

A New Beginning. New Ways to Learn.  
A New Norm for the USVI.

# Virgin Islands Department of Education's Guide to Reopen Public Schools Virtually

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2020-2021 School Year

Racquel Berry-Benjamin  
Commissioner



THE VIRGIN ISLANDS DEPARTMENT OF  
**EDUCATION**

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## A Message from Commissioner Racquel Berry-Benjamin

August 13, 2020

Greetings, VIDE Family, Students, Parents and Virgin Islands Community:

It has been my honor to participate in the Territory-wide Reopening of Schools Taskforce that created a platform for health experts, government officials, educators, educational leaders, parents and other community partners to offer their insight and expertise into the safe reopening of USVI public schools. I wish to thank the Office of the Governor and our partners at the V.I. Department of Health, V.I. Board of Education, the Collective Bargaining Units, and the V.I. Department of Education's leadership team and staff who have contributed to this document.

As we seek to reopen schools online, this document should be used as the primary guide for safely and effectively doing so. It will serve as a foundation, but will remain a fluid work, as changes are anticipated based on the impact of the coronavirus on our local community. In it you will find what is expected of and available to students, teachers and parents, the "new norms" of educating students in the age of COVID-19, answers to frequently asked questions, and other important information to remain safe and healthy.

VIDE Team, the guidance provided by the V.I. Department of Health and the contents of this plan are only as effective as your implementation of them. Our success, to date, is evidence of how much we can accomplish as a united front. I want to commend you for your resilience and quick response to the COVID-19 pandemic. I am inspired by your commitment to face this great challenge head-on and incredibly proud of how you have pulled together to help keep Virgin Islands' students safe and afford them the ability to continue learning.

I wish to remind everyone to continue to follow the general health guidelines of wearing a mask or facial covering, washing hands frequently with soap and water or using hand sanitizer when water is not available, and practicing social distancing. Our lives depend on it.

Stay safe and remain healthy. Together, we will transform public education in the Virgin Islands.

In Your Service,



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Racquel Berry-Benjamin  
Commissioner



## INTRODUCTION

The COVID-19 pandemic has impacted the entire Virgin Islands community and the world. This health crisis has brought with it many challenges and never-before-experienced occurrences. Not to mention, it has changed the landscape of traditional, in-person teaching and learning to one that is online and future-facing.

This document should be considered a living document. We expect this information would be further developed to capture the changes in our local community should the coronavirus impact increase or decrease. This plan was developed with the most current information available at the time of its drafting and will be updated as new data becomes available. As such, the Virgin Islands Department of Education (VIDE) will continue to work with the local health officials and our many partners to ensure our protocols align with the most-current scientific information and community expectations. The VIDE will provide employees, students, parents and the general public all subsequent updates to this plan.

In accordance with the Virgin Islands Department of Health's Reopening of Schools Guidelines, schools will be prepared to shift between three (3) phases based on the escalation or de-escalation of the COVID-19 virus. **As of August 13, 2020, the VIDE's plan to reopen schools for the first semester of the 2020-2021 school year has been developed around Phase Red – 100% virtual instruction.**

REOPENING OF SCHOOLS PHASES	
<b>PHASE GREEN</b>	100% Classroom face-to-face instruction
<b>PHASE YELLOW</b>	Combination (hybrid) of distance and face-to-face classroom instruction
<b>PHASE RED</b>	100% Virtual instruction

## TIMELINE

### MARCH

- 13th** • Governor Bryan declared a State of Emergency in response to COVID-19 and directed all public schools closed, effective March 18, 2020 through April 14, 2020
- 30th** • Governor Bryan renewed the State of Emergency, extending the Stay At Home Order, which prolonged school closures to April 30, 2020

### APRIL

- 11th** • V.I. Board of Education released Resolution 001/2020 - A Resolution Regarding the Promotion and Retention Policy Compliance during the COVID-19 Emergency
- 22nd** • Commissioner Berry-Benjamin announces the last day of school for the 2019-2020 school year would be June 4, 2020
- 29th** • Governor Bryan renewed the State of Emergency, establishing the Safer At Home Order, and declared all school buildings would remain closed for the remainder of the 2019-2020 school year

### JULY

- 1st** • Governor Bryan extended the State of Emergency through September 9, 2020
- 13th** • Governor Bryan announced the start of the 2020-2021 school year, originally planned for August 10, would be delayed until after Labor Day 2020
- 16th** • The V.I. Department of Education revealed its Reopening of Schools Plan

### AUGUST

- 10th** • Governor Bryan suspended the provisions of Title 17 of the V.I. Code Section 61a and Chapter 9, Section 101 so long as the Territory remains in a State of Emergency
- 13th** • The V.I. Department of Education revealed its Virtual Reopening of Schools Plan



## THE PLAN: VIRTUAL LEARNING

This school year, virtual learning will consist of more structured planning and execution that will allow teachers and students to have a robust and enriching online experience.

