Implementation of the Hybrid Model in Stages 2020–2021 School Year

October 13, 2020
LCPS will start the school year with 100% distance learning with very limited exceptions and proceed with implementing the hybrid model in stages.
Implementation of the Hybrid Model in Stages

It is currently anticipated that full implementation of the hybrid model would occur in multiple stages.

The details of the stages and the number of the stages will be determined based on conditions as we proceed through the school year.
Students with Disabilities (SWD) who receive instruction through the Aligned Standards of Learning (ASOL) pre-K – Age 22 (October 13)

Additional SWD in self-contained programs grades pre-K – Age 22 (October 13)

English learners, proficiency levels 1.0–1.9 (October 27)

Pre-school and Pre-K students (October 27)

Kindergarten through Grade 2 (October 27)

Grades 3 through 5 (December 1)

Academy of Engineering and Technology – Grade 12 students (December 1)

Academy of Science – Grade 12 students (December 1)
## Stages by the Numbers

Approximate number and percentage of students potentially returning in the hybrid model:

<table>
<thead>
<tr>
<th>Stage 1 (Sept 8 through Oct 27)</th>
<th>Stage 2 (Start Oct 27)</th>
<th>Possible Stage 3 (Starts Dec 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monroe Advanced Technical Academy (MATA)</td>
<td>Kindergarten</td>
<td>2,100</td>
</tr>
<tr>
<td>Students with disabilities, Aligned Standards of Learning, pre-K through age 22, as approved by IEP teams</td>
<td>First grade</td>
<td>2,500</td>
</tr>
<tr>
<td>Students with disabilities, self-contained programs, pre-K through age 22, as approved by IEP teams</td>
<td>Second grade</td>
<td>2,300</td>
</tr>
<tr>
<td>EL (Level 1-1.9)</td>
<td></td>
<td>AET Grade 12</td>
</tr>
<tr>
<td>Pre-K</td>
<td></td>
<td>AOS Grade 12</td>
</tr>
</tbody>
</table>

Stage 1 – % of students who requested or defaulted to hybrid: **3,617 (9%)**

Stage 1 and 2 – % of students who requested or defaulted to hybrid: **10,224 (27%)**

Stage 1, 2, and 3 – % of students who requested or defaulted to hybrid: **18,300 (47%)**
English Learner Update

• Transportation routing and school schedules are complete
• Ongoing support of EL teacher leads
• Troubleshooting student and staff schedules as needed
• Working on supporting teachers in instructional practices in hybrid instruction
• Collaborating with the Office of Outreach to support impactful communication
• The Welcome Center continues to screen students on a regular basis
Head Start/STEP Update

- Enrollment continues, steadily increasing
- Backpack of at-home learning supplies delivered to all students
- Chromebooks have been distributed to students and will be supplied to new students upon enrollment
- Supply of masks provided to each student
- Transportation routing and school schedules are complete
- Working on supporting teachers and assistants in instructional practices in hybrid instruction
Special Education Hybrid In-Person Learning

October 13 – Stage 1 Students Return
  • Most elementary schools
  • All middle and high schools
  • CAST and RISE (Project Search) Programs

Planning is underway for increasing the number of in-person days
  • Collaborating with principals to determine staffing and space needs
  • Collaborating with businesses
Planning for AET and AOS

• AET/AOS seniors would be scheduled to be in-person on A days
• Advanced AET seniors would be scheduled to be in-person on B days
• Two course sections would operate concurrently in the hybrid model and the 100% distance learning model
• Working through curriculum challenges (i.e. how students in 100% distance learning model will participate in science labs and other hands on experiences)
Second Semester

- LCPS plans to conduct a survey in November of pre-K through grade 12 parents/guardians regarding whether they prefer for their children to participate in the hybrid model or 100% distance learning model during second semester (starts January 21, 2020), conditions permitting.

- If the second semester preferences include a much greater proportion of preferences for the hybrid model, LCPS would not be able to operate the hybrid model as designed for first semester.

- For example, if 70% of parents/guardians choose the hybrid model and 30% choose the 100% distance learning model, most schools would not be able to operate the hybrid model with our current approach to physical distancing and with hybrid students having two days a week of in-person learning.
Potential Semester 2 Hybrid Model Approaches

No ideal option exists. Each option has significant disadvantages.

- Use classroom layouts with planned physical distancing of between three and six feet, rather than six feet.

- Reduce the frequency of in-person learning from two days a week to one day a week.

