UPPER DARBY
SCHOOL DISTRICT

Opportunity · Unity · Excellence

VIRTUAL LEARNING PLAN

PARENT GUIDE

2020-2021

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Introduction

Upper Darby School District (UDSD) is committed to providing a comprehensive and challenging educational program that encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.

Given the uncertainty concerning the ongoing impacts of the COVID-19 pandemic, UDSD will provide an inclusive and equitable virtual learning environment to begin the 2020-2021 academic year. This plan is designed to continue our students' education as closely-aligned to that which they would experience in the classroom, for as long as it is necessary, to maintain student and staff safety.

Glossary of Key Terms

ASYNCHRONOUS LEARNING: When learners engage in online learning activities independently, at different times and in different locations.

ENGAGEMENT: Learners who are actively participating in all aspects of learning.

GOOGLE MEET : The virtual classroom tool that is used to facilitate synchronous learning. Learners attend synchronous learning sessions/lessons.

SCHOOLOGY: The learning management system that is used by UDSD.

SKINNY(IES) - High School only: **Skinny #1, Skinny #2, Skinny #3, Skinny #4:** The AP skinny, reading and math intervention, incomplete course make-ups, keystone remediation, social skills, and select music courses will be rostered during this time. The term "skinny" refers to ½ of a block course or period, in the traditional brick and mortar schedule. The virtual model does not include a full 79-minute block, but requires certain courses to run during that time.

SYNCHRONOUS LEARNING: When learners engage in an online learning course at the same time (simultaneously) but in different locations. Synchronous learning allows learners to interact with the instructor and other participants.

The UDSD Academic Calendar

UPPER DARBY SCHOOL DISTRICT 2020 - 2021 CALENDAR

UPPER DARBY SCHOOL DISTRICT

Key

🟥 Early Dismissals & No School Days	🟩 Assessments
🟪 Report Card Conferences	🟦 End of Marking Period

JUNE 2020
6/19-8/21 Offices Closed Every Friday
6/5-7/16 High School Summer School Program

7/14, 15 20th Annual Administrative Retreat

July 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Student - 19   Teacher - 19
SYTD - 96   TYTD - 101

1/5 - 12 Keystone Testing (UDHS Late Opening)
1/18 Dr. Martin L. King Holiday - Schools/Offices Closed
1/19-1/22 UDHS Final Exams Window
1/22 Elementary/ Middle / High School End of Marking Period

8/18-20 New Teacher Orientation
8/25-28 Professional Development
8/31 First Day of School - All Grades; No Early Dismissals

August 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Student - 1   Teacher - 5
SYTD - 1   TYTD - 6

Student - 18   Teacher - 19
SYTD - 114   TYTD - 120

2/5 MS Report Card/ Elem Progress Report Distribution
2/12 No School for Students/ Professional Development Day (Act 80 Exemption)
2/15 Presidents Day Holiday - Schools/ Offices Closed

9/4 - 7 Labor Day - Schools/Offices Closed

September 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Student - 20   Teacher - 25
SYTD - 21   TYTD - 26

Student - 20   Teacher - 20
SYTD - 134   TYTD - 140

3/3 Kindergarten End of Marking Period
3/17 Kindergarten Progress Report Distribution;
3/29 - 4/2 Spring Break Holiday - Schools/ Offices Closed

10/12 Columbus Day; Schools Closed/ Offices Open
10/14 PSAT Testing Grades 10 & 11

October 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student - 21   Teacher - 21
SYTD - 42   TYTD - 46

Student - 20   Teacher - 20
SYTD - 154   TYTD - 160

4/7 Elementary/ Middle / High School End of Marking Period
4/20 - 29 PSSA Testing - Grades 3-8 : ELA (Apr. 20-22); Grades 3 -8, Math (Apr. 26-27); Grades 4 & 8 Science (Apr. 28, 29)
4/21 MS Report Card/Elem Progress Report Distribution

11/3 No School for Students/ Professional Development (Act 80 Exemption)/ Election Day
11/5 Elementary/ Middle / High School End of Marking Period
11/25 Early Dismissal (ALL SCHOOLS); Kindergarten End of Marking Period
11/26, 27 Thanksgiving Holiday - Schools/ Offices Closed

November 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student - 18   Teacher - 19
SYTD - 60   TYTD - 65

Student - 19   Teacher - 20
SYTD - 173   TYTD - 180

5/17 - 24 Keystone Testing (UDHS Late opening)
5/28 No School for Students/ Offices Open (Contract In-service)
5/31 Memorial Day Holiday - Schools/ Offices Closed

12/2-12/13 Winter Keystone 1
12/9 Kindergarten Progress Report Distribution
12/24 - 1/1 Winter Break - School/ Offices Closed

December 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Student - 17   Teacher - 17
SYTD - 77   TYTD - 82

Student - 10   Seniors - 9   Teacher - 11
SYTD - 183   Seniors - 182   TYTD - 191

6/7-6/10 UDHS Final Exams Window
6/11 Kindergarten/ Elementary/ Middle / High School End of Marking Period; UDHS Commencement;
6/14 Last Day for Students Grades K to 11; MS Report Card/Elem & K Progress Report Distribution

08-25-2020

A day in the life of an UDSD student as a virtual learner

ELEMENTARY: GRADES K-5

Our intent is to provide as robust 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. **All students will start each virtual school day by accessing their courses on Schoology. All Google Meet links for synchronous instruction will be found on the Schoology page.** 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 Google Meet, a virtual classroom platform. There will also 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 8:30 AM and will end at 11:00 AM. Students in the PM session will begin Synchronous instruction at 1:00 PM and will end at 3:30 PM.

