



Quakertown Community School District

Updated as of 7/23/20

COVID-19 Return-to-School Parent Frequently Asked Questions

Disclaimer:

*Questions have been edited for clarity and to remove personally identifying information.
New questions and updated answers are highlighted in yellow.*

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What Happens Next

June 25, 2020	Initial Presentation of Health and Safety Plan to Board
July 9, 2020	Board Approval of Health and Safety Plan
July 16, 2020	Blog with links to Parent FAQ, Virtual Learning one pager , SEL/Mental Wellness one pager , Equity one pager , Health and Safety Plan summary , and registration process
July 21, 2020	Elementary Parent (Virtual) Information Session - 6 p.m.
July 22, 2020	Secondary Parent (Virtual) Information Session - 6 p.m.
July 21 - 25, 2020	All parents will receive a letter with a PS Registration (InfoSnap) code to complete the registration process for each child
July 29, 2020	Registration Deadline
August 13, 2020	Board Meeting - Possibility of updating QCSD Health & Safety Plan
August 27, 2020	Board Meeting - Possibility of updating QCSD Health & Safety Plan
etc.	

School Opening Safety Guidelines

Social Distancing

What is the status of the plans to get students as far apart in the classroom as possible and what does teaching in that class environment change about the way education is delivered?

With support from Schradergroup and our facilities team, every classroom space has been measured and a capacity analysis performed to determine the maximum students that can be assigned to that space while maintaining social distancing guidelines. Principals are working on room configurations, and will be able to finalize once registration is completed. To provide as much usable space as possible, furniture and unused cabinets, carpets, tables, etc. will be removed. Some classes might be moved to a common area or larger space to accommodate the students registered while

maintaining social distancing. Desks will be oriented towards the front of the room, and other area marking strategies will be used in the classroom to help students remain at an appropriate distance. Students will remain in the same cohort for the duration of the day at elementary, with teachers rotating classrooms to teach departmentalized content. There will definitely be an impact on the ways teachers can teach while still maintaining social distancing.

Originally, it was said that desks in elementary schools would be three feet apart, however, Governor Wolf has now said six foot apart. Will the elementary schools adhere to the new requirements?

To the maximum extent feasible, the six-foot standard will be used, consistent with the guidance PDE released on Thursday, July 16, 2020. Once the registration process is complete, we will be able to determine whether we can accommodate all elementary students who want Live Instruction 5 days a week or whether we will have to consider staggered schedule options at elementary as well.

Can there be more specifications about the social distancing guidelines? Will students have to be six feet apart throughout the day, including lunch and recess? Will the students have an opportunity to interact without remaining six feet apart? This is an important component in choosing live instruction as it would provide the opportunity for children to be with friends and socialize and interact with their peers.

Students will be expected to maintain social distancing in the classroom, at lunch, and at recess. To the extent possible, students will not interact without remaining six feet apart. Socializing and interacting with peers will not be like “normal” school.

Is it possible to let parents know the highest number of elementary students possible will be X amount if everyone chooses in person and there will be approximately X amount of elementary students in a class if an estimated ___ percentage chooses online?

This is a classroom-specific calculation. Generally speaking, using 3 foot social distancing guidelines, approximately 18 students is the capacity for a typical elementary classroom. Recent guidance from PDE (July 16, 2020) is that the 6 foot social distancing guideline should be used to the maximum extent feasible, which reduces the classroom capacity further. Once we complete the registration process, we will know how many students select live instruction, A/B instruction, or 100% virtual instruction and we will know what we can offer and how.

Can we accommodate all or most of the secondary students in the building full time using all of the subtractions for students in full virtual and Hybrid?

We won't have a definitive answer to that question until we complete the Powerschool Registration (InfoSnap) process and know how many students actually select each of the options. It is possible if enough students select the 100% virtual option. If the number of students registering for live instruction exceeds capacity, then a staggered A/B schedule will be used.

If we need to hire aides to accommodate supervising students in common areas, how many would we need, and what would be the cost?

Based on the capacity analysis, if ALL students selected live instruction, approximately 8 aides would be needed at the high school and 8 aides would be needed at Strayer MS. Keep in mind that this scenario would create an environment that is the least like typical school, since the overflow students would be seated in a common area and accessing their classwork virtually. If we hired 16 aides, the cost would be approximately \$640,000 assuming we are able to hire enough people to fill those roles.

If aides are utilized to monitor students in common areas, can additional clarification be provided at the high school level under what circumstances this would occur? Would it be only for students selecting full-time at the high school, only those selecting an A/B schedule or could it be for either? For example, a student chose full-time at the high school, but was spending part of their day in a common area completing virtual work, there would be very little benefit to selecting full-time versus an A/B schedule. Additionally, prior to selecting an option at the end of August, would we as parents/students have any knowledge as to which classes would be virtual even from within the school?

Relocating students to common areas to access their classes remotely will have to occur wherever the number of students selecting Live Instruction exceeds the capacity of the classroom with the social distancing guidelines. Until the registration process - which is occurring between July 21 and July 29 - is complete, we won't be able to identify the classes where this will occur. Parents will have the option to shift from Live Instruction or A/B to 100% Virtual prior to the start of the school year if the results of the Live Instruction or A/B conditions are not what was expected. Live Instruction will be different from "normal" school in many ways, including relocating of overflow students, lunch in classrooms, maintaining social distancing, wearing masks, etc.

It seems that there is a possibility for a good portion of the middle or high school students to be partially or fully virtual due to their ability to require less direct oversight by teachers or parents. Is it possible for some of the middle and high school facilities for the elementary students who need more guidance? Again this is all hopeful that this schedule is short term, and we can hopefully be back to some normal schedule after a term or two.

Yes. This will be one of our strategies to accommodate larger classes if more students select live instruction than a classroom can hold with social distancing. A larger class might be held in a common area like the gym or cafeteria, or might move to a building that has a larger room available. We will not be able to divide classes since we do not have extra teachers, but do plan to utilize larger spaces where available. We will also utilize outdoor spaces, weather permitting.

Can the kindergarten in-person capacity be shared? If a larger space may be utilized if more parents choose in-person instruction, what is the maximum limit for student : teacher ratio?

Depending on the results of the Powerschool Registration (formerly InfoSnap) registration process, new kindergarten and first grade students may be reassigned to different buildings where necessary to accommodate as many students selecting Live Instruction as possible. Classes may be moved to larger spaces to fit more students while maintaining social distancing requirements, but this strategy is unlikely to be used at the primary (K-2) level.

Is it a guarantee that classes won't be combined/the six feet when possible distance guideline won't be blurred in the case of no substitute? If there is a chance of this happening, will parents of that class be called in case they would like to pick up their child instead of having their child in an increased student base which would expose them to more students or create less distancing?

We expect that having enough substitutes will be a challenge next year. We will observe the required social distancing requirements, however, and will not create situations where students cannot social distance. In the unusual event something like that did happen, then it's very reasonable to call and notify parents and give them the option of taking their child home to participate virtually for the day.

If the school board or district didn't already seek input from teachers about whether they feel that they can effectively manage teaching online while also teaching in the classroom, could you please consider doing this? More importantly, could the district give more thought or a stronger attempt to have certain teachers be responsible for virtual instruction and certain teachers be responsible for in the classroom instruction? If there is a concern about the same learning happening, the virtual teacher and the classroom teacher could talk so that they are staying at the same pace or at least within a few days of each other.

We have included teachers and officers of the QCEA, the teacher's union, in many of our discussions, in addition to collaborating with QCEA and QESPA (the support staff union) on a comprehensive survey for staff members. There are task force work groups, including a Virtual

Instruction Task Force, that includes many stakeholders across the district including teachers at all levels and across buildings. Due to financial challenges (a \$6 million deficit for just this year), hiring more teachers is not a likely option. Based on earlier survey data, we are unlikely to have enough virtual requests to group those students into virtual only classes; it is not likely that assigning a teacher to fully virtual instruction will be possible without having significant impact on class sizes elsewhere, which for obvious reasons, we are trying to lessen. We also believe that the strengths of our programming is in our teachers, our curriculum, and in the flexibility and fluidity that a blended hybrid model will provide. As students are sick or quarantined, they will need continued access to our teachers and curriculum and the hybrid approach provides for that. In addition, being prepared for a possible shutdown requires all of us to continue to plan for a smooth and fluid transition if that occurs. By teaching and learning through a blended approach, we hope that this will allow those individual student transitions to go more smoothly as well.

Although the teachers in QCSD that I've interacted with are all outstanding, and I appreciate the district providing options for parents, I question whether either the online or the in-person will be high quality instruction if teachers are asked to perform both of these positions which each take much more than 40 hours a week. I understand all parents will need to give teachers grace as they adjust to changes once again and that the instruction will look different. However, the district should do everything possible to make excellent learning experiences happen without jeopardizing the health of teachers and students.

We agree that we have outstanding teachers! We believe that the strengths of our programming is in our teachers, our curriculum, and in the flexibility and fluidity that a blended hybrid model will provide. As students are sick or quarantined, they will need continued access to our teachers and curriculum and the hybrid approach provides for that. In addition, being prepared for a possible shutdown requires all of us to continue to plan for a smooth and fluid transition if that occurs. By teaching and learning through a blended approach, we hope that this will allow for those individual students to transition more smoothly as well. In this way, the students who select full virtual are also a consistent part of the classroom community of their peers.

What is the protocol for communicating to parents if someone in your child's building tests positive?

The Bucks County Health Department will handle contact tracing and notify those in close proximity to the affected student. We will cooperate with the Health Department to identify other students or adults who were in close proximity and possibly at-risk. Our nurses will handle communication to a classroom or building consistent with how we communicate about other communicable diseases. In all cases, we are obligated to protect the identity and privacy of the student or adult who tested positive.

What published metrics will be available for covid related cases? Ideally a monthly (if not bi-weekly) report of number of staff/students testing positive for COVID and number of staff/students quarantined for possible exposure.

We do not intend to collect district-specific metrics on students or staff who test positive or are quarantined, and may in fact not have access to accurate information. Parents can refer to the Bucks County Department of Health or Pennsylvania Department of Health websites for local information about cases in the QCSD region.

Will general student safety measures increase since masks are going to be worn? It will be very unsafe and unsettling to think that people will be walking around the buildings with their faces half-covered; which will make it difficult to identify people. This is why students are not allowed to wear hoods and hats in the building; it decreases identification.

Our schools already have many robust safety protocols in place that will not change. One change under the Health and Safety Plan is that no parents or volunteers will be entering the building, so each school will still operate as a closed and locked environment. We are mindful of the additional challenges that required face coverings will create. If a parent has a suggestions specific to how to improve our safety protocols, please share with the building principal.

Building Maintenance / Cleaning

What steps are being put in place for disinfecting the classrooms and other areas of the school? How often will they be treated?

The Facilities Department has developed specific protocols for cleaning and sanitizing, as described in the Health and Safety Plan. In addition, the Board approved our custodial contractor to hire 5 additional custodians to meet the needs for sanitizing high touch areas regularly during the school day. Please consult the [Health and Safety Plan](#) for additional details.

Will rooms be cleaned between class switches?

No, it will not be possible to clean classrooms between class switches.

What is being done with the air systems in the schools?

Please see the [Health and Safety Plan](#) information on ventilation, which is linked on page 13.

Temperature and Fevers

Will temperature checks be conducted?

Not routinely at school. Training materials will be provided for parents to screen their children at home prior to them getting on the bus or being dropped off at school.

What if a child gets a fever for a non-covid reason (other infection, etc.), are they mandated to be out for two weeks?

Please see this [Exclusion From/Return to School](#) chart linked in the [QCSD Health and Safety Plan](#) for information about these requirements.

Masks and Face Coverings

Since we did not receive any further or more stringent spacing guidelines from PDE or the state, but rather have gotten comments from the Governor doubling down on following county guidelines, will we be following the county's guidelines across the board along with the new mandatory mask order?

No. The approved Health and Safety Plan incorporates guidance from the CDC, from the state, and from the county, and it is what outlines our QCSD requirements. See the [Summary of the Health and Safety Plan](#) and the [Health and Safety Plan](#) for additional information. On July 16, 2020, PDE released additional guidance that recommends 6 foot social distancing to the maximum extent feasible. We will complete the registration process first, and then determine based on the results what impact the new guidelines may have on what we can offer and how we can offer it.

