



2020-2021 Instructional Plan

Semester 2 Version: Updated December 15, 2020



Bessie Weller
Elementary



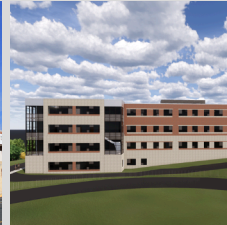
McSwain
Elementary



Ware
Elementary



Shelburne
Middle



Staunton
High



Dixon
Center

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Remote Learning Plan

Student Learning Plan

Our goal is to engage ALL learners, no matter the format of instruction.

School Schedules



WHY: Reasons to Return to School

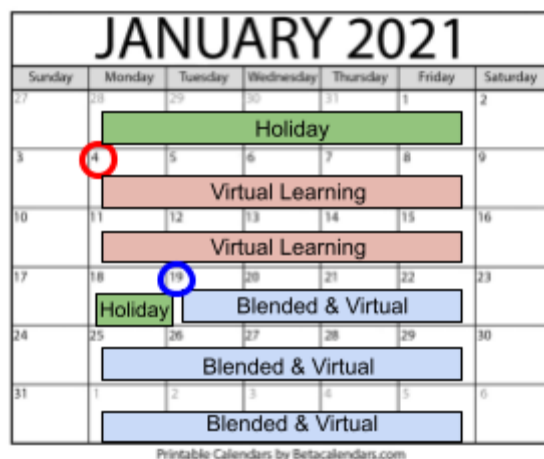
Please refer to the [December 2020 Superintendent Report](#) for reasons to return to school.

WHEN: Calendar

The second semester begins on **Monday, January 4, 2021**. The first two weeks of the semester will continue in a virtual model.

Beginning on **Tuesday, January 19, 2021**, students will engage in one of two models of instruction: virtual or blended (based on family preference). Students will receive communication and log-in information from their teachers prior to this transition.

Please refer to the [division calendar for 2020-2021](#).



WHAT: Virtual or Hybrid Learning



Thank you to each of our families for completing a [survey](#) on their preferred mode of learning for the second semester! Our initial survey had an 89% response rate (representing 2,249 of 2,523 students), and we have worked to gather preferences from all remaining families. Our most recent data indicates 70% prefer the blended model, and 30% prefer the virtual model. Based on the varied survey responses and to accommodate as many family needs as possible, Staunton City Schools will be providing two options for students/ families:

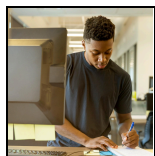
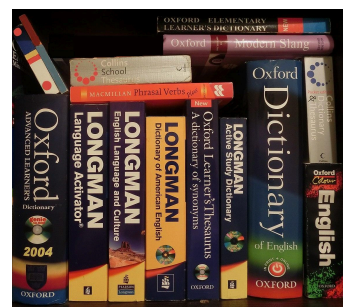
- 1) **Virtual (30%):** Students will receive instruction through online sessions with teachers and online resources and provided materials. We will continue to offer curbside pick-up, as needed, for families.
- 2) **Blended (70%):** Students will come to school for in-person instruction on a modified schedule and will receive additional learning through online resources and provided materials. All students will attend a minimum of two days per week - A day (Tuesday/Thursday) or B day (Wednesday/Friday) for instruction. Monday will be used by staff for cleaning of buildings, preparation for remote and in-person instruction, professional development, and communication with students/families. The chart provides a summary of instructional learning:

Monday	Tuesday	Wednesday	Thursday	Friday
Groups A & B: Virtual learning	Group A: In-person learning	Group A: Virtual learning	Group A: In-person learning	Group A: Virtual learning
Cleaning/ Professional learning/ Communicating	Group B: Virtual learning	Group B: In-person learning	Group B: Virtual learning	Group B: In-person learning

Both models include new instruction, regular communication, and accountability with grades & attendance.

Helpful Terms:

- **Synchronous Instruction:** Students and the teacher interact with each other. This could be during in-person instruction, within an online Zoom or Google Meet session, or during office hours.
- **Asynchronous Instruction or Independent Work Time (IWT):** Students are working independently. This could include viewing an instructional video and/or completing materials and resources within SeeSaw or Google Classroom.
- **Simultaneous Instruction:** Both in-person and virtual students are interacting with the teacher at the same time, or simultaneously.



A Typical Student Week for ALL Students (Blended &



Virtual)

Students will be learning all 5 days of the week.

