Preparing to Safely Reopen Schools for the 2020-21 School Year

AUGUST 6, 2020
Considering Multiple Perspectives

- **Return to Learn Initial Survey**
  - Open from June 18th-30th

- **Return to Learn Town Hall Meeting**
  - Held July 16 at PG High School Commons

- **Return to Learn Family Choice Survey**
  - Open from July 22nd-July 29

- **Return to Learn Faculty & Staff Survey**
  - Open from July 22nd-July 29

- **Other Sources**
  - Emails, messages, phone calls

**OUR GUIDING PRINCIPLE**

As part of our Return to Learn Plan, Prince George County Public Schools seeks to bring as many of our students back to school as soon as we can and as safely as we can as he resources of the school division will allow.
PRINCE GEORGE COUNTY PUBLIC SCHOOLS
RETURN TO LEARN

A LOOK AT THE LEARNING CONTINUUM
2020-2021 SCHOOL YEAR

OPTION 1: On-Campus Continuum

LOW
TRADITIONAL
Students on campus for five days of instruction each week with physical distancing measures in place.

COVID-19 RATES
BLENDEN
In-person instruction at school campus and virtual learning.

HIGH
TEMPORARILY ONLINE
Daily Instruction virtually until return to campus.

OPTION 2: 100% Virtual/Remote

100% Virtual/Remote
Survey Date: July 22-29, 2020

- Student Messenger emails, website, and social media posts used to promote survey
- 67% (4,084 of 6,049) of Enrollment Initially Responded to the Family Choice Survey
- Follow-up phone calls were made to families who did not submit a choice.
5,265 Responses of 6,049 Students Enrolled = 87%
Return to Learn Family Choice Survey Data
Preference of Educational Method (In-Person or Virtual)

5,265 Responses of 6,049 Students Enrolled = 87%

<table>
<thead>
<tr>
<th>School</th>
<th>100% Virtual</th>
<th>In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEAZLEY</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>HARRISON</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>NORTH</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>SOUTH</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>WALTON</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>MOORE</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>CLEMENTS</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>PGHS</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>DIVISION</td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Virtual Projection Includes 784 Non-Respondents

<table>
<thead>
<tr>
<th>School</th>
<th>100% Virtual</th>
<th>In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEAZLEY</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>HARRISON</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>NORTH</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>SOUTH</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>WALTON</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>MOORE</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>CLEMENTS</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>PGHS</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>DIVISION</td>
<td>57%</td>
<td>43%</td>
</tr>
</tbody>
</table>
Transportation Needs

- **Elementary**: 1,029 Responses
  - Must Have: 322
  - Prefer: 329
  - Not Needed: 378

- **Secondary**: 1,132 Responses
  - Must Have: 414
  - Prefer: 413
  - Not Needed: 305

- **Total**: 2,161 Responses
  - Must Have: 736
  - Prefer: 742
  - Not Needed: 683
‘MUST HAVE’ TOTALS

- Elementary with approx. 67% Response: 322
- If an additional third is projected (107 students) to estimate 100% response rate/participation, this would be 429 students.
- Projected ‘Must Have’ Total - Elem.: 429

(2019-2020 PK-5th Students Transported Daily = 2,045)

BUS CAPACITY

Capacity Based on Maximum Physical Distancing

63 Contracted Bus Drivers
- 26 77-Passenger Buses
  - 13 students per bus = 338
- 28 65-Passenger Buses
  - 11 students per bus = 308
- Special Transportation Buses

Can Transport: 646 Students Per Run (Every other seat, students staggered at aisle and window; does not include students who reside in the same house riding in same seat)
Transportation Needs v. Capacity
'Must Have' Responses for Secondary

**‘MUST HAVE’ TOTALS**
- Secondary with approx. 67% Response: 414
- If an additional third is projected (137 students) to estimate 100% response rate/participation, this would be 551 students.
- Projected ‘Must Have’ Total - Sec.: 551

