

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

# Draft Recommendations

## Reopen Schools – Fall 2020

School Board Meeting

July 7, 2020

5:00 pm

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## Overview

Special thank you to all LCS staff who volunteered to be a member of the LCS Dream Team – Return to Learn and the subcommittees. Much effort and collaboration went into putting together this document which is a small summary compilation of many of guiding practices, protocols and documents the subcommittees developed for staff use. In addition to hours spent crafting this plan, the subcommittee volunteers also assisted in developing and analyzing surveys, researching best practices, and facilitating focus groups. Data was collected from 3 surveys and 4 focus groups with the business/community, the medical profession, parents/guardians, and students.

In addition, LCS subcommittees reviewed the following information and guidance:

- Center for Disease Control  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- American Academy of Pediatrics  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- Virginia Department of Health  
<https://www.vdh.virginia.gov/coronavirus/>
- Virginia Department of Education  
[http://www.doe.virginia.gov/support/health\\_medical/covid-19/recover-redesign-restart.shtml](http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml)
- Virginia High School League: <https://www.vhsl.org/covid-19-news-release/>

## Subcommittee Descriptions

### Organizational

Responsible for the organizational plan for reopening schools during Phase 1, 2, and 3. They worked with all other sub-committees to develop the **Instructional Plan**. This includes making critical decisions regarding:

- School calendar and timelines
- Transportation & classroom arrangement
- School schedules
- Technology needs and cybersecurity
- Nutrition
- Facilities LCS & community use

### Safety and Response

Responsible for developing the **Health Mitigation Plan** and LCS practices for responding to COVID-19 concerns. This includes making critical decisions regarding:

- Mitigation strategies, screenings, and accommodations
- Cleaning
- Human Resources (absences, shortage)

### Athletics & Extracurricular

Responsible for developing action plans that outline how students/teams/groups can safely participate in extracurricular activities, athletic practices, and some competition activities. This includes making critical decisions regarding:

- Before- and after-school programs
- Athletics and extracurricular activities

### Family & Community Engagement and Communication

Responsible for informing families and community members of LCS plans. They developed the **Communication Plan** that outlines activities such as forums, surveys, feedback forms and other means of communication. They are also responsible for working with community groups and partners (YMCA, Boys & Girls Club, Jubilee, Parks & Rec, local faith organizations, businesses, etc.) to assist in implementing LCS plans. This includes making critical decisions regarding:

- Keeping equity in the forefront
- Communications
- Community engagement
- Parent and family resources

### **Grades PreK-5<sup>th</sup> Teaching & Learning**

Responsible for assessing students upon return to not only determine their academic needs but to also determine any emotional and mental health support needed. They will develop the whole child curriculum, which focuses on young children’s academic, social-emotional, mental, and behavioral needs. In addition to a targeted focus on literacy, this group will also incorporate mandatory experiences that teach children about empathy, anti-bullying, and personal safety. Further, this group will incorporate the fine, visual, and performing arts, and family life, health and movement education activities. Finally, this group will outline all professional training needs for staff and families. This includes making critical decisions regarding the areas listed below:

### **Grades 6th-8th Teaching & Learning**

Responsible for assessing students upon return to not only determine their academic needs but to also determine any emotional and mental health support needed. They will develop the whole child curriculum, which focuses on children’s academic, social-emotional, mental, and behavioral needs. In addition to a targeted focus on core content subjects, this group will also incorporate mandatory experiences that teach children about empathy, anti-bullying, cultural competency, bias, racism, and personal safety. Further, this group will incorporate the fine, visual, and performing arts, career and technical education, and health and physical education activities. Finally, this group will outline all professional training needs for staff and families. This includes making critical decisions regarding the areas listed below:

### **Grades 9th-12th Teaching & Learning**

Responsible for assessing students upon return to not only determine their academic needs but to also determine any emotional and mental health support needed. They will develop the whole child curriculum, which focuses on children’s academic, social-emotional, mental, and behavioral needs. In addition to a targeted focus on core content subjects, this group will also incorporate mandatory experiences that teach children about empathy, anti-bullying, cultural competency, bias, racism, and personal safety. Further, this group will incorporate the fine, visual, and performing arts, career and technical education, and health and physical education activities. Finally, this group will outline all professional training needs for staff and families. This includes making critical decisions regarding the areas listed below:

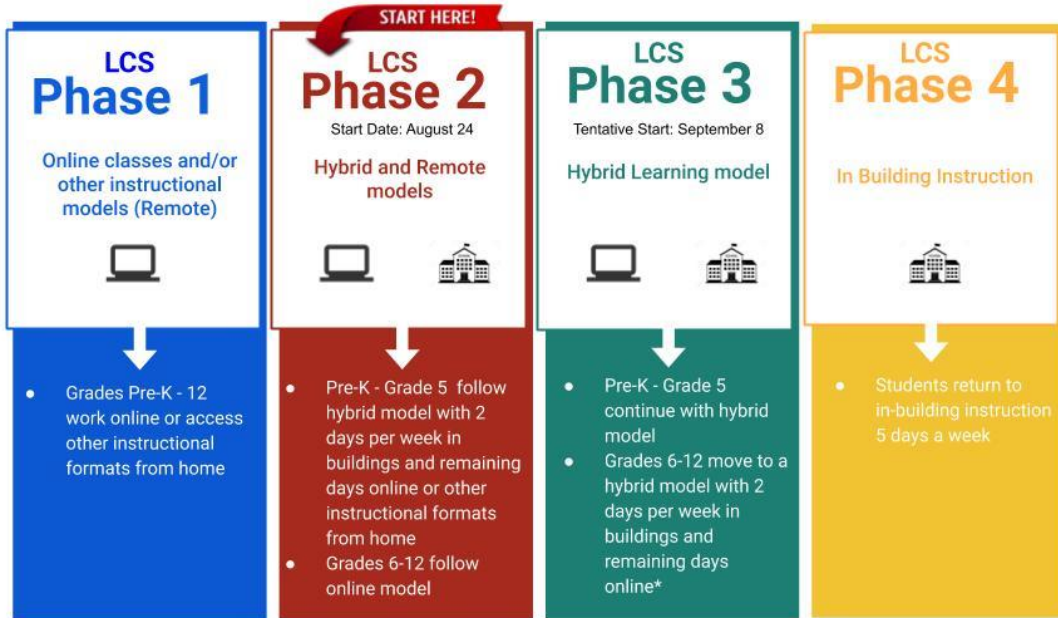
### **Special Populations (EL, SpEd, At-Risk, Other) Teaching & Learning**

In addition to collaborating with the appropriate grade band and meeting those requirements, this group is responsible for identifying students who have demonstrated a priority need for face-to-face instruction. This group will make recommendations for modifications, adjustments, and enhancements that go beyond what is included in the grade bands above. Finally, this group will outline all professional training needs for staff and families. This includes making critical decisions regarding the areas listed below:

- Social-emotional well-being
- Mental supports for staff and students
- School discipline
- New instruction
- Lost instruction
- Assessment
- Face-to-face instruction
- Blended/remote instruction
- Teaching strategies for electives
- Digital Learning Program
- Students with disabilities and vulnerable learners

## Tentative Phases: Academics & Instruction

Updated as of 6/26/20



\*Cohorts of students at 50% following T/W or Th/F schedule with M for teacher planning, PD, virtual check-ins, and cleaning.

## Tentative Phases: Athletics & Extracurricular Activities



Note: There is a near certainty of recurrent outbreaks in the coming months. There may be fluid movement between Phases.

