

**Madison County Public Schools
2020-2021 Instructional Plan
Under Virginia's Phased Reopening Plan**

The following subcommittees consisting of teachers, administrators, nurses, counselors, representatives from district departments (nutrition, transportation, facilities, finance), and parents submitted recommendations to the Division Leadership Team, which consisted of the superintendent, assistant superintendent, finance director, technology director, school nutrition supervisor, and all subcommittee chairs, in order to develop our Health Mitigation Plan and our Instructional Plan for 2020-2021.

MPS Return to School Subcommittee--Chair: Mike Coiner, Principal

Sharon Johnson, Assistant Principal
Jennifer Taylor, Preschool Teacher
Jeannette Michels, Kindergarten Teacher
Shanna Kline, 1st Grade Teacher/Parent
Stephanie Utz, 2nd Grade Teacher
Jennifer Waldera, Reading Specialist
Jessi Almas, Instructional Coach
Rebecca Lewis, SPED Teacher
Danelle Nutter, Art Teacher
Cassandra Gore, Nurse
Karen Organ-Loehr, Counselor

Waverly Yowell Return to School Subcommittee--Chair: Joe Kubricki, Principal

Ali Allamon, 3rd grade Teacher
Nikki Lam, 4th grade Teacher
Marty Ward, 5th grade Teacher
Jennifer Rehm, Instructional Coach
Pattie Rees, Assistant Principal
Katie Gigliotti, Art Teacher
Jes Henshaw, SPED Teacher
Nicole Keys, School Counselor
Becky Hettinger, Secretary
Linda Lampman, Nurse

*School also hosted a parent feedback session

Health and Social Emotional

Subcommittee--Chair: Jeanette Alexander, Supervisor of Student Services

Torie Knighton, School Counselor
Michelle Young, School Nurse
Comer Gaihter, School Psychologist
Kisha Dwyer, Parent
Valerie Miller, Parent
Drew Eanes, Family Support Worker
Karen Organ-Loehr, School Counselor
Cassandra Gore, School Nurse
Nicole Keys, School Counselor
Linda Lampman, School Nurse
Sue Wood, School Counselor
Sarah Moore, School Counselor
Chelsea Stamer, School Counselor
Amber Schultz, Parent, Nurse
Representatives from Health Department

William Wetsel Return to School Subcommittee--Chair: Donald Dodson, Principal

Tom Butterworth, PE Teacher
Jarrod Tanner, Math Teacher
Kim Adams, Science Teacher
Kellie Mason, English Teacher
Lindsey Dame, History Teacher
Blake Miller, Science Teacher
Sarah Moore, Nurse
BB Slaven, SPED Teacher
Jared Morris, Instructional Coach
Sue Wood, School Counselor
Tyrone Banks, Custodian/Parent
Justin Clarke, Parent
Rachel Clarke, Parent
Mary Madeline Lamb, Parent
Andrea Wilson, Assistant Principal

Madison County High School Return to School Subcommittee--Betty Jo Wynham, Principal

Mary Davis, Math ITL
Gail Temple, Eng ITL
Mark Arrington, PE ITL
Dave Matchen, Science ITL
Carrie Sacra, SPED ITL
Anne Weakley, SS ITL
Keith Slezak, Activities Director
Emily Kline, World Lang ITL
Shavon Gee, ESL Coordinator
Jayne PennHollar, Instructional Coach
Mike Sacra, Assistant Principal
Michelle Farmer, Secretary
Karen Teal, Secretary
Marcie Strong, SS Teacher
Brandy Nesbitt, BRVGS Rep
Erica Moriz, Admin Intern
Maggie Breeden, Parent
Mandy Jenkins, Attendance Clerk

Facilities and Transportation Subcommittee--Chair: Tina Weaver, Director of Administration

Donald Farnam, Supervisor of Transportation
Earl Keys, Supervisor of Maintenance

As schools reopen for the 2020-2021 school year Madison County Public Schools will:

- continue to prioritize the physical and emotional well-being of students and staff as our priority at this time.
- closely follow CDC and VDH guidelines in order to create the safest possible working environment for teachers/staff and learning environment for students.
- keep literacy as a top priority for our school division.
- support student learning during face-to-face meetings,
 - office hours, phone calls, emails, and via online, downloaded, or
 - printed materials.
- provide learning choices for families to accommodate all needs and health concerns.
- prioritize learning that is meaningful, responsive to the needs of this situation, considers where the learning is taking place, and does not reinforce inequities.
 - Many students will not have consistent access to digital devices or the internet at home, or they may have to share devices with others in the household.
 - Visiting public spaces to complete technology-based assignments may not be an option due to closures and social distancing guidelines or parent/guardian work schedules and limited access to transportation.
 - Students may have competing demands on their time. Older students may be babysitting younger siblings while parents are at work.
 - Students will be served equitably, regardless of income level, access to technology, English learner status, or special needs; and any learning gaps that occurred because of the Spring 2020 closure will be addressed in the 2020-2021 school year.
- accommodate as many students on campus as possible while following CDC guidelines to mitigate risks to students, staff, and our community.
- provide high quality instruction to students who remain home during Phase III.

We believe that quantity does not replace quality. We want to advance learning goals and not promote “busy-work.” We will incorporate the 5C’s (critical thinking, creative thinking, collaboration, communication, and leadership), project-based learning (PBL), and/or performance based-assessments (PBA).

What Parents/Community Members Can Expect from MCPS

- No one will be allowed to remain on any campus when presenting symptoms of COVID-19.
- Everyone will complete a daily wellness check. Students will have a daily temperature check prior to entering the buildings.
- Everyone will wear face coverings/masks at expected times.
- All high-touch areas will be frequently disinfected. Thorough cleaning of all spaces, including buses, will happen daily.
- Hand sanitizer will be available and encouraged as well as frequent hand washing.
- Tissues will be readily available to catch routine sneezes and coughs.
- The practice of physical distancing will be required.
- Class sizes will be limited. No large gatherings will be held and no communal spaces will be used during the instructional day.

