

Prince William County Public Schools

Embargoed Draft 2020-21 Return to New Learning Instructional Plan



Prince William County
PUBLIC SCHOOLS
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Executive Summary

As we move from the close of the 2019-20 school year and prepare for the upcoming school year, different reopening instructional models and scenarios were considered and examined for feasibility given collaboration and input gathered through the Return to New Learning Task Force and work groups, a representative Parent Focus Group, as well as feedback from parent and employee surveys conducted by the Division. Results from additional employee and family surveys will inform further modifications to this and other plans. Survey data shared by Prince William Education Association was also reviewed and considered by the Division. Return to New Learning planning prioritized considerations for student and staff health, safety, and well-being, as well as the consistent and equitable provision of educational services and support for the full range of learners.

To ensure the Division's ongoing flexibility and ability to quickly adapt to any necessary changes in school status due to the ongoing pandemic, Prince William County Public Schools (PWCS) will continue to enhance the practices, processes, support, and services to sustain a robust Virtual Schoolhouse for distance learning. To enhance distance learning capabilities and ensure a consistent level of educational services to students, a Learning Management System (LMS), Canvas, is being implemented along with a Division-wide assessment system. The Spring and Summer Road Map for fall reopening includes the ongoing development of our Virtual Schoolhouse using Canvas, a first-in-class LMS that will unify our online learning and curriculum delivery using a series of integrated tools to enhance student learning. The draft instructional plan includes building out the LMS Canvas Standards of Learning (SOL) aligned modules using PWCS Curriculum Units of Study, enhancing those modules with differentiation supports, deploying the system and its accompanying communication plan, and training for the use of this system by all stakeholders.

An integrated system for monitoring student achievement will be deployed within the LMS solution using MasteryConnect, a digital, online, assessment system with SOL-aligned item banks, and featuring robust reporting capabilities. Finally, the Return to New Learning 2020-21 Instructional Plan offers considerations for multiple educational delivery models to include the returning to face-to-face in-person learning, a hybrid of combined in-person and distance learning, an all distance learning for some students, and a virtual schoolhouse for all students. Special considerations and impacts were examined relative to instruction for many of the logistical and health/safety measures needed to address the prevention of the spread of COVID-19 or to support any further closures occurring as a result of possible future outbreaks or other emergencies.

To ensure alignment with the [Governor's phased reopening](#) of Virginia and other state and federal guidance, different reopening models were developed to be utilized as phased reopening or guidance changes. The Return to New Learning Task Force has continued to gather feedback, and look at the feasibility of each instructional reopening capacity model, scenario, and schedule. Feasibility examinations have been collaboratively conducted involving multiple central offices, school leaders, and task force members. Utilizing health guidance, these assessments have included evaluations of school instructional staffing needs, stakeholder needs relative to instruction and learning, transportation capacity and scheduling, facility schematics and enhancements, technology infrastructure, use of outdoor or large spaces, impacts of schedules on

stakeholder groups, possible instructional and logistical challenges, and potential solutions to those challenges. In addition to ongoing development and implementation recommendations for Canvas and MasteryConnect, the Return to New Learning instructional task force considered and provided input on the following.

- I. What information/research might need to be gathered to develop new learning recommendations?
- II. What are other organizations doing to protect the public that have been successful?
- III. What are some of the lessons learned from all levels based on the last few months of virtual learning?
- IV. What components or recommendations for new learning are going to be consistent or “tight”? What will be “loose”? Let’s look at the curriculum.
- V. Are there different considerations with relation to face-to-face or distance learning?
- VI. What might be the differences in implementation at the elementary, middle, high school levels?
- VII. What training and/or professional learning might stakeholders need?
- VIII. What kind of support will parents need in relationship to different instructional models?
- IX. How can we assess the effectiveness of our communication with stakeholders around new learning for students?
- X. What are some strategies we can put in place to communicate new learning with marginalized groups?
- XI. What are some ways we can structure time to meet the learning needs of students with varying levels of access to the internet and technology?
- XII. Please provide recommendations on baseline assessments students will be given when they return to new learning in the fall (both in-person and virtually).
- XIII. Please provide recommendations on procedures for entering and exiting, as well as transitions within the building. Please keep in mind health checks will be completed at home. Consider creative use of different doors, supervision, bus loops etc. Keep in mind six feet of space is needed for social distancing and students will need to be prevented from bunching up into groups.
- XIV. As we consider different in-person capacity models (e.g. 25 percent with one day in-person a week, 50 percent with 2 days in-person per week) we need you to recommend daily class schedules by elementary, middle, and high school level (e.g. A/B, all seven periods with reduced class times, increased pass times, all classes including specials). Please prioritize your recommendations, include sample bell times, and include visual representations.
- XV. As we consider vulnerable populations of students (see the list from the Redesign, Restart, Recover plan) in addition to students with disabilities and English Learner (EL) level one and two students, which other students do you recommend for additional instructional time?

Currently, the Office of Accountability and the Office of Information Technology are utilizing student management information to formulate reduced capacity grouping models that maintain heterogeneous groupings of students across the Division. Data from these models will inform decisions on finalized student groupings for the determined reopening model and the assignment within weekly in-person learning schedules.

With equity as a guiding lens, students identified as being in a “vulnerable” student group were considered for and many will receive additional in-person instructional time as appropriate to further support the behavioral, social/emotional, and academic needs of these students. Utilizing the Virginia Department of Education’s guidance, students fitting into the following categories

are identified as “vulnerable” students and considered for additional in-person and/or virtual instruction and support. ([Recover, Redesign, Restart](#), pg. 49-50)

- I. Early learners, English Learners (ELs), students experiencing homelessness, students from low socio-economic backgrounds, students with disabilities, and students with social/emotional learning needs;
- II. Students experiencing food, housing, or healthcare insecurities;
- III. Students under state care, including foster care, detention facilities, and in the hospital;
- IV. Students requiring Therapeutic Day Treatment Services;
- V. Students with auditory or visual impairments;
- VI. Students experiencing trauma as a result of COVID-19, including those who have been personally impacted by personal/family illness, family death, or job loss;
- VII. Identified academically vulnerable students who need additional support;
- VIII. Students with a previous history of inconsistent attendance;
- IX. Students in their transitional years of education;
- X. First generation, college-bound students;
- XI. Student with medical conditions;
- XII. Students 18 years of age or older; and
- XIII. Accelerated or gifted students.

This instructional plan interconnects with and will be supported by the Division’s reopening communication plan, the Health Plan, the Return to Work Plan for employees developed by Human Resource’s Return to Work Taskforce, as well as modified and/or enhanced transportation, custodial and facilities supports, processes, and procedures.

VDOE Aligned Steps to Ensure Equity (RRR, page 13)

Focus on Meeting Student Needs First

- Prioritize the physical, academic, and social-emotional needs of particularly vulnerable students. Ensure basic needs, safety, belonging, and mental health well-being as a foundation for learning (Maslow before Bloom).

Access and Adequate Supports

- Achieving equity in distance learning is more complex than simply providing equality in access to learning resources and technology.
- Therefore, the Return to New Learning Task Force purposeful planned for the provision of services and support based on needs of students and families.

Division Support and Translated Communication to ALL Families

- Be mindful of the needs of vulnerable student groups including early learners, ELs, students experiencing homelessness, economically disadvantaged students, and students with disabilities.

Implementation of the VDOE Return to Learning Equity Audit

- The impact of sustained new learning loss during this period of school closures combined with variance in the participation in the continuity of learning may have exacerbated previously existing gaps in student achievement. Students will be assessed regarding ongoing learning gaps, and strategies to mitigate the longer-term impact of school closures on these students will be implemented.

