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Continued Commitments

The mission of PCPS has not changed because of COVID-19 nor has our commitment to our mission.

Poquoson City Public Schools educates and prepares all students for success in college and career and responsible citizenship.
Our goal is to get students and staff back to school as soon as possible, but as safely as possible.

We recognize that school does all of these things for students:

• Provides educational instruction.
• Supports the development of social and emotional skills.
• Creates a safe environment for learning.
• Addresses nutritional needs.
• Facilitates physical activity.

CDC, 2020, Importance of Reopening America’s Schools this Fall
Our Guiding Principles as We Reopen Schools

Ensure the safety and well-being of students and staff.

Follow the guidance and recommendations as outlined by the VDOE, CDC, VDH, and VHSL.

Deliver high-quality instruction to all students, regardless of the delivery model.

Meet the needs of all students, with special attention given to our most vulnerable and needy learners.

Develop the plan with community and stakeholder engagement.
Stakeholder Engagement for the Reopening Process

Survey Feedback
- Virtual Learning Survey in June
- Return to School Survey in July

Communication
- Parent and staff emails
- Automated from phone system
- Webpage
- Twitter

Committees at Work
- Division Steering Committee
- Reopening of School Task Force
- Virtual Learning Committee
- Multiple subcommittees
- School level teams

Question or Comment Submission
- Let’s Talk
- Google Form
- Email
- Phone
Community Data
Community Landscape

<table>
<thead>
<tr>
<th>As of August 4</th>
<th>City of Poquoson</th>
<th>Peninsula Health District*</th>
<th>Hampton Health District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cases</td>
<td>40**</td>
<td>2,776</td>
<td>1,103</td>
</tr>
<tr>
<td>Hospitalizations</td>
<td>2</td>
<td>165</td>
<td>49</td>
</tr>
<tr>
<td>Deaths</td>
<td>0</td>
<td>43</td>
<td>7</td>
</tr>
<tr>
<td>Percent Positivity</td>
<td>N/A</td>
<td>6.4%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**On July 7, there were 9 cases in Poquoson (344% increase)**

*Includes James City County, Newport News, Poquoson, Williamsburg, and York

Rate of Cases per 100,000 Population

<table>
<thead>
<tr>
<th>As of August 4</th>
</tr>
</thead>
</table>
| Newport News    | 961  
| Hampton         | 821  
| Williamsburg    | 785  
| James City      | 749  
| York            | 486  
| Poquoson        | 328  |

- Rate of cases per 100,000 people is a metric presented by the VDH to allow for a standardized comparison across localities.
- Our PHD has recommended this as a data point to monitor not only our community, but the communities that surround us.
- This is an important data piece as you will see in the next slide that about 50% of our staff live outside of Poquoson.

PCPS Staff Residency

The data above does not include contractual staff members from SRC Custodial Services or Aramark Food Services.
Return to School Survey Information
Return to School Survey

Parent Survey Responses
982 parent responses
Grades Pre-K through 12

Staff Survey Responses
218 staff
68% were teachers

Survey Dates
Opened: July 7
Closed: July 12

Survey Questions
- Comfort level in sending students back to school
- Instructional model options
- Importance of various topics
- Parent Transportation
- Child Care Needs
- Additional Feedback Opportunity
Return to School Survey

Parent and Staff Responses
Overall Comfort Level with Returning to School
Responses given between July 7 and July 12

- **Uncomfortable or Somewhat Uncomfortable**
  - Parents: 35%
  - Staff: 41%

- **Comfortable or Somewhat Comfortable**
  - Parents: 61%
  - Staff: 55%
Parent and Staff Responses
Given the information available at this time and should the school year begin in Phase 3, which model would be your preference?

*Responses given between July 7 and July 12*
How likely are you to opt for a full-time virtual learning option for your child?

