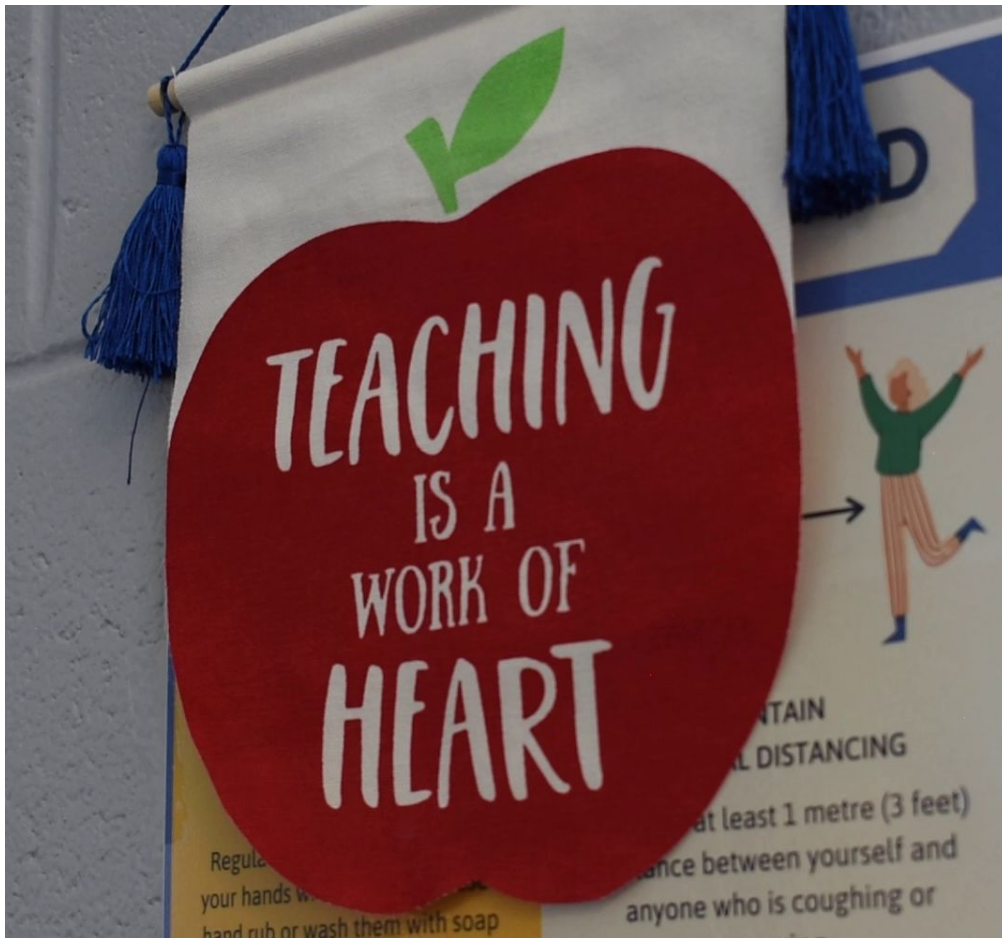


Prince George County Public Schools

Return to Learn Instructional Plan for 2020-2021

August 10, 2020



Current School Status: **Phase III** (Status updated August 12, 2020 - 7:00 P.M.)

For current Prince George County COVID-19 health statistics, please visit the Virginia Department of Health website. <http://vdh.virginia.gov/coronavirus/covid-19-daily-dashboard/>



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A Message from Dr. Lisa Pennycuff, Superintendent

Dear Prince George County Public Schools Families, Faculty, and Staff:

I hope this message finds you and your family members safe and well.

Prince George County Public Schools believes that our partnership between the faculty and staff of our schools and families is our most significant relationship in supporting our students during these difficult times. We understand that some of our families are able to help their children receive their education virtually from home; while others believe that the in-person experience is critical to providing their child with a strong, educational foundation. In order to meet the needs of all of the children, PGCPSS has provided two options for families to choose from: 1) On-Campus Continuum of Instruction, and 2) 100% Virtual Instruction. Families have the option to select their choice by semester and can opt for a change sooner if space is available.

Prince George County Public Schools is honored to have a team of dedicated professionals who have devoted their careers to finding ways to connect, engage, and educate children. Our faculty, staff, and students will be working through several new initiatives together this year to help meet the unique challenges of today. These initiatives include learning to “live” the new Health and Safety standards of our Health Mitigation Plan, Use Google Classroom as a Platform for Instruction, Provide Quality Virtual Instruction Through Collaborative Planning; Implement 1:1 Devices for Grades 6-12, and Connect with Students through Social Emotional Learning.

As we prepare to reopen our schools, I ask for your patience, kindness, and understanding of us and each other as we all become familiar with our new normal. Providing a strong educational foundation for the children of Prince George is our mission field, and we know that together we can successfully work through the challenges that come. We can do this together.

Thank you for being our valued partners in your children’s education. We look forward to an extraordinary year of learning and growing together.

Sincerely,

Lisa Pennycuff

Lisa Pennycuff, Ed. D.
Superintendent



Introduction to PGCPs Return to Learn Instructional Plan 2020-2021

On June 9, 2020, Governor Ralph Northam announced a phased reopening of schools as outlined in the *Phase Guidance for Virginia Schools* (Updated: July 6, 2020), <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf>. This guidance for a phased reopening of schools permits the gradual return to in-person instruction while maintaining the health and safety of students and staff as a priority. In order to recognize the varying impacts school closure has had on students, the phased approach allows those who have been most impacted by the school closures to have their needs prioritized during each phase. At the same time, this phased approach seeks to bring all students back to the classrooms as soon as it is safe and practicable.

The following document outlines Prince George County Public Schools (PGCPS) plans for reopening schools in the Fall of 2020.



Back to School 2020: PGCPs Return to Learn Working Group

Based on the recommendations of the Forward Virginia Blueprint, existing Executive Orders, CDC Interim Guidance for Schools and Daycamps, CDC Considerations for Schools, and in partnership with local and state public health officials, the PGCPs' Leadership Team began planning for the reopening of schools for the Fall of 2020. Three instructional delivery model scenarios were presented to the community to outline potential methods for providing educational services to students. These included face-to-face/in-person instruction, blended learning (combination of in-person and virtual/remote instruction), and full virtual/remote instruction.

Parents, faculty, and staff were surveyed to gather input from a variety of stakeholders.

After analyzing the results of the surveys, Prince George County Public Schools identified the need to offer a choice of 1) in-person instruction for as many days as we could safely allow with the resources we have, and 2) full virtual/remote instruction.

PGCPS LEADERSHIP TEAM

Prince George School Board

Chris Johnson, School Board Chair

Robert E.L. Eley, III, School Board Vice Chair

Jill Andrews, School Board Member

Cecil Smith, School Board Member
Sherry Taylor, School Board Member

PGCPS Division Leadership

Dr. Lisa Pennycuff, Superintendent of Schools
William Barnes, Assistant Superintendent of Instruction and Accountability
Dustin Menhart, Assistant Superintendent of Support Services
Stephanie Bishop, Director of Secondary Education
Robin Germanos, Director of Elementary Education
Willie Elliott, Director of Gifted Education and Title I
Zetta Ethington, Director of Student Services
Jason Chandler, Associate Director of Curriculum and Instruction
Michelle Grate, RN, MHA, MPA, Health Services Coordinator
Angela Mitchell, ELS/PALS Coordinator
Lana Pearce, Food and Nutrition Services Coordinator
Monique Barnes, Director of Finance
Dr. Laura Estes, Director of Human Resources
Lin Turner, Coordinator of Custodial Services
Scott Brubaker, Director of Technology
Dustin Nase, Director of Transportation
Ron Rhodes, Director of Operations

PGCPS School Leadership

Dr. Amanda Clay, L.L. Beazley Elementary School Principal
Dr. Priscilla Hicks, L.L. Beazley Elementary School Assistant Principal
Chris Scruggs, David A. Harrison Elementary School Principal
Jennifer Rollings, David A. Harrison Elementary School Assistant Principal
Robert Knowles, J.E.J. Moore Middle School Principal
Marlena Smith, J.E.J. Moore Middle School Assistant Principal
Nick Ligatti, J.E.J. Moore Middle School Assistant Principal
Thad Sebera, N.B. Clements Junior High School Principal
Danica Coleman-Millner, N.B. Clements Junior High School Assistant Principal
Melanie Barron Ficke, N.B. Clements Junior High School Assistant Principal
Dr. Theresa Marshall, North Elementary School Principal
Raymonda Rhoades, North Elementary School Assistant Principal
Kelly Jones, North Elementary School Assistant Principal
Mattie Thweatt, Prince George Education Center Principal
Mike Nelson, Prince George High School Principal
Christina Pope, Prince George High School Assistant Principal
Donna Branch-Harris, Prince George High School Assistant Principal
Matt Mcallister, Prince George High School Assistant Principal
Susan Braswell, South Elementary School Principal
Julie Connolly, South Elementary School Assistant Principal

Chrystal Barnwell, Walton Elementary School Principal
Amanda Craft, Walton Elementary School Assistant Principal

VIRGINIA DEPARTMENT OF HEALTH, CRATER HEALTH DISTRICT

Prince George Health Department

Katrina Saphrey, Senior Epidemiologist, Crater Health District



Guiding Principles for PGCPS Return to Learn Instructional Plan 2020-2021

PGCPS has identified the following principles to guide the Fall 2020 Return to Learn plans:

- To safely return students, faculty, and staff to school by following the guidance provided by the Virginia Department of Education (VDOE) and the Centers for Disease Control and Prevention (CDC)
- To provide a high quality education for our children regardless of the academic setting



Lessons Learned from the Spring 2020

During the school closure in March 2020, our schools were required to make a complete transition from in-person instruction to full virtual/remote instruction. The lessons we learned follow:

Instructional Model

- A division-wide instructional schedule is necessary to support consistent implementation and expectations.
- More opportunities for synchronous, teacher led instruction are preferred
- Social-emotional learning opportunities are needed in the virtual environment as well as the in-person environment
- More opportunities to watch recorded lessons need to be available to support instruction for students whose parents are not able to be with them during the lessons

Communication

- Opportunities for conversations among stakeholders are essential when monitoring the implementation of virtual/remote instruction to understand what is working well as well as what adjustments might be necessary.

