;*
 - ◆ *Arrival*
 - ◆ *Dismissal*
 - ◆ *Lunch*
 - ◆ *Student Passing*
 - ◆ *Other*

Why Four Days Rather Than Five?

→ A Four Day Phase 4 Represents a Significant transition

◆ Safety of Students and Staff

- Provides 50% Increase In Physical Attendance
- Maintains 20% Physical Contact Break
- Continued monitoring of COVID-19 case counts during this transition

◆ Educational Considerations

- Minimize disruption for students and teachers mid-marking period
- Allows for related necessary adjustments of staff and student schedules

◆ Operational Concerns

- Consideration of ongoing staff concerns
- Preparation of facilities

Liberty Bell Elementary School

- *Remove any remaining non-essential classroom furniture or supplies*
- *Rebalance all remaining classroom furniture (**GREATEST DISTANCE POSSIBLE**)*
- *Standardize all classroom furniture arrangements*
- *Potential option to reassign certain classes with larger existing head counts to alternative instructional spaces at Liberty Bell including;*
 - *Existing Multi-Purpose Instructional Spaces*
 - *Elective Classroom Spaces*

Liberty Bell Elementary School



**General
Classroom
Set-Up**



**General
Classroom
Measurements**

Liberty Bell Elementary School



**General Teacher
Workspace Bubble**

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One Interaction at a Time*

Hopewell Elementary School

- Remove any remaining non-essential classroom furniture or supplies*
- Rebalance all remaining classroom furniture (**GREATEST DISTANCE POSSIBLE**)*
- Standardize all classroom furniture arrangements*
- Partition lunch into an alternative existing spaces within the school*
- Potential option to reassign certain classes with larger existing head counts to alternative instructional spaces at Hopewell including;*
 - Existing Multi-Purpose Instructional Spaces*
 - Elective Classroom Spaces*

Hopewell Elementary School



**General
Classroom
Set-Up**



**General
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Hopewell Elementary School



General Teacher Workspace Bubble

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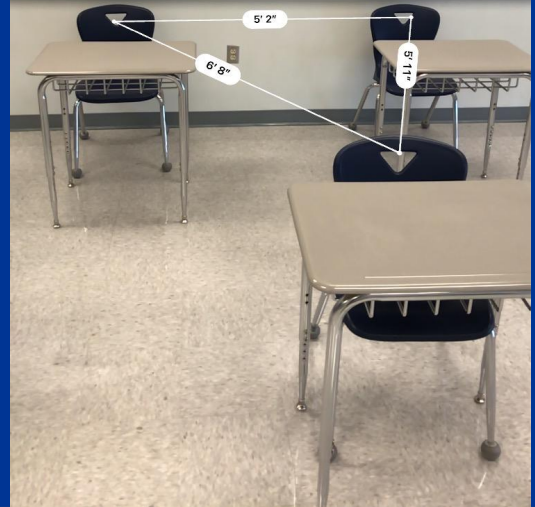
Joseph P. Liberati Intermediate School

- Remove any remaining non-essential classroom furniture or supplies
- Rebalance remaining classroom furniture (**GREATEST DISTANCE POSSIBLE**)
- Standardize all classroom furniture arrangements
- Shift Instructional Technology from non-fixed LCD Projectors in the middle of classrooms to fixed flat panel televisions for the remainder of the school year
- Partition lunch into an alternative existing spaces within the school
- Potential option to reassign certain classes with larger existing head counts to alternative instructional spaces at Hopewell including;
 - ◆ Library
 - ◆ Multi-Purpose Instructional Spaces
 - ◆ Special Classroom Spaces

Joseph P. Liberati Intermediate School

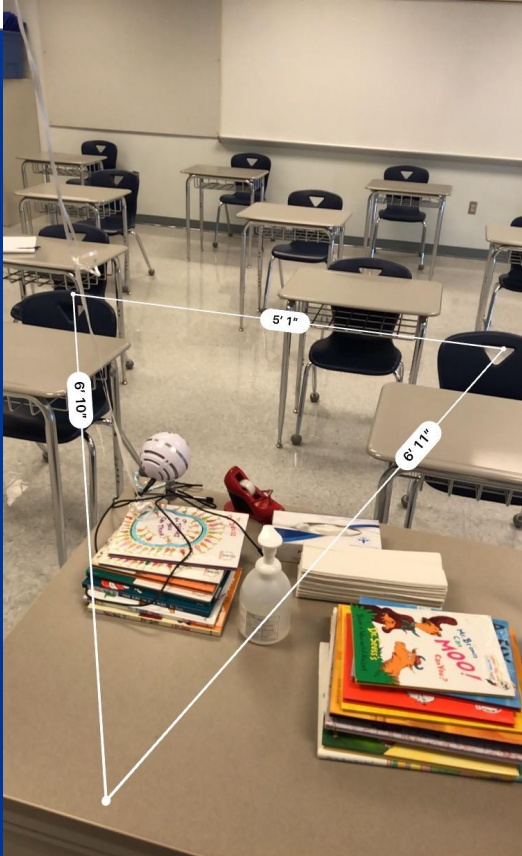


General Classroom Measurements



*Learning - Serving - Leading
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Joseph P. Liberati Intermediate School