Is there a chance that students without masks will be less than six feet apart from other students or will there be more distance required? Will students without masks be required to have a plexiglass barrier ?

Yes, it is certainly possible this will happen at times during the school day, especially as children are learning the social distancing requirements. There has not been a decision yet on whether

we are able to impose other requirements on students with a medical exemption for mask wearing.

Will parents be notified if a student will be in their child's classroom without a mask?

No, we will not be able to notify parents about the medical conditions of other students, including those who have a medical exemption to not wear a mask.

How will students who claim they cannot wear a mask for medical reasons be handled? What about defiant students?

Following all safety protocols, including wearing masks, will be required by the student code of conduct. For students who have a medical condition, a meeting will need to be held with the school team, including the school nurse, to review the medical information and determine when/if a mask can be worn by the student.

If my child has a medical condition, does he/she need to wear a mask? Should it be written into his/her IEP?

Following all safety protocols, including wearing masks, will be required by the student code of conduct. For students who have a medical condition, a meeting will need to be held with the school team, including the school nurse, to review the medical/psychological information and determine when/if a mask and/or face shield can be worn by the student. Should the IEP or 504 team determine that a mask/face shield cannot be worn for all or part of the day, it would be documented in the IEP or 504 plan. If it is determined that the student can wear a mask/face shield for the entire school day, the Present Educational Levels in the IEP or the 504 evaluation would be updated to reflect the outcome of the meeting.

What are the considerations for students who have documented medical or psychological conditions who have difficulty wearing a mask, but do not have an IEP or 504 in place at the start of the school year?

If there is a medical or psychological condition for which a mask exemption should be considered, please contact the Pupil Services Department or your building principal to begin the 504 process. No mask exemptions will be granted for students other than those with an exemption documented in their IEP or 504 plan.

What precautions will be taken to make sure students who will not be wearing masks due to medical conditions will be treated just the same as everyone else, without the constant questioning from teachers or other students?

If a mask exemption is documented in a student's IEP or 504 plan, all teachers and staff who work with that student will be notified of the exemption to avoid any additional questioning

regarding not wearing a mask. FERPA protects these educational records from being shared with those that do not have an educational interest in supporting the child. Therefore, along with direct instruction of health and safety precautions, like hand washing and social distancing, teachers will provide instruction regarding community building and acceptance. If a student feels he/she is being treated differently (for not wearing a mask or any other reason), he/she or a parent, are encouraged to contact the school counselor or building principal to address the specific concern in more detail.

Now that Bucks County will provide shields for children and teachers, will wearing these shields replace the required masks?

Corrected: From a medical standpoint, face shields are designed to be worn with a mask, as opposed to by themselves. However, the Department of Health Order provides that a face shield is an acceptable face covering so wearing a face shield will be permitted instead of a mask for school purposes.

How many hours of the school day can we expect our elementary aged children to have to wear masks and/or shields?

The most likely scenario is that masks will be worn consistently during the day, with some scheduled “mask breaks.” Students will be able to remove masks at times when six-foot social distancing is observed. If their classroom arrangement maintains six-foot social distancing, children will be able to remove their masks while the class is all seated at their desks. This is expected to vary classroom by classroom.

Where will students keep their masks when not in use like when they are eating? Will a safe place be provided?

Students will keep their mask on their person when they remove it for eating, etc.

How will non-compliance with masks for live students be handled?

Mask wearing will be included in the student code of conduct, and non-compliance will be handled the same as other code of conduct violations.

Registration and Registration Process

Power School registration questions

If registration is being done on PowerSchool how does a parent register a child if they don't have an account or don't remember account information?

Each parent will receive a Powerschool Registration letter containing the codes they need to register each child. The letter contains directions if a parent doesn't remember their account information.

Who is the contact person for issues with the PowerSchool registration?

If you have difficulty with the PowerSchool registration process, please contact your building principal, or Pam Fothergill at pfothergill@qcsd.org. Please note that Pam is not the correct person to answer questions about the Health and Safety Plan or instructional options. If you have a question that is not already addressed in this FAQ, please e-mail it to efinlayson@qcsd.org for inclusion in this FAQ.

What if a family is on vacation when the codes are sent and misses the deadline for registering?

We hope that everyone will be able to register during the available window, which will be spread over two different calendar weeks. The sooner registration is completed, the sooner we will be able to complete class lists and determine how much live instruction we will be able to offer.

What happens with parents who don't register? Is there a default registration?

We will be able to cross check in PowerSchool who hasn't registered and building principals and secretaries will contact parents to get the required information so planning can happen ASAP. Our entire scheduling and class assignment process relies on accurate and timely registration information from parents, so we would be most appreciative of everyone completing registration by the July 29, 2020 deadline.

General Registration Questions

What do synchronous and asynchronous mean?

Synchronous and asynchronous refer to the method of instructional delivery. Synchronous means students are learning directly from a teacher in real time. Asynchronous means that a

student is learning from a teacher in their own time. There are strengths and challenges to both. For full virtual students the primary way students will learn is through asynchronous learning opportunities such as recorded teacher lessons, other expert video explanations, readings, websites, etc. There may be some opportunities for “live” synchronous learning but it will not be the predominant mode virtually.

How long will it take to find out which selection our child has received? When will class assignments be received?

As soon as we reach the deadline for registration, work will begin on matching requests to classrooms and capacities. Parents can help by being sure to register by the deadline to avoid waiting for late registrants. We have not done this complicated scheduling scenario before, so it is difficult to tell you how quickly we will have class assignment information out to parents. We should have at least global information (such as, live requests mean A/B at a certain level, for example) within one week of the registration deadline.

Is registration a first-come, first-serve basis?

No.

If too many students select full time in-person, how will it be determined which children get in-person, and which students become virtual or A/B? Will it be like a lottery?

There will not be a lottery or other selection process. There are certain classes that will have priority for in-person instruction. If the requests for live instruction exceed the available capacity, all students will move to a staggered schedule (A/B) except for those priority classes.

If the situation were to significantly change and there is an overall improvement, could a student change from full virtual back to in-person instruction? Would full-time in-person instruction then be offered to students?

Yes, of course. What we all want is to be back in “normal” school. If the situation changes and safety and health protocols are no longer necessary and are removed, then we will move all students who want to move to live instruction back to live instruction. Realistically, we do not expect that to occur at least in the first half of 2020-21, but we all share the desire for normalcy.

Will any preference be given for children of Essential Healthcare workers? Being the sole parent and provider; a hybrid or complete virtual option is a disservice to my child. The end of last year was extremely difficult as with my extended work hours due to the pandemic she was responsible for schooling herself as I have no other options.

Unfortunately, we are unable to give preference to any individual or group of students other than based on educational need.

Will the students with IEPs and, or Tech receive priority registration for the full time, in-person option?

Once the PowerSchool registration process is complete, we will know how many students for which option and will be able to determine if we need to establish priority classes. Students who have IEPs will receive priority if it is determined that they cannot receive a Free and Appropriate Public Education (FAPE) virtually. The students' unique abilities, specific areas of deficit, and need for specialized programs, will all be considered. Priority will also be given to students who do not have internet access at home, or who have English Language learning needs. Tech students will not need priority since the schedule for the tech school and QCHS are independent of each other.

If there is a model for prioritizing live learning, potentially including Tech and IEP students, is there consideration for advanced learners as well in that model?

Space for priority live learning will be limited, so that is unlikely. For advanced learners taking Advanced Placement courses, 100% of the College Board content is available online, so it readily lends itself to remote learning.

Are you looking at grouping students with the same classmates as last year as to start the year with a sense of community where the 100% virtual students would already know/have friends in the 100% in-person instruction classrooms?

Principals will be constructing their class lists once the registration process is complete. It is not our intention to keep the same class lists as last year, but that suggestion will be shared with principals for consideration.

How will you be assessing the learning gap that was created March thru June when the district did not require students to complete work? Some parents held their children accountable for all work, however that may not be the case with all families.

Benchmark assessments will be administered the third week of school, which will provide data to plan for instruction going forward.

Are there plans to address catching up children who might be a bit behind?

Benchmark assessments and diagnostic assessments will be used to determine where students are academically, which will inform teachers on how to best support student growth and learning.

Will there be consistency in what is being taught by grade?

Yes, the same curriculum maps will guide what is taught and when it is taught in every grade level class. The curriculum and pacing will be the same for the in-person and virtual environment to make it easy for a student to shift to virtual if sick or quarantined and then return seamlessly to in-person instruction when cleared to do so.

The student course selections were made based on the live learning model, if these are no longer sustainable if they are not able to be in the classroom, how are modifications to their selections to be made?

We are planning to make the needed accommodations so that currently scheduled courses can be offered in a virtual environment. Simply changing the electives students selected has significant staffing implications. As such, our teachers will offer virtual labs, when appropriate, and will provide additional demonstrations for activities that can be replicated at home. If you have an individual concern, please reach out to your child's guidance counselor or administrator.

How are you handling a situation where parents are 50/50 split and one parent wants one thing and the other wants the opposite?

This is up to the parents to resolve and decide. The school district does not have a role in the decision.

A/B / Hybrid questions

If a parent selects hybrid as an option, does that mean that the child will be in a smaller class size than if the parent selected full live instruction? Isn't the concept of hybrid to be for spacing the same amount of kids out over time? If there is a full week option or the kids are intermingled - doesn't that defeat the purpose if the main concern is safety and less exposure?

No, the class sizes will be the same. The A/B option meets the needs for some families who want their child to have some in school experience, but who don't want live instruction five days a week under the limitations and restrictions that will be in place. Live instruction will not be like "normal" school in many respects - social distancing, mask wearing, remaining in the classroom most of the day, etc. A/B also increases the number of students who can experience some live instruction within our capacity. For example, if the capacity of a classroom is 16 students, and 12 students want live instruction and 8 want A/B, then all 20 students can have live instruction all or part (A/B) of the time. A/B does mean that the "cohort" of students in a classroom will not

be exactly the same every day, so from that standpoint, it could be considered less safe, but all safety protocols will be in place to minimize that risk.

At this point, choosing the A/B model would have no impact on safety since a child who selects the A/B model would also be in a class with students who are attending daily. The class size would not be different. Is this correct? If yes, is there a reason we are being offered A/B?

The A/B option meets the needs of some families who want their child to have some in school experience, but who don't want live instruction five days a week under the limitations and restrictions that will be in place. Live instruction will not be like "normal" school in many respects - social distancing, mask wearing, remaining in the classroom most of the day, etc. A/B also increases the number of students who can experience some live instruction within our capacity. For example, if the capacity of a classroom is 16 students, and 12 students want live instruction and 8 want A/B, then all 20 students can have live instruction all or part (A/B) of the time. A/B does mean that the "cohort" of students in a classroom will not be exactly the same every day, so from that standpoint, it could be considered less safe, but all safety protocols will be in place to minimize that risk.

Can elementary students select the A/B or 100% Virtual options?

Yes. Based on our initial capacity analysis using the Bucks County Department of Health guidance, we thought it was likely that we could accommodate all elementary students who wanted live instruction since our class sizes are so low for the most part. If the number of students who want live instruction exceeds capacity, then we will have to consider A/B for elementary students as well. PDE Guidance also came out on Thursday, July 16, 2020 that contains much stronger language about using a 6 foot social distancing standard. That may result in a change to our Health and Safety Plan, and reduced capacity. For every child you are registering, K-12, please select your first choice, and if your first choice is Full Time Live Instruction, answer the follow-up question about your second choice.

Would students that are participating in the A/B option get a guaranteed seat in a live classroom with a teacher on the two days they are in school instead of getting placed in overflow areas? We are interested in this option but feel it would be essential to know if a student will have in-classroom, teacher contact on the limited days he/she would be in school. Having that guarantee would greatly influence our decision to elect this option.

This is an excellent point. We won't know the answer until we complete the registration process and see to what extent overflow areas will need to be used and for which classes/grade levels. Obviously we hope to avoid having to use the overflow model if at all possible. Once we have the registration numbers, we will be able to provide a better and more concrete answer.

If A/B is chosen, and families have multiple children, will they be guaranteed to be scheduled the same day?

Yes, every effort will be made to schedule children in the same household on the same days if A/B is selected or utilized. If children are in different buildings, they can be scheduled for live instruction on the same day but transportation may not be available to one of the buildings.