(2019-2020 6th-12th Students Transported Daily: 2,181)

**BUS CAPACITY**
Capacity Based on Maximum Physical Distancing

- 63 Contracted Bus Drivers
  - 26 77-Passenger Buses
    - 13 students per bus = 338
  - 28 65-Passenger Buses
    - 11 students per bus = 308
  - Special Transportation Buses

Can Transport: 646 Students Per Run (Every other seat, students staggered at aisle and window; does not include students who reside in the same house riding in same seat)
Return to Learn Family Choice Survey Data

Face Covering Requested

Elementary (n=1,031)

- Face Mask: 804 (78%)
- Face Shield: 227 (22%)

Secondary (n=1,118)

- Face Mask: 986 (88%)
- Face Shield: 133 (12%)

1,031 of 1,121 = 91.97%

1,033 of 1,118 = 92.39%
Face Coverings: Recommended vs. Required

Governor Ralph Northam’s Executive Order 63 - Issued May 26, 2020

“All patrons in the Commonwealth aged ten and over shall when entering, exiting, traveling through, and spending time inside” certain buildings “cover their mouth and nose with a face covering.”

Several Exceptions to Executive Order 63 Include...

- Individuals “participating in-person classes in K-12 education or institutions of higher education.”
- “Persons with health conditions that prohibit wearing a face covering. Nothing in [EO 63] shall require the use of a face covering by any person for whom doing so would be contrary to his or her health or safety because of a medical condition.”

Anyone who declines to wear a face covering because of a medical condition “shall not be required to produce or carry medical documentation verifying the stated condition nor shall the person be required to identify the precise underlying medical condition.”
Face Coverings: Recommended vs. Required

Centers for Disease Control, Updated July 23, 2020

- Cloth face coverings are **recommended** as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice.

- While cloth face coverings are **strongly encouraged** to reduce the spread of COVID-19, CDC recognizes there are specific instances when wearing a cloth face covering may not be feasible.

- Appropriate and consistent use of cloth face coverings may be challenging for some students, teachers, and staff, including:
  - Younger students, such as those in early elementary school.
  - Students, teachers, and staff with severe asthma or other breathing difficulties.
  - Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.
CDC recommends that people, including teachers, staff, and students wear cloth face coverings in public settings as able when around people who live outside of their household, especially when other social distancing measures are difficult to maintain.

<table>
<thead>
<tr>
<th>Possible Student Scenario</th>
<th>Cloth Face Coverings Recommended</th>
<th>Cloth Face Coverings May Be Considered</th>
<th>Additional Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are seated less than 6 feet apart while riding a bus or while carpooling</td>
<td>✔</td>
<td></td>
<td>• Cloth face coverings should always be worn by bus and carpool drivers as able*</td>
</tr>
<tr>
<td>Students are less than 6 feet apart while entering or exiting school (e.g., carpool drop off/pick up) or while transitioning to/from other activities</td>
<td>✔</td>
<td></td>
<td>• Consider having staff monitor students during transitions to encourage correct use and distribute cloth face coverings as needed.</td>
</tr>
<tr>
<td>Students are seated at least 6 feet apart in the classroom</td>
<td></td>
<td>✔</td>
<td>• Teachers and staff should wash or sanitize hands (using a hand sanitizer that contains at least 60% alcohol) before and after helping a student put on or adjust a cloth face covering.</td>
</tr>
<tr>
<td>Students are seated less than 6 feet apart in the classroom, or are engaging in learning stations or circle time that require close contact</td>
<td>✔</td>
<td></td>
<td>• Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading.</td>
</tr>
<tr>
<td>Students are less than 6 feet apart transitioning between classes or to other activities during the school day</td>
<td>✔</td>
<td></td>
<td>• Schools may consider staggering classroom transition times and allow only one-way pathways/hallways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading.</td>
</tr>
</tbody>
</table>
Those who come in close contact of a confirmed case, teacher or student, will be required to quarantine for 14 days past their last contact with the confirmed person.