Faculty and Staff Support

- Sustained professional development is needed to support the use of virtual instruction
- Consistent access to wifi and internet are essential for effectively supporting students using technology for instruction

State Guidance for Reopening Schools



Governor Ralph Northam's *Phase Guidance for Virginia Schools* pairs with detailed guidance from the *Virginia Department of Education, Recovery, Redesign, Restart 2020*.

The *Recovery, Redesign, Restart* is the guiding document for Virginia school divisions developed in response to the COVID-19 pandemic and in preparation for schools reopening. It addresses all facets of school operations and includes key questions, embedded links to resources, and

recommendations for school leaders within the reopening parameters set forth by our Governor.

This document includes the expectation that all schools must plan for the delivery of new instruction beginning with the Fall of 2020 with the understanding that the method of instructional delivery may change based on the phase the state is in. Alterations to health restrictions will continue to be driven by public health status data, as detailed in the *Forward Virginia Blueprint*.

Across All Phases

The *Phase Guidance for Virginia Schools* issued July 6, 2020, includes *Public Health Guidance for All Phases* which advises that school divisions should follow Centers for Disease Control and Prevention (CDC) guidance for schools pertaining to social and physical distancing, health, and hygiene, and cleaning and disinfecting. This includes, but is not limited to:

- Implement strategies to prioritize the health of staff and students, mitigate disease transmission, and maintain healthy environments.
- Provide remote learning exceptions and teleworking options for students and staff who are at a higher risk of severe illness, when feasible.

- Schools should strongly encourage families, faculty and staff to self-monitor their health daily.
 - If possible, conduct daily health screenings for staff and students. These should be done safely and respectfully, in accordance with privacy laws. Encourage symptomatic individuals to stay home and seek care as appropriate. Health screenings can be achieved via different methods; a school should decide what works best for their community (e.g. via apps or screening questionnaires).
 - School staff (as well as bus drivers) should observe students throughout the day and refer students or faculty/staff who may be symptomatic to the school healthcare point of contact.

- Public health has case investigation, contact tracing, and outbreak response guidance for school settings. This guidance is available on the Virginia Department of Health (VDH) website.

- Face Coverings
 - **For students:** Students should use cloth face coverings, when at least six feet of physical distancing cannot be maintained, as is medically and developmentally appropriate. The AAP states that “if not developmentally feasible, which may be the case for younger students, and wearing face coverings cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.
 - **For staff:** Staff should use cloth face coverings when at least six feet of physical distancing cannot be maintained, as is medically appropriate.
 - During meetings or gatherings or in narrow hallways or other settings where physical distancing may not be easy to maintain, a face covering would be prudent to wear. Other considerations such as speaking loudly, singing, etc should be considered and may require additional distance.
 - The use of cloth face coverings by teachers may inadvertently impede the education process for some populations. In these situations, schools should consider options on a case by case basis, and optimize physical distancing and other mitigation strategies where possible. Examples include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English- language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

- Before school divisions are allowed to have students return to campus, they are required to submit a plan to the Virginia Department of Education (VDOE) detailing strategies to mitigate public health risk for COVID-19 and comply with CDC and Virginia Department of

Health (VDH) recommendations. PGCPs submitted its Health Mitigation Plan for Phase II to the VDOE on June 17th which allowed the division to invite students back to campus for summer instruction. On July 28th, the Health Mitigation Plan for Phase III was also submitted to the VDOE.

The following outlines guidance for each phase:

Phase I

In Phase I, virtual/remote learning is the dominant method of instruction. School divisions may elect to provide in-person instruction for some students with disabilities. These services can include extended school year, school year special education services, including private placements with physical distancing. Students will only attend such programs if the Individualized Education Program (IEP) team agrees it is appropriate and the parents provide consent. Virtual instruction may remain appropriate for certain students who may be challenged with adherence to the strict physical distancing and safety guidelines as determined by the IEP team and the parents' consent.

Child care for working families may operate in schools but are subject to existing operational requirements for childcare programs and should be focused on providing programming/care to children of working families and limited to children in the local geographic area.

Schools may provide student services such as school meal programs.

No athletics or extracurricular activities are permitted.

Physical distancing guidelines are defined as:

- Physical distance should be created between children on school buses (e.g. seat children one per seat, every other row) limiting capacity as needed to optimize distance between passengers. In Phase I, limit bus capacity to 10 persons to the extent possible.
- The number of persons in a classroom should not exceed 10, and physical distancing of at least six feet should be maintained to the greatest extent possible.
- Other physical distancing precautions should include, but are not limited to:
 - Restrict mixing classes/groups of students
 - Close communal spaces
 - No large gatherings, assemblies, etc., per Governor Northam's Executive Order
 - No athletics or extracurricular activities.

Phase II

Extended school year and special education services that are allowed in Phase I may continue to

operate. In-person instruction can also be offered to additional populations for preschool through third grade and English Learners due to the unique challenges of providing remote academic and physical emotional support to young learners and English Language Learners.

Summer camps may be held in school buildings with physical distancing measures in place. During this phase, instruction continues to be predominately remote for most students in grades 4-12. Athletics and extracurricular activities may be limited to individual or team-based practice, skill-building drills or conditioning activities that allow physical distancing to be maintained at all times.

Physical distancing guidelines include:

- Six feet of physical distance to the greatest extent possible however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.
- Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, in assigned seating when possible. If possible given the age of students, weather conditions, etc., consider opening windows to improve ventilation.
- In addition to physical distancing described above, other physical distancing precautions should include, but are not limited to:
 - Restrict mixing classes/groups of students.
 - Close communal spaces.
 - Limited athletics and extracurricular activities.
 - Limit outdoor activities/recess to 50 people, with a priority on physical distancing and restricting mixing of classrooms.
 - No gatherings (assemblies, graduations, etc) of more than 50 people (indoor or outdoor). Indoor gatherings should be held only as necessary, and be limited in duration.

(Note: The VDH uses the standard definition of close contact as being within 6 feet of a person with COVID-19 for 15 minutes or more. Per CDC guidance, the use of face coverings are not a factor in the assessment of close contact.)

Phase III

In-person instruction may be offered to all students with physical distancing measures in place. In

this phase, remote learning exceptions and teleworking should be options when feasible for students and staff who are at a higher risk of severe illness (as defined by the Centers for Disease Control and Prevention). Extracurricular activities and athletics can be expanded with mitigation strategies. Social distancing guidelines include:

- Six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.
- Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row, and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and assign seating where possible. If possible given the age of students, weather conditions, etc. consider opening windows to improve ventilation.
- In addition to physical distancing, other distancing precautions should include, but are not limited to:
 - Consider restricting mixing classes/groups of students.
 - Consider closing or staggering the use of communal spaces.
 - Consider limiting the size of groups participating in outdoor activities/recess, with a priority on physical distancing and limiting mixing of classrooms.
 - Large school gatherings are not encouraged and limited to 250 people, per the large group gathering limitation in Phase III of *Forward Virginia*.
- For school athletics, indoor and outdoor recreational sports may occur if ten feet of physical distancing can be maintained by all instructors, participants, and spectators, with the exception of incidental contact or contact between members of the same household. This applies during instruction, practice, and during competitive events. Competition that involves close contact with other athletes must be avoided.

(Note: The VDH uses the standard definition of close contact as being within 6 feet of a person with COVID-19 for 15 minutes or more. Per local VDH guidance, the use of face coverings are not a factor in the assessment of close contact.)

Beyond Phase III

School divisions will return to a “new-normal” for instructional and extracurricular operations in consultation with public health officials.



COVID-19 Response Teams

A COVID-19 team has been established within the Prince George County School Division.