Contributions and Acknowledgements

Return to New Learning Instructional Logistics Task Force <i>Logistics, Health/Safety, Facilities, and Scheduling Committee</i>		
Adam Russo	Director	School Food and Nutrition Services
Adriane Harrison	Principal	Mountain View ES
AJ Phillips	Director	Information Technology
Al Ciarochi	Associate Superintendent	Support Services
Alana Walmsley	Administrative Coordinator	Special Education
Amanda McCulla	Principal	Pennington Traditional School
Andy Jacks	Principal	Ashland ES
Becky Yellets	Supervisor of Instruction	Special Education
Brandon Boles	Principal	Potomac HS
Brian Simpson	Instructional Technology Coach	Beville MS
Chris Beemer	Assistant Principal	Woodbridge HS
Christi Hetrick	Supervisor of Substitute and Temp. Employment	Human Resources
Christie Taylor	Director	Professional Learning
Christina Lo	Supervisor of EL Instruction	EL Programs and Services
Diana Gulotta	Director	Communications Services
Donald Magee	Band Teacher	Charles J. Colgan Sr. HS
Ed Stephenson	Supervisor of the Arts	Student Learning
Eric Worcester	Principal	The Nokesville School
Gina Bellamy	Administrative Coordinator of Nursing	Student Services
Glynis Taylor	SACC Program Supervisor	Student Services
Hamish Brewer	Principal	Fred Lynn MS
Jason Calhoun	Director	The Governor's School
Jim Dutrow	Principal	Lake Ridge MS
Joe Graczyk	Principal	Benton MS
John Windley	Director	Facilities Services
Julie Vuillemot	Supervisor of Classified Personnel	Human Resources
Ken Bassett	Director	Student Learning
LisaMarie Kane	Principal	Osborn Park HS
Lynmara Colón	Director	EL Programs and Services
Michael Kelchin	Principal	Gravely ES
Neil Beech	Principal	Gainesville HS
Richard Martinez	Principal	Forest Park HS

Richmond Hill	Supervisor of Secondary Counseling	Student Services
Shirley Posey	Director	Transportation Services
Sirena Montgomery	Fourth/Fifth Grade Teacher	West Gate ES
Steve Smith	Director of School Counseling	Forest Park HS
Sue Danielson	Principal	Rosa Parks ES
Tami Eppolite	School Social Worker	Student Services
Teresa Polk	Supervisor of School Health Services	Student Services
Tiffany Hope	High School Counselor	Unity Reed HS
Tim Neall	Supervisor of Program Evaluation	Accountability
Gwendolyn Issa	Teacher Assistant	Woodbridge Middle School STAAC Chairman

Return to New Learning Logistics Taskforce Meeting Dates

All Member Meetings:

- June 4, 2020
- June 8, 2020
- June 11, 2020
- June 23, 2020
- June 26, 2020

Elementary School Subgroup Meetings:

- June 8, 2020
- June 12, 2020
- June 15, 2020
- July 2, 2020

Middle School Subgroup Meetings:

- June 5, 2020
- June 15, 2020
- July 2, 2020

High School Subgroup Meetings:

- June 4, 2020
- June 5, 2020
- June 30, 2020

Mastery Connect Task Force		
Amy Larrick	Administrative Coordinator of Continuous Improvement Coaching	Professional Learning
Cathy Porter-Lucas	Principal	Gainesville MS
Dina Ashley	Supervisor of Data Analysis and Reporting	Accountability
Donna Stofko	Administrative Coordinator of Elementary Mathematics	Student Learning
Donna Wilder	Supervisor of Professional Development	Professional Learning
Inmar Romero	Assistant Principal	Independence Nontraditional School
Kate Chatman	Fourth Grade Teacher	River Oaks ES
Kathryn Forgas	Principal	Coles ES
Kim Werle	Principal	Loch Lomond ES
Maria Ramadane	Principal	Graham Park MS
Marisa Miranda	Principal	Glenkirk ES
Melissa Viola-Askey	Administrative Coordinator of Civics and Economics	Student Learning
Michelle Young	Instructional Coach	Freedom HS and Gar-Field HS
Neil Beech	Principal	Gainesville HS
Nicole Clarke	Instructional Coach	Triangle ES and Enterprise ES
Paul Parker	Supervisor of Testing	Accountability
RJ Lucioti	Principal	Pattie ES
Ryan Ferrera	Principal	Battlefield HS
Tim Cruz	Administrative Coordinator for Instructional Technology	Information Technology Services

Return to New Learning MasteryConnect Taskforce Meeting Dates

All member meetings:

- June 3, 2020
- June 8, 2020

The MasteryConnect Taskforce meetings will continue in July with the assessment platform contract beginning on July 1, 2020 for the migration of the new tool. Meeting dates are scheduled for July 10 and July 17.

Canvas Task Force		
A.J. Phillips	Director	Information Technology Services
Aaron Cebular	Professional Development Specialist	Professional Learning
Adair Solomon	STEAM Teacher	Cedar Point ES
Adam Daniels	Social Studies Teacher	Patriot HS
Aerica Williams	Principal	River Oaks ES
Amanda Parks	Principal	Montclair ES
Amanda Wilder	Supervisor of Preschool Programs	Head Start
Andy Wolfenbarger	Supervisor of Student Information System	Information Technology Services
Bethany Houser	Mathematics Teacher	Battlefield HS
Cami Craig	Algebra Teacher	Marsteller MS
Christie Taylor	Director	Professional Learning
Christy Barcalow	Gifted Education Teacher	Graham Park MS
Dave Cassady	Principal	C.D. Hylton HS
Debbie Miller	Supervisor of Information Systems Support	Information Technology Services
Diane Harazin	Supervisor of Instructional Technology	Information Technology Services
Dina Ashley	Supervisor of Data Analysis and Reporting	Accountability
Erika Frazier	Life Science Teacher	Woodbridge MS
Gail Drake	Admin Coordinator for Specialty Programs	Battlefield HS
Jeff Girvan	Supervisor of History and Social Science	Student Learning
Katie Engelmeier	Principal	Porter Traditional School
Kelly Cortez	Fifth Grade Teacher	Haymarket ES
Ken Bassett	Director	Student Learning
Kim Werle	Principal	Lock Lomond ES
Kris Gushue	Admin Coordinator for Secondary Math	Student Learning
Lauren Daley	Summer School Coordinator	Student Management and Alternative Programs
Lynmara Colón	Director	EL Programs and Services
Maggie Pompa	Title I Teacher	Yorkshire ES
Marcia Infante	Third Grade Teacher	Occoquan Elementary
Mark Boyd	Principal	Vaughan ES
Matthew Phythian	Principal	Bull Run MS
Meghan Morse	Language Arts Teacher	Parkside MS
Melissa Edmonds	Gifted Education Teacher	Kyle Wilson ES
Michelle Roper	Director	Special Education
Prudence Jarvis	Title I Teacher	George Hampton MS
Ralph Block	Assistant Principal	Independence Nontraditional
Richard Nichols	Principal	Unity Reed HS
Ron Whitten	Principal	Covington-Harper ES
Ryan Holt	Professional Development Specialist	Professional Learning

Sheila Huckestein	Supervisor of Strategic Planning and School Improvement	Accountability
Stacia Cartlidge	Coordinator for World Languages	Student Learning
Stephanie Evers	Business Education Teacher	Battlefield HS
Stephanie Richards	Elementary Reading Teacher	Tyler ES

Return to New Learning Canvas Taskforce Meeting Dates

All member meetings:

- June 3, 2020
- June 8, 2020

The taskforce group will be reconvening during the summer to provide feedback and input to the ongoing development of the learning management system. Dozens of teacher teams are now engaged with subject area specialists and instructional technology teachers to develop modules to support classroom (virtual and in-person) learning opportunities. The taskforce will review the first phase of development in mid-July, prior to our Division receiving shared content from Virtual Virginia that will be brought into the Canvas materials in the second phase at end of July.

Representative Parent Focus Group	
Elected officers and representatives from the Division's various community advisory councils and engaged community members.	
Karen Martin	Superintendent's Advisory Council on Instruction
Vanessa Olson	Superintendent's Advisory Council on Instruction
Tracy Blake	Superintendent's Advisory Council on Instruction
Rana Kahl	Superintendent's Advisory Council on Instruction
Doresa Pickett	Superintendent's Advisory Council on Instruction
Timothy Kirkpatrick	Superintendent's Advisory Council on Instruction
Lisa Darcy	Superintendent's Advisory Council on Instruction
Rojan Robotham	Superintendent's Advisory Council on Equity
Kate Olson-Flynn	Superintendent's Advisory Council on Equity
Cynthia Young Buckley	Special Education Advisory Council
Maria Johnson	Safe Schools Advisory Council
Russ Keating	Career and Technical Education Advisory Council
Leigh Epperson	Gifted Education Advisory Council
Catherine Strasburg	Engaged community members
Helga Sanchez	Engaged community members
Aurora Hurtado	Engaged community members

Representative Parent Focus Group Meeting Date

- June 18, 2020
- More meetings will be scheduled to seek input on training, communications, and support

Return to Instructional Practices in All Models

In every model, teachers will return to curriculum planning practices, delivery of instruction, and assessment of student learning, and will be asked to put as much as possible in Canvas to ensure we can quickly move from in-person, a combined in-person distance learning, a concurrent all distance learning, or an updated Virtual Schoolhouse for all students. Regardless of the final determined educational model, teachers will continue to use a variety of core instructional and supplemental materials/resources. Collaborative Learning Teams (CLTs) will resume, along with co-planning and co-teaching processes as appropriate. All students will be instructed according to their needs with appropriate supports, supplemental aids, and accommodations, in alignment with the implementation of EL Service Delivery Plans, IEPs, 504 Plans, as well as, other academic, social/emotional, and behavioral support plans.