The following resources contributed to developing our Return to School Plan:

- Information gathered from surveys: teacher/staff surveys and parent surveys
- Individual emails and phone calls from parents and staff members
- Social media feedback
- CDC and VDH guidelines
- VDOE Recover, Redesign, and Restart guidelines
- School/Department Subcommittees and the Division Leadership Team
- Consultation with the local health department
- Consultation with regional instructional leaders and superintendents

Section 1: Operational Infrastructure to Support Learning

School Schedules

Madison County Public Schools has developed the following Return to School Plan for the 2020-2021 School Year for Phase III which allows for some in-person learning at every grade level. All students will also participate in some form of distancing learning, therefore, every student will be issued an electronic device (grades PK-1: iPads; grades 2-12: Chromebooks).

Students will attend school on campus in some capacity Mondays, Tuesdays, Thursdays and/or Fridays. Wednesdays will be a distance learning day for all students. On Wednesdays, school staff will continue to sanitize buildings, offer teacher virtual office hours, continue planning for virtual instruction, update student computers for distance learning for students without internet access, and provide ongoing professional development. While at school,

students and staff members will maintain 6ft physical distancing and wear masks/face coverings. All health/safety guidelines can be found in our [MCPS COVID--19 Mitigation Health Plan](#).

The following CDC Guidelines for “The Risk of COVID-19 Spread in School Settings” was considered when developing our plan:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

In-person Learning Options:

- Preschool students will be housed at William Wetsel Middle School and will attend school in-person 4 days a week. Students will come to school on Monday, Tuesday, Thursday, and Friday.
- Kindergarten students will be housed at the School Board Office and will attend school in-person 4 days a week. Students will come to school on Monday, Tuesday, Thursday, and Friday.
- 1st & 2nd grade students will be housed at William Wetsel Middle School and will attend school in-person 4 days a week. Students will come to school on Monday, Tuesday, Thursday, and Friday.
- 3rd grade students will be housed at Waverly Yowell Elementary School and will attend school in-person 4 days a week. Students will come to school on Monday, Tuesday, Thursday, and Friday.
- 4th & 5th grade students will be housed at Waverly Yowell Elementary School. They will attend school 2 days per week. Students will attend either on Monday and Tuesday OR Thursday and Friday. The administration will let parents know which days their child will be scheduled. Siblings will be scheduled for the same days.
- 6th & 7th grade students will be housed on the first floor of Madison County High School. They will attend school in person 2 days per week. Students will attend on either

Monday and Tuesday OR Thursday and Friday. The administration will let parents know which days their child will be scheduled. Siblings will be scheduled for the same days.

- 8th-12th grade students will be participating in a Blended Learning Model with on-campus support. 8th graders will attend school 1 day per week. The administration will let parents know which day their child will be scheduled to be on campus.

Distance Learning Option:

We understand that coming on campus may not be an appropriate choice for every family. Parents may choose a 100% distance learning option for their child. If a student chooses 100% distance learning, families can expect approximately 3-6 hours of engagement each day with traditional grading practices in place. This would be much more rigorous and time-intensive than our continuation of learning activities in the Spring of 2020.

Phase 1 and Phase 2:

At any time, conditions may warrant a return to Phase I or Phase II learning. If schools are required to return to Phase I state-wide OR if a community spread occurs in Madison County and the health department determines we need to close, all grade levels will return to a complete distance learning model. All students will attend classes via virtual or learning packets and/or materials downloaded onto their school-issued devices.

If schools must return to a Phase II model, grades preK-3, SPED, and ELL students may continue as planned in Phase III with all other grades (4-12) returning to a complete distance learning model.

Transportation

We understand that transportation issues may surface when we reopen using a modified in-person and virtual schedule. A mandatory Parent Decision Form was sent to all families requiring families to submit information regarding their child's transportation needs so plans could be made ahead of time. Families were strongly encouraged to transport their children to school to leave bus seats for families unable to provide their child's transportation. Once complete, bus route schedules will be posted on the division's website. Bus and car drivers will also call individual families with the estimated time for pick-up and drop-off. Students will be picked up and dropped off at the same location unless prior arrangements are made with the transportation department to accommodate childcare needs. The division will continue to run two special education buses.

MCPS will maintain physical distancing on buses and other transportation vehicles. Bus drivers will assign seating to students utilizing each seat excluding the two seats directly behind the driver and the first seat across from the driver (unless one of these seats is occupied by the

driver's child). Students and drivers will be required to wear a mask while on the bus. Students will be asked to use hand sanitizer as they get on the bus.

Sick students, whenever possible, will not be transported by MCPS bus or car drivers. Parents will be responsible for picking up sick children from school. Parents will be required to provide school administration with several emergency contacts who can pick up their student if they are unavailable to or who can reach the parent in the event of illness. Sick students will be walked outside of the building to their parent's vehicle to go home. Should a student present respiratory distress or medical symptoms that require acute care, emergency services will be notified to transport the child to the hospital.

Bus/car drivers will be provided a laminated detailed cleaning/disinfecting checklist which will be followed each day. Transportation personnel are trained annually on cleaning/disinfecting and this year they will receive additional training. An atomizer has been purchased to allow for faster, more widespread disinfection. Realizing the uniqueness of the situation this year, transportation personnel may need to be paid for additional hours for buses to be cleaned and disinfected. Our transportation personnel were surveyed and we anticipate most of our drivers are returning to work.

Transportation personnel will also be included in division-wide staff training to understand the range of psychological, social and emotional issues that students may bring to school with them during reopening.

Human Resources

Employee Return to Work

Training was provided to all employees regarding what the division is doing to reduce risk and their employment rights. The presentation is available here:

<https://drive.google.com/file/d/1keLRk3ah4HAMHk5u5livZCGjKSA8mGM/view?usp=sharing>

An Employee Return to Work survey was completed by all staff members to determine whether or not the division would have a potential shortage of personnel when school opens due to illness, fear of returning, and/or having high-risk family members or being in a high-risk category themselves. Follow-up meetings will be conducted to finalize plans with individual employees. We will be asking for doctor's notes to include necessary accommodations for staff who state they cannot return to work. We will follow applicable laws/regulations related to FMLA/Leave/ADA. Staff will be asked to report anything they deem unsafe to their supervisor. HR will keep detailed documentation of how regulations are being followed.

