



## Pandemic Reopening of Schools Answers to Frequently Asked Questions (FAQs)

Click to view the Pandemic Reopening of Schools Plan in its entirety:

[Full Video of Plan](#) or <https://youtu.be/DkupB7bsPrg>

*Updated Board-Approved School Reopening Plan:*

<https://www.youtube.com/watch?v=54i18mFVapk&t=1837s>

Thank you for participating in our June 25, 2020 informational session as well as the [July 14, 2020](#) and [August 4, 2020](#) School Board meetings regarding the Opening of Our Schools. Prior to and during our informational session and July 14th meeting, the District solicited feedback from you regarding the four (4) options that were presented. As the District stated, no option is perfect, and we appreciate your input as we work together to provide equity and equal access to learning. Prior to and following the informational sessions, district administrators reviewed the questions provided by the community. We reviewed all of the questions and identified some common themes. In this document, we provide written summarization of the most current information relating to each identified theme. The information we provide in this document reflects our best efforts to open our schools, keep students and staff safe, and provide flexibility depending on the guidance we receive throughout the year. Some questions are not addressed under the plans. If a specific question is not answered below, we reviewed and have not planned to address this concern through the initial planning stages. Due to the fluidity of information, mandates, and restrictions required to manage this health crisis we are not able to address every question at this time, so we are providing you with as much information as we have. We will continue to update this document as more information becomes available.

*New updated information following the [July 14, 2020](#) Board action meeting can be found in purple in this document. New updated information following the [August 4, 2020](#) Board action meeting can be found in gold in this document.*

UPDATED AUGUST 4, 2020

## Update Overview

On August 4, 2020 the Board of School Directors approved to open the 2020-2021 school year in the virtual-only model for all students (K-12). Recent data regarding positive cases of COVID-19 in Delaware County and Upper Darby Township has caused us to move toward the Red Phase of our plan to reopen schools. The Red Phase as described in our Phased Reopening of Schools Health Plan calls for virtual learning for all students. For elementary school students and some special education programming, the Board will meet again in September to re-evaluate the status of school opening for flexible in-person instruction. For secondary schools, the Board will meet in November to re-evaluate the status of school opening for flexible in-person instruction. We will be sending out more information and an update on our decision-making process in September and November. At both public meetings, the Board will consider options and scenarios for school re-opening for in-person flexible instruction with options for virtual learning or continuing in the virtual-only option. The District will rely on recent decision-making guidance as published by the Pennsylvania Department of Education on August 10, 2020. You can refer to the following link for the guidance we will consider when determining the instructional model for our students.

## Governor Wolf and PDE Update - August 10, 2020

### [Determining Instructional Models During the COVID-19 Pandemic](#)

The following represent updates to the FAQ since the August 4th Board meeting.

## Chromebook Distribution Plan

- The Chromebook Distribution Plan has been shared with families in the [Superintendent's Summer Letter](#), via the [Summer Back to School ePostcard](#), and in Principals' Summer Letters. Click [HERE](#) to view the Chromebook Distribution Plan.

## Personal Protective Equipment, Social Distancing, and Cleaning of Facilities and Buses Update

- Handwashing and hygiene will be focal points of instruction for all students in the opening weeks of the school year. Visual reminders and signs will reinforce proper handwashing and hygiene throughout the buildings. Subsequent reminders will be planned throughout the school year.
- All staff will be required to wear a mask and/or shield.
- Visitors to all buildings will be limited and will be required to wear a mask.
- The District will not implement temperature checks. If the District returns for in-person instruction, temperature checks will be reconsidered.
- **All students will be required to wear masks at all times. Students who do not comply with mask wearing requirements will be moved to virtual/online learning.**
- If the District implements the flexible cohort model for in-person instruction, 6ft of social distancing will be enforced.

## Food Distribution Plan

- Click [HERE](#) for the UDSD Food Distribution Plan. Students have time in their schedule for food pick-up.

## Field Trips, Clubs, Extracurricular Activities, Sporting Events, Musical Performance, Plays, etc. (Regardless of the Option)

- The Upper Darby School District will be opening the school-year with virtual instruction. As a result, all mandatory extracurricular activities and sports competitions will be postponed until further notice. Upper Darby School District extra-curricular activities and sports competitions, such as scrimmages or team competitions versus other school districts, plays, musicals or musical performances, are postponed until further notice. Voluntary work-outs and in-person clubs are also postponed until further notice. Please stay tuned for further updates.
- Clubs or other extracurricular activities that can take place virtually may continue.

## Transportation

- Virtual Only School Year Start - Transportation letters for charter and non-public schools will be mailed to families on August 14th. Transportation letters for



District students, while prepared with bus assignments, will be sent to families pending the Board's re-evaluation of school opening.

### **Elementary School Virtual-Only Model**

Click to view: [Sample Virtual Kindergarten Schedule](#)

Click to view: [Sample Grades 1-5 AM Virtual Schedule](#)

Click to view: [Sample Grades 1-5 PM Virtual Schedule](#)

- Our intent is to provide as robust a synchronous (a group of students engaging in a virtual learning environment at the same time with a teacher) and asynchronous (virtual learning that will be completed independent of the teacher) virtual education plan as possible for our K-5 students.
  - **All elementary students will still be assigned to a cohort (AM or PM), even in the fully virtual model.**
  - Adult support may be necessary to assist the students with their schedules, setting up a workstation, accessing the live teaching sessions and navigating our Learning Management System (Schoology) to complete the asynchronous assignments.
    - Teachers will spend a considerable amount of time at the start of the school year showing the students how to use these tools on their own in order to decrease the amount of adult support needed throughout the school day.
  - No additional homework will be assigned at this time.
  