To ensure that students receive instruction on curriculum standards not taught during the school closure, teachers will utilize either curriculum units, known as “zero units”, with these standards at the beginning of the year or may choose to blend and/or spiral instruction of these standards not taught during spring 2020. The Office of Student Learning is working collaboratively with other instructional offices to develop the “zero units” for teachers. These units will be available to teachers in Canvas. Additionally, to further support the academic success of all students after the school closure, students at all levels will be given baseline assessments and will receive instructional interventions and support based on needs determined by individual assessment results.

Instructional Supports for Leaders, Teachers and Staff

- I. Summer training on Canvas and MasteryConnect provided at a variety of times and dates with follow-up support and coaching from central office instructional support staff.
- II. Summer training on virtual instruction best practices to support the full range of learners.
- III. Summer training for leaders on best practices on monitoring distance learning through Canvas and MasteryConnect.
- IV. Consistent instructional updates throughout the summer to ensure all teachers are informed on updates regarding Canvas progress, available resources, upcoming professional learning, and available teacher support sessions.
- V. Ongoing professional learning sessions, question and answer sessions, as well as advertised Ed Camps through-out the year based on teacher needs specific to grade level/course/content area. Dedicated weekly planning and professional learning time on Monday within the combined model and daily within the all virtual schoolhouse model.
- VI. Instructional Technology Coach support for Canvas and MasteryConnect best practices.
- VII. Teachers will be provided updated curriculum pacing guides, “zero units”, and/or spiraling guidance to support teaching students the standards not taught during the closure.
- VIII. Teachers will be provided Division developed core modules for their content area(s)/courses which can be personalized by each teacher.
- IX. Elementary and middle school English/Language Arts, Math, and Science teachers will be provided Division developed baseline assessments that can be delivered through Canvas.
- X. High School teachers/departments will be provided content instructional support for developing course specific baseline assessments including specific guidance on essential knowledge needed for students to be successful in that course.
- XI. Continually updated materials and resources in the “Staff Communities” pages.

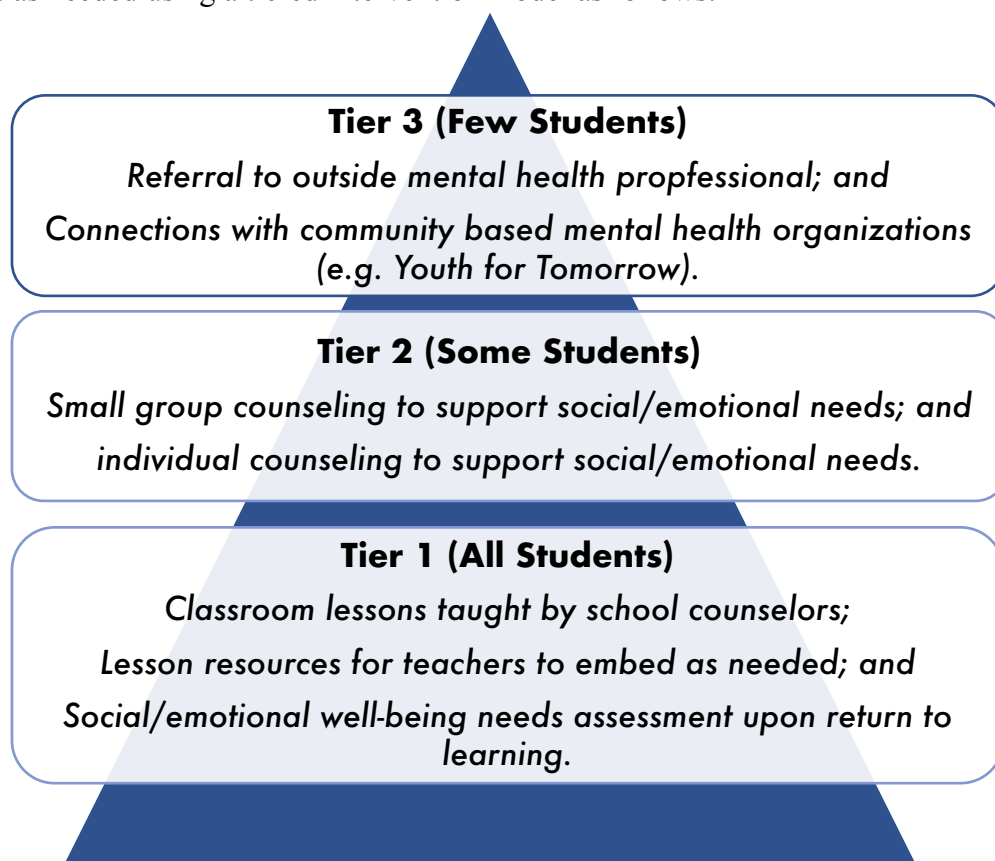
Baseline Assessments to Inform Instruction

- I. Division will create and/or provide baseline elementary and middle school assessments for core content subject areas
- II. High school baseline assessments will be created by content area CLTs with guidance from content supervisors regarding essential skills and knowledge
- III. Baseline assessments will not count as a grade but will be utilized to evaluate learning needs and gaps and inform instruction
- IV. In order to support a successful transition back to school as well as support the social and emotional well-being of students and staff, assessments will not be administered the first week of school

Social and Emotional Support in All Models

Supporting our Students

The social/emotional journey of our return to school is a priority for PWCS. To that end, plans have been put in place to prepare teachers and school-based mental health professionals for the needs of our students. All resources will be shared in one place in the Supporting our Students online newsletter. [Click here](#) to preview a DRAFT of this newsletter. Interventions will be introduced as needed using a tiered intervention model as follows:



Tiered Interventions of Support

Our Social Work team has been working to assemble materials needed to address the needs of students who may need more support than the content delivered in the classroom. Group counseling curriculum has been assembled and is ready to be launched around the topics of stress

and anxiety management and dealing with fear and uncertainty. When students return to school, we will assess their needs in a variety of manners to quickly identify those students who need more support from our school based mental health professionals. We continue to foster our relationships with local mental health support partners like the PWC Community Services Board and Youth for Tomorrow. We are prepared to refer families to local agencies, as needed, should more intense mental health care be required.

Resources for Staff

Currently, members of the Office of Student Services leadership team are putting together grade level social/emotional learning toolkits for all teachers in PWCS. These toolkits will include “ready to go” lessons that a teacher may choose to embed in their teachings should situations around social/emotional wellness arise. These resources, in conjunction with the lessons already taught by our professional school counselors, will help our teachers feel prepared to meet the emotional needs of our students. These toolkits will be embedded into the Supporting our Students bundle thus creating “one stop shopping” and ease of access for all teachers, administrators and other staff members who interact with our students.

Possible Instruction and Learning Models for 2020-21 School Year

The following instruction and learning models have been examined while drafting a plan. They will support our ability to provide ongoing educational services under a variety of different contingencies given state and federal guidance.

- I. **Virtual Schoolhouse 2.0** – Will be utilized if all schools are completely closed to in-person learning any time in the future or it is deemed best to reopen with an all virtual model.
- II. **Combined In-Person and Distance Learning** – Could be utilized in alignment with the Governor’s Phase 3 Reopening plan and includes models for reduced numbers of students attending in-person classes. Keeping in mind social distancing guidance, these models include 50 percent capacity, 30-35 percent capacity, and 20-25 percent capacity.
- III. **Distance Learning only** – Could occur concurrently with the combined in-person and distance learning and could be utilized for students unable to or selecting not to participate in the combined Phase 3 in-person distance learning model for fall 2020.
- IV. **In-Person only** – A return to this model for staff and students may be utilized in Phase 4 and beyond depending upon the specific guidance from state and federal officials and agencies.

I. Virtual Schoolhouse 2.0



Just like the traditional classroom learning experience, at-home distance learning requires a strong and supportive partnership between families and educators. This model would be implemented if staff and students remain at home due to the pandemic or another emergency. As appropriate, it could also be modified and be implemented as “Virtual Schoolhouse remote classroom” model, whereby staff may report to school and/or work with students learning from home. Successes and challenges were examined from the school closure period and

modifications have been made based on that review, as well as input gathered from parent and staff email communications during the school closure, the parent Ed Camp sessions for EL families, school leaders, instructional support staff, task force members, and the representative parent focus group.

Different from this past spring, the Division will be using Canvas LMS, which will serve our Division as a unifying PreK through 12 web-based digital platform that provides first-in-class instruction and learning resources. It will also be the primary platform for communication on student learning needs and progress within the Virtual Schoolhouse.

