Reopening Plan Update

Brenda G. Wynder, Ed.D.

October 22, 2020
# Committee Meetings

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet</td>
<td>September 22, 2020</td>
<td>5</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>September 29, 2020</td>
<td>7</td>
</tr>
<tr>
<td>District Committee</td>
<td>September 30, 2020</td>
<td>39</td>
</tr>
<tr>
<td>Senate Meeting</td>
<td>October 1, 8 and 15, 2020</td>
<td>30</td>
</tr>
</tbody>
</table>

**Key:**
- Cabinet: Butler, Roundtree, Ryan, Wilson and Wynder
- Safety Cabinet: Cabinet, Newcomer and Ovington
- Senate: All District Administrators
- District Committee: Senate plus District Staff
# Sub-Committee Meetings

<table>
<thead>
<tr>
<th>Committee</th>
<th>Dates</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning and Sanitizing</td>
<td>9/24, 9/30, 10/1, 10/15</td>
<td>7</td>
</tr>
<tr>
<td>Student and Staff Health</td>
<td>9/24, 9/25, 9/30, 10/1, 10/12, 10/15</td>
<td>8</td>
</tr>
<tr>
<td>Transportation</td>
<td>9/24, 9/30, 10/1, 10/15</td>
<td>6</td>
</tr>
<tr>
<td>Student and Staff re-entry</td>
<td>9/24, 9/30, 10/1, 10/5, 10/6, 10/7, 10/15, 10/20</td>
<td>16</td>
</tr>
<tr>
<td>Surveys and Staff Assignments</td>
<td>9/24, 9/30, 10/2, 10/8, 10/15</td>
<td>5</td>
</tr>
<tr>
<td>Completed</td>
<td>To be Completed</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Training for Custodians, Maintenance, Service Master and Food Service Staff</td>
<td>Installation of air purifiers to begin in the coming weeks</td>
<td></td>
</tr>
<tr>
<td>Installation of plexiglass &amp; signage at all schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All guidelines have been created and are in a binder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional supplies have arrived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction for teachers on UV lighting and desk cleaning before and after lunch (10/12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery and installation of hands-free water fountains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of air purifiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>To be Completed</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Guidelines for Bus Drivers and Monitors</td>
<td>Designating bus routes based on cohort selection</td>
<td></td>
</tr>
<tr>
<td>Parent Communication Letter</td>
<td>Communication with parents in regard to pick-up and drop-off times. Waiting for cohorts to be determined</td>
<td></td>
</tr>
<tr>
<td>Guidelines for sanitizing and disinfecting buses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for labeling the seating on buses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for handling students with symptoms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>To be Completed</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Guide for creating Staff and Student high health risk lists</td>
<td>Global Call prior to staff and families</td>
<td></td>
</tr>
<tr>
<td>Protocols for protecting /monitoring high risk individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitor Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for quarantining Staff and Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for supporting Staff and Student social wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company committed to staffing the isolation room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for returning to school/work after quarantine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed</td>
<td>To be Completed</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Guidelines for limiting sharing of materials and supplies</td>
<td>Student cohort re-entry dates-TBD by the School Board of Directors</td>
<td></td>
</tr>
<tr>
<td>Guidelines for storing student textbooks and materials</td>
<td>Plan for a virtual academy – in progress</td>
<td></td>
</tr>
<tr>
<td>Student cohort re-entry plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for conducting informational session for students/families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8 specials and Movement of students throughout the building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Visits Scheduled:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines for handling students refusal to wear masks –</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Suggested Cohort Configuration

<table>
<thead>
<tr>
<th>Hybrid Week 1</th>
<th>Low incidence students, self-contained special education students, Knight Academy all grades and students in grades K-2 and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid Week 2</td>
<td>Students in grades 3-5, 10th and 12th</td>
</tr>
<tr>
<td>Hybrid Week 3</td>
<td>All students</td>
</tr>
</tbody>
</table>

#### Days of Attendance

<table>
<thead>
<tr>
<th>Silver</th>
<th>High School and Elementary: M/T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>High School and Elementary: Th/F</td>
</tr>
<tr>
<td>Virtual (asynchronous)</td>
<td>Wednesday 1/2 day virtual and 1/2 day office hours – Teachers will be home due to deep cleanings</td>
</tr>
</tbody>
</table>