- **Kindergarten**
  - The UDSD Kindergarten program will remain a half-day program.
  - At the Kindergarten level, students will participate in 2.5 hours of Direct Synchronous Instruction in the areas of Mathematics and ELA using our virtual classroom platform/video conferencing tool.
  - There will be opportunities for students to interact with classmates, build classroom community, and take movement/brain breaks during the live sessions.
  - Students in the AM session will begin synchronous instruction at 8:30AM and will end at 11:00AM.



- Students in the PM session will begin Synchronous instruction at 1:00PM and will end at 3:30PM.

- **Grades 1-5**

Upper Darby School District will engage our students using a balance of synchronous and asynchronous learning opportunities in Grades 1-5.

- The students will participate in 2.5 hours of direct synchronous instruction in the areas of Math, ELA and Reading using our learning management system (Schoology) and our video conferencing tool/virtual classroom platform.
- The students will access a synchronous specials class (Art, Music, Physical Education, Library) and asynchronous Social Studies, ELA and Math assignments on a daily basis.
- **A family assigned to the AM Virtual Learning Cohort** will access the majority of their synchronous lessons with their teacher between the hours of 8:30AM - 11:00AM.
  - **AM** Students will have Science / Social Studies, and Specials classes (Music, Art, P.E. and Library) synchronously and asynchronously during the afternoon between the hours of 1:00PM - 3:30PM.
- **A family assigned to the PM Virtual Learning Cohort** will access the majority of their synchronous lessons with their teacher between the hours of 1:00PM-3:30PM.
  - **PM** Students will have Science / Social Studies, and Specials classes (Music, Art, P.E. and Library) synchronously and asynchronously during the morning between the hours of 8:30AM-11:00AM.

- **Middle School, Grades 6 - 8**

Upper Darby School District will engage our students using a balance of synchronous and asynchronous learning opportunities in Grades 6 - 8.

- The students will participate in about three hours (217 minutes) of direct synchronous instruction in all courses in an eight period schedule using

our learning management system (Schoology) and video conferencing to virtual classroom platform.

- The students will participate in about two hours (121 minutes) of asynchronous instruction to support assignments and coursework using our learning management system (Schoology).
- The District encourages a flipped classroom model. Students independently access learning material via videos, literature, text, and online resources.
  - Students come to their live virtual classes prepared to answer questions and participate in whole group and breakout small group discussions.
- Students will have the opportunity to work with teachers during teacher office hours on a daily basis.
  - Teachers will host virtual office hours each afternoon to connect one on one with students and also in small groups.

Click to view: [BHMS Virtual Schedule](#)

Click to view: [DHMS Virtual Schedule](#)

### **High School Program Virtual Option**

Click to view: [High School Virtual Schedule](#)

Click to view: [High School Virtual Schedule Video](#)

Click to view: [High School Special Education Plan](#)

Click to view: [Update for Career and Technical Education \(CTE\)](#) Delaware County Intermediate Unit (DCIU)

- The Board approved the virtual learning model on August 4, 2020.
- The start and end time of the school day will remain the same (7:30 AM and 2:41 PM).
- Courses will be leveled as outlined in the course selection guide.
- Advanced/Honors courses exist as outlined in the course selection guide.
- AP classes and/or DCCC classes are offered as outlined in the course selection guide.

- Teachers will have a preparation period and a lunch period.
- Teachers will be provided planning time, professional development, and office hours for students to check in daily.
- All students will attend live online synchronous sessions.
- The District encourages a flipped classroom model. Students will be both reviewing and independently learning material via videos, literature, and online resources, answering questions and generating questions to ask their teachers as well as attending live synchronous sessions. Students will have the opportunity to work with teachers during teacher office hours on a daily basis, in the morning or afternoon.
- Students will participate in synchronous learning community activities, if they are not participating in AP classes, music, intervention, gifted support or social skills.
- Career and technical (CTE) will take place. Please refer to the link provided in this document.

## **Student Services and Special Education**

### Overview

We are still obligated to provide a Free and Appropriate Public Education (FAPE) in a virtual and/or hybrid-learning models. The IEP will be followed, and Special Education teachers and IEP teams will meet to discuss any changes as needed with parent input. Please see below for **SAMPLE** schedules for low-incidence and special programs in a virtual model. Every special education student is assigned a case manager who will be in direct contact with parents after August 31st for specific individualized supports.

- Special Education Supports in the Virtual-Only Model
  - Related services - Paraprofessional support in an IEP will remain consistent with student need on a rotating basis and with guidelines to protect the health of the student and paraprofessional. Speech, Occupational Therapy (OT), Physical Therapy (PT), and other health-related services will be provided during the in-person school day in the Hybrid Model and in some cases, using virtual teletherapy where appropriate and based on scheduling. In the virtual model all related services will be conducted through teletherapy.
  - School teams and psychologists will be conducting assessments and any necessary data collection virtually when appropriate. For those assessments that cannot be completed virtually, appointments will be scheduled with a psychologist to conduct face to face assessments with proper PPE and social distancing protocols.

Q: What do the schedules look like for special programs (Autistic Support, Life Skills, Multi-disability Support and Emotional Support) ?

**A: These are SAMPLE student schedules that will vary for individual students. IEP Case managers will be reaching out to families within the first month of school to review student schedules and make amendments to the IEP as necessary.**

Teachers will have office hours and parent communication time slots to individually meet with students and to progress monitor IEP goals. IEP meetings may also be held during this time. Services such as social skills, speech, OT and PT may be delivered anytime during the day and will be scheduled throughout the day.

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Q: How will 504 Plans be implemented? What if I have a concern about my child's 504 Plan?

A: 504 Plan teams are encouraged to meet and determine what accommodations provided through the 504 Plan are appropriate and necessary during virtual instruction. Please reach out to your child's 504 case manager with any concerns.

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Q: How will the Seminar program be conducted in a virtual environment? What will Gifted Education look like and will my child's GIEP be followed?