If A/B schedule is selected, will students be going to school on the same days each week?

A final decision about the schedule of days for the A/B model has not been made, but the intention would be to have consistent days each week for each student to attend.

Are we able to request the days our children attend based on our work schedule?

While we cannot commit to assigning students to particular days, we will certainly do our best to meet individual family needs.

If a parent selects hybrid as a choice, will that student be in a class of all students who selected hybrid? In other words, if I select hybrid, will that mean my child's class size will be smaller than if he was in a class of students who are there Monday-Friday?

No. Students will be assigned to a class or classes - some students in the class will be live, some hybrid, and some 100% virtual.

With regards to students in middle school going to the A/B hybrid model, will the school also still have their normal A/B schedule for electives (Art on A day period 1 and Music on B day period 1)? If students are only physically going to be in school two days a week they would miss all of one elective each week. How are specials/ music classes going to be accommodated (in both live and virtual modalities)?

In the A/B hybrid model, students will attend school “live” two of the five days and then receive asynchronous learning opportunities on the days that they are not in person. Both the middle school and high school will run a traditional seven period schedule ensuring that students will have scheduled courses.

The description of how hybrid learning will happen sounds good on paper, but who is in charge of ensuring teachers implement these strategies? When will teachers get additional training in how to create hybrid lesson plans and manage hybrid classrooms? Do any teachers have an example lesson plan that could be shared

with parents to give us an idea of what each side of the learning environment will look like?

While this is unlike any other year, we have outstanding and professional educators who work hard as practitioners and professional learners. Our administrative teams at the building and district level serve as coaches and supporters. We have instructional coaches who also support teachers in their planning and execution of lessons. We also have highly collaborative teachers across buildings and courses. Additionally, we have several days of professional learning in September that will help to develop consistent practices to support student learning. While the method of delivery in distance learning or virtual learning is different, the best practices of teaching and learning are the same. Our teachers will ensure students know what they are to learn and how they are to show their learning. They will provide students high quality feedback for their growth, and they will provide opportunities for enrichment and remediation when appropriate.

***If the A/B schedule is selected, will there be specific tech day? Will students spend the entire day at Upper Bucks County Technical School?**

At this point in time, UBCTS has not finalized their Health and Safety Plan, so we do not know how they plan to schedule their students and whether all students can attend or whether they will need to utilize some kind of staggered schedule and/or virtual option. Once they have adopted a plan, we will know how we need to schedule our students to make sure they can attend tech at the designated times.

Cyber Charter schools

What advantage do parents have to choose QCSD rather than a cyber charter?

Here is the link to the description of our [QCSD Virtual](#) option, and to [Dr. Harner's blog](#) addressing this exact question. We believe the QCSD Virtual option is an excellent choice for the many reasons described in the blog.

Can you explain cyber charter funding? It is a huge concern for the future fiscal health of the district.

Dr. Harner does that in [his blog](#).

How can you make the claim that the untested blended offering that our teachers will be providing this year will be superior to a cyber charter education where curriculum and staff are able to focus solely on educating children remotely? Simply relying on how our

district ranked historically does not take into account how different this next school year will be in comparison to previous school years.

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Changing Instructional Selection

If “in person” is selected during registration, and then it’s decided based on the numbers the class would be moved to another building, can the selection be changed to virtual? If yes, how would this be done? (A building move impacts transportation needs).

Yes, a parent can request a change from live to virtual at any time.

Can parents reevaluate their choice of modality at the change of the marking period?

A student can move from live or A/B to full 100% virtual at any time. A student will only be able to move from virtual to live or A/B if there is room in their class(es).

Will it be possible to move from 100% live instruction to A/B instruction, or only from 100% live instruction to 100% virtual instruction?

A student can move from 100% live instruction to A/B instruction OR to 100% virtual instruction. A student can only move in the other direction (virtual to A/B or to 100% live, or A/B to 100% live, if there is available capacity).

If the option chosen by a family no longer works for them, are they permitted to change? If so, when would they be able to change?

A student can move from live or A/B to full 100% virtual at any time. A student will only be able to move from virtual to live or A/B if there is room in their class(es)

If a parent selects virtual because they are undecided and want to leave their options open, as they will be able to switch from live to virtual but not the other way around. Will we revisit the in-class population and possibly let more kids in?

If there is capacity available in the live environment, additional students can move to the live environment. If there isn't available capacity, then a student would have to remain in virtual until/unless there is an opening.

School Hours

When is the first day of school? What are the school hours for elementary, the Sixth Grade Center, and secondary schools?

The board approved the [new calendar](#) and the start of school is September 14th. Start and end times have not been determined as of now, since they are dependent on registration and busing.

Other school districts around us: Pennridge, Souderton, North Penn and Upper Perk that are offering the same options for schooling choices for the children, but with NO MODIFICATIONS to the School's Hours - beginning and closing. They are not "adding more teachers" to do these programs, so why is Quakertown opting to possibly "shorten" the school day for Elementary School when these are the ages that have lost out the MOST and are behind the greatest from being thrown into virtual schooling so quickly last year. The other school districts have the same guidelines and guidance from the State and Board of Education as Quakertown and this is not fair to add more responsibilities to our Teachers (the cleaning and disinfecting) as that is the responsibility of the maintenance departments - isn't it?

Teachers are not responsible for cleaning and disinfecting, which is performed by our custodial and maintenance crews. The Board has already approved the addition of 5 custodians to our custodial contract, which will provide the additional staff needed to handle cleaning and disinfecting of high touch areas, etc. during the school day.

We can't speak to how other districts are working with their teachers to implement their instructional models, but for QCSD we believe that for the hybrid model to be successful, teachers will need additional time for communicating with students accessing the class virtually, and for planning and collaboration with their grade level/subject area partners. As several other questions have referenced, we are asking our teachers to do even more challenging work than in a "normal" year, and we want to provide the best learning experiences we can for all of our students. That requires more time.

In-Person Instruction

Open House / Orientation

If teachers are already required to be there prior to September 14, would it be possible to do an open house OR a virtual meeting or two to start the relationship building? It could be optional for students.

Yes, each building will plan for an orientation and back to school night type activities that will occur virtually. The first two weeks of school will include relationship/community building activities and safety instruction. Please see the [SEL/Mental Health workgroup one page summary](#) for more information.

What will a typical school day look like

What will the school day look like for kindergarten students? What hours will they be attending?

A half day kindergarten student's day will be approximately two hours. AM Kindergarten will begin at the same time as grades 1-5. PM kindergarten students will leave at the same dismissal time as students in grades 1-5.

What will a typical school day look like? Will teachers rotate between classes? Or will students move from class to class?

At the elementary level, students will remain in classes together throughout the day. Teachers will rotate into a classroom of students as opposed to students rotating. At the secondary level, students will rotate to classrooms based upon the inability to have common groups of students.

With regards to students in middle school going to the A/B hybrid model, will the school also still have their normal A/B schedule for electives (Art on A day period 1 and Music on B day period 1)? If students are only physically going to be in school

two days a week they would miss all of one elective each week. How are specials/ music classes going to be accommodated (in both live and virtual modalities)?

In the A/B hybrid model, students will attend school “live” two of the five days and then receive asynchronous learning opportunities on the days that they are not in person. Both the middle school and high school will run a traditional seven period schedule ensuring that students will have scheduled courses.

There will be limitations to what is possible for the music program as well as health and physical education based on the Health and Safety Plan and national and state guidance. Our professional educators and administration will continue to work to find safe and reasonable solutions to these challenges.

How will focused learning (pullouts, small groups) be handled for live students (gifted supplements, close reading groups, math/RELA interventions)?

Building schedules to support students’ individual needs, including interventions, will be designed when we have finalized the structure and length of days after parents have submitted their requests.

While following guidelines, will in-person instruction for students include interaction with his/her teacher and peers? Increased technology and blended learning won’t look like online instruction taking place in a classroom, correct?

Due to social distancing, the classroom environment will look considerably different than before. Teachers will do their best to maximize the benefits of live instruction and what can be done in a face to face setting while socially distanced. Our teachers will embrace digital tools and support students using technology to create, reflect, collaborate, and show what they know and can do. Technology was present in classrooms in prior years, and we anticipate it being used even more effectively for learning moving forward.

Will the schools be moving classes outside during portions of the days so students can maintain distance and have a mask break?

Yes, we intend to make maximum use of outdoor spaces, weather permitting.

Will there be physical education class?

Yes. The H&PE Department will prepare separate safety plans for physical education classes. To the maximum extent possible, physical education classes will be held outdoors.

Are parents who choose in-person instruction permitted to request that our child not be shown on the “live” feed for morning meetings, read aloud, etc.? If not, is

there a system in place to make sure this won't be recorded and posted on another place on the Internet?

In almost all situations, students who choose to participate live from home would be seeing their classroom teacher or a presentation as opposed to their classroom peers. As always, our classroom teachers can make accommodations for families who wish for their child to not be on screen when students are interacting with one another. Instruction that is recorded will be of the classroom teacher and/or a presentation, not of the students. Any recordings or live meeting links will be posted in Seesaw and/or Canvas which while on the internet, are behind "walls" and unavailable to the public. Lastly, we will continue to educate our teachers and students to the best of our ability to ensure their safety and privacy.

Lunches / Recess

Will students be eating in the cafeteria with other students?

No. Per the Health and Safety Plan, cold lunch will be delivered to the classroom for students choosing to purchase, and students will eat lunch in their classrooms.

Where will students eat lunch in the secondary schools? Will they be in the cafeteria, common areas, or in the classroom?

This is still in the planning stage. Here is what we know. Students will not be congregating in groups in the cafeteria. Meal service will be cold lunches either delivered to the classrooms or on a grab and go basis. Wherever students are eating, they will remain socially distanced.

Where will high school IU students be eating their lunches? Will it be in their classrooms or in the cafeteria?

This is still in the planning stage. Here is what we know. Students will not be congregating in groups in the cafeteria. Meal service will be cold lunches either delivered to the classrooms or on a grab and go basis. Wherever students are eating, they will remain socially distanced.

What will be the menu options since there are no hot lunches this year?

Please click [here](#) for a sample menu.

Will students be able to pack lunches instead of lunch being provided by the school? Will they be able to use a lunch bag that can keep meals cool so they can eat them?

Yes. Parents are encouraged to select lunch items that the student can open themselves to limit any touching of food and drink items. Examples of items that might be difficult for students to manage are juice packs with straws, etc.

Where will students keep their masks when not in use like when they are eating? Will a safe place be provided?

Students will keep their mask on their person when they remove it for eating, etc.

Will there be recess? How will this be handled?

The Health and Safety Plan allows for recess for elementary students, without access to shared playground equipment.

School Supplies

I emailed school regarding the school supply list and was told that due to the hardship many families have encountered this year they are not mandating that any school supplies are needed. I was told they are going to be using what was left over from last year. This is a concern because if I am choosing to send my children into school for in person learning, I do not want them to be sharing any school supplies with other students causing them to possibly unknowingly and unnecessarily be spreading illness amongst each other. Is there any guidance to the elementary schools to change their normal process of sharing the majority of school supplies but rather having each student having their own designated supplies?

This information is not correct. Elementary schools will still provide a school supply list, and it will include additional items related to safety. We don't want students to be sharing materials or items any more than is strictly necessary.

Utilization of Neidig

In the School Board meeting, it was mentioned that Neidig could be used for extra space. This would mean on the fly redistricting? What area would these kids come from? Would they return to "home" schools if for some reason we get to return to normal spacing or have a choice?

There are two different ways we might use Neidig for extra space for live instruction. The first is to assign new Kindergarten and first grade registrants to Neidig if there is space in Neidig's sections, focusing on addresses closest to the boundary lines with other elementary schools. Those students would most likely be redistricted to Neidig for 2021-22 so this strategy would minimize disruption for those students. The second way is to move a class or multiple classes from other buildings and locate the entire class to the Neidig facility if Neidig has a suitable space to accommodate the students who want live instruction and their home school does not. This would not be like redistricting, and the class or classes moved would return to their correct school in the future when we are able to return to live instruction for all students. It would just be a facility change, similar to how we housed the Richland 5th grade at Strayer years ago during Richland's renovation.