- PGCPs COVID-19 Team Leader, Dr. Lisa Pennycuff, Division Superintendent.
 - Dr. Laura Estes, Director of Human Resources
 - Mr. Scott Brubaker, Director of Technology
- PGCPs Instructional COVID-19 Response Leader, Mr. William Barnes, Assistant Superintendent of Instruction and Accountability
 - Mrs. Stephanie Bishop, Director of Secondary Education
 - Mrs. Robin Germanos, Director of Elementary Education
 - Mrs. Zetta Ethington, Co-Director of Student Services
 - Ms. Kae Partin, Co-Director of Student Services
 - Mr. Jason Chandler, Associate Director of Curriculum and Assessment
- PGCPs, Support Services COVID-19 Response Leader, Mr. Dustin Menhart Assistant Superintendent for Support Services
 - Mr. Ron Rhodes, Director of Operations
 - Mr. Dustin Nase, Director of Transportation
 - Mrs. Lana Pearce, Coordinator of Food Service
 - Mr. Lin Turner, Coordinator of Custodial Services
- PGCPs, Health Services COVID-19 Response Leader, Ms. Michelle Grate, Coordinator of Health Services.
- Virginia Department of Health, Crater Health District, Katrina Saphrey, Senior Epidemiologist

Prince George County Schools has also established a COVID-19 Team with a point person at each school facility. Names of staff and contact information include the following:

Harrison Elementary – Chris Scruggs, Principal (804) 991-2242

- Carey Newbold, RN – School Nurse - cnewbold@pgs.k12.va.us

William A. Walton Elementary – Chrystal Barnwell, Principal (804) 733-2750

- Heidi Dance, RN – School Nurse – hdance@pgs.k12.va.us

South Elementary, RN – Susan Braswell, Principal (804) 733-2755

- Kristin Kelly, RN – School Nurse – kkelly@pgs.k12.va.us

North Elementary – Dr. Theresa Marshall, Principal (804) 458-8922
o Tiffany Howington, RN – School Nurse - thowington@pgs.k12.va.us
L.L. Beazley Elementary– Dr. Amanda Clay, Principal (804) 733-2745
o Stacy Maddox, RN – School Nurse – smaddox@pgs.k12.va.us
J.E.J. Moore Middle School – Robert Knowles, Principal (804) 733-2740
o Elizabeth Dance, RN – School Nurse – edance@pgs.k12.va.us
N.B. Clements Jr. High – Thad Sebera, Principal (804) 733-2730
o Amanda Dillard, RN – School Nurse – adillard@pgs.k12.va.us
Prince George High School – Mike Nelson, Principal (804) 733-2720
o Tonya Bryant, RN – School Nurse – tbryant@pgs.k12.va.us

Response Team Leaders have collaborated with division and school based leadership along with other essential school personnel to plan for the following:

- Instructional planning and delivery for in-person and virtual/remote instruction
- Technology needs of students and staff
- Professional development and training necessary to support students and staff
- Socio-emotional supports for students
- Specialized needs of students with disabilities, English Language Learners, and other special populations
- Personnel and staffing needs, including supporting staff with high risk medical conditions
- Facilities and operations including cleaning and sanitization, food service, classroom capacity, and building set-up for physical distancing
- Transportation including bus capacity and safety protocols; management of increased traffic flow from families who will drop off/pick up their children



Supporting Educators and Staff

PGCPS is committed to supporting faculty and staff with guidance and training as we prepare to re-open our schools this fall. We recognize that planning for the “new normal” will not be easy. We believe that we will have to be prepared to be flexible in moving along the continuum of instructional delivery models within the phases.

It is important to acknowledge that we will experience some positive COVID-19 cases in our schools. Protocols will be in place to help faculty and staff determine the appropriate next steps when this happens to keep our school community safe. Faculty and staff who are at higher risk of severe illness from COVID-19 should consult with their medical provider regarding returning to in-person school settings.



Recognizing the Importance of Our Families

Families have a significant role in supporting the new culture of health and safety that each school must establish. Families can help limit or prevent the transmission of COVID-19 in our school community by checking their children daily for symptoms of COVID-19 and keeping children home from school if they are sick or have had close contact with a person diagnosed with COVID-19.

Our families can also contribute to the health and safety of our environment by encouraging and supporting the use of face coverings in school and on the bus as developmentally and medically appropriate.

Additionally, some of our children are at higher risk for severe illness from COVID-19. These vulnerable students include those with underlying medical conditions. These underlying conditions include, but are not limited to: Chronic lung disease, moderate to severe asthma, cancer, hypertension, severe heart conditions, weakened immunity, autoimmune diseases, severe obesity, diabetes, liver disease, and chronic kidney disease that requires dialysis.

Families of students with underlying medical conditions should seek the advice of their medical provider before sending their child back to school for in-person instruction.



Health & Safety Expectations

Health monitoring protocols for staff and students are outlined in the *PGCPS Health Mitigation Plan* and can be accessed on the school division's website at pgs.k12.va.us on the *Return to Learn* tab.

Health Screening and Monitoring During COVID-19

Screening and monitoring are essential components of limiting the spread of COVID-19. An important part of keeping Prince George County Schools safe is actively encouraging sick staff and students to stay home if they are ill and emphasizing the importance of knowing the symptoms of COVID-19.

In the CDC Update of July 23, 2020, the CDC made the following recommendations:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in person.

Although the CDC does not currently recommend the screening of all students in grades K-12 for symptoms of COVID-19, PGCPS will begin the school year checking students' temperatures as they enter the schools through the first interim period (4 ½ weeks). This process will then be reviewed to determine if it remains necessary for a longer period of time during the transition back to school.

The Coordinator of Health Services works directly with the Virginia Department of Health, Crater Health District, to respond quickly to any reports of possible exposure and to implement all necessary health and safety protocols.

PGCPS will continue to monitor the VDH website for local and state health statistics related to COVID-19, including the number of cases, hospitalizations, and other data relevant to the health of our community. This process will be re-assessed for future recommendations and/or phases based on guidance from the CDC and the VDOE.



For the complete PGCPS Health Mitigation Plan, please visit the *Return to Learn* webpage at pgs.k12.va.us/ReturnToLearn.




Defining PGCPs Return to Learn Instructional Plan for 2020-2021

Prince George County Public Schools seeks to bring as many of our students back to school as soon as we can and as safely as we can while following mandates and Phase Guidance from the Commonwealth.

Students will be provided new instruction at the start of the 2020-2021 school year, regardless of the reopening phase of the state. Instruction will be provided in-person for as many days as feasible and safely possible with the resources we have or remotely/virtually.

Phases will be determined by monitoring public health data, healthcare capacity, testing capacity, and other relevant factors.

- **Phase I:** Most students would participate in 100% remote/virtual learning. Students with disabilities may attend in-person in class sizes up to 10 students with physical distancing requirements if the Individualized Education Program (IEP) team agrees it is appropriate.
- **Phase II:** Schools may offer limited in-person instruction to preschool through third grade and English Learner students. Special education services offered in Phase 1 may continue to operate. Operational requirements include physical distancing and other mitigation strategies.
- **Phase III:** In-person instruction can be offered to all students. Operational requirements include physical distancing and other mitigation strategies.
- **Beyond Phase III:** School divisions will return to a “new normal” for instructional and extracurricular operations in consultation with public health officials. Additional guidance will be forthcoming as public health data, safety precautions, and guidance evolve.



Introduction to the Preschool-12 Options for PGCPs Families

Currently, PGCPs is in Phase III which allows the school division to consider in-person instruction for all students with physical distancing measures in place.

On July 22, 2020, Prince George families were contacted through School messenger email and voice mail and asked to select their instructional choice for the first semester of the 2020-2021 academic year from two options: 1) on-campus instruction for as many students as possible, for as

many days as possible, as safely as possible with the resources we have, or 2) 100% virtual/remote instruction. Both settings will follow CDC guidelines and guidance from the VDOE.

The Governor has stated that monitoring of health data may result in some regions or areas of the state being in different phases from others. He has indicated that it is likely that school divisions may move in and out of phases by region based on health data. As such, our instructional plans must be flexible and able to adjust to meet the phase that schools are placed in. This means that the in-person option for our students will have a continuum that ranges from a more traditional schedule of up to five days, to a hybrid of 2-4 days in-person instruction per week with 1-3 days virtual/remote, and a temporary virtual/remote will be necessary.

PGCPS will configure instructional spaces based on six-feet physical distancing. Due to the size and capacity of the room, the number of students may vary in each room.



Re-enrollment of All Preschool-12 PGCPS Students

Parents and guardians were asked to choose between two options. These included 1) Virtual/Remote Instruction and 2) In-person instruction for as many days as safely possible based on the resources of the school division. Parents were asked to provide their choice by July 29, 2020, to allow for the school division to begin scheduling based on the number of families who selected each option. Follow-up calls were made to the families who did not make a recorded selection. These families were informed that they would be registered for the virtual/remote option and for those interested, would be added to in-person classes based on space availability.



PGCPS Option 1: Virtual Academy

Prince George County Public Schools supports families who are selecting the best option for their student(s) during this unprecedented time. Parents can select remote/virtual learning for their student(s). Our goal for remote learning is to keep students engaged by providing the best academic experience possible while staying connected. Meaningful virtual lessons will be created to enhance student learning and growth.

Virtual Academy & Elementary Instruction

Parents can select virtual instruction for their child for the first semester of the 2020-2021 school year. If parents select this option, it will be for the entire first semester of school. The division recognizes and supports parents who are selecting the best option for their family during this unprecedented time.

