



Instructional Plan
Updated 10/27/2020

Our schools opened in an online virtual model. Students received instruction through online sessions with teachers, as well as content provided through our learning management platform that can be accessed anytime. Virtual learning included new instruction, regular communication, and accountability with grades and attendance. The school year began on Tuesday, September 8, 2020.

As we have increased our understanding of COVID-19 mitigation measures and investigated successful models of in-person instruction, our school division intends to make a shift to in-person instruction in a cohort approach. This strategy emphasizes the health and safety of our students while considering the instructional needs of our students. A phased approach will be utilized in order to safely and efficiently bring students back to the school building while focusing on mitigation measures to protect student and faculty health and mental well-being. Each phase will allow specific cohorts of students back to the classroom based upon developmental and educational needs.

The following document outlines our approach for virtual learning as well as the implementation of a cohort approach to providing an opportunity for students to receive instruction in-person.

The following virtual plan considered the capacity of our schools to provide teachers to instruct our students, the recommendations from public health leaders, and the public health metrics.

The virtual learning environment is the first model for teaching and learning. Mitigation measures will be addressed in order to provide a safe transition to in-person return to instruction. The student may be assigned to a different teacher when making any transition to a different model of instruction.

VIRTUAL LEARNING

Preparing for Virtual Learning

As students prepare to engage in virtual learning, families were asked to consider:

- Establishing a daily schedule and routines;
- Identifying and creating learning spaces within your environment that are conducive to student learning;
- Identifying an adult who can support learning at-home for Pre-K - 8th grade students;
- Familiarizing yourself with technology;
- Identifying technology and internet needs;
- Updating contact information in PowerSchool;
- Providing opportunities for students to be creative and have time away from 'screen time'.

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Information is continually developed to support families and students. This includes best practices for virtual learning, subject specific strategies to engage students in the course, and social emotional support for students learning in a virtual environment.

Virtual Learning Delivery

A teacher is designated to guide students through their instruction and provide supplemental activities that enhance learning. Along with independent activities, the teacher conducts live sessions to take attendance, provide direct instruction, and make announcements. Teachers develop content that is accessed live and offer some content that may be accessed at a later time affording students to complete work outside of the regular class time. Instructional resources are posted to Schoology and include reading, watching videos, using an online educational program, taking assessments, as well as researching and writing.

Monday through Thursday students access teacher-directed synchronous instruction up to 4.5 hours per day. Students access their coursework on a daily basis through the virtual platform provided by the division. Schoology is used as our learning management platform.

On Fridays, students continue with teacher assigned learning activities. Students also have opportunities to receive communication from the instructor and to receive additional feedback.

Technology

All students were assigned a Chromebook device prior to the beginning of school in order to access the curriculum. Students were able to pick up Chromebooks prior to the opening week. Families that were unable to pick up the Chromebook had the device delivered to their home.

Chromebook devices were provided to all students to ensure students have access to:

- More synchronous student learning (live, interactive learning led by teachers);
- Support for students who are unable to join their classes online during the instructional day with daily dedicated office hours for teachers;
- Increased social-emotional learning (SEL) opportunities through class meetings or advisory periods;
- More engaging instruction;
- Access to internet as we develop access sites throughout the community;
- Defined expectations for grade-level;
- Integrated digital citizenship concepts and skills.

Teachers use a variety of digital curriculum providers and tools that include, but are not limited to:

- Curricular Resources: CueThink, Nearpod, Newsela, Edgenuity, Virtual Virginia courseware, New York Times online, and Discovery Education
- Digital Tools: GoogleSuite, Quizlet, Kahoot!, NoRedInk, GoogleMeet, Playposit, Vocaroo, Flipgrid, and WeVideo

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Internet Access

An Online Access Center at each school has been available by the second week of school to provide internet access to any student who does not have access to the internet. Breakfast and lunch is provided for the students and COVID-19 health and safety protocols are followed. Breakfast and lunch is served to students who attend the Online Access Center program. All three levels, elementary, middle, and high school, have approximately the same schedule (9:00 am to 2:00 pm) in order to allow for efficiency and for families to remain on the same schedule. This schedule will remain as we introduce cohorts to in-person learning, however, we will continue to monitor teaching and learning and remain flexible to alter the daily schedule. Families may continue to communicate with the schools to schedule their child to attend the Online Access Center and to request transportation if needed.

