

# QCSD School Reopening 2020-2021

## Update and Recommendations

September 24, 2020



Office of the Superintendent



# PDE Guidance

On August 10, 2020, PDE released updated guidance for [Determining Instructional Models During the COVID-19 Pandemic](#), summarized in this chart.

As of the Week Ending 9/18/20, Bucks County and surrounding counties are still Moderate. PDE will update the data weekly.

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



# Instructional Models for 9/14/20 to 10/9/20

- All Levels
  - Hybrid or Virtual
  - Students are in Cohort A (Monday/Tuesday in school) or Cohort B (Thursday/Friday in school)
  - Wednesdays are Virtual Instruction for all students
  - All IEP and EL students attend in school 4 days per week if they selected Live instruction. Requests for hybrid and virtual were honored
  - New enrollments are enrolled in virtual if there is not space in live



# District Staffing and Quarantine Data

STAFFING	9/14/20	9/15/20	9/16/20	9/17/20	9/18/20	9/21/20	9/22/20	9/23/20	9/24/20
Unfilled Teaching Positions	10	10	10	8	8	8	7	7	7
Unfilled Building Substitutes	10	10	10	10	10	10	10	10	10
Unfilled Aide Positions	21	21	21	21	21	21	21	21	21
Unfilled Food Service Positions	8	8	8	8	8	8	8	8	8
Unfilled Other Positions	1	1	1	1	1	1	1	1	1
Unfilled Daily Absences	1	1	Virtual	5	5	5	10	Virtual	2
Total Professional Staff Quarantined	3	3	4	5	6	10	8	7	7
# positive cases	0	0	0	0	0	0	0	0	0
# close contact	3	3	4	4	4	7	6	7	5
# travel	0	0	0	0	0	0	0	0	0
# awaiting results	0	0	0	0	0	1	0	0	0
# symptoms/presumptive +	0	0	0	1	2	2	2	0	2

[illegible]