Regardless of the reopening phase the Commonwealth may be in, the following virtual learning standards will be used during Phases I, II, and III:

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

All students will have a specific schedule to follow throughout the day, which will include online meetings with teachers and classmates. Students will have opportunities for small group instruction and remediation as needed. Teachers will utilize Google Classroom and Zoom to organize online meetings to deliver instruction. All students will participate in new instruction based on the Virginia Standards of Learning for specific grade levels.

PreK-5 Virtual Academy Sample Student Schedule: Three Hours of Instruction Per Day

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

* Special Services will be available during small group instruction and office hours.

* Students will also have access to recorded Zoom lessons from resource teachers.

* All lessons will be recorded for parents to be able to view.

Virtual Academy & Secondary Instruction

Secondary students will receive approximately 5 1/2 hours of instruction daily virtually.

Our goal for remote learning is to keep students engaged by providing the best academic experience possible while staying connected. Meaningful virtual lessons will be created to enhance student learning and growth.

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

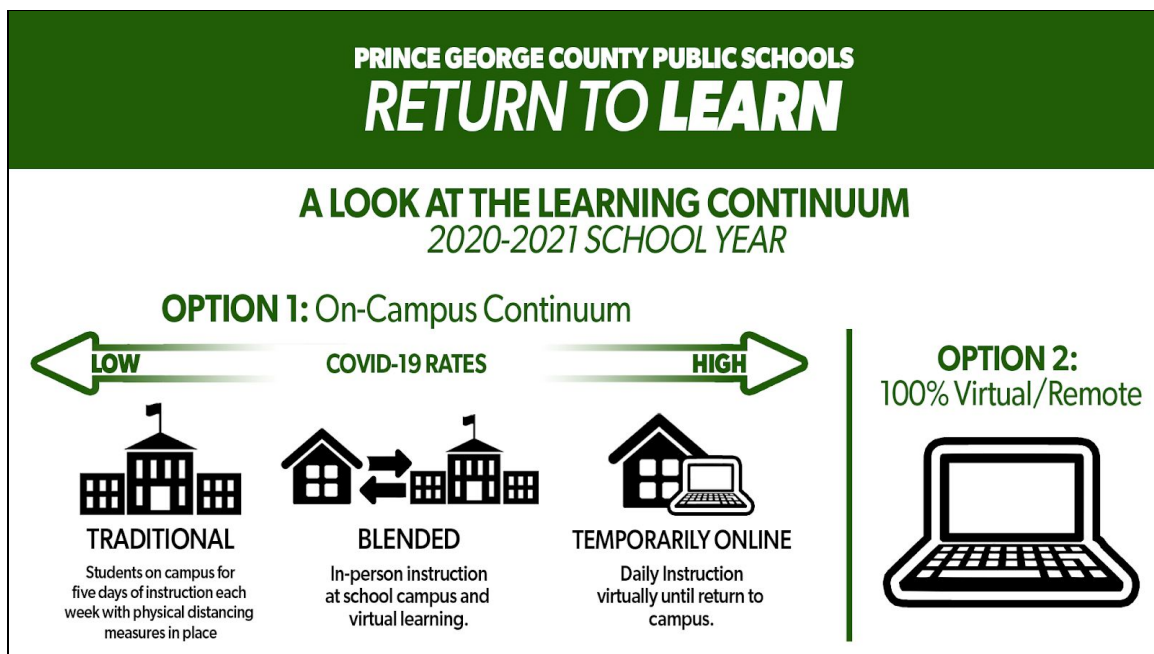
- Google Classroom will be used as the primary learning platform.
- Teachers will communicate weekly with students and use platforms such as Google Meet or Zoom to meet with students.
- Each class will follow a syllabus shared with students at the start of the course
- Online and digital instructional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

PGCPS Option 2: On-Campus Learning Continuum

As part of our Return to Learn Instructional Plan for the 2020-2021 academic year, we will offer on-campus instruction to our families for as many students, for as many days as safely possible with the resources we have.

In pursuit of the goal of serving our families, we understand the evolving public health situation surrounding COVID-19 and accompanying health data. As a result, in-person instruction will align with a learning continuum where the method of delivering instruction will correlate to COVID-19 rates in our community. The continuum features three scenarios:

- **Traditional:** Students receive instruction on-campus for as many days as safety and resources allow.
- **Blended:** Some days (2-4 days per week) of on-campus instruction with safety measures in place with virtual instruction for the remainder of the week (1-3 days per week)
- **Temporarily Online:** Daily instruction delivered virtually until return to on-campus instruction.



On-Campus Learning Continuum

The instructional model will fluctuate based on the health of our community along a continuum ranging from Traditional to Blended to Temporarily Online.

The Traditional Model brings students back to campus for five days of instruction each week with physical distancing measures in place.

The Blended Model offers a combination of in-person/on-campus and virtual/remote instruction online. Based on the demand for in-person instruction, physical distancing, and division resources, the number of days that students can attend in-person may range from 2-4 in-person instructional days on campus and 1-3 days of virtual/remote instruction for a total of five instructional days per week.

The Temporarily Online model will be necessary should a student or group of students be required to quarantine for 14 days or if the health of the community requires that all students be served in this model for a reason such as a return to a lower phase than the one we are currently in now which is Phase III.

NOTE: The Virginia Department of Health requires a 14-day quarantine for a person who has been within less than six feet of a person for a duration of more than 15 minutes who has tested positive for COVID-19. This means that a person or group could be required to be out for 14 days while having no symptoms. If the person is feeling well, instruction can continue during the quarantine. In this case, we would use the 'Temporarily Online' model to address the instruction during the 14 days until the person could return. At the end of the 14 days, the person would return to in-person instruction.

On-Campus Learning Continuum & Elementary Instruction

In the Blended model of instruction at the elementary schools, students will receive up to four days of learning on campus: Mondays, Tuesdays, Wednesdays, and Thursdays. Fridays are designated as virtual/remote instruction and planning days to provide support and enrichment to students while learning at home. Fridays will allow for opportunities to provide specialized support for some students to maximize their potential for growth. Fridays will also be designated as the days our custodial and maintenance teams will perform deep cleaning across the school division.

On-Campus Learning Continuum & Secondary Instruction

In the Blended model of instruction at the secondary schools, students will receive up to four days of learning on campus: Mondays, Tuesdays, Wednesdays, and Thursdays. Fridays are designated as virtual instruction and planning days to provide support and enrichment to students while learning at home. Fridays will allow for opportunities to provide specialized support for some students to maximize their potential for growth. Fridays will also be designated as the days our custodial and maintenance teams will perform deep cleaning across the school division.

Prince George High School

Modified Hybrid A/B Schedule

First Semester:

Blocks 1, 2, 4, 6

Second Semester:

Blocks 1, 3, 5, 7

Bell Schedule:

First Block (daily) 7:50 – 8:50

Second/Third Block 9:00 – 10:30

Fourth/Fifth Block 10:40 – 12:50*

Sixth/Seventh Block 1:00 -2:30

Lunch Schedule during 4th/5th Block

A Lunch: 10:40 - 11:02

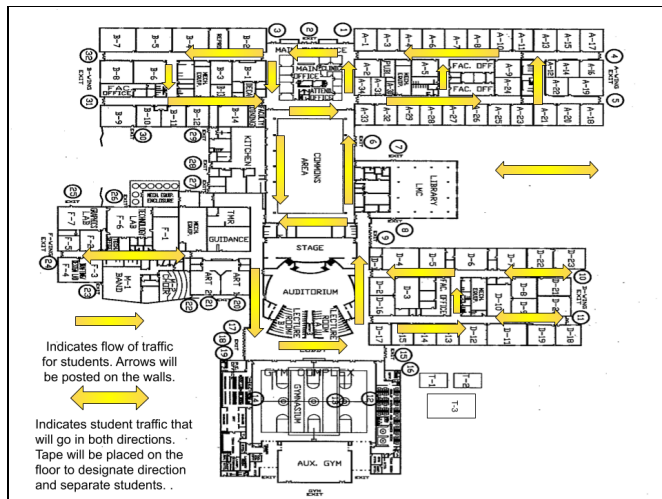
B Lunch: 11:07 - 11:29

C Lunch: 11:34 - 11:56

D Lunch: 12:01 - 12:23

E Lunch: 12:28 - 12:50

For in-person instruction, students would transition three times throughout the day. Students will have assigned seats in all classes.



Average Maximum Class Size

The average maximum class size at PGHS will be 15 students.

Minimizing Hallway Congestion

Arrows will be posted on the walls to show the flow of traffic in the hallways.