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 Google Meet, a virtual classroom platform. The students will also 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 8:30 AM - 11:00 AM. **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 1:00 PM - 3:30 PM.

A family assigned to the PM Virtual Learning Cohort will access the majority of their synchronous lessons with their teacher between the hours of 1:00 PM-3:30 PM. **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 8:30 AM-11:00 AM.

SECONDARY: GRADES 6-8

All Upper Darby School District Middle School students will be provided with a balance of synchronous and asynchronous instruction. Beverly Hills Middle School (BHMS) will begin synchronous instruction at 8:00 AM and will end at 12:22 PM. Each period will last 31 minutes. Throughout the course of the day sixth, seventh, and eighth-grade students will be provided a 31-minute brain break. BHMS students will have a 48 minute transition period from 12:22 PM to 1:10 PM which will provide them with an opportunity to go to their local Elementary School to get their lunch. BHMS students will be required to complete their asynchronous learning from 1:10 PM to 2:40 PM.

Drexel Hill Middle School (DHMS) will begin synchronous instruction at 8:30 AM and will end at 12:52 PM. Each period will last 31 minutes. Throughout the course of the day sixth, seventh, and eighth-grade students will be provided a 31-minute brain break. DHMS students will have a 48 minute transition period from 12:52 PM to 1:40 PM which will provide them with an opportunity to go to their local Elementary School to get their lunch. DHMS students will be required to complete their asynchronous learning from 1:40 PM to 3:10 PM.

The total number of instructional minutes per day, which includes both synchronous and asynchronous instruction will be 338 minutes at the Middle School level. This will exceed the Act 80 mandate of 990 hours.

SECONDARY: GRADES 9-12

All Upper Darby High School (UDHS) students will be provided with a balance of synchronous and asynchronous instruction. Upper Darby High School students will begin their school day at 7:30 AM and will end at 2:41 PM. There will be a combination of full class periods of 45 minutes and 30-minute "skinnies." Throughout the course of the school day, there are five-minute breaks built into the schedule and a 60-minute lunch break from 12:05 PM to 1:05 PM. That lunch break will provide students time to go to their local Elementary school to get their lunch. From 7:30 AM to 8:15 AM, all UDHS students will be required to complete asynchronous learning. Depending on the individual student schedule, it is possible that there will be other times that UDHS students will be required to complete asynchronous learning during a "skinny" period.

Student and Family Expectations

The primary role of the parent/guardian primary is to support your child's learning and safety during the school closure.

Below are some suggestions on how to provide support during virtual instruction:

● Check district communication platforms regularly.
● Ensure your child attends synchronous (live) sessions throughout the day via the Google Meet platform.
● Establish an appropriate learning area that is quiet and free of distraction.
● Establish a routine for your child each day using the schedule provided.
● Communicate with your child's teacher or counselor if your child needs academic or emotional support.
● Encourage your child to complete assignments and submit assignments on time through the district's Learning Management System: Schoology.

Tips for success as an online learner

● Create a designated space where you can do your school work and keep your materials
● Try to maintain a routine similar to going into the school building: know your schedule
● Try to sit in a quiet spot during virtual class instruction
● Participate in class. Be prepared and stay focused during each lesson
● Communicate with your teacher via email or Schoology with questions/concerns

Schedules

Elementary

SAMPLE KINDERGARTEN HALF-DAY VIRTUAL SCHEDULE

AM Cohort	SAMPLE VIRTUAL KINDERGARTEN *AM* COHORT SCHEDULE	PM Cohort	SAMPLE VIRTUAL KINDERGARTEN *PM* COHORT SCHEDULE
Time	Educational Experience	Time	Educational Experience
8:30–9:30	**Morning Meeting - Synchronous** An engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.	1:00-1:30	**Morning Meeting - Synchronous** An engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
9:00–9:30	**English / Language Arts – Synchronous** Students will be engaged in listening comprehension activities and will begin to develop their writing skills.	1:30-2:00	**English / Language Arts – Synchronous** Students will be engaged in listening comprehension activities and will begin to develop their writing skills.
9:30–9:45	**Heggerty - Synchronous** Students will practice phonological awareness and early literacy skills.	2:00-2:15	**Heggerty - Synchronous** Students will practice phonological awareness and early literacy skills.
9:45-10:00	**Brain Break** An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.	2:15-2:30	**Brain Break** An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
10:00-10:30	**Fundations - Synchronous** Students will participate in lessons focusing on phonemic awareness, phonics, and reading skills.	2:30-3:00	**Fundations - Synchronous** Students will participate in lessons focusing on phonemic awareness, phonics, and reading skills.
10:30–11:00	**Math – Synchronous** Students will build skills related to counting, patterns, and an introduction to addition and subtraction	3:00-3:30	**Math – Synchronous** Students will build skills related to counting, patterns, and an introduction to addition and subtraction.