Close Contact is currently defined and implemented by the Virginia Department of Health as requiring those who are less than 6 feet away from a person who has tested positive with COVID-19 for more than 15 minutes to quarantine for 14 days.

There is no special consideration of whether the person was wearing a face covering when less than 6 feet away from the person who tested positive for COVID-19 to limit the number of days of the quarantine.

The question that must be answered for the Virginia Department of Health is:
Who has been within less than 6 feet of the person who was positive for COVID-19 for more than 15 minutes?
Survey Date: July 21 - 29, 2020

# of Faculty Responses: 440

Three Options:

- Prefer to Return In-Person
- Request Virtual Due to High-Risk Condition(s)
- Requested Virtual, But May Not Qualify

<table>
<thead>
<tr>
<th>Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person</td>
<td>346</td>
</tr>
<tr>
<td>Virtual: High-Risk</td>
<td>43</td>
</tr>
<tr>
<td>Virtual: Request</td>
<td>51</td>
</tr>
</tbody>
</table>
RETURN TO LEARN

A LOOK AT THE LEARNING CONTINUUM
2020-2021 SCHOOL YEAR

OPTION 1: On-Campus Continuum

LOW COVID-19 RATES HIGH

TRADITIONAL
Students on campus for five days of instruction each week with physical distancing measures in place.

BLENDEN
In-person instruction at school campus and virtual learning.

TEMPORARILY ONLINE
Daily Instruction virtually until return to campus.

OPTION 2: 100% Virtual/Remote
Local Public Health Information
COVID-19 Cases in Virginia

Virginia Population
8,411,808 (VDH, 2020)

Total % of Cases
1.13%

Total % of Deaths
0.02%

Source: Virginia Department of Health COVID-19 Daily Dashboard (8/6/2020)
Local Public Health Information

Demographics of COVID-19 Cases in Virginia

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total Cases</th>
<th>Percentage in Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 0-9</td>
<td>3,331 of 95,867</td>
<td>3.4%</td>
</tr>
<tr>
<td>Ages 10-19</td>
<td>7,519 of 95,867</td>
<td>7.8%</td>
</tr>
<tr>
<td>Ages 0-9</td>
<td>3,331 of 8,411,808</td>
<td>0.04%</td>
</tr>
<tr>
<td>Ages 10-19</td>
<td>7,519 of 8,411,808</td>
<td>0.09%</td>
</tr>
</tbody>
</table>

Source: Virginia Department of Health COVID-19 Daily Dashboard (8/6/2020)
Local Public Health Information
COVID-19 Cases in Prince George County

COVID-19 Cases in Virginia: Locality

Counts by Virginia Locality

<table>
<thead>
<tr>
<th>Health District</th>
<th>Locality</th>
<th>Case Count</th>
<th>Hospitalized Count</th>
<th>Death Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crater</td>
<td>Dinwiddie</td>
<td>211</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Emporia</td>
<td>172</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Greensville</td>
<td>441</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Hopewell</td>
<td>260</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Petersburg</td>
<td>493</td>
<td>64</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Prince George</td>
<td>357</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Surry</td>
<td>44</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sussex</td>
<td>283</td>
<td>25</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Virginia Department of Health COVID-19 Daily Dashboard (8/6/2020)

Prince George County
Population Estimate
37,845 (VDH, 2020)

Prince George County
Public Health Data

357 Confirmed Cases of 37,845... (.94%)
16 Hospitalizations of 37,845..... (.04%)
2 Deaths of 37,845.................. (.005%)

* 0 COVID-19 Deaths in Virginia & Prince George among Ages 0-19
Children appear to be at lower risk for contracting COVID-19 compared to adults.

While some children have been sick with COVID-19, adults make up nearly 95% of reported COVID-19 cases.

