



Ready to Learn, Innovate & Achieve Plan Community Forum

August 12, 2020

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Superintendent of Schools

Dr. Jala Olds-Pearson
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Provide an overview of our
*Return to Learn, Innovate &
Achieve Plan*

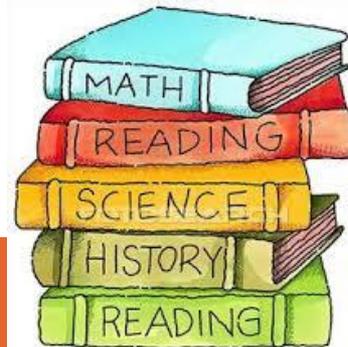


Provide an overview of
Virtual Learning



Review Internet Access
and Technology
Distribution Plan

- On Tuesday, July 28, 2020, Receiver Dr. Juan Baughn approved the District's Health and Safety Plan.
- During the fall of the 2020-2021 academic year, the District will initiate a robust remote learning/virtual learning program until further notice.
 - The remote learning/virtual learning program will contain both synchronous and asynchronous learning at all levels in the District.
 - Face-to-face instruction and regularly scheduled meetings of classes.
 - Attendance and accountability measures will be implemented.





- The growing number of infection rates in the region/state and the particular susceptibility of the COVID-19 infection to the population served by the District.
- We have a legitimate concern about getting sufficient staffing during the midst of the pandemic due to the availability of Families First Coronavirus Response Act (FFCRA) leave and the need to engage in reasonable accommodations for staff who may be immunologically susceptible to contracting COVID-19. To put another way, we do not expect to have enough staffing to cover all of our needs if we were to engage in either a hybrid or a regular in-person delivery of education.
- Given the limitations in facilities, the District will not be able to meet the recommended best social distancing requirements of up to six feet without substantive facility modifications for which the District does not have sufficient dollars.

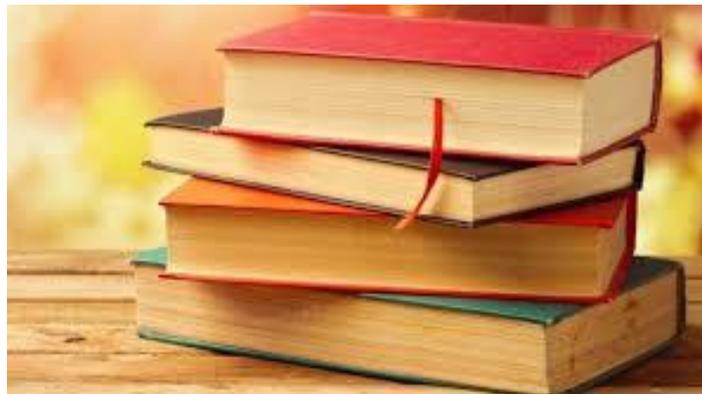


- Facility upgrades would be required in order to meet best practices suggested by the CDC and local Departments of Health.
- School buses and our bus transportation companies cannot easily accommodate social distancing requirements and adjust the staggered school schedules without additional bus vehicles and bus drivers that are not available and also costly for implementation.
- The results of the Family Engagement Survey reflect the community's concerns about returning to school. Because of the difficulty in running a dual hybrid/virtual program and an in-person program simultaneously, staffing can be better deployed by focusing in on the virtual option.
- The Pandemic School Reopening Task Force have made recommendations and support going to a virtual option.

- All Public Schools within the Commonwealth of Pennsylvania are required to develop and implement a *Continuity of Education Plan* in the event of prolonged closure of physical school buildings.
- The plan outlines Planned Instruction Guidelines for Chester Upland School District's schools, PreK-12 grade.
- According to the Pennsylvania Department of Education, “Planned Instruction is formal teaching and learning, similar to what occurs in a classroom setting.”



- The Chester Upland School District has updated its curriculum pacing guides, reading and math intervention mandated instructional minutes to close student learning gaps.
- The first three weeks of school will be used to teach students essential prerequisite skills that they may have missed the previous school year, and that are essential to meeting learning objectives at the beginning of the 2020-2021 school year. A baseline assessment will be given.



