

# Project Restart: Return to Learning

## Phased-in Cohorts

(Updated Sept. 30)

In-person instruction may be offered for cohorts of students once the Public Health Committee's public health metric recommendations are met. However, social distancing measures and other guidelines will be implemented.

When returning cohorts of students to face-to-face instruction, regular school operating times will be in effect.

See below for more about the hybrid model that will be implemented once Cohort No. 2 returns to in-person instruction.

Phased Cohorts	Groups of Students Returning to In Person Instruction	Notes
<b>Cohort No. 1</b>	Select Special Education Level 2 students as determined by IEPs (Grades K-12)	<p>These students with disabilities (SWD) would receive in-person instruction up to four days per week.</p> <ul style="list-style-type: none"><li>• SWD who receive instruction through the Aligned Standards of Learning curriculum, or</li><li>• who attend one of the following self-contained classroom programs: Early Childhood Special Education Program (ECSE), Intensive Day Program (IDP), Autism Day Program (ADP) and Severe Intellectual Disabilities Program (ID-S).</li></ul> <p>All services will be provided in the self-contained (special education setting) as determined to be appropriate by the IEP team and with parental consent.</p>

**Hybrid plan to be implemented once Cohort No. 2 returns to in-person instruction**

Students return to school for in-person learning within the classroom on defined days, changing classes to follow their normal schedule at the secondary level.

During the days when they are not present for in-person instruction, students will have the opportunity to join their class virtually:

ES: Students learning from home will join their class virtually for a Morning Meeting and for at least one other online check-in at some point later in the day (to be determined by the teacher).

MS/HS: Students learning from home will join each class virtually at the beginning of the class period. How long they remain engaged virtually will be left up to individual teachers.

On days when students are learning from home, they are given assignments to reinforce the learning from the in-person days and to demonstrate proficiency in the skills and knowledge learned while they were in school. In the hybrid model, on distance learning days, students will independently work on engaging learning applications like MyOn, Lexia, and DreamBox at the elementary level to build literacy and math skills. At the secondary level, they will be working in courseware like ALEKS, Edgenuity and teacher-designed online work.

<b>Cohort No. 2</b>	<b>All Students in Cohort 1 Plus</b> <ul style="list-style-type: none"><li>● All students with disabilities (SWD) PreK-3 following the proposed hybrid model.</li><li>● SWD K-3 in Cohort 1 will continue a 4-day per week schedule.</li><li>● SWD who receive instruction through the Standards of Learning and the Aligned Standards of Learning in a self-contained (special education setting) K-5.<ul style="list-style-type: none"><li>○ All services will be provided 4 days per week in the self-contained (special education setting) as determined to be appropriate by the IEP team and with parental consent.</li></ul></li></ul>	<b>Proposed Hybrid Model 4-modified</b> 2 Student Groups - In School 2 days per week and 2 days learning at home <ul style="list-style-type: none"><li>● (Group 1) Mondays and Tuesdays</li><li>● (Group 2) Thursdays and Fridays</li><li>● Wednesdays (teaching staff - Remediation and individual student check-in and professional development)</li></ul>
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	<p>Grade Levels PreK-3 students to include</p> <ul style="list-style-type: none"> <li>● English as a second language students in the grades PreK-3</li> <li>● Gifted services and programs in grades PreK-3</li> <li>●</li> </ul> <p>Remainder of students continue in Virtual learning environment</p>	
<b>Cohort 3</b>	<p><b>All Students in Cohort 1 and 2 Plus</b> Grade Levels 4-5 to include</p> <ul style="list-style-type: none"> <li>● Special education students (SOL and ASOL)</li> <li>● English as a second language students in the grade levels specified (Levels 1-4)</li> <li>● Gifted services and programs in grades 4-5</li> </ul> <p>Students attending the Chesterfield Career and Technical Centers and the Automotive Program at Midlothian High</p>	<p>Proposed Hybrid Model 4-modified 2 Student Groups - In School 2 days per week with the classroom teacher and 2 days learning at home</p> <ul style="list-style-type: none"> <li>● (Group 1) Mondays and Tuesdays</li> <li>● (Group 2) Thursdays and Fridays</li> <li>● Wednesdays (teaching staff - Remediation and individual student check-in and professional development)</li> </ul> <p>A Career and Technical Center student will have 1 day per week in school learning at the CTC - (Courthouse or Hull) and 4 days at home.</p>
<b>Cohort 4</b>	<p><b>All Students in Cohort 1,2 &amp; 3 Plus</b> All students in grades levels 6-12</p>	<p>Proposed Hybrid Model 4-modified 2 Student Groups - In School 2 days per week and 2 days learning at home</p> <ul style="list-style-type: none"> <li>● (Group 1) Mondays and Tuesdays</li> <li>● (Group 2) Thursdays and Fridays</li> <li>● Wednesdays (teaching staff - Remediation and individual student check-in and professional development)</li> </ul>