

# COVID-19 DISTANCE LEARNING GUIDE



**UCF** | Unionville-Chadds Ford  
School District



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# INTRODUCTION

Amidst the COVID-19 pandemic impacting our community and nation, all UCFSD schools will be closed indefinitely in an effort to safeguard students, staff, families and communities at large from the spread of COVID-19. The District has prepared several contingency plans in the event of a protracted closure.

Distance Learning has been in effect at UCFSD since March 16, 2020. This guide was created to assist UCFSD staff, students and families navigate Distance Learning during the COVID-19 School Closure. Information outlining the District's Continuity of Education Plan, grading, calendars and resources are all featured in this guide for your convenience.

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# CONTINUITY OF EDUCATION PLAN

**March 16, 2020 - June 10, 2020**

*If buildings continue to be closed*

<b>Superintendent</b>	Dr. John Sanville
<b>Address</b>	740 Unionville Road Kennett Square, PA 19348
<b>Email/Phone</b>	<a href="mailto:jsanville@ucfsd.net">jsanville@ucfsd.net</a> 610-347-0970
<b>Website</b>	<a href="https://www.ucfsd.org/">https://www.ucfsd.org/</a>

## Continuity of Education Plan Summary

During the COVID-19 closures to our buildings, Unionville-Chadds Ford will continue to provide meaningful instruction to our students. Meaningful instruction is defined as maintaining student skills, teaching new concepts (asynchronously or synchronously), and providing enrichment opportunities for students to complete independently. Through embedded collaboration time and professional development for our teachers, the expectation is that students will have similar experiences in a specific grade level or course while engaging in an on-line learning model. This includes a commitment to continue to educate our students with disabilities.

**Through the hard work and dedication of our teachers, support staff and administration our students will continue to engage in meaningful learning during this closure.**

## Expectations for Teachers

Our teachers are creative, flexible, highly trained and strong advocates for their students. They are using their talents to adapt to the new challenges and demands of providing a meaningful learning experience for our students in an on-line environment. The following is an outline of expectations for teachers, but it does not truly describe the herculean effort they are providing to make learning real for our students.

### **Individual Teachers' Work Requirements**

- Perform professional responsibilities during typical work hours
    - Secondary: 7:40 am - 2:50 pm day (including planning and 30-minute lunch)
    - Elementary: 8:40 am - 3:50 pm day (including planning and 30-minute lunch)
- Focus of instruction will continue to be:
- English Language Arts (Key focus in elementary)
  - Math (Key focus in elementary)
  - Science
  - Social Studies
  - World Language (Middle and High School)
  - Special Area and Enrichment courses
  - Special Education and Gifted courses and support



- English Learning Development
- Counseling and other behavioral health support
- All Elective courses at the high school for which students are registered
- Other related services

Teachers provide this instruction and support utilizing the UCFSD curriculum through on-line instructional platforms and tools such as Canvas, Google Classroom, Zoom, Seesaw and other on-line tools. Teachers assess and provide feedback to students on their work on a consistent basis. Students in grades six through twelve have chrome books provided by the school district. Elementary students' families were loaned chrome books if needed at home to help students work from home during this closure. Families without on-line access were provided wifi hotspots by the district.

Teachers are dedicated to providing routines for their students as students adapt to this new format of learning. To do this teachers are structuring their day, and administration has provided a schedule, to allow for the following professional activities.

- Maintain student skills, provide new instruction and enrichment opportunities
- Provide feedback to students on work submitted
- Monitor attendance
- Collaborate with colleagues
- Communicate with families
- Support student social-emotional needs
- Engage in professional learning
- Offer "Office Hours"

### **Office Hours**

Teachers are making every effort to maintain communication with students and families. They are posting times when they can be available for feedback and guidance to students on lessons, to clarify directions, and to answer questions (see instructional schedule). Teachers provide this live through Zoom. Teachers communicate their open Zoom office hours to students and families and they willingly provide additional times/opportunities for students/parents to schedule appointments with them upon parent or student request.

