RETURN TO SCHOOL PLAN

PRESENTATION TO PARENTS

Pittsylvania County Schools
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AUGUST 5, 2020

GOVERNOR' S ORDER TO REOPEN SCHOOLS

- **March 13, 2020**
  - Public Schools were shuttered for two weeks
- **March 23, 2020**
  - Public Schools were closed for the remainder of the 2019-2020 school year
- **June 9, 2020**
  - Opening of schools aligned with the Governor's Forward Virginia blueprint.

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GOVERNOR' S ORDER TO REOPEN SCHOOLS

- **Phase III**
  - In-person instruction may be offered for all students, however physical distancing measures should be implemented.
  - Facial covering is required when physical distancing of six feet cannot be maintained.

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PITTSYLVANIA COUNTY SCHOOLS' PLANNING TEAMS

- **Employees:**
  - Mr. Mayhew, Administrators, Teachers and Parents
- **Instruction:**
  - Ms. Petty, Administrators, Teachers and Parents
- **Schedule:**
  - Level Directors, Director of Transportation, Principals, Teachers and Parents
- **Virtual/Online Learning:**
  - Dr. Early, Ms. Petty, Ms. Haymore, Teachers and Parents
- **Special Education/Health:**
  - Ms. Haymore, Administrators, Teachers and Parents
- **Transportation :**
  - Mr. Scott, Principals, Teachers and Parents
- **Hygiene :**
  - Dr. Early, Mr. Hutson, School Nurse Coordinators, Teachers and Parents

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PITTSYLVANIA COUNTY SCHOOLS' PLANNING TEAMS

- **Buildings:**
  - Level Directors, Principals, School Nurse Coordinators, Teachers and Parents

- **Health Plan and the Support Services Plan related to Social-Emotional Wellness for students:**
  - Ms. Robin Haymore, Mrs. Katie Hawker, Mr. Nick Myers, Mrs. Amy Morton, Mr. Lowell Sollenberger, Mrs. Allison Barton, Ms. Kate Wells - Administrative Intern, Ms. FreAnda Glass – BES, Mrs. KerriBeth Ludeman – TMS, and Mrs. Christine Fein - GES

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PHASE III REOPENING PLAN

- Ten-month staff returns on Tuesday, August 4, 2020
- Students return to hybrid instruction on August 20, 2020
- Students have the option of participating in a hybrid instructional model or a 100% remote instructional model

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SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO → **DO NOT OPEN**

ALL YES →

Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES →

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO → **MEET SAFEGUARDS FIRST**

ALL YES → **OPEN AND MONITOR**

CDC

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cdc.gov/coronavirus

DAILY HEALTH SCREENING

If any of the responses are yes, remain home

- Fever of 100.0°F or higher
- The following symptoms, not related to another health condition
  - New cough
  - New shortness of breath or difficulty breathing
  - New chills
  - New sore throat
  - New muscle aches, not from exercise
- In past 10 days, positive COVID-19 test
- In past 14 days, contact (within 6ft for 15 minutes or longer) with someone with a suspected or confirmed case

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HEALTH SCREENING

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COVID-19 Health Screening

This screening process must be completed daily by the following:

- parent/guardian on behalf of PCS student(s),
- staff member, or
- visitor intends to remain in the building for 15 minutes or longer.

Students and Staff should remain at home if <u>any</u> of the responses are 'YES'

Visitors will not be permitted into PCS facilities if <u>any</u> of the responses are 'YES'

YES or NO, since your last day of school/work/visitation, have you had any of the following symptoms?	**YES**	**NO**
Documented temperature of 100.0°F or higher without the use of fever-reducing medication?	☐	☐
A new cough that is not due to another health condition?	☐	☐
New shortness of breath or difficulty breathing that is not due to another health condition?	☐	☐
New chills that are not due to another health condition?	☐	☐
A new sore throat that is not due to another health condition?	☐	☐
New muscle aches that are not due to another health condition, or that may have been caused by a specific activity (such as physical exercise)?	☐	☐
A new loss of taste or smell?	☐	☐
Have you had a positive test for the virus that causes COVID-19 disease within the past 10 days?	☐	☐
In the past 14 days, have you had close contact (within about 6 feet for 15 minutes or more) with someone with a suspected or confirmed case of COVID-19?	☐	☐

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HEALTH PROTOCOL

Staff will receive two cloth masks and students will receive one cloth mask and a lanyard.

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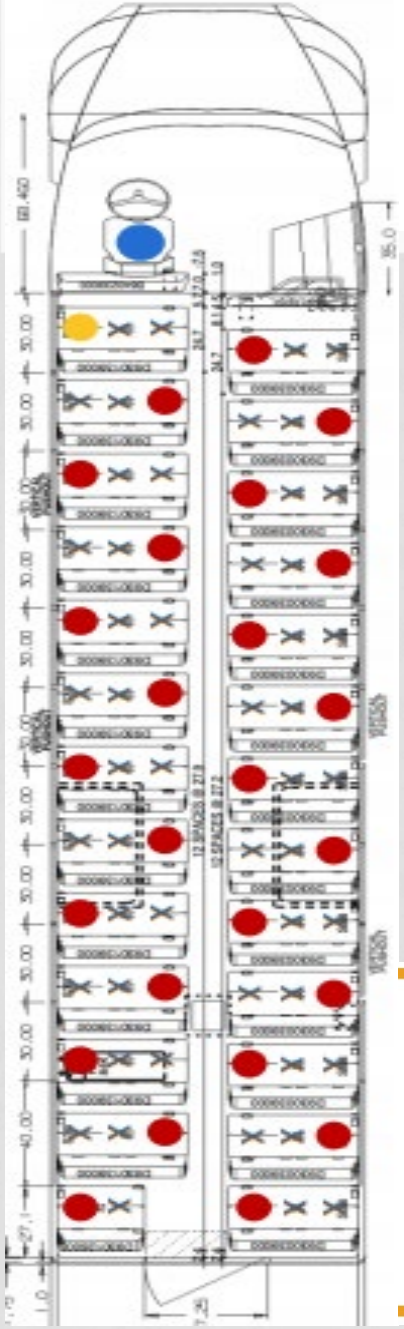

BUS TRANSPORTATION

- Parents are expected to conduct health screening prior to sending student to bus stop.
- One student will be seated on each seat.
- Each student will be expected to wear a cloth facial covering.
- Bus drivers will take students' temperatures before permitting students to board the school bus.
- Parents of students in grades Pre-K through five should be present at the bus landing.