To ensure more equitable and consistent instructional delivery and learning support, task force members for each level are working to collaboratively determine and recommend standardized instruction and learning schedules that will be implemented across schools. Daily instruction and learning times will be increased to reflect the return to learning new standards and the possible increased learning needs of students after the school closure. Recommended appropriate levels of screen time based on age and developmental stages were also a key consideration in determining guidance regarding the weekly and/or daily instruction and learning times for elementary, middle, and high schools.

Related service providers, teachers of students with disabilities, and teachers of students who are English learners shall offer virtual instruction and support at specifically communicated times, as well as ensure they are fulfilling the ongoing expectation that they continue to co-plan for supports, scaffolds, and accommodations as are appropriate and possible under distance learning conditions for their students. Teachers who serve small groups in the special class setting shall continue to plan and provide instruction and learning activities and/or resources that support each student's needs. Supports for students with disabilities will be provided in alignment with the student's IEP. In support of the full range of learners, gifted education teachers shall do the same. Art and physical education instruction and support may be spread out over the week in place of occurring all on one day

Virtual Schoolhouse Guidelines for Educational Leaders and Professional Educators

Expectations to successfully navigate teaching and learning in the virtual schoolhouse include:

- I. All professional educators utilize Canvas as their primary instruction, student learning, and communication platform.
- II. Communicate the same message and information by multiple means; Canvas, email, social media, phone calls, recorded messages, or even the mail as appropriate. We must demonstrate our ongoing commitment to teaching, leading, and learning.
- III. All students and families receive virtual in-person/live sessions twice per week with each teacher.
- IV. While Canvas will be the new primary virtual learning management system, teachers may use Microsoft Teams and/or the Division-licensed Zoom for live virtual learning sessions with students.
- V. Professional educators will use resources developed and provided by the Division in "[Staff Communities](#)", Canvas, or on the "[Home Learning](#)" pages.
- VI. **All** students are instructed and/or supported in their learning by **all** assigned teachers.

- VII. Collaborative learning teams will remain on the same page through the continued use of the collaboration and communication tools provided by the Division and/or Canvas.
- VIII. Professional educators will be flexible with students and families who experience challenges due to the pandemic or distance learning. Supporting all students and families for success is expected.
- IX. [Co-planning and Co-teaching protocols](#) will continue to provide as many specific/anticipated student learning supports as are possible under the current closure conditions through continued virtual collaboration between partner teachers, including EL teachers, teachers of students with disabilities, related service providers, and gifted education teachers.
- X. Students will be provided multiple and varied opportunities to strengthen and demonstrate new and previous learning.
- XI. Consistently deepen the learning by providing lesson activities that focus on disciplinary literacy and an application of the standards.
- XII. Professional educators will provide a variety of student choices to sustain student interest and meet the needs of the full range of learners.
- XIII. Professional educators will design a variety of student experiences and learning activities that include ones that require technology and ones that do not require technology.
- XIV. Professional educators and school leaders will complete all required training sessions/modules for Canvas and MasteryConnect.
- XV. Professional educators will take attendance and document student participation in all virtual instruction and learning.
- XVI. Schools will regularly verify and update contact information for each student and their family/guardian.
- XVII. Continued learning is expected of professional educators and leaders in a variety of ways. There are great resources for professional learning on each subject and program area on the "[Staff Communities](#)" pages to help build knowledge and skills, including learning how to effectively implement our new learning and assessment tools that will assist our students in successfully learning while in the virtual schoolhouse.
- XVIII. To ensure a consistent virtual schoolhouse experience for all students, the following are the recommended schedules for all schools at each level. Nontraditional schools will have modified schedules.
- XIX. Elementary, middle, and high schools will offer students daily live virtual instruction.
- XX. Elementary schools will offer students 45 minutes per day live virtual instruction in the four core content areas. (Language Arts, Math, Science, and Social Studies)
- XXI. Middle schools will offer students 30 minutes of live virtual instruction per class period per day based on the schedule.
- XXII. High Schools will offer students 30 minutes live virtual instruction per class period per day and 120 minutes per class per week.

Recommended Elementary Virtual Schoolhouse Schedule

DAILY AMOUNTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
45 mins	Live instruction each day in one of the following instructional areas: Reading, Writing, Math, Science, and Social Studies.				
30 mins	Live small group differentiated instruction - OR - Students will access recorded instruction and learning activities in Canvas in one of the following instructional areas: Reading, Writing, Math, Science, and Social Studies.				
45 mins	Encore (PE, Art, Music, + Site-Based Encore)				
60 mins	Lunch / Recess				
Time Based on Requirement	Additional live instruction and specialized services provided for the following: <ul style="list-style-type: none">• Students with disabilities• English learners• START / Gifted• Social/Emotional support				
60 mins	Teachers will provide a set <u>office hour</u> each week during contract hours.				
45 mins	Teacher Planning / PD / CLTs				

- *Grade-levels will have staggered times for live teaching*
- *Instruction will be differentiated and scaffolded*
- *School leaders will provide flexibility regarding virtual staff meetings, CLTs, etc.*
- *School leaders will designate times for professional learning to support best practices as needed*

Recommended Middle School Virtual Schoolhouse Schedule

	Tuesday	Wednesday	Thursday	Friday
9:00-10:00 a.m.	Planning	Planning	Planning	Planning
10:15- 11:15 a.m.	1 st Period.	2 nd Period	1 st Period	2 nd Period
<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>
12:00-1:00 p.m.	3 rd Period	Student Choice	3 rd Period	Student Choice
1:15-2:15 p.m.	5 th Period	4 th Period	5 th Period	4 th Period
2:30-3:30 p.m.	7 th Period/ Choice **	6 th Period	7 th Period / Choice **	6 th Period

- *Recommended 30 minutes of live instruction for each class daily.*
- *Schools may follow a 6- or 7-day period day schedule*

Monday-Office Hours	
9:00-10:30 a.m.	PE
9:30-11:00 a.m.	Music
10:00-11:30 p.m.	Encore
10:30-12:30 p.m.	Counseling
11:00-12:30 p.m.	ESOL
11:30-1:30 p.m.	World Language
12:00-1:30 p.m.	Social Studies
12:30-2:00 p.m.	Science
1:00-2:30 p.m.	Math
1:30-3:00 p.m.	Language Arts

Recommended High School Virtual Schoolhouse Schedule

Virtual Schoolhouse Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Live Intervention Block for Selected Students	Period 1	Period 1	Teacher Planning	Teacher Planning
8:15-8:30		Break	Break		
8:30-8:45		Period 3	Period 2	Virtual Office Hours	Virtual Office Hours
8:45-9:00					
9:00-9:15		Break	Break	Break	Break
9:15-9:30					
9:30-9:45		Period 5	Period 4	Period 1	Period 1
9:45-10:00					
10:00-10:15		Break	Break	Break	Break
10:15-10:30					
10:30-10:45		Period 7	Period 6	Period 3	Period 2
10:45-11:00					
11:00-11:15		Lunch	Lunch	Lunch	Lunch
11:15-11:30					
11:30-11:45		Virtual Office Hours	Teacher Planning	Period 5	Period 4
11:45-12:00					
12:00-12:15	Lunch	Virtual Office Hours	Virtual Office Hours	Period 7	Period 6
12:15-12:30					
12:30-12:45	Teacher Planning	Virtual Office Hours	Virtual Office Hours	Period 7	Period 6
12:45-1:00					
1:00-1:15	Teacher Planning	Virtual Office Hours	Virtual Office Hours	Period 7	Period 6
1:15-1:30					
1:30-1:45	Teacher Planning	Virtual Office Hours	Virtual Office Hours	Period 7	Period 6
1:45-2:00					
2:00-2:15	Teacher Planning	Virtual Office Hours	Virtual Office Hours	Period 7	Period 6
2:15-2:30					

Given a full schedule this provides:

- 120 minutes of live instruction per week per class
- Students have 3.5 hours of screen time per day
- Required live interaction between teacher and student is 30 minutes per class period

II. Hybrid Combined In-person and Distance Learning Model



The goal would be to ensure consistency in standards and expectations across all schools. Specific process steps and accountability checks may be needed for periodic disinfectant routines. The feasibility of different models (100 percent, 50 percent, 33-35 percent, and 20-25 percent capacity), logistics scenarios, and health/safety procedures have been considered by the Return to New Learning Task Force work groups. Input from stakeholders was sought through initial focus groups, task force work groups, parent/family surveys, and employee surveys. This valuable feedback is considered relative to stakeholders, student, family, and staff needs, implementation fidelity, stakeholder benefits, challenges, and possible solutions to overcome challenges. Current staffing and funding models were reviewed to determine needs and the feasibility of supervision within different models and scenarios. Examining impacts on students, especially vulnerable student groups and their families, are a key consideration. Developmental stages, academic needs, as well as social/emotional needs for all levels of students, were included in these considerations regarding student groupings and schedules. On days when students are not attending in-person learning, students will access instructional content and learning tasks through Canvas as appropriate. Distance learning tasks shall be designed with the understanding that students cannot replicate the school day virtually and shall limit screen time based on the age of the student.