- 28% Likely or Extremely Likely
- 72% Unlikely or Extremely Unlikely

Responses given between July 7 and July 12
Return to School Survey

How likely are you to opt for a full-time virtual teaching option?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Likely</td>
<td>14%</td>
<td>19</td>
</tr>
<tr>
<td>Extremely Unlikely</td>
<td>14%</td>
<td>19</td>
</tr>
<tr>
<td>Likely</td>
<td>36%</td>
<td>58</td>
</tr>
<tr>
<td>Unlikely</td>
<td>36%</td>
<td>58</td>
</tr>
</tbody>
</table>

(68/135 of teachers & paras who responded)

Teacher & Paraprofessional Responses

Responses given between July 7 and July 12
If PCPS is unable to run buses at full capacity, are you willing or able to provide transportation for your child daily?

Yes = 71%
No = 13%
Unsure = 16%
Return to School Survey

Would child care be a challenge for your family if students were to return in a limited capacity or not at all?

**Parent Responses**

Percentage of parents who responded YES that they have a child who needs care

- Primary = 49%
- Elementary = 46%
- Middle = 21%
- High = 5%

**Staff Responses***

- Yes = 44%
- No = 7%
- Not Sure = 49%

*Percentages reflect the response of the 21% of staff who indicated they would need child care.
Return to School Survey

Rate the level of importance of each of the following items with respect to returning to school in the fall.

**Parent Responses**
- **Ranked #1**
  Providing high quality educational experiences and curriculum for students
- **Ranked #2**
  Keeping students and staff healthy and not exposed to the virus
- **Ranked #3**
  Having in-person interactions

**Staff Responses**
- **Ranked #1**
  Keeping students and staff healthy and not exposed to the virus
- **Ranked #2**
  Providing high quality educational experiences and curriculum for students
- **Ranked #3**
  Availability of protective equipment for students and staff
Federal & State Guidance

Follow the guidance and recommendations as outlined by the VDOE, CDC, VDH, and VHSL.
PCPS staff are continually reviewing updated guidance from:

- The Office of the Governor of Virginia
  - Phase Guidance for Schools
- Virginia Department of Education (VDOE)
  - Virginia’s Return to School Plan - Recover, Redesign, Restart
- Centers for Disease Control & Prevention (CDC)
- Virginia Department of Health (VDH)
- Peninsula Health District (PHD)
- American Academy of Pediatrics (AAP)
- US Department of Labor (DOL)
- Virginia High School League (VHSL)
Phase Guidance

• Virginia’s *Return to School Plan* aligns the reopening of schools with the Governor’s Forward Virginia Blueprint phases
  • The guidance is intended to reduce, not eliminate, risk of transmission of COVID-19
  • Phase guidance may change based on rapidly changing information and data

• The *Return to School Plan*
  • Scales up opportunities for in-person instruction
  • Includes enhanced mitigation strategies

• School divisions must be ready to move between phases

• There is no indication as to how long each Phase will last nor what things will look like beyond Phase 3
<table>
<thead>
<tr>
<th><strong>In-person instruction</strong></th>
<th>In-person services may be provided under strict safety protocols for special education programs, in special cases where all parties agree it is appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remote learning</strong></td>
<td>Expected for all students, except those listed above.</td>
</tr>
<tr>
<td><strong>Social distancing</strong></td>
<td>6 feet should be maintained to the greatest extent possible.</td>
</tr>
<tr>
<td><strong>Athletics &amp; Extracurricular Activities</strong></td>
<td>Not permitted.</td>
</tr>
<tr>
<td><strong>Face Coverings</strong></td>
<td>Cloth face coverings should be worn by staff in times when 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally or age appropriate.</td>
</tr>
<tr>
<td><strong>Communal Spaces</strong></td>
<td>Closed.</td>
</tr>
<tr>
<td><strong>Group Gathering Limits</strong></td>
<td>Limits to be determined by Executive Order (currently 10 people).</td>
</tr>
<tr>
<td><strong>In-person instruction</strong></td>
<td>In-person services from Phase I and limited in-person instruction for Pre-K – 3 and English Learner students.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Remote learning</strong></td>
<td>Expected for almost all students and specifically for students and staff who are at higher risk of severe illness.</td>
</tr>
<tr>
<td><strong>Social distancing</strong></td>
<td>6 feet should be maintained to the greatest extent possible.</td>
</tr>
<tr>
<td><strong>Athletics &amp; Extracurricular Activities</strong></td>
<td>Limited access with mitigation strategies.</td>
</tr>
<tr>
<td><strong>Face Coverings</strong></td>
<td>Cloth face coverings should be worn by staff in times when 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally or age appropriate.</td>
</tr>
<tr>
<td><strong>Communal Spaces</strong></td>
<td>Closed.</td>
</tr>
<tr>
<td><strong>Group Gathering Limits</strong></td>
<td>Limits to be determined by Executive Order (50 people or less).</td>
</tr>
<tr>
<td><strong>In-person instruction</strong></td>
<td>In-person instruction is permitted for all students with strict social distancing measures in place.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Remote learning</strong></td>
<td>Expected for students and staff who are at higher risk of severe illness.</td>
</tr>
<tr>
<td><strong>Social distancing</strong></td>
<td>Maintain 6 foot separation between desks, tables and workstations; and between students and staff to the greatest extent possible.</td>
</tr>
<tr>
<td><strong>Athletics &amp; Extracurricular Activities</strong></td>
<td>Expanded with continued mitigation strategies.</td>
</tr>
<tr>
<td><strong>Face Coverings</strong></td>
<td>Cloth face coverings should be worn by staff in times when 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally or age appropriate.</td>
</tr>
<tr>
<td><strong>Communal Spaces</strong></td>
<td>Consider closing or staggering the use.</td>
</tr>
<tr>
<td><strong>Group Gathering Limits</strong></td>
<td>Limits to be determined by Executive Order (currently 250 people or less) * currently at 50</td>
</tr>
</tbody>
</table>
Health and Safety Matters

