

# TESD - Continuity of Education Plan for Reopening 2020-21

## Introduction

On March 12, 2020, the governor of Pennsylvania ordered all school buildings closed. During the closure, TESD implemented a Distance Learning program aligned with the guidelines and requirements for this unprecedented emergency closure. These guidelines required schools to focus on those skills and content that were essential in preparation for the next grade level during the remaining 12 weeks of school. In June of 2020, the District provided a Distance Learning Survey to parents, secondary students and teachers as a means to gather feedback related to the distance learning experience. Concurrently, on June 3, 2020, the Pennsylvania Department of Education (PDE) issued its preliminary guidance for the phased reopening of K-12 schools. PDE indicated additional guidance would be forthcoming throughout the summer as conditions continued to evolve and that school reopenings should address “safe operations, teaching and learning, and student wellness – with attention to equity throughout.” In addition to developing the plans for reopening, on June 18, districts were given the following charge from PDE.

Develop a Health and Safety Plan which will serve as the local guidelines for all instructional and non-instructional school reopening activities. All school activities must be informed by Governor Wolf’s Process to Reopen Pennsylvania.

Districts were also directed to identify a Pandemic Team who would assist with the development of the Health and Safety plan for the upcoming year. Further guidance identified distinct phases for school building reopening.

PA Red Phase	PA Yellow/Green Phase
Schools remain closed for in-person instruction and all instruction must be provided via remote learning, whether using digital or non-digital platforms. Provisions for student services such as school meal programs should continue. Large gatherings are prohibited.	Schools may provide in-person instruction after developing a written Health and Safety Plan, to be approved by the local governing body (e.g. board of directors/trustees) and posted on the school entity’s publicly available website.

Using the guidance from PDE, as well as guidance issued from Chester Health Department, the Pennsylvania Department of Health and the Centers for Disease Control and Prevention, District administrators and teacher representatives began collaborating to develop the gradual reopening plan. Throughout June and July, work continued as guidance continued to evolve and change on a regular basis.

## Principles and Guidance

In developing the plans for reopening, TESD was guided by three principles.


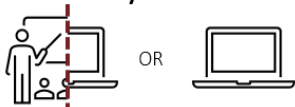
- Safety and Feasibility
- Flexibility
- Equity

These principles can form the foundation of a plan where the TESD academic experience continues to be one that provides opportunities for each student to thrive – whether in school buildings or within a virtual setting. While adhering to guidelines for health and safety concerns, consideration was also given to maintaining a strong sense of community and ensuring access and equity for all students.

Alongside these guiding principles for plan development, the District utilized research and resources provided by the Pennsylvania Department of Education and a myriad of health authorities, including the PA Department of Health, the Chester County Health Department, the American Academy of Pediatrics, the Centers for Disease Control and Prevention, and the World Health Organization.

## Overview of TESD Plans

The chart below provides an overview of the overarching components of the District’s plans for reopening in the Red, Green and Yellow phases.

<p style="text-align: center;"><b>PA Red Phase</b></p> 	<p style="text-align: center;"><b>PA Yellow/Green Phase</b></p> 
<ul style="list-style-type: none"> <li>• All school buildings closed to students</li> <li>• All students participate virtually</li> <li>• Blend of daily live instruction from TESD teachers with some asynchronous (not live) instructional activities</li> <li>• Delivery of TESD curriculum</li> <li>• Graded assignments and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Family Choice               <ul style="list-style-type: none"> <li>• <b>Option 1:</b> Combination of live, in-person instruction in school buildings and live, broadcasted classroom instruction to the student’s home</li> <li>• <b>Option 2:</b> Live, broadcasted classroom instruction to the student’s home with some asynchronous (not live) instructional activities</li> </ul> </li> </ul>

These plans address both remote and in-person instruction and allow for family choice when schools are in the Yellow and Green phases. The integrated model of broadcasting live instruction from the classroom to students who are attending remotely from home allows for flexibility should students need to quarantine or wish to change their mode of participation as health and safety conditions evolve. To provide for smooth transitions between phases as necessary, in each of the phases – Red, Yellow or Green - all students at a given level will follow similar schedules regardless of the phase.