Early reports suggest children are less likely to get COVID-19 than adults, and when they do get COVID-19, they generally have a less serious illness.

As of July 21, 2020, 6.6% of reported COVID-19 cases and less than 0.1% of COVID-19-related deaths are among children and adolescents less than 18 years of age in the United States.
Centers for Disease Control & Prevention

Why Is It Important to Open Schools for In-Person Instruction

- Schools provide **critical instruction and academic support** for our children.
- **Social interaction** among children is important for **emotional well-being** as well as language, communication, social, and interpersonal skills.
- Schools are an important venue for students to receive **emotional and psychological support** from friends, teachers, and staff members.
- Students who depend on services such as school food programs, special education and related services (e.g., speech, occupational therapy, physical therapy), and after school programs are at a greater risk for poor health and educational outcomes when school buildings are closed and they are not able to access these programs and services.
- Schools provide **safe and supportive environments, structure, and routines for children**, as well as other needed support services for children and families. Schools **help parents, guardians, and caregivers be able to work**.

cdc.gov
OPTION 1: ON-CAMPUS INSTRUCTION

The instructional model will be dependent on health and safety conditions.

- **LOW COVID-19 RATES**
  - **TRADITIONAL**: Students on campus for five days of instruction each week with physical distancing measures in place.
  - **BLEND**: In-person instruction at school campus and virtual learning.

- **HIGH COVID-19 RATES**
  - **TEMPORARILY ONLINE**: Daily instruction virtually until return to campus.
Option One: On-Campus Instruction
Traditional Learning

- Cloth face coverings
  - *Highly recommended* and *strongly encouraged* for faculty, staff, and students who cannot maintain a physical distance of six feet.
- Physical distancing to the greatest extent possible
- Student interaction limited
- Cleaning/sanitization practices

**TRADITIONAL**

Students on-campus for five days of instruction each week with physical distancing measures in place
Option One: On-Campus Instruction
Traditional Learning, Continued

- Hand-washing / hygiene practices
- Meals in classrooms or in common areas where physical distancing can be maintained through staggered use with cleaning in-between.
- Transportation provided for students, face coverings *highly encouraged* and *strongly recommended*. 

**TRADITIONAL**
Students on-campus for five days of instruction each week with physical distancing measures in place.
Option One: On-Campus Instruction

Blended Learning

- Combination of days on campus with health and safety measures in place and days of at-home learning
  - Online activities
  - Paper/pencil activities

- Online learning support
  - Online office hours
  - Small group online interventions
  - Collaborative planning/professional development
Option One: On-Campus Instruction
Temporarily Online

- Online learning five days per week
  - At-home online learning
  - At-home activities (online & paper/pencil)

- Instructional support
  - Weekly online office hours
  - Emails & phone calls
  - Online intervention sessions, as needed

- Meals provided at distribution sites

TEMPORARILY ONLINE
Students receive instruction daily until return to campus for in-person instruction.
Example Classroom Layout with Physical Distancing

Floors are marked to allow seats to be physically distanced following cleanings.
Example Classroom Layout with Physical Distancing
OPTION 1: ON-CAMPUS INSTRUCTION

The instructional model will be dependent on health and safety conditions.

LOW COVID-19 RATES HIGH

TRADITIONAL
Students on campus for five days of instruction each week with physical distancing measures in place.

BLENDED
In-person instruction at school campus and virtual learning.

TEMPORARILY ONLINE
Daily Instruction virtually until return to campus.
### In-Person Learning On Campus

**FOUR DAYS: Monday, Tuesday, Wednesday, Thursday**

- Class sizes will allow students to be physically distanced at 6 feet apart.
- Face coverings are highly encouraged and strongly recommended when physical distance of six feet cannot be maintained.

