Exeter Township School District

Quarter 2 Pandemic Re-Entry Plan Presentation
ETSD Curriculum Committee
10/6/2020

Determining Instructional Models During the COVID-19 Pandemic

Recommendations for Pre-K to 12 Schools

This chart below, using measurements from the **White House Coronavirus Task Force,** identifies thresholds representing **low, moderate, or substantial community transmission of COVID-19,** and **corresponding instructional models recommended by the Departments of Health and Education**.

For ease of use, once per week, the Department of Education will publish a list identifying the level of community transmission in each county over the most recent 7-day reporting period. This list is available on this page in the section called: Level of Community Transmission Table.

Level of Community Transmission Table 9-25-20

Level of Community Transmission Table

Recommendations for Pre-K to 12 Schools in Determining Instructional Models:

Low: Full in-person model or; blended learning model

Moderate: Blended learning model or; full remote learning model

Substantial: full remote learning model

More information on recommended instructional models and levels of community transmission: education.pa.gov/COVID19

The table below is updated weekly on PDE's website (education.pa.gov/COVID19) to reflect data for the week ending the previous Friday.

County	Week ending 9/25/20	Week ending 9/18/20	Week ending 9/11/20	Week ending 9/4/2020	Week ending 8/28/20
BERKS	Moderate	Moderate	Moderate	Moderate	Moderate

Level of Community Transmission in the County	Incidence Rate per 100,000 Residents (Most Recent 7 Days)	AND/OR	PCR Percent Positivity (Most Recent 7 Days)	Recommended Instructional Models
Low	<10	AND	<5%	Full in-person Model OR Blended Learning Model
Moderate	**10 to <100**	**OR**	**5% to <10%**	**Blended Learning Model** **OR** **Full Remote Learning Model**
Substantial	≥100	OR	≥10%	Full Remote Learning Model

Transitioning Between Instructional Models

A county's corresponding threshold may change week-by-week as incidence and percent positivity rates rise and fall. In order to confirm stability of county transmission, **when a county's corresponding threshold changes, school entities should wait to see the results from the next 7-day reporting period before considering a change to their instructional models. To ensure the most effective transition for students, it may be appropriate for a school to wait even longer, up to a full marking period, to transition to an instructional model that increases in-person instruction.**

It is important to note that a significant and/or widespread outbreak may require moving to a more remote-based model more quickly.

The Department of Health will provide proactive consultative assistance to school entities should such an outbreak occur.

Two Options in Moderate

A. Full Virtual
B. Blended Model

The Exeter Township School District Superintendent, Pandemic Taskforce, and Administrative Team are recommending to the Board that we move to a Blended Model with a Virtual Option beginning on November 2nd.

- *If the level of community transmission moves to Substantial prior to November 2nd, we may delay this plan until we move back to and stay in a moderate range for at least 2 consecutive weeks.*
- *If after beginning with the Blended Model we move to Low and stay there for at least 2 consecutive weeks and continue through the start of the next marking period, we will move to a Full In-Person with a Virtual Option at the beginning of the 3rd Marking Period.*

Exeter Township School District Priorities

#1 Safety
#2 Learning

Other Considerations
- Social Emotional Wellbeing
- Child Care
- Meals

Safety

- Exeter Township School District
  - [Health and Safety Plan](#)

- Blended Model:
  - Reduces student load by at least 50% in all buildings at all times
  - Eliminates lunches and specials K-6
  - Reduces the # of students on buses

- Full Virtual Option
  - Families can choose to stay fully virtual for health or personal reasons

Learning

Prioritizing Reading and Foundational Math Skills K-6

- Small Student Teacher Ratio: average 12:1
- Focus of In-Person and Virtual will be Reading and Math
- Increased Opportunity for Individualized Support - Enrichment and Remediation
- Daily Instruction critical to building and maintaining foundational skills

https://whyy.org/articles/half-a-million-pa-kids-are-supposed-to-be-learning-to-read-right-now-are-they/

Reading's Ripple Effect

The immediate consequences of that disruption are obvious. But what about long-term consequences? What could six months of disrupted education do to a kid six years from now? How about 16? Experts predict this absence will widen the achievement gap between high- and low-income students. The ripple effects, they warn, could last a lifetime for some children. A skill like reading helps explain how this unprecedented interruption of face-to-face instruction could cascade through the years and decades to come. **Reading is education's skeleton key**. It opens the door to other subject areas, amplifying a student's knowledge and confidence across subjects. Kids who struggle with reading often suffer the opposite fate, unable to tackle material they may have otherwise aced because they can't access it. A child's third-grade reading level, a prominent study from Hunter College showed, is frighteningly predictive of their chances to graduate high school.