Daily distance learning combined screen time including instructional content, learning tasks, and/or screen-based homework shall not exceed the following guidelines. Information from several sources, including the Centers for Disease Control and Prevention ([Screen Time Infographic](#)) and the American Academy for Pediatrics ([AAP Media and Young Minds](#)), was considered when developing the following daily maximum screen time minutes by grade levels.

Grade	Daily Screen Time Maximum
Pre-Kindergarten (PK)	60 minutes
Kindergarten – Grade 2	90 minutes
Grades 3 – 5	120 minutes
Grades 6 – 8	150 minutes
Grades 9 – 12	210 minutes

Given the Governor’s guidelines for elementary scheduling, the logistics for K-3 as well as K-5 students as they related to different models were re-examined and recommendations were adjusted to reflect the desire to provide more support for our youngest learners. While the 50 percent model was a goal for all PK-5 students, it was determined that appears to be only possible for PK. Due to the need for movement during the in-person school day and the ongoing requirement for six-feet distancing, the 50 percent model does not appear to be feasible for other grades. The representative elementary principals examined classroom spaces, creative placement of furniture, and innovative use of larger spaces, and originally proposed a possible 33 to 35 percent capacity model at elementary.

Given the health guidance for six feet of social distancing, principals at all levels are in the process of following established consistent procedures to examine classroom spaces, placement of furniture, and innovative use of larger spaces. Based on Prince William Health District guidance student groups will come in-person every other day (e.g. Tuesdays/Thursdays or Wednesday/Friday). Given the variance in class sizes and uses, it should be noted that the feasibility of any reduced capacity model is dependent upon the class-by-class assessments by principals in collaboration with Office of Facilities Services staff. Feasibility of models also depends on transportation assessments given health guidance.

Consistent level specific procedures and processes will be developed over the summer to ensure consistency with the implementation of any model. These will include procedures for transitions, entering/exiting, recess, use of school supplies and materials, etc.

Sample Preschool Combined In-Person 50 Percent Capacity Model (Given current preschool class size limits this model is feasible equitably across classes and schools)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teacher Planning and/or Professional Learning	Vulnerable Group 1	Vulnerable Group 1	Vulnerable Group 1	Vulnerable Group 1
Virtual Home Visits to support students and families.	Group 2	Group 3	Group 2	Group 3
	Group 3 accesses home learning support through Canvas	Group 2 accesses home learning support through Canvas	Group 3 accesses home learning support through Canvas	Group 2 accesses home learning support through Canvas

Sample Combined In-Person/Distance Learning 50 Percent Capacity Model				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teacher Planning and/or Professional Learning.	Vulnerable Group 1a, 1c, 1d	Vulnerable Group 1a & 1b	Vulnerable Group 1a, 1c & 1d	Vulnerable Group 1a & 1b
Live distance instruction and support for distance-only students.	Group 2	Group 3	Group 2	Group 3
	Group 1b & Group 3 access	Group 1c, 1d & 2 access	Group 1b & 3 access distance	Group 1c, 1d & 2 access distance

	distance learning through Canvas.	distance learning through Canvas.	learning through Canvas.	learning through Canvas.
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Sample Combined In-Person/Distance Learning 30-35 Percent Capacity Model				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teacher planning and/or professional learning.	Vulnerable Group 1a, 1b & 1c	Vulnerable Group 1a, 1c, & 1d	Vulnerable Group 1a, 1b & 1d	Additional live distance support for distance-only students as well as in-person small groups and/or individuals as determined by teachers based on student needs and data.
Live distance instruction and learning support for distance-only students.	Group 2	Group 3	Group 4	
	Group 1d, 3 & 4 access distance learning through Canvas.	Group 1b, 2, & 4 access distance learning through Canvas.	Group 1c, 2 & 3 access distance learning through Canvas.	

Sample Combined In-Person/Distance Learning 20-25 Percent Capacity Model				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teacher planning and/or teacher professional learning.	Vulnerable Group 1a & 1b	Vulnerable Group 1a, 1c, & 1d	Vulnerable Group 1a & 1b	Vulnerable Group 1a, 1c, & 1d
Live distance instruction and support for distance-only students.	Group 2	Group 3	Group 4	Group 5
	Group 1c, 1d, 3, 4 & 5 access	Group 1b, 2, 4, & 5 access	Group 1c, 1d, 2, 3, & 5 access	Group 1b, 2, 3, & 4 access

	distance learning through Canvas.	distance learning through Canvas.	distance learning through Canvas.	distance learning through Canvas.
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Elementary, Middle, and High School Work Group Scheduling Recommendations and Logistics Considerations for Combined In-Person and Distance Learning

Sample Elementary School In-Person Schedule 25 and 50 percent Models

Times	Schedule
9:00 am	<i>School starts for Car Riders, Walkers, SACC, and Bus Group A</i>
9:00 – 9:30 am	Language Arts
9:30 am	<i>School starts for Bus Group B</i>
9:30 – 11:20 am	Language Arts* (150 minutes)
11:20 am – 12:05 pm	Encore (45 minutes)
12:05 – 1:05 pm	Lunch / Recess (30 minutes / 30 minutes)
1:05 – 3:10 pm	Math* (125 minutes)
3:10 pm	<i>Dismissal for Car Riders, Walkers, SACC, and Bus Group A</i>
3:10 – 3:40 pm	Bus Group B – Language Arts
3:40 pm	<i>Bus Group B Dismissal</i>

Notes

*In-Person Instruction intentionally focuses on language arts and math. Cross-curricular integration will ensure that Science and Social Studies content will be covered.

+ Students will access all subjects through Canvas on Distance Learning Days.

+ Movement/Brain breaks will occur throughout the day.

+ IBPYP Schools have AM and PM Windows of Inquiry for Language Arts and Math instruction.

+ **Arrival and dismissal times will vary by school.**

+ In order to ensure consistent learning times for all student groups, Bus Group B is scheduled for additional language arts to make up for the staggered arrival in the morning.

Elementary Logistics Considerations

- I. Utilize more entry and exit doors in building with staff support and supervision.
(Principals with similar building layouts will collaborate on details)
- II. Busses – Unloading one at a time
- III. Cars – Limit number of cars unloading at any given time.
- IV. Walkers – Monitor students as they approach or exit building.
- V. Visuals/markers to show students, families, and staff appropriate distance.
- VI. Sanitation stations at entry and exit doors; and
- VII. Students receiving special transportation *may need special considerations* entering and exiting the building.
- VIII. Limit transitions – encore and lunch in the classrooms or outside when possible.
- IX. Clear procedures will be needed for clinic and medication administration.
- X. Clear procedures to limit office visits (money delivery, lunch choice, notes).
- XI. Staggered times to allow time for sanitation and cleaning.
- XII. Use outside routes to limit hallway overcrowding.
- XIII. Procedures will be needed for the SACC program (before, after, and possibly all day).

Sample Middle School Recommended In-Person Schedule – 25 percent model

7 Period Schedule	
Advisory Group	8:30-9:00 a.m.
Period 1	9:05-9:43 a.m.
Period 2	9:48-10:26 a.m.
Period 3	10:31-11:09 a.m.
Period 4	11:14-12:19 p.m. Lunch Included **
Period 5	12:24-1:02 p.m.
Period 6	1:07-1:45 p.m.
Period 7	1:50-2:30 p.m.
Advisory Group A	2:30-3:00 p.m.

Note: Arrival and dismissal times will vary by school

6 Period Schedule	
Advisory Group	8:30-9:00 a.m.
Period 1	9:05- 9:51 a.m.
Period 2	9:56-10:42 a.m.
Period 3	10:47-11:33 a.m.
Period 4	11:38-12:48 p.m. Lunch Included **
Period 5	12:53-1:39 p.m.
Period 6	1:44-2:30 p.m.
Advisory Group B	2:30- 3:00 p.m.

Note: Arrival and dismissal times will vary by school

Some Middle School Logistics Considerations

- I. No lockers should be assigned; students should carry limited items to each class and utilize backpacks if necessary
- II. Communicate clearly with families regarding support for following social distancing/face covering guidelines as neither can be guaranteed by school staff for students gathering at bus stops or walking to school
- III. As students arrive at school bring them straight in for breakfast and directly to first period class
- IV. Each grade level enters and exits through their own assigned door
- V. Utilize staff without first period classes to monitor outside the entrance and inside the entrance for each grade level and in hallways
- VI. Signage throughout the building
- VII. With staggered entry by buses, attempt to stagger use of staff (morning staff group should be different than afternoon staff group); and
- VIII. Drop-off limits should be enforced to ensure social distancing and availability of staff (i.e. no parent drop-off of students until 8:40 a.m. if school starts at 9 a.m.)