N.B. Clements Junior High School

Daily Schedule: 1st Semester

1st Block 7:50-8:50

Dismissal A Bell 8:50
Tardy A Bell/Dismissal B Bell 8:55
Tardy B Bell 9:00

2nd Block 9:00-10:30

Dismissal A Bell 10:30
Tardy A Bell/Dismissal B Bell 10:35
Tardy B Bell 10:40

4th Block 10:40-12:50 Lunch/*SEL

Dismissal A Bell 12:50
Tardy A Bell/Dismissal B Bell 12:55
Tardy B Bell 1:00

6th Block 1:00-2:30

Lunch/SEL Schedule

A Lunch: 10:40-11:02
B Lunch 11:07-11:29
C Lunch 11:34-11:56
D Lunch 12:01-12:23
SEL Mini-Block 12:28-12:50

Daily Schedule: 2nd Semester

1st Block 7:50-8:50/8:55

Dismissal A Bell 8:50
Tardy A Bell/Dismissal B Bell 8:55
Tardy B Bell 9:00

3rd Block 8:55/9:00-10:30/10:35

Dismissal A Bell 10:30
Tardy A Bell/Dismissal B Bell 10:35
Tardy B Bell 10:40

5th Block 10:40-12:50/12:55 Lunch/SEL*

Dismissal A Bell 12:50
Tardy A Bell/Dismissal B Bell 12:55
Tardy B Bell 1:00

7th Block 1:00-2:30

For in-person instruction, students would transition three times throughout the day.

Maximum average in-person class size

The maximum number of students in each classroom will vary and is dependent on the size of the classroom, six foot social distancing guidelines, and number of students enrolled in each course. On average, most classrooms should not exceed fifteen students.

*SEL Mini-Block

Daily time will be set aside each day to provide social emotional learning opportunities, both in-person and virtually.

The Second Floor plan shows a complex arrangement of rooms. Yellow arrows indicate the path of the 2002-2003 School Year. The path starts in the Media Center, goes up to the first floor, then up to the second floor, and continues through various rooms including the JROTC, Science, Computer Lab, and Main Gym. The path ends in the Media Center.

Second Floor

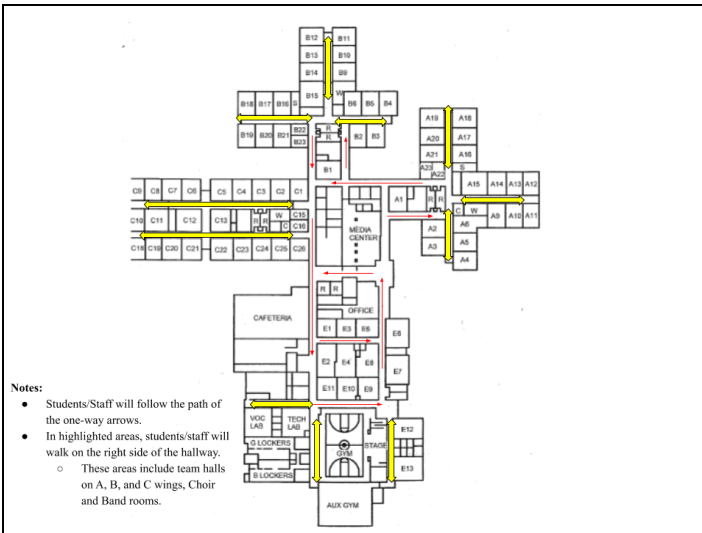
Rooms and areas on the Second Floor include: JROTC Rm. 118, Science Rm. 113, Science Rm. 111, Science Rm. 114, Science Rm. 110, Computer Lab Rm. 109, Teacher Workroom, Rm. 107, Rm. 105, Rm. 100, Rm. 101, Rm. 104, Rm. 102, Rm. 103, Rm. 106, Rm. 108, Rm. 109, Rm. 110, Rm. 111, Rm. 112, Rm. 113, Rm. 114, Rm. 115, Rm. 116, Rm. 117, Rm. 118, Rm. 119, Rm. 120, Rm. 121, Rm. 122, Rm. 123, Rm. 124, Rm. 125, Rm. 126, Rm. 127, Rm. 128, Rm. 129, Rm. 130, Rm. 131, Rm. 132, Rm. 133, Rm. 134, Rm. 135, Rm. 136, Rm. 137, Rm. 138, Rm. 139, Rm. 140, Rm. 141, Rm. 142, Rm. 143, Rm. 144, Rm. 145, Rm. 146, Rm. 147, Rm. 148, Rm. 149, Rm. 150, Rm. 151, Rm. 152, Rm. 153, Rm. 154, Rm. 155, Rm. 156, Rm. 157, Rm. 158, Rm. 159, Rm. 160, Rm. 161, Rm. 162, Rm. 163, Rm. 164, Rm. 165, Rm. 166, Rm. 167, Rm. 168, Rm. 169, Rm. 170, Rm. 171, Rm. 172, Rm. 173, Rm. 174, Rm. 175, Rm. 176, Rm. 177, Rm. 178, Rm. 179, Rm. 180, Rm. 181, Rm. 182, Rm. 183, Rm. 184, Rm. 185, Rm. 186, Rm. 187, Rm. 188, Rm. 189, Rm. 190, Rm. 191, Rm. 192, Rm. 193, Rm. 194, Rm. 195, Rm. 196, Rm. 197, Rm. 198, Rm. 199, Rm. 200, Rm. 201, Rm. 202, Rm. 203, Rm. 204, Rm. 205, Rm. 206, Rm. 207, Rm. 208, Rm. 209, Rm. 210, Rm. 211, Rm. 212, Rm. 213, Rm. 214, Rm. 215, Rm. 216, Rm. 217, Rm. 218, Rm. 219, Rm. 220, Rm. 221, Rm. 222, Rm. 223, Rm. 224, Rm. 225, Rm. 226, Rm. 227, Rm. 228, Rm. 229, Rm. 230, Rm. 231, Rm. 232, Rm. 233, Rm. 234, Rm. 235, Rm. 236, Rm. 237, Rm. 238, Rm. 239, Rm. 240, Rm. 241, Rm. 242, Rm. 243, Rm. 244, Rm. 245, Rm. 246, Rm. 247, Rm. 248, Rm. 249, Rm. 250, Rm. 251, Rm. 252, Rm. 253, Rm. 254, Rm. 255, Rm. 256, Rm. 257, Rm. 258, Rm. 259, Rm. 260, Rm. 261, Rm. 262, Rm. 263, Rm. 264, Rm. 265, Rm. 266, Rm. 267, Rm. 268, Rm. 269, Rm. 270, Rm. 271, Rm. 272, Rm. 273, Rm. 274, Rm. 275, Rm. 276, Rm. 277, Rm. 278, Rm. 279, Rm. 280, Rm. 281, Rm. 282, Rm. 283, Rm. 284, Rm. 285, Rm. 286, Rm. 287, Rm. 288, Rm. 289, Rm. 290, Rm. 291, Rm. 292, Rm. 293, Rm. 294, Rm. 295, Rm. 296, Rm. 297, Rm. 298, Rm. 299, Rm. 300, Rm. 301, Rm. 302, Rm. 303, Rm. 304, Rm. 305, Rm. 306, Rm. 307, Rm. 308, Rm. 309, Rm. 310, Rm. 311, Rm. 312, Rm. 313, Rm. 314, Rm. 315, Rm. 316, Rm. 317, Rm. 318, Rm. 319, Rm. 320, Rm. 321, Rm. 322, Rm. 323, Rm. 324, Rm. 325, Rm. 326, Rm. 327, Rm. 328, Rm. 329, Rm. 330, Rm. 331, Rm. 332, Rm. 333, Rm. 334, Rm. 335, Rm. 336, Rm. 337, Rm. 338, Rm. 339, Rm. 340, Rm. 341, Rm. 342, Rm. 343, Rm. 344, Rm. 345, Rm. 346, Rm. 347, Rm. 348, Rm. 349, Rm. 350, Rm. 351, Rm. 352, Rm. 353, Rm. 354, Rm. 355, Rm. 356, Rm. 357, Rm. 358, Rm. 359, Rm. 360, Rm. 361, Rm. 362, Rm. 363, Rm. 364, Rm. 365, Rm. 366, Rm. 367, Rm. 368, Rm. 369, Rm. 370, Rm. 371, Rm. 372, Rm. 373, Rm. 374, Rm. 375, Rm. 376, Rm. 377, Rm. 378, Rm. 379, Rm. 380, Rm. 381, Rm. 382, Rm. 383, Rm. 384, Rm. 385, Rm. 386, Rm. 387, Rm. 388, Rm. 389, Rm. 390, Rm. 391, Rm. 392, Rm. 393, Rm. 394, Rm. 395, Rm. 396, Rm. 397, Rm. 398, Rm. 399, Rm. 400, Rm. 401, Rm. 402, Rm. 403, Rm. 404, Rm. 405, Rm. 406, Rm. 407, Rm. 408, Rm. 409, Rm. 410, Rm. 411, Rm. 412, Rm. 413, Rm. 414, Rm. 415, Rm. 416, Rm. 417, Rm. 418, Rm. 419, Rm. 420, Rm. 421, Rm. 422, Rm. 423, Rm. 424, Rm. 425, Rm. 426, Rm. 427, Rm. 428, Rm. 429, Rm. 430, Rm. 431, Rm. 432, Rm. 433, Rm. 434, Rm. 435, Rm. 436, Rm. 437, Rm. 438, Rm. 439, Rm. 440, Rm. 441, Rm. 442, Rm. 443, Rm. 444, Rm. 445, Rm. 446, Rm. 447, Rm. 448, Rm. 449, Rm. 450, Rm. 451, Rm. 452, Rm. 453, Rm. 454, Rm. 455, Rm. 456, Rm. 457, Rm. 458, Rm. 459, Rm. 460, Rm. 461, Rm. 462, Rm. 463, Rm. 464, Rm. 465, Rm. 466, Rm. 467, Rm. 468, Rm. 469, Rm. 470, Rm. 471, Rm. 472, Rm. 473, Rm. 474, Rm. 475, Rm. 476, Rm. 477, Rm. 478, Rm. 479, Rm. 480, Rm. 481, Rm. 482, Rm. 483, Rm. 484, Rm. 485, Rm. 486, Rm. 487, Rm. 488, Rm. 489, Rm. 490, Rm. 491, Rm. 492, Rm. 493, Rm. 494, Rm. 495, Rm. 496, Rm. 497, Rm. 498, Rm. 499, Rm. 500, Rm. 501, Rm. 502, Rm. 503, Rm. 504, Rm. 505, Rm. 506, Rm. 507, Rm. 508, Rm. 509, Rm. 510, Rm. 511, Rm. 512, Rm. 513, Rm. 514, Rm. 515, Rm. 516, Rm. 517, Rm. 518, Rm. 519, Rm. 520, Rm. 521, Rm. 522, Rm. 523, Rm. 524, Rm. 525, Rm. 526, Rm. 527, Rm. 528, Rm. 529, Rm. 530, Rm. 531, Rm. 532, Rm. 533, Rm. 534, Rm. 535, Rm. 536, Rm. 537, Rm. 538, Rm. 539, Rm. 540, Rm. 541, Rm. 542, Rm. 543, Rm. 544, Rm. 545, Rm. 546, Rm. 547, Rm. 548, Rm. 549, Rm. 550, Rm. 551, Rm. 552, Rm. 553, Rm. 554, Rm. 555, Rm. 556, Rm. 557, Rm. 558, Rm. 559, Rm. 560, Rm. 561, Rm. 562, Rm. 563, Rm. 564, Rm. 565, Rm. 566, Rm. 567, Rm. 568, Rm. 569, Rm. 570, Rm. 571, Rm. 572, Rm. 573, Rm. 574, Rm. 575, Rm. 576, Rm. 577, Rm. 578, Rm. 579, Rm. 580, Rm. 581, Rm. 582, Rm. 583, Rm. 584, Rm. 585, Rm.