**Tentative Instructional Schedule**

**LCS Phase 2**

Hybrid and Online Models – Monday, August 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Planning, Virtual Work, Deep Cleaning  Grades PreK-5th work from home or community location	Cohort A in School  Grades PreK-5th	Cohort A in School  Grades PreK-5th	Cohort B in School  Grades PreK-5th	Cohort B in School  Grades PreK-5th
	Cohort B at Home or Community Location  Grades PreK-5th	Cohort B at Home or Community Location  Grades PreK-5th	Cohort A at Home or Community Location  Grades PreK-5th	Cohort A at Home or Community Location  Grades PreK-5th

Grades 6-12 participate in online & other instructional formats from home and/or community location.  
 \*\*\*An online-only option will be available by request\*\*\*

**LCS Phase 3**

Hybrid Model – Tuesday, September 8, 2020

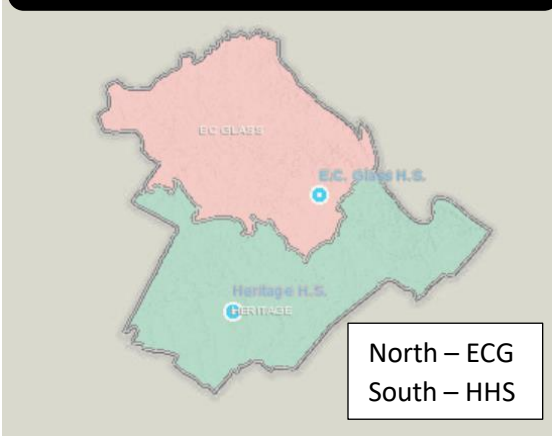
Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Planning, Virtual Work, Deep Cleaning,  Grades PreK - 12th work from home or community location	Cohort A in School  Grades PreK - 12th	Cohort A in School  Grades PreK - 12th	Cohort B in School  Grades PreK - 12th	Cohort B in School  Grades PreK - 12th
	Cohort B at Home or Community Location  Grades PreK - 12th	Cohort B at Home or Community Location  Grades PreK - 12th	Cohort A at Home or Community Location  Grades PreK - 12th	Cohort A at Home or Community Location  Grades PreK - 12th

\*\*\*An online-only option will be available by request\*\*\*

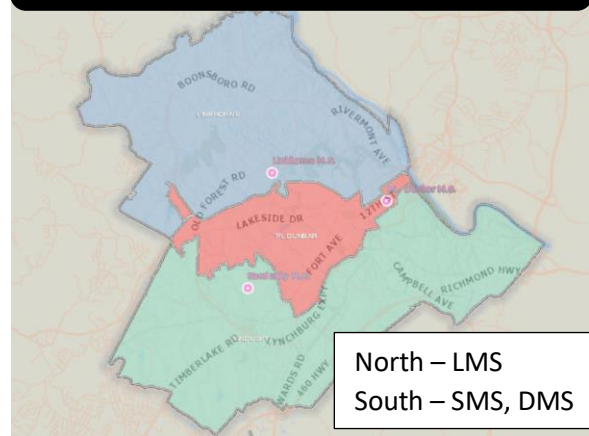
**Tentative Instructional Transportation Model – Geography-Based w/Equity Focus**

LCS will maximize the use of available bus transportation by implementing a geography-based plan with an equity focus. By using this plan, most of our bus fleet will pick up students in the southern part of Lynchburg first, then proceed to the northern part of Lynchburg, thereby increasing the likelihood that siblings would attend school on the same two days.

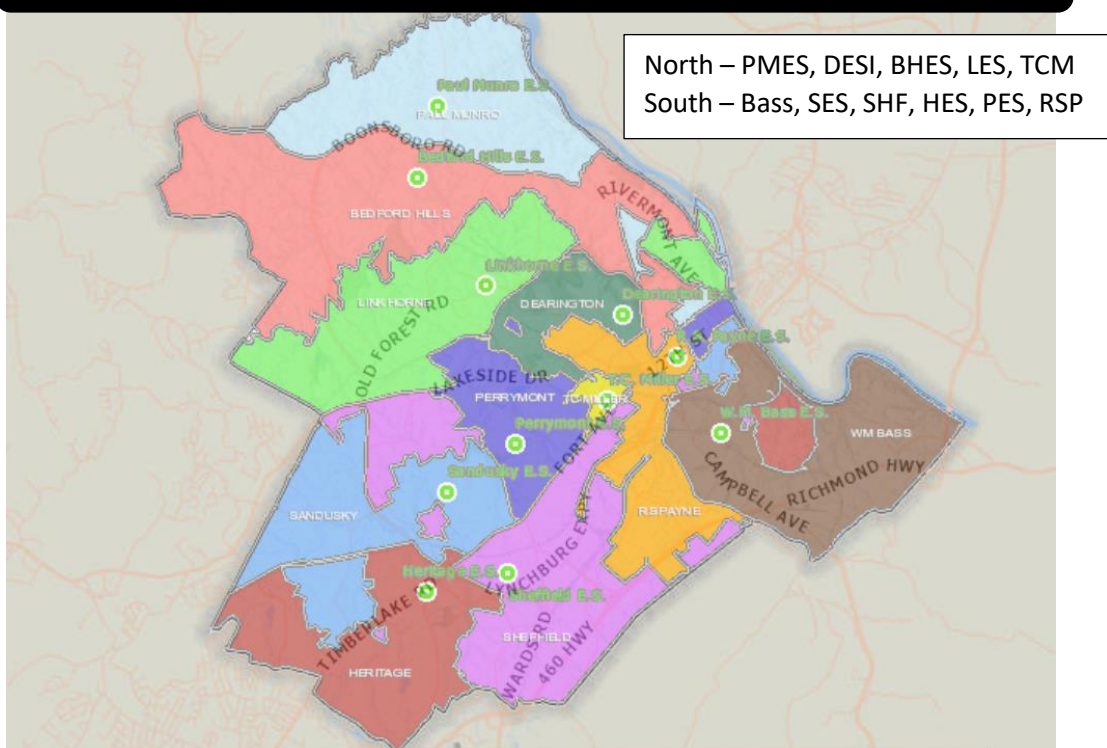
**High Schools**



**Middle Schools**



**Elementary Schools**



**Tentative Instructional Transportation Schedule**



<b>High/Middle School – Phase 3</b>		
<b>Time</b>	<b>Tue/Wed</b>	<b>Thu/Fri</b>
<b>7:35 am Drop Off</b>	HHS Cohort A	HHS Cohort B
<b>7:50 am Drop Off</b>	SMS Cohort A DMS Cohort A	SMS Cohort B DMS Cohort B
<b>Spray/Mist Bus</b>		
<b>8:50 am Drop Off</b>	ECG Cohort A	ECG Cohort B
<b>9:05 am Drop Off</b>	LMS Cohort A	LMS Cohort B
<b>Spray/Mist Bus</b>		
<b>1:35 pm Pick Up</b>	HHS Cohort A	HHS Cohort B
<b>1:50 pm Pick Up</b>	SMS Cohort A DMS Cohort A	SMS Cohort B DMS Cohort B
<b>Spray/Mist Bus</b>		
<b>2:50 pm Pick Up</b>	ECG Cohort A	ECG Cohort B
<b>3:05 pm Pick Up</b>	LMS Cohort A	LMS Cohort B

<b>Elementary School – Phase 2 &amp; 3</b>		
<b>Time</b>	<b>Tue/Wed</b>	<b>Thu/Fri</b>
<b>8:30 am Drop Off</b>	Bass Cohort A PES Cohort A RSP Cohort A SES Cohort A HES Cohort A SHF Cohort A	Bass Cohort B PES Cohort B RSP Cohort B SES Cohort B HES Cohort B SHF Cohort B
<b>Spray/Mist Bus</b>		
<b>9:30 am Drop Off</b>	DESI Cohort A PMES Cohort A BHES Cohort A TCM Cohort A LES Cohort A	DESI Cohort B PMES Cohort B BHES Cohort B TCM Cohort B LES Cohort B
<b>Spray/Mist Bus</b>		
<b>2:30 pm Pick Up</b>	Bass Cohort A PES Cohort A RSP Cohort A SES Cohort A HES Cohort A SHF Cohort A	Bass Cohort B PES Cohort B RSP Cohort B SES Cohort B HES Cohort B SHF Cohort B
<b>Spray/Mist Bus</b>		
<b>3:30 pm Pick Up</b>	DESI Cohort A PMES Cohort A BHES Cohort A TCM Cohort A LES Cohort A	DESI Cohort B PMES Cohort B BHES Cohort B TCM Cohort B LES Cohort B

**\*\*\* Student school times are tentative and subject to change due to transportation needs \*\*\***

HHS	7:35 am – 1:35 pm	Bass	8:30 am – 2:30 pm	DESI	9:30 am – 3:30 pm
ECG	8:50 am – 2:50 pm	PES	8:30 am – 2:30 pm	PMES	9:30 am – 3:30 pm
		RSP	8:30 am – 2:30 pm	BHES	9:30 am – 3:30 pm
SMS	7:50 am – 1:50 pm	SES	8:30 am – 2:30 pm	TCM	9:30 am – 3:30 pm
DMS	7:50 am – 1:50 pm	HES	8:30 am – 2:30 pm	LES	9:30 am – 3:30 pm
LMS	9:05 am – 3:05 pm	SHF	8:30 am – 2:30 pm		

The above schedule is based on a “geography plan.” Students who attend programs at Fort Hill, Empowerment Academy, Schools for Innovation, GO Center, Hutcherson ELC, Early College, Central Virginia Governor’s School, STEM Academy, and private schools for students with disabilities will be scheduled separately.