### **2020-2021 SCHOOL YEAR**

• The school year begins on Tuesday, September 8, 2020. This document represents the VIDE's intent to provide 100% virtual instruction to public school students for the first semester, September 8, 2020 – January 20, 2021. These dates are subject to change, based on the escalation or de-escalation of the coronavirus in the local community.

NOTE: After a period of assessment with the Department of Health, a determination will be made on whether schools should transition to a hybrid model for the second semester. This will involve some days on campus and other days learning from home. Parents will have the option to have their children continue learning from home.

### **SCHOOL DAY**

Each grade level meets the minimum number of instructional hours, as per the VI Code:

- Grades PRE-K, KG, 1st, 2nd and 3rd: 4 hours and 30 mins
- Grades 4th, 5th, and 6th: 5 hours
- Grades 7th, 8th, 9th, 10th, 11th, and 12th: 5 hours 30 mins

### **SOFT OPENING**

Schools will incorporate a "soft opening" for the first two weeks in an effort to acclimate students and staff to virtual learning. This will allow students and staff to:

- Practice the logistics of using technology devices and educational platforms
- Become familiar with virtual classroom etiquette and protocols
- Administer diagnostic assessments
- Ensure compliance and efficiency in all aspects of the virtual learning environment

Video promos will air online, and on local radio and TV, to inform students, staff, parents and the community of the new virtual campus procedures and expectations

### **TRAINING**

- In an effort to ensure a full understanding of operating safely during the coronavirus pandemic and how to navigate the "new normal" of our school environments, a series of trainings have been arranged for teachers, students, parents, school nurses, custodial workers, kitchen workers, school monitors, bus drivers, school administrators, and all other school-based personnel
- Training will be conducted online or in-person
- In person training will resume only when it is safe to do so
- Training for parents on the online platforms their children will use will also be provided

## THE PLAN: CURRICULUM, INSTRUCTION & ASSESSMENTS

### CURRICULUM, INSTRUCTION & ASSESSMENTS

- For the first semester of the 2020-2021 school year, public school students will learn from home and teachers will teach from home

- Students will engage in daily, live online direct instruction guided by a teacher
- The standards and teaching material that currently make up the Curriculum at the V.I. Department of Education remain the same
- Teachers will design and execute lessons using existing standards and instructional resources
- Teachers will schedule assessments on the online platforms for students

• The State and District Assessment Offices are implementing innovative ways to improve student outcomes by providing remote assessments and professional development to educators to monitor student progress and address deficiencies. The Every Student Succeeds Act (ESSA) requires each state/territory to annually administer assessments in English Language Arts and Mathematics to all students enrolled in grades 3 through 8 and 11, and to administer an annual assessment of English language proficiency to all English learners. The Individuals with Disabilities Education Act (IDEA) also requires that all students with disabilities be included in general assessments, except the approximately one percent of students with significant cognitive disabilities who are eligible to participate in the alternate assessment. The end-of-year assessments of learning - Smarter Balanced, ACCESS 2.0, Multi-State Alternate Assessment - are vital to informing instruction and placement of students, particularly English learners and students with disabilities. Thus, the VIDE will continue to work with testing vendors to develop solutions that will meet the territory's needs for the spring 2021 assessments.

**Schoology** is a new online platform that will serve as a hub to house all digital platforms supported by both Districts, including iReady, Edmentum, and Acellus. It also serves as a communication tool that allows teachers to interact with parents and students. Additionally, Schoology manages students' academic and co-curricular calendar. Finally, it is an extension of the Department's already-existing student information database—PowerSchool. This makes it easy for teachers to enter grades, and students and parents to view grades.

Through the aid of the aforementioned online supplemental platforms, teachers will engage students in independent learning. Teachers will:

- Log in to Schoology and use Microsoft Teams to conduct and record daily, live lessons
- Share recorded lessons taught using Schoology
- Use Schoology and Microsoft Office 365 as the main communication tools with students and parents
- Teachers are required to include school administrators in all Microsoft Teams classes/courses
- The Employee Evaluation System for all employees will remain as originally intended, whether observations are conducted face-to-face or virtually



## THE PLAN: STUDENT SCHEDULES

The sample schedules shown below are meant to provide guidance. Each school will create its own schedule tailored to its unique operations.