Expectations for Students and Teachers in a Virtual Learning Environment

Student Expectations:

- Students will participate in lessons and complete work for grades.
- Students will identify time during the afternoon/evening to review lessons and recordings posted in Schoology if they are unable to attend class in person.
- Any student or family member will contact their teacher, school principal or school counselor if they have a concern about academics, social/mental well-being or a technology need.
- Students will adhere to the Acceptable Use Policy agreement and the Code of Conduct.

Staff/Teacher Expectations:

- Per their contract and/or notice of assignment, teachers and staff are expected to report Monday through Friday for full workday.
- In a virtual environment a teacher's workday will include the instructional schedules and office hours.
- Teachers will develop lesson plans, provide synchronous and asynchronous instruction, participate in ongoing professional development, and communicate with individual students and parent/guardian/caregiver, as needed.
- School counselors, resource teachers, instructional assistants, instructional coaches, and other support staff will also work full contractual days to support instruction and learning.

Schedule in a Virtual Model

Elementary School

At the elementary school, the students begin the day with a class meeting led by their teacher. The students follow a specific schedule for their instruction that is guided through video sessions, accessing online content, small group collaborative activities developed and designed by the teacher, and collaborative performance assessments. This schedule may change in order to accommodate the needs of all students and to ensure that students have time for remediation and enrichment activities. This schedule will also align with the in-person schedule when implemented.

Monday-Thursday (Teacher Hours 8:00am-3:00pm/Instructional Day 9:00am-1:30.

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Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Morning Meeting 9:00-9:15	Morning Meeting 9:00-9:15	Morning Meeting 9:00-9:15	Morning Meeting 9:00-9:15	Morning Meeting 9:00-9:15	Morning Meeting 9:00-9:15
Reading 9:15-10:15	Math 9:15-10:15	Reading 9:15-10:15	Math 9:15-10:15	Reading 9:15-10:15	Resource 9:15-9:45
<i>Break</i> <i>10:15-10:30</i>	<i>Break</i> <i>10:15-10:30</i>	<i>Break</i> <i>10:15-10:30</i>	<i>Break</i> <i>10:15-10:30</i>	Resource 10:15-10:45	Math 9:45-10:45
Math 10:30-11:30	Resource 10:30-11:00	Math 10:30-11:30	Reading 10:30-11:30	<i>Break:</i> <i>10:45-10:55</i>	<i>Break</i> <i>10:45-10:55</i>
<i>Lunch</i> <i>11:30-12:00</i>	Reading 11:00-12:00	<i>Lunch</i> <i>11:30-12:00</i>	<i>Lunch</i> <i>11:30-12:00</i>	Math 10:55-11:55	Reading 10:55-11:55
SG/IR/IW 12:00-12:30	<i>Lunch</i> <i>12:00-12:30</i>	SG/IR/IW* 12:00-12:30	Resource 12:00-12:30	<i>Lunch</i> <i>11:55-12:25</i>	<i>Lunch</i> <i>11:55-12:25</i>
Sci/Soc 12:30-1:00	SG/IR/IW* 12:30-1:00	Resource 12:30-1:00	Sci/Soc 12:30-1:00	Sci/Soc 12:25-12:55	SG/IR/IW* 12:25-12:55
Resource 1:00-1:30	Sci/Soc 1:00-1:30	Sci/Soc 1:00-1:30	SG/IR/IW* 1:00-1:30	SG/IR/IW* 1:00-1:30	Sci/Soc 1:00-1:30
Office Hours 1:30-2:00	Office Hours 1:30-2:00	Office Hours 1:30-2:00	Office Hours 1:30-2:00	Office Hours 1:30-2:00	Office Hours 1:30-2:00

*SG/IR/IW - Small Group Reading/Independent Reading/Independent Writing

*Each student will be assigned to a small reading group that will meet on specified days with their teacher weekly during this time. When the students are not meeting with a teacher for reading groups, they take part in independent reading and writing exercises.

Middle School

At the middle and high school level, students have a virtual check in meeting with their teacher and class Monday through Thursday. Instruction consists of a mixture of synchronous and asynchronous activities that drive the students to explore the content using online resources and the resources around their home. In middle school, students receive instruction in the four content areas and one elective. Cross-curricular instruction is used to explore artistic and musical themes as appropriate in the core instruction. Some students in the middle school may opt for a second elective, which may include a world language, which may extend the day. The instructional activities include opportunities to collaborate on creative products that guide and demonstrate the students' learning.