## **Tentative Health & Safety Mitigation Plans**

LCS is committed to following the CDC guidance for schools. This guidance can be found at: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>.

### **Personal Hygiene & Safety for Staff and Students**

- Participate in personal hygiene & safety training which will outline practices, protocols, procedures, actions and responses for all coronavirus-related incidents. Training will also be offered to families and caregivers.
- Maintain at least 6 feet (indoors) and 10 feet (outside) distance from other people.
- Cover your cough/sneeze with a tissue, throw the tissue in the trash and wash your hands.
- Wear an appropriate face covering over your nose and mouth such as disposable masks, cloth masks, face shields, etc.
- Wash your hands often with soap and water for 20 seconds. If soap and water not available, use hand sanitizer that contains at least 60% alcohol.
- Do not touch your eyes, nose, and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- **Stay home when you are sick.**

### **Health Screening**

- **Students/Staff—Entering Campuses**
  - **Passive Screening** – Parents will screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Staff will screen themselves following the same protocols above.
  - **Active Screening** – LCS will engage in symptom screening as students/staff enter campus, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students/staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
  - Students/staff who are symptomatic while entering campus, will be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one individual is in an isolation area, LCS will ensure physical distancing.
  - Students exhibiting symptoms are required to immediately wear a face covering and wait in an isolation area until they can be transported home.
  - Students should remain in isolation with continued supervision and care until picked up by an authorized adult. Parents/guardians will be advised not to return the student to school until they have met CDC criteria to discontinue home isolation.
  - Staff members exhibiting symptoms will be sent home. Staff will have emergency substitute plans in place. Staff will be advised not to return to work until they have met CDC criteria to discontinue home isolation.
  - Additional screening information for athletes, students participating in extracurricular activities and visitors/volunteers is found later in this document.

### **Reporting/Notification and Response**

- Parents/guardians should notify their school administrator or school nurse in the event that their child shows symptoms of COVID-19 or tests positive for COVID-19. Children should remain at home in accordance with the CDC guidelines for isolation found here: <https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>
- LCS employees will notify their immediate supervisor of any suspected or positive case of COVID-19. The immediate supervisor will notify the Superintendent or designee and the local health department **while maintaining confidentiality in accordance with the Americans with Disabilities Act and HIPAA rules.**
- LCS will work with the local health department to institute contact tracing and notify any staff and parents/guardians of any student who may have been exposed based on the following criteria. Individuals who answer **YES to all three questions** may be at risk.
  1. Were you less than 6-feet apart from a person who tested positive for COVID-19 or has shown symptoms of COVID-19?
  2. During the time that you were less than 6-feet apart, were you also in presence of this person for a period of 15 consecutive minutes or more?
  3. During the time that you were less than 6-feet apart and in the presence of this person for a period of 15 consecutive minutes or more, did this interaction occur 1-2 days prior to, during, or 7-10 days after the person first showed symptoms?
- Upon notification, LCS will institute appropriate cleaning protocols and isolation of affected areas as prescribed by the CDC guidelines.
- Additional detailed information specific for staff members will be shared during their training sessions. This includes but is not limited to:
  1. Staff reporting responsibilities
  2. Staff attendance procedures for suspected or positive COVID-19 results and the use of sick time, FFCRA time, and other leave time
  3. Consultation procedures for staff who seek a medical exemption

## **Tentative Instructional Models & Outlines**

LCS will complete an Intent to Vary form to allow students in grades 4 & 5 to receive in-person and onsite instruction along with their PreK-3 peers during Phase 2. We anticipate the start date of Phase 2 to be Monday, August 24 and Phase 3 to be Tuesday, September 8.

<b>Tentative Structure: Elementary School</b>			
	<b>Remote</b>	<b>Hybrid</b>	<b>In Building</b>
<b>Overview</b>	<ul style="list-style-type: none"> <li>Grade levels and Fine Arts/Movement will work in “pods” to pool resources and share ideas.</li> <li>Teachers will be assigned their “class” of students and will push out resources to them.</li> <li>Teachers will provide personalized feedback to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Approximately half of the students at a time.</li> <li>School days will be 6 hours.</li> <li>Structure of Work Week:               <ul style="list-style-type: none"> <li>2 Days with “A” Group</li> <li>2 Days with “B” Group</li> <li>One day for planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Will resemble “traditional” education.</li> <li>Focus will continue to be on “power” standards in case the district has to go back to a previous step.</li> <li>Most instruction will take place in person, but virtual resources should still be utilized for students still being kept at home and to keep all students current with this technology.</li> </ul>
<b>Core Content</b>	<ul style="list-style-type: none"> <li>Driven by Va. SOLs and LCs edited PAR guide.</li> </ul>	<ul style="list-style-type: none"> <li>Driven by Va. SOLs and LCs edited PAR guide.</li> <li>4-4.5 hours of time for core instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Driven by Va. SOLs and LCs edited PAR guide.</li> </ul>
<b>Fine Arts/Movement</b>	<ul style="list-style-type: none"> <li>Provide students with lessons/instruction via Instruction Boards.</li> <li>Communicate with students virtually on days students are not at school.</li> </ul>	<ul style="list-style-type: none"> <li>Hold condensed (30-40 minute) in person lessons on either a weekly or every other week (A/B week) using Instruction Boards as instructional/support material.</li> <li>Class schedule (length and frequency) will be determined by grade level of students and overall number of classes.</li> <li>Communicate with students virtually on days students are not at school.</li> <li>If a school's Library and STEM classes are part of the "Resource" rotation, they would also follow this schedule.</li> <li>When feasible, students in the Strings program should be grouped together.</li> </ul>	<ul style="list-style-type: none"> <li>Hold condensed (30-40 minute) in person lessons using Instruction Boards as instructional/support materials.</li> <li>Class schedule (length and frequency) will be determined by grade level of students and overall number of classes.</li> <li>Communicate with students virtually on days students are not at school.</li> <li>If a school's Library and STEM classes are part of the "Resource" rotation, they would also follow this schedule.</li> </ul>
<b>Social-Emotional Learning (SEL)</b>	<ul style="list-style-type: none"> <li>Homeroom teachers will record a morning greeting /announcement for their students.</li> <li>Include SEL skills (trauma-informed care, anti-bullying, empathy, personal safety, and cyber-safety) with core lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Morning Greeting/ Announcement (recorded and in person so all students experience one).</li> <li>Include SEL skills (trauma-informed care, anti-bullying, empathy, personal safety, cyber-safety) with Core lessons.</li> <li>Utilize Second Step curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Morning Greeting/ Announcements daily.</li> <li>Include SEL skills (trauma-informed care, anti-bullying, empathy, personal safety, cyber-safety) with core lessons.</li> <li>Utilize Second Step curriculum</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>Special Education teachers will work with teachers to modify assignments when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Special Education teachers will work with teachers to modify assignments when possible.</li> <li>Special Education teachers will communicate and work with their</li> </ul>	<ul style="list-style-type: none"> <li>Special Education teachers will work with teachers to modify assignments when possible.</li> </ul>