Monday	❑ Students and families receive weekly communication about the week. ❑ An updated calendar helps outline the weekly routines, assignments, and areas of focus. ❑ Students may have assigned office hour times, as needed. This is a time for students to connect with their teacher on specific discussions or questions. ❑ Teachers may also reach out on this day, as needed, for additional support.
Tuesday - Friday	Simultaneous Time: EACH day, students will connect with their teacher. (Elementary = morning meeting; Middle = success block; High = 1st-4th blocks) Synchronous Time: This is a time when the students and the teacher will interact together. ❑ Each student will receive a minimum of two days per week for synchronous instruction. Blended students will come into school on these days (either A day - Tuesday/Thursday or B day - Wednesday/Friday) with mitigation strategies in place, and virtual students will log-in from home. There may be additional support times added later, once we've had a chance to begin the new schedule. ❑ For virtual learners, the synchronous times will be recorded to the extent possible, so that students may view later if there are unexpected internet issues, etc. during the time of the recording. The teacher will provide consistent times for instruction to help students stay on a specific pattern and routine. These times will also be included in their weekly schedule. ❑ Because groups will be smaller, the amount of support and the pace that students will be able to progress with the teacher in these two days will likely be faster. Students have had a chance to learn many of the platforms in the first semester, and the daily connections through the simultaneous times can help set the stage for daily work. Asynchronous Time: This is a time when students are working independently. ❑ Students will be learning for all 5 days. ❑ There will be instructional videos, tasks, and assignments that will be outlined through the weekly calendar (with due dates) for students to practice while they are away from the teacher. Students and families should anticipate that students spend the following amounts of time on asynchronous work: - Preschool: 2 hours/ week (about 30 minutes/day) - Elementary: 6 hours/ week (1.5 hours/day or 2 hours/asynchronous days) - Middle: 6 hours/ week (1.5 hours/day or 20-30 minutes/course/day)

	- High: 3 hours/course/week - about 12 hours/week (30-40 minutes/course/day)
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Teachers will be teaching A students on Tuesday/ Thursday and B students on Wednesday/Friday.

Common Elements in ALL Schedules:

In what ways are schedules across all levels similar?

- Provide opportunities to connect with the teacher 4 days per week through simultaneous instruction
- Maintain current teacher(s) to the extent possible and provide open houses when transitions occur
- Create a model that can sustain varied numbers of blended and virtual students (through the remainder of the school year)
- Provide equitable direct instruction (synchronous times) and independent practice (asynchronous times) for students in both the blended and virtual model
- Similar pacing and assignments for in-person and fully-virtual
- Ensure students receive adequate instructional hours (for core instruction when synchronous and asynchronous times are combined)
 - Preschool: 680 hours
 - Elementary: 680 hours
 - Middle: 560 hours
 - High: 140 hours per course
- Provide time for teachers to deliver individualized support and communication with students and families (weekly each Monday)



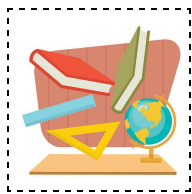
Preschool Schedule

All preschool students attend in-person four days per week. Students have at-home packets and kits that allow for additional practice on Mondays. This is also a time for teachers to connect with families. The classrooms are double-sized, which allows for social distancing to occur throughout the school day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Preschool	Asynchronous	8:00 - 2:30 - All students	8:00 - 2:30 - All students	8:00 - 2:30 - All students	8:00 - 2:30 - All students

Elementary School Schedule

Students will have an opportunity to connect with their teacher Tuesday-Friday through the morning meetings. This will be a time for simultaneous instruction, where students in-class and at-home may connect together to help provide a clear focus for the tasks for the day and come together as a classroom community. Students will be assigned an A or B day and will either attend virtually or participate in class on those days. Students participating in both models will be provided a similar schedule from their teacher that includes:



- Direct literacy instruction
- Direct math instruction
- Content embedded with literacy (science & history)
- Small-group instruction for all students to target needs
- Access to specials (art, music, PE, library, technology)
- Access to additional intervention time, as needed
- Access to additional materials through curbside pick-up on scheduled days (virtual)

	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	Asynchronous	8:30 - 9:00 - All students (Morning meeting)	8:30 - 9:00 - All students (Morning meeting)	8:30 - 9:00 - All students (Morning meeting)	8:30 - 9:00 - All students (Morning meeting)
		9:00 - 3:30 - A Day Blended & Virtual Learners	9:00 - 3:30 - B Day Blended & Virtual Learners	9:00 - 3:30 - A Day Blended & Virtual Learners	9:00 - 3:30 - B Day Blended & Virtual Learners
		(B Day = Asynchronous)	(A Day = Asynchronous)	(B Day = Asynchronous)	(A Day = Asynchronous)

Classroom teachers may have changed slightly for some students, as specific teachers are focused on virtual instruction. All families have been notified if a change of a student's teacher was necessary. If a teacher change has occurred, families are invited to an orientation on **Monday, December 14** to support this transition.