Virtual Instruction

What are the accomodations for free and reduced lunch students for virtual students?

Our Food Service Department will provide breakfasts and lunches for pick-up by students or parents at designated buildings, similar to the procedures we have been using for the past 5 months during the shutdown.

If a student is working virtually, can they still come in after school hours to work with a teacher if needed?

This is a good question - we will consider how this could work for virtual students and update this answer accordingly.

Cyber Charter Schools

What advantage do parents have to choose QCSD rather than a cyber charter?

Here is the link to the description of our [QCSD Virtual](#) option, and to [Dr. Harner's blog](#) addressing this exact question. We believe the QCSD Virtual option is an excellent choice for the many reasons described in the blog.

How can you make the claim that the untested blended offering that our teachers will be providing this year will be superior to a cyber charter education where curriculum and staff are able to focus solely on educating children remotely? Simply relying on how our district ranked historically does not take into account how different this next school year will be in comparison to previous school years.

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Virtual Registration Questions

We are strongly considering 100% virtual this school year, but we are both full time working parents. A friend who has a child in the same grade level has offered to step up and help us. The concern we have is that the boys would be in two different classrooms doing two different things. Is there a way to request they are in the same classroom to make it easier?

This makes sense. Once the registration process is complete, both parents should e-mail the building principal to make this request.

Can students move in and out between virtual and in-person learning at will?

A student can move from live or A/B to virtual at any time. This includes for periods of illness or quarantine. A student will only be able to move from virtual to live or A/B if there is room in their class(es).

Standard for Delivering Virtual Learning

Teaching online is a full time responsibility for experienced online educators. What is being done to make sure that the virtual learning that the Board approved is meeting the same rigor and standards as the face to face learning?

Our educators will be implementing a “blended” model in which many of the in class experiences will create opportunities for students both live and at home to interact with one another through collaboration tools and projects, participation in discussion boards, participation in virtual meetings, etc. While at home learning will primarily be through asynchronous instruction, synchronous opportunities will be available for our students as well. In this model, students are receiving the same curriculum, similar pacing, and interactions with their grade level peers in the Quakertown community. Due to social distancing protocols, the live in person classroom experience will be different for students and teachers as well, and by embracing the use of digital tools in the live classroom more frequently for collaboration, assessment, projects, etc, we can achieve a more seamless integration between the at home and in class experience. Students and families who wish to not participate in the synchronous learning on any given day have that option to move at their own pace daily and will have many of the same learning activities that students will in the live environment.

The virtual learning answers presented consistently state that it will be different than the March-June virtual option, however this is not the case. The only difference noted is that the work will now be mandatory and graded and that attendance will be taken. In terms of learning activities and instruction, there is no difference from the March-June learning. Are you looking at adapting this to include live learning for virtual students? I do not think that we as parents should have to choose between our students receiving instruction and being safe, yet that is exactly what you are proposing. With the current option, parents will again be doing all of the breakdown and teaching of skills to our children. Your teachers will not know where their students' skills truly lie. The only live meetings students had in the spring were class meetings and an occasional read aloud. What is the argument for parents to stick with virtual asynchronous learning when there are several options for cyber schools that provide live instruction? Are you willing to adapt your proposal to include synchronous learning?

The predominant methodology for virtual students will be asynchronous based on the feedback of parents who have asked for flexibility in that model. There will be more synchronous opportunities and times during a teacher day for office hours for teachers to be available specifically for students learning at home to be supported. We believe that our model, using highly qualified QCSD teachers, well aligned QCSD curriculum, and interaction between QCSD peers in asynchronous and synchronous ways is a better model that provides for flexibility and fluidity given the circumstances.

What platform is going to be used for virtual learning?

Seesaw is the platform for K-5 and Canvas is the platform for 6-12.

How are courses going to be organized in SeeSaw? In the spring it was a disaster and finding out what assignments were assigned and done was very difficult. Why not

leverage Canvas? Will there be a more unified rubric for classwork for a week per course for visualization?

Currently a task force of teachers and district administrators are determining best practices to arrive at consistent use of Seesaw so that the overall organization and communications are standardized and consistent. Over the past few years, including during the spring, Canvas was not leveraged by most at the elementary level. Feedback from students and teachers was that it was not particularly user friendly. Seesaw, integrated with Google Suite resources are the recommended resources for our elementary students and teachers.

Will the virtual option for all grade levels be identical to what was offered at the end of the school year last year? Will instruction be streamlined and consistent among all teachers and grades?

No, it is not the same model. See a description of the 100% Virtual Option [HERE](#). Some of the ways that the virtual option will be different from the spring are as follows:

- Student work is graded and strong accountability for learning is present.
- Attendance is mandatory and will be determined by a variety of measures including log-in data, engaging with the online platform (e.g., posting a comment, attending a virtual class meeting) and grades.
- More consistent use of QCSD curriculum and assessments.
- More universal and consistent usage of learning platforms (Seesaw, Canvas).
- More synchronous learning opportunities provided.

Integration of Virtual and Live Instruction

How will virtual be delivered to keep in sync with live instruction?

Our educators will be implementing a “blended” model in which many of the in class experiences will create opportunities for students both live and at home to interact with one another through collaboration tools and projects, participation in discussion boards, participation in virtual meetings, etc. While at home learning will primarily be through asynchronous instruction, synchronous opportunities will be available for our students as well. In this model, students are receiving the same curriculum, similar pacing, and interactions with their grade level peers in the Quakertown community. Due to social distancing protocols, the live in person classroom experience will be different for students and teachers as well and by embracing the use of digital tools in the live classroom more frequently for collaboration, assessment, projects, etc, we can achieve a more seamless integration between the at home and in class experience. Students and families who wish to not participate in the synchronous learning on any given day

have that option to move at their own pace daily and will have many of the same learning tasks that students will in the live environment.

How will real-time interaction occur for virtual students? Is there a possibility that they will be integrated into the live classes? Virtual cannot be just videos.

While the predominant methodology of virtual will be asynchronous instruction, there will be opportunities through virtual meetings for students to participate with the teacher and their peers in the live environment. This could be participation in morning meetings at the elementary level, to signing in to view a science lab demonstration or to listen to a read aloud. In addition, teachers will be available at specific times to respond to student needs and for re-teaching of concepts. Lastly, by “blending” the two environments, at home and in class peers will be able to engage in discussion boards, collaborating on projects, and sharing their thinking through the digital tools we have available. We continue to explore live streaming as an option but will be dependent on availability of resources and legal guidance.

How will the normal small group work include virtual students? Specifically, how will small reading groups or writing groups that typically get a lot of real time interactive help be addressed for the lower elementary level students?

Opportunities for small group interventions will be developed based upon student need just as in the live setting.

Is it possible to provide zoom classroom meetings for virtual students and if not, how will virtual instruction be performed should all students need to move to that model at some point in the year? Can you be more specific as to how much live instruction will be made available to virtual students?

Please see the [Virtual program description and sample schedules](#). This is the level of detail that we have available at this time. As we continue development of the virtual model, we will share additional details.

Keeping Virtual Students On Track

What is the feedback loop for work for virtual students?

Students receive feedback on their learning in a variety of ways. Students will certainly receive direct feedback through their teacher via text, audio, or video. They may receive feedback from a teacher using a rubric. Students may receive feedback from peers or

their own self assessment. Using the technology available, students may receive feedback through self-scoring quizzes or tests. There will be a variety of ways students can and will receive feedback for their learning.

If a virtual student starts falling behind or is struggling, how will they be identified, and what supports would be available to them?

Since virtual students are to be considered members of the class, teachers will be providing feedback and record keeping progress towards standards in similar ways to students in the live setting. Similar interventions will be used to support student growth and learning.

How will parents know if their kids are doing their work virtually? Will they get regular updates?

A strong partnership with families is critical to the success of our students and effective communication is a significant part of that. Beyond the ability of parents to have access to Seesaw through the Family App, Canvas as a parent observer, and access to PowerSchool for student grades, our teachers do a wonderful job communicating through email and phone calls to families and parents, and that expectation will be the same regardless of in person or virtual learning.

What will a typical Virtual day look like

How will it be handled for either all virtual or AB part-time virtual? Will it be “find it on canvas” (written or pre-recorded lessons) to be done whenever you’d like throughout the day, Zoom meetings at a specific time, or “live video” feed at a specific time.

Our educators will be implementing a “blended” model in which many of the in class experiences will create opportunities for students both live and at home to interact with one another through collaboration tools and projects, participation in discussion boards, participation in virtual meetings, etc. While at home learning will primarily be through asynchronous instruction, synchronous opportunities will be available for our students as well. In this model, students are receiving the same curriculum, similar pacing, and interactions with their grade level peers in the Quakertown community. Due to social distancing protocols, the live in person classroom experience will be different for students and teachers as well and by embracing the use of digital tools in the live classroom more frequently for collaboration, assessment, projects, etc, we can achieve a more seamless integration between the at home and in class experience. Students and families who wish to not participate in the synchronous learning on any given day have that option to move at their own pace daily and will have many of the same learning tasks that students will in the live environment.

What will virtual learning look like? Will teachers be with students online all day like real classroom learning?

While the predominant methodology of virtual will be asynchronous instruction, there will be opportunities through virtual meetings for students to participate with the teacher and their peers in the live environment. This could be participation in morning meetings at the elementary level, to signing in to view a science lab demonstration or read aloud. In addition, teachers will be available at specific times to respond to student needs and for re-teaching of concepts. Lastly, by “blending” the two environments, at home and in class peers will be able to engage in discussion boards, collaborating on projects, and sharing their thinking through the digital tools we have available. We continue to explore live streaming as an option but will be dependent on availability of resources and legal guidance.

Will we be offering synchronous classes and asynchronous for virtual instruction?

While the predominant methodology of virtual will be asynchronous instruction, there will be opportunities through virtual meetings for students to participate with the teacher and their peers in the live environment. This could be participation in morning meetings at the elementary level, to signing in to view a science lab demonstration or read aloud. In addition, teachers will be available at specific times to respond to student needs and for re-teaching of concepts. Lastly, by “blending” the two environments, at home and in class peers will be able to engage in discussion boards, collaborating on projects, and sharing their thinking through the digital tools we have available. We continue to explore live streaming as an option but will be dependent on availability of resources and legal guidance.

Why can't students be expected to attend daily lessons, for each class, that they watch via zoom or whatever other platform the school has access to? For example at 7:30 sign on and the first teacher takes attendance and goes into the lesson for the day; 8:00 the kids sign on to the next class and that lesson is taught etc. This would provide them a “typical” school day but it's just done virtually. It is difficult to have to make a choice between my child's safety and his/her education based on the options given.

There may be opportunities during the day for students to do this however our predominant model is asynchronous instruction based on the request for flexibility during the day from many parents and families. Recommended schedules that follow the live day will be provided but up to each family to arrive at what works for them.

The virtual learning mentions both real time and independent work. What is the approximate balance of both? (50-50, 60-40, etc). For parents that have to work from home while their child attends virtually, it's extremely difficult to keep kids focused on

work, provide assistance, and for parents to conduct their necessary work for their jobs. To what extent this will be considered in lesson planning?

The virtual model will predominantly be an asynchronous model that provides students and families the flexibility to determine their own schedules each day. Learning experiences will be posted each morning and any live opportunities for the day will be shared as well. The task force will be making recommendations for instructional times and recommended schedules will also be shared.

Will virtual classwork be released daily, weekly, or by some other of time to accommodate home schedules?

The posting of virtual assignments will be on a consistent basis and will support asynchronous completion of work to provide the flexibility that our families have requested.

If a teacher is out sick and there is no substitute, how will there be consistency in the organization and communications for all classes. Virtual students will not have a substitute teacher if their teacher calls out sick. How will learning and direct instruction occur for a virtual student if the teacher's absence is unplanned? If this is truly the best cyber option, what learning will occur with no teacher and no sub, specifically if the student is completely caught up with their work? What will the student work on that day for that class? For example, math: the student would just not have math that day?

Teachers are required to have plans available for when they are absent, so for a single day absence, there should be little to no interruption to virtual students' ability to learn. Synchronous activities might not be available that day. We do anticipate that having adequate substitutes will be a challenge due to the stricter rules for work attendance if ill, and the possible need for staff members to quarantine. Fleshing out the details of how to best address absences without a substitute is part of our next level of work and is under discussion at this time.