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6th Grade Virtual Bell Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:50	1A Elect/PE	1B Elect/PE	1A Elective/PE	1B Elec/PE	See Schedule Below
9:55 - 10:45	2nd	2nd	2nd	2nd	
10:45 - 11:00	15 Min Break	15 Min Break	15 Min Break	15 Min Break	
11:00 - 11:50	3rd	3rd	3rd	3rd	
11:55 - 12:45	4th	4th	4th	4th	
12:45 - 1:10	25 Min Lunch	25 Min Lunch	25 Min Lunch	25 Min Lunch	
1:10 - 2:00	5th	5th	5th	5th	
2:05 - 3:00	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	

7th Grade Virtual Bell Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:50	1st	1st	1st	1st	See Schedule Below
9:55 - 10:45	2nd	2nd	2nd	2nd	
10:45 - 11:00	15 Min Break	15 Min Break	15 Min Break	15 Min Break	
11:00 - 11:50	3rd	3rd	3rd	3rd	
11:55 - 12:45	4th	4th	4th	4th	
12:45 - 1:10	25 Min Lunch	25 Min Lunch	25 Min Lunch	25 Min Lunch	
1:10 - 2:00	5A Elect/PE	5B Elect/PE	5A Elective/PE	5B Elec/PE	
2:05 - 3:00	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	

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8th Grade Virtual Bell Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:50	1st	1st	1st	1st	See Schedule Below
9:55 - 10:45	2nd	2nd	2nd	2nd	
10:45 - 11:00	15 Min Break	15 Min Break	15 Min Break	15 Min Break	
11:00 - 11:50	3A Elect/PE	3B Elect/PE	3A Elective/PE	3B Elec/PE	
11:55 - 12:45	4th	4th	4th	4th	
12:45 - 1:10	25 Min Lunch	25 Min Lunch	25 Min Lunch	25 Min Lunch	
1:10 - 2:00	5th	5th	5th	5th	
2:05 - 3:00	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	Teacher Office Hours	

Friday Check-in Schedule		
Time	Period	Activity
9:00 - 9:10	1st	On-line Check-in/ 1A or 1B Choice
9:10 - 9:40	1st	Office Hours and Independent Work
9:40 - 9:50	2nd	On-line Check-in
9:50 - 10:20	2nd	Office Hours and Independent Work
10:20 - 10:30	3rd	On-line Check-in/ 3A or 3B Choice
10:30 - 11:00	3rd	Office Hours and Independent Work
11:10 - 11:20	4th	On-line Check-in
11:20 - 11:50	4th	Office Hours and Independent Work
11:50 - 12:00	5th	On-line Check-in/ 5A or 5B Choice
12:00 - 12:30	5th	Office Hours and Independent Work

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High School

At the high school level, students have a virtual check in meeting with their teacher and class Monday through Thursday. Instruction consists of a mixture of synchronous and asynchronous activities that drive the students to explore the content using online resources and the resources around their home. In high school, the student courses are determined by the courses requested and/or need to graduate. The instructional activities include opportunities to collaborate on creative products that guide and demonstrate the students' learning.

Time	Activity
8:00 - 8:50	AM Office Hours
9:00 - 9:50	Block 1
10:10 - 11:10	Block 2
11:10 - 11:40	Lunch
11:50 - 12:50	Block 3
1:00 - 2:00	Block 4
2:00 - 3:00	PM Office Hours

Programs and course offerings in this model may be limited and NKCPs cannot guarantee the availability of all programs due to scheduling constraints. The full-time online program may also include larger class sizes to maximize student course selections and to maximize the number of students able to attend in-person instruction under social distancing guidelines.

Friday Check-in Schedule		
Time	Period	Activity
9:00 - 9:15	1st	On-line Check-in
9:15- 9:45	1st	1st Period Office Hours/Independent Work
9:45 - 10:00	2nd	On-line Check-in
10:00 - 10:30	2nd	2nd Period Office Hours/Independent Work
10:30 - 10:45	3rd	Online Check-in
10:45 - 11:15	3rd	3rd Period Office Hours/Independent Work
11:15 - 11:30	4th	On-line Check-in
11:30 - 12:00	4th	4th Period Office Hours/Independent Work

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Attendance in a Virtual Model

Keeping attendance is a critical task for schools and divisions; attendance is a metric for a multitude of statutory and regulatory requirements as well as data that can be operationalized for important school functions. Specifically, daily attendance is tied to compulsory attendance, monitoring truancy or gauging student well-being, determining funding by way of average daily membership (ADM), and serving as a proxy for student engagement, notably as it informs the chronic absenteeism indicator for accreditation. Because NKCPs is employing and adapting to a new instructional delivery model beyond brick-and-mortar, the ability to track attendance by conventional measures - i.e. visual observation or face-to-face interaction - is less practical/feasible.