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BUS ARRIVALS AND DEPARTURES

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BUS CLEANING

- Bus drivers will clean school buses between each run.
- Disinfectant, PPE, and spray equipment is provided on each school bus.

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CAR ARRIVALS AND DEPARTURES

- Parents are expected to conduct health screenings prior to bringing students to school.

- A temperature screening will be done on students prior to entrance into school buildings.

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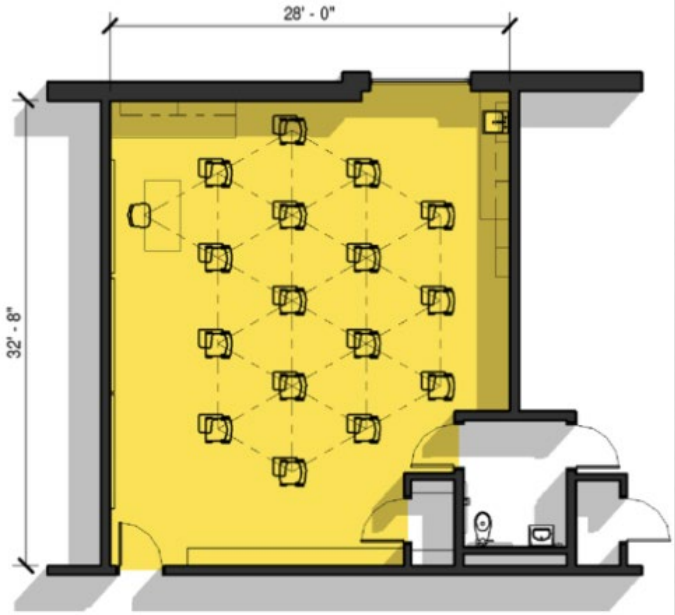
CLASSROOMS



Elementary Classroom
16 students

Figure 7
6' spacing

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Middle and High School Classroom
18 students

Figure 11
6' spacing

PHYSICAL DISTANCING IN THE SCHOOLS

- Staff and students will be expected to wear a cloth facial covering when a physical distance of six feet cannot be maintained.

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CLEANING IN THE SCHOOLS

- Staff will be trained on appropriate use of cleaning and disinfecting solutions.
- Staff will wear rubber gloves during the cleaning process, masks and other PPE may be required based on task.

- Staff will regularly clean
  - Restrooms
  - Hallways
  - Offices
  - Frequently touched surfaces
- Desktops will be cleaned between classes if used by different students.
- Desktops will be cleaned each afternoon if used by only one student.

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DEEP CLEANING IN THE SCHOOLS

- Deep cleaning will be done each afternoon and on Wednesdays.
  - Desktops – cleaned with soap and water (changing water frequently)
  - Frequently touched surfaces – cleaned with soap and water, then disinfected.
  - Floors – scrubbed with soap and water.
  - Restrooms – fixtures scrubbed, floors and walls scrubbed with soap and water.
  - Hallways – scrubbed with auto-scrubbers.

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NON-ESSENTIAL VISITORS - NOT PERMITTED

VISITORS

FACE COVERINGS

REQUIRED

less than 15 minutes

Examples: Parent picking up student, mail or package delivery

- **Ring doorbell, state purpose for visit**
- **Must enter building with face covering**
- **Health Screening NOT Required**

15 minutes or longer

Examples: Parent attending conference, Substitute, Tutor, Contracted Service Provider

- **Ring doorbell, state purpose for visit**
- **Must enter building with face covering**
- **Immediately report to office for health screening**

Nonessential visitors, volunteers, and activities involving external groups or organizations are not permissible at this time.

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PHASE III REOPENING PLAN

- ALL Pre-K – 3, Students With Disabilities & English Learners attend each day (4 days per week, Mon – Tues and Thurs – Fri)
- All Grades 4 -12 will attend two days per week
  - Group A: Monday and Thursday, remote learning Tues, Wed, Fri
  - Group B: Tuesday and Friday, remote learning Mon, Wed, Thurs
- Teacher planning, contact with virtual students and deep cleaning on Wednesdays
- Students may participate in 100% Remote Learning

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PHASE III SCHEDULE

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	Monday	Tuesday	Wednesday	Thursday	Friday
• Preschool – Third Grade • Students with Disabilities • English Learners	In School	In School	Working Remotely from Home	In School	In School
• Fourth – Twelfth Grades Group A	In School	Working Remotely from Home	Working Remotely from Home	In School	Working Remotely from Home
• Fourth – Twelfth Grades Group B	Working Remotely from Home	In School	Working Remotely from Home	Working Remotely from Home	In School
• 100% Remote Learners	Working Remotely from Home	Working Remotely from Home	Working Remotely from Home	Working Remotely from Home	Working Remotely from Home

PARENTS AS LEARNING COACHES

- **Parents and guardians play an active and essential role in their child's education. As their child's Learning Coach, they will:**
  - Provide academic support, motivation, and guidance throughout the school year.
  - Dedicate time to keeping your student motivated throughout the day .
  - Organize and structure the learning day.
  - Ensure your child is on track with assignments and coursework.
  - Communicate with teachers.
  - Get involved in your student's education by taking on the role of Learning Coach.
  - If the parent cannot fill this role, they can choose a family member, friend, or another trusted adult to be the Learning Coach. The purpose of the learning coach is to support the student with setting goals and staying on track. Parents of early elementary (K-3) will play a more active role in their child's education in Remote Learning Opportunities.