### **Expectations for Students**

Teachers are dedicated towards providing a meaningful and engaging educational experience for students. Teachers appreciate that families and students are facing many challenges during this pandemic and therefore understand that flexibility and support are key to making the educational program a success for all.

To the degree possible students are encouraged to:

- Engage in the instruction provided by their teachers
- Do their best to complete their school work
- Ask questions if they do not understand directions or specific concepts
- Ask for help if they are struggling with the on-line learning format
- Collaborate to the degree possible with their peers on learning activities
- Request support from the school counselor or social worker if they need social emotional support



## Instructional Guidelines

These guidelines are provided as a baseline of what teachers are doing to support student learning.

- Teachers are engaging in providing :
  - New instruction, review and practice and enrichment opportunities (asynchronous or synchronous)
  - A means of checking for understanding
  - Feedback for learning
- Teachers are assessing student work and when appropriate grading it. Teachers are providing flexibility to students on due dates and time lines realizing that not all students are able to complete work at the same pace in an on-line environment as it is new for them.
- Teachers are working to record and post lessons that are provided synchronously to students. Teachers understand that students and parents are not always available during school hours. Parents may be working from home and cannot help students when a Zoom call or lesson is scheduled. Parents may be trying to care for young children, and students may have to watch younger siblings so parents can work. Recorded lessons provide flexibility.
  - Teachers are making every effort to provide at least 24 hours notification of new learning that will be done synchronously giving families ample opportunity to plan ahead for their student's participation.
  - As discussed above teachers are being flexible with students and they do not penalize students for not attending these live lessons, knowing that students can view the recorded lesson later that day or in the evening.
- Teachers are working hard to provide asynchronous instruction for students. This is a new mode for delivering instruction with some new tools for many of our teachers, and they are dedicated to learning best practices in this area

## Access (Devices, Platforms)

The technology team has proactively provided the resources and tools our students need to access and be successful with on-line learning. The following are the key actions they implemented.

- Chromebooks provided to all 6th-12th grade students
- Chromebooks provided on an as needed basis to our K-5 students
- Kajeets (Mobile Hotspots) provided on an as needed basis to any student or staff member
- Laptops provided to all staff
- Canvas LMS provided to all 6th-12th grade students and staff
- Google Classroom and Seesaw LMS provided to all K-5 students and staff
- Technology Hotline and helpdesk ticketing system to provide support for parents, staff, and students
- Virtual Private Network access to our administrative support for essential functions
- Daily device pickup and repair services for staff and students
- Remote access to our school phones for various staff to communicate with parents and students
- Web and Audio conferencing tools with Zoom and Google Meet



- Solutions database for common technology challenges for our parents, staff, and students

Contact Justin Webb if you have questions or needs related to technology. [jwebb@ucfsd.net](mailto:jwebb@ucfsd.net)

### Accountability, Assessment and Grading

Teachers understand that flexibility is fundamental to the success of on-line learning. Teachers also know that providing meaningful feedback and grading of student work when appropriate is important for student learning and accountability.

- Teachers in the Kindergarten - Eighth grade environment are providing grades and will ultimately evaluate students' work on a pass, fail basis. High school teachers will continue to use the same grading scale as before the closing.
- Students who pass a course will be awarded the credit as planned in the program of studies.

Staff will reach out promptly to students that are struggling to complete work or attend to offer support and guidance. Students who are not logging in consistently, or who have missed logging in two school days in a row, are contacted as well. Administration, school counselors and social workers help with this process.