J.E.J. Moore Middle School

To minimize transitions, students will follow a six-period daily schedule and odd/even days for PE and Exploratory classes. Team teachers will rotate from class to class. Most students will transition two times during the day: one time for lunch and one time for Health/PE or Exploratory class. A few students will rotate to remediation and enrichment classes during 5th period. Virtual and in-person schedules are purposely designed to mirror each other for equity and to allow for easy transition from phase to phase.

Virtual and In-Person Daily Schedule:

J.E.J Moore Middle School - VIRTUAL and IN-PERSON BELL SCHEDULE		
1st Period (will include Locker Time, Homeroom, and Transition)	7:20-8:38	(76 minutes)
2nd Period	8:41-9:26	(45 minutes)
3rd Period (Homeroom for A-wing)	9:29-10:14	(45 minutes)
4th Period	10:17-11:02	(45 minutes)
LUNCHES and 5th Period	11:05-12:54	(109 minutes)
6th Period	12:57-1:42	(45 minutes)
7th Period	1:45-2:30	(45 minutes)
Buses Depart	2:30-2:45	(15 minutes)
Teachers' Day End	2:50	
*** A-Wing, (7 th graders), will do ODD/EVEN classes for 1 st and 2 nd periods for PE and Exploratory- Hurricanes, Wildfires, Volcanoes		
*** B-Wing, (6 th graders), will do ODD/EVEN classes for 3 rd and 4 th periods for PE and Exploratory- Penguins, Roadrunners, Panthers, Bobcats		
*** C-Wing (6 th and 7 th graders) will do ODD/EVEN classes for 6 th and 7 th periods for PE and Exploratory- Tidal Waves, Tornadoes, Lions, Dolphins		
There will be a 3-minute transition between each period		



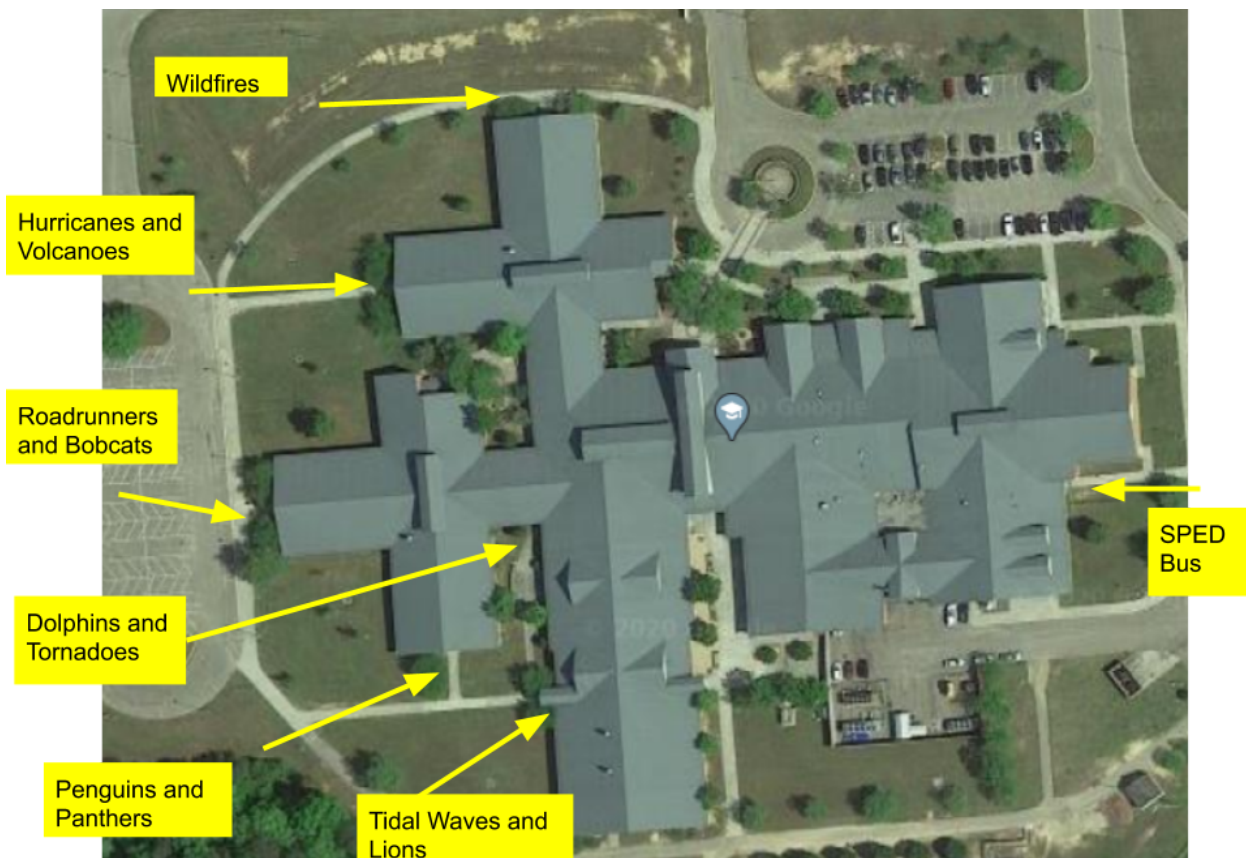
Maximum average in-person class size

The maximum number of students in each classroom will not exceed 15 and is dependent on the size of the classroom, six foot distancing guidelines and number of students enrolled in the course.

Minimizing Hallway Congestion:

Students and staff will follow the path of the one-way arrows as they travel the hallways. In the highlighted areas of the attached diagram, students and staff will walk on the right side of the hallway.

(These areas include team halls on A, B, and C wings, Choir and Band rooms)



From Bus Loop: Students will enter a door based on team. They will be escorted through bus loop and into the building by teachers. Students are met at the door by a team teacher and escorted to their 1st Period/Homeroom.

Prince George Education Center

PG Pals I (8th Grade) and PG Pals II (9th Grade) Daily Schedule	
BLOCK 1	8:00-8:55 a.m.
BLOCK 2	9:00-9:55 a.m.
BLOCK 3	10:00-11:30 a.m.. (Lunch 10:30-11:00)
BLOCK 4	11:35-12:30 p.m.
BLOCK 5	12:35-1:30 p.m.
BLOCK 6	1:35-2:25 p.m.

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

Project Choice Semester Schedule

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

Prince George Education Center can easily physically distance due to small class sizes, with our largest class being a class of 10. All desks will be arranged 6 feet apart.

Average Maximum Class Size

The maximum class size for Prince George Education Center will be 10 students.

Lunch

The students will eat lunch in the classroom. However, when weather permits, students will eat outside on our picnic tables to encourage further physical distancing.

Rowanty Technical Center

Prince George Education Center students are not eligible for Rowanty Technical Center.

Staggered Seating

All seats in classrooms will be numbered. Student seating will be staggered from one class to the next.

- For example: Students in the 1st block will sit in odd numbered seats. Students in the second class will sit in even numbered seats. Students in 4th block will sit in odd numbered seats. Students in 6th block will sit in even numbered seats.