Sample Middle School Recommended In-Person Schedule – 50 percent Model

7-Period Schedule

Time	Period/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Group A Advisory (Tied to 1 st Pd)	Teacher Planning and Professional Development Day	<i>Students will attend class periods</i> 1,3,5,7 Blue	<i>Students will attend class periods</i> 1,3,5,7 Green	<i>Students will attend class periods</i> 1,2,4,6 Blue	<i>Students will attend class periods</i> 1,2,4,6 Green
9:00-9:41	1 st					
9:46-11:08	3 rd (A) / 2 nd (B)					
11:13-1:03	5 th (A) / 4 th (B)					
1:08-2:30	7 th (A) / 6 th (B)					
2:30-3:00	Group B Advisory (Tied to 6 th /7 th pd)					

Lunches	Begin	End
Shift A	11:13	11:38
Shift B	11:41	12:06
Shift C	12:09	12:34
Shift D	12:38	1:03

6-Period Schedule

Time	Period/Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Group A Advisory (Tied to 1 st /2 nd Pd)	Teacher Planning and Professional Development Day	<i>Students will attend class periods</i> 1,3,5 Blue	<i>Students will attend class periods</i> 1,3,5 Green	<i>Students will attend class periods</i> 2,4,6 Blue	<i>Students will attend class periods</i> 2,4,6 Green
9:00-10:38	1 st (A) / 2 nd (B)					
10:43-12:47	3 rd (A) / 4 th (B)					
12:52-2:30	5 th (A) / 6 th (B)					
2:30-3:00	Group B Advisory (Tied to 5 th /6 th pd)					

Lunches	Begin	End
Shift A	10:43	11:08
Shift B	11:15	11:40
Shift C	11:50	12:15
Shift D	12:22	12:47

Notes:

- Student groups in schedule defined as:
 - Group A- 1st shift bus students and all walkers/kiss and ride
 - Group B- 2nd shift bus students
- Lunch times/periods are recommended. Schools can adjust based on their needs.
- Schools on an A/B rotation for music and HPE would split the block between both classes.
 - Example- Students with 5th (A) music and 5th (B) PE on their schedule would attend music the first half of 5th period and rotate to PE for the second half of the period.

High School Recommended In-Person Schedule – 25 percent Model

7-Period Daily Schedule

Time	Period/Group	Class Time and Lunch Shifts
7:10	Group A Arrival	
7:30-8:00	Group A – Advisory Group B Arrival	30 minutes; activities created for students
8:00-8:38	1 st	38 minutes
8:43-9:21	2 nd	38 minutes
9:26-10:04	3 rd	38 minutes
10:09-10:47	4 th	38 minutes
10:53-12:15	5 th Lunch Shifts	2 Shifts: A-10:53-11:31 (38 minutes) Bell Rings@ 11:34 for A shift to be in class & B shift to release for lunch B-11:37-12:15 (38 minutes)
12:20-12:58	6 th	38 minutes
1:02-1:40	7 th	38 minutes
1:40-2:10	Group B – Advisory Group A Dismissal	30 minutes; activities created for students
2:10	Group B Dismissal	

Note: Arrival and Dismissal times will vary by school

High School Support Considerations

- I. Need to establish common rituals to build sense of community in-person and online
- II. Counselors will require access to students as needed via virtual appointments, confirming their attendance with any teachers where a class has been missed
- III. Need to promote intentional digital citizenship activities to ensure a positive, supportive virtual environment
- IV. Structured practice time (direct instruction) provided asynchronously/recorded whenever possible with in-person time focused on supporting learning (guided practice) and providing feedback; and
- V. Asynchronous/recorded and independent work during the non-live periods of instructional support on virtual modules will engage students in assignments, tasks, discussions, reading, writing, and creating products to demonstrate their learning.

Some High School Logistics Considerations

- I. Upon arrival, students will be directed to class using social distancing
- II. Each school will develop a plan following Division guidance
- III. Different doors may be utilized as determined by each school's plan
- IV. One-way pathways will be considered for entering, exiting, and transitions
- V. Students will provide input to the plan; and
- VI. Advisory Councils will provide input to the plan

High School Recommended In-Person Schedule – 50 percent Model

7 A/B Rotation

Time	Period/Group	Monday	Tuesday	Wednesday	Thursday	Friday
7:10	Group A Arrival	Teacher Planning and Professional Development Day	Students will attend class periods 1,3,5,7 Blue	Students will attend class periods 1,3,5,7 Green	Students will attend class periods 1,2,4,6 Blue	Students will attend class periods 1,2,4,6 Green
7:30-8:00	P1-A					
	P1 Combined					
8:00-8:25	P1-Combined					
8:31-10:00	3rd and 2 nd					
10:06-12:01	5th and 4 th					
12:06-1:35	7th and 6 th					
1:40-2:10	P1-B					

Lunches	Begin	End	Time	Instruction Time
Shift A	10:06	10:31	0:25	B,C,D=85
Shift B	10:36	11:01	0:25	A,C,D=85
Shift C	11:06	11:31	0:25	A,B,D=85
Shift D	11:36	12:01	0:26	A,B,C=90

Lunches	Begin	End	Time	Instruction Time
Shift A	10:06	10:36	0:30	B,C=80
Shift B	10:45	11:15	0:30	A,B=80
Shift C	11:30	12:01	0:31	B,C=84

Notes:

- 6-minute passing times
- 4-shift lunch has 5-minute passing between shifts
- 3-shift lunch allows greater spread between lunch shifts for cleaning
- Can look at making small adjustments for site-based matters (example: 6-minute to 5-minute passing time)
- Provides the following:
 - Period 1 with 1:50 minutes instruction time over two days
 - Periods 2,3 with 1:29 minutes instruction time
 - Periods 4,5 with 1:30 minutes instruction time
 - Periods 6,7 with 1:29 minutes instruction time

Independence Nontraditional School, the Governor's School at Innovation Park, and Pace West will have daily schedules unique to their program.

Performances/Exhibitions/Assemblies

Until restrictions on large gatherings are relaxed, concerts, assemblies, and ceremonies will be recorded and made available to parents online. Exhibitions of student work products will occur virtually through the online display of digital images of the work.

- I. All performances, assemblies, and ceremonies will be planned and carried out in spaces and with student groupings that ensure 6 feet of distancing and the wearing of masks whenever possible
- II. Auditions for honors music events will be recorded and judged remotely
- III. Honors music events will be limited to the number of students that allow 6 feet of physical distancing in all rehearsal and performance spaces; and
- IV. Honors music events will adhere to all health adaptations. This will also be required for Virginia Music Educator's Association (VMEA) and Virginia Theatre Association (VTA) events held in PWCS facilities and for participation of PWCS students in VMEA and VTA events at non-PWCS facilities.

Athletics and Activities

- I. Follow Virginia Department of Health guidelines
- II. Athletic opportunity availability/participation will follow the Virginia High School League guidance
- III. Virtual out of season conditioning will continue to occur until the Division's Health Plan is approved by the state. At which time, allowable in-person conditioning will begin after appropriate training of appropriate school staff and stakeholders.
- IV. Parent and student concussion training will be moved to virtual settings.
- V. In support of well-rounded students, every effort will be made to offer students after school activities either in-person or virtually that support the total school program and offer students opportunity to pursue strengths and/or interests
- VI. Each activity/athletic opportunity will be handled on a case by case basis depending on activity/sport specifics; and
- VII. Given all the reopening changes and potential challenges, after school activities will not begin until late September or early/mid-October. This timeline may be adjusted based on changing guidance.

III. Distance Learning - Concurrent with Combined In-Person / Distance Model



Students who are unable or otherwise select not to return to the combined in-person and distance learning will be able to access learning content utilizing a distance-learning-only option. Students will access content through their assigned teacher's Canvas account(s). For some courses, students may receive instruction and support through Virtual Virginia or Virtual Prince William, PWCS' virtual high school. Virtual Prince William (VPW) instruction will take place in the evening given that the VPW teachers are our professional educators and they provide instruction during the day to their regularly assigned classes. Teachers will provide recorded learning support through posted instructional content and assignments Tuesday through Friday and will provide live virtual instruction and support for these students only on Monday during an advertised two-hour time period. Given our current bandwidth and infrastructure, we are unable to offer streaming of live instruction to all students on the distance-only model. However,

specific times by level will be established by IT and utilized to meet the needs of students in specific classes or courses.