- Accommodate as many hybrid model students as possible, while maintaining the current approach to physical distancing and two days a week of participation in in-person learning. Students could be randomly selected.
Physical Distancing of Less than Six Feet

- Use classroom layouts with planned physical distancing of between three and six feet, rather than six feet.
- Greater risk of COVID-19 transmission exists using classroom layouts with planned physical distancing of between three and six feet, rather than six feet.
- This approach increases the likelihood of quarantines, classroom closures, and school closures.
- Consider two alternatives in which a student tests positive:
  - With six feet of physical distancing and face coverings, it is possible that no other students would need quarantine. This has occurred with Monroe Advanced Technical Academy.
  - Generally speaking, students who do not maintain six feet of physical distancing from someone who tests positive would need to quarantine.
Reduce Frequency of In-Person Learning

- With the hybrid model planned for first semester, students whose parents/guardians chose the hybrid model are split into two groups that are small enough to use classroom layouts with planned physical distancing of between three and six feet.

- If the second semester preferences include a much greater proportion of preferences for the hybrid model, the students whose parents/guardians chose the hybrid model would need to be split into more groups so that each group is small enough to use classroom layouts with planned physical distancing of between three and six feet. This could be achieved with in-person learning of once per week.
Accommodate as Many Hybrid Students as Possible

- Students whose parents/guardians choose the hybrid model could be randomly selected, selecting as many students as possible while maintaining the current approach to physical distancing and two days a week of participation in in-person learning.

- A random selection would be perceived by many as more fair than giving preference to students whose parents/guardians chose the hybrid model for semester one.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27</td>
<td>Stage 2 implementation starts. School Board considers information item relating to the start of Stage 3, how to respond if the proportion of parents/guardians choosing hybrid for semester 2 increases significantly, and the options for the semester 2 Stage 4 model for secondary students.</td>
</tr>
<tr>
<td>November 10</td>
<td>School Board considers action item relating to the start of Stage 3, how to respond if the proportion of parents/guardians choosing hybrid for semester 2 increases significantly, and the semester 2 Stage 4 model for secondary students.</td>
</tr>
<tr>
<td>November 11–20</td>
<td>Survey window for parents/guardians. Parents/guardians receive information regarding the semester 2 Stage 4 model for secondary students and how LCPS will respond if the proportion of parents/guardians choosing hybrid increases significantly.</td>
</tr>
<tr>
<td>December 1</td>
<td>Stage 3 implementation of the hybrid model could commence, conditions permitting, if authorized on November 10.</td>
</tr>
<tr>
<td>December 15</td>
<td>School Board considers an action item relating to starting Stage 4 on January 21, conditions permitting.</td>
</tr>
<tr>
<td>January 21</td>
<td>Stage 4 implementation of the hybrid model could commence, conditions permitting, if authorized on December 15.</td>
</tr>
</tbody>
</table>
Monroe Advanced Technical Academy (September 8)
- Students with Disabilities (SWD) who receive instruction through the Aligned Standards of Learning (ASOL) pre-K - Age 22 (October 13)
- Additional SWD in self-contained programs grades pre-K - Age 22 (October 13)
- English learners, proficiency levels 1.0-1.9 (October 27)
- Pre-school and Pre-K students (October 27)

Stage 2: Students Learning Virtually, Expanded Exceptions
- Kindergarten through Grade 2 (October 27)

Stage 3: Most Secondary Students Learning Virtually, Full Implementation of Hybrid Elementary Model
- Grades 3 through 5 (December 1)
- Academy of Engineering and Technology - Grade 12 students (December 1)
- Academy of Science - Grade 12 students (December 1)

Stage 4: Full Implementation of Hybrid, Some Students Learning Virtually
- Grades 6 through 8 (TBD)
- Grades 9 through 12 (TBD)

*Students Eligible for In-Person Instruction*
- Most students learning virtually
- Expanded exceptions
- Most secondary students learning virtually, full implementation of hybrid elementary model

* Except those who have medical conditions or intensive needs that present increased risk to self/others that cannot be sufficiently mitigated
## Stages by the Numbers

Approximate number and percentage of students potentially returning in the hybrid model:

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Sept 8 through Oct 27)</td>
<td>(Start Oct 27)</td>
<td>(Starts Dec 1)</td>
<td>(TBD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monroe Advanced Technical Academy (MATA)</th>
<th>Kindergarten</th>
<th>3rd grade</th>
<th>6th grade</th>
<th>2,688</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities, Aligned Standards of Learning, pre-K through age 22, as approved by IEP teams</td>
<td>1st grade</td>
<td>4th grade</td>
<td>7th grade</td>
<td>2,816</td>
</tr>
<tr>
<td></td>
<td>2nd grade</td>
<td>5th grade</td>
<td>8th grade</td>
<td>2,882</td>
</tr>
<tr>
<td>Students with disabilities, self-contained programs, pre-K through age 22, as approved by IEP teams</td>
<td></td>
<td>AET Grade 12</td>
<td>9th grade</td>
<td>3,471</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AOS Grade 12</td>
<td>10th grade</td>
<td>3,475</td>
</tr>
<tr>
<td>EL (Level 1-1.9)</td>
<td>1,705</td>
<td></td>
<td>11th grade</td>
<td>3,583</td>
</tr>
<tr>
<td>Pre-K</td>
<td>165</td>
<td></td>
<td>12th grade</td>
<td>3,896</td>
</tr>
<tr>
<td>Stage 1 – % of students who requested or defaulted to hybrid:</td>
<td></td>
<td></td>
<td></td>
<td>41,111 (100%)</td>
</tr>
<tr>
<td>Stage 1 and 2 – % of students who requested or defaulted to hybrid:</td>
<td>3,617 (9%)</td>
<td>10,224 (27%)</td>
<td>18,300 (47%)</td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in Stage 4 and beyond will likely change after a parent preference survey for 2nd semester is given. Numbers listed are from July survey results and new enrollments.*
Possible Options for Secondary Schools

Each option would maintain 100% distance learning for students who select it in the November parent/guardian preference survey.

1. Transition to hybrid instruction with separate hybrid and 100% distance learning classes, without significant livestreaming. *(not recommended)*

2. Transition to hybrid instruction with concurrent hybrid and 100% distance learning classes, accomplished with significant livestreaming.

3. Maintain 100% distance learning for all secondary students for the remainder of 2020–2021 school year.
Option 1 (not recommended)
Hybrid Learning and Distance Learning Without Significant Livestreaming

Benefits
- Allows students who selected hybrid instruction to return to school for in-person learning starting January 21, 2020
- Teachers would not be expected to teach hybrid and 100% distance learning sections concurrently by livestreaming
Hybrid Learning and Distance Learning Without Significant Livestreaming

Challenges

- Mental health and well-being of students and staff
- Significant scheduling challenges leading to substantial changes for students and teachers mid-year. This could impact students currently enrolled in year-long courses as well as selections for semester courses. This could also change which students are in a student or teacher’s classes.
- Changes and limiting of course offerings, e.g. combined levels of courses, reduced “electives” with students assigned to available courses
- Large class sizes for distance learning sections. Distance learning class sizes could exceed VDOE Standards of Quality.
- Teachers needing to plan for both synchronous (in-person) and asynchronous instruction for hybrid students.

Option 1 (not recommended)
Option 1 (not recommended)

Hybrid Learning and Distance Learning Without Significant Livestreaming

Challenges, continued

- Would need to maintain AABB schedule to prepare for hybrid instruction in second semester, unless teachers taught the same lessons on alternating days
- Changes in family preference could significantly impact these challenges, making it difficult to revise master schedules and making distance learning classes even larger and course offerings more limited
- Limited time for Transportation to reroute students after November survey. Routing can only be done once scheduling is complete at the school level
Option 2
Hybrid Learning and Distance Learning With Significant Livestreaming

Benefits
- Allows students who selected hybrid instruction to return to school for in-person learning starting January 21, 2020
- In comparison with Option 1, significantly fewer mid-year changes in schedules for teachers and students would occur. Some changes would still occur relating to resurvey of families regarding preferences.
- Consistency of course selection and teacher assignments
- Possibility of changing from AABB schedule to ABAB schedule immediately to support student learning and teacher planning
Challenges

- Mental health and well-being of students and staff
- Teachers expected to teach hybrid and 100% distance learning sections concurrently by livestreaming
- All staff (except those with medical exemption through Leave and Disability) would be required to be in the school building to support hybrid instruction
- Additional challenges for/pressure on teachers and staff to manage both learning environments simultaneously; this affects quality of student learning experience
- Potential increase in synchronous time for 100% distance learning students
- Potential additional expenses for livestreaming classroom technology