### Other Professional Staff Expectations

**Special Education Teachers** - Our special education teachers' goal is to provide appropriate and reasonable instruction through a good faith effort to make things as equitable as possible for all of our learners. Special education teachers deliver their core instruction similar to the general education teachers. They provide learning activities for each individual based on their goals outlined in students' IEPs. Special education teachers connect with families as well, depending on the level of need and communication required by their caseload. They continue to write Individualized Education Plans (IEPs) and hold IEP meetings via Zoom. They also hold office hours to provide additional support for students and families. Special education teachers are strong advocates for their students and will continue to do their absolute best to meet student needs. Please contact Dr. Leah Reider if you have questions regarding special education programming. [lreider@ucfsd.net](mailto:lreider@ucfsd.net)

**Teachers of the Gifted** - These teachers also are striving to find creative and engaging ways to help our gifted students to continue to learn and grow. Our teachers of the gifted are holding office hours to work with students and answer questions while providing individual and small group distance learning opportunities. They continue to write Gifted Individualized Education Plans (GIEPs) and hold GIEP meetings via Zoom. Please contact Dr. Leah Reider if you have questions regarding gifted education programming. [lreider@ucfsd.net](mailto:lreider@ucfsd.net)

**English Language Development Teachers** - ELD teachers are providing opportunities for students to engage in English Language Development activities. They are reaching out to families on a regular basis, modifying lessons for students and providing interpreters as needed. They use *Language Line* and Chester County Intermediate Unit interpreters to help with this. Please contact John Nolen if you have questions regarding ELD programming. [jnolen@ucfsd.net](mailto:jnolen@ucfsd.net)



**School Counselors and Social Workers** - School counselors and social workers are committed to providing the support students need during this challenging time. High school counselors continue to work through the course selection, scheduling, and college application/selection process and to be available for students and families to provide social and emotional support. K-8 School Counselors and K-12 School Social Workers also are providing social emotional support to students as well as providing information about academic and other programs as appropriate. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. [lreider@ucfsd.net](mailto:lreider@ucfsd.net)

**School Psychologists and Instructional Support Teachers** - These key members of our behavioral health and instructional team continue to support teachers in how to best serve students with academic or emotional needs. They are also another resource for parents and students during this difficult time. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. [lreider@ucfsd.net](mailto:lreider@ucfsd.net)

**Reading Specialist** - These specialists continue to meet with small groups and individual students through zoom to provide instruction. They utilize on-line instructional tools to provide students an opportunity to practice and get feedback on their reading. Please contact Tim Hoffman if you have questions regarding reading support programming. [thoffman@ucfsd.net](mailto:thoffman@ucfsd.net)

**Nurses** - Our nurses continue to be an excellent resource for our students and families as they are available to answer general health and wellness questions. They of course are not able to provide telemedicine. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. [lreider@ucfsd.net](mailto:lreider@ucfsd.net)

### Student Attendance

The district will be monitoring student attendance based on student participation in course work and student-teacher contact during the day. If students are struggling to complete work or attend, communications to the families by teachers and staff will be prompt and supportive. Students who are not logging in consistently or who have missed logging in two school days in a row are contacted. Administration, school counselors and social workers help with this process.

### Planned Secondary and Elementary Schedule

The instructional day planned schedule has evolved as our understanding of students' on-line learning needs has deepened. Teachers' feedback on the best ways to meet their students' educational needs has been integral to the evolution of the planned schedule. This schedule is designed to provide flexibility for teachers so that they can design the best on-line learning experience for their students. It includes time for teacher professional development and collaboration. This will ensure that our students will continue to receive a quality educational program embedded with best practices and effective on-line tools. Please contact John Nolen [jnolen@ucfsd.net](mailto:jnolen@ucfsd.net) or Tim Hoffman [thoffman@ucfsd.net](mailto:thoffman@ucfsd.net) if you have questions regarding the instructional plan.