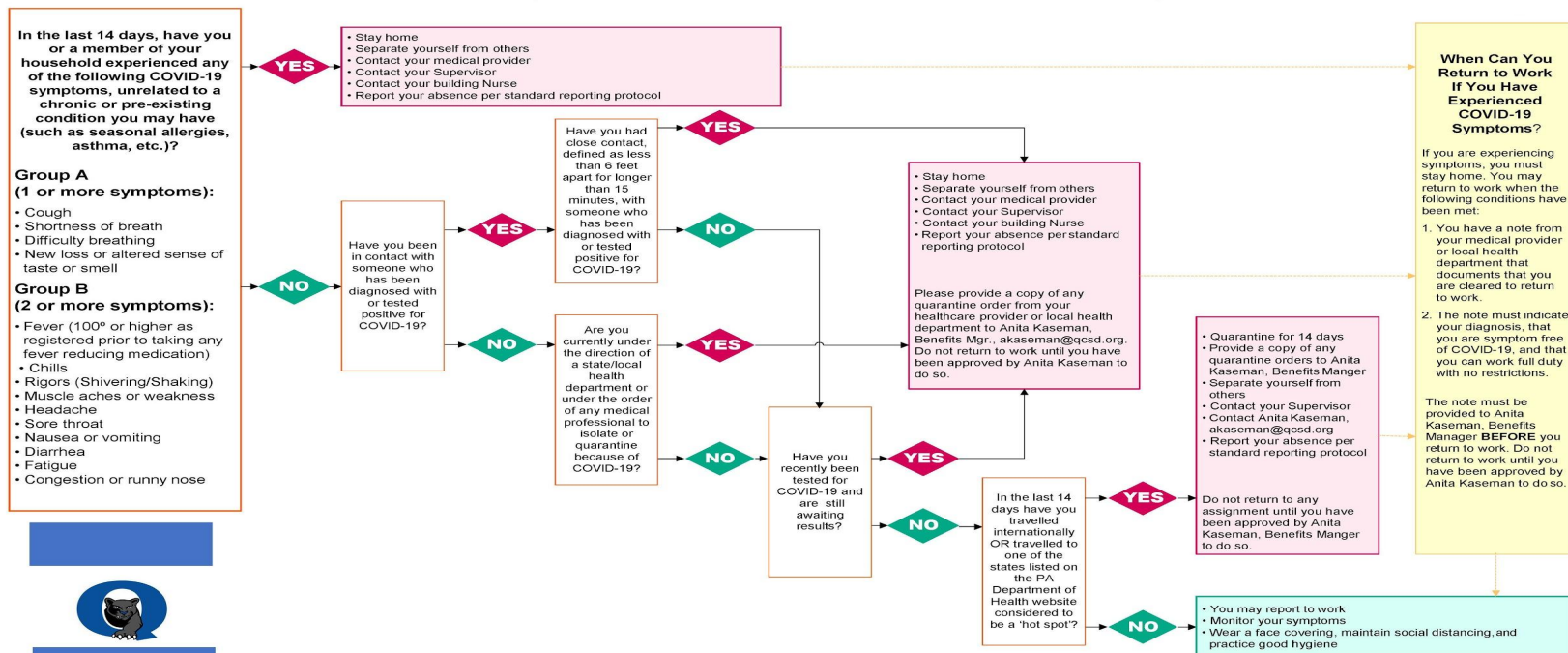
# District Student Quarantine Data

	9/14	9/15	9/16	9/17	9/18	9/21	9/22	9/23	9/24
<b>Total students quarantined</b>	<b>7</b>	<b>12</b>	<b>12</b>	<b>22</b>	<b>24</b>	<b>43</b>	<b>54</b>	<b>52</b>	<b>68</b>
# positive cases	0	0	1	1	1	2	2	2	2
# close contact	5	8	8	13	13	25	29	27	31
# travel	1	2	2	2	2	2	4	4	4
# awaiting results	1	2	1	3	1	6	7	7	10
# symptoms/presumptive +	0	0	0	3	7	8	12	12	21



# What Happens When There Is A Positive Case?

## Guidance for Staffing Decisions Related to COVID-19 for QCSB Employees/Contractors





# What Happens When There Are Positive Cases?

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Level of Community Transmission in the county	Number of Cases of COVID-19 Within a 14-day period  1 student or 1 staff	Number of Cases of COVID-19 Within a 14-day period  2-4 students/staff in same school building OR <5% of total number of students/staff in a school building are cases OR Multiple school buildings with individual cases who are not household contacts	Number of Cases of COVID-19 Within a 14-day period  5+ students/staff in same school building OR ≥5 of total number of students/staff in a school building are cases OR Multiple school buildings with 2-4 cases who are not household contacts
Low	<ul style="list-style-type: none"><li>School does not need to close</li><li>Clean area(s) where case spent time</li><li>Public health staff will direct close contacts to quarantine</li></ul>	<ul style="list-style-type: none"><li>Close school(s) for 3-5 days*</li><li>Clean area(s) where cases spent time</li><li>Public health staff will direct close contacts to quarantine</li></ul>	<ul style="list-style-type: none"><li>Close school(s) for 14 days*</li><li>Clean entire school(s)</li><li>Public health staff will direct close contacts to quarantine</li></ul>
Moderate	<ul style="list-style-type: none"><li>School does not need to close</li><li>Clean area(s) where case spent time</li><li>Public health staff will direct close contacts to quarantine</li></ul>	<ul style="list-style-type: none"><li>Close school(s) for 5-7 days*</li><li>Clean area(s) where case spent time</li><li>Public health staff will direct close contacts to quarantine</li></ul>	<ul style="list-style-type: none"><li>Close school(s) for 14 days*</li><li>Clean entire school(s)</li><li>Public health staff will direct close contacts to quarantine</li></ul>
Substantial	DOH and PDE recommend a Full Remote Learning Model for all schools in counties with substantial level of community transmission	DOH and PDE recommend a Full Remote Learning Model for all schools in counties with substantial level of community transmission	DOH and PDE recommend a Full Remote Learning Model for all schools in counties with substantial level of community transmission





# What is a Case vs. a Contact vs. Secondary Contact?

## WHAT IS A **CASE**?



A patient has a diagnosis of COVID-19.

### TAKE ACTION:

**Isolate.**  
Separate from people who are not sick to avoid spreading illness.

## WHAT IS A **CONTACT**?



An individual had close contact while the case patient was infectious.

### TAKE ACTION:

**Quarantine.**  
Stay at home to limit community exposure to illness and to see if symptoms develop.

## WHAT IS A **CONTACT OF A CONTACT**?



An individual had or continues to have close contact with a contact.