Live Streaming

Can live classes be videotaped and streamed to virtual students?

We are exploring this option and will be dependent on the availability of the technology and on legal guidance. Our current guidance is that the predominant model is via asynchronous instruction with consistent synchronous opportunities provided.

If classes will be videotaped, how will students fully see and understand the teacher, if the teacher is required to wear a mask?

Most lessons will not be recorded “live” but teachers will pre-record lessons or create learning opportunities for students in Seesaw and Canvas. “Live” opportunities will most likely be of the teacher leading a lesson via a presentation and/or in front of their laptop. Due to social distancing, teachers will be at least 6 feet from students. Depending on the circumstances, and where it is important for students to be able to see the teacher’s face, strategies such as a mask with a clear insert or face shield may be used.

Testing in the Virtual Environment

How would testing be handled for virtual students? Pretesting at the beginning of the year and testing throughout the year.

We are working on solutions to allow students to take benchmark assessments at home. Teachers also conduct diagnostic and formative assessments frequently which can be accomplished virtually in some ways as well.

How will testing be done for lower grades? Do parents need to sit the test somehow to be sure that instructions are being followed, add a time element, etc?

Assessments come in many different forms and teachers will provide checks for understanding in many of these ways using the resources we have access to.

If someone is a virtual student vs live student, how are they going to prevent cheating on tests by a virtual student? There is a possible disadvantage of a live student against a virtual student GPA?

There are several ways our teachers can ensure that assessments are valid and reliable. The first is to design assessments that make cheating impossible as students are asked to apply knowledge within their discipline. A second strategy may be to utilize time limits on assessments. While there are resources such as lockdown browsers some districts utilize, students often get around this by using a phone to google answers anyway.

IEP’s in the Virtual Environment

Please refer to the Pupil Services/IEP's section in the FAQ for information regarding Virtual Instruction with an IEP.

Related Arts Classes / Athletics / School Functions

How will gym class be handled for virtual students? Is there an option to "contract" out via logged exercise minutes? Will it be possible to have gym class requirements filled by documented outside activities (such as taekwondo 3 times a week ?

These are good suggestions that will be shared with the Health and Physical Education teachers for their planning.

How will foreign languages be taught virtually?

Foreign language classes will be taught the same as all other classes, through a combination of asynchronous and synchronous instruction.

How are specials/music classes going to be accommodated (in both live and virtual modalities?

There will be limitations to what is possible for the music program as well as health and physical education based on the health and safety plan and national and state guidance. Our professional educators and administration will continue to work to find safe and reasonable solutions to these challenges.

Students in a virtual environment do not have the limitations of social distancing and would be able to record practice and performance and receive feedback from a teacher. Dependent on scheduling, this may be a "synchronous" opportunity as well.

If a student chooses virtual, would they be eligible to play school sports? Or attend school functions such as dances? This is "IF" those types of events were to occur.

Yes. Students selecting virtual instruction are full time QCSD students and are eligible to participate in any and all "live" events and activities that are offered.

Virtual Attendance

How will attendance be taken in the virtual option?

Different from the spring, attendance will be mandatory in the virtual environment, either for those families selecting that option or as part of the A/B schedule. Expectations will be established for elementary and secondary students and will include either participation in a scheduled virtual class meeting or engagement with the online platform by a set time (e.g., posting a comment, submitting an assignment). Students that meet the expectation will be marked as attending for that day. Students who do not meet the expectation will receive follow up communication from the school, as would typically happen in a live environment. If a parent or guardian reports a technology problem as the reason for absence, the parent/guardian or student will have 3 days from the date of absence to submit a tech help ticket. This will act as your excuse note. Other reasons for absence will require a written note or email to be submitted to the school office. All other attendance policies will be followed as the state has not made any amendments to the attendance laws.

If younger students are not able to log in with their peers at a specific time due to parents working during the day and high school siblings not able to log in with them, will they be considered marked absent if work is completed once parents get home after hours?

Attendance expectations will be made clear prior to the start of school but they will provide flexibility for students and families within our model.

Supplies for Virtual Learning

How will textbooks, workbooks, worksheets be distributed to virtual students?

While there are logistics to be worked out, we anticipate some materials, such as books and workbooks will be made available. A bulk of student work in a virtual setting will be digital.

Will materials be made available periodically for class projects, art class, etc?

While we want to ensure that students are not sharing resources, some resources specific to course like art may be provided for students as long as they are single use. We anticipate some additions to recommended school supply lists as we continue to plan.

Will virtual students have a different list of school supplies than in person students this year? Are there things that might help in a home environment, like during synchronous times, or will anything like that be provided to the virtual students (such as little whiteboards, like the ones they use in the classroom, as an example)?

These are good suggestions, and we will incorporate them into our next level of planning.

Parent Resources

Is there any planned help or idea on how parents can juggle childcare as well as being teachers? Many children will not be able to stare at a computer screen and still pay attention.

The virtual model will predominantly be an asynchronous model which provides students and families the flexibility to determine their own schedules each day. Learning experiences will be posted each morning and any live opportunities for the day will be shared as well. The task force will be making recommendations for instructional times and recommended schedules will also be shared. There will likely be planned sessions in the fall to support parents with technical support and questions

Pre-K Counts / Elementary Schools

Elementary school hours

What will the school hours be for elementary students?

The exact school hours will be finalized after the registration process is complete because it is highly dependent on the registration results and transportation requests.

Will the length of the school day for elementary children be shortened this year?

Yes. Students will be assigned to a classroom and will have classmates that are Live, A/B, and Virtual. The day will be shortened to allow teachers the ability to interact directly with students participating virtually and to allow additional time for the collaboration and planning necessary to provide high quality instruction in this hybrid environment.

Pre-K and Kindergarten

Will Pre-K students have iPads?

Pre-K students will receive iPads to take home if our environment calls for it.

What are the plans for pre-K counts? How long will the school day be? Will there be an A/B option? How will they ensure these very young children social distance and wear face masks? What if your child will not consistently keep a face mask on?

Pre-K Counts will follow the elementary school's schedule. At this time there is not an A/B option. Masks will be worn consistently throughout the day, with some scheduled "mask breaks." Students will be able to remove masks at lunch and during nap as long as six foot social distancing is observed. Teachers will work with students on mask wearing, and ensure students receive breaks as needed.

Do we know when the kindergarten placements will be completed and communicated? This information is needed in order to make plans for child care for working parents.

As soon as the Powerschool Registration (formerly InfoSnap) process is complete, class lists and Grade K/1 building and AM/PM assignments will be made as quickly as possible to provide information to parents.

When will we find out if our child is AM or PM kindergarten?

As soon as the Powerschool Registration (formerly InfoSnap) process is complete, class lists and Grade K/1 building and AM/PM assignments will be made as quickly as possible to provide this important information to parents.

How do I know if my child is assigned to full or half day Kindergarten?

As soon as the Powerschool Registration (formerly InfoSnap) process is complete, class lists and Grade K/1 building and AM/PM assignments will be made as quickly as possible to provide this important information to parents.

Can you share more details around class size for kindergarten classes?. It would be helpful in making a decision.

Based on current enrollments, half day kindergarten average class size will be between 17 and 19 students in total.

Can the kindergarten in-person capacity be shared? If a larger space may be utilized if more parents choose in-person instruction, what is the maximum limit for student : teacher ratio?

Depending on the results of the PowerSchool Registration (formerly InfoSnap) registration process, new kindergarten and first grade students may be reassigned to different buildings where necessary to accommodate as many students selecting Live Instruction as possible. Classes may be moved to larger spaces to fit more students while maintaining social distancing requirements, but this strategy is unlikely to be used at the primary (K-2) level.

Elementary instructional options

Can elementary students select the A/B or 100% Virtual options?

Yes. Based on our initial capacity analysis using the Bucks County Department of Health guidance, we thought it was likely that we could accommodate all elementary students who wanted live instruction since our class sizes are so low for the most part. If the number of students who want live instruction exceeds capacity, then we will have to consider A/B for elementary students as well. PDE Guidance also came out on Thursday, July 16, 2020 that contains much stronger language about using a 6 foot social distancing standard. That may result in a change to our Health and Safety Plan, and reduced capacity. For every child you are registering, K-12, please select your first choice, and if your first choice is Full Time Live Instruction, answer the follow-up question about your second choice.

Why is A/B hybrid not a “first” option for elementary? Or is it? The responses to the existing questions on this topic in the FAQ read as though it “might” be an option if too many people register for the in person option, but can this be a “first choice?”

A/B is one of the options available for elementary students as well as secondary students. The difference in messaging reflects that we believed with 3 foot distancing that A/B would not be required at elementary in order to maintain social distancing, and that it was much more likely to be required at secondary. The new PDE guidance requiring 6 foot to the maximum extent feasible may change that, and require A/B at elementary as well, but we will need to see the results of the registration process before knowing what options we can offer and how.

What if too many parents select in-person learning? Can all the elementary students be accommodated in their classrooms?

This will depend on the number of students who select Live Instruction. All or most elementary students can be accommodated using a 3 foot standard for social distancing, but not using a 6 foot standing, as recommended in PDE guidance of July 16, 2020. Once the registration process is complete, we will be able to determine our options.

Will there be a limit of students in the Pre-K to 6 classes? If there are over 25 students, it will be difficult to keep them separated. Will there be a maximum number of students in the classroom allowed? If so, what is that number for elementary school?

The number of students who can be in a classroom depends on the size of the classroom and the social distancing standard that is used. The “typical” capacity at 3 foot social distancing is about 18 students. Once the registration process is complete, we will be able to determine our options.

Social Distancing / Safety

Originally, it was said that desks in elementary schools would be 3 feet apart, however, Governor Wolf has now said 6 foot apart. Will the elementary schools adhere to the new requirements?

To the maximum extent feasible, the 6-foot standard will be used, consistent with the guidance PDE released on Thursday, July 16, 2020. Once the registration process is complete, we will be able to determine whether we can accommodate all elementary students who want Live Instruction 5 days a week or whether we will have to consider staggered schedule options at elementary as well.

Will there be plexiglass around elementary students’ desks?

No, not as a standard practice.

QCSD is planning to space the elementary children 6 feet apart in the classrooms. Does this spacing allow children to be at their desks unmasked?

The Health and Safety Plan allowed for a minimum of 3 feet social distancing in elementary classrooms. Once the registration process is complete, we will be able to determine our options. It is likely that masks will be required in the elementary classrooms.

How many hours of the school day can we expect our elementary aged children to have to wear masks and/or shields?

The most likely scenario is that masks will be worn consistently during the day, with some scheduled “mask breaks.” Students will be able to remove masks at times when six foot social distancing is observed.

Can there be more specifications about the social distancing guidelines? Will students have to be 6 feet apart throughout the day, including lunch and recess? Will the students have an opportunity to interact without remaining 6 feet apart? This is an important component in choosing live instruction as it would provide the opportunity for children to be with friends and socialize and interact with their peers.

Students will be expected to maintain social distancing in the classroom, at lunch, and at recess. To the extent possible, students will not interact without remaining six feet apart. Socializing and interacting with peers will not be like “normal” school.

What will a typical elementary day look like

What will an elementary school day be like? Will students be able to get up from their desks? In the past, they’ve gotten up and been able to move to specials or other classes, but with teachers coming to them, how long will they be expected to sit at their desks?

The in class environment will be different this year and in many ways will not resemble “normal” school. Students will be expected to maintain social distancing at all times, lunch will be served in the classroom, etc. Teachers will utilize breaks and there will be recess for elementary students, but there will be a lot more seat time than in a “normal” school year.

Will students be allowed to socialize with each other?

Students will be expected to maintain social distancing in the classroom, at lunch, and at recess. Of course, they will be able to socialize, but at a distance.

Will there be physical education class?

Yes. The H&PE Department will prepare separate safety plans for physical education classes. To the maximum extent possible, physical education classes will be held outdoors.

RELA Plus and Math Plus

How will the RELA Plus and Math Plus programs be handled for students who qualify in grades 3-5? How will students be rotated into those classes? How would this work if virtual learning is selected? When will students learn if they have been accepted into those programs?

Students will remain with their homeroom cohort throughout the day. In the intermediate elementary grades, teachers will rotate to deliver departmentalized content instead of students rotating. Students selected for the Plus program will continue to receive the Plus curriculum, but they will not be regrouped into separate classes.