Sample Schedule for Distance Learning Only Model				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Teacher planning and/or teacher professional learning.	Recorded distance learning using Canvas, Virtual Virginia, and PWCS VPW as appropriate.	Recorded distance learning using Canvas, Virtual Virginia, and PWCS VPW as appropriate.	Recorded distance learning using Canvas, Virtual Virginia, and PWCS VHS as appropriate.	Recorded distance learning using Canvas, Virtual Virginia, and PWCS VPW as appropriate.
Virtual Live Instruction and Support from an Assigned Teacher	Additional Virtual Live Instruction and Support from an Assigned Teacher	Additional Virtual Live Instruction and Support from an Assigned Teacher	Additional Virtual Live Instruction and Support from an Assigned Teacher	Additional Virtual Live Instruction and Support from an Assigned Teacher

Our goal is to provide distance only students with as much weekly/daily virtual live instruction and interaction as is possible from an assigned teacher based on staffing availability. Additionally, our priority will be to utilize virtual only teachers/staff for distance only students as much as possible based on staffing availability. While maintaining state class/student limits as appropriate, some virtual only teachers/staff may support students from more than one school.

IV. In-Person Learning Only



For Phase 4 and beyond, with appropriate given health and school reopening guidance, PWCS would move back to an all in-person learning model. Scheduling, instructional processes, and procedures will reflect return-to-normal operating procedures as appropriate.

Spring and Summer Road Map for 2020: Planning for Success

Building Canvas Foundation for the Virtual Schoolhouse 2.0 and Any Model Involving Distance Learning

Using the existing PWCS Curriculum Units of Study, the Office of Student Learning will transition all PWCS Intranet-based content for teaching and learning to Canvas for the purpose of building a new online curriculum center for use in a Division-wide LMS. This transition will set the stage for the development of a unified system that will enable teachers to deliver seamless instruction from the physical classroom to the virtual learning space. These changes will permit learning from anywhere and improve the potential for delivering a guaranteed, consistent, viable curriculum throughout the Division to all students. This new learning environment will

streamline parent, student, teacher, and administrative collaboration and communication about what students are learning and, their degree of mastery of the material, strengths, and needs.

With the inclusion of Division-wide instructional materials subscriptions; high-quality, aligned instructional activities; rigorous and balanced assessment (through MasteryConnect); and Synergy Gradebook integration through The Hub, Canvas has the potential to revolutionize the learning experience for our Division.

Developing Canvas Modules

- I. In Phase 1, Canvas modules are being built for all “Standard” General and Advanced Courses Core Content and World Languages. Collaborative work will be conducted by Student Learning staff, EL Programs and Services staff, Professional Learning staff, general education teachers, Special Education teachers, ESOL teachers, Instructional Technology Coaches, and any administrators wishing to participate in target focus groups and program building teams.

Phase 1 activities underway include:

- A. Starting in May and continuing throughout the summer months, all staff will be supported in the basics of the platform using Division instructional technology staff, the vast library of Canvas guides, the Canvas Learning Portal (home to self-paced, as well as a calendar filled with daily live virtual training sessions), The Official Canvas podcast channel, and a multitude of YouTube videos from Instructure, Inc., and practitioner contributors;
- B. Incorporating Universal Learning Design Principals for Instructional Designers
- C. Creating course shells for all courses offered in PWCS;
- D. Associating a common template that includes customization directions, instructor and student training, instructor biographies, directions, student training, course syllabi, and standardized navigation;
- E. Importing all Virginia Standards and PWCS Curriculum Units of Study, and Pacing Guide documents into Canvas course Blueprints;
- F. Creating a pre-K through fifth grade specific approach to course design, focused on the developmental needs of younger learners and their families;
- G. Conducting focus groups by level/content area for feedback and improvement;
- H. Writing all Core Course Modules for the initial group of courses included in Phase 1 of development for the first quarter of instruction;
- I. Providing course shells with common templates, specific course standards, outcomes, and competencies, as applicable;
- J. Identifying resources available from adopted textbooks; previewing all courses in student view and adjusting settings as needed; and conducting reviews and testing of all course modules;
- K. Previewing all course in student view and adjusting settings as needed;
- L. Conducting reviews and testing of all course models; and
- M. Promoting interactive tools to make student collaboration and communication an important part of the learning experience.

II. In Phase 2, the following activities will be conducted throughout the 2020-21 school year:

- A. Continue adding course module content for the remaining three quarters of the school year;
- B. Teachers will receive ongoing targeted support and professional learning as appropriate from the Canvas vendor and/or from trained core and elective content supervisors as well as other instructional support staff;
- C. School leaders will continue to renew licenses for online versions of adopted materials/textbooks by course to ensure consistent access and equity in the availability of instructional resources; and
- D. Continue to implement and expand accommodations and supports available for gifted education students, students with disabilities, dually identified students, and EL students.

Enhancing Canvas for Differentiated Instruction

The standard modules developed in Canvas will include embedded supports for the full range of learners with differentiated learning needs. The system provides robust customization options that will continuously be improved/enhanced including student activities for scaffolded support for languages, chunking learning for large, multi-step problems, language-building, as well as enrichment for students who demonstrate early mastery of desired course outcomes.

I. Embed EL Supports in Canvas for all Courses

- A. Develop and amplify EL supports for elementary students within all Canvas core modules.
- B. Develop and amplify EL middle level course supports within all Canvas modules.
- C. Import all high school EL courses to Canvas.
- D. Develop common videos with translated instructions (options) to assist newcomer students and families in navigating course modules in Canvas.
- E. Include resources developed in collaboration with the Instructional Technology office and make them available for teachers to use in this platform (Discovery ED, WIDA resources for academic language, and other recommended videos and resources to support reading, writing, listening, and speaking).

II. Embed Special Education Supports in Canvas for all Courses

- A. Include supplementary aids and supports.
- B. Develop scaffolded activities to support students with disabilities in accessing the learning on Canvas.
- C. Ensure extended time options and other personalization settings are enabled in Canvas to provide accommodations to individual students based on their needs, IEPs, and other academic, social/emotional, and behavioral support plans as appropriate.

III. Embed Advanced Learning and Gifted Education Supports in Canvas for all Courses

- A. Embed Gifted extensions in Canvas for all Courses.

- B. Identify opportunities to add extended, more rigorous, challenging activities with each course that could be incorporated into mastery pathways for advanced learners.
- C. Enhance performance tasks available by creating additional tasks that provide more choice and flexibility to allow gifted learners to explore more nuanced or global facets of the standard course outcomes.

Deploying Canvas and Communication Plan

The Office of Student and Professional Learning, in collaboration with the Office of Instructional Technology, will provide important instructional updates to principals and faculty.

Communication with stakeholders will include:

- I. To ensure fidelity of implementation, publicize through a variety of avenues all available required virtual training sessions for professional educators and leaders.
- II. Publicize through a variety of platforms and in all required languages, make multiple training sessions available for families and students on key features and navigation steps for Canvas.
- III. In case they are contacted by constituents in need of support, ensure that all School Board members are provided with overview information on Canvas LMS, as well as online resources, directions, and links available for families.
- IV. Provide families and students information regarding expectations for attendance and instruction and learning participation; and;
- V. To support effective planning and preparation for the fall, provide ongoing announcements to professional educators and leaders regarding the availability of completed core modules for courses at all levels.

Professional Learning Plan for Canvas

All teacher and leader training will align with the researched-based practices of Joyce & Showers implementation of professional learning: Develop and Deliver Professional Learning in all Canvas Training Modules for teachers PK-12.

- I. Level associate superintendents will work with principals to renew textbook and material licenses which will ensure equitable access and consistency of instruction.
- II. Teachers will be trained on how to develop course modules, add course content and materials, and provide appropriate supports and accommodations through the Canvas platform.

- III. The Office of EL Programs and Services will be able to include training as part of the Title III grant to all ESOL teachers on a common tool, making it a focus for educators serving ELs. Training will count as part of the 45-hour required training for PWCS educators.
- IV. The Division and Office of Special Education staff will provide ongoing turn-key training on how to align Canvas planning and implementation to a student's 504 Plan or IEP.
- V. Promote best practices using virtual support sessions and use of Canvas Commons.
- VI. Ensure that school leaders have the knowledge and skill to effectively monitor instruction and learning outcomes using Canvas and MasteryConnect.

Each stage is required, but is insufficient alone

Joyce & Showers (2002)

Type of Experience	What it does	Skill Transfer
Presentation	Helps the learner become aware of a new skill, strategy or teaching practice	5%
PLUS + Modeling & Demonstration	Provides the learner with a chance to see 'what it looks like'	10%
PLUS + Practice	Allows the learner to practice in a workshop or within a Professional Learning Community	20%
PLUS + Developmental Feedback	Helps the learner understand how to modify their performance to be more effective	25%
PLUS + Coaching & Mentoring	Provides the learner with real time, job embedded coaching and mentoring in the context of planning learning goals, implementing strategies, evaluating progress	90%

Training for Parents and Students

Each PWCS Canvas course shell will be prepopulated with a module designed for students and their families to learn the basic elements of Canvas courses. The modules consist of brief videos that describe basic features and tasks that help students learn how to navigate, participate, and submit their work. A host of online tutorials provided by Canvas, published in podcasts, and available in YouTube will be identified and shared by the Division for use by students and their families. Translated communications about these resources will also be available.