### TAKE ACTION:

**Everyday preventative actions.**  
Wash hands, cover coughs and sneezes, and clean surfaces frequently. Be alert for symptoms.





# Staff Safety Survey for Week One

- 299 responses (all categories)
- Overall, 83% of staff rated their level of confidence in the health and safety protocols and their implementation in the top two categories (3 or 4 on scale of 1-4)



# What's Going Well?

- Student compliance with safety protocols is high
- Face coverings are being worn
- Compliance with hand washing/sanitizing/hygiene is high
- The number of students in school each day is manageable
- Quarantine protocols are working



# What's Not Going Well?

- Elementary lunches are difficult to implement with social distancing
- The teaching “lane” is hard to maintain with the teacher having any freedom of movement in the front of the room
- Teachers are challenged in providing instruction in all formats, especially at the elementary level
- Building cleanliness other than sanitizing - custodial priority is sanitizing, meaning that some regular cleaning tasks like emptying trash don't get done
- Recording of attendance is time consuming
- Maintaining student social distancing in common areas



# Elementary Level Dedicated Virtual Model

## Advantages of Dedicated Virtual Teachers

- Teachers only prepare for one modality (although all teachers need to be prepared for virtual at all times)
- Possibly additional synchronous opportunities for virtual students
- Length of the live school day would be normal hours

## Advantages of Current Model

- Students remain part of a classroom community within their school
- Transition from live/hybrid to virtual model is seamless for students - same teacher, same classmates, same pacing in curriculum
- Shortened day for live instruction provides time for additional planning and synchronous opportunities
- All classes are prepared to pivot to virtual if needed for staff quarantine or building temporary closure
- Can be staffed with current personnel levels

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# Board Guidance

## **Instructional Model:**

Elementary (K-5): Live Instruction for all students who want it, 5 days a week, effective 10/12/20 with 100% virtual option

Middle Level: Live Instruction for all students who want it, 5 days a week, effective 12/1/20, with 100% virtual option

High School: Live Instruction for all students who want it, 5 days a week, effective 1/4/21 with 100% virtual option

## **Health and Safety Plan Changes:**



# Appendix: Building Data

On the following pages are the updated data for each building on enrollment by instructional model in each grade level/building, and updated information about social distancing within classrooms.





# Neidig Elementary Snapshot

	Total Enrollment	# Live (Currently A/B/L)	# Virtual	# Sections	Total Class Size	Live Class Size	Fit?
Grade FDK	10	9	1	1	10	9	YES
Grade HDK	41	28	13	2	20.5	14	YES
Grade 1	67	51	16	3	22.3	17	YES
Grade 2	56	43	13	3	18.6	14.3	YES
Grade 3	64	46	18	3	21.3	15.3	YES
Grade 4	80	54	26	4	20	13.5	YES
Grade 5	55	43	12	3	18.3	14.3	YES



# Neidig Elementary Additional Context

	Distance	Additional Context
Grade FDK	~6'	6 foot side to side, 6 foot front to back.
Grade HDK	~6'	6 foot side to side, 6 foot front to back.
Grade 1	~6'	6 foot side to side, 6 foot front to back.
Grade 2	~6'	6 foot side to side, 6 foot front to back.
Grade 3	~6'	6 foot side to side, 6 foot front to back.
Grade 4	~6'	6 foot side to side, 6 foot front to back.
Grade 5	~6'	6 foot side to side, 6 foot front to back.



# Neidig Elementary Notes and Needs

- Additional HDK students will be identified to move into FDK. This will decrease the distance in FDK.
- Distances shown are the minimum separation in any dimension
- Some larger classes have been relocated to larger classrooms in the primary wing to allow social distancing.
- There are 6 available classrooms at Neidig that do not have classes scheduled in them.