Minimizing Congestion:

Classes will dismiss on a rotation to minimize congestion.



Elements Present In Options

Grading

All grading and assessment requirements will follow the regular grading policy outlined by Prince George County schools for both in-person and virtual learning. All grades will be entered into Tyler SIS for parents to view in the Parent Portal. The grading scale and requirements can be found in the Student Handbook for Prince George County Public Schools.

Technology and Connectivity

All students in grades 6-12 will have access to a Prince George County Public Schools Chromebook or laptop. Additional hotspots will be available to support students in need of internet connectivity. All school parking lots are also WiFi accessible.

Social Emotional Learning

All elementary schools will implement Morning Meetings for students for in-person and virtual learning. School counselors will conduct monthly sessions with all classrooms in grades K-5 to promote social emotional learning. School counselors will also conduct small group sessions with students as needed. To encourage social and emotional learning, teachers will promote outdoor instruction and breaks throughout the school day.

Gifted Students

Services for PACE students in grades 1-7 will include time for synchronous instruction. Students will meet regularly with resource teachers who will provide creative and critical thinking instruction. Gifted resource teachers will also collaborate with classroom teachers to develop instructional activities that meet students' varied needs within the established curriculum. The focus will be on differentiated instruction and whole class enrichment opportunities. Communication with families will focus on providing support for virtual learning and resources to support the social-emotional needs of their gifted child.

Identified gifted students in grades 8-12 will continue to receive counseling support from the gifted resource teachers in an online or in-person setting. Counseling support will include issues surrounding career and college planning and academic coursework, as well as addressing social and emotional issues common to gifted students. The gifted resource teachers will continue to collaborate with classroom instructors to ensure that differentiated instruction is used to meet the needs of identified gifted students. Students will continue to be challenged through the school's most rigorous Advanced Placement, honors, and dual enrollment courses. The gifted resource teachers will continue to communicate with students to inform them of enrichment opportunities.

and to assist with application processes associated with them. Identified gifted students in grades 9-12 also have the option of taking honors independent study as part of their coursework; the gifted resource teacher will supervise these students either online or in-person.

Identification of Instructional Gaps Through Student Assessment & Student Needs

Teachers will use diagnostic formative pre-assessments in all academic subject areas at the beginning of the school year to determine individual needs and potential gaps in learning. Teachers will use the data from the diagnostic formative assessments to measure mastery to inform instruction and to plan for remediation and enrichment opportunities for students. Differentiated instruction will be designed and pacing of the curriculum will be adjusted, based on the needs of students.

The following assessments will be used to identify learning needs and potential gaps:

- **K-1**
 - PALS
 - Star Early Literature
 - Fountas and Pinnell Benchmark Assessment
 - Teacher-created diagnostic assessments for all academic subject areas
 - District-wide assessments
- **2-5**
 - District PowerSchool assessment on the fourth quarter objectives from the 2019-2020 school year that were taught during the COVID-19 school closure (March 13-June 12, 2020) to determine areas of strength and areas for improvement
 - STAR Reading
 - STAR Math
 - Fountas and Pinnell Benchmark Assessments
 - Teacher-created diagnostic assessments for all academic subject areas
 - District-wide assessments.
- **6-7**
 - STAR Reading
 - Teacher created diagnostic assessments for Math, Science, English, and Social Studies
 - ARDT for Algebra Readiness students
- **8-9**
 - Teacher-created diagnostic assessments for all academic subject areas
 - Student growth assessments (SGAs) for content areas
- **10-12**
 - Teacher-created diagnostic assessments for all academic subject areas.

Curriculum guides and resources will be adjusted to incorporate essential skills and content identified as not yet mastered into the new instruction offered for the FY21 school year.

Intervention Services

PGCPS uses a Tiered System of Supports to provide responsive instruction for the academic, behavioral, and wellness needs of our students. Schools use formative and summative assessment measures to monitor student progress and provide intervention for those who have not yet mastered essential skills. Support staff and interventionists will collaborate with classroom teachers and building administrators to address the needs of the students.

Students in need of academic support will receive assistance from reading interventionists, PALS, Title I, and math interventionists. Small group intervention will also be available for distance learning students who need additional instruction.

Supporting Our Vulnerable & Special Populations

In response to flexible learning options for students with disabilities, IEP teams may reconvene to determine and document appropriate services based upon the needs of the students. Any considerations regarding alternate scheduling will be made through the IEP teams. Special education services will be provided within the least restrictive environment possible while maintaining the safety of students and staff. Ongoing support and collaboration with families will continue through the IEP team meeting process. When planning for reopening, the district will make every effort to ensure students with disabilities receive services as appropriate in the recommended setting in accordance with their individualized educational plans (IEPs). Given the limitations of physical distancing and other health and safety requirements, instruction will be adapted to meet the unique students' needs on a case by case basis.

English Language Learner (ELL) tutors and general education teachers will embed language accessibility and supports in their learning lessons and activities for in-person or virtual instructional delivery. ELL tutors and general education teachers will collaborate to support students accessing the general education curriculum. English Language Learners will receive support using push-in instruction. Small group intervention will be available for distance learning as well.

Gifted students will receive enrichment opportunities by the Gifted Resource teacher using push-in instruction for in-person learning and a virtual option for students who choose remote learning.

Professional Development

Teachers and Staff will receive training on the following topics:

- COVID-19 Health and Safety Procedures/Health Mitigation Plan
- Use of Google Classroom as a Platform for Instruction
- Quality Virtual Instruction Through Collaborative Planning
- Project Based Learning for Remote and In-person Learning Environments
- Online Communication Platforms – NearPod, Zoom
- Online Resources such as: IXL, Study Island, APEX, Virtual Virginia, Flocabulary
- Social Emotional Learning and Mindfulness
- Classroom Management for Remote and In-person Instruction



Prince George County Public Schools Support Services

Food & Nutrition Services, Operations and Maintenance, Student Transportation, Human Resources, Custodial Services

Food Service

Prince George County Public Schools Food & Nutritional Services teams at our schools will prepare appropriate meals and begin providing those meals to our students at the beginning of the school year. Dependent on Phase Guidance, a transition to traditional communal dining areas while adhering to physical distancing and other migration guidelines is possible.

At this time, all schools will be participating in the NSLP (National School Lunch Program and NSBP, (National School Breakfast Program).

PGCPS Food & Nutritional Services will implement services for each school site as permitted within Phase Guidance to best support the district's efforts to meet the nutritional needs of students.

- Employees will continue to use appropriate personal protective equipment (PPE), including, but not limited to, single-use gloves, masks, and hair restraints.
- All items handled by students will be single-use and/or aseptically packaged to reduce the risk of cross-contamination.
- Increased cleaning and sanitization with COVID-19-approved chemicals on all common food preparation and serving equipment. Team members will also receive additional training regarding best practices for cleaning and disinfecting procedures.

On-Campus Meal Delivery to Students

- Pre-K, Kindergarten
 - Meals will be delivered to students' classrooms
- First through Fifth Grades
 - Students will be able to pick up their meals in their school's cafeteria while adhering to physical distancing recommendations while moving through hallways and serving lines.

All grade levels will begin the year serving individually packaged meals in single use hinged containers with wrapped cutlery and condiments and utilize learning zones (classrooms and/or outside areas) as dining areas. We will continue to utilize fresh fruits and vegetables with a focus on variety and nutrition.

Virtual Academy Meal Distribution to Students

'Grab-N-Go' distribution points will be offered for students who are taking part in the PGCPs Virtual Academy. Scheduled days and times will be posted on the PGCPs website and the school district's official social media channels.

Prohibition on Vendor Food Delivery, Parent Food Drop-Off

To limit interactions with students and staff while maintaining a controlled environment, outside vendor food delivery or parent delivery of food to students will be prohibited. Parents and others will be prohibited from having lunch with students.

Payment During Meal Services

To limit in-person exchanges or cash register transactions, we will urge students and parents to go "cashless" during operation by increasing the use of our automated pre-payment system (myschoolbucks.com). During meal service, no cash will be accepted to reduce customer contact. Barcoding recognition methods have been procured to reduce repeated touching of keypads for PIN numbers.

Secondary students who have a phone will be able to download a barcode that will be scanned at the pin pad location. Students without a phone will have a bar code tag that they can scan.

Cafeteria Usage

As Phase Guidance and safety recommendations allow, PGCPs may transition to using the existing cafeteria for service to maximize student choice. If appropriate physical distancing can be maintained, we may utilize established dining areas in the cafeteria. If the cafeteria is utilized for food service and dining, we will have seating marked to keep proper physical distancing with clearly marked spacing through lines (e.g., floor stickers denoting proper physical distancing). Serving times will be staggered if needed to allow cleaning between shifts. Principals will inform the cafeteria of the serving times. Students will return to their classrooms or cafeteria to consume their meal.

Operations

Classroom Layout and Physical Distancing

All classrooms will be arranged in such a manner that allows for all desks and student seating areas to face toward the front of the classroom and to be positioned six feet apart to provide physical distancing for students. The floors will be marked to highlight desk positions to allow seating areas to be properly reset with physical distancing guidelines following classroom cleanings.