Lunch / Recess

Will there be recess? How will this be handled?

The Health and Safety Plan allows for recess for elementary students, without access to shared playground equipment.

Will students be eating in the cafeteria with other students?

No. Per the Health and Safety Plan, cold lunch will be delivered to the classroom for students choosing to purchase, and students will eat lunch in their classrooms.

Where will students keep their masks when not in use like when they are eating? Will a safe place be provided?

Students will keep their mask on their person when they remove it for eating, etc.

School Supplies

I emailed School regarding the school supply list and was told that due to the hardship many families have encountered this year they are not mandating that any school supplies are needed. I was told they are going to be using what was left over from last year. This is a concern because if I am choosing to send my children into school for in person learning, I do not want them to be sharing any school supplies with other students causing them to possibly unknowingly and unnecessarily be spreading illness amongst each other. Is there any guidance to the elementary schools to change their normal process of sharing the majority of school supplies but rather having each student having their own designated supplies?

This information is not correct. Elementary schools will still provide a school supply list, and it will include additional items related to safety. We don't want students to be sharing materials or items any more than is strictly necessary. We do have many community partners that support our students with backpacks, school supplies, and many other needs. Some of those community groups have already reached out to help, just as they do every year.

What if families can't afford school supplies, particularly if items cannot be shared at school and if students need to return to virtual instruction?

QCSD will ensure families that are in need of school supplies will have access to the materials students need. Items like pencils, pens, paper, crayons and other specific supplies based upon grade level expectations (e.g., learning manipulatives) will be available. In the event that students need to return to virtual instruction, procedures, like those used for breakfast and lunch pick up, will be developed to distribute these supplies so that students can meaningfully engage in virtual instruction. Community partnerships have been contacted and are willing to supplement the needs of students.

Sixth Grade Center

What will the start/end time of the school day be for the Sixth Grade Center?

The exact times are yet to be determined once we have registration information for transportation that defines how many transportation tiers we need.

The sixth-graders were originally part of the Middle School/High School plan but now they have been moved to the Elementary plan. Will their plan be exactly the same as the entire elementary plan? Will they be eating in the classrooms? Will they be remaining in the classrooms and having teachers come to them?

Based on the expected enrollment at the SGC and capacity of the SGC building, we believe it will be possible to offer live instruction to more students than at the 7-12 grade levels. That may change at all grade levels based on the July 16, 2020 guidance from PDE about using the 6 foot social distancing. At all grade levels, students will be eating lunch in their classrooms, having teachers rotate instead of students rotate wherever possible, and maintaining social distancing.

What is the explanation behind not offering a hybrid option for the Sixth Grade Center? Will there be enough space for those who want to come back full time?

The hybrid A/B model is available for all children at all levels. At the secondary level, it is very likely to be required due to the number of students, class sizes, and differentiated offerings. It may also be necessary at the elementary level (K-6) if demand for live instruction exceeds capacity, but at the K-6 levels it is more likely that we can accommodate the number of students who want live instruction since class sizes are low and students can be kept with a cohort all day. Once we have the PowerSchool Registration (InfoSnap) registration data, we will know who wants what instructional delivery model and whether a staggered A/B schedule will be needed at any level.

Will students at the Sixth Grade Center remain in class or will they be changing classes? Will they use lockers or will they be carrying their backpacks? Will they be changing for gym/utilizing the locker room? Will they have a shortened day as discussed in the original plan for K-5 buildings?

All grade levels will have a shortened day. Principals are currently working through the logistics for the other questions and we will update this answer when more information is available.

Secondary Schools

Will students need to sign in at the high school upon entering? What safety precautions are being taken for this?

Yes. Principals are currently working through the logistics for the sign in process to make sure students can sign in in a safe manner.

How are classroom switching being handled for overcrowding in hallways?

Principals are currently working through the logistics for classroom changes to make sure students can change classes in as safe a manner as possible. This may mean changing the daily schedule to have fewer classes in a single day.

Will the A/B option for grades 7-12 be every other day, such that one week a student may go to school Monday, Wednesday, Friday and the next week Tuesday, Thursday? Or will they go to school the same days every week with Friday being virtual?

A final decision about the schedule of days for the A/B model has not been made, but the intention would be to have consistent days each week for each student to attend.

My daughter was to return to the Academy part-time with her also attending UBCTS. Will the Academy be open for live instruction?

The Academy will open with the same options as all of the other Quakertown schools.

AP Classes / keystones / Co-Ops / Specialized Programs

Will all high school AP and Honors classes be offered live, virtually or both?

The high school schedule will run on a traditional 7 period model, or on a model where fewer classes are given on a single day, so all AP and Honors classes will be available live and virtually.

If students are required to attend in a virtual or hybrid format, will they be permitted to make changes to their course schedule, particularly honors/AP courses?

Generally, we do not allow schedule changes for this reason. If a student has an individual concern, they should reach out to their guidance counselor or administrator for assistance.

How are you planning on addressing the complexities of advanced course content like AP and Honors that do not lend themselves to a virtual environment (especially asynchronous)? Is there any priority given to making these classes fully synchronous (live and recorded)?

As AP classes are courses designed for college readiness, a great deal of responsibility typically falls on students outside the classroom as well. College Board is committed to providing resources that include guided lectures, podcasts, etc. to support AP students to supplement the work of classroom teachers to ensure that students have access to high quality content and instruction.

If there is a model for prioritizing live learning, potentially including Tech and IEP students, is there consideration for advanced learners as well in that model?

Students who attend the Tech School will have that opportunity pending their plan which has not yet been released. Students with IEPs and GIEPS will be provided supports as opportunities based on the IEP/GIEP.

What are the plans for Career Pathways?

The plan for Career Pathways at the high school remains unchanged. When Career Pathways was introduced, the administration outlined a tiered approach for implementation. Completion of the third and final phase is scheduled for the end of the 2021-22 school year. Currently, phase one work, which includes but is not limited to: establishing a Career Pathways Committee, identifying pathways coordinators at the high school, finalizing guidelines for field study, developing field study applications and waivers, and revising the Program of Studies to be reflective of Career Pathway options is underway. Administration is on track to enter phase two this fall and a more in-depth rollout of Career Pathways will be ready by late fall (2020) to introduce students and parents to Career Pathways' options prior to course selection for the 2021-22 academic year. There is still great energy, enthusiasm and effort being invested by administration and faculty to introduce our comprehensive Career Pathways Program to the high school as scheduled!

What are student's options if they were scheduled to have a job shadow shadow, but want to do virtual?

Students scheduled for job shadows during the 2020-21 school year are encouraged to contact the professional they were originally assigned to shadow to first determine if the opportunity exists for virtual shadowing. If arrangements can be made for a virtual experience, students should then contact their school counselor or House Principal at the high school to discuss the logistics and arrangements of the shadow and to seek final approval for this change.

What is the timeframe to determine whether the dual enrollment classes are moving forward?

Dual enrollment classes are scheduled to be offered as originally presented to students during course registration. High school administration remains in close contact with BCCC to determine

the most appropriate way to deliver instruction. At this time, dual enrollment is planned for an in-person environment but with the opportunity for students to participate virtually, if necessary. In the event the situation should change, a plan is in place to transition to all virtual instruction.

How will the proposed plans affect those students scheduled to take courses via BCCC or a Co-op?

In collaboration with BCCC we are confident that we have a plan that will accommodate the students' Dual Enrollment (DE) Courses. We have aligned the Health and Safety plans of both institutions and will be able to move forward with offering Dual Enrollment courses as planned. The potential does exist that some or all of the DE courses will be changed to a virtual format.

Unfortunately, we were informed that the number of MCP (medical career pathway) spots was reduced from 12 to 8. We have reached out to these 12 families directly to see if anyone wishes to voluntarily withdraw from the program. If not, then we will need to drop up to 4 candidates from the program. We will communicate with the families involved about how we will determine who this will impact.

How will the district handle the Project Lead the Way courses? Will students have access to the software in order to participate in this program virtually? They did not in the Spring.

Project Lead The Way is providing distance learning curriculum that will be available via chromebooks. While it cannot replace the in person and hands on experiences in the classroom, they will be well written and aligned to the program. We are not able to purchase additional devices and software at this time.

In regard to Keystone testing - since students missed part of the 3rd and all of the 4th marking periods, will they still be expected to take and pass the Biology Keystone Test? It seems very unfair to not teach them all of the material and then expect them to remember all the material from a year ago for a test.

Yes, the Keystone exams are still required for graduation.

Will the Keystone requirement for graduation be eliminated?

That is not under consideration at this time.

Lunches

Where will students eat lunch in the secondary schools? Will they be in the cafeteria, common areas, or in the classroom?

This is still in the planning stage. Here is what we know. Students will not be congregating in groups in the cafeteria. Meal service will be cold lunches either delivered to the classrooms or on a grab and go basis. Wherever students are eating, they will remain socially distanced.

Where will high school IU students be eating their lunches? Will it be in their classrooms or in the cafeteria?

This is still in the planning stage. Here is what we know. Students will not be congregating in groups in the cafeteria. Meal service will be cold lunches either delivered to the classrooms or on a grab and go basis. Wherever students are eating, they will remain socially distanced.

What will be the menu options since there are no hot lunches this year?

Please click [here](#) for a sample menu.

Senior specific

If our son/daughter chose to take a Senior Release when they completed Course Registration back in January, will this still take place under the A/B plan?

Yes, in the A/B model we would alter the bell schedule, and assign students to a specific day, while keeping with the current master schedule. The courses students are scheduled for will not be altered for this upcoming school year. Individual student schedules will be communicated by mid-August this year, one month prior to the start of school.

Are senior pictures still being planned? Or should I schedule my own outside the district? According to last year's list, they were scheduled three people for a 20-minute block. With social distancing, I wasn't sure if this was going to happen or not.

Now that we have an approved health and safety plan we will look to schedule the senior pictures as we have in the past. Due to the calendar change we will communicate by August 1 whether this will take place at the end of August or during the first two weeks of September. We will review LifeTouch's plan for safety prior to clearing them for use of our building. If we are unable to accommodate this in our

school building, then the senior pictures may be taken in the offices of LifeTouch. Again, precise information will be communicated by August 1.

Would graduation be on June 21st with the revised calendar?

Graduation was already scheduled with Stabler for Friday, June 11. We are currently working with the venue to see if they are able to accommodate us the following week, on June 18 and are awaiting their answer. However, we have heard from many people about how much they enjoyed this year's graduation. Since we will not enter into a formal contract with them until January we will be sure to collaborate with our students and families early this year to see what their preferences are in celebrating their achievements.

Athletics / Extra Curricular Activities

Will there be any sports at the middle school level?

That is unknown at this time.

Are there any updates or changes with the start of fall sports?

No further guidance has been issued regarding fall sports. We are in "wait and see" mode.

If our child plays a fall sport and is put on an A/B schedule how would getting to practice work if he doesn't have transportation?

If fall sports are offered, the student would be responsible for transportation to any practices or activities on days they are not in school.

How likely is it that schools will accommodate activities such as band, chorus, school plays, clubs, student council, etc.? It would be helpful in decision making if there was a better idea of what students will be doing if they are in-person or what they will be excluded from if they are virtual. Will students be missing out on enrichment opportunities if they select virtual. A direct statement about what will and will not be happening in the schools this year would be helpful.

In accordance with the Health and Safety Plan, the music department will develop specific safety protocols for high risk activities. Most likely, these protocols will not allow for "live" group singing. Wherever possible, clubs and activities will meet virtually, and 100%

virtual students will be able to participate. The safety protocols preclude most group activities from taking place in person. In many ways, the Live Instruction model will differ significantly from “normal” schools due to the social distancing and mask requirements, and limits on congregate activities.

Tech School

Instructional selection questions

***Will the students with IEP’s, and, or Tech receive priority registration for the full-time in-person option?**

Once the registration process is complete, we will know how many students want which option and will be able to determine if we need to have priority classes. Students who have IEPs will receive priority if it is determined that they cannot receive a Free and Appropriate Public Education (FAPE) virtually. The students’ unique abilities, specific areas of deficit, and need for specialized programs, will all be considered. Tech students will not need priority since the schedule for the tech school and QCHS are independent of each other. At this point in time, UBCTS has not finalized their Health and Safety Plan, so we do not know how they plan to schedule their students and whether all students can attend or whether they will need to utilize some kind of staggered schedule and/or virtual option. Once they have adopted a plan, we will know how we need to schedule our students to make sure they can attend tech at the designated times.