# SECONDARY WEEKLY SCHEDULE

**Effective April 14, 2020**

*If buildings continue to be closed*

DAY	INSTRUCTIONAL DAY	PLANNING AND COLLABORATION	OFFICE HOURS	OTHER
<b>MONDAY</b>	Full Day On-Line Learning		1 Hour	See On-line Learning Activities
<b>TUESDAY</b>	Full Day On-Line Learning		1 Hour	See On-line Learning Activities
<b>WEDNESDAY</b>	½ Day AM On-Line Learning (ends at 11:10)  <i>*Students have ½ the normal workload</i>	½ Day PM (starts at 12:00)		Professional Development may be scheduled for part of this time as well as faculty meetings
<b>THURSDAY</b>	Full Day On-Line Learning		1 Hour	See On-line Learning Activities
<b>FRIDAY</b>	½ Day AM On-Line Learning (ends at 11:10)  <i>*Students have ½ the normal workload</i>	½ Day PM (starts at 12:00)	1 Hour in AM	Teams and Departments collaborate to determine the following week's instructional plan





# ELEMENTARY WEEKLY SCHEDULE

**Effective April 14, 2020**

*If buildings continue to be closed*

DAY	INSTRUCTIONAL DAY	PLANNING AND COLLABORATION	OFFICE HOURS	OTHER
<b>MONDAY</b>	<p>Full Day On-Line Learning: <b>Focus - Math, English Language Arts</b> <b>Special Area: Art</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Supports</i></p>		1 Hour	See On-line Learning Activities
<b>TUESDAY</b>	<p>Full Day On-Line Learning: <b>Focus - Math and English Language Arts</b> <b>Special Area: PE</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Supports</i></p>		1 Hour	See On-line Learning Activities
<b>WEDNESDAY</b>	<p>½ Day AM On-Line Learning: (ends at 12:25) <b>Focus - Science</b> <b>Special Area: Library and Health</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i> <i>*Students have ½ the normal workload</i></p>	½ Day PM (starts at 1:15)		Professional Development may be scheduled for part of this time as well as faculty meetings
<b>THURSDAY</b>	<p>Full Day On-Line Learning: <b>Focus - Math and English Language Arts</b> <b>Special Area: General Music</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i></p>		1 hour	See On-line Learning Activities
<b>FRIDAY</b>	<p>½ Day AM On-Line Learning: (ends at 12:25) <b>Focus - Social Studies</b> <b>Special Area: Technology</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i> <i>*Students have ½ the normal workload</i></p>	½ Day PM (starts at 1:15)	1 hour in AM	Teams and Departments collaborate to determine the following week's instructional plan



## Additional Information Regarding the Schedule

**On-Line Learning:** This involves asynchronous and synchronous learning opportunities as well as feedback to students, the development of instruction plans and instructional materials and regular communication with students and families. It is a full work day, but can be adjusted as teachers need to provide the instruction their students require .

**Collaboration and Professional Development:** Administration will provide professional development on Wednesdays as needed. This will be flexible and focused on teacher needs. During collaboration time on Friday, teachers plan their next week's lessons to ensure that students are getting the opportunity for a similar experience. Principals may have faculty meetings and other specific meetings during the collaboration time on Wednesday and Friday.

Elementary Special Area Teachers are assigned one specific weekday to provide instruction and enrichment opportunities, meet with their classes, or other activities. Also, special area teachers collaborate with classroom teachers when appropriate to provide specific activities.

School Counselors are developing social-emotional learning activities for students. Implementation of this includes social-emotional learning groups, mindfulness activities, and possibly whole school events. Building principals can decide to change a weekly schedule for a specific SEL activity or event.

Elementary Teachers are utilizing Google Classroom or Seesaw as the on-line learning tool. Seesaw is a new tool for teachers and training is provided.

Classroom teachers in elementary and advisory teachers in the middle school schedule a synchronous class meeting with their students twice a week. This allows teachers to maintain communication and connection with students. Teachers feel that these 15-30 minute meetings are invaluable for checking in and supporting student's social-emotional needs.

## Communication

The District is consistently communicating with staff, parents and students throughout the COVID-19 pandemic. In early March, stakeholders received regular emails through SwiftK12 informing them of decisions that were made to postpone activities and events. Upon the closure of our buildings and facilities, the District communicated regularly in preparation for transition to Distance Learning. Communications sends email messages as new information is received and decisions impacting our staff, students and community are made.