# Pfaff Elementary Snapshot

	Total Enrollment	# Live (Currently A/B/L)	# Virtual	# Sections	Total Class Size	Live Class Size	Fit?
Grade FDK	8	8	0	1	8	8	YES
Grade HDK AM	39	30	9	2	19.5	13	YES
Grade HDK PM	17	12	5	1	17	12	YES
Grade 1	85	57	28	3	28.33	19	YES
Grade 2	82	56	26	4	20.5	14	YES
Grade 3	78	58	20	3	26	19.33	YES
Grade 4	92	66	26	4	23	16.5	YES
Grade 5	71	48	23	3	23.66	16	YES



# Pfaff Elementary Additional Context

	Distance	Additional Context
Grade FDK	~6'	6 ' from side to side & front to back
Grade HDK AM	~5'	5 ' from side to side & front to back
Grade HDK PM	~5'	5 ' from side to side & front to back
Grade 1	~6'	6 ' from side to side & front to back
Grade 2	~4.5'	4.5 ' from side to side & front to back
Grade 3	~4.5'	4.5 ' from side to side & front to back
Grade 4	~4.5'	4.5 ' from side to side & front to back
Grade 5	~4.5'	4.5 ' from side to side & front to back



# Pfaff Elementary Notes and Needs

- Lunch will not be socially distanced with 6'. Students are seated at their desks for lunch.
- Total enrollment includes students in specialized programs who are included for some portion of the day.
- Additional HDK students will be identified to move into FDK. This will decrease the distance in FDK.
- Distances shown are the minimum separation in any dimension
- First grade could not be accommodated in the existing classrooms, so these classes were moved to common areas (Library, Cafeteria, Gym.)



# Quakertown Elementary Snapshot

	Total Enrollment	# Live (Currently A/B/L)	# Virtual	# Sections	Total Class Size	Live Class Size	Fit?
Grade FDK	8	7	1	1	8	7	YES
Grade HDK	46	33	13	2	23	16.5	YES
Grade 1	49	36	13	3	16.3	13	YES
Grade 2	53	41	12	3	17.7	13.6	YES
Grade 3	37	24	13	2	18.5	12	YES
Grade 4	60	43	17	3	20	14.3	YES
Grade 5	48	27	21	2	24	13.5	YES



# Quakertown Elementary Additional Context

	Distance	Additional context		
Grade FDK	~6'			
Grade HDK	~5'	4 1/2' front to back, 5' side to side		
Grade 1	~5 1/2'	5 1/2' front to back, 6' side to side		
Grade 2	~4 1/2'	4 1/2' front to back, 6' side to side		
Grade 3	~5 1/2' and 6 plus	5 1/2' front to back, 6' side to side	6 ' front to back and side to side	
Grade 4	~4 1/2 ' and 5 1/2'	4 1/2' front to back, 5' side to side	4 1/2' front to back, 5' side to side	5 1/2' front to back, 5' side to side
Grade 5	~4 1/2'	4 1/2' front to back, 6' side to side		





# Quakertown Elementary Notes and Needs

- Lunch will not be socially distanced.
- All classes will be less than six feet social distancing.
- Additional HDK students will be identified to move into FDK. This will decrease the distance in FDK.
- Distances shown are the minimum separation in any dimension



# Richland Elementary Snapshot

	Total Enrollment	# Live (Currently A/B/L)	# Virtual	# Sections	Total Class Size	Live Class Size	Fit?
Grade FDK	10	9	1	1	10	9	YES
Grade HDK	34	22	12	2	17	12	YES
Grade 1	59	41	18	3	19.7	13.7	YES
Grade 2	77	57	20	3	25.7	19	YES
Grade 3	67	53	14	3	22.3	17.7	YES
Grade 4	75	60	15	3	25	20	YES
Grade 5	65	50	15	3	21.7	16.7	YES



# Richland Elementary Additional Context

	Distance	Additional Context
<b>Grade FDK</b>	~6	6' front to back, 6' side to side
<b>Grade HDK</b>	~5-5.5'	5' front to back, 5.5' side to side
<b>Grade 1</b>	~5.5-6'	5.5' front to back, 6' side to side
<b>Grade 2</b>	~4.5-5'	5' front to back, 4.5' side to side
<b>Grade 3</b>	~5'	5' front to back, 5' side to side
<b>Grade 4</b>	~5'	5' front to back, 5' side to side
<b>Grade 5</b>	~5	5" front to back, 5' side to side



# Richland Elementary Notes and Needs

- Lunch will not be socially distanced. Students will be unmasked for lunch longer than the recommended 10 minute mask break.
- Additional HDK students will be identified to move into FDK. This will decrease the distance in FDK.
- Distances shown are the minimum separation in any dimension
- Common areas are comparable to classrooms in size, so they do not provide spaces large enough to increase social distancing for larger classes.