A: GIEPs will continue to be followed in the virtual and hybrid model. There will be opportunities for synchronous support with the Gifted Support Teachers and some asynchronous work for gifted students. In some cases, the type of class or rigor of a particular class may meet the strengths of the student and his/her strength based goals.

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Q: What will my child's gifted support schedule look like? Will services continue to be provided or will the GIEP be put on hold?

A: GIEPs will not be put on hold. Schedules for gifted students are typically created once the school year begins and logistics are discussed among the Gifted Support Teachers. However, the students' strengths will continue to be met with either





enrichment, acceleration or a blend of both. This will be done in a virtual environment or hybrid model.

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Q: Will the Gifted Support Teachers allow students to get to know each other during the pull out groups so students can build a sense of belonging and community?

A: Yes, all teachers will focus on supporting students with the transition to a new school year and in a virtual environment. The social and emotional well-being will be at the forefront to allow students to become acclimated to a new school year, teachers and classmates.

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Q: How will missed service time and lack of progress be addressed?

A: According to the [U.S. Department of Education's \(USDE\) March 12, 2020 guidance](#), LEAs, in consultation with individualized education program (IEP) teams, must make an individualized determination whether, and to what extent, compensatory services may be needed as a result of the extended school closure. Parents are critical members of IEP teams and are to be included in this decision-making process. Please see the link below.

<https://www.education.pa.gov/K-12/Special%20Education/FAQContact/Pages/COVID-19-Compensatory-Services.aspx>

IEP teams will be collecting new baseline data when school resumes and monitoring progress over the first 8-12 weeks. The data points will be used to measure regression and recoupment when comparing student progress prior to the March 2020 school closures. Some students will recoup academic and functional progress during this time and other students may need some additional support. Gaps in student recoupment will be addressed and supported with additional services and skill development to return student progress to levels observed prior to the March closures. More information will be communicated on this process in the coming weeks.

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Q: Will there be breaks in the day?

A: Yes, students will be given opportunities to take breaks.

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Q: What device will students be using?

A: Students will continue to use Chromebooks.

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Q: How will IEP meetings be held?

A: IEP meetings will be conducted virtually as they were done in the spring.

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Q: My child had an evaluation that was not finished in the spring. When will that begin again?

A: School psychologists will begin to work through all pending evaluations and reevaluations once school resumes for staff. Assessments will either be conducted virtually or in person by appointment with the school psychologist. Proper PPE and social distancing guidelines will be followed for any in person appointments with a school psychologist.

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Q: I think my child needs an evaluation now. Will that be done and how?

A: If you have concerns with your child's progress, please contact your child's teacher or building principal. If you would like to request an evaluation, please contact your building principal and request an evaluation. The school team will respond to you in writing with the appropriate course of action. If a full psycho-educational evaluation is necessary, all appropriate assessments will be conducted virtually, where appropriate, or in person assessments will be scheduled by appointment only.

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Q; What accommodations will be provided to students who have a hard time paying attention in a virtual classroom?

A: Teachers will utilize a variety of engagement strategies through instructional time during the day. Individual students may need additional prompting, breaks or check-ins in a virtual environment. Teachers will be implementing best practices in teaching for all students. If there is a specific strategy or technique that is necessary as part of a

students' IEP, adjustments can be made to the plan to reflect these types of supports in a virtual environment. When students return to the classroom for in person instruction, some supports might not be necessary and will be revised in the IEP to reflect necessary and appropriate accommodations in either setting.

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Q: When will my child have an IEP meeting?

A: The IEP meeting process has not changed and parents can request a meeting at any time. Case managers and school teams will be in contact with parents when school begins to discuss individual schedules, services and other details to start the year. Case managers will hold IEP meetings to discuss any changes to the IEP are necessary to reflect supports and services in a virtual environment.

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Q: Will the services look different in a virtual setting and if so, how will that be communicated to families.

A: Some accommodations, modifications and services may look different in a virtual environment, or no longer necessary or appropriate in a virtual environment. Any changes or discussions will involve parents and IEP teams when determining changes to programming. If specific accommodations or services change in a virtual environment, but are needed in an in-person environment, IEP teams will meet again to discuss and reflect the relevant support when the instructional settings change. Student needs will drive the availability of appropriate accommodations and supports and will likely shift in a virtual environment and in-person environment, and change when instructional environments shift.

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Q: Is the District relieved of its obligation to provide a Free and Appropriate Public Education to qualifying students with disabilities? I am to expect that the services and instruction will look like it did during the March closures?

A: The District continues to be obligated to provide a FAPE to all students with IEPs. What that looks like for each student is different and is detailed in the IEP. Some services and accommodations might not be relevant in a virtual environment, but continue to be necessary in an in-person setting. Student IEPs will reflect this and discussions will be held with parents and IEP teams when this occurs. Instruction and



services will look different in a virtual setting this fall as compared to the March closures. IEP teams will work with families to ensure that all necessary services are provided to all students in a robust virtual learning environment with more frequent connection with case managers and teachers.

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Q: If my child receives ABA services through the school district, what is the plan on delivering these services?

A: Applied behavioral analysis services are provided through a myriad of methods. First, In our Low incidence programs (AS, LSS, MDS) we will continue to utilize Board Certified Behavior Analysts (BCBAs) in consultation with the child's special education teacher . Secondly, for our learning support students, BCBA support will be available for consultation to our teachers to support improving student behavior.

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Q: If my child has Augmentative and Alternative Communication devices (AAC devices) will these be supplied by the school district?

A: Yes, this is a part of section One of the IEP and any type of Assistive Technology must be provided by the district. We need to work collaboratively with the DCIU and even PATTAN to access some of the devices.

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Q: What is the plan to deliver direct instruction in the area of social skills that our students with emotional needs desperately need?