STUDENT SCHEDULE					
Mon	Tues	Wed	Thurs	Fri	NOTES
					All students will be taught virtually, Monday through Friday, for the 1st Semester of the 2020-2021 School Year.

### Pre-Kindergarten/Kindergarten (4hrs 30 min)

*SAMPLE - All schedules will be tailored to each school.*

Whole Class with a Teacher - Live	Morning Meeting/ Routine	8:15 a.m. - 8:35 a.m.	Morning Meeting/ Routine	During the morning meeting and whole group session, the teacher will meet with students via Microsoft Teams/Zoom (preferable platform utilized by teacher), having a whole-group discussion about the skills to be taught for the day. The teacher will record the information to include one "I Can Statement" for English Language Arts and one "I Can Statement" for Mathematics. This information will be recorded as a reference guide for students and a modeled writing activity.
	English Language Arts	8:35 a.m. - 9:20 a.m.	Reading Block	Read Aloud (10 Minutes) Focused Mini-Lesson (Teacher Modeling of Literature & Informational Text Common Core State Standards -CCSS-) (10 Minutes) Shared Reading/Guided Practice (Application of MiniLesson) (10 minutes) Small Group with Teacher (Live)/Independent Learning (15 minutes)
		9:20 a.m. - 10:00 a.m.		Breakfast (40 minutes)





## THE PLAN: STUDENT SCHEDULES

### Pre-Kindergarten/Kindergarten (4hrs 30 min) C'tnd

Whole Class with a Teacher - Live	English Language Arts	10:00 a.m. - 10:45 a.m.	<p>Writing Block</p> <p>Word Study: (10 minutes)</p> <ul style="list-style-type: none"> <li>• CCSS Reading Foundational Skills (Print Concepts, Phonological Awareness, Phonics and Word Recognition) and/or</li> <li>• CCSS Language (Vocabulary Acquisition and Use)</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Focused Writing Mini-Lesson with Modeled Writing (CCSS Narrative, Informative, Opinion Writing; Conventions of Standard English) (10 minutes)</li> <li>• Guided Writing/Practice (Application of Mini-Lesson) (10 minutes)</li> <li>• Independent Writing/Practice with Teacher Guidance (15 minutes)</li> </ul>
		10:45 a.m. - 11:00 a.m.	<p>Interactive Read Aloud</p> <p>Student Snack Time</p>
		11:00 a.m. - 11:45 a.m.	<p>Math Block</p> <p>Engage/Explore (5 minutes)</p> <p>Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.</p> <p>Apply (1-2 assignments; 15 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.</p> <p>Small Group with Teacher/Independent Learning (15 minutes) (Thursdays are independent only for collaborative planning time - district wide)</p>
	11:45 a.m. - 12:25 p.m.	Lunch (40 minutes)	



## THE PLAN: STUDENT SCHEDULES

### Pre-Kindergarten/Kindergarten (4hrs 30 min) C'tnd

Whole Class with a Teacher - Live	Science/Social Studies	12:25 p.m. - 1:10 p.m.	Science/Social Studies (A/B Schedule)	Engage (5 minutes)
				Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
				Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
		1:10 p.m. - 1:15 p.m.	Bathroom/Movement Break (5 minutes)	
Whole Class with a Teacher - Live	Special	1:15 p.m. - 2:00 p.m.	Music, PE, Art, Computer	Engage (5 minutes)
				Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
				Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
		2:00 p.m.	Dismissal	