Option 2

Hybrid Learning and Distance Learning With Significant Livestreaming

Stage 4
Option 2

Hybrid Learning and Distance Learning With Significant Livestreaming

Considerations
- Screen time for students (both hybrid and 100% distance learning students)
- Lesson planning for livestreaming, synchronous and asynchronous instruction
- Support for teachers in lesson design, instructional practice, and technical logistics for livestreaming, synchronous and asynchronous instruction

Possible Variations
- Distance learning students (both hybrid students at home and 100% distance learning students) participate in portions of a class via livestreaming, work asynchronously for other portions
- Distance learning students participate in 100% of the in-person class via livestreaming
Option 3

Maintain 100% Distance Learning

Benefits
- Minimize changes mid-year for teachers and students
- Consistency of course selection and teacher assignments
- Possibility of changing to ABAB schedule to support student learning and teacher planning
- Lower risk of COVID-19 transmissions

Challenges
- Mental health and well-being of students and staff
- Students who selected hybrid in-person learning in July not able to return to school for remainder of year
- Inability to conduct hands-on learning for certain courses (CTE, science labs, etc.)
Next Steps in Exploring Options

• Continue to meet with middle and high school principals for feedback
• Analyze results of survey of secondary students on their feelings about distance learning; use data to inform decisions. Survey closes Wednesday, October 14.
• Resurvey families regarding preference for hybrid in-person learning or 100% distance learning. Possible survey window is November 11 – 20, 2020
• Conduct multiple simulations at the middle and high school level, including students in the simulations (with parent/guardian permission)
• Consider allowing schools or teachers to pilot Option 2 with students
• Gather teacher and student feedback from simulations and pilots
• Test possible classroom technology to enhance livestreaming audio
• Test technical solutions to revising schedules, transferring gradebook data, etc.
Conditions-Based Decisions

- Decisions regarding transitions between stages of implementing hybrid in-person learning would be made based on conditions.
- Recommendations from local and state health officials, based on public health data, would play a key role.
- LCPS would not implement the hybrid model for students for whom in-person learning is not recommended by the Phase Guidance for Virginia Schools.
- Other data would also be collected and analyzed regarding whether it is appropriate to move to the next stage of implementation of the hybrid model.
Conditions-Based Transitions

✔ Consistent Implementation of Public Health Mitigation Strategies
  - Six feet of physical distancing, face coverings, following public health precautions, cleaning protocols, symptom questionnaires, temperature checks, signage, classroom furniture

✔ Sufficient Staffing
  - Ability to meet current and next stage staffing needs

✔ Sufficient Supplies
  - Personal Protective Equipment (PPE), face coverings, cleaning supplies

✔ Continuity of Learning in the Hybrid Model
  - Quarantine and isolation disruptions of learning
Qualtrics: Online Symptom Check Questionnaire

- COVID-19 mitigation strategy
- Daily email or text notification (staff & students)
- Supervisor and designees have immediate access to information once submitted
Qualtrics: Online Symptom Check Questionnaire

The respondent receives a response immediately upon questionnaire completion.

Thank you for completing the LCPS COVID-19 Symptom Checker questionnaire. Based on your response, you may access our school. Please register in the front office and enjoy your visit.

Response ID: R_3DeEGh4UAnCwGv

Clark Bowers
Timestamp: Monday, September 14th 4:23 PM

Thank you for completing the LCPS COVID-19 Symptom Checker questionnaire. Based on your responses to this survey, you should NOT report to work. Please contact your supervisor immediately and request a substitute if needed. Please be sure to report this absence.

We request that you contact your primary care physician or a health care provider for further assessment and may not return to work until you provide a written medical clearance from a health care provider or proof of a negative COVID-19 test.

Response ID: R_1dyTfOfn0y4P2z

test staff
Timestamp: Thursday, September 24th 7:52 AM
Support Services

CDC Indicators and Thresholds

- Indicators/Mitigation Strategies
  - Use of Masks*
  - Physical Distancing*
  - Hygiene*
  - Cleaning
  - Contact Tracing
- Implementation
  - Correct/Consistently
  - Correct/Inconsistently