***If we select the A/B schedule, will there be specific tech days? Will the students spend the entire day at the tech school?**

At this point in time, UBCTS has not finalized their Health and Safety Plan, so we do not know how they plan to schedule their students and whether all students can attend or whether they will need to utilize some kind of staggered schedule and/or virtual option. Once they have adopted a plan, we will know how we need to schedule our students to make sure they can attend tech at the designated times.

If we choose virtual, what does that mean for tech? Are they doing virtual?

Students attending tech on whatever schedule is permitted by the UBCTS's Health and Safety Plan can participate at QCHS either live (or live A/B if needed) or virtual. We don't know yet how the tech school plans to schedule their students and whether they will have a staggered schedule and/or virtual option. If virtual is an option at tech, students can participate that way if they choose for the tech school portion of their day.

If students choose to attend full-time virtual, can they attend Tech School?

Yes, they can still attend the Tech School.

Are any tech classes being offered virtually?

This will be addressed in the Tech School's Health and Safety Plan, a draft of which we expect them to release shortly.

If my child will be attending Tech School, should I wait to register until the Tech School information comes out?

No - please complete the registration for the QCHS half the day by the July 29, 2020 deadline. A student can attend QCHS in one environment and the Tech School in a different environment depending on the choices offered in the Tech School Health and Safety Plan.

Transportation and Coordination of QCSD vs. Tech School start date

With QCSD starting two weeks later (most likely) than Pennridge and Palisades, will QCSD be providing busing to and from the HS and to and from the tech school for those two weeks for the tech students? If tech students do start on August 31st and the rest of the district starts on September 14th, does that mean the Tech students have to attend school two weeks longer?

Yes, to the extent we are able to provide transportation given capacity limitations and social distancing requirements, we intend to provide transportation for tech school students to and from tech on the schedule the tech school implements based on its own Health and Safety Plan. Based on the current calendars, tech students would start at tech on August 31st and attend that half day only. Beginning September 14th, students would attend tech and QCHS (or attend QCHS virtually) until the end of the tech school year on June 14th. Students would then complete their QCHS school year from June

15th until June 21st. Once the tech school adopts its Health and Safety Plan and advises us of the schedule they will be offering, we will be able to coordinate so that our students get what they need.

If students choose to attend full-time virtual, how will they get to/from Tech school?

It is the district's intent to provide transportation to and from the Tech School. We will not know more details until our registration is complete and the Tech School releases its Health and Safety Plan.

If the tech school decides to go in person five days, but my child decides to do the A/B model, will students be picked up and bussed five days per week and be brought back home halfway through the day on the days they are virtual?

It is the district's intent to provide transportation to and from the Tech School. We will not know more details until our registration is complete and the Tech School releases its Health and Safety Plan.

If a Tech student selects virtual learning, will they be permitted to drive directly to the tech school or will they have to take a bus from the high school?

That is a good solution, but the ability to drive to the tech school may be limited by the lack of student parking facilities at the Tech School.

If the start date for schools is pushed back will that be coordinated with the other sending districts?

It will not be necessary to match the calendar of the other sending districts this year. Instead, once the Tech School has an approved Health and Safety Plan for their facility, we will plan transportation so that our students attend Tech School on the schedule that is permitted by their Health and Safety Plan.

If QCSD is the only district starting two weeks late, will the teachers stay to work those extra two weeks? Is that even available within their contract?

The revised calendar contains the correct number of student days and teacher days to meet the requirements of the teacher contract. No adjustment to the contractual requirements is needed for teachers to work the days in the revised calendar.

Have the shorter hours per day been coordinated with the tech school and the other two sending districts?

It will not be necessary to match the calendar of the other sending districts this year. Instead, once the Tech School has an approved Health and Safety Plan for their facility, we will plan transportation so that our students attend Tech School on the schedule that is permitted by their Health and Safety Plan.

Pupil Services / IEP's

***Will the students with IEPs, and, or Tech receive priority registration for the full-time in-person option?**

Once the registration process is complete, we will know how many students want which option and will be able to determine if we need to have priority classes. Students who have IEPs will receive priority if it is determined that they cannot receive a Free and Appropriate Public Education (FAPE) virtually. The students' unique abilities, specific areas of deficit, and need for specialized programs, will all be considered. Priority will also be given to students who do not have internet access at home. Tech students will not need priority since the schedule for the tech school and QCHS are independent of each other.

Will students IEP's be given more classroom time even with the A/B schedule?

We intend to determine priority classes for five day instruction, based on student needs.

Will students with an IEP get a new IEP before the school year since ESY really did not happen this year and they might be further behind then before the pandemic?

Need time to collect data, request a meeting at any time to make revisions, will assess the impact of virtual instruction in the spring and ESY

With regards to students who spend the majority of time in a special education class but are also included in general education part time, are they being allocated space in both cohorts? Is inclusion still a priority of our special education plan?

As would typically occur, students are included in class lists, no matter the length of time they are included in the general education classroom. If inclusive opportunities are part of your child's IEP, those services will be implemented as written. The pandemic and any associated procedures will not deter our mission to provide students with an education in their least restrictive environment.

If my child has a medical condition, does he/she need to wear a mask? Should it be written into his/her IEP?

Following all safety protocols, including wearing masks, will be required by the student code of conduct. For students who have a medical condition, a meeting will need to be held with the school team, including the school nurse, to review the medical/psychological information and determine when/if a mask and/or face shield can be worn by the student. Should the IEP or 504 team determine that a mask/face shield cannot be worn for all or part of the day, it would be documented in the IEP or 504 plan. If it is determined that the student can wear a mask/face shield for the entire school day, the Present Educational Levels in the IEP or the 504 evaluation would be updated to reflect the outcome of the meeting.

What precautions will be taken to make sure students who will not be wearing masks due to medical conditions will be treated just the same as everyone else, without the constant questioning from teachers or other students?

If a mask exemption is documented in a student's IEP or 504 plan, all teachers and staff who work with that student will be notified of the exemption to avoid any additional questioning regarding not wearing a mask. FERPA protects these educational records from being shared with those that do not have an educational interest in supporting the child. Therefore, along with direct instruction of health and safety precautions, like hand washing and social distancing, teachers will provide instruction regarding community building and acceptance. If a student feels he/she is being treated differently (for not wearing a mask or any other reason), he/she or a parent, are encouraged to contact the school counselor or building principal to address the specific concern in more detail.

What is the plan for students who are in full-time life skills programming and have complex medical needs?

For students who have a complex medical condition, a meeting will need to be held with the IEP team, including the school nurse, to review the medical information and to determine the appropriate setting (in-school, hybrid or virtual) to deliver a Free and Appropriate Public Education (FAPE).

How will students with GIEP's be challenged?

At any time you feel your child's needs are not being met, please contact their case manager so a team meeting can be scheduled to discuss the concerns.

What if families can't afford school supplies, particularly if items cannot be shared at school and if students need to return to virtual instruction?

QCSD will ensure families that are in need of school supplies will have access to the materials students need. Items like pencils, pens, paper, crayons and other specific supplies based upon grade level expectations (e.g., learning manipulatives) will be available. In the event that students need to return to virtual instruction, procedures, like those used for breakfast and lunch pick up, will be developed to distribute these supplies so that students can meaningfully engage in virtual instruction. Community partnerships have been contacted and are willing to supplement the needs of students

Virtual Instruction with an IEP

***How will IEP students be managed in a virtual configuration?**

Students with IEPs will have case managers, just as they do when they are physically attending school. Their IEPs will be implemented in the same manner as they would be if they were physically present. If it is determined that the IEP cannot be implemented virtually, the school district would recommend that the IEP be delivered in school in order for the student to receive a Free and Appropriate Public Education (FAPE). The students' unique abilities, specific areas of deficit, and need for specialized programs, will all be considered. These decisions would be made through the IEP meeting process. It will be important for parents and case managers to be in constant communication.

Will a student's virtual instruction be coordinated with the IU?

If it is determined that your child IEP's can be implemented virtually, or if students need to return to virtual learning at some point during the school year, instruction will be coordinated between district expectations and the procedures followed by the IU. Instruction will be provided as outlined in your child's IEP (e.g., instructional level, accommodations or modifications).

If a child needs an in-person IU evaluation but attends virtually, how will that be handled?

If it is determined that your child's IEP can be implemented virtually, and they require an evaluation by the district or the IU, that evaluation would be scheduled to take place in person following all health and safety precautions. We would work with the family and school psychologist to find a mutually agreed upon location and time(s) for the evaluation. In-person evaluations will ensure that all testing protocols will be implemented with fidelity.

If your child receives therapies like speech or PT, is there a way to have virtual school, but then have in-person therapy?

If virtual education is appropriate for the student and that is the parent/guardian choice, all of the IEP would be delivered virtually.

Going into a classroom with 25 students daily and attending occupational therapy once a week with two other children is completely different in terms of risk. OT is definitely something that is more effective in person. Is there a reason that services such as speech, OT, PT, etc. aren't available in the school building for children of parents who choose virtual for the main subjects.

If virtual education is appropriate for the student and that is the parent/guardian choice, all of the IEP would be delivered virtually.

My child is expected to be evaluated for speech support this year. Would it be better to bring him/her to the school periodically, or is there confidence in the ability to help these students remotely?

If virtual education is appropriate for the student and that is the parent/guardian choice, all of the IEP would be delivered virtually. Speech therapy has been delivered with success during the mandatory shutdown.

Transportation

Can we provide Levy with assistance in planning routes?

Levy utilizes software to plan the most time efficient and safest routes. The District reviews and approves the final product, but only Levy has access to and/or the training to utilize the software. Route planning and optimization is a very sophisticated process, and we are fortunate that the Levy personnel that perform this function have many years of experience and expertise in this work. The District is supporting the timely development of routes by moving forward with the registration process after the approval of our Health and Safety Plan, so that Levy has the raw data they need to begin the routing process.

Busing Selection

If the busing option chosen by a family no longer works for them, are they permitted to change? If so, when would they be able to change?

They will only be able to change their selection if there is the capacity to do so. The District will create a request form which will need to be submitted to Levy for review. If it is determined that there is capacity on the bus then the request can be accommodated. If there is not capacity on the bus, they will be placed on a waiting list and provided transportation if capacity becomes available.

If we sign up for virtual to begin the school year and later change it to in-person, how would transportation be handled if busing is now needed?

Busing would only be available if there was capacity on that bus route. Otherwise, the parent would need to provide transportation until such time as a slot opened up on that bus route.

If a parent can drive their child to school for the first half of the school year but anticipates a job change that might require their child to take the bus during the second half of the school year, should that parent sign up for busing even though the child doesn't need busing until winter?

Yes. Students will only be included in transportation routing if they sign up for busing during the registration process.

If there are low numbers of live students, will bus routes and stops be consolidated or eliminated? Will babysitter bus stops still be available?

Yes, that is possible in order to provide efficient and effective routes. Babysitter bus stops will only be available if there is space available.

How frequently must a child be on the bus to continue to have access to utilize the busing?

Students sign up for busing during the registration process, and we won't be monitoring how often they ride the bus once assigned a seat.

How does a parent register for busing when their child utilizes two different buses due a 50/50 custody arrangement? Will the child continue to be provided transport to both houses? How would this be achieved?

Please complete the registration process and notify Levy Bus of the need for transportation from two addresses so that information is incorporated into the routing process.

Bus Safety

If it is required to have 6 feet apart in the classroom, what is the plan to keep students 6 feet apart on the bus?

Per the District's Health and Safety Plan, students will be scheduled two to a seat on the bus, which will not achieve 6 foot separation. Masks must be worn on the bus at all times. Siblings will be seated together, and there will be assigned seating.

How will bus drivers be able to make sure students are complying with all recommended safety guidelines? Will they have any assistance?

There are no plans to increase staff on the bus.

If a child tests positive, will students on the bus be notified?