A: The UDSD is still utilizing Child Guidance Resource Center and will be holding social skills groups according to the students' IEP. In addition, direct instruction by our Special Education teachers and other Student Service staff will be provided for students who require it. Asynchronous work in the area of social skills will also be provided for students to access on a weekly basis.

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Q: If my child has One to One support, how or will this be delivered in the home in accordance with my child's IEP?

A: No, PCAs will not be provided in the home. We are reviewing IEPs of students who require adult support and devising plans accordingly. In most cases, one to one support may not be a relevant support in a virtual environment. When the District shifts to more in person instruction, the level of support may change and continue to be necessary.

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Q: If my child has support staff (teaching assistant) in his/her classroom, will the same support be given during the virtual model?

A: Yes. We will be reviewing the specially designed instruction in which students need adult support and devise a plan. This will be on a rotating basis during synchronous and asynchronous instruction, in addition to assisting with small group instruction throughout the instructional day.

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Q: In addition to the building principals, who can I contact regarding special education services at the different schools?

A: Thomas Fitti - Elementary Special Education Supervisor

- Kindergarten Center
- Bywood Elementary School
- Charles Kelley Elementary School
- Garrettford Elementary School
- Walter Senkow Elementary School
- Primos Elementary School

Megan McCoach - Elementary Special Education Supervisor

- Highland Park Elementary School
- Westbrook Park Elementary School
- Stonehurst Hill Elementary School
- Hillcrest Elementary School
- Aronimink Elementary School

Melissa Hardas - Middle School Special Education Supervisor

- Drexel Hill Middle School
- Beverly Hill Middle School

James Nielsen - High School Special Education Supervisor

- Upper Darby High School
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Q: What is the plan if my child attends an Out of District Placement?

A: The district will be working from the Out of District schools (Approved Private Schools and Other private schools that provide special education services) and school specific schedules. The District's points of contact and the individual schools will be communicating with families for further information. Transportation will be provided to those schools who open for in person instruction either in a blended model or full time in person.

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Q: What will Emotional Support and Learning Support in the Hybrid/Cohort Model?

A: Emotional support and learning students will be assigned to a cohort. This model has inclusion in the general education setting, balanced with direct explicit instruction in areas where children have IEP goals/accommodations. Child Guidance Resource Center will continue to provide mental health and emotional support to students in our K-12 Emotional Support Program.

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Q: What will Autistic Support/Life Skills and Multiple Disabilities Support look like in the Hybrid/Cohort Model?

A: Autistic/Life Skills Students/Multiple Disabilities Support - There is a 4-Day, full-day model in place that provides direct instruction in person for each of the students in the supplemental AS/LS programs. This model has inclusion in the general education setting, balanced with direct explicit instruction in areas where children have IEP goals. Programming is based on IEP team decisions.



**Elementary Autistic Support, Life Skills Support, and Multiple Disabilities**

**This is a SAMPLE student schedule that will vary for individual students AND grade levels.**

Daily Schedule	Type of Instruction	Subject Area	Setting	Specific Details
8:30-8:45 am	Synchronous	Morning Meeting	General Education	Students will participate in morning meetings with the general education class. This will be assigned by the teacher through a link.
8:45-9:35 am	Synchronous	Reading/goal specific activities *This will be based on individual student IEPS	Special Education	Direct instruction in reading: The teacher will schedule students based on goal areas. They will receive a schedule with their individual schedule and links. <ul style="list-style-type: none"> <li>Brain breaks will be scheduled from the teacher during this time.</li> </ul>
9:35-10:05am	Synchronous	MTSS/Brain break/Social Skills/Progress Monitoring	Special Education or General Education	MTSS: Direct instruction in reading utilizing a research-based reading intervention. Social Skills/Progress Monitoring/Work Sessions/Verbal Behavior sessions: This will be assigned by the teacher based on individual student needs.
10:05-10:10am	Synchronous or Asynchronous	Brain Break	Special Education or General Education	Students are provided with a break from instruction and encouraged to participate in a short activity to help them refocus.
10:10-11:00am	Synchronous	Math/ goal specific activities *This will be based on individual student IEPS	Special Education	Direct instruction in Math: The teacher will schedule students based on goal areas. They will receive a schedule with their individual schedule and links. <ul style="list-style-type: none"> <li>Brain breaks will be scheduled from the teacher during this time</li> </ul>
11:00-1:00pm	Non-Instructional	Student Lunch and brain break		Students: Lunch Pick Up or On your Own Teachers: Lunch, prep time, meetings, and PD time. Students have the ability to work asynchronously on assignments/tasks at this time if



				needed.
1:00-1:30pm	Asynchronous	Social Studies	General Education	Opportunity for staff to support students synchronously or through asynchronous activities.
1:30-3:00pm	Synchronous	Social Skills/ Math/Reading/ specific goal areas	Special Education or General Education	Opportunity for staff to support students synchronously or through asynchronous activities. They will provide support and differentiated resources to support each student, schedule individual sessions with students, progress monitoring, goal area work, etc.  Direct instruction in social skills, transition related skills or activities of daily living based on students' needs.
3:00-3:30pm	Synchronous	Specials	General Education	Daily rotation determined by the teacher. This will be assigned and linked to the student's schedule.