Middle School Schedule

Students will have an opportunity to connect with their school Tuesday-Friday through success block. This will be a time for simultaneous instruction, where students in-class and at-home may connect together to help provide common school-based information and come together as a community. Students will be assigned an A or B day and will either attend virtually or participate in class on those days. Students participating in both blended and virtual models will be provided a schedule that includes similar class times. A virtual teacher will assigned who will teach virtual students. A grade-level directory is available for all students and families. This directory includes access to a Welcome video, syllabus, office hours, and email contacts. This directory may be found by clicking on the links below:



- [6th Grade](#)
- [7th Grade](#)
- [8th Grade](#)

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	Asynchronous (Independent Work Time)	7:30 Success - ALL Students	7:30 Success - ALL Students	7:30 Success - ALL Students	7:30 Success - ALL Students
		8:00 - 2:30 - A Day Blended & Virtual Learners	8:00 - 2:30 - B Day Blended & Virtual Learners	8:00 - 2:30 - A Day Blended & Virtual Learners	8:00 - 2:30 - B Day Blended & Virtual Learners
		(B Day = IWT = Independent Work Time)	(A Day = IWT = Independent Work Time)	(B Day = IWT = Independent Work Time)	(A Day = IWT = Independent Work Time)

High School Schedule

All students attend class as scheduled Tuesday through Friday with fully virtual and in-person students learning together through simultaneous instruction. In-person students will each be assigned an A (Thunder) or B (Lightning) day and would attend on their designated 2 days per week in-person and would attend virtually the other 2 days. Fully virtual students would attend online every day. The schedule is designed to end early and allow time for extended learning, which will include: enrichment/ intervention blocks, independent and collaborative student assignments and projects, counseling/ social-emotional supports, and extended work-based learning experiences for students. High school teachers will have office hours at the following times:



- 2:00-2:20 Block 1
- 2:20-2:40 Block 2
- 2:40-3:00 Block 3
- 3:00-3:20 Block 4

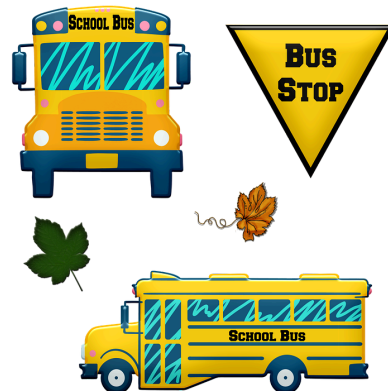
	Monday	Tuesday	Wednesday	Thursday	Friday
High	Asynchronous: Office Hours	A Day: Thunder 8:15 Block 1 9:25 Block 2 10:40 Advisory & Asynchronous Learning 11:00 Lunch 11:25 Block 3 12:35 Block 4 2:00-3:30 Extended Learning	B Day: Lightning 8:15 Block 1 9:25 Block 2 10:40 Advisory & Asynchronous Learning 11:00 Lunch 11:25 Block 3 12:35 Block 4 2:00-3:30 Extended Learning	A Day: Thunder 8:15 Block 1 9:25 Block 2 10:40 Advisory & Asynchronous Learning 11:00 Lunch 11:25 Block 3 12:35 Block 4 2:00-3:30 Extended Learning	B Day: Lightning 8:15 Block 1 9:25 Block 2 10:40 Advisory & Asynchronous Learning 11:00 Lunch 11:25 Block 3 12:35 Block 4 2:00-3:30 Extended Learning
		Asynchronous: Working on assignments throughout the week, using the course calendar			

NOTE: Valley Career and Technical Center and the Shenandoah Valley Governor's School will continue to operate on the same schedule and provide in-person instruction.

Transportation

Bus Transportation

- We are encouraging our families to provide transportation when available. This semester, 71% of our families will require transportation, and the A/B schedule helps reduce the number of students traveling each day. Additionally, 30% of our families have chosen the virtual option, and will not require transportation.
- Several health precautions are taking place on the buses, including:
 - Students and drivers will wear face coverings.
 - Students will seat one student to a seat, with the exception of students from the same household, who may sit together.
 - Windows will remain open, to the extent possible, for added ventilation.
 - Students will have assigned seats on each bus run. In the morning, students who are the first to be picked up will have seats at the back of the bus. In the afternoon, students who are the first to be dropped off will be at the front of the bus. Both morning and afternoon routes will have assigned seats, as student transportation varies for these times.
 - Buses will be sanitized after each bus route is completed.
 - Each bus will be equipped with an air sanitizer that can cover the entire square footage.



School Times

- The chart below includes approximate start and end times for Semester 2, 2021:

	Arrival	School Day	Dismissal
PK (Dixon)	8:00 - 8:15	8:00 - 2:30*	2:30
Elementary	8:10 - 8:30	8:30 - 3:30*	3:30
Middle	7:00 - 7:30	7:30 - 2:30*	2:30
High	7:50 - 8:15	8:15 - 1:40*	1:40

*A portion of this time will be used for temperature checks, bus seating arrangements, etc.