### Virtual Instruction At Home

**ONE DAY: Friday**

- Virtual instruction for students with opportunities to receive support and enrichment while learning from home.
- **Synchronous** (live interaction such as Zoom) and **asynchronous** (recorded lessons and prepared assignments) learning experiences will be provided.
- Teachers will hold office hours to support instruction with the students in each of their courses.
- Additional enrichment and remediation opportunities will be available to support students on Fridays. Examples include: Academic interventions, enrichment activities, CTE courses with hands-on components, small practice sessions for Band and Vocal Music.
Modified Hybrid A/B Schedule

Mon-Thurs.: In-person Instruction, Fri.: Virtual

First Semester: Blocks 1, 2, 4, 6
Second Semester: Blocks 1, 3, 5, 7

Bell Schedule
First Block (daily) - 7:50-8:50 a.m.
Second/Third Block - 9:00-10:30 a.m.
Fourth/Fifth Block - 10:40 a.m.-12:50 p.m.
Sixth/Seventh Block - 1:00-2:30 p.m.

Lunch Schedule During 4th/5th Block

A Lunch: 10:40-11:02 a.m.
B Lunch: 11:07-11:29 a.m.
C Lunch: 11:34-11:56 a.m.
D Lunch: 12:01 p.m.-12:23 p.m.
E Lunch: 12:28-12:50 p.m.

For in-person instruction, students would transition three times throughout the day. Students will have assigned seats in all classes.
<table>
<thead>
<tr>
<th>Daily Schedule: 1st Semester</th>
<th>Daily Schedule: 2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block 7:50-8:50 a.m.</strong></td>
<td><strong>1st Block 7:50-8:50/8:55 a.m.</strong></td>
</tr>
<tr>
<td>Dismissal A Bell 8:50</td>
<td>Dismissal A Bell 8:50</td>
</tr>
<tr>
<td>Tardy A Bell/Dismissal B Bell 8:55</td>
<td>Tardy A Bell/Dismissal B Bell 8:55</td>
</tr>
<tr>
<td>Tardy B Bell 9:00</td>
<td>Tardy B Bell 9:00</td>
</tr>
<tr>
<td><strong>2nd Block 9:00-10:30 a.m.</strong></td>
<td><strong>3rd Block 8:55/9:00-10:30/10:35 a.m.</strong></td>
</tr>
<tr>
<td>Dismissal A Bell 10:30</td>
<td>Dismissal A Bell 10:30</td>
</tr>
<tr>
<td>Tardy A Bell/Dismissal B Bell 10:35</td>
<td>Tardy A Bell/Dismissal B Bell 10:35</td>
</tr>
<tr>
<td>Tardy B Bell 10:40</td>
<td>Tardy B Bell 10:40</td>
</tr>
<tr>
<td>*<em>4th Block 10:40 a.m.-12:50 p.m. Lunch/<em>SEL</em></em></td>
<td><strong>5th Block 10:40 a.m.-12:50/12:55 p.m. Lunch/SEL</strong></td>
</tr>
<tr>
<td>Dismissal A Bell 12:50</td>
<td>Dismissal A Bell 12:50</td>
</tr>
<tr>
<td>Tardy A Bell/Dismissal B Bell 12:55</td>
<td>Tardy A Bell/Dismissal B Bell 12:55</td>
</tr>
<tr>
<td>Tardy B Bell 1:00</td>
<td>Tardy B Bell 1:00</td>
</tr>
<tr>
<td><strong>6th Block 1:00-2:30 p.m.</strong></td>
<td><strong>7th Block 1:00-2:30 p.m.</strong></td>
</tr>
<tr>
<td><strong>Mon-Thurs.: In-person Instruction, Fri.: Virtual</strong></td>
<td></td>
</tr>
</tbody>
</table>
Prince George Education Center
2020-2021 School Year Schedule

PG Pals I (8th Grade) and PG Pals II (9th Grade)
Daily Schedule

BLOCK 1 - 8:00-8:55 a.m.
BLOCK 2 - 9:00-9:55 a.m.
BLOCK 3 - 10:00-11:30 a.m. *(Lunch 10:30-11:00)*
BLOCK 4 - 11:35 a.m.-12:30 p.m.
BLOCK 5 - 12:35-1:30 p.m.
BLOCK 6 - 1:35-2:25 p.m.