# Trumbauersville Elementary Snapshot

	Total Enrollment	# Live (Currently A/B/L)	# Virtual	# Sections	Total Class Size	Live Class Size	Fit?
Grade FDK	11	10	1	1	11	10	YES
Grade HDK	31	26	5	2	15.5	13	YES
Grade 1	56	42	13	2	28	21	YES
Grade 2	52	37	15	2	26	18.5	YES
Grade 3	84	65	19	4	21	16.25	YES
Grade 4	62	51	11	3	20.66	17	YES
Grade 5	63	51	12	3	21	17	YES



# Trumbauersville Elementary Additional Context

	Distance	Additional Context
<b>Grade FDK</b>	~6	Center of desk to center of desk
<b>Grade HDK</b>	~6	Center of desk to center of desk
<b>Grade 1</b>	~6	Center of desk to center of desk
<b>Grade 2</b>	~6	Center of desk to center of desk
<b>Grade 3</b>	~6	Center of desk to center of desk
<b>Grade 4</b>	~6	Center of desk to center of desk
<b>Grade 5</b>	~6	Center of desk to center of desk



# Trumbauersville Elementary Notes and Needs

- Total enrollment includes students in specialized programs who are included for some portion of the day.
- Lunch will not be socially distanced. Students will be unmasked for lunch longer than the recommended 10 minute mask break.
- Additional HDK students will be identified to move into FDK. this will decrease the distance in FDK. Distances shown are the minimum separation in any dimension



# Secondary Notes – All Buildings

- No lockers will be used
- Secondary buildings used an overflow strategy to relocate excess students to a common area to participate in their class or classes remotely from within the building
  - Overflow areas will be supervised by an aide (not teacher)
  - Students will attend overflow coming from multiple classes/subject areas
  - Teachers will create an internal rotation in which students would go to overflow each day
  - Students may spend multiple periods in an overflow area in one day
- Secondary transition times will be longer to allow for some staggering, but social distancing will not be able to be maintained during class changes
- To minimize transitions, maximize effectiveness of instructional time during the shortened day, and reduce the books and materials students need to carry, a modified block schedule will be used.





# Sixth Grade Center Snapshot

	Total Enrollment	# Hybrid (groups A/B/L)	# Virtual
All Classes	359	286	73

	Total Enrollment	Group A+L	Group B+L	Virtual
All Classes	359	181	159	73



# Sixth Grade Center School Snapshot

## Overflow Analysis - Number of Students Reassigned to a Common Area Each Period

Period	Total Number of Classes	Total Number of Seats Available (All Classes)	Current # of classes with overflow students
Period 1	18	342 (392 w/ Gym)	0
Period 2	17	278 (328 w/ Gym)	0
Period 3	17	295 (345 w/ Gym)	0
Period 4	21	347 (397 w/ Gym)	0
Period 5	20	327 (377 w/ Gym)	0
Period 6	20	325 (375 w/ Gym)	0
Period 7	18	312 (362 w/ Gym)	0

\*The gymnasium is the "classroom" for PE classes and the capacity is 50.

Totals include the addition of co-teachers or aides in the classrooms and displacement of equivalent numbers of students



# Sixth Grade Center Notes and Needs

- With the current hybrid schedule, all classrooms are below their capacities (at 6 feet physical distancing).
- No students are in overflow spaces, currently.
- One-way hallways support physical distancing during transitions.
- Two aides each period are used for supervising bathrooms to ensure staggered student use and physical distancing.
- If more students attend live, some classrooms would go over their capacities (at 6 feet physical distancing), requiring the use of overflow spaces.



# Strayer Middle School Snapshot

	Total Enrollment	# Live	# Virtual	Total Hybrid	# Hybrid A	# Hybrid B	Total Hybrid A + Live	Total Hybrid B + Live
Grade 7	416	65	80	268	145	123	210	188
Grade 8	449	53	90	302	158	144	211	197
Total	865	118	170	570	303	267	421	385
%	100%	14%	20%	66%			49%	45%



# Strayer Middle School Snapshot

## Overflow Analysis - Number of Students Reassigned to a Common Area Each Period

Period	Total Number of Classes	Total Number of Seats Available (All Classes)	Current # of classes with overflow students
1	47	774	0
2	41	678	0
3	44	664	0
4	41	648	0
5	50	797	0
6	43	701	0
7	45	730	0



# Strayer Middle School Notes and Needs

- No students in overflow currently.
- Previous overflow areas are no longer available due to being scheduled for larger class sizes (Gym, Cafe, Library).
- If social distancing is less than 6', additional impacts include inability to provide mask breaks and difficulty with maintaining distancing during snack breaks.
- Difficulty maintaining social distancing in hallways during transitions.