The [COVID-19 District Resources Website](#) is host to FAQs on a variety of topics including Distance Learning and Pupil Services. Additionally, the website offers tools for families including an archive of messages sent from the District, tips on how to talk to your child about COVID-19, community resources, health agency links and resources, social distancing guidelines, tips for staying healthy, and a list of virtual activities to do at home. The website is updated daily as new information is shared.

The Communications Department is using social media (Facebook, Twitter and Instagram) for important alerts and encouraging positive connectivity among students, staff and community.

For questions regarding the UCFSD Communication plan contact Christa Fazio, Communications Coordinator, at [cfazio@ucfsd.net](mailto:cfazio@ucfsd.net).



## Resources

Clever Portal - <https://clever.com/in/ucfportal>  
Seesaw Learning Management System - <https://web.seesaw.me>  
Google Classroom - <https://classroom.google.com>  
Canvas LMS - <https://ucfsd.instructure.com>  
Technology Solutions Database - <https://helpdesk.ucfsd.org/support/solutions>  
Powerschool SIS - <https://ps.ucfsd.org>  
Securly Web Filtering - <https://www.securly.com>  
Additional Technology Information and Resources - <https://www.ucfsd.org/departments/technology>

## Contact Information

Dr. John Sanville, Superintendent - [jsanville@ucfsd.net](mailto:jsanville@ucfsd.net)  
John Nolen, Assistant Superintendent - [jnolen@ucfsd.net](mailto:jnolen@ucfsd.net)  
Tim Hoffman, Director of Curriculum and Instruction - [thoffman@ucfsd.net](mailto:thoffman@ucfsd.net)  
Dr. Leah Reider, Director of Pupil Services - [lreider@ucfsd.net](mailto:lreider@ucfsd.net)  
Justin Webb, Director of Technology - [jwebb@ucfsd.net](mailto:jwebb@ucfsd.net)

## Building Contacts

Chadds Ford Elementary - Principal Danielle Clark [dclark@ucfsd.net](mailto:dclark@ucfsd.net)  
Charles F. Patton Middle School - Principal Steve Dissinger [sdissinger@ucfsd.net](mailto:sdissinger@ucfsd.net)  
Hillendale Elementary - Principal Mike Audevard [maudevard@ucfsd.net](mailto:maudevard@ucfsd.net)  
Pocopson Elementary - Principal Clif Beaver [cbeaver@ucfsd.net](mailto:cbeaver@ucfsd.net)  
Unionville Elementary - Principal Michelle Lafferty [mlafferty@ucfsd.net](mailto:mlafferty@ucfsd.net)  
Unionville High School - Principal James Conley [jconley@ucfsd.net](mailto:jconley@ucfsd.net)