## See Below for Sample Secondary Schedules

### DHMS Autistic Support and Life Skills Support

Pd.	Daily Schedule	Type of Instruction	Subject Area	Setting	Specific Details
1	8:30 - 9:01	Synchronous	Social Skills	Special Education	Direct instruction in social skills, transition related skills or activities of daily living based on students' needs.
2	9:03 - 9:34	Synchronous	Reading Intervention	Special Education	Direct instruction in reading related to students' goals utilizing a research based intervention.
3	9:36 - 10:07	Synchronous	Science	General Education	Direct instruction in science. Curriculum varies by grade level.
4	10:09 - 10:40	Asynchronous	Brain Break	General Education	Students are provided with a break from instruction and encouraged to participate in a short activity to help them refocus.
5	10:42 - 11:13	Synchronous	Social Skills	Special Education	Direct instruction in social skills, transition related skills or activities of daily living based on students' needs.
6	11:15 - 11:46	Synchronous	Related Arts	General Education	Quarterly rotation of art, computers, health and technology.
7	11:48 - 12:19	Synchronous	Math Intervention	Special Education	Direct instruction in math skills related to students' goals.
8	12:21 - 1:40	Synchronous	Social Studies	General Education	Direct instruction in social studies. Curriculum varies by grade level.
	12:52 - 1:40	Non-Instructional	Lunch		Pick up lunch at designated locations
	1:40 - 3:10	Asynchronous	All		This time should be spent completing assignments independently or meeting with teachers during their office hours.



## UDHS Autistic Support and Life Skills Support

Period	Daily Schedule	Type of Instruction	Subject Area	Setting	Specific Details
	7:30-8:15			Special Education	Teacher PD time. Students have the ability to work asynchronously on assignments/tasks at this time
	8:15-8:20	Break	Brain Break		On your own
<b>1</b>	8:20-9:05	Synchronous	Core Subject Area/ Social Skills	Special Education	Subject area will vary based on class/schedule
	9:05-9:10	Break	Brain Break		On your Own
<b>2</b>	9:10-9:55	Synchronous	Core Subject Area/ Social Skills	Special Education	Subject area will vary based on class/schedule
<b>S1 Skinny #1</b>	9:55-10:25	Synchronous/ Asynchronous	Learning Community/ Staff Office Hours	General Education/Special Education	Opportunity for staff to support students synchronously or through asynchronous activities
	10:25-10:30	Break	Brain Break		On your Own
<b>3</b>	10:30-11:15	Synchronous	Core Subject Area/Social Skills	Special Education	Subject area will vary based on class/schedule
	11:15-11:20	Break	Brain Break		On your Own
<b>4</b>	11:20-12:05	Synchronous	Core Subject Area/Social Skills	Special Education	Subject area will vary based on class/schedule
	12:05-1:05	LUNCH			Lunch Pick Up or On your Own
<b>S2 Skinny #2</b>	1:05-1:35	Synchronous/Asy nchronous	Learning Community/Staff Office Hours	General Education/Special Education	Opportunity for staff to support students synchronously or through asynchronous activities
<b>S3 Skinny #3</b>	1:35-2:05	Synchronous/Asy nchronous		General Education/Special Education	Opportunity for staff to support students synchronously or through asynchronous activities
	2:05-2:11	Break	Brain Break		On your Own
<b>S4 Skinny #4</b>	2:11-2:41	Synchronous/Asy nchronous	Learning Community/Staff Office Hours	General Education/Special Education	Opportunity for staff to support students synchronously or through asynchronous activities

**###**

UPDATED JULY 20, 2020

## Update Overview

Following preliminary guidance from the Pennsylvania Department of Education (PDE) and the Centers for Disease Control (CDC), the District has developed a plan to reopen schools for the 2020-2021 school year. During the regularly scheduled school board meeting held on Tuesday, July 14th, the Board of School Directors considered PDE's four (4) options to reopen schools, which included options for in-person and virtual learning. The Board was tasked with balancing the importance of students being in school and in front of teachers (with all of the social and supportive benefits that come with in-person instruction) with the safety and health of our students and our staff during this COVID-19 pandemic. After careful consideration, the Board voted for in-person instruction with flexible scheduling. The District will also be providing students who request virtual instruction an opportunity to log-in to live instruction in the a.m. or p.m. Students attending school for in-person instruction will also be able to attend virtual sessions on days when their cohort is not scheduled for in-person instruction.

## Flexible Option Schedules - July 14, 2020

- Click to view: [Board-Approved School Reopening Plan 2020-21 - Elementary Plan](#) or <https://youtu.be/Cq44BomIHLE>
- Click to view: [Board-Approved School Reopening Plan 2020-21 - Middle School Plan](#) or <https://youtu.be/XLqpRdTboBw>
- Click to view: [Board-Approved School Reopening Plan 2020-21 - High School Plan](#) or <https://youtu.be/B6FwC3Oo0Zc>

## Flexibility

- The District has created options that provide for the most flexibility. The District now has plans as approved by the Board of School Directors on July 14, 2020 that provide as much flexibility as possible. Students can opt for either virtual learning or in-person learning. If the District has to move from the Green phase to the Red phase, we will be able to provide instruction for all students virtually. A family may decide to send one student to school for in-person sessions and have



another child remain at home for virtual learning. The District is now in a position to provide both. Please continue to be patient with us as we finalize our plans.

### Virtual Learning Options

- The District will provide an opportunity for students to receive live instruction either in-person or online. We have asked the Upper Darby Education Association (UDEA) to livestream lessons K-12. As a result, we will expect students to attend online classes as the teacher instructs students who are attending for in-person instruction. Students who are not able to attend a live online session will still be provided asynchronous work and expected to signify attendance via Schoology. Office hours for students will take place on Wednesday mornings, and students will be expected to complete asynchronous work for classes on Wednesday (attendance will be taken). Students should follow their school schedule for all virtual online sessions. This will enable our students the best option for learning new material and completing assignments.
- Synchronous Learning: Students engage in learning at the same time with direct instruction from a certified teacher. This is not the same as in-person instruction, but this model does provide more direct instruction from a classroom teacher. In some of the Flexible Instructional Option(s) the District will be providing Synchronous learning for specials/related arts, and some high school elective classes. Each Flexible Option at each level provides a different offering of virtual instructional support.
- Asynchronous Learning: Students engage in learning at different times and often independently without direct instruction from a teacher. Students will still be expected to complete some work asynchronously (especially on Wednesday) and if they are not able to login for a live synchronous session with their cohort. At this time, however, the District will be providing more synchronous lessons via Schoology and/or video conferencing/virtual classroom sessions.
- Asynchronous learning will be the primary method of instruction for social studies and science at the elementary level and on Wednesday for all students.
- **Students who select the Virtual Option will be committed to remaining in this option for an entire semester.** Students who would like to shift from virtual to in-person or vice versa will be able to do so, but the District is asking to make the transition at a natural break in a semester. There may be circumstances where the District allows for a shift during a semester, but this will take place on a case-by-case basis and approved by the building principal. All students whether attending school in-person or virtually will be assigned to a cohort.