# High School Snapshot

	Total Enrollment	# Live	# Hybrid	# Virtual
High School	1734	178	1203	353
%	100.00%	10.27%	69.38%	20.36%

- Accurate as of 9/23/2020
- Due to the vast amount of change requests in instructional environment in the weeks following the initial registration, and ongoing, there is currently no accurate way of knowing which Hybrid students would opt for Live instruction should a choice be offered. New data would need to be collected to accurately predict the needs.



# High School Snapshot

## Overflow Analysis - Number of Students Reassigned to a Common Area Each Period

		Measured 6ft from the center of each desk			
		If all Live and half Hybrid is in the building AND with 6ft distancing (all first choices)		If we move all Hybrid A/B AND with 6 ft distancing	
	Total Number of Classes	# of Classes With Overflow Students	# Students in the overflow room	# of Classes With Overflow Students*	# Students in the overflow room*
Period 1	74	29	165	0	0
Period 2	72	27	111	0	0
Period 3	67	23	92	0	0
Period 4	68	35	153	0	0
Period 5	67	28	180	0	0
Period 6	62	30	172	0	0
Period 7	62	26	124	0	0

NOTES: Due to the vast amount of change requests processed since registration this data, presented last summer, is outdated. In order to fully understand how many of our current hybrid students will prefer to stay hybrid or wish to change to live, we would need to re-capture their wishes through an abbreviated registration or sign up form.

We currently have no need for overflow, but the schedule is tight. A small change in numbers will result in overflow, unless we reduce social distancing to less than 6ft.

An overview of current practices and challenges is provided on the next slide.





# High School Notes and Needs

- Our greatest need at this time is stability. Changes to our practice may seem like small decisions, but may have great impact on our building operations if systems are not aligned with new practices.
- Since the start of school we processed 73 change requests. This requires updating the capacity chart of 511 class periods (73 requests times 7 classes) in just the first week of school. Prior to the start of school we processed over 175 change requests after registration. In addition to *manually* keeping track of room capacity, change requests may also require a change in transportation needs.
- Our administrators spend countless numbers of hours working out logistics, while we have a great need to shift our attention to supporting instructional practices. Stability in logistical needs will provide that opportunity.



# Implications of Elementary 5 Day Live Instruction

- Returning to regular school hours requires return to standard prep times
- Lack of staffing for elementary specials (Spanish) that provide that prep time
- Teaching virtual students - current teachers would lose the additional time to work with virtual students; adding dedicated virtual teachers would have a 60 day timeline and be very costly; pulling teachers from live classrooms for dedicated virtual work will raise class size and eliminate social distancing in the classroom



# Implications of Middle Level Live Instruction

- Up to 40% of students would need to work in overflow areas to maintain any social distancing
- Overflow areas have been repurposed for large classes and are no longer available
- No effective method to serve lunches and maintain any social distancing
- Transportation would need to return to 3 tiers and start times would change (lead time required for rerouting)
- Teaching virtual students - current teachers would lose the additional time to work with virtual students; adding dedicated virtual teachers would have a 60 day timeline and be very costly; pulling teachers from live classrooms for dedicated virtual work will raise class size and result in crowded live classrooms



# Implications of High School Live Instruction

- Up to 40% of students would need to work in overflow areas to maintain any social distancing
- Sufficient overflow areas are not available
- No effective method to serve lunches and maintain any social distancing
- Transportation would need to return to 3 tiers and start times would change (lead time required for rerouting)
- Teaching virtual students - current teachers would lose the additional time to work with virtual students; adding dedicated virtual teachers would have a 60 day timeline and be very costly; pulling teachers from live classrooms for dedicated virtual work will raise class size and exceed even non-socially distanced capacity in many classrooms