The social emotional needs of division employees will be supported through the following:

- Employee Assistance Plan (EAP) available to all employees
- Mental Health Training will be provided during *Back to School* week
- School counselors will be made available
- [Return to Work Document Presentation](#) and *Health Procedures Summary Document* will provide information to answer return to work and health protocol questions so that staff know what is expected of them and the division responsibilities are in return.

Contracts

Language was included in the 2020-2021 employee contracts which notified employees that there was a potential for furlough or modifications to work schedules if unforeseen circumstances arise due to the pandemic.

Worker's Compensation

Should an employee become ill as a result of COVID-19 and the employee believes it was a result of exposure at work, the division will consult with our worker's compensation provider.

Substitutes

We will use substitutes as we are able and will use telework for distance learning as the need arises.

New Staff

New staff members will be onboarded both virtually and by appointment. Every employee will be required to wear a mask when they are unable to physically distance themselves. Cleaning will take place between each individual employee session.

Facilities

The cleaning and disinfection of facilities will follow CDC and VDH guidance. The division will be following the recommendations from the Centers for Disease Control and Prevention regarding social distancing, sanitation, building cleaning and regularity of facilities upkeep and sanitation. More information is available in the division [MCPS COVID--19 Mitigation Health Plan](#).

Cleaning/Maintenance

- A daily custodial cleaning/disinfecting checklist will be provided to all custodial staff. The supervisor of maintenance will maintain an inventory of supplies.
- Custodial schedules were revised to meet the needs of cleaning and disinfection.

- Regular summer maintenance has been performed on HVAC filters (changed at least every 3 months per industry standard), water lines were flushed, and routine school cleaning was performed.
- QuatStat, a hospital grade disinfectant, will be used for disinfecting and will be available for disinfecting to staff at all times.

Modifications

Modifications will be made to schools to accommodate physical distancing guidelines. Floor markings will be used in cafeterias, hallways, and classrooms for physical distancing. Playground equipment will not be used at this time. Certain gymnasiums will be used in the district for storage to allow for more physical distancing in classrooms.

Community Use

We will allow community use of facilities on an as needed basis.

Visitors

Visitors to schools will remain outside or within a vestibule. All other visitors must wear a mask. Vestibules will be sanitized after each visitor leaves.

Technology

Since the beginning of the COVID-19 crisis, the division's technology department has been preparing for distance learning. Tech department members emailed and/or called every family with listed contact information in Madison. Our big picture problem is broadband availability throughout the county and how to provide equitable instruction in the event face-to-face instruction is not possible.

Here are the action steps the technology department has taken:

- Installed external Wi-Fi antennas at MCHS and WYES:
 - This gives families the option to park on school grounds to do work or download content offline.
- Investigate wireless hotspots:
 - We've purchased 100 hotspots and plan to order more depending on the availability of CARES funding from the county.
 - Purchased devices for Wi-Fi on two buses
- Purchased additional storage drives for Chromebooks
 - Each Chromebook will come with a 32GB micro USB drive to allow for more local space on the machine to download content offline, so students can continue working at home even without network.
- Reached out to other school divisions and VDOE

- Unfortunately, we are in the same situation as many rural counties throughout the state. Our technology department has had discussions with many surrounding counties and we are all attempting the same thing in terms of mobile hotspots, Wi-Fi in the parking lots, USB drives, etc. The issue varies because of the lack of fiber network throughout the county and the time it would take to have things in place before the start of the school year. We plan to continue the course with hotspots and offline lessons for those currently without service.
- We have also reached out to Internet Service Providers to see what offers are out there for discounted family bundles that may be able to help some families where high speed broadband is available.
- We are applying for all VDOE released grant opportunities to help with the purchase of mobile hotspot units.

It is clear that in-home Wi-Fi for students will be an ongoing challenge for the next school year and we will continue to do all we can to get kids connected. In the meantime, we will be considerate of this while we map out classwork, lesson plans, and instruction. Here is how we plan to make this possible:

- 1:1 Device for every student
 - Grades PK-1 will receive the following
 - iPad with case
 - iPad carrying bag
 - Grades 2-12
 - Chromebook
 - 32gb micro USB drive
 - Chromebook carrying bag
 - Devices managed by Google Admin and GoGuardian
 - We'll also be buying spare parts/batteries and have some spare units for repairs.
- Printers are being serviced.
 - Having units checked prior to start date in cases where printing may be the only option
- Canvas LMS
 - MCPS has decided to use Canvas as a universal LMS for the upcoming school year. By doing such, we can run all our applications in one centralized location, as well as utilize Virtual Virginia's online curriculum as a supplement to instruction.
 - Training will be provided before the school year begins and then ongoing throughout the year.
- District-Wide Subscription to Screencastify

- Though Canvas has a built-in screen recorder, the technology department supplemented with software that is user-friendly and automatically sends a copy to Google drive so teachers always have a backup.
- Training will be provided prior to school opening.
- Machines for new staff members will be available earlier than normal.
 - Devices were ready the week of July 29th in an effort for new staff members to begin collaboration with teams.

Communication

MCPS will be in contact and will coordinate with local agencies and organizations, including but not limited to VDH, DSS, Madison County EMS, Madison County Sheriff's Office, and Madison County Administration in response to the COVID-19 pandemic. Communication platforms include: school system/school websites, social media, local media, and USPS. Communication to parents and teachers will occur through our School Messenger system, website, and social media if a change to the MCPS operating plan is necessary.

Financial Services

Federal CARES Act Funding will be used to accommodate short-term needs due to expected losses in State and Local revenue. We are carefully watching the budget as more families choose to homeschool their children during the pandemic. The beginning of the school year will be watched closely to see if adjustments in personnel are necessary. We will begin the year in "budget freeze mode." Workers compensation claims are being monitored and staff is watching webinars to learn about risk mitigation in that area. We have contacted our normal vendors and have been also looking at alternative vendors to purchase needed supplies. We currently have orders placed that won't actually be needed for a few months. Funds will remain available for extracurricular and co-curricular activities for the foreseeable future. If activities are cancelled, these funds will be shifted to cover other budget needs at that time.