Attendance checks are conducted on a daily basis regardless of instructional modality to account for each student on each school day. While the frequency of checks are consistent for each student, different measures of attendance are applied. For example, meaningful interaction with a student may double as an attendance check. The options provided in the Tracking Student Attendance in Various Instructional Delivery Models chart below are not exhaustive, but may be used to determine attendance as it informs a student’s status on the school roll, as provided in the Standards of Accreditation at 8VAC20-110-130.

	In-Person	Virtual Online	Remote Other
Time-Based	Physical presence during the scheduled, traditional school day	Presence for a synchronous online lesson Login time to a learning management system Activity log on a learning management system Phone call or realtime online chat Time-stamp for posts or submissions	Submission of a time log Phone call Face-to-face meeting Student returns to school to pick up work
Task- or Product-Based	Participation in classes; submission of coursework	Participation in a synchronous online lesson Demonstrated evidence of engagement with peers for collaborative work Engagement on a discussion board Email exchange or Phone Call	Submission of task, product, or assignment

To encourage the overall well-being of students, NKCPs set a minimum expectation for the frequency of meaningful interactions as one per day or class period. Meaningful interactions are understood as two-way engagement with a student and staff that allows some sort of feedback or input from the student on successes and challenges.

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Meaningful interactions are structured in a way that a student is in contact with one of their teachers or appropriate school staff on a daily basis. However, the type of interaction will be necessarily different for individual grade levels. Families continue to play a key role in enabling access for remote attendance and the schools will communicate how these interactions will take place and offer ongoing support for families.

IN-PERSON MODEL - A PHASED APPROACH

New Kent County Public Schools will utilize a phased approach in order to safely and efficiently bring students back to the school building. Each phase will allow specific cohorts of students back to the classroom based upon developmental and educational needs. Making the shift will require metric standards to be consistent for two weeks before a decision is made to move forward. Our schools will revert back to the virtual learning model if metrics indicate increased risk, staffing numbers are insufficient, or if any other unforeseen or unpredicted circumstances associated with the virus preclude the schools from providing in-person instruction.

Criteria considered for a phased reopening of schools

NKCPS will use the following criteria to determine when and how cohorts will be allowed to attend school in-person.

- Positive New Kent County and regional health metrics
- Adequate Staffing (General Education and Special Education Teachers; Special Education Paraprofessionals)
 - ADA Accommodations
 - Vacancies
 - Isolation
 - Quarantine
 - Home Due to Symptoms
- Accurate count of students returning for in-class learning
- Positive assessment of the current health status of students in the schools and instructional staff
 - Monitoring
 - Student absences from COVID-19
 - Staff absences from COVID-19
 - Staff/student absences from quarantine

Phased Approach for Returning Students

The following cohorts are identified when offering an in-person model to families. Families may select that their child continue with the virtual mode of instruction. These plans and cohorts may change depending on metrics and the readiness of the school to return to an in-person model of instruction.

Cohort 1

The first cohort included students with special needs in preK-12 as determined by individual education plans (IEPs). This cohort includes PreK students with IEPs and began in-person learning the second week

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of school. Students in Cohort 1 attend school four days a week, Monday through Thursday. Friday is an asynchronous instructional day with family communication and instructional planning.

Cohort 2

Students in grades Kindergarten and 1 may select to return from virtual instruction to the in-person model. Students in kindergarten will return with grade 1 returning a week after. Students will return to in-class instruction 4 days per week (9:00 am to 1:30 pm). Friday is an asynchronous instructional day with family communication.

Cohort 3

Students in grades 2 and 3 may select to return from virtual instruction to the in-person model. Students will return to in-class instruction 4 days per week (9:00 am to 1:30 pm). Friday is an asynchronous instructional day with family communication.

Cohort 4

Students in grades 4 and 5 may select to return from virtual instruction to the in-person model. Students will return to in-class instruction 4 days per week (9:00 am to 1:30 pm). Friday is an asynchronous instructional day with family communication.