Project Choice Semester Schedule
Daily Schedule

- **First Semester:** Blocks 1, 2, 4, 6
- **Second Semester:** Blocks 1, 3, 5, 7

- **BLOCK 1** - 8:00-8:55 a.m. (Everyday)
- **BLOCK 2/3** - 9:00-10:30 a.m.
- **LUNCH** - 10:30-11:00 a.m.
- **BLOCK 4/5** - 11:05-12:35 p.m.
- **BLOCK 6/7** - 12:40-2:20 p.m.

*Mon-Thurs.: In-person Instruction, Fri.: Virtual*
Students

- Students are able to take 4 classes per semester instead of the regular schedule of 7.
- Reduces the number of students and staff interactions each person will have others.
- Makes the transition between in-person and temporarily online more manageable with 4 classes rather than 7.
Teachers

- Teach 3 courses a semester/day
- Teachers will see the same three classes of students every day for the first semester.
- More time to vary instructional strategies, including labs and group work, and to accommodate student needs
- More time for individualized instruction.
- Teachers have necessary time for collaborative planning to develop and ensure the quality of the virtual learning experiences.
### SAMPLE SCHEDULE OF IN-PERSON STUDENT

#### J.E.J. Moore Middle School - Sample Schedule of Student on A-Wing (In-Person Instruction)

**Team: Volcanoes**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST PERIOD (Odd Days)</td>
<td>7:50-9:20 (90 minutes)</td>
<td>PE - Odd Days Only</td>
</tr>
<tr>
<td>2ND PERIOD (Even Days)</td>
<td></td>
<td>Exploratory - Even Days Only</td>
</tr>
<tr>
<td>3RD PERIOD</td>
<td>9:29-10:14 (45 minutes)</td>
<td>English 7</td>
</tr>
<tr>
<td>4TH PERIOD</td>
<td>10:17-11:02 (45 minutes)</td>
<td>Math 7</td>
</tr>
<tr>
<td>LUNCHES AND 5TH PERIOD</td>
<td>11:05-12:54 (109 minutes)</td>
<td>Academic Interventions/Enrichment/ Social Emotional Learning</td>
</tr>
<tr>
<td>6TH PERIOD</td>
<td>12:57-1:42 (45 minutes)</td>
<td>Science</td>
</tr>
<tr>
<td>7TH PERIOD</td>
<td>1:45-2:30 (45 minutes)</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

Mon-Thurs.: In-person Instruction, Fri.: Virtual Instruction
### J.E.J. Moore Middle School - Sample Schedule of Student on A-Wing (Virtual instruction)

#### Team: Volcanoes

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period (Odd Days)</td>
<td>7:50-9:20 (90 minutes)</td>
<td>PE - Odd Days Only Exploratory - Even Days Only</td>
</tr>
</tbody>
</table>

Virtual students have access to their Team Teachers. This may include: Zoom, Google Meet, Remind, e-mails, and phone calls to support instruction.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Period</td>
<td>9:29-10:14 (45 minutes)</td>
<td>English 7</td>
</tr>
<tr>
<td>4th Period</td>
<td>10:17-11:02 (45 minutes)</td>
<td>Math 7</td>
</tr>
<tr>
<td>Lunches and 5th Period</td>
<td>11:05-12:54 (109 minutes)</td>
<td>Academic Interventions/Enrichment/Social Emotional Learning</td>
</tr>
</tbody>
</table>

Virtual students have access to their Team Teachers. This may include: Zoom, Google Meet, Remind, e-mails, and phone calls to support instruction.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Period</td>
<td>12:57-1:42 (45 minutes)</td>
<td>Science</td>
</tr>
<tr>
<td>7th Period</td>
<td>1:45-2:30 (45 minutes)</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

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Mon-Thurs.: In-person Instruction, Fri.: Virtual Instruction
Benefits to Students & Teachers

J.E.J. Moore Middle Sch. 20-21 School Year Schedule

Students

- **Core classes meet daily** in a "Teaming Concept" for both virtual and in-person schedules. These two schedules are similar to maintain equity and consistency of instruction.