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PCS LEARNING OPPORTUNITIES

In-Person	Blended	Remote	Home School
Traditional instructional program within normal school day	Students receive part in-class instruction and part remote learning	100% remote learning with access to teachers	Not enrolled in pubic schools; curriculum and instruction provided by the parent
Fixed schedule	Fixed schedule while students are in school Flexible schedule when students are working remotely	Flexible schedule	Flexible schedule
PCS curriculum and instruction occurs in school	PCS curriculum and instruction in school and at home	PCS provides the curriculum at no cost	Parents supply the curriculum
In-class support	In-class support and off-site support	Parents partner with teachers. Teachers provide office hours	Parents are the teachers

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PITTSYLVANIA COUNTY SCHOOLS

5th grade Math, 3rd Six Weeks, Week 1
SOL # 5.4

Focus SOL This Week:

- 5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.

Ongoing SOL: 5.5a, 5.5b, 4.4a, 5.19c-dd, 5.2a,b

ESSENTIAL KNOWLEDGE

- The student will be able to demonstrate fluency with multiplication through 12x12, and the corresponding division facts
- The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.
- The student will estimate and determine the product and quotient of two numbers involving decimals; and create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.

RESOURCES

Math/Facts/Vocabulary

EnVision Series

VDOE Vocabulary

http://www.doe.virginia.gov/instruction/mathematics/resources/vocab_cards/2016/gr5-vocab-cards.pdf

ES&S

http://www.doe.virginia.gov/testing/sol/scope_sequence/mathematics_2009/index.php

WEEKLY AGENDA

Weekly Focus Skills: Multiplication and division facts, division of whole numbers by single-digit and two digit divisors

6 Weeks Math Vocabulary: **division, quotient, divisor, remainder, dividend, equivalent, estimation, product,** fractions, equivalent fractions, equivalent decimals, variable, (algebraic) expression, (algebraic) equation, and distributive property

Weekly Math Facts: All multiplication and division facts 0-12

Weekly Vocabulary Words:

- **Division** - the inverse, or opposite, operation of multiplication. It "undoes" multiplication
- **quotient** - the answer to a division problem
- **divisor** - a number by which another number is to be divided (hint: di"**VISOR**" the number outside the house that needs a visor to protect from the sun)
- **dividend** - the number in division that is being divided (hint: the number that lives in the **"DEN"** of the house)
- **remainder** - is a number that is less than the divisor and is too small to be divided by the divisor to form a whole number (hint: **"leftovers"** the number that is left over)
- **equivalent** - equal in value but possibly in a different form(ex. ½ = 0.5)
- **estimation** - an answer close to, or approximating, an exact answer
- **product** - the answer to a multiplication problem

Suggested supplies for the week:

- notebook
- pencil

PCS Learning Opportunities

RESOURCES

Math/Facts/Vocabulary

EnVision Series

VDOE Vocabulary

http://www.doe.virginia.gov/instruction/mathematics/resources/vocab_cards/2016/gr5-vocab-cards.pdf

ES&S

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Grade 5 Mathematics
Vocabulary Word Wall Cards

Mathematics vocabulary word wall cards provide a display of mathematics content words and associated visual cues to assist in vocabulary development. The cards should be used as an instructional tool for teachers and then as a reference for all students. **The cards are designed for print use only.**

Table of Contents

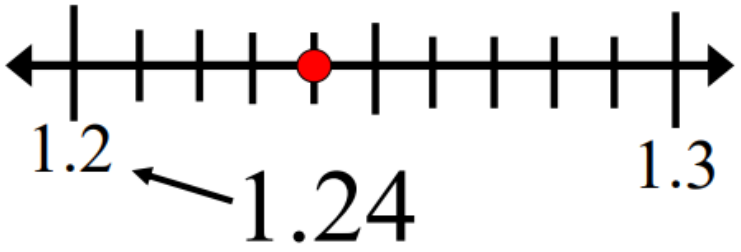
MATHEMATICS

Decimal Place Value Position

Ones		Tenths	Hundredths	Thousandths
3	.	7	2	1

decimal point

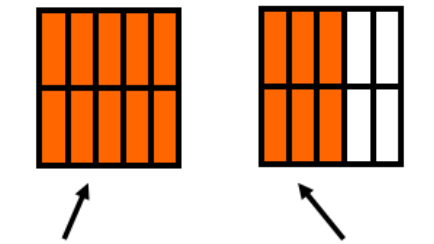
Round



Round 1.24 to the nearest tenth.

MATHEMATICS

Mixed Number



$$\frac{16}{10} = 1\frac{6}{10} = 1.6$$

Virginia Department of Education 2018 Grade 5 Mathematics Vocabulary – Card 3

Least Common Multiple

Multiples of 12	Multiples of 18
1 x 12 = 12	1 x 18 = 18
2 x 12 = 24	2 x 18 = 36
3 x 12 = 36	3 x 18 = 54
4 x 12 = 48	

LCM is 36.

Virginia Department of Education 2018 Grade 5 Mathematics Vocabulary – Card 10

MATHEMATICS

Math fact practice
https://xtramath.org/#/home/index

Online Resources (Optional)
Long Division
Multi-digit multiplication and division

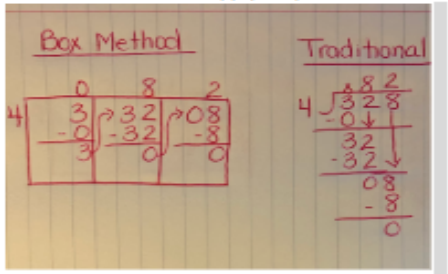
Long Division
https://www.youtube.com/watch?v=LGqBQrUYua4

Desmos Calculator
https://www.desmos.com/fourfunction

- number cards
- cards for Concentration games (multiplication and division)
- [illegible]Vision workbook volume 1
- [illegible]te or small piece of paper
- highlighter, [illegible] or colored pencil

Day 1--Monday
(ALL math problems at this point need to be worked out with paper and pencil not a calculator ~ ALWAYS [illegible] your work and it is very helpful to turn your notebook paper sideways)

1. **Math** - Introduce division by using this simple strategy:
   (HINT)
   Does (divide)
   McDonalds (multiply)
   Serve (subtract)
   Breakfast (bring down)
- Optional - use a post-it-note when working these division problems (use the post-it-note to cover up the numbers not being used in the dividend moving the post-it-note as they are needed)
- Review 4th grade dividing with a one digit divisor ex. 328 divided by 4 using the DMSB method (review back to hints at the top). (This problem is written $4\overline{)328}$)



Practice Problems
- 456 ÷ 5 =?
- 867 ÷ 2 =?
- 789 ÷ 6 = ?
- 249 ÷ 7 = ?
- 369 ÷ 3 = ?