*Implemented March 13, 2020*  
*Last Revised April 3, 2020*



# UNIONVILLE HIGH SCHOOL

## INSTRUCTIONAL SCHEDULE

	AM INSTRUCTIONAL HOURS	11:00-12:00	PM INSTRUCTIONAL HOURS	FEEDBACK/CONSIDERATIONS
<b>MONDAY</b>	Social Studies: (8:00-9:00) Science: (9:00-10:00) Math: (10:00-11:00)	Special Education/ Regular Education Support Services	World Language: (12:00-1:00) English: (1:00-2:00) Electives: (2:00-3:00)	Each discipline listed will have prepared a short introductory pre-recorded lesson (without students) or a synchronous overview lesson that should be recorded. Today's lessons should provide an overview of expectations for the week's assignments + One Office Hour for student check-in
<b>TUESDAY</b>	World Language: (9:00-10:00) Social Studies: (10:00-11:00)	Special Education/ Regular Education Support Services	Math: (12:00-1:00) Science: (1:00-2:00)	Each discipline listed will have prepared a pre-recorded lesson (without students) or will teach a synchronous lesson that should be recorded + One Office Hour for all teachers for student check-in
<b>WEDNESDAY</b>	Special Education/ Regular Education Support Services (8:00-9:00) Electives: (9:00-10:00) English: (10:00-11:00)		Professional Development & Collaboration	Each discipline listed will have prepared a pre-recorded lesson (without students) or will teach a synchronous lesson that should be recorded; No Office Hour Today
<b>THURSDAY</b>	Science: (9:00-10:00) Math: (10:00-11:00)	Special Education/ Regular Education Support Services	Social Studies: (12:00-1:00) World Language: (1:00-2:00)	Each discipline listed will have prepared a pre-recorded lesson (without students) or will teach a synchronous lesson that should be recorded + One Office Hour for all teachers for student check-in
<b>FRIDAY</b>	Special Education/ Regular Education Support Services (8:00-9:00) Electives: (9:00-10:00) English: (10:00-11:00)		Professional Development & Collaboration	Each discipline listed will have prepared a pre-recorded lesson (without students) or will teach a synchronous lesson that should be recorded + One Office Hour for all teachers for student check-in.

\*All teachers must hold an Office Hour on Monday, Tuesday, Thursday and Friday of each week; The scheduled instructional hour is in addition to a teacher's Office Hour.



# PATTON MIDDLE SCHOOL

## INSTRUCTIONAL SCHEDULE

	AM INSTRUCTIONAL HOURS	11:00 - 12:00	PM INSTRUCTIONAL HOURS	FEEDBACK/CONSIDERATIONS
<b>MONDAY</b>	Soc.St./Geo: (8:00-9:00) Science: (9:00-10:00) Math: (10:00-11:00)	Special Ed. and IST Support Services	World Lang: (12:00-1:00) ELA: (1:00-2:00) Enrichment: (2:00-3:00)	All teachers provide one hour of Office Hours for student check-in and support.
<b>TUESDAY</b>	World Lang: (9:00-10:00) Soc.St./Geo: (10:00-11:00)	Special Ed. and IST Support Services	Math: (12:00-1:00) Science: (1:00-2:00) Advisory: (2:00-3:00)	All teachers provide one hour of Office Hours for student check-in and support.
<b>WEDNESDAY</b>	Special Ed. and IST Support Services (8:00-9:00) Enrichment: (9:00-10:00) ELA: (10:00-11:00)		Professional Development and Collaboration	No Office Hours today.
<b>THURSDAY</b>	Science: (9:00-10:00) Math: (10:00-11:00)	Special Ed. and IST Support Services	Soc.St./Geo: (12:00-1:00) World Lang: (1:00-2:00) Advisory: (2:00-3:00)	All teachers provide one hour of Office Hours for student check-in and support.
<b>FRIDAY</b>	Special Ed. and IST Support Services (8:00-9:00) ELA: (9:00-10:00) Enrichment: (10:00-11:00)		Professional Development and Collaboration	All teachers provide one hour of Office Hours in the morning for student check-in and support.



# ELEMENTARY SCHOOL INSTRUCTIONAL SCHEDULE

DAY	INSTRUCTIONAL DAY	OFFICE HOURS	OTHER
<b>MONDAY</b>	<p><b>Focus - Math, English Language Arts</b> <b>Special Area: Art</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Supports</i></p>	1 Hour	See On-line Learning Activities
<b>TUESDAY</b>	<p><b>Focus - Math and English Language Arts</b> <b>Special Area: PE</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Supports</i></p>	1 Hour	See On-line Learning Activities
<b>WEDNESDAY</b>	<p><b>Focus - Science</b> <b>Special Area: Library and Health</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i></p> <p><i>*Students have ½ the normal workload</i></p>		Professional Development may be scheduled for part of this time as well as faculty meetings
<b>THURSDAY</b>	<p><b>Focus - Math and English Language Arts</b> <b>Special Area: General Music</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i></p>	1 hour	See On-line Learning Activities
<b>FRIDAY</b>	<p><b>Focus - Social Studies</b> <b>Special Area: Technology</b></p> <p><i>* Applicable Special Ed, Regular Ed and Gifted Ed Supports</i></p> <p><i>*Students have ½ the normal workload</i></p>	1 hour in AM	Teams and Departments collaborate to determine the following week's instructional plan