*Signage used to correctly and consistently implement mitigation strategies

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Lowest risk of transmission in schools</th>
<th>Lower risk of transmission in schools</th>
<th>Moderate risk of transmission in schools</th>
<th>Higher risk of transmission in schools</th>
<th>Highest risk of transmission in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Indicators</td>
<td>Ability of the school to implement 5 key mitigation strategies:</td>
<td>Consistent and correct use of masks</td>
<td>Social distancing to the largest extent possible</td>
<td>Hand hygiene and respiratory etiquette</td>
<td>Cleaning and disinfection</td>
</tr>
<tr>
<td>Implemented all 5 strategies correctly and consistently</td>
<td>Implemented all 5 strategies correctly but inconsistently</td>
<td>Implemented 3-4 strategies correctly and consistently</td>
<td>Implemented 1-2 strategies correctly and consistently</td>
<td>Implemented no strategies</td>
<td></td>
</tr>
</tbody>
</table>

Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.
Support Services

Health Mitigation Monitor Summary Survey Data

- Daily Surveys
- Mitigation Strategies
  - Face Coverings
  - Physical Distancing
  - Signage
  - Hygiene/Cleaning
Support Services

Health Mitigation Monitor Summary Survey Data

- Total Daily Surveys: 1,449
- Mitigation Strategies:
  - Face Coverings: 89.5%
  - Physical Distancing: 89.4%
  - Signage: 96.2%
  - Hygiene/Cleaning: 85.7%
Support Services

School Status by Category

<table>
<thead>
<tr>
<th>Location</th>
<th>CT_Category</th>
<th>Cleaning/Hygiene</th>
<th>Face Covering</th>
<th>Physical Distancing</th>
<th>Signage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td></td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td>Y</td>
<td>G</td>
<td>G</td>
<td>R</td>
</tr>
</tbody>
</table>

Compliance %
Red = 0–49%, Yellow = 50–79% and Green = 80–100%
Support Services

Weekly Average by Category

Cleaning/Hygiene Weekly Average

Signage Weekly Average

Face Covering Weekly Average

Physical Distancing Weekly Average
Support Services

Health Mitigation Monitor Survey Data Questions

- Signage Observed (yes/no)
  - Entrance Signage
    - Masks Up
    - Symptoms/Stay home when sick
    - Physical Distancing
    - Directional or Visual Cues
  - Building Signage
    - Frequent Hand Washing
    - Cough Etiquette
    - Directional or Visual Cues
    - Face Coverings
    - Physical Distancing
    - Symptoms/Stay home when sick

- Face Coverings (% observed)
  - % of people wearing face coverings relative to the number of the people within the building

- Physical Distancing (% observed)
  - % of people observed physical distancing relative to the number of the people within the building

- Cleaning/Hygiene (yes/no)
  - Custodians observed cleaning high touch surfaces
  - Hand Sanitizer stations available
Additional Updates
Extracurricular Activities Update

• Guidance has been developed for schools to have limited in-person activities beginning in late October
• Guidance aligns with LCPS health plan submitted to VDOE and athletics guidance
VHSL Update
VHSL Executive Committee

“The Executive Committee shall be composed of 37 voting members including: 18 principals; one representative from the State Department of Education; eight division superintendents of schools; one representative from the Virginia School Boards Association; one Virginia citizen appointed by the Executive Committee from the PTA Board of Managers; six supervisors of athletics/activities at a member school, one from each group level (1, 2, 3, 4, 5, 6); and two members of the Virginia General Assembly”
Recent VHSL Decision

• On September 17, the VHSL Executive Committee, including two representatives from LCPS, voted unanimously (33-0) to adopt the “Championships + 1” schedule for the current school year.
• The Executive Committee voted after polling the member schools of Virginia’s 24 athletic regions.
• Championship +1: Due to the abbreviated season, regions may allow teams that do not qualify for the region tournament, the opportunity to play one additional game.
### VHSL Modified Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Contests</th>
<th>MPR</th>
<th>First Practice</th>
<th>First Contest</th>
<th>Region Start</th>
<th>Region Deadline</th>
<th>VHSL Semi-Finals</th>
<th>VHSL Finals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>14</td>
<td>8</td>
<td>12/07</td>
<td>12/21</td>
<td>02/08</td>
<td>02/13</td>
<td>02/16</td>
<td>02/20</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>6</td>
<td>8</td>
<td>12/14</td>
<td>12/28</td>
<td>02/01</td>
<td>02/06</td>
<td>NA</td>
<td>02/12-13</td>
</tr>
<tr>
<td>Indoor Track</td>
<td>6</td>
<td>8</td>
<td>12/14</td>
<td>12/28</td>
<td>02/01</td>
<td>02/06</td>
<td>NA</td>
<td>02/13*</td>
</tr>
<tr>
<td>Sideline Cheer</td>
<td>NA</td>
<td>20</td>
<td>12/07</td>
<td>01/06⁺</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Swim &amp; Dive</td>
<td>6</td>
<td>8</td>
<td>12/14</td>
<td>12/28</td>
<td>02/01</td>
<td>02/06</td>
<td>NA</td>
<td>02/13</td>
</tr>
<tr>
<td>Wrestling</td>
<td>8</td>
<td>8</td>
<td>12/14</td>
<td>12/28</td>
<td>02/01</td>
<td>02/13</td>
<td>NA</td>
<td>02/18-20</td>
</tr>
</tbody>
</table>