## THE PLAN: STUDENT SCHEDULES

**1st - 3rd (4hrs 35 min)**

*SAMPLE - All schedules will be tailored to each school.*

Whole Class with a Teacher - Live	Morning Meeting/ Routine	8:15 a.m. - 8:35 a.m.	Morning Meeting/ Routine	During the morning meeting and whole group session, the teacher will meet with students via Microsoft Teams/Zoom (preferable platform utilized by teacher), having a whole-group discussion about the skills to be taught for the day. The teacher will record the information to include one "I Can Statement" for English Language Arts and one "I Can Statement" for Mathematics. This information will be recorded as a reference guide for students and a modeled writing activity.
Live/Self Paced	English Language Arts	8:35 a.m. - 9:20 a.m.	Reading Block	Read Aloud (10 Minutes)
				Focused Mini-Lesson (Teacher Modeling of CCSS Literature & Informational Text; 10 Minutes)
				Shared Reading (Application of Mini-Lesson; 10 minutes)
				Small Group with Teacher - Guided Practice (Live)/Independent Learning (15 minutes)
		9:20 a.m. - 10:00 a.m.	Breakfast (40 minutes)	
Whole Class with a Teacher - Live	English Language Arts	10:00 a.m. - 10:45 a.m.	Writing Block	Word Study (10 minutes) <ul style="list-style-type: none"> <li>• CCSS Reading Foundational Skills (Print Concepts, Phonological Awareness, Phonics and Word Recognition) and/or</li> <li>• CCSS Language (Vocabulary Acquisition and Use)</li> </ul>
				Writing: <ul style="list-style-type: none"> <li>• Focused Writing Mini-Lesson with Modeled Writing: (CCSS Writing: Narrative, Informative, Opinion Writing; CCSS Language: Knowledge of Language and Conventions of Standard English; 10 minutes)</li> <li>• Guided Writing/Practice (Application of Mini-Lesson; 10 minutes)</li> <li>• Independent Writing/Practice with Teacher Guidance (15 minutes)</li> </ul>



## THE PLAN: STUDENT SCHEDULES

### 1st - 3rd (4hrs 35 min) C'tnd

Teacher - Live		10:45 a.m. - 11:00 a.m.	Interactive Read Aloud Student Snack Time	
Whole Class with a Teacher - Live	Mathematics	11:00 a.m. - 11:45 a.m.	Math Block	Engage (5 minutes)
				Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
				Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
Live/Self Paced		11:45 a.m. - 12:00 p.m.	Small Group with Teacher/Independent Learning (15 minutes) (Thursdays are independent only for collaborative planning time - district wide)	
		12:00 p.m. - 12:40 p.m.	Lunch (40 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 1st - 3rd (4hrs 35 min) C'tnd

Live/Self Paced	Whole Class with a Teacher - Live	Science/Social Studies	12: 40 p.m. - 1: 25 p.m.	Science/Social Studies (A/B Schedule)	Engage (5 minutes)
					Explore (5 minutes)
					Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
					Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
					Small Group with Teacher/Independent Learning (15 minutes)
			1:25 p.m. - 1:30 p.m.	Bathroom/Movement Break (5 minutes)	
Whole Class with a Teacher - Live	Special	Music, PE, Art, Computer	1:30 p.m. - 2:15 p.m.	Music, PE, Art, Computer	Engage (5 minutes)
					Explore (5 minutes)
					Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
					Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
					Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			2:15 p.m.	Dismissal	



## THE PLAN: STUDENT SCHEDULES

### 4th - 6th (5hrs 5 min)

*SAMPLE - All schedules will be tailored to each school.*

Whole Class with a Teacher - Live	Morning Routine	8:15 a.m. - 8:35 a.m.	Bellwork/Attendance/ Morning Assembly	<p>During the morning whole-group session:</p> <ul style="list-style-type: none"> <li>• The students will complete a simple bellwork activity as soon as they sign into class lesson</li> <li>• The teacher will meet with students via Microsoft Teams/Zoom (preferable platform utilized by teacher), take attendance, and have a whole-group discussion about the skills to be taught for the day</li> </ul> <p>The teacher can record the information to include one "I Can Statement" for English Language Arts and one "I Can Statement" for Mathematics. This information will be recorded as a reference guide for students and a modeled writing activity.</p>
	English Language Arts	8:35 a.m. - 9:20 a.m.	Reading Block	Read Aloud (10 minutes)
				Focused Mini-Lesson (Teacher Modeling of Literature & Informational Text Common Core State Standards-CCSS; 10 minutes)
				Shared Reading (Application of Mini-Lesson; 10 minutes)
Small Group with Teacher (Live)/Independent Learning (15 minutes)				
		9:20 a.m. - 10:00 a.m.	Breakfast (40 minutes)	
Whole Class with a Teacher - Live	English Language Arts	10:00 a.m. - 10:45 a.m.	Writing Block	<p>Word Study: 10 minutes)</p> <ul style="list-style-type: none"> <li>• CCSS Reading Foundational Skills: Phonics and Word Recognition and/or</li> <li>• CCSS Language: Vocabulary Acquisition and Use</li> </ul>
				<p>Focused Writing Mini-Lesson with Modeled Writing:</p> <ul style="list-style-type: none"> <li>• (CCSS Writing: Narrative, Informative, Opinion Writing; CCSS Language: Knowledge of Language &amp; Conventions of Standard English; 10 minutes)</li> <li>• Guided Writing/Practice (Application of Mini-Lesson; 10 minutes)</li> <li>• Independent Writing/Practice with Teacher Guidance (15 minutes)</li> </ul>