- A family can have one student attend school via virtual instruction and another student attend school for in-person instruction. All students will be assigned to a cohort regardless of attending in-person or virtual instruction. This provides those families with the flexibility to switch a student in and out of either in-person or virtual learning with principal approval.
- UDSD families who are not comfortable sending students to school for any in-person instruction will be able to attend live synchronous lessons from a teacher during normal school hours. Virtual learning in a synchronous model will be offered for both our fully virtual students and our students who choose the flexible learning option.

### High School Program Flexible Option(s)

- The Board approved (July 14) a flexible schedule option with three (3) cohorts.
- In each flexible instructional option, students will be working independently with coaching and instructional support during in-person sessions from their teacher. Students will also be able to attend live online synchronous sessions via Schoology or our video conferencing tool/virtual classroom platform.
- The District will also encourage a flipped classroom model. Students will be both reviewing and independently learning material via videos, literature, and online resources, answering questions and generating questions to ask their teachers as well as attending live synchronous sessions. Students will have the opportunity to work with teachers during teacher office hours on most Wednesdays, and students can email their teachers questions at any time. Students will be assigned to cohorts whether they are returning for in-person instruction or attending sessions virtually. Students will have the flexibility to attend virtually or in-person.

### Cohort Assignments

- The Board approved (July 14) a flexible learning option that has two (2) cohorts.
  - AM/PM Cohort Option
  - Students will remain in the same cohort (either AM or PM) throughout the implementation of the flexible schedule option at elementary level.
  - Families with multiple elementary age students will all be placed in the same cohort (all AM or all PM).
- Updated and interactive boundary maps have been provided on the District website. The **Interactive School Catchment Map** shows the revised



boundaries of the Upper Darby School District for Kindergarten, Elementary, Middle, and High School during the 2020-2021 school year. The catchment areas are color-coded to show where students are assigned to attend schools in a given location. Scroll down to view schools. Or, hover over a color-coded area on the map to view the school boundary area. There is an address search function you can use to identify the school to which a particular residence is assigned.

- For the 2020-2021 school year, each school is organized into cohorts for class size and social distancing purposes. The following Cohort Maps show the cohorts for each school in the Upper Darby School District. To see each school's cohorts, click on the maps below. Within each map, click on each school then the individual cohort to zoom in. The Elementary Schools Cohorts Map has been divided into two maps due to Google map layering limitations (Google Maps only allow for 10 layers). In this way, you will be able to view catchment outlines on each map. All students whether they have opted to attend school for in-person instruction or virtual instruction will be assigned to a cohort. This will allow the District the flexibility to move students in and out of either option if and when needed. Click on the links below to view each cohort map:

[Kindergarten Cohorts Map](#)

[Elementary Schools Cohorts Map \(Aronimink, Bywood, Charles Kelly, Garrettford, Highland Park\)](#)

[Elementary Schools Cohorts Map \(Hillcrest, Primos, Stonehurst Hills, Walter Senkow, Westbrook Park\)](#)

[Secondary Schools Cohorts Map](#)

### **Personal Protective Equipment, Social Distancing, and Cleaning of Facilities and Buses**

- The Board of School Directors opted to open schools for the 2020-2021 school year with an emphasis on social distancing to the maximum extent of 5-6ft, encouraging proper hygiene including hand washing, temperature checks on buses and as students enter each school building, and students (parents must help screen students as well) and staff to stay home when sick. The District will rely on the Chester County Department of Health for guidance regarding COVID-19 positive students or staff.
- The District will not implement temperature checks.

**###**

PUBLISHED JULY 4, 2020

## **Personal Protective Equipment, Social Distancing, and Cleaning of Facilities and Buses**

- Handwashing and hygiene will be focal points of instruction for all students in the opening weeks of the school year. Visual reminders and signs will reinforce proper handwashing and hygiene throughout the buildings. Subsequent reminders will be planned throughout the school year.
- All staff will be required to wear a mask and/or shield.
- Visitors to all buildings will be limited and will be required to wear a mask.
- Masks will be required for students, staff, and visitors in accordance with Governor Wolf's recent mandate. Please refer to recent guidance:

<https://www.governor.pa.gov/newsroom/gov-wolf-reminds-pennsylvanians-masks-are-mandatory/>

<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Guidance/Universal-Masking-FAQ.aspx>

- Sporting events, musical performances, plays, etc. may take place, but audiences will not be permitted until mass gathering restrictions are lifted. Only essential staff will be permitted to attend sporting events, musical performances, plays, etc.
- Deep cleaning will occur each night prior to the start of the next school day.
- Desks will be sanitized between cohorts in the flexible instructional model.
- Desks will be sanitized during class transitions.
- Hand sanitizer will be available for all staff and students.
- EPA approved electrostatic sprayers will be used to disinfect the classrooms and common spaces during the pandemic and flu season.
- Maintenance and facilities personnel will be cleaning common areas such as the lobby, bathrooms, and handrails throughout the day.
- Each building's air handling unit will be adjusted to allow more outside air in the school building.
- Up to 50 touchless bottle fill hydration stations will be installed to minimize touching of water fountains.
- Plexiglass shields will be provided to secretaries, receptionists, and security guards.