Child Nutrition Services

We are committed to providing meals to both our in-person learners and our 100% distance learners. Families receiving free and reduced meals for their students will be able to pick up meals on Wednesdays. On Wednesdays, those choosing the 100% distance learning option will pick up five breakfasts and five lunches. Those choosing the in person option will pick up meals for the days they are at home for virtual/distance learning.

For students attending school in-person, students in grades 1-12 will pick up their meals in the cafeteria. Signs will be used on the floor to indicate physical distancing. Staff will deliver meals to kindergarten students.

Signs and verbal communication will be used to promote handwashing. Hand sanitizer will be available to students prior to entering the serving line. Food sharing among students will be

discouraged. SafeServ® practices are followed to ensure safe food preparation and food handling practices.

Section 2: New Instruction for All Students and Identification of Learning Gaps

New Instruction will begin on the first full day of school. Curriculum and pacing guides have been modified to reflect curriculum not covered during the 4th Quarter of the 2019-2020 school year. Whether families choose in-person or distance learning, all students will be provided instruction in new content over the course of the year.

MCPS hosted a webinar for families to provide an overview of the 2020-2021 Instructional Plan. Webinar Link:

https://zoom.us/rec/share/xMNpDLKsyHplQ9LA12SCfv57LqXGaaa80Cgar_pcmUf2g9Wile5SKqQ27T6Y41eA?startTime=1595448175000 **Password: #7EQFVGD**

Professional Development for Staff

Staff will receive ongoing training in the following:

- Distance learning teaching strategies (teaching in a virtual format)
<https://drive.google.com/file/d/1zA-POrf11Hytme-rTljxofUocCRPBltb/view?usp=sharing>
- Learning management system,
- Mental health training,
- Health and safety training,
- Social-emotional learning strategies
- [Virginia Learns Anywhere resources](#)

Supporting Special Populations

Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Students with Disabilities

Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their IEP. As needed based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. When necessary, virtual meetings will be used

to convene special education procedural meetings, such as reevaluation, eligibility, IEP teams, etc.

MCPS will utilize the resources provided in the [Instructional Resources Supporting Students with Disabilities](#) document provided by the VDOE in April 2020 when planning for the learning needs of students with disabilities.

English Learners (ELs)

ESOL services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the student's schedule, with opportunities for extended instructional time provided to recently arrived ELs, students with limited or interrupted formal education (SLIFE), and ELs identified for interventions. Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

Identification of Learning Gaps

All schools will begin the year by identifying students experiencing learning gaps and will develop strategies to close the gaps. Schools will assess student performance and needs based on reading levels, prior assessments and diagnostics, and feedback from previous year's teachers. Pre-assessments will be used both in-person and at home to determine SEL needs and potential instructional needs. All schools will utilize morning meetings to support social-emotional learning and foster student confidence and competence.

Grades PK-2: Madison Primary School

Preschool

Enrollment for the blended option of our Preschool program will be capped at 40 students. Preschool program, in part, is funded by federal grant money. As a condition of the grant, we must prioritize registrants, considering the most at-risk students first. The decision for the location of our Preschool program will be driven by Kindergarten enrollment numbers, specifically those who choose the blended option. If those numbers rise above 85, we will house Preschool at Wetsel Middle School.

100% Virtual Option (or Phase 1)

Physical Location of Students:

- All general education instruction will take place via distance learning.

Schedules:

- Remote learning for all students will be provided by classroom teachers via the Canvas Learning Management System, enhanced by the Virtual Virginia component developed by the Virginia Department of Education. In the event that materials and supplies need to be distributed, a low contact pick-up system will be used to minimize the risk of exposure to COVID-19.
- All core content instruction, social emotional instruction, and intervention support will be provided using the Canvas platform. Physical Education and the arts will be supported by student choice boards that will be included on the Canvas platform.
- Project Based Learning will be emphasized as a means to integrate instructional content in order to maximize student learning time, and to facilitate parent support of student learning.
- Blended Learning during Phase 1 - classroom teachers will meet virtually with their students two days per week for approximately one hour.

Delivery of Instruction:

- New instruction will be delivered by the teacher on a remote platform with instructional support from home.
- Pre-recorded/preloaded lessons will be provided for students to reference from home. Grade level teams will collaborate to create the pre-recorded lessons.
- Assignments will be uploaded to student devices.
- Assignments can be submitted digitally through the virtual platform or email.
- Students will be provided with assignments on a weekly basis, and resources will be distributed as needs arise.
- Students will be provided with choices in learning resources, and ways to demonstrate their understanding.

Assessment:

- All initial screening for Preschool and Kindergarten students participating in the 100% Virtual Option will be face-to-face by appointment.
- Student work will be collected weekly, and graded for accuracy and content.
- Rubrics will be used to assess student created projects. Pictures of projects will accompany student work, and will be uploaded to student devices.
- Teachers will schedule one-to-one virtual meetings with students to provide feedback on their learning. If students cannot meet virtually, personal phone calls will be made.
- Formative and summative assessment results, along with teacher recommendation, will be considered when determining the need for Tier 2/Tier 3 intervention services.

Academic Intervention:

- The Reading Specialist will provide remote, individualized instructional activities that will

- be uploaded to student devices for all students receiving Tier 2 intervention services.
- Instructional activities for Tier 2 students will be based in either the Foundations curriculum, or Fountas and Pinnell's Leveled Literacy Intervention.
 - The Math Interventionist will provide remote, individualized instructional activities that will be uploaded to student devices for all students receiving Tier 2 intervention services.
 - Instructional activities for Tier 2 students will be based in either the Touch Math curriculum, or targeted activities developed by classroom teachers with the guidance of the Math Interventionist.
 - The Reading Specialist and Math Interventionist will provide remote, individualized instruction to Tier 3 students via online learning platforms (e.g. Virtual Virginia, Canvas, etc.) and/or hard copy materials based on student/family needs. This instruction will mirror typical in-person instruction using the Orton Gillingham multisensory approach for Reading, and targeted strategy groups for Math.

Parent Communication:

- Pacing guides and copies of the Virginia Standards of Learning will be uploaded to student devices.
- Teachers will schedule office hours for parent/guardian questions and concerns. This time is intended to support parents by being available to explain information that has been sent home or accessed virtually. This will assist parents in supporting their child's learning at home. Regular communication with parents will be maintained through telephone and/or email.