**MPR = Minimum Number of Practices required before the first contest**
## VHSL Modified Schedule

### Season 2 – Fall Sports

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Contests</th>
<th>MPR</th>
<th>First Practice</th>
<th>First Contest</th>
<th>Region Start</th>
<th>Region Deadline</th>
<th>VHSL Semi-Finals</th>
<th>VHSL Finals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition Cheer</td>
<td>3</td>
<td>20</td>
<td>02/04</td>
<td>03/01</td>
<td>04/05</td>
<td>04/10</td>
<td>NA</td>
<td>04/17</td>
</tr>
<tr>
<td>Cross Country</td>
<td>6</td>
<td>8</td>
<td>02/15</td>
<td>03/01</td>
<td>04/12</td>
<td>04/17</td>
<td>NA</td>
<td>04/23-24</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>10</td>
<td>8</td>
<td>02/15</td>
<td>03/01</td>
<td>04/12</td>
<td>04/17</td>
<td>04/20</td>
<td>04/22-24</td>
</tr>
<tr>
<td>Football</td>
<td>6</td>
<td>15</td>
<td>02/04</td>
<td>02/22</td>
<td>04/07</td>
<td>04/17</td>
<td>04/24</td>
<td>05/01</td>
</tr>
<tr>
<td>Golf (Boys)</td>
<td>8</td>
<td>NA</td>
<td>02/15</td>
<td>03/01</td>
<td>04/12</td>
<td>04/15</td>
<td>NA</td>
<td>04/19</td>
</tr>
<tr>
<td>Golf (Girls)</td>
<td>8</td>
<td>NA</td>
<td>02/15</td>
<td>03/01</td>
<td>NA</td>
<td>NA</td>
<td>04/21-22</td>
<td>04/26</td>
</tr>
<tr>
<td>Volleyball</td>
<td>12</td>
<td>8</td>
<td>02/15</td>
<td>03/01</td>
<td>04/12</td>
<td>04/17</td>
<td>04/20</td>
<td>04/23-24</td>
</tr>
</tbody>
</table>

### Season 3 – Spring Sports

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Contests</th>
<th>MPR</th>
<th>First Practice</th>
<th>First Contest</th>
<th>Region Start</th>
<th>Region Deadline</th>
<th>VHSL Semi-Finals</th>
<th>VHSL Finals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>12</td>
<td>8</td>
<td>04/12</td>
<td>04/26</td>
<td>06/14</td>
<td>06/19</td>
<td>06/22</td>
<td>06/26</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>9</td>
<td>8</td>
<td>04/12</td>
<td>04/26</td>
<td>06/14</td>
<td>06/19</td>
<td>06/22</td>
<td>06/26</td>
</tr>
<tr>
<td>Soccer</td>
<td>10</td>
<td>8</td>
<td>04/12</td>
<td>04/26</td>
<td>06/14</td>
<td>06/19</td>
<td>06/22</td>
<td>06/26</td>
</tr>
<tr>
<td>Softball</td>
<td>12</td>
<td>8</td>
<td>04/12</td>
<td>04/26</td>
<td>06/14</td>
<td>06/19</td>
<td>06/22</td>
<td>06/26</td>
</tr>
<tr>
<td>Tennis</td>
<td>10</td>
<td>8</td>
<td>04/12</td>
<td>04/21</td>
<td>05/20</td>
<td>06/05</td>
<td>06/07</td>
<td>06/11-13</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>9</td>
<td>8</td>
<td>04/12</td>
<td>04/26</td>
<td>06/07</td>
<td>06/12</td>
<td>NA</td>
<td>06/18-19</td>
</tr>
</tbody>
</table>