- Wednesdays will provide for more deep cleaning of our schools, facilities, and buses in the Flexible Instructional Model.
- Individual student health plans may need to be modified to best support the needs of the individual student during the pandemic

### Virtual Learning Options

- Synchronous Learning: Students engage in learning at the same time with direct instruction from a certified teacher. This is not the same as in-person instruction, but this model does provide more direct instruction from a classroom teacher. In some of the Flexible Instructional Option(s) the District will be providing Synchronous learning for specials/related arts, and some high school elective classes. Each Flexible Option at each level provides a different offering of virtual instructional support.
- Asynchronous Learning: Students engage in learning at different times and often independently without direct instruction from a teacher.
- Asynchronous learning will be the primary method of instruction for social studies and science at the elementary level and on Wednesday for all students.
- The District is attempting to work toward providing all students with a Chromebook (1:1) Kindergarten through Twelfth grade to provide more flexibility and for access to assignments in Schoology.
- **Students who select the Virtual Option will be committed to remaining in this option for an entire semester.**

### Transportation

- All students and staff will be required to wear masks while on district-provided transportation to and from school.
- The District will follow recent guidance of at most two students occupying each bus seat while on district-provided transportation.
- All bus drivers and attendants will go through temperature checks before operating school buses.
- All bus drivers and attendants will wear masks and gloves.
- Each bus will be equipped with disposable masks and hand sanitizer.
- Each bus will be treated with disinfectant wipes twice a day: After AM operations and After PM operations. Buses will also go through a deep cleaning prior to the start of a new school day.
- The District plans to commit the same amount of school buses and operating hours to charter and non-public schools as we do each year.



- Student drop-off at the school will be staggered to avoid a large crowd of students.
- Mileage-based transportation eligibility will be strictly enforced. Please refer to the following for more information:

<https://www.education.pa.gov/Documents/Teachers-Administrators/Pupil%20Transportation/PupilTransp%20SchoolCode%20Transportation%209-25-08.pdf>

### **Breakfast and Lunch Flexible Option(s)**

- Breakfast and lunch will be provided for students in grades K-12 every day.
- Students will not be eating in the cafeteria.
- Grab and go breakfast and lunch will be available for students/parents to pick up when not attending school.
- All students will be able to receive 10 meals per week (5 breakfasts and 5 lunches) whether in school or learning virtually.

### **Elementary School Flexible Option July 14, 2020**

Click to view: [Elementary School June 25th Forum Session](#) or <https://youtu.be/BQ7mUrMs8Tw>

- The Board approved (July 14) a flexible learning option that has two (2) cohorts.
  - AM/PM Cohort Option
  - Catchment areas (boundaries) will not be changed at the elementary level with the exception of Garrettford, Aronimink, and Stonehurst Hills adding Kindergarten programming as part of the flexible schedule options (previously a part of the Kindergarten Center catchment area).
  - Students will be working from home on Wednesdays asynchronously.
  - Wednesday plans under the Flexible Instructional Option(s) provide elementary students time to complete supplemental assignments, catch up on social studies / science and special subject area lessons and assignments, and check in with teachers during live synchronous office hours. Teachers will be provided planning time as well as professional development in the afternoon.
- Special Education Supports
  - Special programs (autistic support, life skills, and multi-disability) for grades 1-5 will be 4 FULL DAYS for each Flexible Instructional Option(s).
- Academic Achievement and Growth

- Our teachers understand that there will be gaps that they will need to fill. We believe that our teachers will be able to cover much of the material lost to the pandemic during the beginning of the school year with a specific focus on foundational skills.

### **Cohorts & Boundary Changes Flexible Option(s)**

- Cohorts are developed to balance the number of students attending school in any one building at a given time. Cohorts are geographically based.
- The following considerations are taken into account in cohort development: balancing neighborhoods, students with exceptional needs, English Learners, special programs, and availability of transportation.
- More details on cohorts are provided in the elementary and middle school sections of this document.

### **Child Care Flexible Option(s)**

- Recent guidance regarding daycare limits the number of students in a space at one time. Current guidance is a required 6ft of social distancing and additional personnel who have met the DHS training requirements for working with children in a daycare setting.
- There are specific DHS guidelines regarding daycare that the District must adhere to at all times.
- The District will be providing a limited before-care and after-care program for our Kindergarten students.
- The District is considering a tutoring program in lieu of daycare for AM and PM students in grades 1-3 before or after their session. We are focusing on 1st-3rd grades due to space limitations and potential staffing implications. This will essentially provide full day support to parents with students in grades 1-3. The District is still working through this plan and will present more information prior to Board action in July. At this time, however, recent Department of Education guidance, regarding CARES grant funding, indicates money allocated to the Upper Darby School District must be shared with non-public schools based on one of two options. This is recent information as of July 1, 2020. This could potentially decrease the allocation for Upper Darby School District by close to one million dollars. We are awaiting further guidance on this recent ruling.

### **Middle School Flexible Option(s)**

Click to view: [Middle School June 25th Forum Session](#) or <https://youtu.be/zwqB3vt-1Ac>