Ensure the safety and well-being of students and staff.
Physical Distancing

• Maintain 6 feet of separation between people whenever possible
  • Includes, but not limited to, classrooms, work spaces and buses
• Reconfigure classrooms and workspaces to maintain distance
• Reduce or eliminate the use of communal spaces
  • Includes, but not limited to, cafeterias, auditoriums, gyms, workrooms, playgrounds; stagger restroom use and create safer hallway patterns
• Display markings on the floor and signs throughout the building to help people maintain appropriate distance from one another
Cloth Face Coverings

• Require the use of appropriate face coverings by all staff and students when at least 6 feet of physical distancing cannot be maintained
  • For students, age and developmental level will be considered
  • Students and staff will be required to wear a face covering when less than six feet apart, as well as in situations such as class transitions and hallway movement
  • PCPS will provide disposable face coverings to students and staff when theirs is damaged or lost
• All staff will be provided with 2 washable, cloth face coverings and one clear face covering to use as instructional needs dictate
Personal Protective Equipment (PPE)

• PCPS will provide nurses with medical grade PPE to include face coverings, gloves, gowns, and face shields
• Other applicable staff will be provided with PPE in addition to face coverings, such as special education and preschool teachers
• PCPS will provide all students and staff with education and training on how to properly use, care for, and remove face coverings, as well as any other PPE
Daily Health Screenings, Care, Contact Tracing & Communication

• Daily health screening checklists for all staff and students
  • Currently, the CDC does not recommend universal symptoms screenings be conducted by schools
  • Includes a symptom checklist for staff, students, and parents

• Staff reporting or exhibiting symptoms will be asked to go home and seek care from their physician

• Any student or staff member who reports or exhibits symptoms related to COVID-19 will be cared for by the school nurse in a space separate from other students and staff
  • The parent/guardian will be requested to come and pick up the student immediately and advised to seek additional guidance from a physician
Daily Health Screenings, Care, Contact Tracing & Communication

• Nursing staff **will not** be diagnosing COVID-19, they will simply be assessing and referring students or staff to a health care professional as needed.
• At this time, PCPS will not be testing students or staff for the coronavirus.
  • Information regarding testing facilities will be provided to students and staff.
Daily Health Screenings, Care, Contact Tracing & Communication

• If a positive case is confirmed for a student or staff member
  • Schools will likely be closed for 2 to 5 days for disinfection and contact tracing
  • Students and staff will be required to provide a return to work notice
  • Students and staff identified as being in ‘close contact’ with a person who has tested positive will be required to quarantine for 14 days
    ◦ Close contact = within 6 feet for 15 minutes or more

• In suspected or confirmed cases, PCPS will notify local health officials (PHD), staff, and families immediately while maintaining confidentiality in accordance with the Americans with Disabilities Act.