Communication

- Students and families can expect weekly communication each Monday from teachers regarding the upcoming week's assignments.
- Other forms of communication from the school will include: School Messenger calls, texts, phone calls, emails, and use of the Remind app.
- Families may also access information from the school and [division website](#), [division Facebook page](#), and the local television channel (SCS TV 13).
- Please feel free to reach out to your schools through phone, email, or social media for any questions you may have.

Technology

- Technology is an important component in virtual learning -- for all of our students.
- In 2020, Staunton City Schools was the recipient of the T-Mobile Empowered Award, which provided T-Mobile hotspot equipment and internet connectivity - valued at \$40,000 - for students who need internet access at home to complete school work.
- The school division's technology department has also provided those lacking devices at home with refurbished Chromebooks and laptops that are no longer of use to students.
- In total, 525 chromebooks and 260 hotspots have been distributed to families.
- Our goal is to bridge the Digital Divide by ensuring that every student and family who needs access to technology receives it and removing barriers to student success.
- If a family is in need of a device or hotspot, please contact your school.

Processes and Systems

Attendance

- **Students will need to attend sessions and participate in the upcoming year.** Attendance in the virtual setting will be measured in a variety of ways, such as:
 - Participating in synchronous sessions
 - Completing tasks and assignments by the designated timelineTeachers and administrators will be working with students and families closely to make sure all students stay on track with their learning.
- Please notify teachers and administrators if your child is quarantining or staying home for COVID-19 related illnesses, as the school will work with you regarding attendance issues.

Grading

- **Student work will be graded for the upcoming year.**
 - For virtual learning, some assignments will be marked as "independent." While many learning activities can be supported at home, assignments marked "independent" should be completed by the student in order to gauge their level of understanding and help determine next steps for supporting learning.
 - Grades may be accessed by students and families through the use of Student and Parent Portal.

Snow Days

This is the first year that students can meet instructional requirements through both in-person and remote (synchronous or asynchronous instruction).



Should inclement weather occur during the year, here is our plan:

Scenario #1: Asynchronous Learning Day **Power is widely available throughout Staunton City.**

- Students will work on their asynchronous assignments through SeeSaw, Google Classroom, Canvas, or student packets on this day. Teachers will continue to release these assignments each Monday.
- The division will continue to provide meal services throughout the week and will adjust the meal distribution days, as needed.

Scenario #2: Snow Day **There is a large-scale power outage.**

- There are NO requirements for asynchronous work on this day.
- This day will be counted as a “snow day” and this will not count towards instructional hours for students.

*** In both scenarios, buildings will be closed to students and teaching staff. Only essential personnel will report.**

Should inclement weather occur, Staunton City Schools will continue to communicate (i.e. phone calls, texts, emails, Facebook, website) and will indicate if this is an asynchronous learning day or snow day for students.

Update: Staunton City Schools may use the 2-hour delay option moving forward to increase flexibility and maximize opportunities for in-person learning.

Health & Safety for In-Person Learning

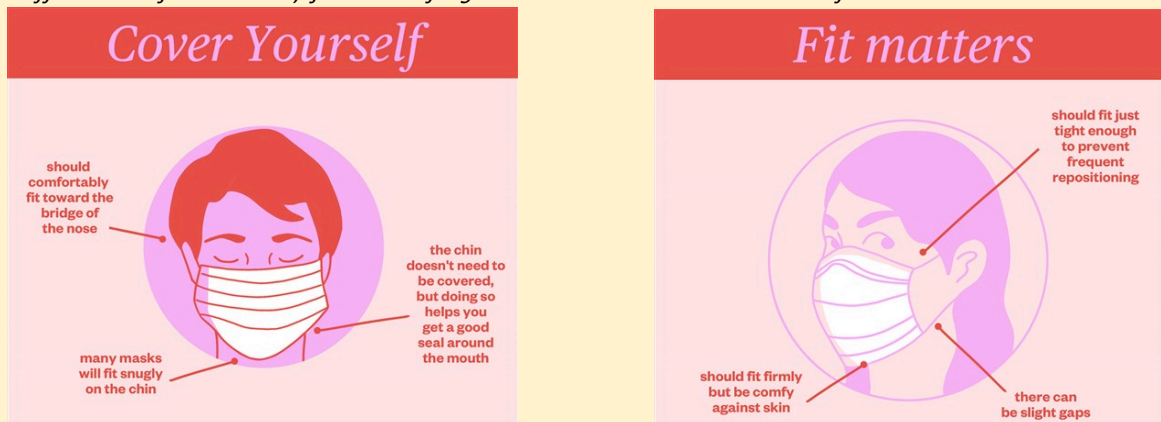
The CDC recommends 5 key mitigation strategies.
These strategies are part of the indicators for measuring school decision-making related to the opening of schools.

1. Use of Face Coverings

How can families help support health & safety with the use of face coverings?