**MPR** – Minimum Number of Practices required before the first contest
# VHSL Modified Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>First Level Deadline</th>
<th>Next Level Deadline</th>
<th>VHSL Finals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre (All Classes)</td>
<td>02/06</td>
<td>02/20</td>
<td>03/4-8</td>
</tr>
<tr>
<td>Scholastic Bowl</td>
<td>01/30</td>
<td>02/13</td>
<td>02/27</td>
</tr>
<tr>
<td>Forensics</td>
<td>02/20</td>
<td>03/06</td>
<td>03/27</td>
</tr>
<tr>
<td>Debate</td>
<td>03/27</td>
<td>04/10</td>
<td>04/23-24</td>
</tr>
<tr>
<td>Robotics</td>
<td>Submission Deadline 04/30</td>
<td></td>
<td>05/29</td>
</tr>
<tr>
<td>Film Festival</td>
<td>Submission Deadline 04/01</td>
<td></td>
<td>06/05</td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td></td>
<td>Submission deadlines 03/15</td>
</tr>
<tr>
<td>Publications Evaluation</td>
<td>Registration and Receipt of Broadcast, Magazines, Newsmagazines, and Newspapers 06/15</td>
<td>Registration and Receipt of Spring delivery Yearbooks: Registration and Book 06/15</td>
<td>Registration and Receipt of Fall Delivery Yearbooks: Registration 06/15; Book 09/30</td>
</tr>
<tr>
<td>Multi Media Contest</td>
<td></td>
<td>Submission deadline 06/15</td>
<td></td>
</tr>
</tbody>
</table>
LCPS Preparations

- Following LCPS Health Plan submitted to VDOE. Athletics plan aligned to health plan.
- LCPS implemented a return to activity guidance on July 15 for schools to engage our student-athletes through a phase approach in the reacclimation to cardiovascular and physical fitness.
- On September 8, LCPS began to phase in the use of personal equipment and same partner sport specific skill building activities.
LCPS Preparations

• Developing a Return to Play Protocol for student athletes that test positive for COVID-19
• Gathering information from other divisions to inform decisions
• Students selecting 100% Distance Learning are still eligible to participate under all other VHSL guidelines
• Ongoing training has been implemented with school staff and coaches to include mitigation strategies for activity, daily health screening protocols, disinfecting of equipment, and reacclimation guidelines for student-athletes to return to activity safely
Implications of VHSL Plan for LCPS

• **Spectators**: Under the current phase 3 restrictions, only 250 people including participants are allowed at an event. At a normal varsity football game, between the two teams, cheerleaders, coaches, medical personnel, administrators, security, event staff and officials, it is already close to 250.

• **Indoor Spectators**: Considering no spectators for indoor sports to minimize risks.
Implications of VHSL Plan for LCPS

- **Officials**: Even at 50% capacity levels, schools will struggle to pay for officials. Officials cost over $45,000 a year per school for an approximate amount of $765,000.

- **Travel Restrictions**: Schools should only compete in district regular contests, against other LCPS schools, VHSL sanctioned event, or VHSL postseason competition.
  - LCPS will need to decide if overnight travel events are allowable. This decision would impact other activities such as DECA and Marching Band.

- **Spring Break**: Due to the complexity of creating a 6 game football schedule for 17 schools, we will need to have the availability to play through Thursday, April 1.
Wellness Support for Students & Staff

- Multi-Tiered System of Supports (MTSS)
- Unified Mental Health Team (UMHT)
- Social Emotional Learning (SEL)
- Restorative practices
- Telecounseling and consultation
- Attendance monitoring and engagement
- Mental health training for staff
- Employee Assistance Program (EAP)
- Wellness Works! Program for staff
- Mental Health and Community Resources for Families website
FY21 Supplemental Funding for COVID Related Expenditures

- On October 8, the Governor allocated additional CARES funding for k-12 public schools. LCPS’ share is $14.9m, but must be spent by 12/31/20.

- On October 2, LCPS’ application for Elementary and Secondary School Emergency Relief (ESSER) and Governor’s Emergency Education Relief (GEER) funding was approved for $1.0m and must be spent by 9/30/22.

- On September 15, the County Board of Supervisors approved a $12.0m allocation of CARES funding to be spent by 12/31/20.

- Expenditures will be aligned to maximize usage of these funds.

- It is anticipated that a substantial amount of the $12.0m County CARES funding will be returned to the County.
Implementation of the Hybrid Model in Stages 2020–2021 School Year

October 13, 2020