K-6 Brick & Mortar and Virtual Day Schedules

	In-Person AM	In-Person PM	Virtual AM	Virtual PM
9:00 - 11:35	In-Person Reading & Math	Virtual Synchronous Special & Asynchronous Science/Social Studies	Virtual Synchronous Reading & Math	Virtual Synchronous Special & Asynchronous Science/Social Studies
Lunch & Recess @ Home Mid-Day Bus Transportation Cleaning of High Touch Areas @ School				
1:05 - 3:40	Virtual Synchronous Special & Asynchronous Science/Social Studies	In-Person Reading & Math	Virtual Synchronous Special & Asynchronous Science/Social Studies	Virtual Synchronous Reading & Math

K-6 Other Considerations

- Social Emotional Wellbeing
- Meals
- Childcare
- Session Assignment
- Requests to Change Modality or Session
- Transportation

Reiffton Times:

AM Session: 8:00-10:45 am

PM Session: 12:15-3:05 pm

7-12 Blended Model with a Full-Virtual option

- Daily flexible balance of synchronous and asynchronous time
- Based on standards/objectives, not content, activities, or locale
- Consistency, routine--and flexibility
- All students engaged in each lesson each day

Blended Learning Schedule Overview

	Monday	Tuesday	Wednesay	Thursday	Friday
Group A: One half of the students electing to work at school two days per week.	In school	At home	At home	In school	At home
Group B: One half of the students electing to work at school two days per week.	At home	In school	At home	At home	In school
Group V: Students who elect to work entirely from home.	At home	At home	At home	At home	At home

High School Blended Learning Schedule Example

Start time	End time	Duration	Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	8:10 AM	0:40	1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1
8:10 AM	8:50 AM	0:40	2	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1
8:50 AM	9:30 AM	0:40	3	20th Cent US	20th Cent US	20th Cent US	20th Cent US	20th Cent US
9:30 AM	10:10 AM	0:40	4	English 9	English 9	English 9	English 9	English 9
10:10 AM	10:40 AM	0:30	Lunch A	Lunch	Lunch	Lunch	Lunch	Lunch
10:40 AM	11:20 AM	0:40	5	Metal Tech	Metal Tech	Metal Tech	Metal Tech	Metal Tech
11:20 AM	12:00 PM	0:40	6	Metal Tech	Metal Tech	Metal Tech	Metal Tech	Metal Tech
12:00 PM	12:40 PM	0:40	7	Wellness	Wellness	Wellness / SH	Study Hall	Study Hall
12:40 PM	1:20 PM	0:40	8	Comp Sci	Comp Sci	Comp Sci	Comp Sci	Comp Sci
1:20 PM	2:50 PM			Travel home / Asynchrononous Learning Activities / Office Hours with teachers				

This is an example for a "Group A" student who is in the building on Mondays
and Thursdays. Group B and Group V schedule times would be identical.

JHS Blended Learning Schedule Example

	Odd	Even	Odd	Even	Odd	Even
1 - 3	**Math** 7:40 - 8:12 (Sync)	**Math** 7:40 - 8:12 (Sync)	**Math** 7:40 - 8:12 (Sync)	**Math** 7:40 - 8:12 (Sync)	**Math** 7:40 - 8:12 (Sync)	**Math** 7:40 - 8:12 (Sync)
	8:12 - 8:33 (Async)	8:12 - 8:33 (Async)	8:12 - 8:33 (Async)	8:12 - 8:33 (Async)	8:12 - 8:33 (Async)	8:12 - 8:33 (Async)
4 - 6	**ELA** 8:37 - 9:09 (Sync)	**ELA** 8:37 - 9:09 (Sync)	**ELA** 8:37 - 9:09 (Sync)	**ELA** 8:37 - 9:09 (Sync)	**ELA** 8:37 - 9:09 (Sync)	**ELA** 8:37 - 9:09 (Sync)
	9:09 - 9:30 (Async)	9:09 - 9:30 (Async)	9:09 - 9:30 (Async)	9:09 - 9:30 (Async)	9:09 - 9:30 (Async)	9:09 - 9:30 (Async)
7 - 8	**P. E.** 9:34 - 9:55 (Sync)	**Computer Apps** 9:34 - 9:55 (Sync)	**P. E.** 9:34 - 9:55 (Sync)	**Computer Apps** 9:34 - 9:55 (Sync)	**P. E.** 9:34 - 9:55 (Sync)	**Computer Apps** 9:34 - 9:55 (Sync)
	9:55 - 10:08 (Async)	9:55 - 10:08 (Async)	9:55 - 10:08 (Async)	9:55 - 10:08 (Async)	9:55 - 10:08 (Async)	9:55 - 10:08 (Async)
LUNCH A	Lunch 10:12 - 10:42	Lunch 10:12 - 10:42	Lunch 10:12 - 10:42	Lunch 10:12 - 10:42	Lunch 10:12 - 10:42	Lunch 10:12 - 10:42
10 - 13	**Social Studies** 10:46- 11:29 (Sync)	**Social Studies** 10:46- 11:29 (Sync)	**Social Studies** 10:46- 11:29 (Sync)	**Social Studies** 10:46- 11:29 (Sync)	**Social Studies** 10:46- 11:29 (Sync)	**Social Studies** 10:46- 11:29 (Sync)
	11:29 - 11:58 (Async)	11:29 - 11:58 (Async)	11:29 - 11:58 (Async)	11:29 - 11:58 (Async)	11:29 - 11:58 (Async)	11:29 - 11:58 (Async)
14 - 17	**Health** 12:02 - 12:46 (Sync)	**Spanish** 12:02 - 12:23 (Sync)	**Health** 12:02 - 12:46 (Sync)	**Spanish** 12:02 - 12:23 (Sync)	**Health** 12:02 - 12:46 (Sync)	**Spanish** 12:02 - 12:23 (Sync)
		12:23 - 12:36 (Async)		12:23 - 12:36 (Async)		12:23 - 12:36 (Async)
	12:46 - 1:20 (Async)	**Gen Music** 12:40 - 1:04 (Sync)	12:46 - 1:20 (Async)	**Gen Music** 12:40 - 1:04 (Sync)	12:46 - 1:20 (Async)	**Gen Music** 12:40 - 1:04 (Sync)
		1:04 - 1:20 (Async)		1:04 - 1:20 (Async)		1:04 - 1:20 (Async)
Async	1:20 - 2:20 (Async)	1:20 - 2:20 (Async)	1:20 - 2:20 (Async)	1:20 - 2:20 (Async)	1:20 - 2:20 (Async)	1:20 - 2:20 (Async)
Office Hours	2:20 -2:50	2:20 -2:50	2:20 -2:50	2:20 -2:50	2:20 -2:50	2:20 -2:50