SAMPLE GRADES 1-5
COHORT 1 – A.M. VIRTUAL SCHEDULE

Time	Virtual Educational Experience
8:30-8:45	**Morning Meeting – Synchronous** An engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
8:45-9:35	**English / Language Arts – Synchronous** In person delivery of grade-level ELA content including phonemic awareness, decoding, spelling, vocabulary, Reader's Workshop and Writer's Workshop lessons.
9:35-9:40	**Brain Break** An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
9:40-10:30	**Math – Synchronous** In person delivery of grade-level, math content. Teachers will utilize valuable tech. tools to provide an engaging and impactful lesson for all learners.
10:30-11:00	**Multi-Tiered System of Supports – Synchronous and Asynchronous** Delivery of intervention and services in a multi-tiered support structure for students based on their level of documented need.
11:00-1:00	**Teacher Lunch, Prep Time, Mtgs. & Professional Development** **Student Lunch / Recess and Brain Break**
1:00-1:30	**Social Studies – Asynchronous** Students will work at their own pace to complete Social Studies lessons prepared by our teachers that include videos of direct instruction and clear directions.
1:30-3:00	**Math and ELA Extension – Asynchronous** Students will work asynchronously on supplemental ELA and Math assignments related to the most recent teacher directed lessons.
3:00-3:30	**Specials – Synchronous** Students will participate in special subject areas (Art, Music, Library, Physical Education) classes.

SAMPLE GRADES 1-5
COHORT 2 – P.M. VIRTUAL SCHEDULE

Time	Virtual Educational Experience
8:30-9:00	**Social Studies – Asynchronous** Students will work at their own pace to complete Social Studies lessons prepared by our teachers that include videos of direct instruction and clear directions.
9:00-10:30	**Math and ELA Extension – Asynchronous** Students will work asynchronously on supplemental ELA and Math assignments related to the most recent teacher directed lessons.
10:30-11:00	**Specials – Synchronous** Students will participate in special subject areas (Art, Music, Library, Physical Education) classes.
11:00-1:00	**Teacher Lunch, Prep Time, Mtgs. & Professional Development Student Lunch / Recess and Brain Break**
1:00-1:15	**Morning Meeting – Synchronous** An engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
1:15-2:05	**English / Language Arts – Synchronous** In person delivery of grade-level ELA content including phonemic awareness, decoding, spelling, vocabulary, Reader's Workshop and Writer's Workshop lessons.
2:05-2:10	**Brain Break** An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
2:10-3:00	**Math – Synchronous** In person delivery of grade-level, math content. Teachers will utilize valuable tech. tools to provide an engaging and impactful lesson for all learners.
3:00-3:30	**Multi-Tiered System of Supports – Synchronous and Asynchronous** Delivery of intervention and services in a multi-tiered support structure for students based on their level of documented need.

Middle Schools

BHMS Virtual Schedule for the 2020 - 2021 School Year				
Period	Start Time	End Time	Time (minutes)	Student Responsibilities
1	8:00	8:31	31	Virtual classroom instruction
2	8:33	9:04	31	Virtual classroom instruction
3	9:06	9:37	31	Virtual classroom instruction
4	9:39	10:10	31	Brain Break - 6th Grade Virtual instruction - 7th & 8th
5	10:12	10:43	31	Brain Break - 7th Grade Virtual instruction - 6th & 8th
6	10:45	11:16	31	Brain Break - 8th Grade Virtual instruction - 6th & 7th
7	11:18	11:49	31	Virtual classroom instruction
8	11:51	12:22	31	Virtual classroom instruction
*	12:22	1:10	48	Lunch
*	1:10	2:40	90	Asynchronous work
*	1:30	3:00	90	Visit teacher during office hours

DHMS Virtual Schedule for the 2020 - 2021 School Year				
Period	Start Time	End Time	Time (minutes)	Student Responsibilities
1	8:30	9:01	31	Virtual classroom instruction
2	9:03	9:34	31	Virtual classroom instruction
3	9:36	10:07	31	Virtual classroom instruction
4	10:09	10:40	31	Brain Break - 6th Grade Virtual instruction - 7th & 8th
5	10:42	11:13	31	Brain Break - 7th Grade Virtual instruction - 6th & 8th
6	11:15	11:46	31	Brain Break - 8th Grade Virtual instruction - 6th & 7th
7	11:48	12:19	31	Virtual classroom instruction
8	12:21	12:52	31	Virtual classroom instruction
*	12:52	1:40	48	Lunch
*	1:40	3:10	90	Asynchronous work
*	2:00	3:30	90	Visit teacher during office hours