## THE PLAN: STUDENT SCHEDULES

### 4th - 6th (5hrs 5 min) C'tnd

		10:45 a.m. - 10:50 a.m.	Bathroom/Movement Break (5 minutes)	
Whole Class with a Teacher - Live	Mathematics	10:50 a.m. - 11:35 a.m.	Math Block	Engage (5 minutes)
				Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any mis-conceptions.
				Apply (1-2 assignments; 15 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
		11:35 a.m. - 12:15 p.m.	Lunch (40 minutes)	
Whole Class with a Teacher - Live	Science	12:15 p.m. - 1:00 p.m.	Science	Engage/Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any mis-conceptions.
				Apply (1-2 assignments; 15 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Small Group with Teacher/Independent Learning (15 minutes)



## THE PLAN: STUDENT SCHEDULES

### 4th - 6th (5hrs 5 min) C'tnd

		1:00 p.m. - 1:05 p.m.	Break (5 minutes)	
Whole Class with a Teacher - Live	Special	1:05 p.m. - 1:50 p.m.	Music, PE, Art, Computer	Engage/Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
				Apply (1-2 assignments; 15 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Small Group with Teacher/Independent Learning (15 minutes)
		1:50 p.m. - 1:55 p.m.	Break (5 minutes)	
Whole Class with a Teacher Live	Social Studies	1:55 p.m. - 2:40 p.m.	Social Studies	Engage/Explore (5 minutes)
				Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
				Apply (1-2 assignments; 15 minutes) Here you will apply your knowledge and practice the skill. Make sure you follow the directions for each assignment.
				Small Group with Teacher/Independent Learning (15 minutes)
		2:40 p.m.	Dismissal	





## THE PLAN: STUDENT SCHEDULES

### 7th - 8th (5hrs 40 min)

*SAMPLE - All schedules will be tailored to each school.*

First Period	8:30 a.m. - 9:10 a.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	9:10 a.m. - 9:50 a.m.	Breakfast (40 minutes)	
Second Period	9:50 a.m. - 10:30 a.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	10:30 a.m. - 10:35 a.m.	Break (5 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 7th - 8th (5hrs 40 min) C'tnd

3rd Period	10:35 a.m. - 11:15 a.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	11:15 a.m. - 11:20 a.m.	Break (5 minutes)	
4th Period	11:20 a.m. - 12:00 p.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	12:00 p.m. - 12:40 p.m.	Lunch (40 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 7th - 8th (5hrs 40 min) C'tnd

5th Period	12:40 p.m. - 1:20 p.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	1:20 p.m. - 1:25 p.m.	Break (5 minutes)	
6th Period	1:25 p.m. - 2:05 p.m.	Whole Class with a Teacher - Live (40-minute block)	Engage/Explore (5 minutes)
			Explain (10 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (5 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here students will apply their knowledge and practice the skill.
	2:05 p.m. - 2:10 p.m.	Break (5 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 7th - 8th (5hrs 40 min) C'tnd

	2:10 p.m. - 4:10 p.m.	Asynchronous/Independent Learning (120 minutes) Teacher Office Hours/Student Conferences/Interventions & Small Groups/ Interactive Tutorials Available
	4:10 p.m.	School Day Ends

### 9th - 12th (5hrs 40 min)

*SAMPLE - All schedules will be tailored to each school.*

1st Period	8:00 a.m. - 9:05 a.m.	Whole Class with a Teacher - Live (65-minute block)	Engage (5 minutes)
			Explore (10 minutes)
			Explain (15 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (10 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill.
			Wrap Up (5 minutes)
	9:05 a.m. - 9:45 a.m.	Breakfast (40 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 9th - 12th (5hrs 40 min) C'tnd

2nd Period	9:45 a.m. - 10:50 a.m.	Whole Class with a Teacher - Live (65-minute block)	Engage (5 minutes)
			Explore (10 minutes)
			Explain (15 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (10 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill.
			Wrap Up (5 minutes)
	10:50 a.m. - 10:55 a.m.	Break (5 minutes)	
3rd Period	10:55 a.m. - 12:00 p.m.	Whole Class with a Teacher Live (65-minute block)	Engage (5 minutes)
			Explore (10 minutes)
			Explain (15 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (10 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill.
			Wrap Up (5 minutes)
	12:00 p.m. - 1:00 p.m.	Lunch (60 minutes)	