- The Board approved (July 14) option has four (4) cohorts.
- Regardless of the cohort, students will rotate between AM or PM and virtual sessions.
- Students will be working from home on Wednesdays asynchronously in the Flexible Instructional Option.
  - Wednesday plans under the Flexible Instructional Option(s) provide middle school students time to complete supplemental assignments and catch up on lessons and assignments, and check in with teachers during live synchronous office hours. Teachers will be provided planning time as well professional development in the afternoon.
- DHMS has more square footage per classroom available, allowing the middle schools to balance the student population in an attempt to maximize opportunities for face to face instruction. By moving 450 students to DHMS, each learner has the opportunity for two sessions (one full day) each week at the middle school.
- The students who live in the Highland Park neighborhoods will attend Drexel Hill Middle School in the plan that has been approved by the school board. with transportation will be provided to middle school students that live more than 1.5 miles from the school.
- We will not be able to guarantee that siblings throughout the district go to school on the same days in the flexible learning models. Middle school students residing in the same household will attend the same cohort. The cohorts were created to equally distribute students across grade levels to ensure we are adhering to the guidelines that were created by the CDC. Additionally, we made considerations for our students with exceptionalities and our English Learners to provide them in-person learning environments that best meet their needs. Student cohorts are designated to balance the schedule and the number of learners at each grade level.
- Sporting events, musical performances, plays, etc may take place, but audiences will not be permitted. Only essential staff will be permitted to attend sporting events, musical performances, plays, etc.
- Instrumental music lessons can occur during the Learning Community period or as scheduled by the instrumental music teacher.
- Sports will follow programming recommendations as determined by the PIAA
- A student participating in sports/extracurricular activities/musical performances must participate with his/her enrolled school.
- There will be a 52-minute transition period between cohorts during the middle of the day.
  - A portion of this time will be used to sanitize classrooms.

- In the Flexible Learning Option: To maximize in-person experiences for each student, on any day where school is closed for a holiday or emergency closing we will move the in-person instruction in place of the distance learning day scheduled each Wednesday. For example: Monday, September 7 is the Labor Day Holiday and schools are closed. Students who would normally attend the Monday in-person sessions will attend on Wednesday, September 9th.
- Academic Achievement and Growth
  - Our teachers understand that there will be gaps that they will need to fill. We believe that our teachers will be able to cover much of the material lost to the Pandemic during the beginning of the school year. In addition, the “Flipped Classroom Model” will provide students with additional opportunities to learn concepts from home and have them reinforced during face-to-face sessions.
  - At this time, our normal grading process will be implemented for all options.

### **High School Program Flexible Option(s)**

Click to view: [High School June 25th Forum Session](#) or <https://youtu.be/K8kzonD-5Fw>

- Regardless of the cohort, students will rotate between an AM, PM, and virtual sessions.
- Students will be working from home on Wednesdays, asynchronously.
- Teachers will be provided planning time, professional development, and office hours for students to check in on Wednesdays.
- In each flexible instructional option, students will be working independently with coaching and instructional support during in-person sessions from their teacher using a flipped classroom model. Students will be **both** reviewing and independently learning material via videos, literature, and online resources, answering questions and generating questions to ask their teachers. Students will have the opportunity to work with teachers during teacher office hours on most Wednesdays, and students can email their teachers questions at any time.
- Courses will be leveled as outlined in the course selection guide.
- Advanced/Honors courses exist as outlined in the course selection guide.
- AP classes and/or DCCC classes are offered as outlined in the course selection guide.
- Teachers will have a preparation period and a lunch period.
- The cohorts are created to balance the total number of students on campus at one time while maximizing social distancing.

- Career and Technical students will attend their program daily (AM or PM) and participate in the flexible schedule for the opposite portion of the day.
- The flexible schedule does not include a lunch period.
- The average face-to-face class size will range from 9-14, depending on the classroom in the Flexible Instructional Option(s).
- There will be a 41-minute transition time between cohorts.
  - A portion of this time will be used to sanitize classrooms and help students transition out of the building between cohorts.
- Additional time has been added to the first period of each session for HR information and food distribution.
- The start and end time of the school day will remain the same (7:30 AM and 2:41 PM).

### **Field Trips, Clubs, Extracurricular Activities, Sporting Events, Musical Performance, Plays, etc. (Regardless of the Option)**

- Field trips will not be permitted during the Fall semester.
- We will reassess field trips for the Spring semester
- Sporting events, musical performances, plays, etc. may take place, but audiences will not be permitted until restrictions regarding mass gatherings are lifted. Only essential staff will be permitted to attend sporting events, musical performances, plays, etc.
- Proms, dances, etc will not take place in the Fall.
- After school clubs may take place depending on teacher availability, but social distancing and masks will be required. The District is also considering running clubs virtually depending on Red, Yellow, or Green Phase.

### **COVID-19 Expenditures**

- The District will utilize various Federal and State funding sources to offset the following COVID-19 bourn expenditures:
  - Personal Protective Equipment
  - Increased Cleaning Requirements
  - Technology Resources
  - Online Instructional Resources
  - Increased Staffing Needs
- Again please note, recent Department of Education Guidance has the potential to decrease the District's share of CARES funding. The potential decrease could

require the use of the District's General Fund Budget to cover excess expenditures.

### **Flexibility**

- The District has created options that provide for the most flexibility.

### **Student Services and Special Education**

- Special Education Supports in the Hybrid Schedule
  - LS - Learning support students will be assigned to a cohort and they will receive their face-to-face special education services either during the learning community period or during the intervention period or periods dependent upon the individual child's needs.
  - ES - Emotional support students will be assigned to a cohort. This model has inclusion in the general education setting, balanced with direct explicit instruction in areas where children have IEP goals/accommodations.
  - AS - There is a 4-Day, full-day model in place that provides direct instruction in person for each of the students in the supplemental LSS/AS programs. This model has inclusion in the general education setting, balanced with direct explicit instruction in areas where children have IEP goals.
  - LSS - See above- AS
  - MD - See above- AS
  - Related services - Case managers will continue to support all students with special needs. In Option One, all students preserve each of the courses in his/her schedule. In Option Two, The Learning Community period is in the schedule and is the place where replacement instruction for reading, math, and other IEP goals will be taught and monitored. The interventions in the traditional schedule (option one) and the Learning Community period (option two) will align to a supplement course in Schoology where the children will receive additional instruction.
  - Related services - Paraprofessional support in an IEP will remain consistent with student need and with guidelines to protect the health of the student and paraprofessional.
  - When we resume in-person instruction, we will begin the re-evaluation and initial evaluation processes.

**###**