## Tentative Structure: Elementary School

	Remote	Hybrid	In Building
	<ul style="list-style-type: none"> <li>Special Education teachers will virtually communicate and work with their students.</li> </ul>	<p>students both in person and virtually.</p>	<ul style="list-style-type: none"> <li>Special Education teachers will communicate and work with their students as written in IEP.</li> </ul>
<b>Recess</b>		<ul style="list-style-type: none"> <li>There will be outdoor recess with no more than 50 students in a given area.</li> <li>Equipment will need to be cleaned per CDC guidelines.</li> <li>Social distancing rules apply.</li> </ul>	<ul style="list-style-type: none"> <li>There will be outdoor recess with one grade at a time (depending on CDC and state guidance there may be a limit in the number of students outside).</li> <li>Social distancing rules apply.</li> </ul>
<b>Lunch/ Food Service</b>	<ul style="list-style-type: none"> <li>Division will continue to provide meal service through community centers.</li> </ul>	<ul style="list-style-type: none"> <li>Meals will be served to children as determined by school administration and School Nutrition and in accordance with guidance from the CDC and the state.</li> <li>At the end of the day students will be provided breakfast and lunch for off days when they leave.</li> </ul>	<ul style="list-style-type: none"> <li>Meals will be served to children as determined by school administration and School Nutrition and in accordance with guidance from the CDC and the state.</li> </ul>
<b>PreK/ Early Childhood Special Education (ECSE)</b>	<ul style="list-style-type: none"> <li>PreK/ECSE will work in “pods” to pool resources and share ideas.</li> <li>Teachers will be assigned and responsible for instruction of their “class” or caseload of students.</li> <li>Teachers will provide personalized feedback to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Approximately half of the students at a time.</li> <li>Structure of Work Week:                             <ul style="list-style-type: none"> <li>2 Days with Cohort A</li> <li>2 Days with Cohort B</li> <li>One day for planning</li> <li>Specific social distancing to support developmental level of young children considered throughout daily routine.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Will resemble “traditional” education.</li> <li>Focus will continue to be foundational skills as well as IEP goals in case the district has to go back to a previous step.</li> <li>Most instruction will take place in person, but blended instruction (packets and Google Classroom) should still be utilized for students still being kept at home and to support parents as partners in instruction.</li> </ul>

## Tentative Structure: Middle School

	Remote	Hybrid	In Building
<b>All Core Classes</b>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs to create online lessons.</li> <li>Focus on standards that can be met through a virtual format.</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards.</li> </ul> <p><i>There is specific lesson detail (math, science, social studies, English) available on the teacher site.</i></p>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs to create online lessons.</li> <li>Focus on Standards that can be met through a virtual format w/in-person teacher support in a flipped classroom model.</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards.</li> </ul> <p><i>There is specific lesson detail (math, science, social studies, English) available on the teacher site.</i></p>	<ul style="list-style-type: none"> <li>Teachers continue to work in PLCs to create lessons.</li> <li>Maximize in-person time for labs, collaboration, hands-on activities, whole group instruction, and individual assistance.</li> <li>Use of Google Classroom &amp; Instructional Boards.</li> </ul> <p><i>There is specific lesson detail (math, science, social studies, English) available on the teacher site.</i></p>
<b>World Languages</b>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs (as possible) to create online lessons.</li> <li>Focus on standards that can be met through a virtual format.</li> <li>Embed SEL &amp; school values.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs (as possible) to create online lessons.</li> <li>Focus on standards that can be met through a virtual format w/in-person teacher support in a flipped classroom model.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to work in PLCs (as possible) to create lessons.</li> <li>Maximize in-person time for language practice, collaboration, hands-on</li> </ul>

## Tentative Structure: Middle School

	Remote	Hybrid	In Building
	<ul style="list-style-type: none"> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards.</li> <li>Use of “Flip Grid” for language practice and “This is Language” for videos and teacher resources.</li> </ul>	<ul style="list-style-type: none"> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards.</li> <li>Use of “Flip Grid” for language practice and “This is Language” for videos and teacher resources.</li> </ul>	<p>activities, whole group instruction, and individual assistance.</p> <ul style="list-style-type: none"> <li>Use of Google Classroom &amp; Instructional Boards.</li> <li>Use of “Flip Grid” for language practice and “This is Language” for videos and teacher resources.</li> </ul>
<b>CTE</b>	<ul style="list-style-type: none"> <li>Each CTE class has VDOE skills competencies, <a href="#">All Aspects of Industry</a> and <a href="#">Workplace Readiness Skills</a> - Focus remote learning on theoretical aspects of course.</li> <li>Programs with a heavy emphasis on physical skills can complete the <a href="#">WRS</a> for the first two weeks out of school.</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Each CTE class has VDOE skills competencies, <a href="#">All Aspects of Industry</a> and <a href="#">Workplace Readiness Skills</a> - Focus remote learning on theoretical aspects of course &amp; maximize in-person learning for hands-on labs to support theory.</li> <li>Embed <a href="#">WRS</a> into flipped model as appropriate.</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Maximize in-person learning for hands-on labs to support theory, whole group instruction, and individual assistance.</li> <li>Use of Google Classroom &amp; Instructional Boards (as appropriate).</li> </ul>
<b>Cultural Arts</b>	<ul style="list-style-type: none"> <li>Using Music, Art, &amp; Theatre standards, teachers will focus on theory and history during the online phase.</li> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible.</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to teach theory &amp; history and maximize in person time for collaboration, product, and performance based learning &amp; assessments.</li> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible.</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Maximize in-person learning for collaboration, product, and performance based learning &amp; assessments.</li> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible.</li> <li>Continued Use of Google Classroom and Instructional Boards (as appropriate)</li> </ul>
<b>Health/PE</b>	<ul style="list-style-type: none"> <li>Online Health</li> <li>Blended PE (Online lessons &amp; Fitness Log)</li> </ul>	<ul style="list-style-type: none"> <li>Online Health</li> <li>Blended PE (Online lessons &amp; Fitness Log)</li> </ul>	<ul style="list-style-type: none"> <li>Online Health</li> <li>PE - Social Distancing Activities (Outdoor as possible)</li> </ul>
<b>Special Populations</b>	<ul style="list-style-type: none"> <li>Modify assignments as appropriate.</li> <li>Use of Instructional Boards.</li> <li>PLCs include Co-Teachers to design choices for formative &amp; summative assessments.</li> <li>*Special populations of students may attend (i.e. EL, District Wide Students, At-Risk Seniors, etc.).</li> <li>Specific direction for special education population forthcoming following meetings with attorneys and state; Director of Special Education will update division.</li> </ul>	<ul style="list-style-type: none"> <li>Modify assignments as appropriate.</li> <li>Use of Instructional Boards.</li> <li>PLCs include Co-Teachers to design choices for formative &amp; summative assessments.</li> <li>*Special populations of students may attend (i.e. EL, District Wide Students, At-Risk Seniors, etc.) more days than others.</li> </ul>	<ul style="list-style-type: none"> <li>Modify assignments as appropriate.</li> <li>Use of Instructional Boards.</li> <li>PLCs include Co-Teachers to design choices for formative &amp; summative assessments.</li> <li>Use Co-Teaching models already in place.</li> </ul>

## Tentative Structure: High School Day

	Remote	Hybrid	In Building
<b>All Core Classes</b>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs to create online lessons</li> <li>Focus on Standards that can be met through a virtual format</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs to create online lessons</li> <li>Focus on Standards that can be met through a virtual format w/in-person teacher support in a flipped classroom model</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to work in PLCs to create lessons</li> <li>Maximize in-person time for labs, collaboration, hands-on activities, whole group instruction, individual assistance</li> <li>Use of Google Classroom &amp; Instructional Boards</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> <li>Use virtual manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> <li>Use concrete and virtual manipulatives when appropriate</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> <li>Teachers work in content PLCs to create online lessons</li> <li>Virtual Labs</li> </ul>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> <li>Teachers work in content PLCs to create online lessons</li> <li>Use of virtual labs when appropriate in addition to in-person labs</li> </ul>	<ul style="list-style-type: none"> <li>Identify priority standards</li> <li>Revise PAR guides to reflect the new pacing and sequencing</li> <li>Teachers continue to work in PLCs to create lessons</li> <li>Use of virtual labs when appropriate in addition to in-person labs</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Priority Standards outlined in PLCs</li> <li>Cross-curricular Lessons</li> <li>Use IXL as a standard assessment tool where appropriate.</li> <li>Focus on shorter pieces of literature and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Priority Standards outlined in PLCs</li> <li>Cross-curricular lessons</li> <li>Use IXL as a standard assessment tool where appropriate.</li> <li>Focus on shorter pieces of literature and non-fiction.</li> <li>Use in person time to focus on classroom discussion and anticipatory sets.</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular lessons</li> <li>All lengths of literature are taught.</li> <li>Group projects are assigned.</li> </ul>