- Make sure face coverings fit snugly on students, covering both the nose and mouth
- Keep face coverings clean by washing reusable cloth masks daily
- Consider putting a few extra in the backpack, in case students forget to pick one up for the day

Schools will offer masks for students, if students forget one or need one with a better fit.



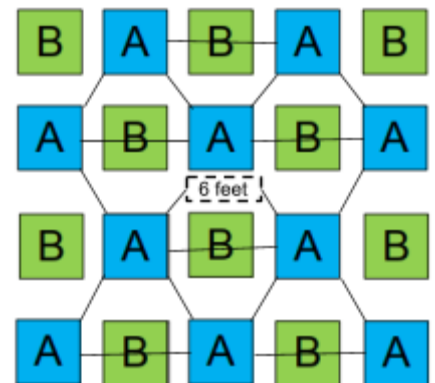
Source: <https://www.today.com/style/how-wear-face-mask-correctly-common-mistakes-avoid-t178177>

Use of face coverings for students and staff throughout the day

- Students will wear face masks throughout the day.
- Teacher-directed mask breaks may occur at the following times:
 - Eating (i.e. breakfast and lunch);
 - Outside and socially distanced with 6 feet apart;
 - Exercising and socially distanced with 10 feet apart;
 - Playing a musical instrument and socially distanced with 10 feet apart.
- Staff may remove face coverings when alone in a classroom without students or other staff.

2. Social Distancing

- Each of the classrooms have been measured to determine the maximum class size allowable in order to have six feet of physical distancing between desks and student work spaces. In most classrooms, the maximum student capacity is about 12 students (varies by classroom).
- By having an A & B day, this allows us to divide the class in half and greatly reduce the number of students per day. This also allows the teacher to provide more targeted instruction to meet student needs with fewer students in the classroom.
- Additional signage throughout the building to reinforce social distancing.



3. Hand Hygiene

How can families help support health & safety with hand hygiene?

Students can practice hand washing both at home and at school.

- Wet your hands with running water and apply soap.
- Lather the backs of your hands, between fingers, and under nails.
- Scrub for at least 20 seconds. (Hum the “Happy Birthday” song twice.)
- Rinse your hands.
- Dry your hands using a clean towel or air dry them.



- Age-appropriate reinforcement of good hygiene practices through posted and verbal messages and reminders from staff.
- Wide availability of hand-washing and hand-sanitizing stations through the school building.
- Touchless features added to faucets and toilets.

4. Cleaning & Disinfection

- Individual supplies, books, devices, water bottles, and school supplies to eliminate the need for students to share items.
- Water fountains have been replaced with water filling stations.
- A schedule for routine custodial cleaning of bathrooms, door knobs, and other high maintenance areas has been created; trash cans are located in hallways for more efficient cleaning.
- PK/Elementary: Classrooms are cleaned at the beginning of class, end of class, and during transitions, including wiping all surfaces and desks and disinfecting hands.
- Middle/ High: Classrooms are cleaned at each class change, including wiping all surfaces and desks. Students disinfect their hands upon entering and exiting class.

5. Contact Tracing

How can families help support health & safety?

We all have an active role in helping to keep each other safe. One of the best ways to avoid a need for contact tracing is to use added precautions. Consider these questions prior to attending school:

- ☐ Have you had a temperature greater than 100.4°F in the last 24 hours?
- ☐ Have you had a new cough, shortness of breath, chills, sore throat, muscle aches, loss of taste or smell, congestion/runny nose, nausea/vomiting, or diarrhea that cannot be attributed to another health condition?
- ☐ Have you been in contact with someone in the past 14 days with suspected or confirmed COVID-19?

If the answer to any of these questions is YES, please keep the student at home. Notify the school, and there will be no penalty for attendance if isolation or quarantine are needed.

- Daily check-in procedures, including temperature checks, to assess student and staff wellness.
- Visitors to school will be limited to essential support for teaching and learning.
- Students will be placed with a common classroom grouping to restrict mixing with other student populations. When possible, teachers travel (rather than students).
- Staunton City Schools will work closely with the Virginia Department of Health to conduct contact tracing in case of exposure or potential exposure.
- Staff and families will be notified if there is a positive case or potential exposure to a positive case.



For more information regarding health & safety, please refer to the [SCS Health Plan](#).

Supports for Learning

A Time to Come Together



**STRONG.
RESILIENT.
STAUNTON.**



As we navigate through the uncertainties, this is a time to come together and not pull apart. I urge our SCS family to join together and support one another. No one has this virus completely figured out, so putting health and safety above all else right now looks like the best way forward.

While no one can truly predict what the remainder of this school year will bring, I can promise you we will give you our very best effort all year long. We stand ready to help all of our students have a successful and rewarding school year. We will continue to find ways to reach our students academically, socially and emotionally while trying to mitigate the effects and spread of this terrible virus. And we will come out of this difficult time stronger and better as a school division.