Hallway Travel

Travel in school hallways will be one-directional where able and students, faculty, and staff are asked to follow physical distancing guidelines when traveling through hallways.

Water Bottle Fill Fountains

Water bottle fill stations have been installed at all schools for student and staff use. Students and staff are asked to bring their own water bottles for use at the stations. The traditional water fountain tap where users lean over the unit to drink water is inactive and unavailable for use as part of mitigation efforts to reduce the spread of COVID-19.

During the Spring 2020 shutdown of school facilities, PGCPs' Operations Team continued to regularly flush each school facility's water system and faucets to maintain water quality.

Health Information Signage

Informational posters will be placed throughout school hallways to promote social distancing and other health behaviors aimed at reducing the spread of COVID-19. Each school will have signage placed on the main entrance doors that lists health questions and potential COVID-19 systems to allow visitors to screen themselves prior to entering the building.

Ventilation

The Prince George County Public Schools' Operations Team is working with our HVAC staff, mechanical engineer, and commercial vendors to maximize ventilation and the intake of fresh air.

Student Transportation

The PGCPs Department of Transportation has developed a plan to provide the safest mode of transportation to and from school for all students that considers the CDC recommendations and the current guidelines in place under Governor Northam's phased guidance.

School Bus Sanitation

Disinfecting procedures for PGCPs school buses have been increased. Buses will be sanitized at central parking locations (garage and schools) in between AM and PM routes.

In addition to the sanitizing spray procedures, drivers will be provided with sanitizing supplies for use on frequently touched surfaces (such as handrails and seats) to be used between whole bus sanitizing procedures. Handheld battery powered sprayers will be used. Buses will be cleaned and disinfected using only EPA-approved products against COVID-19 to help reduce risks, when available.

Student Transportation During Phase I, II, and III

- **Phase I:** In accordance with Phase Guidance, physical distance should be created between children on school buses (e.g., seat children one per seat, every other row), limiting capacity as needed to optimize distance between passengers. In phase 1, limit bus capacity to 10 persons to the extent possible. All routes and times will look different.
- **Phase II and III:** In line with Phase Guidance, physical distance should be created between children on school buses when possible (e.g., seat children one per seat, every other row), limiting capacity as needed to optimize distance between passengers. Children (such as siblings) living together may sit together on the bus. All routes and times will look different.

Other Modes of Student Transportation

Students who require transportation in a vehicle other than a school bus will also have new protective measures instituted to ensure the safest mode of transportation possible to and from school.

- **School Division Vehicles**
 - Students and drivers will be highly encouraged to wear face coverings during transport.
 - Only one student will be transported at any given time unless there are two students from the same household. This will be determined on a case by case basis.
 - Interactions between students, parents, and drivers will be minimized.
 - Vehicles will be sanitized between AM and PM routes. More frequent cleaning will be completed, as necessary.

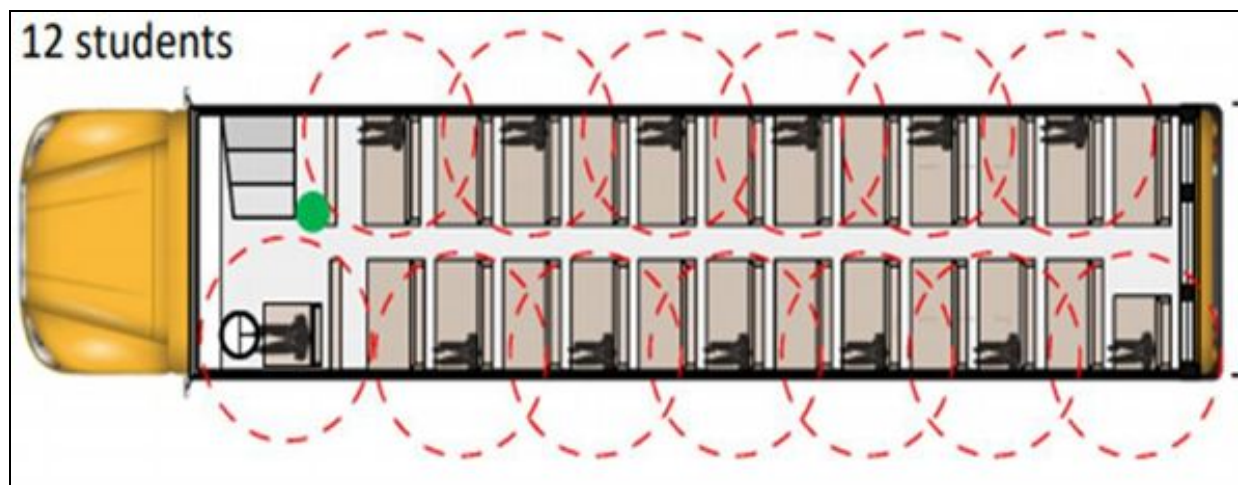
Pupil Ridership Capacity During Each Phase

Pupil ridership capacity possible within the recommended guidelines to maintain physical distancing while transporting students. Capacity chart below for each phase.

Type	3 students per seat Normal routes (Different for special transportation bus)	1 student every other seat Phase 2 (Different for special transportation bus)	1 student per seat Phase 3 (face covering encouraged)- Different for special transportation bus	1 student per seat (current CDC guidelines-phase 3) Different for special transportation bus
77-passenger	77	13	26	26
65-passenger	65	11	22	22
12-passenger-special transportation bus Depending on equipment needed.	9-12	4-5	5-8	5-8

* These numbers may increase as children living in the same house may sit together on the bus.

Physical Distancing Configuration During Phase II



During Phase 2: Approx. 13 students transported on 77-passenger bus, and up to 11 students transported on 65-passenger bus (may vary due to students residing in the same household).

Students will be placed one per row skipping every other row. This will allow up to 13 students on a standard 77 passenger bus, and the driver. If a bus assistant is required, there will only be 12 students (See Above Image).

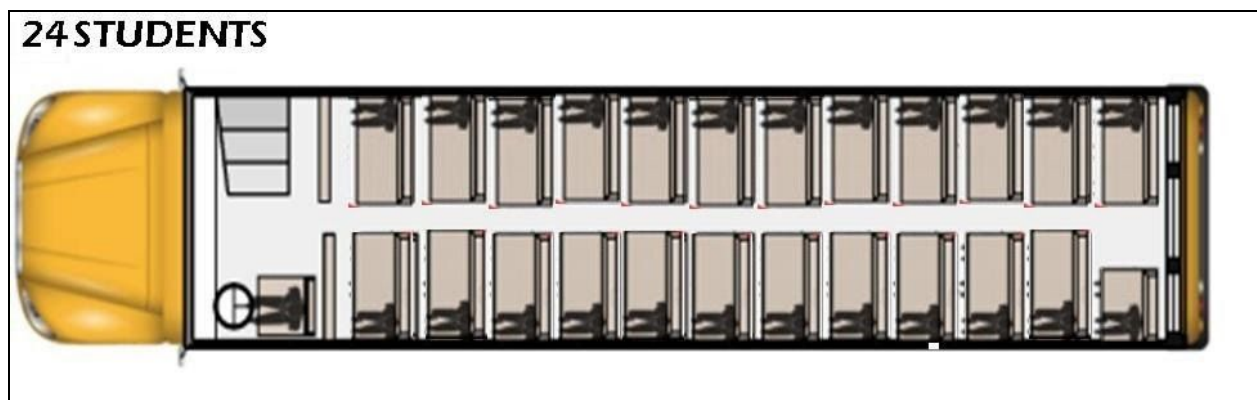
- Students will be loaded from rear to front and unload from front to rear to limit interactions between students.

- Assigned seats will be required for all students to limit the number of students utilizing each seat. Students residing in the same address can sit in the same seat.
- Elementary age students do benefit from the high seat backs, as the seats provide additional protection from the seats in front of and behind the student.
- Students and the driver will always be highly encouraged to wear face coverings while on the bus.

Using this same configuration, the following would apply:

- A 65-passenger bus would be able to accommodate up to up to 11 students and a driver.
- A 12 passenger-special transportation bus would be able to accommodate 4-5 individuals. Capacity of our special education buses will be safely and logistically determined on a case-by-case basis.

Physical Distancing Configuration During Phase III



During Phase 3: Approximately 26 students transported on 77-passenger bus, up to 11 students transported on 65-passenger bus (may vary due to students residing in the same household).

Students are placed one in each seat without skipping rows. Students will alternate from window to aisle as they sit. The capacity of students that could be transported increases up to 26 students for a 77-passenger bus. (See Above Image)

- Students will be loaded from rear to front and unload from front to rear to limit interactions between students.
- Assigned seats will be required for all students to limit the number of students utilizing each seat. Students residing in the same address can sit in the same seat.
- Elementary age students do benefit from the high seat backs. As they provide additional protection from the seats in front of and behind the student.
- Students and drivers will always be highly encouraged to wear face coverings while on the bus.

Using this same configuration, the following would apply:

- A 65-passenger bus would be able to accommodate up to 22 students and a driver.
- A 12- passenger SPED bus would be able to accommodate up to 5-8 individuals. Capacity of our special transportation buses will be safely and logistically determined on a case-by-case basis.



References

Phase Guidance for Virginia Schools (2020)

<https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf>

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