## Tentative Structure: High School Day

	Remote	Hybrid	In Building
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Priority Standards outlined in PLCs</li> <li>Pace will be altered to reflect the calendar and the weight of the material as determined by the SOL for each course.</li> <li>Cross-curricular lessons where appropriate</li> <li>PBL or formative assignments created by the division PLC or building level PLC's.</li> <li>Daily instruction will be a combination of video, reading and doing.</li> </ul>	<ul style="list-style-type: none"> <li>Priority Standards outlined in PLCs</li> <li>Cross-curricular lessons</li> <li>A mix of PBL, formative and summative assessments</li> <li>Pace may be altered to reflect previous learning and pacing guide needs</li> <li>Daily instruction will include previous learning as well as discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular lessons</li> <li>Division pacing guide will dictate pacing and learning</li> <li>SOL standards and skills will dictate learning.</li> <li>Teachers will introduce group learning/lessons and activities where appropriate and when appropriate according to the state guidelines</li> </ul>
<b>World Languages</b>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs (as possible) to create online lessons</li> <li>Focus on standards that can be met through a virtual format</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards</li> <li>Use of "Flip Grid" for language practice and "This is Language" for videos and teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in content PLCs (as possible) to create online lessons</li> <li>Focus on standards that can be met through a virtual format w/in-person teacher support in a flipped classroom model</li> <li>Embed SEL &amp; school values</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards</li> <li>Use of "Flip Grid" for language practice and "This is Language" for videos and teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to work in PLCs (as possible) to create lessons</li> <li>Maximize in-person time for language practice, collaboration, hands-on activities, whole group instruction, individual assistance</li> <li>Use of Google Classroom &amp; Instructional Boards</li> <li>Use of "Flip Grid" for language practice and "This is Language" for videos and teacher resources</li> </ul>
<b>CTE</b>	<ul style="list-style-type: none"> <li>Each CTE class has VDOE skills competencies, <a href="#">All Aspects of Industry</a> and <a href="#">Workplace Readiness Skills</a> - Focus remote learning on theoretical aspects of course</li> <li>Programs with a heavy emphasis on physical skills can complete the <a href="#">WRS</a> for the first two weeks out of school</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Each CTE class has VDOE skills competencies, <a href="#">All Aspects of Industry</a> and <a href="#">Workplace Readiness Skills</a> - Focus remote learning on theoretical aspects of course &amp; maximize in-person learning for hands-on labs to support theory</li> <li>Embed <a href="#">WRS</a> into flipped model as appropriate</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Maximize in-person learning for hands-on labs to support theory, whole group instruction, individual assistance</li> <li>Use of Google Classroom &amp; Instructional Boards (as appropriate)</li> </ul>
<b>Cultural Arts</b>	<ul style="list-style-type: none"> <li>Using Music, Art, &amp; Theatre standards, teachers will focus on theory and history during the remote phase</li> </ul>	<ul style="list-style-type: none"> <li>Continue to teach theory &amp; history and maximize in person time for collaboration, product, and performance based learning &amp; assessments</li> </ul>	<ul style="list-style-type: none"> <li>Maximize in-person learning for collaboration, product, and performance based learning &amp; assessments</li> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible</li> </ul>



## Tentative Structure: High School Day

	Remote	Hybrid	In Building
	<ul style="list-style-type: none"> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work in PODs or PLCs to collaborate on lessons as possible</li> <li>Use of Google Classroom, Zoom, &amp; Instructional Boards (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Continued Use of Google Classroom and Instructional Boards (as appropriate)</li> </ul>
<b>ROTC</b>	<ul style="list-style-type: none"> <li>100% of classroom instruction is already built into power points/presentations w/ most migrated into Google Slides to be used in Google Classroom</li> <li>Use of Ed Puzzle &amp; Quizlet for reviews/remediation.</li> <li>Testing suite for evaluations is online through Turning Point, (using student logins)</li> <li>Lessons, reviews, evaluations may be moved within the curriculum to accommodate online or in-person learning</li> </ul>	<ul style="list-style-type: none"> <li>Students will be issued textbooks &amp; uniforms upon return to school</li> <li>100% of classroom instruction is already built into power points/presentations w/ most migrated into Google Slides to be used in Google Classroom</li> <li>Use of Ed Puzzle &amp; Quizlet for reviews/remediation.</li> <li>Testing suite for evaluations is online through Turning Point, (using student logins)</li> <li>Lessons, reviews, evaluations may be moved within the curriculum to accommodate online or in-person learning</li> <li>Maximize class time for the practical application of close order drill, marksmanship, orienteering, uniform wear and inspection, and execution of staff duties can be achieved by conducting PT on odd numbered weeks, and uniform inspections on even numbered weeks. Grading changes will reflect this new plan</li> <li>Drill &amp; Marksmanship will eventually be rotated in the schedule. Drill and PT can both be conducted in the uniform alleviating the "changing clothes" portion of the day until we are allowed to return to the normal schedule.</li> </ul>	<ul style="list-style-type: none"> <li>100% of classroom instruction is already built into power points/presentations w/ most migrated into Google Slides to be used in Google Classroom</li> <li>Use of Ed Puzzle &amp; Quizlet for reviews/remediation.</li> <li>Testing suite for evaluations is online through Turning Point, (using student logins)</li> <li>Lessons, reviews, evaluations may be moved within the curriculum to accommodate online or in-person learning</li> <li>Maximize class time for the practical application of close order drill, marksmanship, orienteering, uniform wear and inspection, and execution of staff duties can be achieved by conducting PT on odd numbered weeks, and uniform inspections on even numbered weeks.</li> <li>Grading Changes will reflect this new plan</li> <li>Drill &amp; Marksmanship will eventually be rotated in the schedule. Upon return to a normal schedule, students can change clothes for Drill &amp; PT</li> </ul>
<b>Health/PE Driver's Ed</b>	<ul style="list-style-type: none"> <li>Online Driver's Ed &amp; Health</li> <li>Blended PE (Online lessons &amp; Fitness Log)</li> </ul>	<ul style="list-style-type: none"> <li>Online Driver's Ed &amp; Health</li> <li>Blended PE (Online lessons &amp; Fitness Log)</li> </ul>	<ul style="list-style-type: none"> <li>Online Driver's Ed &amp; Health</li> <li>Behind the Wheel, pending guidance</li> <li>PE - Social Distancing Activities (Outdoor as possible)</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>Use of Bell Ringer Style Daily Checks</li> <li>Counselor Supports</li> <li>Use of LCS partners as appropriate</li> <li>Embedded in lesson as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Use of Bell Ringer Style Daily Checks</li> <li>Counselor Supports</li> <li>Use of LCS partners as appropriate</li> <li>Embedded in lesson as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Use of Bell Ringer Style Daily Checks</li> <li>Counselor Supports</li> <li>Use of LCS partners as appropriate</li> <li>Embedded in lesson as appropriate</li> </ul>

## Tentative Structure: High School Day

	Remote	Hybrid	In Building
	<ul style="list-style-type: none"> <li>• PD provided for all staff (Guidelines provided in Special Populations Doc.)</li> </ul>	<ul style="list-style-type: none"> <li>• PD provided for all staff (Guidelines provided in Special Populations Doc.)</li> </ul>	<ul style="list-style-type: none"> <li>• PD provided for all staff (Guidelines provided in Special Populations Doc.)</li> </ul>
<b>Special Populations</b>	<ul style="list-style-type: none"> <li>• Modify assignments as appropriate</li> <li>• Use of Instructional Boards</li> <li>• PLCs include Co-Teachers to design choices for formative &amp; summative assessments</li> <li>• *Special populations of students may attend (i.e. EL, District Wide Students, At-Risk Seniors, etc.)</li> <li>• Specific direction for special education population forthcoming following meetings with attorneys and state; Director of Special Education will update division</li> </ul>	<ul style="list-style-type: none"> <li>• Modify assignments as appropriate</li> <li>• Use of Instructional Boards</li> <li>• PLCs include Co-Teachers to design choices for formative &amp; summative assessments</li> <li>• *Special populations of students may attend (i.e. EL, District Wide Students, At-Risk Seniors, etc.) more days than others</li> </ul>	<ul style="list-style-type: none"> <li>• Modify assignments as appropriate</li> <li>• Use of Instructional Boards</li> <li>• PLCs include Co-Teachers to design choices for formative &amp; summative assessments</li> <li>• <input type="checkbox"/> Use Co-Teaching models already in place</li> </ul>