Thank you for your continuous support of our students, staff, and each other.

*Wishing you a healthy and safe school year,
Dr. Garrett Smith
Superintendent, Staunton City Schools*

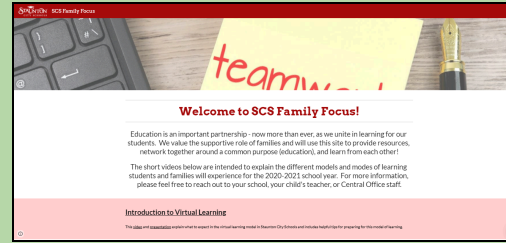


Please check out the [public service announcement](#) from all of the local superintendents!

Families

Family Support and Engagement

- The instructional days for students on Tuesday through Friday are designed to allow students to engage in learning throughout the school day. The elementary schedule, in particular, has been designed to offer “wrap-around services” during the day, if needed.
- Families may support in the following ways – to the extent possible:
 - Help students create a distraction-free space for learning, whether at home or at a center
 - Remind students to log in at the synchronous times (or help students set a clock to remind them)
 - Periodically ask students to show their work or ask them to tell you about what they are learning
 - Once students get into practice with logging in to Zoom/ Google Meet and accessing their learning platform, allow them to become more independent in the practice
 - Stay connected through Remind or Parent Portal or contacts with teachers, as needed
- We recently held a SCS Family Focus meeting with 10 representatives from each of the five schools to share updates (including a Q & A with our local health department representative) and gain their ideas for SCS Parent University offerings and what might be most helpful. Some of the recommended topics include:
 - Overview of virtual and blended model and expectations
 - Focus around particular platforms (i.e. Remind, Parent Portal, SeeSaw, Google Classroom)
 - Website resources students might access
 - Instructional video library (particularly around instruction for math concepts-i.e. number line, etc.



NEW!

Check out our NEW SCS Family Focus website that includes many resources for families about virtual learning and the learning platforms that students will experience.

[SCS Family Focus and Parent University Website](#)

- Each of our teachers will be providing a personalized introduction to our students and families, by providing one or more of these greetings listed below:
 - Individual meeting
 - Phone call/ Remind/ email contacts
 - Video introductions

Each school will also be organizing times for technology pick-ups, as needed.

Meal Services



FREE School Meals for Students

WHAT: ALL of our students are eligible for free breakfasts, snacks and lunches for school year 2020-2021, thanks to a new designation through the Community Eligibility Provision and operation under specific USDA Covid-19 waivers.

If your family has opted for 100% Virtual Learning . . .

Students are eligible for our curbside pick up service, for 5 days of meals. Families are asked to pick up school meals twice weekly at designated sites and times:

WHEN: Curbside pick-up of meals will be available **every Tuesday and Thursday**.

- ★ Tuesday pick-up includes 2 days worth of breakfast, lunch, and snacks.
- ★ Thursday pick-up includes 3 days of breakfast, lunch, and snacks.

If your family has opted for the Blended Learning Model . . .

Students will be provided a free breakfast, snack and lunch during their in-person school days. Families will have the option to pick up an additional three days of free school meals, in our curbside service, to cover virtual learning days.

WHEN: Curbside pick-up of meals will be available **every Thursday**.

- ★ Thursday pick-up includes 3 days of breakfast, lunch, and snacks.

HOW: Before winter break, we will be sending out a new Free Meals enrollment form for families to complete. At this time, you may newly enroll or update current enrollment for any site or pick time changes. As of Jan. 5, Staunton High School will be operating a curbside pick up, as well as Bessie, McSwain, Shelburne and Ware.

DETAILS: With School Nutrition oversight, individual schools will continually assess and determine in-person food service models. Meals may be served in the classroom, cafeteria or other approved locations. In order to maintain new Covid-19 Safety Guidelines and improve our speed and efficiency, breakfast meals will be unitized and offerings will be mostly limited to continental breakfast items, fresh fruit and lowfat milk. Lunch meals will be unitized and may be a hot or cold meal, to include protein, fresh fruits and vegetables, whole grains and lowfat milk. At this time, we will be offering limited daily choices, but will follow a three week menu cycle, reflective of our students' favorites. As we navigate a new way of serving school meals, our commitment to variety, quality, and freshness of food will not waiver.

Community

The Staunton community is also working together to provide support for students and families. Beyond the [current childcare providers](#), we have been working to provide internal childcare for SCS employees, and we have been partnering with Augusta Parks and Recreation to provide additional before and after school options. The newly created Creative Collaborative Coalition for Childcare is providing further options for families.



Local Childcare Options for Families

WHAT: The Creative Collaborative Coalition for Childcare (C4) is a grassroots effort to address and respond to the childcare needs of the Staunton, Augusta County, and Waynesboro community during the COVID-19 pandemic.