Cohort 5

Students in grades middle school and high school may select to return from virtual instruction to the in-person model. Students will return to in-class instruction 4 days per week (9:00 am to 2:00 pm). Friday is an asynchronous instructional day with family communication.

Cohort 6

All remaining students return on a face-to-face 4 days per week plan of instruction.

Preparing for Reentry

The following measures will be taken in order to prepare for students returning to school for in-person learning.

Facilities

NKCPS facilities will be set up to promote social distancing and will be cleaned, sanitized, and ready for students to begin in-person learning

- Set-Up
- Cleaning
- Providing transportation services for the cohort

Procedures

NKCPS procedures to promote student and staff health and wellness will be fully implemented and practiced by students and staff. Plan for students or staff who have contact or test positive.

(Communication, Quarantine, School Closure) Definition of contact and exposure.

- Student and Faculty Health
- School Health Clinic
- Daily Health Screenings and Face Coverings
- Transportation routes developed

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- Visitor protocols established
- Faculty and staff training for health procedures

Supplies and Equipment

NKCPS will have an adequate supply of cleaning supplies and personal protective equipment for staff and students as needed

- Face Coverings
- Personal Protective Equipment
- Hand Washing and Sanitizing

Master Schedule

NKCPS began in a fully virtual environment and therefore student schedules may need to be modified and a child's teacher may change to to implement the face-to-face instructional model along with the current virtual learning model.

- Instructional staff needed to implement both schedules
- Parent Survey to determine:
 - Which students will move to face-to-face
 - Which students will remain fully online
 - Which homeschool students considering returning back to NKCP
- Course offerings within both schedules
- Shifting teacher assignments as necessary
- Elective schedules

Instructional Learning Plan

NKCPS will develop an instructional plan that supports students who select 100% virtual learning or the face-to-face option.

- Learning Recovery Plan to ensure content coverage
- Schoology will be used as our LMS for both options
- Attendance Plan
- Special Education and Related Services plan
- ELL support services plan
- Gifted Education services plan
- Preschool plan

Students will receive face-to-face instruction 4 days per week, Monday through Thursday. Friday will remain a virtual check-in and asynchronous learning day with office hours to facilitate communication between the teacher and the student and/or family. The instructional day will remain on a 9:00 a.m. to 1:30 p.m. schedule Monday - Thursday and the virtual check-ins will be from 9:00 a.m. - 12:00 p.m. on Friday. This schedule may change in order to increase the instructional hours for students.

GENERAL INFORMATION

Health and Safety Mitigations

NKCPS follows mitigation guidelines to help prevent the spread of COVID-19 in the school environment and on the school bus. However, implementation of health and safety mitigation guidelines do not

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guarantee a 100 percent absence of possible COVID-19 spread in any environment, including the schools and buses. These measures will continue as students return to in-person learning.

The parent/guardian/caregiver will be expected to conduct a daily health screening for COVID-19 symptoms before sending the student to school. If students are experiencing any of these symptoms, the student should be kept home.

Symptoms include:

1. A temperature (100°F or higher);
2. New cough that cannot be attributed to another health condition;
3. Shortness of breath that cannot be attributed to another health condition;
4. Chills that cannot be attributed to another health condition;
5. Sore throat that cannot be attributed to another health condition;
6. Muscle aches that cannot be attributed to another health condition or specific activity (such as physical exercise);
7. Loss of smell or taste;
8. Recent congestion or runny nose that cannot be attributed to another health condition such as allergies;
9. Recent nausea, vomiting, or diarrhea

In the event a child exhibits one or more of these symptoms while at school, he/she will be assessed by the school nurse. If symptoms warrant, a family member will be required to pick up the child as soon as possible from the school.

Students will be expected to physically distance at 3 feet in the school environment and physically distance 3 feet on the school bus.

Students must wear a mask at all times on the school bus and in the school environment.

Students in the elementary cohorts will receive all instruction and eat lunch in the homeroom class. The class may go outside on good weather days for learning activities as appropriate.

In the event of a positive COVID-19 test in the student's classroom, the teacher and students will be required to quarantine at home for 14 days. During this quarantine, students would receive instruction virtually.

In the event of an outbreak in the student's school, the school/school division would work closely with the health department to determine if a full school closure was necessary. In the event of a school closure, students would return to receiving instruction virtually.