#### Note:

Parents will have the option to remain virtual and every attempt will be made to honor color requests as long as social distancing is ensured.
<table>
<thead>
<tr>
<th>Completed</th>
<th>To be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff survey completed and analyzed by district and schools</td>
<td>Continue planning for substitute shortage</td>
</tr>
<tr>
<td>Designed student surveys</td>
<td>Provide process of FFCRA to staff</td>
</tr>
<tr>
<td>Guidelines for determining staff assignments</td>
<td>Solicit volunteers for virtual teaching</td>
</tr>
<tr>
<td>Distribute student/family survey to families</td>
<td>Gain approval for patterned intermittent leave</td>
</tr>
<tr>
<td>Distribute results of student/family surveys to the administration</td>
<td></td>
</tr>
</tbody>
</table>
Surveys and Staff Assignments
Mr. Wilson and Mr. Kitchen

Staff Survey Results

| Currently 19 staff members do not plan to return for in-person learning (18T and 1 IA). |
| 63 staff members are eligible for FFCRA but at this time they plan to return. |

Note: First Family Coronavirus Response Act: Employer Paid Leave (FFCRA)

- *Two weeks (up to 80 hours) of paid sick leave at the employee’s regular rate of pay* where the employee is unable to work because the employee is quarantined.
- *Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee’s regular rate of pay* because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a health care provider), or care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19.
- Daily maximum $200.
- $12,000 maximum over time.
<table>
<thead>
<tr>
<th>Student/Family Survey Results (3,037 response by 10/14/2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.9% in favor of hybrid</td>
</tr>
<tr>
<td>43.1% in favor of virtual</td>
</tr>
<tr>
<td>64.8% in favor of two full days a week</td>
</tr>
<tr>
<td>35.2% in favor of 4 half days a week</td>
</tr>
<tr>
<td>70.3% will not need transportation</td>
</tr>
<tr>
<td>29.7% will need transportation</td>
</tr>
</tbody>
</table>
# Staff Survey Results

<table>
<thead>
<tr>
<th>Stressors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Load</td>
</tr>
<tr>
<td>Personal Safety and Health</td>
</tr>
<tr>
<td>Staffing- Will there be enough?</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Uncertainty of when we will be returning to school</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
<tr>
<td>Administrative Support</td>
</tr>
<tr>
<td>Family Stress</td>
</tr>
<tr>
<td>Staff Survey Results</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Meeting the needs of all students with an added layer of attention for special education students</td>
</tr>
<tr>
<td>Staff being stressed</td>
</tr>
<tr>
<td>Changes in Chester County Health Department (CCHD) Guidance</td>
</tr>
<tr>
<td>Navigation</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Providing substitutes</td>
</tr>
<tr>
<td>Lack of Chromebooks</td>
</tr>
</tbody>
</table>
“Worry never accomplishes anything. When you have a problem, it is best to concentrate on the solution to that problem, not the problem itself.”

– Thomas D. Willhite
Chester County Health Department Guidance – September 14, 2020

Consideration for transitioning between instructional models will be based upon the below thresholds as follows:

- Transitioning to a more in-person instructional model can be considered when thresholds for incidence rates and positivity are met for the three (3) consecutive weeks per the table below.
- Transitioning to a more virtual instructional model can be considered when thresholds for incidence rates and positivity are met for (2) consecutive weeks per the table below.

<table>
<thead>
<tr>
<th>Community Transmission</th>
<th>Incidence Rate per 100,000</th>
<th>AND/OR</th>
<th>PCR Test Positivity</th>
<th>Instructional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>&lt;10</td>
<td>AND</td>
<td>&lt;5%</td>
<td>In-Person</td>
</tr>
<tr>
<td>Moderate</td>
<td>≥10 and &lt;40</td>
<td>AND</td>
<td>≥5% and &lt;7%</td>
<td>Hybrid</td>
</tr>
<tr>
<td>High</td>
<td>≥40 and &lt;80</td>
<td>OR</td>
<td>&gt;7% and &lt;10%</td>
<td>Virtual and/or Hybrid</td>
</tr>
<tr>
<td>Very High</td>
<td>≥80</td>
<td>OR</td>
<td>≥10%</td>
<td>Virtual</td>
</tr>
</tbody>
</table>

If thresholds are being met in two different Community Transmission levels (incidence rate in one level and positivity in another level), the higher Transmission level is the recommended level.
COVID-19 Data for the Southeast Delco School District (10/2020)