Upper Darby High School

Period	Start Time	End Time	Time (min)	Staff Schedule: 3 Periods of Teaching 1 Period of Prep	Student Schedule
Teachers Only	7:10	7:30	20 min	**Contractual time:** Can be used at Administration discretion	Students can request to meet with staff as needed
PD (Teacher Only)	7:30	8:15	45 min	**Professional Development:** (All Staff) Technology, Teacher Planning, Building, Curriculum Rotation	Asynchronous Learning
Break	8:15	8:20	5 min	(on your own)	(on your own)
1	8:20	9:05	45 min	Synchronous instruction	All students will participate in synchronous instruction
Break	9:05	9:10	5 min	(on your own)	(on your own)
2	9:10	9:55	45 min	Synchronous instruction	All students will participate in synchronous instruction
Staff Office Hours	9:55	10:25	30 min	Skinny #1 or Staff Office Hours	Skinny #1 Synchronous instruction or Asynchronous Learning
Break	10:25	10:30	5 min	(on your own)	(on your own)
3	10:30	11:15	45 min	Synchronous instruction	All students will participate in synchronous instruction
Break	11:15	11:20	5 min	(on your own)	(on your own)
4	11:20	12:05	45 min	Synchronous instruction	All students will participate in synchronous instruction
LUNCH	12:05	1:05	60 min	Food Distribution & Staff Lunch	Food Distribution & Student Lunch
Parent Communication	1:05	1:35	30 min	Skinny # 2 or Parent Communication	Skinny #2 Synchronous instruction or Asynchronous Learning
LC/ Duty	1:35	2:05	30 min	Skinny #3 or Learning Community	Skinny #3 Synchronous instruction or Asynchronous Learning
Break	2:05	2:11	6 min	(on your own)	(on your own)
Staff Office Hours	2:11	2:41	30 min	Skinny #4 or Staff Office Hours	Skinny #4 Synchronous Instruction or Asynchronous Learning
Teachers Only	2:41	3:01	20 min	**Contractual time:** Can be used at Administration discretion	Students can request to meet with staff *as needed

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. ● Brain breaks will be scheduled from the teacher during this time.
9:35-10:05	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	Brain Break		On own	
: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. ● Brain breaks will be scheduled from the teacher during this time
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. ● Brain breaks will be scheduled from the teacher during this time
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.

DHMS Autistic Support and Life Skills Student Sample Schedules

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 Student Sample Schedules

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
1	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
2	9:10-9:55	Synchronous	Core Subject Area/ Social Skills	Special Education	Subject area will vary based on class/schedule
S1 Skinny #1	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
3	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
4	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
S2 Skinny #2	1:05-1:35	Synchronous/ Asynchronous	Learning Community/ Staff Office Hours	General Education/Special Education	Opportunity for staff to support students synchronously or through asynchronous activities
S3 Skinny #3	1:35-2:05	Synchronous/ Asynchronous		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
S4 Skinny #4	2:11-2:41	Synchronous/ Asynchronous	Learning Community/ Staff Office Hours	General Education/ Special Education	Opportunity for staff to support students synchronously or through asynchronous activities

DCTS 2020-2021 School Year Update
August 14, 2020

For the beginning of the 2020-2021 school year, DCTS is changing to a remote learning (virtual) instructional model through October 2 and then a transition to an in-person instructional model beginning on October 5.

DCTS Opening Plan
1. **September 8 through October 2:**
   a. **Full Remote Learning Model:** Decision based on review of current county health data, guidance from health experts, and coordination with majority of sending schools
   b. Instructional programming: OSHA, Career Guidance/Portfolio, Technical Remote Learning Modules, Theory/Knowledge related to skills to be demonstrated later through in-person learning model
   c. **School Districts Need** to:
      i. Maintain AM and PM student schedules (as assigned by DCTS) to allow transportation to take place at beginning of October
      ii. Must plan for daily transportation to DCTS campuses and medical careers programs to resume at beginning of October
      iii. Hours/times for the AM/PM and medical careers sessions will be the same as the 2019-2020 school year

2. **October 5 Begin:**
   a. **In-Person Learning Model:** In-person technical instruction for students
   b. DCTS will still have distance learning resources/programming for any student who cannot attend due to health or other issues.

3. Both of these models will have instruction taking place during the AM or PM rotation that students are scheduled. Synchronous and asynchronous instructional activities will take place.

Technology, Instruction Support, and Materials

DEVICES

UDSD Chromebooks will be available for ALL students. Before August 31, please pick up your laptop using the schedule via district communication platforms. After August 31, elementary (K-5) families a pickup schedule to allow for pick up at neighborhood schools once a week. Secondary (6-12) families can pick up a device any day at Upper Darby High School or Beverly Hills Middle School from 9 AM - 12 PM or 1 PM - 3 PM.

SCHOOLOGY

All online instruction, Kindergarten through grade 12, is delivered through Schoology, UDSD's Learning Management System. Teachers will communicate course information and other updates via Schoology. Report questions or problems to familyschoologysupport@upperdarbysd.org.

GOOGLE MEET

For synchronous instruction, students are required to log in to each session using Google Meet. Google Meet is a video conferencing tool available through G Suite. A link to each synchronous session will be provided by the classroom teacher or student support staff member.