Bus Expectations

Students who attend the Online Access Center or attend school in-person will be provided transportation if needed. Bus capacity is significantly limited due to our mitigation efforts for COVID-19. Students will sit one student per seat unless they are family members. Family members may be required to sit together

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on the bus to allow more seats for other students. This modified seating significantly restricts our flexibility to make changes to transportation routes during the school year.

The following expectations for students to ride the bus are listed below:

- Families are encouraged to transport their children to school due to limitations to the capacity of the school bus;
- Students will be seated on the bus one child per bench;
- Students within a family will be required to sit together on the bus to increase capacity;
- Students will be required to wear a face covering while embarking on the school bus and while riding on the school bus;
- Families will be required to conduct a daily screening for each child riding the bus.

The parent/guardian/caregiver will be expected to take their child's temperature before leaving the house and to withhold an ill student from riding the bus.

Special Populations

NKCPS will reopen for fall 2020 with a virtual learning format for all students. Students in grades K-12 with IEPs that include a general education curriculum will participate in the virtual learning format with support and services as described in the IEP. As we phase in each cohort, all students in that cohort will have the option to select virtual or in-person learning. If there are questions, or concerns, families of students with a disability will be offered a meeting to discuss. NKCPs will continue to work with teams to develop and offer an IEP that is reasonably calculated to enable the student to make progress in light of the child's circumstances. The school staff will continue to work with the parent/guardian/caregiver and students to develop and offer an IEP that is reasonably calculated to enable the student to make progress in light of the child's circumstances. Special education case managers and teachers communicate with the parent/guardian/caregiver on a regular basis to discuss the student's progress.

Students in grades K-12 with IEPs that include an Aligned Standards of Learning (ASOL) curriculum and are assessed with the Virginia Alternative Assessment Program (VAAP) are offered an option for in-person instruction up to four full days per week (Monday-Thursday) and a half day on Friday. Students will not report to school on school holidays, teacher workdays, and school closures. If staffing becomes a concern that could create a break in services, the IEP team will reconvene immediately. The IEP team will determine the appropriate number of days per week based on the student's individual needs and circumstances. IEPs will be implemented consistent with the school division's Health and Instruction Plans.

Students in the Early Childhood Special Education Program (PreK) are offered an option for in-person instruction up to four days per week, Monday-Thursday with the exception of school holidays, teacher workdays, and school closures. The length of time per day is determined by the IEP team based on student's needs. If staffing becomes a concern that could create a break in services, the IEP team will reconvene immediately. IEPs are implemented consistent with the school division's Health and Instructional Plans.

Students in grades K-12 with Section 504 Plans participate in the virtual learning format with accommodations as described in the 504 Plan. All students within a cohort that is offered in-person instruction will have the option to transition to school. School counselors, who serve as case managers

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for these students, will meet with general education teachers to discuss the accommodations in each student's 504 Plan as needed. Students who have accommodations that require direct support from a school counselor will receive the support through the virtual format, telephone calls, and/or emails to the student with parent/guardian/caregiver participation as needed. Students in the school will receive services from the counselor in-person or virtually. School counselors are required to communicate periodically with general education teachers to determine if any student with a 504 Plan is experiencing challenges that warrant follow up with the parent/guardian/caregiver, student, or other school staff.

Identification of Instructional Gaps and Student Needs

Student progress and learning gaps, as well as their academic performance level in reading and math, will be measured throughout the academic year. A variety of diagnostic tools will be available to assess student academic levels and student academic growth, including PALS, Virginia Kindergarten Readiness Program, NWEA MAPS, division created math assessments, Just in Time math assessments, and other assessments determined to align appropriately with classroom instructional standards. NWEA MAPS will be used for all students in grades 2-8. Data from the math and reading assessments will guide instruction and will be used to further identify students who are in need of remediation services. All curriculum maps and pacing guides were created for each department to ensure consistent pacing and to reinforce learning from the previous grade. Teachers will also develop inquiry based assessments and assessments that access a deeper level of understanding and knowledge.

Teachers received training to use formative assessments in order to support student learning and assess learning gaps. Teachers work with small groups to provide differentiated instruction and remediation based on data obtained from the diagnostic tools to include teacher and Math and Literacy Coordinator made assessments. A structured protocol to meet with teams is used to include establishing the weekly curriculum, identifying gaps in learning by creating assessments and evaluating data, collaborating to create instructional material, and identifying students who are in need of academic or behavioral services. Teams will meet weekly and use this protocol to consistently and efficiently document progress, obstacles, and best practices.