## Tentative Structure: Additional Student Supports

	Remote	Hybrid	In Building
<b>Social-Emotional Well-Being &amp; Mental Supports for All Students</b>	<p><b>Elem</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; Instructional Coaches reaching out to students to check on well-being; School Counselors &amp; Teachers check-ins (via phone, email, Dojo, Zoom)</p> <p><b>Secondary</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; School Counselor &amp; Teachers Check-Ins (via phone, email, Zoom,) Telehealth Option In-person support in addition to virtually supported options</p>	<p><b>Elem</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; Instructional Coaches reaching out to students to check on well-being; School Counselors &amp; Teachers check-ins (via phone, email, Dojo, Zoom)</p> <p><b>Secondary</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; School Counselor &amp; Teachers Check-Ins (via phone, email, Zoom,) Telehealth Option In-person support in addition to virtually supported options</p>	<p><b>Elem</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; Instructional Coaches reaching out to students to check on well-being; School Counselors &amp; Teachers check-ins (via phone, email, Dojo, Zoom) Telehealth option; In-person support in addition to virtually supported options</p> <p><b>Secondary</b> - Day Treatment eligible students still receive day treatment services-referred for additional services as needed; School Counselor &amp; Teachers Check-Ins (via phone, email, Zoom,) Telehealth Option In-person support in addition to virtually supported options</p>

## Tentative Structure: Additional Student Supports

	Remote	Hybrid	In Building
<b>Gifted &amp; Talented Elementary Students</b>	Elementary Gifted students have been identified through the Gifted screening process. Online Supports and Instructional Boards used for all groups. Gifted will have new boards provided by Instructional Coaches	Blended Instruction-Online Supports and instructional boards used for all groups. Gifted will have new boards provided by Instructional Coaches	In-person instructional board Blended Instruction-Online Supports and Instructional Boards used for all groups. Gifted will have new boards provided by Instructional Coaches
<b>Students enrolled in AP, Early College, Dual Enrollment, CVGS and STEM Academy</b>	<p><b>Advanced Placement-</b> Guided by External partners at home learning</p> <p><b>Dual Enrollment-</b> Guided by External partners at home learning</p> <p><b>Early College Students-</b> Guided by External partners at home learning</p> <p><b>Governor's School/STEM-</b> Guided by External partners at home learning</p>	<p><b>Advanced Placement-</b> Guided by External partners at home learning through LMS</p> <p><b>Dual Enrollment-</b> Guided by External partners at home learning through LMS.</p> <p><b>Early College Students-</b> Guided by External partners at home learning through LMS.</p> <p><b>Governor's School/STEM-</b> Hybrid Program with one day a week on-site component</p>	<p><b>Advanced Placement-</b> Phase into building in classroom/blended with In person supports</p> <p><b>Dual Enrollment-</b> Phase into building in classroom/blended with In person supports</p> <p><b>Early College Students-</b> Phase into building in classroom/blended with In person supports</p> <p><b>Governor's School/STEM-</b> Hybrid Program with one day a week on-site component</p>
<b>ELL &amp; New-Comer Program Students</b>	Additional Supports provided by ELL Teacher via virtual or phone communication for Instructional Board Option; Translation services made available as needed	<p>Additional Supports provided by ELL Teacher via virtual or phone communication for Instructional Board Option; Translation services made available as needed</p> <p><b>Newcomer Program:</b> In person teacher instruction by ELL teacher for first time Newcomer students who receive 4 class periods of direct instruction. Translation services made available as needed.</p> <p><b>Second Level Newcomer</b> students will receive in person teacher instruction by the ELL teacher for two class periods.</p>	<p>In-person/Additional Supports provided by ELL Teacher via virtual or phone communication for Instructional Board Option; Translation services made available as needed</p> <p><b>Newcomer Program-</b> In person teacher instruction by the ELL teacher for first time Newcomer students who receive 4 class periods of direct instruction. Translation services made available as needed.</p> <p><b>Second Level Newcomer</b> students will receive in person teacher instruction by the ELL teacher for two class periods.</p>
<b>Students with Disabilities</b>	<p>IEP will continue to be implemented and followed. Virtual and phone supports while off campus.</p> <p>Embedding 4th Quarter Instruction in 20-21SY; Access to general education curriculum, Combination of learning packets, Instructional Board Activities and resources, Virtual instruction from teacher, teletherapy for related services</p>	<p>IEP will continue to be implemented and followed. In-Person support while in building. Virtual and phone supports while off campus.</p> <p>Embedding 4th Quarter Instruction in 20-21SY; Access to general education curriculum, Combination of learning packets, Instructional Board Activities and resources, Virtual instruction from teacher, teletherapy for related services</p> <p>*with strict social distancing and CDC guidelines being utilized</p>	<p>IEP will continue to be implemented and followed. In-Person support while in building. Virtual and phone supports while off campus.</p> <p>Embedding 4th Quarter Instruction in 20-21SY; Access to general education curriculum, Combination of learning packets, Instructional Board Activities and resources, Virtual instruction from teacher, teletherapy for related services</p> <p>*with strict social distancing and CDC guidelines being utilized</p>

## Tentative Structure: Additional Student Supports

	Remote	Hybrid	In Building
<b>Students Attending Alternative And Other Programs</b>	<p><u><b>TCS-</b></u> (K-5th) Duplicate instruction based upon K-5 grade band plan</p> <p><u><b>Fort Hill-</b></u> (6th-12) Students will receive services in the form of an educational packet or virtually.</p> <p><u><b>Turning Point Academy-</b></u> (6th-12th) We are planning to follow the LCS 9-12 instructional plan as closely as we can providing our secure staff is available. We will be moving to a modified block schedule to accommodate all the school divisions we serve.</p> <p><u><b>Empowerment Academy</b></u> (9th-12th) Students will receive services in the form of an educational packet or virtually.</p> <p><u><b>Laurel Regional Program</b></u> Laurel Regional Program’s governing board will make decisions for the Laurel Regional Program. Based on IEP goals, ASOLs, and ULS school-wide curriculum *with strict social distancing and CDC guidelines being utilized</p> <p><u><b>Outplace Programs</b></u> Outplaced students will follow the private day schools’ schedules and variances that they have received from VDOE and receive support through facility services.</p> <p><b>ISAEP/RODEO</b>-will follow division guidelines</p> <p><b>GED/Adult</b>-On-line Classes (Registration Needs to be Addressed)</p> <p><b>Foster Care</b>- will receive in-person/blended learning</p> <p><b>Homebound/Homebased</b>-Virtual</p> <p><b>High School Students Off Track/Postgraduates</b>-In-person based on variance; Academic mentoring-School Counselors/Teachers/BofHope</p>	<p><u><b>TCS-</b></u>(K-5th) Duplicate instruction based upon K-5 grade band plan</p> <p><u><b>Fort Hill-</b></u> (6th-12th) Students will receive services in the form of an educational packet or virtually.</p> <p><u><b>Turning Point Academy-</b></u> (6th-12th) We are planning to follow the LCS 9-12 instructional plan as closely as we can providing our secure staff is available. We will be moving to a modified block schedule to accommodate all the school divisions we serve.</p> <p><u><b>Empowerment Academy</b></u> (9th-12th) Students will receive services in the form of an educational packet or virtually.</p> <p><u><b>Laurel Regional Program</b></u> Laurel Regional Program’s governing board will make decisions for the Laurel Regional Program. Based on IEP goals, ASOLs, and ULS school-wide curriculum *with strict social distancing and CDC guidelines being utilized</p> <p><u><b>Outplace Programs</b></u> Outplaced students will follow the private day schools’ schedules and variances that they have received from VDOE and receive support through facility services.</p> <p><b>ISAEP/RODEO</b>-will follow division guidelines</p> <p><b>GED/Adult</b>-On-line Classes (Registration Needs to be Addressed)</p> <p><b>Foster Care</b>-will receive in-person/blended learning</p> <p><b>Homebound/Homebased</b>-Virtual/Blended Learning</p> <p><b>High School Students Off Track/Postgraduates</b>-In-person based on variance; Academic mentoring-School Counselors/Teachers/BofHope</p>	<p><u><b>TCS-</b></u> (K-5th) Duplicate instruction based upon K-5 grade band plan</p> <p><u><b>Fort Hill-</b></u>(6th-12th) Transportation permitting, all students would return to school in three hour sessions. 7:30-10:30 and 11:30-2:30. The middle school all day session would be split into two sessions as keeping the time with the high school session. Keep 3:00pm-5:00pm program</p> <p><u><b>Turning Point Academy-</b></u> (6th-12th) Will return to our regular seven period day schedule (Pre-COVID) or may remain on the modified block schedule based on the time of the year this transition will occur. Special note: We won’t make changes mid quarter in order to keep grading and reporting simplified as much as possible.</p> <p><u><b>Empowerment Academy</b></u> (9th-12th) Ready to consider implementing a flipped weekly schedule. There will be no more than 8 people in a class at one time. A schedule will be developed to allow for that in a 7 period rotation.</p> <p><u><b>Laurel Regional Program</b></u> Laurel Regional Program’s governing board will make decisions for the Laurel Regional Program. Based on IEP goals, ASOLs, and ULS school-wide curriculum *with strict social distancing and CDC guidelines being utilized</p> <p><u><b>Outplace Programs</b></u> Outplaced students will follow the private day schools’ schedules and variances that they have received from VDOE and receive support through facility services.</p> <p><b>ISAEP/RODEO</b>-will follow division guidelines</p> <p><b>GED/Adult</b>-On-line Classes (Registration Needs to be Addressed)</p> <p><b>Foster Care</b>-will receive in-person/blended learning</p> <p><b>Homebound/Homebased</b>-Virtual/Blended Learning</p> <p><b>High School Students Off Track/Postgraduates</b>-</p>