### Red Phase Description

In the Red Phase, all school buildings will be closed, and students will participate in school virtually. The program will include a blend of live instruction, with some asynchronous instructional activities. The TESD curriculum will be implemented, with both graded assignments and assessments.

## **Elementary School**

For elementary students, during the Red Phase, math and language arts will be delivered through daily live instruction. Other subjects will occur asynchronously. Additionally, teachers will regularly schedule live class meetings that include topics of social emotional well-being, resiliency, connectedness, developmental guidance, bullying prevention and digital citizenship. Support services, such as Reading Support, Math Support, English Language Development, and all related services, for students who require them, will be provided. A variety of benchmark assessments will be administered virtually, as well as ongoing classroom-based assessments. Opportunities will be available for students to check in with core teachers for additional support or clarification as needed.

## **Middle School**

Instruction for middle school students will be primarily live in Reading, English, Math Science, Social Studies, World Languages, and Health. Instruction will occur asynchronously in Art, Music, PE, Tech Ed and FCS. The middle school will run on a block schedule, with 4 longer periods each day instead of the traditional 8 periods. Teachers will regularly schedule live class meetings that include topics of social emotional well-being, resiliency, connectedness, developmental guidance, bullying prevention and digital citizenship. Support services, such as Reading Support, English Language Development, and all related services, for students who require them, will be provided. Additional advisory support opportunities will be available within the schedule. Students will be expected to submit assignments for grades. However, quarterless grading will be implemented, where students receive a final grade for each course, but no separate marking period grades will be given.

## **High School**

At the high school level, the instruction will be primarily live for the majority of the subjects, with exceptions for some elective courses. The high school will run on a block schedule, with 4 longer periods each day instead of the traditional 8 periods. Teachers will design instruction with an emphasis on topics related to community building. Support services, such as Reading Support, English Language Development, and all related services, for students who require them, will be provided. Students will be expected to submit assignments for grades. However, quarterless grading will be implemented where students receive a final grade for each course, but no separate marking period grades will be given. Additionally, there will be no midterms or final exams.

## **Yellow/Green Phases Description**

During the Yellow and Green Phases, families will be offered two options.

### *Option 1*

Option 1 is an Integrated Instructional Model that combines live, in-person instruction in school buildings with live, broadcasted classroom instruction to the student's home.

- PA Green Phase: Students attend 2x/week
- PA Yellow Phase: Students attend 1x/week

In-school capacity and in-school rotation will be contingent on current color phase, health and safety guidance, and the number of families who opt to participate in in-person instruction. A sample in-school rotation for the Green Phase is outlined below.

Monday	Tuesday	Wednesday	Thursday	Friday
Last Name A-K	Last Name A-K	All Students Virtual	Last Name L-Z	Last Name L-Z

*Option 2*

Students may choose to remain all virtual. Students will engage in live, broadcasted instruction from the classroom while in their own home, with some asynchronous activities.

**Integrated Instructional Model**

The Integrated Instructional Model is designed to provide flexibility for movement between in-person and virtual learning, while maintaining the integrity of the TESD instructional program. The instruction provided in school will be live streamed via Microsoft Teams and a web cam in the classroom for students attending virtually. The District has technology infrastructure in place to support TESD’s robust academic program through the Integrated Instructional Model. For example, TESD has expanded its 1:1 program to include all grades K-12, with iPads for elementary students and laptops for students in grades 5-12. District network capacity has been evaluated by experts to ensure it has the capability to support increased daily traffic. Faculty and staff are participating in professional development workshops that will prepare them for the Integrated Instructional Model – that is to achieve a shared set of skills in order to design and implement instruction so students’ learning can continue seamlessly – whether students are in the classroom or attending virtually.

**Yellow/Green Phases: Family Option 1**

Families who choose Option 1, where students will be participating in the in-school rotation model, can expect to see some of the following changes to student groupings, interactions and classroom environments.