WHO: Primary coalition partners are:

- ★ United Way of Staunton, Augusta County, and Waynesboro
- ★ Staunton-Augusta Family YMCA and Waynesboro Family YMCA
- ★ Host of private and public individuals and organizations

HOW: Apply online at: <https://sawchildcare.org> or call at:
Mon-Fri, 10am-1pm or 6pm-9pm: (540)-885-1229 ext. 5

New Instruction for ALL Students

All students will receive NEW instruction throughout the week.

Equitable Instruction

- Our goal is to impact learning for ALL of our students. There are several principles that will positively impact instruction for all students, including:
 - Focus on new instruction and acceleration for students.
 - Use small-group instruction to focus on more specific needs of students.
 - Ask high-level questions that allow all students to think about the content.
 - Use total participation techniques that provide opportunities for all students to respond.
 - Use formative assessments to quickly determine if students are understanding and to what degree.
 - Provide feedback to students and families on student progress.
 - If a student is not responding (i.e. attending or participating within a week's time), intervene by checking in with the student and/or family to determine needed support.
- We recognize that the virtual learning environment may be more challenging for some of our students, particularly our youngest learners. We plan to have our preschool students attend for all 4 days, and our classrooms at that age range are double-sized, allowing for social distancing to continue.
- While we do not have the space capacity to accommodate all of our learners, we do plan to prioritize additional instructional days for students with an IEP (individualized education plan) and our English learners, where a need has been identified in their plans.
- School staff will monitor student progress for all students through grade level teams and PLC meetings to ensure student progress and to make adjustments to instruction, as necessary.

Professional Development

PD for ALL Stakeholders

- ALL of our staff will be receiving health and safety training aligned to their role to ensure continued safety.
- The pre-service workdays will allow for continued professional learning for staff on virtual instructional models and techniques, development and revision of instructional schedules, and ongoing collaboration on course sequences, focus standards, and unit plans.
- Instructional assistants will also receive training during the workweek using resources from SCS Summer University that align with their role.
- We will also use this time to begin a SCS Family Focus (Parent University).

SCS Summer 2020 University

- Right after the emergency remote learning that occurred in Spring 2020, we asked students, families, and teachers to complete a [Reflections on Remote Learning](#) survey, which provided valuable information about preferred formats for instruction. Daily schedules and routines and use of instructional videos were preferred among families and staff for positively impacting student learning.
- We also completed a [Needs assessment](#) for our staff to learn about specific professional development needs related to virtual learning.
- We began offering [Summer 2020 SCS University – CV-19 Virtual Edition](#) from June 8 – July 24, 2020. Teachers were asked to show proficiency in three required areas and used a [learning log](#) to either demonstrate or gain proficiency in these areas:
 - 1) Zoom or Google Meet
 - 2) Remind App
 - 3) SeeSaw (Grades K-2) or Google Classroom (Grades 3-12) (Some 6-12 classrooms will use Canvas/ Virtual Virginia.)
- There were other options that helped teachers increase proficiency in virtual learning settings. These are organized by the following five categories:
 - Overview – Best practices and structures for virtual learning
 - Building positive relationships and supporting students
 - Providing direct and explicit instruction
 - Gathering formative assessment
 - Differentiating instruction
- The courses were all online, collaborative sessions taught by teachers and administrators within our division. In total, we offered 24 different courses (35 sessions), with an average of 59 participants per session. In addition, all of the session materials, including recordings, presentations, and resources were posted onto our online [SCS Instruction site](#) so that teachers could also access them independently.
- Feedback from the sessions include:
 - *These SCS University sessions were so helpful. I enjoyed participating in all of them and learned so much. The session really brought us together as a school system and emphasized that we are all in this together. I especially like having the websites with all of the presentations and recordings to reference back to as we need it.*
 - *Great experience! I feel as I knew nothing and now I am ready to tackle this new adventure with some confidence!!!*
 - *Super helpful learning things BEFORE the school year and also helped me feel more prepared for all of the unknowns of this school year!*
- Below are a few examples of courses offered:



WHY?

Want to build your expertise and continuously improve your craft of teaching? If so, SCS University is a great way to learn and share with others! These sessions are designed to help build educator expertise specifically around virtual learning, so that we are prepared for no matter what the teaching scenario.

WHAT?

We have tried to narrow the focus, particularly if you are just getting started in virtual learning. Teachers should demonstrate proficiency in [three](#) virtual platforms or participate in courses through Summer 2020 SCS University. We are providing additional resources for anyone wanting to develop expertise in other platforms.