7-12 Additional Considerations

- BCTC in-person attendance continues
- In-person 7th and 9th grade orientations will be scheduled prior to 11/2
- Sports and clubs will continue and we will seek to expand opportunities for virtual and in-person social activities

Same Standards, Same Outcomes, Different Paths
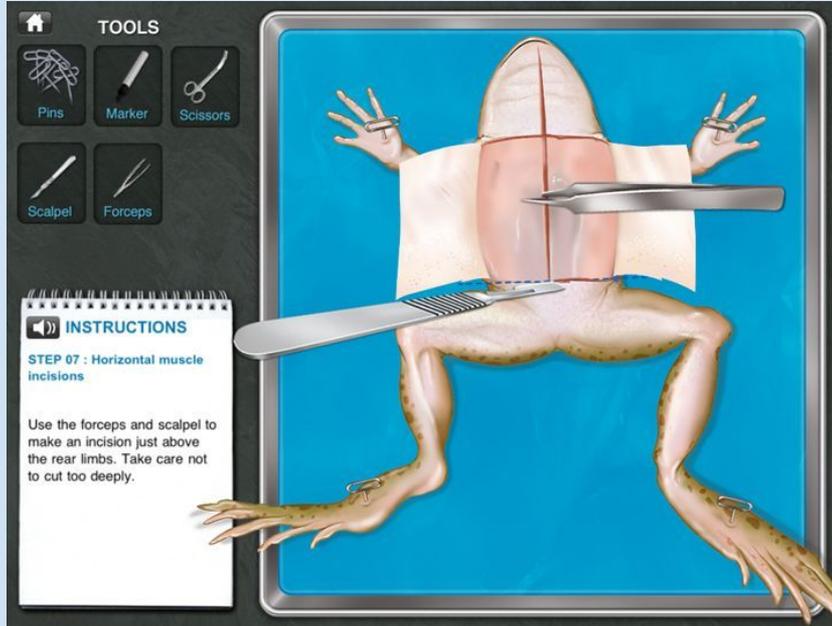
Special Populations

Mrs. Dawn Harris - Director of Pupil Services

- IEP Driven
- Default to the standard schedule
- Maximum flexibility to build out individualized plan

Next Steps

- October 13th - Special Voting Meeting of the Board for PDE Time Approval
- October 14th - In-person/Virtual Registration goes home to parents
- Week of October 19th - Parents notified of session and teacher @ K-6
- November 2nd - First Day of return to buildings and new virtual schedules (barring a move of our designation to Substantial which would delay the start.)
- December 1st - Report to Curriculum Committee of the Board on the Status of Teaching and Learning in the Blended Model
- Continued Monitoring of Transmission Levels and Allowable Instructional Models with a goal of a return to Full In-Person when our transmission level is Low

Thank You!

Thank you to the Pandemic Taskforce, Teachers, Support Staff, Administrators, School Board, Community Members, Doctors, Parents, and Students who have provided feedback and offered support. The team at Exeter is outstanding!!!