- Core Curriculum as well as all online education content is aligned to Pennsylvania Department of Education Academic Standards and the Pennsylvania Danielson Frameworks for Teaching.
- The instructional design of core content lessons aligns with the National Standards for Quality Online Courses, Programs, and Teaching (Virtual Learning Leadership Alliance and Quality Matters) and ISTE Standards for Educators.
- Teachers will receive professional development on remote learning curriculum updates as well as virtual tools and protocols.



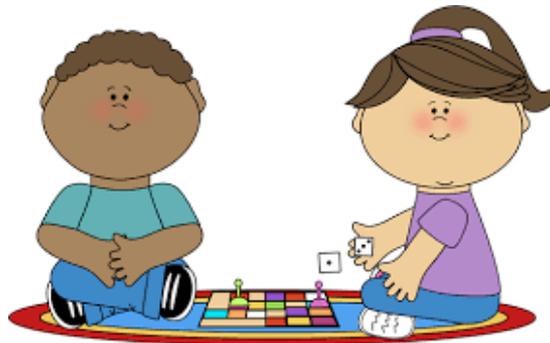
- CUSD will provide a free and appropriate public education (FAPE) in accordance with all federal, state and local regulations to ensure the continuity of education for all CUSD students with an IEP or GIEP during remote learning.
- During remote learning a student's IEP or GIEP will be implemented as it was prior to the mandatory school closing; however, in the event revisions to the IEP or modifications of services are required, they will be addressed through the IEP process.
- All teachers will be required to deliver specially designed instruction and supports as per a student's IEP or GIEP. Teachers will utilize the online delivery systems as outlined in the CUSD Continuing Education Plan for Remote Learning.
- If the methods and modes of attending school are not appropriate for a student, the IEP will be reconvened.

- To the extent possible, related services will be delivered online via a mobile device and the Internet as per a student's IEP. If online delivery is not possible, the IEP team will convene to determine the method of delivery.
- During periods of remote learning, in the event that an APS is closed due to Health and/or Safety matters, CUSD will consult its APS Providers Roster and contact the APSs to consult APS providers to determine if additional supports or services are needed for remote instruction.
- In the event CUSD has implemented its remote learning plan, but the APS is open, the instruction and supports will be delivered as per the IEP and as weather conditions permit, the District will continue to provide transportation as outlined in a student's IEP.

- The Special Education Supervisors will be available during daily office hours in their Zoom rooms to provide on-going support to staff and parents.
- The Special Education Leadership Team will collaborate with Community and Parent Engagement to provide parent education sessions on topics pertaining to Special Education.
- The Special Education Department will develop a parent edition of the Special Education Remote Learning Guidelines and post it to the CUSD website; school webpages and email it to parents.



- During remote learning, CUSD will continue to follow the process for *Child Find* and evaluation as outlined on the Special Education page of the CUSD website.
- A Parent who seeks an initial evaluation for his or her child during remote learning should follow the steps as outlined in the *Procedural Safeguards* document located on the Special Education CUSD website.
- On-going professional learning will be offered for both general education and special education teachers focused on delivering special designed instruction and supports in a remote learning context.



A *504 Plan* is a special plan for a student who has a disability but does not qualify for an Individualized Education Program (IEP). A 504 Plan identifies *accommodations* and *modifications* a student with a disability may need in order to participate in programs and activities.

As Chester Upland School District is moving to a full remote instruction model of learning, teachers who have students with 504 plans will review the plan and determine if any adjustments to the plan are necessary as a result to the change to remote learning. If adjustments are needed, the teacher will contact the parents to schedule a 504 meeting. If parents chose not to participate in the 504 meeting, the teacher will inform them of the changes that were made.