VIRTUAL CLASSROOM ETIQUETTE

In order to promote classroom community students are strongly encouraged to keep their Chromebook camera on during synchronous instruction. If you have any questions with your child having to keep the camera on during instruction, please contact your building administrator.

SUPPLEMENTAL MATERIALS

Students will receive instructional materials, including texts, workbooks, and manipulatives through scheduled times at each building. As curriculum resources and materials need to be updated, additional opportunities for families to receive these items will be scheduled.

INTERNET ACCESS

Families who are experiencing difficulty with attaining internet access should contact their school counselor or social worker for support.

INTERNET ACCESS/ PROVISIONS
(Updated 08.14.2020)

General Info

Learn about more resources for low-income families:
https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service

AT & T

Visit **https://www.att.com/internet/access/** or call **1-800-288-2020** to find out if your family is eligible and to apply.

- The Access from AT&T program provides wireline home internet to limited income households who participate in the Supplemental Nutrition Assistance Program (SNAP) or receive Supplemental Security Income (SSI) benefits in California. Qualifying families receive the maximum speed available at your address which includes a data allowance of 150GB or 1TB depending on speed available in your area. $10 charge for each additional 50GB.

COMCAST – Affordable Internet for Eligible Households

Visit **https://www.internetessentials.com/covid19** or call **1-855-846-8376** to find out if your family is eligible and to apply.

- New Internet Essentials customers will receive two free months of Internet service if you apply and are approved by December 31, 2020. After promotion, regular rates apply.
- For all new and existing Internet Essentials customers, the speed of the program's Internet service has increased to 25 Mbps downstream and 3 Mbps upstream.
- Households with outstanding debt owed to Comcast may be eligible for Internet Essentials. We are waiving this qualification if you apply and are approved by 12/31/20. After 12/31/20, standard eligibility rules apply.

Xfinity Wi-Fi

Visit **https://www.xfinity.com/prepare** or call **1-800-XFINITY** to find out if your family is eligible and to apply.

- Sign up for low-income families who live in a Comcast service area has been made easier by offering new customers 60 days of complimentary Internet Essentials service (normally available to all qualified households for $9.95/month).

- Xfinity increased Internet speeds for the Internet Essentials service from 15/2 Mbps to 25/3 Mbps for all new and existing customers, which will be the speed of the service going forward. Existing customers do not need to do anything to access the speed increase – you've already received it. New customers can apply by visiting **www.internetessentials.com**. The accessible website also includes the option to video chat with customer service agents in American Sign Language. For additional assistance, chat through the **Xfinity Assistant**.

SPRINT T-Mobile

Visit **https://www.t-mobile.com/offers/deals-hub** or call **1 (800) 937-8997** to find out if your family is eligible and to apply.
- Limited time offer: Get 4 lines of unlimited and nationwide 5G access for $25 a line

VERIZON

Visit **https://www.verizon.com/info/low-income-internet/** or call **1-800-VERIZON** to find out if your family is eligible and to apply.
- Verizon is offering the 100% fiber-optic network for less to those who qualify. Enroll in the Lifeline Discount Program. Discounts will be applied after you place your order, once your eligibility is confirmed and received by Verizon. Customers must call 1-800-VERIZON within 90 days to receive their discounted plan and equipment credit.

###

Learning Experiences

Upper Darby School District will engage our students through an appropriate balance of synchronous (live) and asynchronous (self-directed) learning opportunities. Students will receive direct instruction from their teachers through a virtual classroom platform and will also complete offline activities for skill application and review. Adult support will be needed to assist some learners with managing daily schedules and routines, accessing the necessary technology applications, and communicating with the teacher.

Equity and Engagement

For our UDSD students to be successful in our virtual learning environment, they must have access to all of the resources, supports, and materials needed for learning. The district is committed to equitable access for all students and families. Once equipped with those resources, we will engage students in not only the academic components of our program, but also the social, emotional, and relational aspects of learning.

The Educational Program

UDSD virtual learning will replicate the traditional in-person learning experience for our students to the maximum extent possible:
- Curriculum will be delivered via certified educators during instructional blocks
- Learning will be provided in synchronous and asynchronous opportunities
- Courses designed using research-based strategies
- Flexible and differentiated opportunities are provided to successfully support learning for all students
- Comprehensive programming for students with special needs
- Materials and resources provided for in-home use as needed

Student Services

Special Education

UDSD will continue to provide Free Appropriate Public Education (FAPE) and the provision of special education services (Individuals with Disabilities Education Act - IDEA and PA Code Title 22, Chapter 14) to support students in a virtual environment. IEP Teams will be in close contact with families to discuss schedules, supports, and changes that may be necessary for a virtual environment. We realize the impact that this may have on some students, and IEP teams will be working with families to implement the best plan possible to ensure FAPE in a virtual environment. Some supports and services may not be necessary for a virtual environment but will be necessary once we return to in-person instruction. Teams will discuss this and note in the IEP where appropriate. Additionally, IEP teams will be monitoring progress once schools reopen and reviewing any regression and recoupment and compare to progress levels in March prior to the school closures. Any academic or functional progress that is not achieved after a determined amount of time will be addressed through additional services or supports to help students return to where they were prior to the school closures. More information on this will be communicated by the special education department.