Physical Space

- Masks/face coverings will be required for all students and staff
- Students will be seated six feet apart facing the same direction to the maximum extent feasible
- Some classroom furniture will be removed to maximize social distancing
- Plexiglass may be installed in some areas of the school as an added precaution

Classroom Instruction and Groupings

- Students will engage in more individual work
- The use of shared materials will be avoided or severely limited

- Students may engage virtually in group work with peers who are attending in person or virtually
- Movement around the classroom will be limited to maximize social distancing
- Teachers will be working with students in-person and virtually at the same time
- At the elementary level, whenever possible, special areas classes will be taught in the students' core classrooms
- Whenever possible, outdoor spaces will be maximized for classes
- The implementation of block scheduling at the middle and high schools provides longer instructional periods to vary teaching methods and provide opportunities for individual practice

## **Yellow/Green Phases: Family Option 2**

All families will have the opportunity to choose Option 2, where students attend school virtually through live, broadcasted classroom instruction, with some asynchronous instructional experiences. Through the Integrated Instructional Model, students in Option 2 will receive the TESD curriculum and will be able to participate virtually in classroom activities and assignments with their classmates.

### **Elementary School**

Elementary students in Option 2 will have daily virtual access to live broadcasted instruction in both Language Arts and Math. In addition, they will be able to participate in regularly scheduled live class meetings. Instruction in other academic subjects and special area classes will primarily be delivered asynchronously. Just as if they were attending school in-person, students will be expected to complete class assignments and will receive feedback and grades for these assignments. A variety of benchmark assessments will be administered virtually, as well as ongoing classroom-based assessments. Students who require support services will receive those services virtually as well.

### **Middle School**

Students attending middle school using Option 2 will receive daily live broadcasted instruction in all core subjects, Health, and World Languages. They will be able to participate in regularly scheduled live class meetings. Special areas subjects will primarily be delivered asynchronously. Students will be expected to complete class assignments and will receive feedback and grades for these assignments. Students will participate in assessments virtually. Students who require support services will receive those services virtually as well.

### **High School**

High school students choosing Option 2 will receive daily live broadcasted instruction in all academic subjects and select elective courses. Other elective courses will be a blend of both synchronous and asynchronous instruction. Students will be expected to complete class assignments and will receive feedback and grades for these assignments. Students will

participate in assessments virtually. Students who require support services will receive those services virtually as well.

## Sample Schedules

### Elementary School

#### *General Information for All Phases*

- **Daily Schedule: 9:10AM – 3:45PM (AM K: 9:10AM – 12:05PM; PM K: 12:50PM – 3:45PM)**
- Class Meeting: 10-20 minutes each day
- Whole Group ELA: 20-30 minutes maximum each day
- Reading Groups: 60 minutes maximum total each day (adjusted to include three or four reading groups)
- Whole Group Math: 50-60 minutes maximum total each day (grades 1-4), kindergarten 3 times a cycle for 30 minutes maximum
- Support Areas – Learning Support, Reading Support, Math Support, English Language Development, Speech, OT, PT, Challenge (Gifted Support). Support Groups will be scheduled via Teams and/or live video feed outside of the times indicated above.

#### *Students Participating Virtually in Red/Yellow/Green Phases*

- Math/Language Arts – Students at home will participate virtually at the same time as their classmates participating in school
- Social Studies, Science, Special Areas (Art, Music, PE, Library/Media) – Students at home will have asynchronous instructional activities posted

#### *Students Participating in Person in Yellow/Green Phases*

- Mask breaks provided at times when students can be more than six feet apart
- Recess scheduled daily (twice each day in grades 1-4) without use of shared playground equipment

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Attendance/ Class Meeting	Attendance/ Class Meeting	Attendance/ Class Meeting	Attendance/ Class Meeting	Attendance/ Class Meeting
Language Arts	Language Arts	Language Arts	Special Areas	Math
Recess (Break)	Lunch/Recess	Recess (Break)	Science/ Social Studies	Recess (Break)
Language Arts	Math	Language Arts	Recess (Break)	Student Support Block
Social Studies/ Guidance/ Math	Special Areas	Student Support Block	Math	Special Areas
Special Areas	Science/ Social Studies	Lunch/Recess	Student Support Block	Science/ Social Studies
Student Support Block	Recess (Break)	Math	Lunch/Recess	Language Arts
	Student Support Block	Special Areas	Language Arts	Lunch/Recess
		Science/ Social Studies		Language Arts