School leaders closely monitor assessment data and provide support to teachers to ensure alignment of curriculum, instruction and assessment. Building administrators also monitor instruction through the implementation of the observation process in TeachPoint, the observation platform. Division level administration will work with building administrators to monitor, assess, and revise instructional practices to include lesson planning and delivery. After the school closing, teachers used tracking documents and resources provided by VDOE instructional specialists to assist with recovering missing instruction and preparing for new learning. This information has been reviewed by all teachers in grade/team levels prior to the end of the academic year. Information was used to prepare for recovery of untaught essential skills and concepts and instruction of new materials.

For every sequential course, the teacher has identified the learning objectives that were not explicitly taught in the regular classroom setting before March 13, 2020 and has intentionally embedded those in the next course to support the students in new learning.

All levels have adjusted the pacing guides and curriculum maps for the 2020-2021 in order to spiral previous curriculum standards. Pacing guides have also been created to sequentially assess student

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knowledge and understanding of concepts. These assessments are developed to be used across grade levels in the division in order to provide specific services to support learning.

Grading and Assessment

Assessments will align with the curriculum taught. Pre-assessments will also be developed to provide differentiated learning for students based on their progress. Assignments will be graded and entered into PowerSchool to provide students and parent/guardian/caregiver with feedback and progress toward standard mastery. If the child is having difficulties accessing the curriculum online, the parent/guardian/caregiver is encouraged to contact the teacher and administration so that the schools and families can work on strategies to assist the family and the child. Teachers will also monitor students accessing the curriculum and will be in communication with all families to support the child.

Professional Development

Professional development plans for our teachers, paraprofessionals, and administrators include virtual instruction pedagogy, curriculum specific instructional strategies, grading and pacing, and literacy across the curriculum. Targeted professional development learning includes, but is not limited to, instructional rigor, addressing learning gaps, re-engaging students in prerequisite knowledge, focus on depth of instruction, prioritizing content and learning, ensuring the inclusion of every learner, understanding certain populations will be disproportionately affected by school closure, emphasizing the importance of school community and the joy of learning, norms and etiquette of online learning, and working collaboratively as a team of teachers to provide the most robust meaningful learning in a virtual classroom.

Professional development is provided on delivering instruction using the Five E Model of Instruction - Engage, Explore, Explain, Elaborate, and Evaluate. The digital curriculum and tools provided to teachers is supported with professional development.

Family Engagement

Communication and support with families is ongoing. The parent/guardian/caregiver was be provided with guidance on assisting their children to log into the Chromebook, creating structures at home to support the family and the student learner, regular communication from the teachers regarding the progress of their child, and supporting families with remediation, practice, and enrichment activities.

Communication with stakeholders

The division will communicate with the public through school board meetings, using a mass communication tool through SchoolMessenger, family surveys, faculty focus groups, and our Return to Learn website at newkentschools.org. A family academy will be developed to create instructional videos to assist families (parents, guardians, caregivers, and students) on best practices to learn in a virtual environment.

NKCPS Instructional Plan

Childcare

Local daycare providers support our community. Parks and recreation has partnered with NKCPs on a child care plan for NKCPs faculty, staff, and the New Kent community's day care needs. Parks and Recreation provides employees with options for children during the shift to a virtual teaching model. Program options will provide supervision for employees' children while they report to work to teach virtually.

Social Emotional Wellness

Teachers will continue to focus on the child's social emotional well being, especially during the first weeks of school. Teachers are provided with resources and ideas to check-in with students, to reach out to families, and to have meaningful classroom discussions. Training and resources will also be provided to teachers to support students and families in a virtual learning environment.

Social emotional learning during at-home learning will also be measured in order to provide strategies to teachers to support student well-being. Panorama surveys will be distributed to students in order to better gauge students' well-being. Students will be assessed at the start of the 2020-2021 school year to determine a baseline for their social-emotional needs using Panorama assessment, *Measures of Social-Emotional Learning*. This survey is designed to help educators understand students' perceptions of how supported the students are in their school environment. *Measures of Social-Emotional Learning* are designed to help educators understand students' social-emotional competencies and the environment that supports their social-emotional growth.

Counselors will continue to develop and provide social emotional strategies for teachers to use within their classes. The beginning of the year training focused on social emotional strategies in the virtual setting and research based practices to support students. These strategies will be implemented by all teachers in the first week of school and throughout the year.