**General Teacher
Workspace Bubble**

*Learning - Serving - Leading
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Southern Lehigh Middle School

- Remove any remaining non-essential classroom furniture or supplies*
- Maintain instructional seating arrangements of **AT LEAST SIX FEET***
- The Library and the Auditorium will be utilized as supervised “overflow spaces” where students will receive that period’s education in a remote fashion*
 - ◆ Total number of students will vary depending on the period*
 - ◆ Students will rotate between the classroom and the “overflow space”*
- Move lunch from from the existing cafeteria to the gymnasium (**AT LEAST SIX FEET** of physical distance)*

Southern Lehigh High School

- *Remove any remaining non-essential classroom furniture or supplies*
- *Maintain instructional seating arrangements of **AT LEAST SIX FEET***
- *The Library, Auditorium, and Boardroom will be utilized as supervised “overflow spaces” where students will receive that period’s education in a remote fashion*
 - ◆ *Total number of students will vary depending on the period*
 - ◆ *Students will rotate between the classroom and the “overflow space”*
- *Rebalance lunch periods (**AT LEAST SIX FEET** of physical distance)*
- *Adjust the hallway movement patterns to ensure more clearly defined patterns that manage student movement throughout the day*

Phase 4 Instructional Model Summary

	<i>K-3</i>	<i>4-6</i>	<i>7-8</i>	<i>9-12</i>
<i>Student Instructional Space Physical Distancing</i>	AT LEAST 5 FEET	AT LEAST 5 FEET	AT LEAST 6 FEET	AT LEAST 6 FEET
<i>Lunch Physical Distancing</i>	AT LEAST 6 FEET	AT LEAST 6 FEET	AT LEAST 6 FEET	AT LEAST 6 FEET
<i>Teacher Physical Distancing</i>	6 ft. Teacher Workspace Bubble	6 ft. Teacher Workspace Bubble	6 ft. Teacher Workspace Bubble	6 ft. Teacher Workspace Bubble
<i>Days In School</i>	4	4	4	4

Ongoing SLSD COVID-19 Mitigation Strategies

- **COVID-19 Mitigation Strategies MUST Continue to be LAYERED**
- ◆ *Maintain Comprehensive Universal Masking (No Mask Breaks)*
 - ◆ *Exclusion From and or Return to School Guidance Remains in Place (Isolation & Quarantine for ALL Staff & Students)*
 - ◆ *Continue the Practice of Enhanced Hand Hygiene*
 - ◆ *Daily Health Screening for ALL Staff & Students*
 - ◆ *Continue Established Quarantine Following Out of State Travel*
 - ◆ *Continue High-Frequency Cleaning/Disinfecting*
 - ◆ *School Closure Guidance Following Cases of COVID-19 per the PDE Attestation Agreement Remains In Place AT EXISTING LEVELS*

Next Steps

- *To move forward, the existing Board Motion maintaining 6 ft of social distance in all instructional spaces would need to be modified*
- *Updates to the District Health and Safety Plan will be presented to the Board of School Directors on 2/22/21*
- *Phase 4, Expanded In-Person Instruction would have a tentative start date of March 1*

Sources

- Honein, M. A., Barrios, L. C., & Brooks, J. T. (2021). Data and Policy to Guide Opening Schools Safely to Limit the Spread of SARS-CoV-2 Infection. *JAMA*, Online. <https://jamanetwork.com/journals/jama/fullarticle/2775875?resultClick=1>
- Viner, R. M., Mytton, O. T., & Bonell, C. (2020). Susceptibility to SARS-CoV-2 Infection Among Children and Adolescents Compared With Adults; A Systematic Review and Meta-analysis. *JAMA Pediatrics*, 175(2), 143–156. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2771181>
- Wang, C. J., & Bair, H. (2021). Operational Considerations on the American Academy of Pediatrics Guidance for K-12 School Reentry. *JAMA Pediatrics*, 175(2), 121. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2769435?resultClick=1>