2. **Facts -**
- **Multiplication Facts** - Review multiplication facts 0-12 by using a deck of cards(if deck of cards is not available make your own using index cards or paper) (with the

Math fact practice
https://xtramath.org/#/home/index

Online Resources (Optional)
Long Division
Multi-digit multiplication and division

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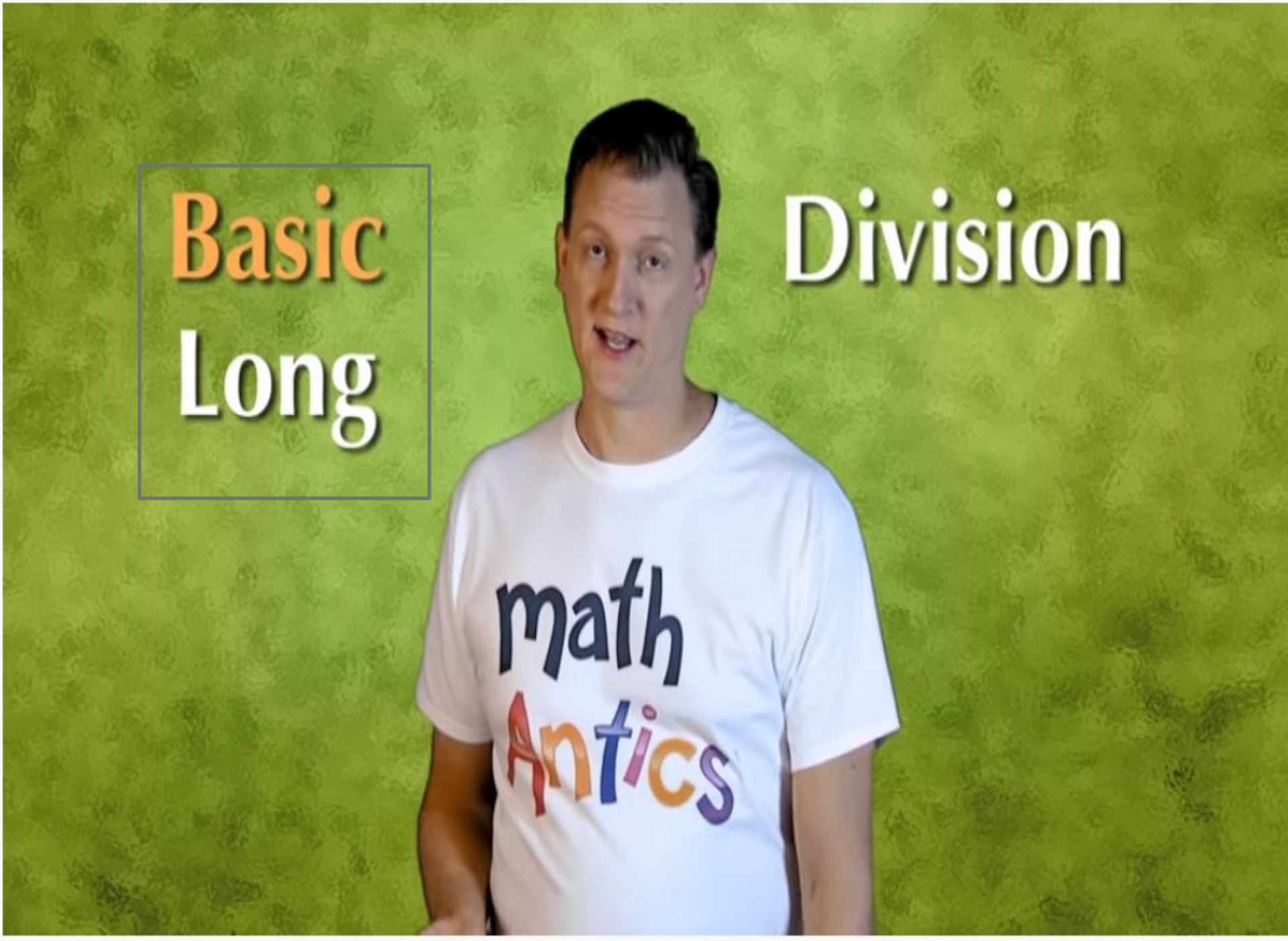

Basic
Long
Division
math
Antics

Kings removed), play War with a partner (A=1, J=11, Q=12). When you and your partner flip a card over you must multiply it by 4. Whoever has the highest after multiplying by 4, wins the cards.

- **Division Facts** - Use division flashcards and if not available, make your own using index cards or paper. (ex. 24÷ 6 = ?)

Day 2--Tuesday
(ALL math problems at this point need to be worked out with paper and pencil not a calculator ~ ALWAYS show your work and it is very helpful to turn your notebook paper sideways)

1. **Math** - Continue to practice division by using this simple strategy:
   Does (divide)
   McDonalds (multiply)
   Serve (subtract)
   Breakfast (bring down)

- Introduce word problems using division. Remember to use the strategies you have already learned for solving word problems.
- Optional - use a post-it-note when working these division problems (use the post-it-note to cover up the numbers not being used in the dividend moving the post-it-note as they are needed)

1. Bill has 48 pencils to share fairly with 8 friends. How many pencils will each friend receive?
2. There are 30 people going to the party by car. How many cars will be needed if each car holds 6 people?
3. Nine friends will share 72 ounces of juice. How many ounces will each person get if all the juice is shared equally?