• PCPS will follow any additional steps as advised by the PHD or VDH.
Enhanced Hygiene, Cleaning & Disinfecting Practices

• Educate students and staff on:
  • proper handwashing techniques
  • the use, care, and proper removal of face coverings
  • how to practice good respiratory etiquette
  • how to use water bottle filling stations, when used
  • signs and symptoms of COVID-19
  • how to stop the spread
  • what to do if sick

• Explain social distancing and face covering expectations

• Encourage and provide opportunities for frequent hand washing
  • Maintain supplies of soap and hand sanitizer to support increased use
Enhanced Hygiene, Cleaning & Disinfecting Practices

• Encourage students and staff who are sick to stay home
• Discourage the sharing of materials, supplies, and food items
• Post appropriate signage around the building to remind everyone to practice social distancing, proper hand hygiene, use of face coverings, and other mitigation strategies
• Ensure that custodial services follow enhanced and recommended cleaning and disinfecting routines
  • Includes cleaning and disinfecting frequently touched areas often
• Follow CDC guidelines regarding cleaning of facilities that have been used by people who may test positive
Social & Emotional Wellness

• All schools will promote the social and emotional wellness of students and staff through the use of a Multi-Tiered System of Supports approach.
• Tier 1 universal strategies and supports will be provided to all students to promote mental wellness; some students may require additional Tier 2 targeted and Tier 3 intensive interventions.
• Students and families will have access to school counselors, school psychologists, and the division social worker even if the student is receiving instruction virtually.
Social & Emotional Wellness

• If students, teachers or families have concerns, they are encouraged to reach out to the school counselor or administrator.
• The division’s social worker in the Office of Student Services will work with any family who may need community-based resources related to mental health and/or socio-economic concerns.
• Additional resources for students, staff and families will be provided on the division’s School Reopening webpage.
• Staff have access to the confidential Employee Assistance Program (EAP).
Additional Safety Protocols

• 1:1 computer devices for students in Pre-K through 12
• Use of as many online textbooks as possible
• Modified student drop off and pick up procedures
• Lockers will not be used
• Teachers will monitor use of students cubbies
• Water fountains will not be used
  ◦ Currently researching the use of water bottle filling stations
Additional Safety Protocols

- Staggered use of restrooms
- Disinfection of library books with a 3 day rotation schedule
- Limiting or eliminating all non-essential visitors and guests in schools
  - If physical distancing cannot be maintained, parent meetings will be held virtually
- Limiting or eliminating the use of communal spaces such as cafeterias, auditoriums, commons areas, teacher workrooms
- Use of Plexiglas® shields in offices where 6 feet of distancing cannot be maintained
Operational Matters
Cleaning and Sanitizing Procedures

• Use of commercial-grade disinfectant electrostatic sprayers/atomizers
Cleaning and Sanitizing Procedures

- Using CDC approved cleaners
- Additional supplies provided in classrooms and offices to wipe down between classes
- Custodial staff schedules have been modified to provide more cleaning during periods of occupancy
- Light switches, door handles, desks, egress doors, water faucets, entire bathroom, chairs, stair handrails, elevators, and other areas with high touch areas will be cleaned frequently. Locker rooms and fitness areas after every use.
HVAC

Engineering Controls

• We will review and as practical enhance building ventilation by employing methods offered in the COVID-19 Employer Information found at the following web site: https://www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html
• MERV (Minimum Efficiency Reporting Values) rating of 13
• PCPS maintenance staff will continue to change filters on a regular basis.
• The air within the Primary, Elementary and High School have multiple filtration points as opposed to one filtration point in most homes.