## Tentative Structure: Additional Student Supports

	Remote	Hybrid	In Building
			In-person based on variance; Academic mentoring-School Counselors/Teachers/BofHope

## **Tentative Support for the Instructional Plan**

LCS is committed to providing the supports needed to successfully implement this plan.

### **Technology**

**Recommendations:**

**Phases 2 & 3:**

- Provide devices (1:1) to students in grades 3-12 to support instructional models.
- Provide greater access to Internet connectivity to LCS families.
- Provide training and ongoing support for students, staff, and families.
- Implement Google Classroom as the division-wide learning management system and provide training and support for all teachers.

**Rationale:**

With the increased frequency of remote/online learning, LCS is striving to maximize the use of technology to effectively meet each learner's need and to equip all staff in the delivery of their instruction.

### **Nutrition**

**Recommendations:**

Operate the school lunch programs to provide meals to students at school and to students participating in online learning. Implement service models for each building that meet the unique needs of the school and student population, while adhering to federal program requirements and safety guidelines (grab & go, classroom delivery, cafeteria pickup). Enlist school building staff to assist with meal distribution, classroom cleaning and trash collection. Offer students take home meals on Day 2 of their in building schedule to cover the 3 days of off-site learning. In Phase 2 and in the event of returning to Phase 1, meals will be provided for pick up at 5 secondary school locations.

**Rationale:**

Lynchburg City Schools will operate division-wide CEP in SY 2020-2021. Nutritious school meals are essential to the health and achievement of the students we serve.

### **Childcare for LCS Staff**

**Recommendations:**

LCS school staff would be provided with childcare for their school-aged children provided in a designated LCS building(s). This is intended for the days when these students are not attending in-building instruction at their home schools including schools in other counties.

**Rationale:**

Our survey indicates that LCS staff have 216 school-aged children who may need childcare during the day. Providing site-based childcare will enable LCS staff to concentrate on their teaching duties and other responsibilities and not worry about the quality or availability of childcare for their school-aged children, with emphasis on elementary and middle school students and identified high school students as needed.

## Offsite Learning Spaces for Families

### **Recommendations:**

The Family & Community Engagement team is working with local community organizations to secure offsite learning spaces through partnerships that will allow LCS students to have a safe and supervised learning environment during the days that they are not at LCS.

### **Rationale:**

Our survey indicates that many LCS families will require childcare and a safe supervised learning environment for their children on the days that children do not attend LCS.

## Classroom Arrangement

### **Classroom Setup**

Spacing seating/desks at least 6 feet apart as feasible

- Provide seating arrangement chart (triangle one).
- Desks face one direction/ utilize triangular method when applicable.
- Staff will create marks on the floor to line up (6 ft. apart) or space furniture at said increments, classroom developed flow direction and travel pathways.
- Teaching space needs to be more than 6 feet away (tape off).
- Fresh air in rooms (crack windows when weather permits).

### **Classroom Supplies**

Student specific supplies need to be provided

- Discourage sharing of items including textbooks.
- Safe space to store material (like crate, box, Ziploc bag) at their seat.

### **Classroom & Building Movement**

- Use building procedures to minimize interactions (i.e. staggered days/periods, dismissals, one way traffic, designated areas of buildings for most grade level classes) between groups of individuals.
- Minimize groups of individuals entering and exiting through doorways to the extent that is possible.
- Provide clear directions in hallways and classrooms for traffic flow.

### **Hallway Movement/Lockers**

- Directional arrows utilized
- Divide halls
- Scheduled locker times

### **Restroom Setup**

- Assigned bathroom usage based on area of school where feasible
- Special tape markings for the floor, teach students to watch and look, proceed when safe
- Blocked or special tape used to block off urinals and sinks to promote social distancing
- Frequent cleaning, time scheduled with custodians
- Water Break- bottles- fill by IA, cups, install touchless water-bottle filler stations
- Need soap dispenser spaced appropriately
- Post signs

### **Surplus Supplies/Furniture**

- Discover spaces in buildings to store extra furniture (stage, back of cafeteria).

- Try to rearrange in room if possible- desks together for individual work space.
- Label desks for “Cohort A” and “Cohort B” to alternate use.
- Consider keeping student classroom supplies to a minimum.

#### **Use of Extra Staff**

- Repurpose staff to support bathroom transitions, lunch pick up, cleaning, and transition of students.

#### **Arrival and Dismissal**

- Consider locations- multiple with markings on floor- coordinate with health screening and breakfast
- Designate entry and exit directions
- Health Checks- location, staffing, supplies
- Supervision-staffing
- Markings on floor and walls as applicable

#### **Resource Teachers**

Resource Block (art, music, library, movement, STREAM?, guidance)- Travel to the classroom on a cart, two week cycle, shorten time frame- 30 minutes, built in reset/ travel time for resource teacher, wear appropriate PPE.

Secondary Teacher- provide in-person and online instruction as practical with limited student movement

#### **Planning Time**

Teachers- Common Planning- social distancing in the library, cafeteria or other location

Provided by specials in Elementary

Schedule a coverage for secondary with elective teachers as needed

#### **Recess**

Grade level teams, in separate, established areas (blacktop, field, playground, gym), 15-20 minutes, cleaning in between groups

Established, classroom equipment/sanitized daily

**Rationale:** Ensuring the safety of students and faculty/staff.

## **Training Resources for Staff and Families**

Online Training Resources: [Professional Development Webinars by: Sarah Bazemore](#)

Military Families: [Social Emotional Wellness Considerations for Military-Connected Learners](#)

Early Learners: [Social Emotional Wellness Considerations for Early Learners](#)

Attendance: [Attendance Works Resources and Webinars](#)

Culturally Sensitive Trauma Informed-Care: [Culturally Sensitive Trauma Informed Care](#)

Trauma-Informed Practices for Educators: [Trauma Informed Practices for Educators](#)

Strategies for Trauma Informed Distance Learning: <https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/#sel-signup>



[McKinney-Vento 101](#)

[Kimochis Feeling Charts](#) [Kimochis Feeling Charts Translations](#)

[Resources for School Social Workers: https://padlet.com/quyen\\_duong/gu0i8xbmg5wtw2f4](https://padlet.com/quyen_duong/gu0i8xbmg5wtw2f4)

[Resources for School Psychologists: https://padlet.com/marthamontgomery/6tbgx78wlb9zi69u](https://padlet.com/marthamontgomery/6tbgx78wlb9zi69u)

[Professional Development for School Nurses: https://padlet.com/tracy\\_white/hs81i91te6c72a23](https://padlet.com/tracy_white/hs81i91te6c72a23)

[Resources for School Counselors: https://padlet.com/sarah\\_bazemore1/COVID19\\_Resources](https://padlet.com/sarah_bazemore1/COVID19_Resources)

[Online Training Resources:](#)

[https://content.govdelivery.com/attachments/VADOE/2020/06/17/file\\_attachments/1476230/Addressing%20Race%20and%20Racism\\_%20A%20Guide%20for%20School%20Personnel%20%283%29.pdf](https://content.govdelivery.com/attachments/VADOE/2020/06/17/file_attachments/1476230/Addressing%20Race%20and%20Racism_%20A%20Guide%20for%20School%20Personnel%20%283%29.pdf)