2. **Facts** -

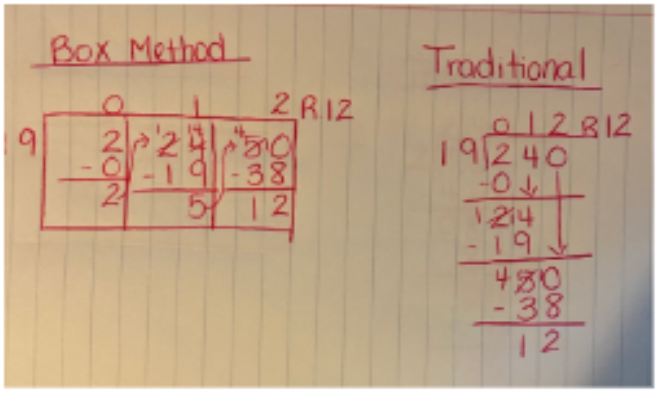
- **Multiplication Facts** - Review multiplication facts 0-12 by using a deck of cards(if deck of cards is not available make your own using index cards or paper) (with the Kings removed), play War with a partner (A=1, J=11, Q=12). When you and your partner flip a card over you must multiply it by 6. Whoever has the highest after multiplying by 6, wins the cards.
- **Division Facts** - Use division flashcards and if not available, make your own using index cards or paper. (ex. 24÷ 6 = ?)

MATHEMATICS

Day 3—Wednesday
(ALL math problems at this point need to be worked out with paper and pencil not a calculator ~ ALWAYS show your work and it is very helpful to turn your notebook paper sideways)

1. **Math** - Continue to practice division by using this simple strategy: **(DMSB)**
   Does (divide)
   McDonalds (multiply)
   Serve (subtract)
   Breakfast (bring down)

- Optional - use a post-it-note when working these division problems (use the post-it-note to cover up the numbers not being used in the dividend moving the post-it-note as they are needed)
- Introduce dividing by two digit divisors
  - Step one write down the problem
  - Use the strategy from above (DMSB)
  - Place post- it- note so only one number is showing in the dividend (inside the house)
  - For example: 240 ÷ 19 = ?
    - Ask yourself will 19 go into 2, if not move your post-it-note over the 0 and now ask yourself if 19 will go into 24. If yes, put a 1 above the 4 in the tens place, multiply 1x19, subtract, and bring down the next number under the house which is a 0, then repeat this process.



Practice problems: enVision workbook Vol. 1 pg. 261 #1-13 *odd only* and pg. 262 #16 (word problem) (showing all work using paper and pencil turning notebook paper sideways)

2. **Facts -**

- **Multiplication Facts -** Review multiplication facts 0-12 by using a deck of cards(if deck of cards is not available make your own using index cards or paper) (with the Kings removed), play War with a partner (A=1, J=11, Q=12). When you and your partner flip a card over you must multiply it by 9. Whoever has the highest after multiplying by 9, wins the cards.
- **Division Facts -** Use division flashcards and if not available, make your own using index cards or paper. (ex. 24 divided by 6 = ?)

Day 4—Thursday
(ALL math problems at this point need to be worked out with paper and pencil not a calculator ~ ALWAYS show your work and it is very helpful to turn your notebook paper sideways)

1. **Math -** Continue to practice division by using this simple strategy:
   Does (divide)
   McDonalds (multiply)
   Serve (subtract)
   Breakfast (bring down)

- Optional - use a post-it-note when working these division problems (use the post-it-note to cover up the numbers not being used in the dividend moving the post-it-note as they are needed)
- Continue practicing long division using the above example from Wednesday.
  - If needing examples with remainders see enVision workbook Vol 1 pg. 264
  - Practice problems from enVision Math book Vol 1 pg. 265 #5-13 (showing all work using paper and pencil turning notebook paper sideways)

2. **Facts -**

- **Multiplication Facts -** Review multiplication facts 0-12 by using a deck of cards(if deck of cards is not available make your own using index cards or paper) (with the Kings removed), play War with a partner (A=1, J=11, Q=12). When you and your partner flip a card over you must multiply it by 7. Whoever has the highest after multiplying by 7, wins the cards.
- **Division Facts -** Use division flashcards and if not available, make your own using index cards or paper. (ex. 24 divided by 6 = ?)

MATHEMATICS

Day 5-- Friday
(ALL math problems at this point need to be worked out with paper and pencil not a calculator ~ ALWAYS show your work and it is very helpful to turn your notebook paper sideways)

1. **Math -** Continue to practice division by using this simple strategy:
   Does (divide)
   McDonalds (multiply)
   Serve (subtract)
   Breakfast (bring down)

- Optional - use a post-it-note when working these division problems (use the post-it-note to cover up the numbers not being used in the dividend moving the post-it-note as they are needed)
- Continue practicing long division using enVision workbook Vol 1 pg. 267 #1-8 (Formative Assessment)
  - Examples are found at the top of pg. 267 if needed. Also refer back to the examples from earlier in the week if needed.

2. **Facts -**

- **Multiplication Facts -** Review multiplication facts 0-12 by using a deck of cards(if deck of cards is not available make your own using index cards or paper) (with the Kings removed), play war with a partner (A=1, J=11, Q=12). When you and your partner flip a card over you must multiply it by 3. Whoever has the highest after multiplying by 3, wins the cards.
- **Division Facts -** Use division flashcards and if not available, make your own using index cards or paper. (ex. 24 divided by 6 = ?)

SCHOOL SUPPLIES

Brosville
Elementary
195 Bulldog Lane, Danville, VA 24541
Phone (434) 685-7787 | Fax (434) 685-3362

SCHOOL SUPPLIES

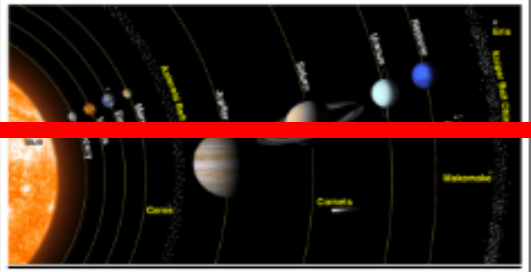
Download the School Supply Lists for 2020-2021

SCIENCE INSTRUCTIONAL MODULE

GRADE: 6

Strand/Week: 6.2 a,b,c

The solar system consists of the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets. Each body has its own characteristics and features. Gravity contributes to orbital motion. (6.2 a, b, c).