## **UNIONVILLE HIGH SCHOOL GRADES AND ASSESSMENTS FOR THE 4TH MARKING PERIOD**

Teachers are dedicated towards providing a meaningful and engaging educational experience for students. Teachers appreciate that families and students are facing many challenges during this pandemic and therefore understand that flexibility and support are key to making the educational program a success for all.

- Teachers will establish minimum expectations for passing their courses. The current grading system will remain in place with the following exceptions:
  - Assessment - There will be at least 6 assessments per course, but not more than 12 assessments for the 4th Marking Period.
  - Students have one-week from the date due to make-up any assessments in order to receive up to an 80%.
  - Teachers will communicate with students and parents if the completion of an assessment does not meet a proficient standard. Teachers will provide students with an opportunity to remediate the assessment based on rubric or checklist feedback.
  - Assessments can be remediated up to 70% at any point until the end of the marking period.
  - Students will be assigned a 50% if assessments are never submitted. Teachers and grade level administrators will continue to reach out to parents and students in order to help facilitate getting these assessments completed.
  - Exceptions can be made for medical or extenuating circumstances.

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## **PATTON MIDDLE SCHOOL GRADES AND ASSESSMENTS FOR THE 4TH MARKING PERIOD**

Teachers are dedicated towards providing a meaningful and engaging educational experience for students. Teachers appreciate that families and students are facing many challenges during this pandemic and therefore understand that flexibility and support are key to making the educational program a success for all.

- Grades will transition to a Pass/Fail grading system.
- Teachers will establish minimum expectations for passing their courses.
- Important grading information for 4th Quarter:
  - A passing grade will receive a percentage score of 100%.
  - A failing grade will receive a percentage score of 59%.
    - Course grades of 59% or lower will be considered failing.
  - Pass/Fail grade scores will count as 10% of the final grade in each course.
  - Exceptions can be made for medical or extenuating circumstances.



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## ELEMENTARY SCHOOL GRADES AND ASSESSMENTS

Teachers are dedicated towards providing a meaningful and engaging educational experience for students. Teachers appreciate that families and students are facing many challenges during this pandemic and therefore understand that flexibility and support are key to making the educational program a success for all.

- Grade levels will establish minimum expectations for passing the courses.
  - Report cards will remain the same with the following exception:
    - Grades 3-5 will be on a Pass/Fail grading system for Math, Reading, Writing, Science, and Social Studies.
- Exceptions can be made for medical or extenuating circumstances





# FAQs

## Why did the district change the schedule starting April 14th?

The Instructional schedule is changing based on the need to provide more of a balance between asynchronous and synchronous (Live) learning experiences for our students. **Asynchronous learning occurs when students are reviewing recorded instruction, working on assigned activities, and doing other learning tasks without the live support of the teacher.** This allows for more flexibility on the part of the student as he/she can access the learning at any time. Established cyber programs use this mode as a critical way to provide instruction. Another great advantage to asynchronous instruction is that the lessons are recorded and can be reviewed as many times as the student would like. Also, asynchronous instruction does allow for more opportunity to differentiate instruction.

The new schedule does allow for synchronous learning as well. Teachers will be regularly meeting with their classes to check in with them. They also will have posted office hours during the week and they will be, based on the needs of the students, providing some synchronous instruction.

Special area and enrichment teachers in K-12 now have a better-defined schedule when they can work with students as well as special education and other specialists. This will help ensure that students continue to have access to all of the curricular and support areas.

The new schedule provides sufficient time for teacher collaboration and training. On-line teaching and learning is new for many of our teachers and our students. Our teachers need on-going time to reflect, modify and adjust their approach.