During Remote Learning (ELD) teachers will:

- Continue to provide English language acquisition support services to English Learners.
- Provide targeted language instruction and content supports for English Learners at all language proficiency levels.
- Collaborate regularly with content teachers to ensure differentiated supports are included for ELs during remote learning.
 - **Elementary:** English Learners may join breakout classes with their ELD teachers.
 - **Middle and Secondary:** Proficiency Levels 1 and 2 English Learners will be scheduled for separate ELD courses.
- Bi-lingual teaching assistants will provide Spanish supports during online ELD Courses and during virtual office hours.

- In order to address the equity-related issue and the unavailability of equipment, the District will implement the following measures to ensure remote learning/virtual learning for all our students in the District.



1:1 Student Technology Distribution.

Exploring internet connectivity throughout the community.

- The remote/virtual educational programming will be designed to meet the needs of all populations.



- 1-1 Model – Every CUSD student will receive a device issued by the District.
- The use of “Hot Spots” to make Internet available to all students without Internet in the home.
- Reclamation of Chromebooks from K-1 – (Week of August 10, 2020).
- Distribution of Laptops/Chromebooks/iPads to students and Hotspots to PK - 12th grade students who need them. Devices will be distributed at each school (Week of August 24, 2020).
- A designated person to provide technical support for families/parents throughout remote learning.

The CUSD Students Achieve 21st Community Learning Centers program (21st CCLC) is looking forward to providing remote after school activities.

Plans are underway to engage students in fun academic, social, and cultural experiences after school.

Students will select activities that interest them. Possible activities include: Tutoring/Academic Support, Cosmetology, Cooking, Robotics, Chess, Mentoring, Poetry/Spoken Word, Music Technology, Visual Arts.

Registration will begin the week of September 14, 2020.



- Students are expected to login and attend school every day. Student attendance will be monitored daily.
- Students will be required to follow their schedules and complete Planned Instruction activities by the due dates.
- Students will access instruction via Google Classroom, Zoom, and CUSD digital interventions.
- The school must be notified when a student is absent.
- Students without a school approved excused absence will be marked as an unexcused absence.



| Building Assignment | | | | | |
|-----------------------------------|-----------------|-----------------|-----------------|-----------------|-------------------------------|
| Teaching Staff | Monday | Tuesday | Wednesday | Thursday | Friday |
| Chester Upland School of the Arts | CUSA | Remote Teaching | CUSA | Remote Teaching | Fully Remote for all Teachers |
| Main Street Elementary | Remote Teaching | STEM | Remote Teaching | STEM | |
| Stetser Elementary | Remote Teaching | CUSA | Remote Teaching | CUSA | |
| Toby Farms Intermediate School | Remote Teaching | CHS | Remote Teaching | CHS | |
| Chester High School | CHS | Remote Teaching | CHS | Remote Teaching | |
| STEM Academy at Showalter | STEM | Remote Teaching | STEM | Remote Teaching | |

Written and verbal parent communication will be translated in families' native languages.

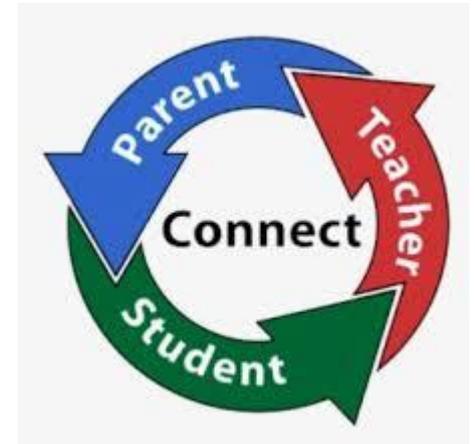
On-going supports will be provided to assist families as they navigate remote learning processes and activities.

Home Access Center links will be provided to families for review of student progress.

Digital and hard copy enrichment tools and materials will be available.

Teachers will use Google Classrooms and Zoom to provide asynchronous and synchronous support and to communicate with families.

- Every school in the district will provide an opportunity for students to engage in an orientation session prior to the start of the 2020-21 school year.
- In-person training sessions for families/parents that are at the beginner level or need specific supports throughout the remote period starting the first week of September.
- Home Access Center Training for Families.
- Live stream all family/parent training sessions.