Suggested Strategies	Week-Long Agenda
SOL 6.2 a,b,c **Interactive notebooks:** The students will create a unit title page for 6.2 and label it the solar system. Using the notes from the packet and the resources in the module, the students will be able to complete a unit section in their notebook on the Solar system. **EdPuzzle:** This site provides videos with questions the students must answer throughout the video. The student's score will be recorded in the teacher's gradebook in EdPuzzle. The student will have to have the class code. Great video introduction on the Solar System. https://edpuzzle.com/media/5eba08366f39223eeb298128 Meteors, Asteroids, Comets: https://edpuzzle.com/media/5eb5c69a70a6af3ef272ab2f	Office hours with the teacher. Feedback/support should be provided to students throughout the process as needed. **Day 1:** Create a unit title page for 6.2 and label it the solar system. Introduction to the solar system. In your notebook, draw and label the solar system. Be creative. Include the asteroid belt and Kuiper belt. Label the inner planets (terrestrial) and the outer planets (gas giants)  **Day 2:** Today we will be learning about the sun, the largest star in the galaxy. The gravity from the sun keeps the planets in orbit because there is no other force that can stop it. Draw and label the sun in your notebook.

EdPuzzle:
This site provides videos with questions the students must answer throughout the video. The student's score will be recorded in the teacher's gradebook in EdPuzzle. The student will have to have the class code.

Great video introduction on the Solar System.
https://edpuzzle.com/media/5eba08366f39223eeb298128

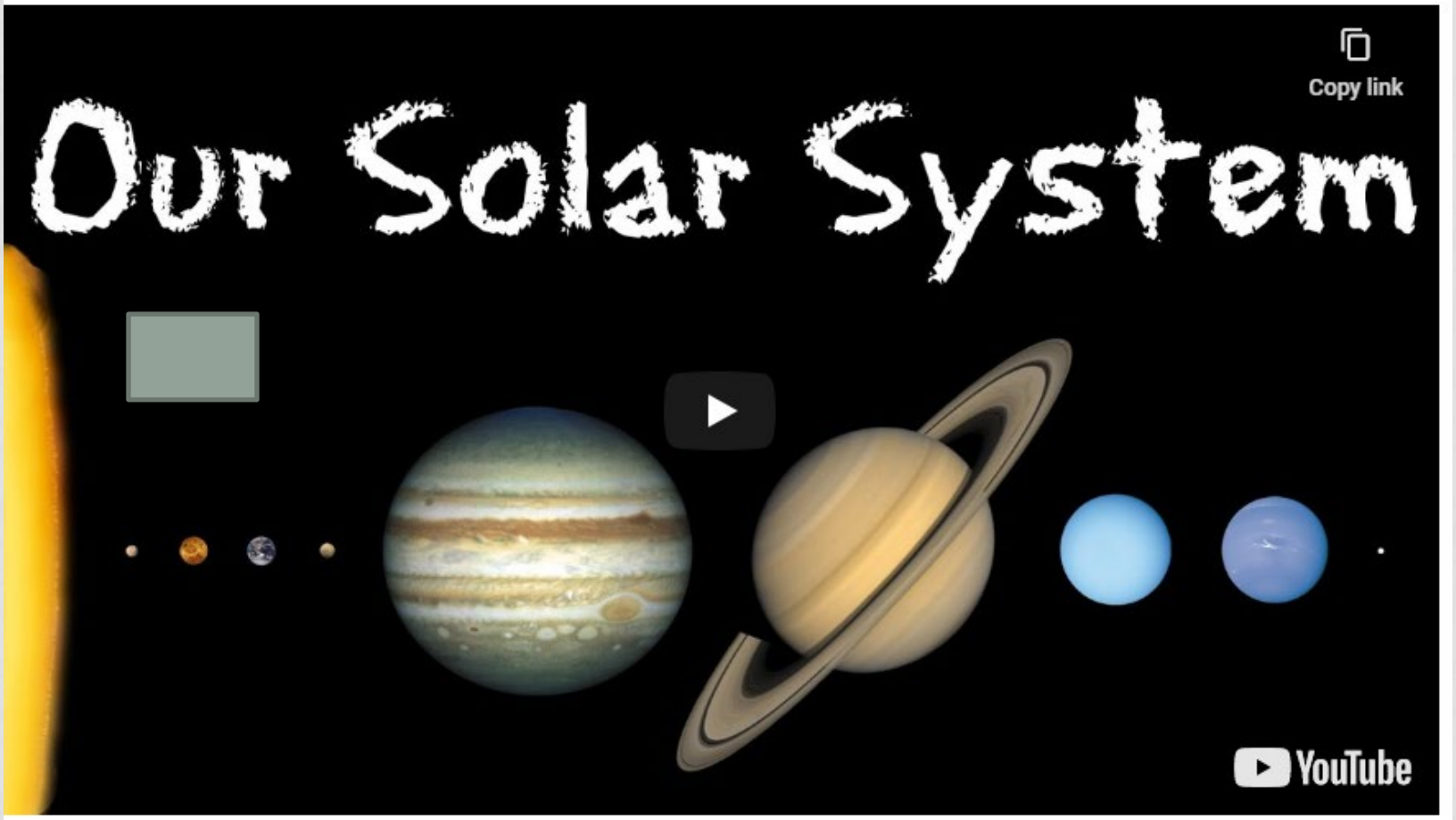
Meteors, Asteroids, Comets:
https://edpuzzle.com/media/5eb5c69a70a6af3ef272ab2f

SCIENCE INSTRUCTIONAL MODULE

GRADE: 6

Strand/Week: 6.2 a,b,c

The solar system consists of the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets. Each body has its own characteristics and features. Gravity contributes to orbital motion. (6.2 a, b, c).



SCIENCE INSTRUCTIONAL MODULE

GRADE: 6

Strand/Week: 6.2 a,b,c

The solar system consists of the sun, moon, Earth, other planets and their moons, meteors, asteroids, and comets. Each body has its own characteristics and features. Gravity contributes to orbital motion. (6.2 a, b, c).