- Students are **placed on a team** as a virtual or in-person student. This allows us to keep a **sense of community**, collaboration, communication build and maintain relationships among virtual students, teachers, and peers.

- Teaming **limits the number of contacts** with students from other teams.

- This schedule allows for **easier transitions** within the in-person continuum and supports consistency of instruction.
Benefits to Students & Teachers
J.E.J. Moore Middle Sch. 20-21 School Year Schedule

Teachers

- Core teachers teach in "pods" rotating to classes limiting contact to the students on their team.

- Teachers will have a combination of in-person and virtual students to ensure consistency with instruction, communication, and student accountability.

- Teachers can establish and maintain relationships with the students and parents of the team.

- The "Teaming Concept" allows teachers to collaborate together to teach, monitor, and engage a shared group of students.
## 2020-2021 School Year

### Elementary Hybrid Instructional Schedule

<table>
<thead>
<tr>
<th>In-Person Learning On Campus</th>
<th>Virtual Instruction At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUR DAYS: Monday, Tuesday, Wednesday, Thursday</td>
<td>ONE DAY: Friday</td>
</tr>
</tbody>
</table>

- **In-Person Learning On Campus**
  - Monday - Thursday will resemble the traditional school year with in classroom instruction.
  - 4 days on campus with health, safety measures in place.
  - Students will be assigned to classrooms with 6ft physical distancing.
  - Face coverings are highly encouraged and strongly recommended when physical distance of six feet cannot be maintained.

- **Virtual Instruction At Home**
  - Virtual instruction for students with opportunities to receive support and enrichment while learning from home.
  - **Synchronous** (live interaction such as Zoom) and asynchronous (recorded lessons and prepared assignments) learning experiences will be provided.
  - Teachers will hold office hours to support instruction with the students in each of their courses.
  - Additional enrichment and remediation opportunities will be available to support students on Fridays. Examples include: Academic interventions, enrichment activities.
Benefits to Students & Teachers
4-Day Elementary Instructional Schedule

Students

- Consistency of instruction for students
- More time for social/emotional support
- Allows for time for teachers to check in with families of in-person and virtual students
- Additional time for targeted instruction (remediation, gifted services, intervention)
- Students given more opportunities for P.E./ Fine Arts
- Limiting interactions to a small group of students
Benefits to Students & Teachers
4-Day Elementary Instructional Schedule

Teachers

- More time to vary instructional strategies and to accommodate student needs
- Teachers have necessary time for collaborative planning to ensure the quality of the virtual experience and the ability to transition on the continuum of in-person instruction quickly and effectively, if needed.
- Vertical teaming during planning including grade levels and virtual/in person teachers to ensure the quality of the virtual learning experiences.
- Limiting interactions with others
Option Two: Virtual/Remote Instruction
Elementary Education (PK-5)

VIRTUAL LEARNING
Students receive instruction virtually from home.

Elementary Education (PK-5)

- Elementary students will receive approximately 3 hours of instruction daily virtually.
- Our goal for remote learning is to keep students engaged by providing the best academic experience possible while staying connected. Meaningful virtual/remote lessons will be created to enhance student learning and growth.
- Instructional Support, includes:
  - Online office hours
  - Emails & phone calls
  - Online intervention sessions
Elementary Education (PK-5)

The following virtual learning components will be used for:

- Google Classroom
- Daily Morning Meeting
- Daily Zoom for Math (recorded)
- Daily Zoom for Language Arts (recorded)
- Daily Zoom Small Group/Individual Instruction
- Daily office hours
- Principals will be added to Google Classroom to view lessons
- Assignments will be graded using PGCPS Grading Scale
- Weekly communication to parents
- Daily attendance

VIRTUAL LEARNING
Students receive instruction virtually from home.
Elementary Education (PK-5)

- All students will have a schedule to follow throughout the day, which will include online meetings with teachers and classmates.