## THE PLAN: STUDENT SCHEDULES

### 9th - 12th (5hrs 40 min) C'tnd

4th Period	1:00 p.m. - 2:05 p.m.	Whole Class with a Teacher - Live (65-minute block)	Engage (5 minutes)
			Explore (10 minutes)
			Explain (15 minutes) Now that students know what they'll be learning, the teacher will explain the objective and clear up any misconceptions.
			Check for Understanding (10 minutes) A formative assessment that ensures students know what they are about to do.
			Apply (1-2 assignments; 20 minutes) Here you will apply your knowledge and practice the skill.
			Wrap Up (5 minutes)
	2:10 p.m. - 3:30 p.m.		Asynchronous/Independent Learning (80 minutes) Teacher Office Hours/Student Conferences/Interventions & Small Groups/Interactive Tutorials Available
	3:30 p.m.		School Day Ends



## THE PLAN: EXPECTATIONS

### COMPUTER DISTRIBUTION

- At the start of the 2020-2021 school year, laptop computers from the VIDE's current inventory, along with Mifi devices, will be distributed first to families in need of the electronics
- When the VIDE receives its shipment of approx. 12,000 Chromebooks within the next two months, each student in the USVI public school system will be provided a computer
- Parents are required to sign for all Department-issued technology and are obligated to pay the full cost of electronic items provided by the V.I. Department of Education that are damaged, lost or stolen

**NOTE:** Students who have laptop or desktop computers at home are asked to use those, as the VIDE's current inventory is limited and will be distributed to students in need of those electronics first. Parents who wish to purchase a laptop computer for their children, may visit the Department's website, [www.vide.vi](http://www.vide.vi), and download the spec sheet.

### SCHOOL UNIFORMS

- TOPS: Students are required to wear their uniform shirt
- BOTTOMS: Students may wear knee-length or longer pants, or a skirt at an appropriate length
- Hair bonnets, hats, and headwraps are prohibited during school hours – unless these items are traditionally worn as part of the student's religious attire
- Excessive jewelry that may cause disruptions during virtual sessions are not allowed

### LEARNING SPACES AT HOME

- The V.I. Department of Education will issue desks and chairs to families in need of these items to ensure students have a suitable learning environment at home
- Furniture will be thoroughly sanitized prior to distribution to families
- Families will be required to pick up the items from designated schools – the VIDE will not provide delivery service
- These items remain the property of the V.I. Department of Education (parents are subject to fines for lost, damaged or stolen property)

### MEALS

All school kitchens will remain closed and School Lunch service will be suspended until further notice. The Department will update the community on when meals will resume.



## THE PLAN: SPECIAL STUDENT GROUPS

### SPECIAL EDUCATION & ENGLISH LEARNERS

• The U.S. Department of Education-Office of Special Education and the Office of English Language Acquisition, in collaboration with the Office of Civil Rights and the Division of Civil Rights of the U.S. Department of Justice, have allowed schools the flexibility to utilize distance learning options to ensure students with disabilities and students acquiring English language and language proficiency, such as English Learners, receive the services of their Individualized Education Plan (IEP) or their ESL Individualized Plan. These special student groups are fully integrated into every aspect of planning for virtual learning to ensure their unique needs are met.

### CAREER AND TECHNICAL EDUCATION

CTE classes engage in learning activities that require critical thinking and hands-on application.

- Counselors will provide students the necessary guidance they need on their respective career pathways
- Theory will be taught online

**NOTE:** After a period of assessment with the Department of Health, a determination will be made on whether special student groups, identified above, can safely report to the physical building for in-person teaching and learning.





## THE PLAN: GRADING GUIDELINES

### THE PLAN: GRADING GUIDELINES

1. Teachers will record all grades in PowerSchool.
2. According to the Virgin Islands Board of Education Promotion Policy Section 4.5, the following grading system shall be used:

#### LETTER NUMERICAL VALUE

- A+ 98-100 (98 TO 100% of Checklist of Skills Mastered)
- A 94-97 (94 TO 97% of Checklist of Skills Mastered)
- A- 90-93 (90 TO 93% of Checklist of Skills Mastered)
- B+ 87-89 (87 TO 89% of Checklist of Skills Mastered)
- B 84-86 (84 TO 86% of Checklist of Skills Mastered)
- B- 80-83 (80 TO 83% of Checklist of Skills Mastered)
- C+ 77-79 (77 TO 83% of Checklist of Skills Mastered)
- C 74-76 (74 TO 76% of Checklist of Skills Mastered)
- C- 73-70 (73 TO 70% of Checklist of Skills Mastered)