Resources

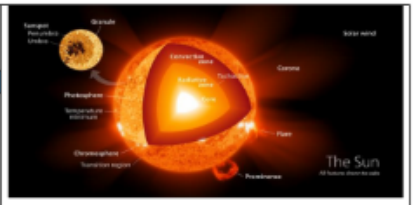
Exploring the Solar System Google Slides: (Can be printed or a link can be shared with students on Google Classroom)
Exploring the Solar System SOL 6.2

Notes:
VA Science 6 SOL Notes (NEW 2018 Standards) (SOLs 6.1 - 6.9)
Resources:
Space & Earth - VA Science 6 SOL 6.2 & 6.3 Resource Bundle (NEW 2018 Standards) (All 6th grade science teachers have talked and agreed that this resource will be used in our classrooms throughout the year. We will use Science fee money to purchase the item. Several schools already have access to it.)

Google classroom: Teachers, Please put your personal google classroom code in here: _____
The packet will be available on google classroom. Each day's assignment will be posted.
If internet access is available, students can send pictures of their work via google classroom. Students can also ask questions via google classroom.

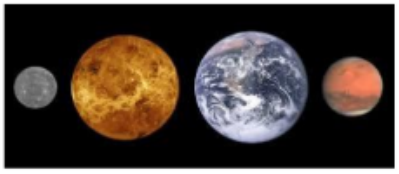
Classtag: The parents can use classtag to communicate with the teachers.

Google Meet: Students with internet access can join the weekly Google Meet and showcase their work for the week. The Google Meet codes will be placed on Google classroom.



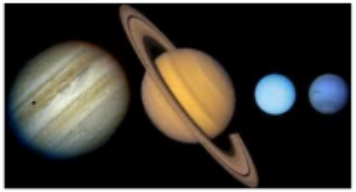
Day 3:

Today you will be learning about the terrestrial planets (Mercury, Venus, Earth, Mars) in more detail. Create a page in your notebook for **each** planet. You can use your cell phone or device to google images of each planet. You will draw each planet and include the details from your notes page that is included in your packet or refer to the google slide link. Be creative.



Day 4:

Today we will conquer the gas giants (Jupiter, Saturn, Uranus, and Neptune). Continue creating a page for each planet. Draw the planet and include the details from the notes included in your packet. Be creative.



Day 5:

The solar system also consists of meteors, asteroids, and comets.

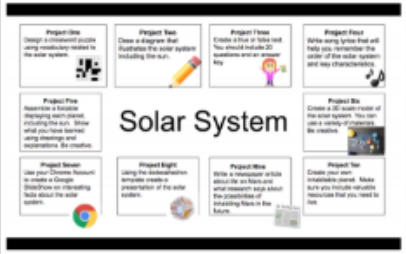
Divide your notebook page into 3 sections horizontally.
Label section one meteor: draw a meteor and include the information from your note packet.
Label section two asteroids: draw an asteroid and include the information from your note packet.
Label section three comet: draw a comet and label the information from your note packet.

Notebook page:

Meteor-
Asteroid-
Comet-

Assessment: Formative/Performance Based

PBA- Solar System- Please use the choice board to complete a project on the solar system.