## What can students and parents expect from teachers with the new schedule?

Your child's teacher will:

- Instruct students in new concepts, provide enrichment opportunities and continue to review material while helping students maintain their skills. The teacher will do this with a blend of asynchronous and synchronous learning activities. The ratio of these for each student and grade will depend on the grade level of the student and the specific needs of the individual student.
- Provide open office hours at posted times and will respond during the workday to emails from parents.



- Meet with their students throughout the week, checking on them, clarifying assignments and answering questions.
- Provide feedback and assess student work.
- Monitor student social-emotional well being to the degree possible
- Collaborate with their colleagues and focus on professional development to provide an effective on-line learning experience for students

### **What is the Continuity of Education Plan and where can I access it?**

The Continuity of Education plan outlines in general terms Unionville-Chadds Ford's commitment to continue to provide a quality educational program for our students during this period of school closure. Our district is making the transition from a brick and mortar program to a virtual program, and the Continuity of Education plan provides a roadmap for our staff, students and families on how the virtual program is being implemented. This plan can be accessed on the UCF COVID-19 website under Distance Learning.

### **Why are there so many half days in the new schedule?**

The half-days are critical to our instructional program. Teachers need this collaboration and professional development time to develop an effective on-line instructional program for our students. Teachers will be utilizing this time to:

- Collaborate with colleagues to ensure they are using best practices in the on-line learning environment
- Plan with their grade level and department level teams to ensure, to the degree appropriate, classes are having a similar experience
- Modify and adjust their instruction based on student and family feedback
- Prioritize key concepts and knowledge in the curriculum for instruction
- Develop further knowledge and skills with their on-line learning tools

### **Can my child's teacher still hold live classes in Zoom?**

Yes, your child's teacher will still be holding Zoom meetings with his/her class. All teachers are required to have check-ins with students on Zoom. Beyond this, the frequency and duration of additional Zoom sessions will depend on grade level/teacher discretion. Teachers have choices on how to instruct students, and live sessions via Zoom is certainly one choice teachers can make.



## **When will my child get special education instruction/support?**

Special education instruction and support, based on the student's Individual Educational Plan, is continuing. Your child's special education teacher will be using the same tools as a regular education teacher to instruct his/her students. They will be reaching out using Zoom, and depending on the grade level will be utilizing Canvas, Google Classroom or Seesaw as a platform for asynchronous instruction.

## **Are all lessons being taught for the same amount of time on-line as compared to a regular brick and mortar class ?**

Class time is viewed differently in an on-line environment. Class time is more about student work time rather than the time they are present with the teacher. In an on-line environment, a teacher is providing direct instruction through recorded lessons or live, providing learning activities tied to the instruction, giving feedback and assessing student work and communicating regularly with students/families. Much of this happens throughout the day and week not during a fixed period of the day. As teachers engage in this instructional model, they will need student feedback to gauge if the workload is appropriate for their students. On-line learning has its strengths, however, we know that for some students, working on-line can take longer as compared to a teacher-directed activity.

## **Is it mandatory to participate in distance learning?**

Students do need to participate in on-line learning to the best of their ability recognizing there will be many factors out of their control. Our teachers are empathetic to the fact that students may not be able to complete all their work like they would if they were in our regular program. Teachers will reach out and offer support and guidance when this occurs. Our school counselors and social workers will also support students in this situation. If a family needs technology support during this on-line learning experience, please reach out to our Technology Director, Justin Webb, [jwebb@ucfsd.net](mailto:jwebb@ucfsd.net).



# RESOURCES

[COVID-19 RESOURCES WEBSITE](#)

[COMMUNITY RESOURCES](#)

[DISTANCE LEARNING FAQs](#)

[DISTRICT UPDATES - ARCHIVE](#)

[FOOD SERVICE MEAL DISTRIBUTION](#)

[PUPIL SERVICES FAQs](#)

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