➔ IEP Meetings
  ◆ Annual IEP meetings will be held in accordance with the annual IEP date.
    ● Team members will meet virtually until further notice or by phone. Concerns with parent participation and access in a virtual setting will be addressed on a case by case basis.
    ● Case managers will send invitations electronically for parents/guardians to respond to regarding their availability
    ● Participation in the IEP meeting will be documented by the case manager by noting virtual participation
    ● Final drafts of IEPs and NOREPs (Notice of Recommended Educational Placement) will be sent electronically following the IEP meeting. Parents/guardians can scan and return, or take a picture of the signature page and return to the case manager. If you are unable to sign and return your NOREP, please contact your case manager to arrange an alternate means for consent
    ● Parents may request an IEP meeting at any time by reaching out to their student's case manager

➔ Evaluations and Reevaluations
   ◆ School psychologists will complete evaluations and reevaluations virtually as much as possible. Limited in-person testing will be completed on a one-to-one basis with the following health and safety guidelines:
     ● Parents will check their child for possible COVID-19 symptoms prior to leaving for a scheduled appointment with the school psychologist. Parents should check for fever, cough, shortness of breath, and/or headache. If you or your child is presenting with symptoms, please cancel your appointment and contact your child's healthcare provider
     ● Hand sanitizers for both student and evaluator will be available during assessment sessions
     ● All manipulatives will be sanitized before and after each testing session
     ● Plexiglass table partitions will be used when students and evaluators need to be in close proximity
     ● In addition to partitions, evaluators will have face masks and face shields that may be used for certain assessments or in addition to the partition. Details can be discussed directly with the evaluator
     ● Evaluators will maintain a distance of six feet when the student is engaged in independent tasks
     ● Paper protocols will be used only when absolutely necessary, otherwise electronic devices will be utilized to assist with assessment in order to ensure health and safety

➔ Evaluations/Reevaluations during the mandated closure
   ◆ School psychologists will begin to work through all pending evaluations and reevaluations once school resumes. Assessments will either be conducted virtually or in person by appointment with the school psychologist. The evaluations that were not completed during the closure will be addressed first with conversations with families throughout the process. In most cases, a new PWN will be sent to families for consent to complete the evaluation.

➔ 504 Accommodations
   ◆ 504 Service Plan should be implemented and provide the appropriate accommodations in the virtual environment. Discussions should be held with families to review the 504 Plan and determine if additional supports are necessary for a virtual environment or if some accommodations are not necessary for a virtual environment. It is possible that some accommodations will not be necessary for a virtual environment but required for in-person instruction. 504 Teams will discuss this and note where appropriate in the Section 504 Plan. All Section 504 evaluations will be conducted virtually with some in-person appointments made for assessments that cannot be completed virtually.

➔ Gifted Education
   ◆ According to Chapter 16 of the Pa State Code, GIEPs will continue to be followed in the virtual 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. Enrichment, acceleration, or a combination of both will be provided in the virtual setting as determined by the Gifted Individualized Education Plan and Gifted Written Report. Schedules will be created at the beginning of the school year and will be provided to families.

➔ Community-based instruction / work programs
  ◆ Students will be able to participate in a variety of virtual tours of community resources. Students will be provided direct instruction on how to access the resources available for secondary transition at (https://www.secondarytransition.org). Other potential areas could include:
    ● Virtual sessions with the Office of Vocational Rehabilitation (OVR)
    ● Virtual parent informational sessions with OVR
  ◆ Students who participate in the Delaware County Intermediate Unit's (DCIU) OPTIONS program will continue to have their needs addressed through these programs.
    ● OPTIONS SERVICE - DCIU will be differentiating in-person services based on the unique needs of each service. This will be communicated on a case by case basis.
    ● OPTIONS TRANSITION SERVICES (Community Living and Learning Classroom, Students Acquiring Independent Living Skills (SAILS), Meaningful Day Community Living) - These Programs will open for virtual instruction through September 18. Then transition to in-person on September 21.
    ● OPTIONS Travel Training / Instruction - This is a one-to-one service, the DCIU is planning to begin this service at the beginning of the school year.

➔ Social and Emotional Wellness
  ◆ All UDSD Special Education students will have the ability to participate in social and emotional wellness activities throughout the week.
  ◆ Social skills activities and groups will continue to be provided to special education students who have these supports and services indicated in their IEP.

➔ Language Instruction Educational Program
  ◆ Upper Darby School District will continue to provide English language development (ELD) instruction to identified English learners. Broadly speaking, English language development can take place in one of two settings. Either stand-alone ELD direct instruction or content embedded ELD instruction. At the elementary level, students will receive stand-alone ELD instruction. They will be scheduled to receive synchronous ELD instruction during the part of their day that is designated for asynchronous English Language Arts instruction. At the secondary level, students will receive content embedded ELD instruction. This will occur during their scheduled English class time. The particular blend of stand-alone ELD instruction and/or content embedded ELD, depends on the needs of the individual student.