Blended Learning Option in Phases 2 and 3

Physical Location of Students

- All students will attend face-to-face four days per week; Monday, Tuesday, Thursday, and Friday in Phase 3. In Phase 2, this may be an option as well. Distance learning will be provided each Wednesday using the Canvas Learning Management System, including the Virtual Virginia component provided by the Virginia Department of Education.
- Preschool and Kindergarten will be housed at the School Board Office. Depending upon enrollment, this will require some degree of creating additional classroom space, including the possibility of moving Preschool to Wetsel Middle School
- First Grade and Second Grade will be housed at Wetsel Middle School. Each teacher will be paired with an instructional assistant, allowing the class to be divided in half to ensure appropriate physical distancing. Each group will be housed in adjoining classrooms, allowing the classroom teacher to spend equal time with each group.

Schedules

- All classrooms will begin their day with a morning meeting that will support social and emotional learning
- The placement in the schedule for delivery of content instruction will vary by grade level to accommodate the delivery of supplemental services such as special education, ELL, and reading and math intervention. All supplemental services, to the extent possible, will be provided using a push-in model to reduce the need for children to be exposed to multiple environments.
- All classroom schedules will include a block of time dedicated to Social Emotional Learning. Second Step will serve as the curriculum for social and emotional learning, and will be implemented in conjunction with our school-wide PBIS/VTSS plan. Instruction will be provided by classroom teachers, and supported by the school counselor.
- All classroom schedules will include a block of time dedicated to Project Based Learning. This time is intended to instruct content, support the process of the discipline, and to debrief and evaluate students' distance learning. Placing an emphasis on Project Based Learning will alleviate the impact of reduced face-to-face time by combining content across the curriculum, and by organizing effective independent practice of learned skills for students in a remote setting. This independent practice time, under normal circumstances, would take place in a face-to-face setting. We feel that this plan will make at-home learning days most manageable for parents.
- All classroom teachers will meet virtually with their entire class for approximately one hour each Wednesday.
- Remote learning for all students will be provided by classroom teachers each Wednesday via Canvas and Virtual Virginia. In addition to the face-to-face instruction of physical education and the arts that is addressed later in this presentation, the Canvas platform will be used to offer choice boards for further enrichment in these areas.
- All students will receive a minimum 20-minute recess, possibly both morning and afternoon. Recess time will stretch throughout the course of the day. Students will go to designated areas for recess by classroom groups, and will not intermingle with other classrooms, or share any equipment with other students. Classroom teachers will direct organized physical activities during recess, and will maintain a 10-foot physical distancing standard for students to the greatest extent possible.

Sample Schedule (Monday, Tuesday, Thursday, and Friday) Will Vary by Grade Level

8:15-8:30	8:30-9:00	9:00-12:00	12:00-12:30	12:30-2:30	2:30-3:00
Morning Meeting	Social Emotional Learning	Literacy Block and Specials	Lunch	Math and Recess	Project Based Learning (to include Science and Social Studies)

Sample Wednesday Schedule

Teacher	8:00-10:00	10:00-11:00	11:00-12:00	12:00-3:30
	Planning and Office Hours	Virtual Class Meeting	Lunch	Planning and Office Hours
Student	8:00-10:00	10:00-11:00	11:00-3:00	
	Specials Choice Boards	Virtual Class Meeting	Lunch and Project Based Learning (To include independent practice in core areas)	

Teacher and Student Movement

- Students and teachers will move through the building by class, and will not intermingle with other classrooms. Hallways will be marked at six-foot intervals to assist students and teachers in maintaining appropriate physical distancing while moving from one area to another.
- All support services such as academic intervention, special education services, and ELL services will be delivered using a push-in model to the extent possible, greatly diminishing the need to expose children to multiple environments.
- Specials rotations (P.E., Art, Music, and Library) will operate on a push-in model, eliminating the need for unnecessary student movement or their exposure to multiple environments. Rather than daily rotations of Specials instruction, specialists will develop long-term units to be taught at each grade level on a monthly basis to reduce their widespread exposure to the student population.
- Students will attend recess by classes, and in specifically designated areas. Teachers will direct organized physical activities during recess, and will ensure 10 feet of physical distancing to the extent possible. Classrooms will not intermingle during recess, and will not share equipment.
- All students will eat lunch in their classrooms. Lunch will be delivered to Kindergarten classrooms, while First and Second Grade students will pick-up lunch from the cafeteria and return to their classrooms.

Delivery of Instruction

- We will meet the needs of all students, including those identified in all subgroup categories, by targeting the individual needs of students that have been identified through universal screenings and formative assessments. Targeted instruction will be delivered in an individualized setting for core content areas, while students concurrently engage in physically distanced, collaborative work, or individualized digital learning activities.
- Math and reading instruction will be leveled during face to face learning, and instruction will be differentiated to align with each student's current level.
- The curriculum and pacing guides will be modified as needed to fit the current format of instruction. Pre-assessment will guide this process. There will be an increased focus on cross curricular instruction, integrating all disciplines into core instructional areas. Standards of Learning that were not instructed due to closure in the 2019-2020 school year will be spiraled into each grade level's pacing guide.
- Pacing guides will be optimized by shifting independent practice to a remote setting. This will maximize the available face-to-face instructional time. These practice opportunities will be uploaded to student devices, and material/supplies will be sent home as needed.
- Each day of face-to-face instruction will begin with a morning meeting whose topics are connected to those identified by our Social Emotional Learning program.

- Thirty minutes per day will be allocated for social and emotional learning using the Second Step curriculum.
- Grade level teams will collaborate to plan Project Based Learning activities. PBL activities will be introduced and explained during face-to-face time. PBL activities will be used to show student mastery of learning standards, and will allow students to demonstrate their understanding of content in creative ways. Upon completion of these projects, students will demonstrate their understanding of concepts taught during face-to-face time, as well as new content taught in remote settings. PBL grading rubrics and directions will be uploaded to student devices at the beginning of every PBL project, and materials/supplies will be provided as needed.
- Assignments and student expectations for remote learning activities will be discussed during face-to-face time each Tuesday afternoon. Detailed adult objectives will be uploaded to student devices to assist caregivers in the delivery of instruction during distance learning time.