Using Canvas for Instructional Planning in Collaborative Learning Teams

- I. Model and demonstrate a collaborative learning team planning a unit using the platform and backward design model.
- II. Other self-paced models will include the Canvas Guides provided on the platform.
- III. Provide opportunities for teacher collaboration in virtual collaboration sessions (as we did this spring) to promote and replicate excellent practices.
- IV. Encourage the use of the Canvas Commons for sharing course content, activities, resources, and assessments.

Instructional Delivery Using Canvas

Distance Learning - In addition to recorded learning features found in Canvas Studio, schools and teachers may utilize Microsoft Teams and the Division license of Zoom. These include required accessibility features as well as important security features and active monitoring.

- I. Provide distance learning resources in Canvas by discipline and level.
- II. Provide onboarding training in the platform using actual content resources.
- III. Instructional Technology coaches will work with teachers on implementing digital citizenship lessons and activities with students to establish consistent expectations for student behavior and participation in a virtual setting.

- IV. To accommodate teacher and leader needs, second-tier professional learning will be provided in both live and recorded sessions.
- V. Teachers will plan instruction that will be delivered in a combined in-person/recorded distance learning format with back-up adaptations for 100 percent distance learning if short-term or long-term school closures are needed. These will include online or distance learning versions of the following instructional elements:
 - A. Demonstration and Explanation – short videos, screencasts, narrations, visuals, written instructions.
 - B. Practice – skill-building exercises, reading, writing, performance-based tasks, products, activities, projects, and choice boards; and
 - C. Assessment and Feedback – quick checks for understanding, online/remote testing, review and evaluation of video and audio recordings, digital images, written samples, project artifacts.
- VI. Middle Schools will continue to use Lexia along with Canvas.
- VII. The Office of EL Programs and Services will work with all elementary schools to begin using Lexia along with Canvas.
- VIII. Curriculum Units – ensure that there is a balance of screen time and low technology/no-technology learning activity options.
- IX. Use available Virtual Virginia courses as appropriate to meet the needs of students.
- X. Use available PWCS Virtual Prince William evening courses as appropriate to further meet the needs of high school students.
- XI. All teachers will be required to have plans for substitute instruction, coordinated with their supervising administrators.
- XII. As appropriate, printed packets of content posted online will be given to and/or mailed to students.

Monitoring Instruction in Canvas

School and Division leaders will receive training and be able to navigate the Canvas system to remotely monitor instruction and provide just-in-time feedback and support to teachers and staff. Level associates will provide expectations to principals and work with all school leaders to implement consistent and ongoing grade level/course monitoring of instructional delivery and learning through Canvas deployment, utilization, and student assessment outcomes.

MasteryConnect

MasteryConnect will provide the Division with unified assessment capabilities that are fully integrated with Canvas. It will support formative, summative, benchmark, diagnostic, and performance-based assessments in a distance learning setting that may be required by the state and/or Division. MasteryConnect will help teachers and leaders share common assessments and extend their professional learning communities to other schools. The variety of displays of student learning data will support teachers and leaders in understanding and making decisions about needed instructional modifications, supports, interventions, extensions, and scaffolds. Additionally, it will support Division and school leaders replicating excellence and determining

professional learning needs at individual schools, levels, and/or across the Division. A phased plan for implementation will be developed that lays out a scope of work over the next three school years, allowing time for staff to gain familiarity with the tools, practice their use, and enhance the system with refinements and improvements. The description below provides an overall vision for the work to be undertaken.

- I. Central Office directors will provide information and direction on the development of state required diagnostic and benchmark testing related to their curriculum programs.
- II. Based on Division monitoring needs and/or state requirements, level associate superintendents, in collaboration with the offices of Accountability, Student and Professional Learning, and Special Education, will communicate Division-wide benchmark assessments, common formative and/or summative assessments expectations and schedules related to school-based use of MasteryConnect as appropriate.

Developing Assessments for MasteryConnect – Common Formative, Performance-based, Summative, Benchmark

- I. MasteryConnect contract for assessment integration with Canvas began on July 1, 2020.
- II. Beginning July 15, 2020, the Office of Professional Learning will provide live overviews of the MasteryConnect tools for principals and record sessions for future recorded use by other leaders and educators.
- III. Instructional Technology Coaches will receive training for implementation upon their return in August and will provide turn key training to all educators.
- IV. Import PWCS curriculum maps and aligned assessment content (e.g. images, videos, and documents).
- V. Import any allowable school testing program content from PowerSchool, local alternative assessments, and other assessment resources.

Professional Learning Plan for MasteryConnect

- I. MasteryConnect Leadership Institute; and
- II. Self-paced technical professional learning for leaders and teachers.

Additional Professional Learning Sessions to Support Teachers with Instruction of the Full Range of Learners

- I. Authentic Teaching Through Remote Learning for ELs
- II. Differentiation for ELs in the Classroom (K-12)
- III. Academic Vocabulary 6-12;
- IV. Learning Through Podcasts: Supporting Dually Identified Students in Online Environments;
- V. Co-Teaching in Online Settings;
- VI. Collaborative Instructional Tools for Dually Identified Students
- VII. Asking Questions that Promote Thinking and Enrich Dialogue

- VIII. Exploring the 5 Modalities for Engaging Students
- IX. Using PWCS Approved Platforms to Bolster Student Engagement - A Three Part Series
- X. Best Practices for Engaged Virtual Learning AND Formative Feedback and Assessment in a Virtual Classroom (Two Part Series)
- XI. Open Forum Sessions for Educators NEW to PWCS
- XII. Using Padlet to Support Learning
- XIII. Welcome Back to School in a Virtual Setting
- XIV. Pre-Recorded Lessons with PowerPoint, Stream, and Canvas Studio
- XV. Ed Camp LIVE: Motivating Students in a Virtual World
- XVI. Vitality Wellness Series
- XVII. Equity Considerations in a Covid-19 Learning Environment
- XVIII. Critical Thinking in the Blended Classroom
- XIX. Formative Assessment Done Virtually
- XX. Tackling Homeschooling While Working from Home
- XXI. Youth Mental Health First Aid USA
- XXII. Using Co-Teaching Models in a Virtual Setting
- XXIII. Creating and Using Lessons in Nearpod
- XXIV. Targeted Learning by Request/Feedback:
 - A. Hot Topics
 - B. Ed Camp LIVE

Glossary

Amplify – Building definitions and explanations of difficult language into the text/content.

Asynchronous learning – Online or distance learning where the learner accesses curriculum content but does not interact with the teacher or others in real time. It allows students to learn at different times and in different places.

Benchmark assessment – An assessment that provides information on where students are currently with achievement/mastery of grade level standards.

Canvas – A platform as service provided by Instructure, Inc., one of the nation’s leading providers of LMSs, used to deliver online content for use by students PreK – University.

Course modules – These are used to organize course/class content by weeks or units.

Course shells – Within Canvas, each teacher of record is assigned a “shell” for each class/course which enables the teacher to add content/material, activities, and/or assessments.

Diagnostic assessment – A pre-assessment that “diagnoses” a student’s learning needs. It provides information on a student’s knowledge and skill strengths and weaknesses.

Digital Citizenship – An approach to learning in a digital environment that promotes safety, intelligence, productivity, and responsibility.

Ed Camp – A “unconference” learning opportunity that is driven by the needs of participants.

Formative assessment – An assessment that allows teachers to determine which concepts, skills, standards a student is having success or difficulty with while the teaching is taking place. It allows teachers to make real time modifications to the instruction.

Lexia – A digital tool for English language and reading instruction.

MasteryConnect – A software service provided by Instructure, Inc., used in conjunction with the Canvas LMS, for assessment development, administration, and reporting/analysis.

Reduced capacity model – Student scheduling models that decrease the number of students in schools and classrooms in order to meet social distancing and health guidelines.

Summative assessment – An assessment given to evaluate learning at the end of a curriculum unit or units.

Synchronous learning – Online or distance learning where the student can ask questions, dialogue, gain feedback, and/or interact with the teacher(s) in real time. Some examples include virtual classrooms, live webinars, streaming in real time, or video conferencing.

Zero units – These are curriculum units that contain content standards that were unable to be taught after the Governor’s School Closure order. Where appropriate they will support the teaching of these standards prior to other new learning taking place.