•Revisit the educational options during the months of October and November 2020.

Provide updates to the Receiver, the Board, and the community during the month of November 2020.

•Present educational options for the remainder of the school year during December 2020.



Facility Access:

- Staff access for instructional purposes following Health Department guidelines.
- Visitors can enter school buildings by appointment only.
- Temperature checks and symptom screening will be required upon entrance into school buildings.
- CUSD continues to partner with the Chester County Health Department to further refine daily health screening protocols and to implement all necessary health and safety protocols in response to a suspected or confirmed positive case of COVID-19.
- Meal distribution will commence at all six schools.



Access Scenarios:

- Reviewing multiple scenarios for staff access to facilities to ensure the greatest level of safety that reduces the risk of spread of COVID-19.



Signage:

- Signs containing information about social distancing and hygiene protocols and guidelines as recommended by the Centers for Disease Control and Prevention (CDC) will be distributed throughout all schools.



Personal Protective Equipment & Hygiene Supplies:

- Hand sanitizer stations installed throughout the school buildings.
- Masks and face shields will be available for staff use.



Sanitation & Hygiene:

- Cleaning checklists have been developed and implemented.
- High touch surfaces will be cleaned frequently throughout the day.
- Daily sanitizing of high touch areas (doorknobs, handles, fixtures, etc.) with medical grade sanitizing solution.
- Healthy hygiene practices will be promoted and encouraged.
- More frequent monitoring and cleaning of restrooms throughout the day.



Use of Physical Markers (or Barriers):

- Directional arrows and signs will be placed throughout school buildings to promote social distancing guidelines.
- Barriers will be placed in main office areas.

Special Thanks To:



Receiver:

Dr. Juan Baughn

Board Members:

Anthony Johnson

Joan Neal

William Riley

Raushanah DeJesus

Fred Green

Ken Washington

Tyra Quail

Christina Delva

Beverly Harris



Pandemic School Reopening Task Force Members:

- Dr. Carol D. Birks
- Ronald Simonson
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- Ikeya Campbell
- Dariah Jackson
- Anthony Johnson
- Thomas Johnson
- Mark McIntyre
- Karen Miah
- Nikki Monroe-Hines
- Marvin Newton
- Dr. Jala Olds-Pearson
- Carlena Parker
- Dr. Eric Pugh
- John Shelton
- Robert Whitaker



Planning Together for Our Future Generations

Family/Community Partnerships and Engagement

| | |
|---------------------------|-----------------|
| Nikki Monroe-Hines, Chair | Shakanda White |
| William Hassan Patterson | Victoria Archer |
| Tammy Strand-Yarbray | Karla Beaver |
| Dr. Eric Pugh | LaToya Jones |
| Kandice Lewis | Nicole Cogdell |
| Zenaida Velez | |
| Bethanee Gomez | |



Organizational Efficiencies and Safety

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Anthony Johnson

Marvin Newton

William Hassan Patterson

Robert Whitaker



Special Thanks To Our Work Groups:



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Marchelle Foreman

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Pearl Cameron

Dr. Lavada Greene

Dr. Delores Wright

Tammy Strand-Yarbray



Special Thanks To Our Work Groups:



Talent Management and Development

| | |
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| Dr. Jason Hamer | Kinya Robinson |
| Margaret Difurio | Latasha Stewart |
| Joan Ray Dougherty | |
| Dr. Nicole Harris | |
| Rene Garner | PROFESSIONAL |
| Dr. Eric Pugh | LEARNING |
| Dr. La'Keidra McDougal | OPPORTUNITIES |



Special Thanks To Our Work Groups:



| Technology | |
|---------------------------|--|
| Dr. Joanne Barnett, Chair | Nikki Monroe-Hines |
| Thomas Johnson | Carlena Parker |
| Kevin Daly | School Teacher Technology Leaders (TTLs) |
| Chris Orr | |
| Ray Thompson | |
| Ruben Arana | |
| Tammy Strand-Yarbray | |