[Calls for Action to End Racism: https://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-calls-for-action-to-end-racism-and-violence-against-people-of-color](https://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-calls-for-action-to-end-racism-and-violence-against-people-of-color)

[Family Online Resources: https://formedfamiliesforward.org/family\\_resource/pandemic-parenting-brain-science-help-and-hope/](https://formedfamiliesforward.org/family_resource/pandemic-parenting-brain-science-help-and-hope/)

[Parents & Caregivers: http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf](http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf)

[VDOE SEL Resources http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf](http://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-parents.pdf)

[Covid-19 Tips and Resources https://preventchildabuse.org/coronavirus-resources/](https://preventchildabuse.org/coronavirus-resources/)

[Reduce at home teaching stress:](#)

[https://greatergood.berkeley.edu/article/item/how\\_to\\_reduce\\_the\\_stress\\_of\\_homeschooling\\_on\\_everyone](https://greatergood.berkeley.edu/article/item/how_to_reduce_the_stress_of_homeschooling_on_everyone)

[Helping children deal with Covid-19 Changes: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19)

[Activity and Learning from Home Resources http://www.doe.virginia.gov/support/prevention/activities-learning-home-resources.pdf](http://www.doe.virginia.gov/support/prevention/activities-learning-home-resources.pdf)

[Talking to Children about Covid-19 http://www.doe.virginia.gov/support/prevention/talking-to-children-about-covid-19.pdf](http://www.doe.virginia.gov/support/prevention/talking-to-children-about-covid-19.pdf)

[Children Coping Resources http://www.doe.virginia.gov/support/prevention/children-coping-resources.pdf](http://www.doe.virginia.gov/support/prevention/children-coping-resources.pdf)

[How You and Your Child Can De-Stress https://www.pbs.org/parents/thrive/how-you-and-your-kids-can-de-stress-during-coronavirus](https://www.pbs.org/parents/thrive/how-you-and-your-kids-can-de-stress-during-coronavirus)

[Taking Care of Yourself https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking\\_care\\_of\\_yourself.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking_care_of_yourself.pdf)

[Resources for Families in Crisis https://education.wm.edu/centers/hope/info/parents/resources-for-families/index.php](https://education.wm.edu/centers/hope/info/parents/resources-for-families/index.php)

## **Tentative Athletics & Extracurricular Plan**

LCS is committed to providing our students with opportunities to engage in athletics and extracurricular activities. We will adhere to CDC and VHSL guidelines.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>

[https://drive.google.com/file/d/1JUIDuUXrNxehGvLeVG\\_bDtUUfcZg1CXu/view](https://drive.google.com/file/d/1JUIDuUXrNxehGvLeVG_bDtUUfcZg1CXu/view)

<b>Activity</b>	<b>LCS Guidelines for Athletics (modify for extracurricular)</b>
Pre-Screening	<ul style="list-style-type: none"> <li>• LCS will plan for daily health screening questions of staff and students.</li> <li>• Any person with positive symptoms reported will not be allowed to participate, should self-isolate, and contact their primary care provider or other health-care professional. They may return to activity after following appropriate CDC isolation guidelines.</li> <li>• Vulnerable individuals should not supervise or participate in any workouts during Phase 2 as defined by the local school system.</li> </ul>
Entrances / Exits	<ul style="list-style-type: none"> <li>• To limit crossover and contact between persons and to prevent groups from gathering, we will separate entrances/exits and staggering starting/ending times for workouts and other athletic activities.</li> </ul>
Limitation on Gatherings	<ul style="list-style-type: none"> <li>• Indoor practices/activities may occur if at least 10 feet of physical distance can be maintained by all persons (including participants, coaches, etc.) at all times. The total number of attendees (including participants, coaches, etc.) cannot exceed the lesser of 30% of the occupancy load of the room in which the activity is being held or 50 persons. No spectators allowed during practices.</li> <li>• Outdoor practices/activities are allowable if at least 10 feet of physical distance can be maintained by all persons (including participants, coaches, etc.) at all times. The total number of attendees (including participants, coaches, etc.) cannot exceed the lesser of 50% of the occupancy load of the venue or 50 persons.</li> <li>• Workouts should be conducted in “pods” of students/coaches with the same 5-10 students/coaches working out together weekly to limit overall exposure. Smaller pods can be utilized for weight training.</li> </ul>
Face Coverings	<ul style="list-style-type: none"> <li>• Cloth face coverings should be considered acceptable. There is no need to require or recommend “medical grade” masks for physical activity. All students should wear face coverings when physical distancing is not possible.</li> <li>• One piece plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or others.</li> <li>• Coaches, officials and other contest personnel should wear cloth face coverings at all times and are strongly encouraged to wear cloth face coverings whenever physical distancing is not possible. Anyone with an identified health condition may be exempt</li> </ul>

Activity	LCS Guidelines for Athletics (modify for extracurricular)
	<p>from face covering policy. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.)</p> <ul style="list-style-type: none"> <li>• Face coverings should be laundered on a daily basis and hands should be washed after touching/adjusting face coverings.</li> </ul>
Hygiene Practices	<ul style="list-style-type: none"> <li>• All coaches and athletes will participate in personal hygiene &amp; safety training which will outline practices, protocols, procedures, actions and responses for all coronavirus-related incidents. Training will also be offered to families and caregivers.</li> <li>• Individuals should wash their hands for a minimum of 20 seconds with warm water and soap or use hand sanitizer containing at least 60% alcohol before touching any surfaces or participating in workouts.</li> <li>• Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.</li> <li>• Disinfect frequently used items and surfaces. VDH recommends disinfecting every two hours or after every use of any shared equipment.</li> <li>• Strongly consider using face coverings while in public, and particularly when using mass transit.</li> <li>• Students must be encouraged to shower and wash their workout clothing immediately upon returning home.</li> <li>• There will be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students.</li> <li>• Students will wear their own appropriate workout clothing (do not share clothing). Individual clothing/towels should be washed and cleaned after every workout. Use disposable towels and linens when possible.</li> <li>• Allowable exercises should be individual based. If a spotter is needed, they should stand at each end of the bar.</li> <li>• All students must bring their own water bottle.</li> <li>• Water bottles must not be shared. Food should not be shared.</li> <li>• Physical contact such as high-fives, fist bumps, and hugs will not be allowed.</li> </ul>
Facilities Cleaning	<ul style="list-style-type: none"> <li>• Adequate cleaning schedules will be created and implemented for all athletic facilities.</li> <li>• Athletic Training facilities may be utilized if adhering to the cleaning, occupancy limits, and physical distancing.</li> <li>• Equipment should be wiped down thoroughly before and after an individual's use of equipment.</li> <li>• Hand sanitizer will be available to individuals as they transfer from place to place, especially entrances / exits.</li> <li>• Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized.</li> </ul>

## **Tentative Visitors/Volunteers and Community Use of Facilities**

### **Facility Use**

#### **Recommendations:**

##### **Rentals**

- Phase 1- No outside group or indoor space rentals.
- Phase 2- Limited indoor and outdoor rentals (with required contract for LCS cleaning) with existing partners. No new rentals.
- Phase 3- Limited indoor and outdoor rentals (with required contract for LCS cleaning) with existing partners. No new rentals.
- Phase 4 – Return to normal indoor and outdoor rental procedures.

##### **College Practicum/Student Teaching Placements**

- Student Teachers-- Permitted in school during Phase 2 and 3, with agreed upon daily health screening required of staff, will support secondary teachers in the same format as the secondary teachers (ex. online or in-person based on phase). This also applies to athletic training internships.
- Individual Internships/Placements-- Intentional, limited placement of college students during Phase 3, health screening required.
- Field Placements-- Ask college to condense time- more hours- less days, supplement with online for more hours during phase 3, health screening required.
- Partnerships/Practicum -- plan for online or consistent schedule during Phase 3 (21st Century everyday) with health screening.

##### **Visitors/Guest Speakers/Volunteers**

- In order to minimize exposure during Phase 2 and 3, visitors and volunteers (excluding parents or guardians of students and LCS employees) are not allowed in school buildings without permission from the superintendent or school principal.
- Essential guests (social services, police, fire, ems, etc.) will be permitted to access buildings during all Phase 2 and 3.
- Approved visitors (ex. Parents coming to the school to pick up children) must be checked in through the Raptor Visitor Management System as before. Special screening protocols will be implemented with all visitors before entering the building.
- All other visitors will be welcome during Phase 4.