#### FAILURE BELOW 70

3. Teachers will enter grades into PowerSchool as follows:

Grading Category	Definition
<p style="text-align: center;"><b>Test/Quiz</b></p>	<p><u>A Test is...</u>                      A set of questions or situation designed to permit an inference about what a student knows or can do in an area <b>of a topic or skill that has been taught.</b></p> <p><u>A Quiz is...</u></p> <ul style="list-style-type: none"> <li>• A frequent and short assessment that can measure a student's retention and comprehension of a small amount of information.</li> <li>• Can function throughout the course as an informative feedback device allowing both the teacher and the students to see where they are excelling or need more focus</li> </ul>



## THE PLAN: GRADING GUIDELINES C'tnd

Grading Category	Definition
<p style="text-align: center;"><b>Performance Task</b></p>	<p><u>Performance tasks are...</u>                      Any learning activities or assessments that ask students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Unlike a selected-response item (e.g. multiple choice or matching) that asks students to select from given alternatives, a project/performance task presents a situation that calls for learners to apply their learning in context.</p> <p>Performance tasks should have characteristics different from typical classwork, such as:</p> <ul style="list-style-type: none"> <li>• Open-ended and typically do not yield a single, correct answer</li> <li>• Multi-faceted</li> <li>• Call for the application of knowledge and skills, not just recall or recognition</li> <li>• Can involve group or team work</li> <li>• Projects</li> </ul>
<p style="text-align: center;"><b>Classwork</b></p>	<p><u>Classwork is...</u></p> <ul style="list-style-type: none"> <li>• The written or oral assignments done in a classroom by a student (distinguished from homework)</li> <li>• Allows teachers and students to work together to complete a task</li> <li>• Provide support to ensure they are approaching the task in the best manner possible; provides opportunity for immediate feedback from the teacher</li> </ul>
<p style="text-align: center;"><b>Homework</b></p>	<p><u>Homework is...</u></p> <ul style="list-style-type: none"> <li>• An out-of-class task assigned to students as an extension, elaboration, and/or reinforcement of classroom work. Its purpose is to foster good study habits, practice newly acquired skills, and to help students get ready for activities that will occur in the classroom.</li> </ul>
<p style="text-align: center;"><b>Participation</b></p>	<p><u>Participation is...</u></p> <ul style="list-style-type: none"> <li>• A student's active participation in the day's lesson. Through active discussion in a group, question-and-answer, active reading, note-taking, opinions, short exchange between instructor and student and peer-to-peer.</li> </ul>

## THE PLAN: GRADING GUIDELINES C'tnd

4. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to reflect an accurate measure of a student's progress. There must be a minimum of two (2) grades per weighting category on the progress reports and a minimum of four (4) grades per weighting category by the end of each marking period.

Category	Weighting	Minimum # of grades
Tests and other assessments (tests, quizzes, etc.)	30%	4
Performance Tasks (written reports, portfolios, projects, performances, and laboratory reports)	25%	4
Classwork (classroom, note-book, oral participation)	15%	4
Homework	10%	4
Participation	20%	4
Total	100%	20

5. No grade lower than a 50% will be entered into a gradebook, if a student has made a reasonable attempt to complete work.

- Adequate documentation of the following must be evident prior to submittal of a 50% in the gradebook:
  - Multiple opportunities to receive a grade no less than a 50%
  - Teacher feedback and interventions
- If a student has been given multiple opportunities (no less than 3) to complete the work and has not done so, with adequate documentation of the multiple opportunities with teacher intervention as well as that parental contact was made, a 20% may be entered into the grade book.

6. Grades will reflect what a student knows and understands based on the identified learning objective.

7. Teachers will inform students and parents of how grades will be determined in a particular class. This will include the weight that each component or the academic work carries, grading



## THE PLAN: GRADING GUIDELINES C'tnd

criteria, procedures for redoing work for credit, and rubrics used for all assignments. This communication should be disseminated in written form using any of the following mediums:

1. Schoology
2. Email
3. Collaborative Tool
4. Teacher Websites/Apps

Student conferences are encouraged as a platform for students to plan and set goals, reflect upon their work, and understand their performance in class and the progress or lack of progress they have achieved.