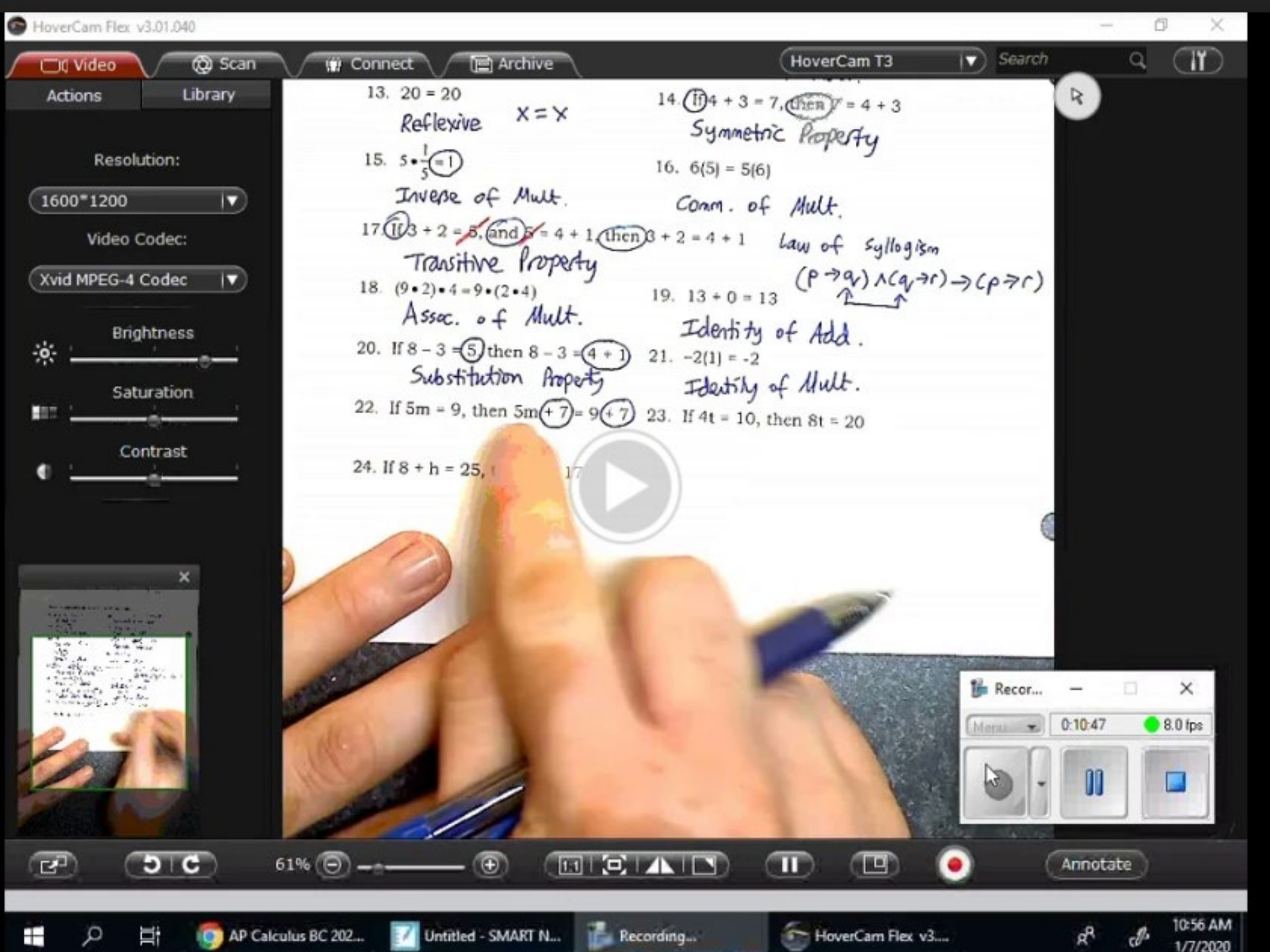


Solar System-Choice Board

Dodecahedron Template

High School Schedule of Learning Opportunities

Dates **AUGUST 20-26**	Unit: ***Geometry Basics*** **G. 3The student will solve problems involving symmetry and transformation.** **This will include** **a) investigating and using formulas for determining distance, midpoint, and slope;** **b) applying slope to verify and determine whether lines are parallel or perpendicular;**					
DAY	Daily Objective	Anticipatory Set	Lesson/Activity	Independent Practice	Closure	Materials Special Notes
August 20 & 21 All Groups	Setting Up Class Expectations, Procedures and Norms. 5 C's: Communication, Collaboration, Creative Thinking, Critical Thinking, Citizenship	Welcome -Expectations, Procedures, and Norms (Handbook) - Syllabus - Emergencies - Forms -How to use Google Classroom -Set Up Google Classroom Accounts -Set Up Desmos Accounts -Pass Out Textbooks/Assign Classroom Calculator -Internet Access Survey Information -Contact Information		Complete Module: Using Google Classroom By Midnight Aug 21 Watch Videos & Take/Study Notes for Midpoint/Midpoint Formula Before Returning to class.		Syllabus & Forms Packet: Distance Midpoint & Slope
Email all parents and students upcoming deadlines and reminders.						


HoverCam Flex v3.01.040
Video
Scan
Connect
Archive
HoverCam T3
Search
Actions
Library
Resolution:
1600*1200
Video Codec:
Xvid MPEG-4 Codec
Brightness
Saturation
Contrast
13. 20 = 20
Reflexive
x = x
14. If 4 + 3 = 7, then 7 = 4 + 3
Symmetric Property
15. $5 \cdot \frac{1}{5} = 1$
Inverse of Mult.
16. 6(5) = 5(6)
Comm. of Mult.
17 If 3 + 2 = 5, and 5 = 4 + 1, then 3 + 2 = 4 + 1
Transitive Property
Law of Syllogism
$(p \to q) \wedge (q \to r) \to (p \to r)$
18. (9 • 2) • 4 = 9 • (2 • 4)
Assoc. of Mult.
19. 13 + 0 = 13
Identity of Add.
20. If 8 − 3 = 5 then 8 − 3 = 4 + 1
Substitution Property
21. −2(1) = −2
Identity of Mult.
22. If 5m = 9, then 5m + 7 = 9 + 7
23. If 4t = 10, then 8t = 20
24. If 8 + h = 25,
Recor...
Menu
0:10:47
8.0 fps
61%
Annotate
AP Calculus BC 202...
Untitled - SMART N...
Recording...
HoverCam Flex v3....
10:56 AM
1/7/2020

HOME INTERNET ACCESS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3013	36.3	36.3	36.3
	No	885	10.7	10.7	47.0
	Yes	4395	53.0	53.0	100.0
	Total	8293	100.0	100.0	

HOME_DEVICE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3196	38.5	38.5	38.5
	No	758	9.1	9.1	47.7
	Yes	4339	52.3	52.3	100.0
	Total	8293	100.0	100.0	

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PERCENTAGE OF STUDENTS REMOTE LEARNING

School	Remote Learning
Chatham Middle School	25%
Dan River Middle School	27%
Gretna Middle School	17%
Tunstall Middle School	20%
Brosville Elementary School	
Chatham Elementary School	20%
Gretna Elementary School	24%
Hurt Elementary School	
Kentuck Elementary School	27%
Mt. Airy Elementary School	30%
Southside Elementary School	25%
Stony Mill Elementary School	15%
Twin Springs Elementary School	23%
Union Hall Elementary School	28%
Chatham High School	8%
Dan River High School	25%
Gretna High School	28%
Tunstall High School	17%

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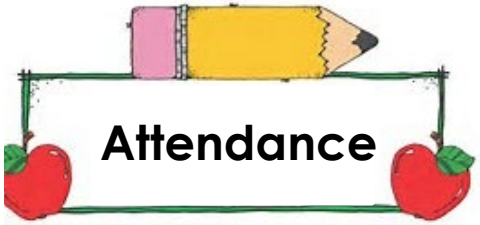

TRACKING ATTENDANCE 2020-2021

	In-Person	Remote - Online	Remote - Other
Time-based	Physical presence during the scheduled instructional day	Virtual presence for a synchronous online lesson Login time to a learning management system Activity log on a learning management system Total time log on a learning management system Phone call or real-time online chat Time-stamp for posts or submissions	Submission of a time log Phone call Face-to-face meeting (may be an option for divisions having students come in for packet or work collection/drop-off)

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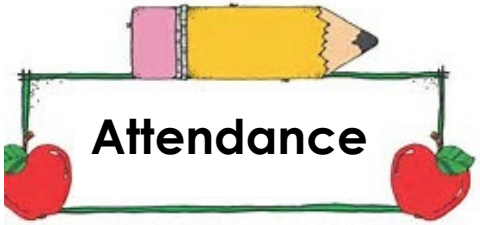

TRACKING ATTENDANCE 2020-2021

	In-Person	Remote - Online	Remote - Other
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 Phone call Submission of task or assignment "View" tracker for asynchronous online lesson	Submission of task, product, or assignment

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Sports/Extracurricular Activities

Season	Dates	First Contest
Winter	December 14 – February 20	December 28
Fall	February 15 – May 1	March 1
Spring	April 12 – June 26	April 26

No field trips at this time

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RETURN TO SCHOOL PLAN

PRESENTATION TO PARENTS

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AUGUST 5, 2020