- Students will have opportunities for small group instruction and remediation as needed.

- Teachers will utilize Google Classroom and Zoom to organize online meetings to deliver instruction. All students will participate in new instruction based on the Virginia Standards of Learning for specific grade levels.

VIRTUAL LEARNING
Students receive instruction virtually from home.
**Option Two: Virtual/Remote Instruction**  
Elementary Education (PK-5) Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject/Activity</th>
</tr>
</thead>
</table>
| 8:30-10:30 | Group 1  
Reading with Integrated History lessons  
Whole Group and Small Group Instruction |
| 10:30-11:30| Math with Integrated Science lessons  
Whole Group and Small Group Instruction |
| 12:00-2:00 | Group 2  
Reading with Integrated History lessons  
-Whole Group and Small Group Instruction |
| 2:00-3:00  | Math with Integrated Science lessons  
-Whole Group and Small Group Instruction |
| 3:00-3:45  | Teacher Office Hours                                 |

**VIRTUAL LEARNING**  
Students receive instruction virtually from home.
Option Two: Virtual/Remote Instruction
Secondary Education (6-12)

VIRTUAL LEARNING
Students receive instruction virtually from home.

Secondary Education (6-12)

- Secondary students will receive approximately 5 1/2 hours of instruction daily virtually.
- Our goal for remote learning is to keep students engaged by providing the best academic experience possible while staying connected. Meaningful virtual lessons will be created to enhance student learning and growth.
- Instructional Support, includes:
  - Online office hours
  - Emails & phone calls
  - Online intervention sessions
Secondary Education (6-12)

To help accomplish this goal, the following expectations have been established for teaching and learning:

- Google Classroom will be used as the primary learning platform.
- Teachers will communicate weekly with students and use platforms such as Google Meet or Zoom to meet with students.
- Each class will follow a syllabus shared with students at the start of the course.
- Online and digital instructional resources (i.e., Study Island, IXL, APEX, Virtual Virginia, Flocabulary, etc.) that are currently used as tools to extend and enrich learning will continue to be used.
- Students should put forth their best effort, attend classes regularly, and exhibit respectful online class behavior.
New Initiatives to Support the Continuum of Instruction For Student & Teacher Success

- Use of Google Classroom as a Platform for Instruction
- Quality Virtual Instruction Through Collaborative Planning
- 1:1 Devices for Grades 6-12
- New Schedule (Modified A/B for PGHS, NBC, and PGEC)
- Social Emotional Learning/Keeping Students Connected
- Health and Safety/Health Mitigation Plan
  - Physical Distancing at 6ft
  - Hygiene and Handwashing
  - Face coverings, Highly recommended and Strongly Encouraged
New Initiatives to Support the Continuum of Instruction For Student & Teacher Success

✓ Time for parent communication and student connection

✓ Teacher collaboration to have consistent, high quality virtual learning experiences

✓ Many teachers will need to teach both virtually and in-person instruction. Additional time is necessary to successfully implement the new initiatives.

✓ More meaningful feedback for students

✓ Sustained professional development is needed to support the new initiatives for student and teacher success.

✓ Some courses at PGHS and NBC will offer students opportunities to come in-person some Fridays, even for some students who choose virtual. This is necessary to fulfill hands-on requirements. Three examples include: Construction Technology, Mechatronics, and Renewable Energy.
Preparing to Safely Reopen Schools for the 2020-21 School Year

AUGUST 6, 2020