Assessment

- All initial screening for Preschool and Kindergarten students will take place during the first several days of school.
- Student assessments within this phase will be used to identify the individual learning needs of students so as to inform the planning processes of teachers, and to determine student mastery of content.
- PALS, MAP, and VKRP will be used to identify the individual learning needs of students, and results will be used to guide Tier 1 instruction. Results will also be used to create fluid groupings within each classroom.
- Formative assessments will be used for initial student identification for the receipt of Tier 2 and Tier 3 intervention services. Beginning at mid-year, universal screeners such as PALS and MAP will be used for this purpose.
- Formative assessments will continue to be used throughout the year to guide instruction.
- Performance assessments will be used to assess PBL projects. PBL projects will be assigned and developed within the classroom during face-to-face instructional time. The construction portion of the PBL project will take place on distance learning days, and then presented to the class during face-to-face sessions. Performance based assessments using rubrics will be utilized to assess PBL projects, including all cross-curricular components.

Academic Intervention (Reading)

Monday/Tuesday/Thursday/Friday-Delivery of all instruction, including Tier 2 and Tier 3 intervention services, will be face-to-face or virtual. Intervention services will be provided via a push-in model, using Leveled Literacy Intervention, Foundations, and the Orton Gillingham multisensory approach.

Wednesday-Virtual and distance learning for all students at the Tier 1 level, with support for

parents and classroom teachers from the Reading Specialist. Additional practice activities will be uploaded to student devices for all students receiving Tier 2 services.

- Tier 2 and 3 reading interventions will take place for 15-30 minutes each day that the student is physically at school.
- Tier 2 and Tier 3 students identified for reading intervention may also receive support through the utilization of the research-based reading program Lexia. This program will be accessible on student devices.

Academic Intervention (Math)

Monday/Tuesday/Thursday/Friday-Delivery of all instruction, including Tier 2 and Tier 3 intervention services, will be face-to-face or virtual. Intervention services will be provided via a push-in model, using the Touch Math curriculum and teacher-created, targeted activities.

Wednesday-Virtual and distance learning for all students at the Tier 1 level, with support for parents and classroom teachers from the Math Interventionist. Additional practice activities will be uploaded to student devices for all students receiving services.

Parent Communication

- Pacing guides and copies of the Virginia Standards of Learning will be uploaded to student devices.
- Teachers will schedule office hours for parent/guardian questions and concerns. This time is intended to support parents by being available to explain information that has been sent home or accessed virtually. This will assist parents in supporting their child's learning at home. Regular communication with parents will be maintained through telephone and/or email.

Grades 3-5: Waverly Yowell Elementary School

Phase 1: All students 100% virtual/distance learning instruction.

Phase 2: Grade 3 may receive in-person instruction, as well as 4th and 5th grade Special Education and ELL students. 100% virtual learning is an option for any student.

Phase 3: Grade 3 will receive in-person instruction 4 days a week. Grades 4 and 5 will attend on a hybrid schedule. Grades 4 and 5 will receive in person instruction 2 days a week and 3 days a week students will engage in virtual/distance learning. 100% virtual learning is an option for any student.

Schedule: 3rd Grade

- Classes attend in person Monday, Tuesday, Thursday, and Friday
- Wednesday: Virtual/Distance Learning Day
 - Student Expectations: Independently continuing virtual learning assignments introduced by teachers during in-person instruction. (Examples: writing, reflections, authentic learning opportunities, choice boards, extensions and enrichment opportunities)
 - Interaction with LMS (learning management system) Canvas
 - Student work will be collected and graded.
 - Teachers available for parent/student conferences and check-ins to manage student questions.
- In grade 3, teachers will teach all subjects to eliminate transitions. Each teacher's class will be divided into two separate classrooms to create physical distancing. Each classroom teacher will be supported by an instructional assistant. The classroom teachers will split time between the two rooms.
- Specials: Art, Music, PE, and Library
 - Students will have one special in the morning and one special in the afternoon.
- Instructional Coach and Reading Specialist will provide intervention/remediation focusing on Literacy and math, as needed.

Schedule: 4th and 5th Grade

Blended Learning:

- **A Group: Monday/Tuesday** and **B Group: Thursday/Friday**
 - Teachers will be departmentalized Math/Science and Literacy/VA Studies (4) or World Geography (5)
 - Instructional Coach and Reading Specialist will provide intervention/remediation focusing on Literacy and math, as needed.
 - Specials: Art, Music, PE, and Library
 - Students will have one special in the morning and one special in the afternoon.
- **Virtual Days** (including Wednesday for all 4th and 5th graders):
 - On days not attending school in person, both A and B groups will complete instructional materials assigned by their teacher.
 - Student work will be collected and graded
 - Student Virtual Learning Day Expectations: Independently continuing virtual learning assignments introduced by teachers during in-person instruction. (Examples: writing, reflections, authentic learning opportunities, choice boards, extensions and enrichment opportunities)
 - Interaction with LMS (learning management system) Canvas .
 - Teachers will hold office hours in order to check-in with students and answer parent and/or student questions.
 - Instructional assistants available to assist students with high needs.

Sample Schedule:

Arrival	7:45-8:20
Block 1	8:30-11:25
Lunch (in classrooms)	1st Lunch - Grade 5 (11:30-11:55) 2nd Lunch - Grade 3 (12:05-12:30) 3rd Lunch - Grade 4 (12:40-1:05)
Block 2	5th grade - (12:00-3:00) 3rd grade - (11:30-12:00/12:35-3:00) 4th grade - (11:30-12:30/1:10-3:00)
Dismissal	3:00

- **Block 1: 8:30-11:25**
 - SEL (social-emotional learning)Component: Morning Meeting/Second Step Curriculum
 - 25 min Special
 - PE: socially distanced, no sharing of equipment, activities planned by teacher
 - 20 min recess (socially distanced, no sharing of equipment, activities planned by teacher)
- **Block 2: end at 3:00**
 - SEL (social-emotional learning)Component: check-in
 - 25 min Special: PE: socially distanced, no sharing of equipment, activities planned by teacher
 - 20 min recess (socially distanced, no sharing of equipment, activities planned by teacher)

Please note:

***All students will remain in classrooms to limit interaction.
Teachers will switch rooms at block change times.***

Assignments and Assessments:

- All students will interact and receive instruction and assignments through the LMS Canvas using a school assigned Chromebook.
- Distance learners, without reliable internet connections, will receive downloaded material via a school assigned Chromebook.