<table>
<thead>
<tr>
<th>7 Day Period</th>
<th>Positive Case Count</th>
<th>Incidence Rate per 100,000</th>
<th>Percent PCR Positivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (most current)</td>
<td>25</td>
<td>82.35</td>
<td>High 8.23%</td>
</tr>
<tr>
<td>Week 2</td>
<td>23</td>
<td>75.76</td>
<td>High 7.58%</td>
</tr>
<tr>
<td>Week 3</td>
<td>24</td>
<td>79.05</td>
<td>High 7.91%</td>
</tr>
<tr>
<td>Week 4</td>
<td>9</td>
<td>29.64</td>
<td>Low 2.96%</td>
</tr>
<tr>
<td>Weeks 1-4 Average</td>
<td>20.25</td>
<td>66.7</td>
<td>High 6.67%</td>
</tr>
</tbody>
</table>

- In a three week period, the positivity for Southeast Delco continues to be categorized as high-risk. 9/29 of the other districts have had a decrease in cases.
- 9/15 districts that are larger than Southeast Delco have less cases.
Key Takeaways

ONE: Delaware County is considered moderate on the Transmission Table

TWO: Southeast Delco School District is considered Substantial on the Transmission Table

THREE: Delaware County and Southeast Delco School District Transmission Table supports SED staying virtual

FOUR: Time is needed to determine the cohort re-entry after the visits to the five county high schools

FIVE: Time is needed to secure staffing

Six: Time is needed for collection of family preference data
Call to Action

Select the best choice for the students and staff of the Southeast Delco School District
Four Options

Transition to Hybrid November 30, 2020

Transition to Hybrid January 4, 2021

Transition to Hybrid January 19, 2021

Transition to Hybrid February 1, 2021

One Choice
**Option One**

**Transition to Hybrid November 30, 2020**

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students back in class sooner</td>
<td>Holiday gatherings (Wave of COVID-19 increases)</td>
</tr>
<tr>
<td>Ability to assess the social emotional health of the students/staff</td>
<td>Flu Season</td>
</tr>
<tr>
<td>Able to obtain more accurate data to meet student needs</td>
<td>No continuity/lack of focus – winter break soon</td>
</tr>
<tr>
<td>Some parent satisfaction</td>
<td>No Fall/Winter Sports</td>
</tr>
<tr>
<td>Small opportunity for baseline data</td>
<td>Lack of substitutes</td>
</tr>
<tr>
<td>Returning After Thanksgiving helps with the phase in schedule</td>
<td>Technology may not have been obtained</td>
</tr>
</tbody>
</table>
## Option Two

### Transition to Hybrid January 4, 2021

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students back in class</td>
<td>Holiday gatherings (increase in positives)</td>
</tr>
<tr>
<td>Possible cancelation Keystone Testing and Midterms</td>
<td>Ventilation could be a problem due to cold weather</td>
</tr>
<tr>
<td>More time to plan and create structures/routines</td>
<td>Middle of flu season may have to reclose</td>
</tr>
<tr>
<td>Easier closure of 1(^{st}) semester</td>
<td>Inclement weather</td>
</tr>
<tr>
<td>Allows for a cleaner fresh start</td>
<td>Lack of substitutes</td>
</tr>
<tr>
<td>Some Parent satisfaction</td>
<td>Two weeks before the end of Marking Period</td>
</tr>
<tr>
<td>More building prep-time over the holidays</td>
<td>Possible dissatisfaction of stakeholder in regard to Keystone cancellation</td>
</tr>
</tbody>
</table>
### Option Three
Transition to Hybrid February 19, 2021

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Continuity – Holidays are over</td>
<td>Keystone testing delayed/cancelled</td>
</tr>
<tr>
<td>Clears all incubation periods due to holiday cases</td>
<td></td>
</tr>
<tr>
<td>Cohort starts integration before 2nd semester</td>
<td></td>
</tr>
<tr>
<td>Last group returns first day of 3rd marking period</td>
<td></td>
</tr>
</tbody>
</table>
### Option Four

**Transition to Hybrid February 1, 2021**

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st day of 2nd semester</td>
<td>Keystone testing delayed/cancelled</td>
</tr>
<tr>
<td>More Continuity in learning – Holidays are over</td>
<td>Lack of substitutes</td>
</tr>
<tr>
<td>Cleaner split for semester change</td>
<td>Kids home too long</td>
</tr>
<tr>
<td>Students receive half of the year face - to - face</td>
<td>Last group returns the end of February</td>
</tr>
<tr>
<td>End of year traditions and sports can be experienced</td>
<td></td>
</tr>
<tr>
<td>Downward trend of cold and flu season</td>
<td></td>
</tr>
</tbody>
</table>
Recommendation

Transition to Hybrid January 19, 2021
Questions/Comments