**8. Attendance: Students who are absent, whether excused or unexcused, will be given the opportunity to make up work or tests missed within a reasonable amount of time upon return. A reasonable amount of time is defined as, for each class session missed, the student will have two class sessions to make up the missing assignments. A teacher may extend this time if the student is making progress toward completing assignments.**

While students are making up work due to an absence or absences, teachers may use the appropriate Missing Assignment codes in the PowerSchool Grade Book.

### 9. Participation:

- Participation grades should be entered into PowerSchool at minimum on a weekly basis (i.e. Participation 8/10-8/14) using the rubric below.

Grade	100	85	70	55	40
	Student <b>had contact</b> with the teacher during the week <b>and</b> showed <b>evidence of logging in</b> to the class and participating in discussions, activities or assignments.  Student <b>engaged in assignments with most work representative of best effort.</b>	Student <b>had contact</b> with the teacher during the week <b>and</b> showed <b>evidence of logging in</b> to the class and participating in discussions, activities or assignments.  Student <b>engaged in assignments with some work representative of best effort.</b>	Student <b>had contact</b> with the teacher during the week <b>or</b> showed <b>evidence of logging in</b> to the class and participating in discussions, activities or assignments.  Student <b>engaged in some assignments, but work was not representative of best effort.</b>	Student <b>had contact</b> with the teacher during the week <b>or</b> showed <b>evidence of logging in</b> to the class and participating in discussions, activities or assignments.  Student <b>did not produce any work for the week.</b>	Student <b>had no contact</b> with teacher during the week <b>and</b> showed <b>no evidence of logging in</b> to the class and participating in discussions, activities or assignments <b>after multiple attempts to contact.</b>

**10. Homework:** Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Recommended homework time (this time is cumulative and includes all subject areas):

- Pre-K 10 minutes per night
- K-2 20 minutes per night
- Grades 3-4 25 minutes per night
- Grades 5-6 30 minutes per night
- Grades 7-8 40 minutes per night
- Grades 9-12 45 minutes per night

Teachers are encouraged to grade work promptly (within a week of submission is a good rule of thumb), enter it into PowerSchool, and return it to students for review.

**11. English Learners:** Traditional procedures for assigning grades to students may not be appropriate for English Learners (EL). The same methods and criteria applied to their English-speaking age and/or grade peers should not be the same as to assess students who lack English language proficiency. English Learners are entitled to accommodations in lessons and grading. Students cannot be failed solely on language proficiency. A grade of "F" cannot be assigned to an EL student without full documentation of accommodations and instructional support having been made to assure the student full access to the content of the academic program.

- Teachers are encouraged to maintain high expectations for student learning. However, teachers shall adapt lessons and assignments so that English Learners can access the curriculum and demonstrate progress. Lesson accommodations and grades for English Learners in grades K-12 shall be made based on the English proficiency level obtained through the WIDA Screener or the WIDA Access 2.0 assessment.

- Examples of alternative assessments for English Learners are:

- portfolios
- oral examinations
- picture/drawing journals
- school projects
- Appropriately accommodated assessments help English Learners demonstrate their knowledge and skills.

Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least two weeks following the end of the reporting period. Evidence may include rubrics, copies of tests, etc.



## THE PLAN: LEARNING LOSS & SUPPORT SERVICES

### LEARNING LOSS

- In an effort to respond to and address the anticipated learning loss students experienced during the 2019-2020 school year, a critical intervention period will be implemented during the first marking period. Afterschool programs in English Language Arts and Mathematics will also be offered:
  - Intervention services will be provided to students in grades KG through 5th using one-and-one and/or small group online supports
  - Tutorial services will be provided to students in grades 6th through 12th. Students will benefit from one and one and/or small group online supports.

### SUPPORT SERVICES

The COVID-19 pandemic has created high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional wellbeing for all. As such, the emotional wellbeing of students, staff, and families has been at the forefront of the Department's planning and decision-making. Wellness services will be in place to serve our populations. As a preventative measure, schools will:

- Promote the wellness of students and staff on a daily basis
  - Partner with the appropriate professionals to ensure the wellness of students and staff
  - Make the necessary referrals for extreme cases beyond the scope of the school (V.I. Department of Health and other contracted services)
  - Develop a system to connect with students and families to promote attendance
  - Identify students in need of additional supports and refer them to the counselor for further intervention
  - School counselors will continue to be trained to address the overall wellness of students
- \*\* All VIDE employees are encouraged to maximize the Employee Assistance Program through CIGNA for their personal wellness