## Middle School

### *General Information for all Phases*

- **Daily Schedule – 8:27 AM-3:10 PM**
- Students will have 2 or 3 core subjects each day, with the remaining block(s) being Special Areas or Advisory

### *Students Participating Virtually in Red/Yellow/Green Phases*

- Core, Health, World Language – Primarily synchronous instruction. Students at home will participate virtually at the same time as their classmates in school
- Special Areas - Students at home will have asynchronous instructional activities posted
- Advisory – Depending on the planned activities for that day’s advisory block, students at home may be required to participate virtually at the designated time, or may use that time to access teachers for virtual support or complete work

### *Students Participating In-Person in Yellow/Green Phases*

- Lunch times staggered in classrooms
- Extended passing time between classes to limit congestion in hallways

Monday	Tuesday
Math 85 Minutes	Music 85 Minutes
Transition	Transition
Spanish 85 Minutes	Social Studies 85 Minutes
Transition	Transition
Advisory 85 Minutes	English 85 Minutes
Transition	Transition
Science 85 Minutes	Advisory 85 Minutes

## High School

### *General Information for All Phases*

- **Daily Schedule – 7:50AM – 2:50PM**

### *Students Participating Virtually in Red/Yellow/Green Phases*

- Most courses will be primarily synchronous. Students at home will participate virtually at the same time as their classmates.
- Physical Education, Co-Curriculars may include some asynchronous instruction.

### ***Students Participating In-Person in Yellow/Green Phases***

- Extended time between classes to limit congestion in hallways.
- Free period students will report to either the cafeteria, library or work with a teacher.

<b>A</b>	<b>B</b>
Geometry 85 Minutes	Health 85 Minutes
Transition	Transition
Spanish 85 Minutes	World History 85 Minutes
Transition	Transition
Study Hall 85 Minutes	Lit. Foundations 85 Minutes
Transition	Transition
Biology 85 Minutes	Elective 85 Minutes

### **Mental Health and Social/Emotional Support**

The psychological health and resilience of our students is very important. In order to address social emotional learning and to foster a sense of connectedness, class meetings/classroom instructional activities will be planned to enhance social emotional learning. School Counselors and Mental Health Specialists will meet with students on an individual or group basis to support our students' emotional and mental health needs in Red, Yellow, or Green phases regardless of virtual or in-person status. Additionally, regularly scheduled school counseling, mental health and health room services will continue in all phases. The developmental school counseling program will also be delivered, including academic, social, emotional, and career development.

### **Visitors and Volunteers**

The involvement of our District visitors and volunteers truly enrich our school environment. We look forward to the day when we can welcome visitors and volunteer back into our schools. In order to meet the pandemic guidelines, visitors will be limited to those that are deemed essential. In accordance with guidance from the Chester County Health Department (CCHD) and the American Academy of Pediatrics (AAP), only visitors providing essential duties (e.g. contractors, delivery staff, etc.) should enter the buildings. Essential parent visits to schools are by appointment only and are limited at this time. All visitors must follow CDC and CCHD symptom screening guidelines. We plan to hold parent meetings, including IEP, GIEP, and 504 meetings, virtually using audio and video.

### **Gradual Reopening**

To begin the 2020-21 school year, all students will start on August 31 with virtual instruction using the Red Phase model. All students will continue to attend school virtually until at least September 21. The second milestone of the reopening will be a transition to Yellow/Green Phase in-person options through an introduction of small groups of students into the schools on a



rotating basis for approximately one week. A focus will be on building transition activities for grades K, 5 and 9. After this period of transition, the Yellow/Green Phase, utilizing the Integrated Instruction Model, will be implemented fully. The start date for each step of the reopening will be based on current pandemic conditions and state guidance.

Prior to the end of the all-student virtual instruction period, families will make the choice of transitioning to in-person instruction after September 21 or remaining in the virtual instruction option.

Using a model of gradual reopening provides both educational and health and safety benefits. The phasing of reopening allows time for both staff and students to develop the skills and strategies necessary to be successful in an Integrated Instructional Model. Additionally, the gradual reopening provides a period of time to elapse after potential summer travel could impact student and staff health.