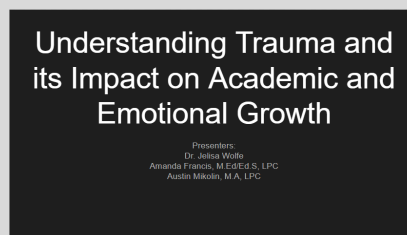
Communication Tools	Management System	Additional Resources
Grades PK-2: 1 Zoom or Google Meet 2 Remind App	Grades K-2: 3 SeeSaw Grades 3-12: Google Classroom	Grades K-12: - Virtual Virginia (optional) - Google Read/Write (may be required based on IEP) - Performance Matters (replaces PA Assessment & Analytics)

LEARNING

We are providing other sessions to increase proficiency in virtual learning settings.

These are organized by the following five categories:

- Overview – Best practices and structures for virtual learning
- Building positive relationships and supporting students
- Providing direct and explicit instruction
- Gathering formative assessment
- Differentiating instruction



Identification of Student Needs

The quality of teaching is measured by the quality of student learning.

Revisions to Curriculum, Pacing, and Instructional Delivery

Staunton City Schools will focus on the three key steps for instructional delivery for the upcoming year.

Step 1: Narrow the instructional target

We want to make sure students have an understanding of the big ideas and concepts in each of the instructional units. We have reviewed both the English and Mathematics progression charts, in particular, to determine what are important NEW concepts for the grade. We have also reviewed courses to determine which standards address important life skills, stretch across or within content, and are necessary for the next unit/ grade/ course. Grade-level and department teams are prioritizing this content for the upcoming year. This has involved re-pacing of curriculum to include new and spiraled content from the previous year that may not have been addressed.



Step 2: Set a plan

We have encouraged each of our teachers to consider what we want students to do as a result of learning the unit, and we have tried to build in performance assessments to the extent possible (i.e. final student product). As teachers are planning, they will be planning for both synchronous and asynchronous student experiences.

Synchronous (2-way communication)	Teacher and student together at same time - Clear purpose for learning - Explicit instruction with students reflecting/ processing - Collaborating/ brainstorming/ discussing - Setting up for independence	A graphic of a hand holding a pen, writing the word "PLAN" in blue capital letters on a white background.
Asynchronous (1-way communication)	Students on their own; Feedback after the fact - Follows clear purpose - Posted assignments - Instructional videos - Independent practice or application	

Step 3: Ensuring Participation and Determining Learning

Teachers will be providing students feedback on their learning. In order to move and impact learning, students must know how they are performing, where they are in relation to the learning goal, and steps to get them there. Office hours and individualized calls and conferencing can be an effective mode for providing feedback and communicating that teachers care about students and their learning.



All of these steps are best accomplished through working together in a Professional Learning Community (PLC) with other grade level and content teachers within the school and across the division.

Identifying Learning Needs

- Each of our schools follows an annual Assessment Schedule that helps outline specific assessments throughout the year. These assessments help us identify specific student needs in each content area.
- This year, elementary schools will be giving the PALS test (a state reading screener) to all students in grades K-2 as an added support to help determine reading strengths and needs. We will also continue to give the state Kindergarten math readiness assessment to determine math strengths and needs.
- Common across-division benchmark assessments will be given, but will be reviewed for length. Because our time with students is shorter, we want to ensure that time for instruction is maximized.
- Short, quick formative assessments will be used to the extent possible.

Supports for Student Success & Well-Being

- Showing students that we care about each of them continues to be one of our most important missions. When we have made these personal connections with students, learning is more likely to occur. This remains a focus of ALL SCS staff.
- School counselors are available at each of the schools. Elementary school counselors have been pulled out of “specials rotation” in order to maximize their flexibility through the school day to meet with individual and small groups of students. Middle and high school counselors will meet with students individually and in small groups. Counselors at all levels will provide guidance and information to families (re: accessing community mental health supports and accessing community financial, housing, and food resources.) Counselors at all levels will work with school staff to address any concerns related to individual students and their families.
- All school counselors received both Trauma Level 1 and 2 training through Valley Community Services Board last year and have received Mental Health First Aid Training. Additionally, all counselors will participate in the VDOE Mental Health Partnership training this year, focusing on increasing direct counseling expertise.
- All school counselors work closely with outpatient and Day Treatment clinicians based in our schools to ensure communication between school and home is open and productive.
- In total, staff in Staunton City Schools have delivered about 163,000 meals since March 2020. Student meal access will continue to be available for students pursuing the virtual model. In addition, meals will also be sent home with students in the blended model, much like previous Backpack Meal programs.

Remote Learning Plan

Contingency plan for ensuring continuity of new instruction should further closures be necessary . . .

Remote Learning Plan

NOTE: Phase guidance was replaced with [Interim Guidance to K-12 School Reopening](#) in January 2021.

The following chart provides a quick summary of factors that would be considered in determining a change to remote learning:



Should we return to remote learning . . .



ALL students and families will have structures and platforms in place from our current model that can be continued. Our virtual students will continue in the same format, and our blended students would meet virtually, rather than in-person, should there be additional closures.