The Bucks County Health Department will handle contact tracing and notify those in close proximity to the affected student. We will cooperate with the Health Department to identify other students or adults who were in close proximity and possibly at-risk. Our nurses will handle communication to a classroom or building consistent with how we communicate about other communicable diseases. In all cases, we are obligated to protect the identity and privacy of the student or adult who tested positive.

Will students have assigned seats on the bus to help with contract tracing?

Yes, students will have assigned seats on the bus.

Will drop off and pick up stay the same to social distance? How many children will be permitted on a bus? When will we know how many students will be allowed on the bus so we can pick an option safely?

Per the Health and Safety Plan, a maximum of 2 students per seat will be scheduled on each bus. Once the Powerschool Registration (formally InfoSnap) registration is complete, we will know how many students are requesting transportation, Levy Bus can begin the routing process, and we will be able to report whether we can transport all students who want district transportation or not. Knowing we have limited capacity, we encourage parents who have an alternate way to transport their children to school to do so, which will free up capacity for students who do not have another option.

Carpooling / Drop Off & Pick Up

If a parent chooses to drive their child to school, will there be new protocols for dropping off and picking up students.

Yes, each building will review and communicate its drop off and pick up protocols prior to the beginning of the school year.

Are students permitted to carpool with non-family members in lieu of bussing?

Yes, that is up to the parents.

Attendance

Has there been any discussion from the state regarding the state law about 10 days of excused absences without requiring a doctor's note? Most doctor's offices don't want to see you if you are suspected of having COVID-19 and results take several days to get back. Plus just an exposure can remove you from school for 10 days.

This is one of the reasons that we are offering a hybrid model, so that students who are quarantined can still participate in their class virtually during quarantine instead of being marked absent. A quarantined student can still be present by meeting the attendance requirements for a virtual student. So far, PDE has not provided any guidance that relaxes or changes the attendance requirements, so we are glad our model provides a way for students to achieve perfect attendance even if sick or quarantined.

If my child attends in-person learning and is sick, but is able to perform school work, how do they attend school on those days as a virtual student and not be considered absent?

A sick student who is able to complete their work virtually can still be present by meeting the attendance requirements for a virtual student.

Will you be updating the attendance policy? I noticed when registering, the attendance policy appears to be the old standard policy previously in place.

The attendance policy does not change - students are able to be present in school via live attendance, or by meeting the standards for virtual attendance.

How will attendance be taken in the virtual option?

Different from the spring, attendance will be mandatory in the virtual environment, either for those families selecting that option or as part of the A/B schedule. Expectations will be established for elementary and secondary students and will include either participation in a scheduled virtual class meeting or engagement with the online platform by a set time (e.g., posting a comment, submitting an assignment). Students that meet the expectation will be marked as attending for that day. Students who do not meet the expectation will receive follow up communication from the school, as would typically happen in a live environment. If a parent or guardian reports a technology problem as the reason for absence, the parent/guardian or student will have 3 days from the date of absence to submit a tech help ticket. This will act as your excuse note. Other reasons for absence will require a written note or email to be submitted to the school office. All other attendance policies will be followed.

If younger students are not able to log in with their peers at a specific time due to parents working during the day and high school siblings not able to log in with them, will they be considered marked absent if work is completed once parents get home after hours?

Attendance expectations will be made clear prior to the start of school but they will provide flexibility for students and families within our model.

Technology

Will there be new Chromebooks issued to virtual or hybrid?

Yes, the District will be able to provide devices to all students in either environment

If we chose to go forward with the virtual option, is there a specific recommended laptop/ipad/device we should purchase for our student? (especially for Kindergarten)?

Although the District can provide a device, you may also use your own. We recommend a Chromebook or iPad at Kindergarten whichever is more comfortable for your child.

Are students required to use the school issued Chromebook? Can they use their own laptop?

Students may choose to use their own device

I something be done to suit the activities for the Chromebooks that were given to students? In the spring, many assignments were easier formatted to be completed on iPads. The Chromebooks were also glitchy, disconnecting from the internet and logging students out.

New Chromebooks are being acquired to address some of these issues due to aging devices

An issue with the younger grade work during the Spring was using the Chromebooks to complete worksheets where you needed to "write in" the answers. It was a struggle to complete math work and writing work using the touchpad and zooming in constantly to fill in spaces made for pencils. Can these worksheets be printed and given to virtual families weekly or periodically some other way to reduce the stress added by being forced to use the Chromebooks to fill them in? The completed sheets could always be scanned or captured in pictures and sent back to the teacher, but having hard copies would really help a lot when the work isn't intended to work on touchpad manipulation.

The virtual instruction task force will continue to work on ensuring that technology enhances learning as opposed to creating barriers to it.

Will there be any tech how-to guides to help our kids that are going to be 100% virtual. How to use seesaw, google classroom?

There are currently groups developing these resources as well as offering support for parents.

Can better instruction be given on how to configure a printer to the Chromebooks? The monitor is small and reading documents and zooming is difficult

Chromebooks only provide support for devices that allow printing through Google Print. Directions will go out in the coming weeks

Will there be a portal or email provided for parents to submit children's medical documentation required for registration. In the past , these documents were usually dropped off at the office prior to the new school year.

Our registrar is already set up to complete registration requirements virtually. For registration information, contact Doris Yurchak, Registrar, at dyurchak@qcsd.org.

Before/After School Care

How will after and before school care occur? Will there be expanded before and after school care be offered?

LifeSpan will continue to offer before and after school care at our elementary schools as they do now. The District is working with LifeSpan on extending those services however, the District may need the building vacated at certain times in order to fully sanitize the building. It is possible that before and after care may be relocated to a different location for this reason. We have been in regular communication with LifeSpan, and once we have finalized our registration process and schedules, we will share that information with Lifespan so they can determine what needs they can meet and how.

My children are in the LifeSpan Summer camp two days a week. This has been running for almost a month now along with several other summer camps in the Quakertown district. Have the camps reported any new cases or transmissions within the camps? It seems that the camps would be an excellent case study that we can use locally to see the spread among the children and the camp counselors/teachers. If there is no spread, then it is just reinforcing all the studies around the world that have schools open and have minimal spread.

QCSD does not have access to that information.

What is the reason for shortening the day at the K-5 school to five hours? It was hard enough to be a two parent working household with a 9-4 schedule. It will be impossible to do a drop-off and pick up from 9:45-2:45. It doesn't allow time to come and go to work. At best it would be better to change the time on just one end, not both. Paying for child care for this extra time is not an option and is not fair to force parents to pay for something they normally wouldn't need. I know that you have an association with Lifespan for before and aftercare. Has there been a discussion with them to help cover the care of children for the lost time from 9 - 9:45 and from 2:45 - 4 to help the parents who would need it?

For teachers to effectively instruct live and virtual students, adequate time for planning, collaboration, and interaction with virtual students must be built into the work day. That is the reason for the shortened student day. Times are also adjusted to allow for district transportation to operate, if we are able to provide transportation within our capacity limits. We have been in regular communication with LifeSpan, and once we have finalized our registration process and schedules, we will share that information with LifeSpan so they can determine what needs they can meet and how.

Medical and Quarantine Related Questions

Do students need to have a physical if attending virtually?

Yes, this is a state mandate. The nurses will be checking required forms. You can email the forms to the school nurse in the building where your child attends school.

Do students need to be covid tested to attend- even the A/B option?

No, COVID testing is not required for school attendance unless the student is excluded from school per the [Exclusion From/Return To School Guidelines](#) that are part of the QCSD Health and Safety Plan.

Where are COVID testing sites located?

There are various sites located throughout Bucks County. Please click [here](#) to see all the locations.

What happens if a teacher gets exposed to the virus? What happens to the students in the class or who have that teacher during the day? Who is making that decision?

The Bucks County Health Department will handle contact tracing and notify those in close proximity to the affected staff member or student. We will cooperate with the Health Department to identify other students or adults who were in close proximity and possibly at-risk. Our nurses will handle communication to a classroom or building consistent with how we communicate about other communicable diseases. In all cases, we are obligated to protect the identity and privacy of the student or adult who tested positive. For exclusion and return to school/work protocols, please see this [chart](#) that is part of QCSD's approved Health and Safety Plan.

Has a protocol been developed if an outbreak in the schools happens? Do staff and student quarantine for 14 days as recommended?

Please refer to this [chart](#) that is part of QCSD's approved Health and Safety Plan for the protocols and requirements when there is a positive case.

If a teacher is out for a non Covid related absence what happens to those students given the shortage of available substitutes?

The District will still be working with ESS/Source4Teachers to provide substitute teachers. If a substitute teacher is not available, the building will utilize coverage strategies to cover classes such as pulling specialist teachers, pulling teachers from prep periods, principal coverage, etc.). The substitute, whether from ESS or internal, will provide instruction to all students in the class, whether live or virtual.

What about those professionals that provide services to students (speech therapist, occupational therapists) who come from the IU or other places? Will they still be delivering services in the buildings? If so, what safety protocols are in place to keep students and teachers safe from these people who are entering their building? If they are not coming into the buildings then what is the process for them?

All staffing and student services will be provided in accordance with the QCSD Health and Safety Plan. Building access will still be allowed, though staff will be asked to avoid and/or limit entering multiple buildings in one day. In situations where service providers cannot follow social distance guidelines, they will have the appropriate PPE and/or other resources (e.g., clear dividers) to maintain safety for the student and the staff.

If we have a vacation planned in a state that is a quarantine state, and return home less than two weeks before school begins, would our children have to quarantine before returning to school. Can my children start the first two weeks in 100% virtual and then transition to 1/2 live school when our two week quarantine is over?

Yes. The fact that the quarantine is at the beginning of the year and not in the middle is not material - so if A/B is your choice, then select that for both children since that is what you want for the year. Prior to the start of the year, please notify the school that her children are quarantined and will do the first two weeks virtually.

Social Emotional Learning and Mental Health Wellness

What is SEL or Social and Emotional Learning?

SEL is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.

What will the first few weeks of school be like?

During the first two weeks of school, teachers and staff will focus on acclimating students to the new school environment and building connections, community, and relationships. Emphasis will be placed on the following topics:

1. Review and train students in health and safety protocols.
2. Create a safe and comfortable classroom environment through games and get-to-know-you activities.
3. Train students in social-emotional learning competencies and mindfulness activities.
4. Review online expectations, attendance requirements, and transitions.
5. Support students with routines and organizational systems to maximize time spent learning at home.
6. Share mental health resources available for students.
7. Implement a tech orientation which will include training on how to use Canvas and/or Seesaw learning platforms, access resources such as online textbooks and other apps, how to participate in video meetings and other school-approved software programs.
8. Offer opportunities for voluntary participation in clubs and activities.

What does SEL look like in a live classroom setting as well as a virtual setting?

SEL is ingrained in the ways students and adults interact both in the classroom and out of it, and helps to provide children with equitable, supportive, and welcoming learning environments. One way SEL is developed in both live and virtual instruction includes teachers facilitating morning meetings and sharing strategies focused on relationship building, self-awareness, self-management, social awareness, and responsible decision making.

How will the mental health and wellness needs of students be met?

Quakertown is committed to professionally developing teachers and staff in trauma informed instruction. Our teachers and staff have had multiple opportunities to participate in professional development related to this area and we plan to provide more opportunities in the upcoming year. Mental health and wellness can be supported through participation in mindfulness activities, morning meetings, guided meditation, and counselor supports for students and families. One way counselors can support families is by co-building schedules for at home time that cultivate building healthy routines and managing time wisely.

How will my child(ren) feel a part of a classroom or school community if we are operating in a hybrid (A/B) or fully virtual model?

This has been and will continue to be a challenging time for all. We understand that our students have been isolated from friends, family, and organizations such as church and sports teams for months. Connecting with our students and families is of utmost importance. During live instruction, elementary school students will have access to recess which provides time for students to connect socially. Many activities like brain breaks, games, crafts, and spirit days cultivate a sense of community as well. Virtual google meets, morning meetings, virtual clubs,

story hours, virtual field trips, and teacher and staff videos are all ways for students and teachers to connect. Regardless of the learning model, teachers and staff are committed to connecting and cultivating relationships. The first two weeks of school at both the elementary and secondary level will be focused on reentry and renewing connections through activities such as get-to-know-you games, literature, listening to students' voices, SEL lessons, with a focus on feeling safe physically and emotionally. We know that our students need to feel safe and secure before learning can occur.