Academic Intervention (Reading)

Monday/Tuesday and Thursday/Friday-Delivery of all instruction, including Tier 2 and Tier 3 intervention services, will be face-to-face or virtual. Intervention services will be provided via a push-in model, using Leveled Literacy Intervention, Foundations, and the Orton Gillingham multisensory approach.

Wednesday-Virtual and distance learning for all students at the Tier 1 level, with support for parents and classroom teachers from the Reading Specialist. Additional practice activities will be uploaded to student devices for all students receiving Tier 2 services.

- Tier 2 and 3 reading interventions will take place for 15-30 minutes each day that the student is physically at school.
- Tier 2 and Tier 3 students identified for reading intervention will receive additional support through other programs as well.

Academic Intervention (Math)

Monday/Tuesday and Thursday/Friday-Delivery of all instruction, including Tier 2 and Tier 3 intervention services, will be face-to-face or virtual. Intervention services will be provided via a push-in model, using teacher-created, targeted activities.

Wednesday-Virtual and distance learning for all students at the Tier 1 level, with support for parents and classroom teachers from the Math Interventionist. Additional practice activities will be uploaded to student devices for all students receiving services.

Communication:

The expectation is that the virtual teacher will meet with students in both large and small group settings virtually on a daily basis. Teachers will be available for individual questions, support, or meetings throughout the school day. The counselor and school nurse will have a Canvas page with social emotional resources and weekly updates.

Modes of communication will include:

- Canvas Page with updates (weekly updates)
- Social Media
- Emails
- Robo-calls
- Personal Phone Calls (check in with at-risk students/families)
- Zoom, Google Meet, or other online meeting spaces
- Office Hours
- Mentor Check-Ins, if applicable for tiered intervention support

Grades 6-8: Wetsel Middle School

Phase 1: 100% distance learning for all students.

Phase 2: 100% distance learning for all students.

Phase 3 for grades 6 & 7: Parents may choose one of the three options that best fits their child's educational and healthcare needs. Due to social distancing requirements, in-person instruction is still limited.

- In person instruction will be offered 2 days per week combined with 3 days of virtual/distance learning.
- Distance Learning (does not require reliable internet)
- 100% virtual learning (requires reliable internet)

Phase 3 for 8th grade: Parents may choose one of the three options that best fits their child's educational and healthcare needs. Due to social distancing requirements, in-person instruction is still limited.

- In person Instruction will be offered 1 day per week combined with 4 days of virtual/distance learning
- 100% virtual learning (requires reliable internet)
- Distance Learning (does not require reliable internet)

Blended Learning Option:

Students will receive small group instruction and individualized support with a concentration on the main ideas. Teachers will provide instruction for two days in person and on the three remaining days students will learn via virtual/distance learning format. Students will still access Canvas and complete assignments using this online platform.

Tier 2 and Tier 3 intervention will be delivered via push in model for students who attend in person and virtually for those participating in distance learning.

Sample Daily In-Person Schedule

Time	Block	Grade X Team A	Grade X Team B
8:10-8:20	Morning Pledge/Moment of Silence/Wake Up Wetsel	Morning Pledge/Moment of Silence/Wake Up Wetsel	Morning Pledge/Moment of Silence/Wake Up Wetsel
8:20-9:20	Block 1	Math	Math
9:25-9:35	**Brain Break Activities**	**Brain Break Activities**	**Brain Break Activities**
9:35-10:35	Block 2	English	English
10:40-11:20	Lunch	Lunch/Recess	Recess/Lunch
11:25-12:25	Block 3	Science	Science
12:30-12:40	**Brain Break Activities**	**Brain Break Activities**	**Brain Break Activities**
12:40-1:40	Block 4	History	History
1:45- 2:30	Block 5	Elective/Social Emotional Lessons	Social Emotional Lessons/Elective
2:35-3:18	Block 6	P.E./Elective	Elective/P.E.

Virtual Learning Environment:

Students will “attend” classes each day using the Canvas platform. Activities for students with the Internet may include:

- watching a video lesson,
- reading,
- small group virtual meetings, or
- completing a task.

Activities for students without internet access may include:

- Complete downloaded lessons,
- view video lessons,
- reading, or
- completing a task.

Teachers will have more frequent phone check-ins with these students to assess “tasks” that cannot be quickly submitted via Canvas, if needed. Students can complete assignments at any point throughout the day.

Teachers will host live virtual meetings throughout the day to interact with students at scheduled times. Students will be able to interact with other students through collaborative group assignments on Canvas and class discussions. Students without internet access will have opportunities to participate in live class meetings via the phone.

Students will be assessed informally throughout the week using office hours to check in and by submitting assignments on Canvas. Students without the internet will be assessed when assignments are uploaded to Canvas or through phone conversations.

Time will be spent to establish clear expectations for virtual and distance learning.

Examples:

- What students should be completing each day.
- How students can contact the teacher, if needed.
- What to expect from the course.
- Students’ roles in the learning process.
- What students’ needs are emotionally/socially, etc.

For students choosing the 100% distance learning option, student devices will need to be dropped off/picked up to download new material and turn in assignments/assessments. A schedule will be provided when the school year starts to ensure organization.

Grades 9-12: Madison County High School

Phase 1: 100% distance learning for all students.

Phase 2: 100% distance learning for all students.

Phase 3: All instruction for the high school will be teacher-led virtual instruction via Canvas. Students may opt to attend school once a week and sign up for additional time in the Virtual Learning Support Hub. Students may also opt to take self-paced online courses via APEX.

Learning Supports Available to All Students

- Students will be enrolled in courses following our 4x4 schedule. For the first semester, each student will take 4 courses and be taught by the teacher assigned to each course. A MCHS teacher will be planning, delivering and assessing all learning in the virtual classes through Canvas.