Dual Enrollment

Delaware County Community College (DCCC) Advancement Programs

Students may participate in an opportunity to take college courses at Delaware County Community College (DCCC). Students may graduate from high school with college courses on their transcript and start a college program with fewer required courses and lower tuition costs. Students may take classes at UDHS in the morning and then one or two classes at DCCC for one or both semesters. If you are interested and want to take advantage of dual high school and college credit, please contact your counselor for more information regarding graduation requirements.

Attendance

Attendance for the 2020-2021 school year will follow the UDSD attendance policy (Policy 204) and in accordance with Pennsylvania state law.

Virtual daily attendance will be recorded as outlined below by grade level:
- Elementary students (K-5) will be marked present each day by their homeroom teacher during the start of their synchronous part of the day.
- Secondary students (6-12) will be marked present by their teacher during each synchronous class period.

Absences should be reported to the individual school using the normal process. When a student returns back to synchronous instruction after an absence, a note must accompany the student. The note must be submitted to the designated email address for each building.

Assessments

Elementary: K-5

Students will receive ongoing feedback from their teachers using both synchronous and asynchronous methods.

Benchmark Assessments:
MAP Assessment: Students in grades 1-5. This will take place during the asynchronous work sessions. The classroom teachers will review testing procedures and expectations during a live session prior to the assessment date.

Aimsweb: The Almsweb assessment will be given to new students in grades 1-5.

Curricular Assessments:
ELA: Grades 1-5 : Students will be given an assessment at the completion of each Module. The students will produce writing pieces that will be scored using a rubric.
Kindergarten: Students will be given the Fundations Assessment at the completion of each Unit. These students will also be assessed in listening comprehension.

Social Studies: Students will complete lessons in their Interactive Student Notebook (ISN). Checks for understanding and assessments will be built into the lessons.

Math: Students will be given assessment at the conclusion of each module. Teachers will use quizzes and quick checks on a regular basis to evaluate student growth. Much of the assessments will be assigned online, but can be administered by paper/pencil if needed.

State Assessments:
PSSA Exams are state-mandated exams that are given to every Pennsylvania student in grades 3, 4, and 5 in English Language Arts and Math. Every Pennsylvania student in grade 4 is assessed in science. We will be administering the PSSA Exams. More information to come as it becomes available.

Secondary: Grades 6-8

Students will receive ongoing feedback from their teachers using both synchronous and asynchronous methods.

Benchmark Assessment:
MAP Assessment: Students in grades 6-8. This will take place during the asynchronous work sessions. The classroom teachers will review testing procedures and expectations during a live session prior to the assessment date.

Curricular Assessments: Students will demonstrate and/or apply their knowledge on assessments assigned throughout the marking period. Assessments will be provided using a variety of formats such as quizzes, tests, projects, or essays. Assessments will be administered both synchronously and asynchronously.

State Assessments:
PSSA Exams are state-mandated exams that are given to every Pennsylvania student in grades 6, 7, and 8 in English Language Arts and Math. Every Pennsylvania student in grade 8 is assessed in science. We will be administering the PSSA Exams. More information to come as it becomes available.

Secondary: Grades 9-12

Students will receive ongoing feedback from their teachers using both synchronous and asynchronous methods.

Curricular Assessments: Students will demonstrate and/or apply their knowledge on assessments assigned throughout the marking period. Assessments will be provided using a variety of formats such as quizzes, tests, projects, or essays. Assessments will be administered both synchronously and asynchronously.

State Assessments:

Keystone Exams are state-mandated exams that are given at the end of Algebra 1B, Biology, and English 10. Students may retake Keystone Exams. We will be administering the Keystone Exams. More information to come as it becomes available.

Benchmark Assessments:

Measures of Academic Progress (MAP) is a computer-based assessment that allows teachers and administrators to identify each student's strengths and weaknesses in the areas of math and reading. MAP results are used to aid in the course recommendation process, as well as to identify students in need of interventions.

UDSD Contact Information

District Administration

Superintendent of Schools	*Dr. Daniel P. McGarry*	dmcgarry@upperdarbysd.org	610-780-7200 x3223
Administrative Assistant to Superintendent	*Ms.Tracey Hinkson*	thinkson@upperdarbysd.org	x3223
Assistant Superintendent of Student Services	*Mr.Edward W. Marshaleck*	emarshaleck@upperdarbysd.org	x3214
Assistant Superintendent for Personnel and Equity	*Dr. John Council*	jcouncil@upperdarbysd.org	x3222
Director of Curriculum	*Ms.Christine Kelley*	ckelley@upperdarbysd.org	x3248
Director of Communications	*Ms.Aaronda Q. Beauford*	abeauford@upperdarbysd.org	x3232
Director of Pupil Services	*Dr. Christopher Pugliese*	cpugliese@upperdarbysd.org	x3216
Director of Elementary Education	*Mr. Frank Salerno*	fsalerno@upperdarbysd.org	x3295
Director of Secondary Education	*Dr. Greg Manfre*	greg.manfre@upperdarbysd.org	x3221
Director of Technology	*Mr. Robert Hilinski*	rhilinski@upperdarbysd.org	x3289
Director of Food Service/Federal Programs & Social Workers	*Ms. Wendy Elgart*	welgart@upperdarbysd.org	x3226
Director of Public Safety	*Mr. Lou Gentile*	lgentile@upperdarbysd.org	x2330

Elementary Schools

Aronimink Elementary School: Principal	*Mr. Joshua Rehak*	jrehak@upperdarbysd.org	*610-853-4510*
Bywood Elementary School: Interim Principal	*Ms. Kristin Meehan*	kmeehan@upperdarbysd.org	*610-352-8632*
Charles Kelly Elementary School: Principal	*Dr. Melanie McCarthy-Frick*	mmccarthyfrick@upperdarbysd.org	*610-638-1070*
Garrettford Elementary School: Principal	*Mr. Allen Brydges*	abrydges@upperdarbysd.org	*610-626-9168*
Highland Park Elementary School: Principal	*Ms. Joanne DeVito*	jdevito@upperdabysd.org	*610-853-4530*
Hillcrest Elementary School: Principal	*Mr. Danny McEaddy*	dmceaddy@upperdarbysd.org	*610-853-4520*
Primos Elementary School: Principal	*Mr. William Rogers*	brogers@upperdarbysd.org	*610-622-6755*
Stonehurst Hills Elementary School: Principal	*Dr. Sherri Wallace*	swallace@upperdarbysd.org	*610-626-9111*
Walter Senkow Elementary School: Principal	*Ms.Kimisha Simpson*	ksimpson@upperdarbysd.org	*610-957-5114*
Westbrook Park Elementary School: Principal	*Mr. Marc Comfort*	mcomfort@upperdarbysd.org	*610-626-9363*
Upper Darby Kindergarten Center: Principal	*Ms.Dina Williams*	dwilliams@upperdarbysd.org	*610-284-7992*

Drexel Hill Middle School

Principal	*Dr. Matthew Alloway*	malloway@upperdarbysd.org	*610-853-4580*
Assistant Principal (6th	*Mr.Evan Kramp*	ekramp@upperdarbysd.org	*x5206*
Assistant Principal (7th)	*Ms. Frances McElhenney*	fmcelhenney@upperdarbysd.org	*x5209*
Assistant Principal (8th)	*Mr. Peter Schiller*	pschiller@upperdarbysd.org	*x5220*
Lead Teacher (6th)	*TBD*		*610-853-4580*
Lead Teacher (7th)	*Ms. Jen Rosen*	jrosen@upperdarbysd.org	*610-853-4580*
Lead Teacher (8th)	*Ms. Lauren Love*	llove@upperdarbysd.org	*610-853-4580*
Guidance Counselor (6th)	*Ms. Maura McLean*	mmclean@upperdarbysd.org	*610-853-4580*
Guidance Counselor (7th)	*Ms. Danielle Bertoni*	dbertoni@upperdarbysd.org	*610-853-4580*
Guidance Counselor (8th)	*Ms. Colleen Arnold*	carnold@upperdarbysd.org	*610-853-4580*

Beverly Hills Middle School

Principal	Dr. Brian Ursone	bursone@upperdarbysd.org	610-626-9317
Assistant Principal	Ms. Susan Campbell	scampbell@upperdarbysd.org	x4232
Assistant Principal (6th)	Mr. David Robinson	djrobinson@upperdarbysd.org	x4238
Assistant Principal (7th)	Ms.Melissa Figueroa-Douglas	mfigueroadouglas@upperdarbysd.org	x4223
Assistant Principal (8th)	TBD		
Lead Teacher (6th)	Ms. Kathy Kitchin	kkitchin@upperdarbysd.org	610-626-9317
Lead Teacher (7th)	Mr. Jon McGarry	jmcgarry@upperdarbysd.org	610-626-9317
Lead Teacher (8th)	Mr. Ron Cole	rcole@upperdarbysd.org	610-626-9317

Upper Darby High School

Head Principal	Mrs. Kelley Simone	ksimone@upperdarbysd.org	610-622-7000 ext. 2301
Assistant Principal:Climate and Culture	Mrs. Jill Palladino	jpalladino@upperdarbysd.org	x2305
Assistant Principal	Mrs. Joanna DeMarco	jmdemarco@upperdarbysd.org	x2305
Assistant Principal	Mr. James Finch	jfinch@upperdarbysd.org	x2312
Assistant Principal: Senior Class	Mrs. Stephanie Sitek	sitek@upperdarbysd.org	x2358
Assistant Principal: Junior Class	Mr. B.J. Hensil	whensil@upperdarbysd.org	x2401
Assistant Principal:Sophomore Class	Mr. Russell Benditt	rbenditt@upperdarbysd.org	x2325
Assistant Principal: Freshman Class	Mr. Wayne Remmey	wremmey@upperdarbysd.org	x2337

Upper Darby Cyber Academy

Principal	Mrs. Candice Riccione	criccione@upperdarbysd.org	610-789-7200 x3218

UDSD Online Learning Plan Parent Guide, August 2020   *Revisions:*