- Students will have access to the teacher for additional help in a virtual model by using Canvas which will store all instructional materials.
- Students will receive feedback on learning through grades assigned in Canvas and through written and oral feedback.
- Teachers will be available during designated office hours on Wednesdays for virtual meetings.
- Teachers will also be able to offer and provide small group instruction on-site and virtually for students to participate in.
- Students can request virtual or in-person meetings with teachers at MCHS on Monday, Tuesday, Thursday or Friday based upon teacher availability.

Advisory Student Support Model (Optional)

Students will be assigned an advisory teacher with grade level peers. Advisories are held once a week for each grade level and there will be no more than 10 students in each group. School-wide morning meetings will be conducted and facilitated by the School Counselors and by the School Administrators. Morning meetings will provide students with tools for planning for after high school, social-emotional skill building, school pride enhancement and other important school activities. Students will attend school by grade level:

<i>Monday</i>	12th Grade
<i>Tuesday</i>	11th Grade
<i>Thursday</i>	10th Grade
<i>Friday</i>	9th Grade

Advisors will provide the following support to students:

- Monitor virtual learning progress for the students' assigned courses
- Assist with coordinating additional assistance with content specific teachers which can be provided during advisory time or scheduled at another time during the week.
- Serve as a point of contact and mentor for the student and advocate for their success.
- Provide brain breaks throughout the day for students to relax, reflect and connect with

peers.

Virtual Learning Support Hub

Instructional materials will be readily available in the Virtual Learning Support Hub so that teachers can reinforce and support learning. Teachers may also invite students to come in and work on days they are assigned to support learning in the Hub. Students can use the Hub as often as possible as long as everyone is getting fair opportunity to access it.

Location: MCHS Cafeteria			Days of Week: Mon. Tue. Thurs. Fri.		
Virtual Sign Up or Call Main Office to Schedule Time Slot					
20 Students Per Session					
Morning Session		Afternoon Session		Evening Session	
8:00 - 11:30 a.m.		12: 30 p.m. - 3:30 p.m.		5:00 p.m. - 8:00 p.m.	
Staffed with one content teacher per core subject		Staffed with one content teacher per core subject		MCHS Teacher Accessible to Support Students	

APEX Online Credit Bearing Courses (Optional)

- Additional credit-bearing virtual classes are provided through APEX including core and elective courses where students can progress at their own pace, but need to finish the course prior to the end of first semester.
- An on-site advisor will be assigned to all students electing to take self-paced courses through APEX.
- Students must contact their school counselor if they would like to take an APEX self-paced course.
- Students, if granted permission, and have proven themselves as an independent responsible learner can take all courses through APEX.
- There are a variety of course offerings through APEX that may interest students and help guide them toward post-secondary interests. We encourage you to look through the courses available, and contact your school counselor as soon as possible.

- APEX Resources and Information
 - [Information about APEX Courses](#)
 - [Course Catalog for Offerings](#)

Section 3: Remote Learning

MCPS is prepared to switch to 100% distance learning should conditions warrant such a change. If needed, parents can expect the following:

Elementary:

Parents and guardians of elementary students can expect that their child will have daily contact with their teacher in either a small-group or individual live chat session (to include phone conversations if internet access is not available). Video recordings will be utilized to present new content in various disciplines, including Social and Emotional Learning. Student and parent support will be provided by the student's assigned teacher during established office hours, and will be available via Canvas, email, or telephone.

Middle School:

Students will attend classes each day using the Canvas platform. For students with internet access, this may include watching a video lesson, reading, small group virtual meetings, or completing a task. For students without internet access, this may include completing downloaded lessons and viewing video lessons, reading, or completing a task — teachers will have more frequent phone check-ins with these students to assess “tasks” that cannot be quickly submitted via Canvas, if needed.

Students can complete assignments at any point throughout the day. Live virtual meetings will be available (optional) throughout the week to interact with teachers at scheduled online times. Also, there will be opportunities for student interaction during teacher's office hours.

Students can collaborate in the virtual classroom through Canvas group work such as: class discussions, group assignments, video posts, etc. They will also have opportunities for live class meetings (students without internet at home can call in).

Students will be assessed informally throughout the week using office hours to check in and assignments submitted on Canvas. Students without internet access will be assessed when assignments are received or through phone conversations.

Time will be spent to establish clear expectations for virtual learning which includes what students should be completing each day, how they can contact the teacher if needed, what to expect from the course, their role in the learning process, and what their needs are emotionally/socially.

High School:

Students who choose can expect access to their advisory teacher for support 5 days a week. They will also interact with videos and lessons created and designed by the teacher. Teachers will be available for all students utilizing office hours, face to face small group meetings (if students are interested), and a virtual learning hub where students can come work in a safe study type environment with certified teachers in each content area available to support them.

Students who choose 100% distance learning using APEX courses will be assigned an advisor at MCHS who will track their progress and on task time with the online courses and serve as a liaison between the student and teacher at APEX.

Students who have a blended option of both APEX and MCHS Distance learning will receive support from each type of experience. The advisory model is encouraged for all students as it will provide a time for students to come to school to interact with their advisor, get connected with support from other teachers that they have and participate with school-wide programs and services such as preparing for college, school spirit, social-emotional learning activities, etc.

Section 4 Child Care for School Aged Children

Employees:

MCPS employees with children may request that students in grades 4th or 5th be provided a slot at the Boys and Girls Club. The Boys and Girls Club has reserved 10 slots for MCPS employees' children. An onsite "learning lab" will be provided to children of employees in grades 6-12 for days they are not physically in school. MCPS employees will be permitted to work from home on Wednesdays to fulfill their childcare needs.

Families:

MCPS has made space available for the Boys and Girls Club to operate on school grounds. The B&G club will accommodate a total of 90 students over the course of a week. Mondays, Tuesdays, Thursdays, and Fridays will be reserved for 4th and 5th grade students division-wide.

Since Wednesdays are the only day PK-3rd grade students are not scheduled for in-person school, the Club will prioritize this age group in addition to the 4th and 5th grade students.