Portable Classrooms

• Each portable has its own dedicated heating and air conditioning unit.
• We will install a MERV 13 filter into each unit and adjust if necessary.
Food Service

• Breakfast will be provided for students
  • In the classroom with grab and go options

• Lunch will be provided for students
  • In the classroom with daily options

• Meals for students who are learning virtually
  • Plans are being developed to provide meal service to students who are on free and reduced lunch (may be a pick up process like this past spring or a delivery model)

• Teachers will be provided coverage for classroom lunch times
Transportation

• Students, drivers and aides required to wear face coverings
• Student seating to reflect current mitigation strategies
• Substantially reduces capacity

The development of this document is based on guidelines from the National Council on School Facilities and Cooperative Strategies
Transportation

- Use of electrostatic sprayers for cleaning
- May be some adjusting of pick-up and drop-off schedules to allow additional time to sanitize buses
- Students from the same household can sit on the same seat together
- Will rely on those parents who are able to provide transportation to and from school
Instructional Matters
Instructional Plans

This instructional plan is based on providing options to open schools in accordance with the need to ensure the health and safety of students and staff through the implementation of current guidance from Centers for Disease Control (CDC), the Virginia Department of Health (VDH), and the Virginia Department of Education (VDOE). This guidance includes maintaining 6-feet of social distance and other health mitigation strategies.
PCPS families will have two options from which to choose as to how instruction will be delivered for the 2020-2021 school year.

Parents will be asked to select one of these two options very soon. Full details on how to do this will come via email.

*Click through the next set of slides for details about the two options.*
Two Family Choice Options

OPTION #1: CONTINUUM OF LEARNING

VIRTUAL
LEARNING AT HOME

HYBRID
LEARNING AT SCHOOL & AT HOME

TRADITIONAL
LEARNING AT SCHOOL

OPTION #2: VIRTUAL LEARNING

Movement between instructional delivery models is based on current guidance from CDC, VDH, PHD, or federal, state, or local orders.
Movement between instructional delivery models is based on current guidance from the CDC, VDH, PHD, or federal, state, or local orders.
There are five (5) different Instructional Delivery Models in the Return to School Continuum of Learning.

A = Full School Closure
B = Full Virtual Learning
C = Partial Hybrid
D = Full Hybrid Model
E = Traditional Model
Depending on the Instructional Delivery Model (A, B, C, D, or E) we are in, students will be learning while in school, virtually at home, or through a combination of the two (hybrid).
Movement between instructional delivery models is based on current guidance from the CDC, VDH, PHD, or federal, state, or local orders.
## Hybrid Model

Students are divided into “A” and “B” groups and are in school for 2 days a week on alternating days (Group A - M, Th) or (Group B - T, F) and learning virtually at home for three days a week.

**In-person groups would consist of our most vulnerable learners.**

**There may be a gradual or a full return of students to more than 2-days a week of in-person instruction.**

<table>
<thead>
<tr>
<th>Full School Closure</th>
<th>Full Virtual</th>
<th>Partial Hybrid</th>
<th>Full Hybrid</th>
<th>Traditional - Normal Operations</th>
</tr>
</thead>
</table>
| Grades Pre-K-12     | Grades Pre-K-5 All students are learning virtually 5-days a week with some in-person instruction on a limited basis** | Grades Pre-K-3 Students are in school using the hybrid model*  
  Grades 4 & 5 Students are in school using the hybrid model* or learning virtually 5-days a week | Grades Pre-K-5 Students are in school using the hybrid model* (with the possibility of additional in-person days of instruction***) | Grades Pre-K-12 All students are in school under normal conditions |
| Grades 5-12         | Grades 6-12 Students are learning virtually 5-days a week with some in-person instruction on a limited basis** | Grades 6-12 Students are learning virtually 5-days a week with some in-person instruction on a limited basis** | Grades 6-12 Students are in school using the hybrid model* (with the possibility of additional in-person days of instruction***) | |

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*Hybrid Model - Students are divided into “A” and “B” groups and are in school for 2 days a week on alternating days (Group A - M, Th) or (Group B - T, F) and learning virtually at home for three days a week.

**In-person groups would consist of our most vulnerable learners.**

***There may be a gradual or a full return of students to more than 2-days a week of in-person instruction.
## Instructional Model Delivery A
### Full School Closure

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades Pre-K-12 learning virtually</td>
<td>All students in grades Pre-K-12 learning virtually</td>
<td>All students in grades Pre-K-12 learning virtually</td>
<td>All students in grades Pre-K-12 learning virtually</td>
<td>All students in grades Pre-K-12 learning virtually</td>
</tr>
</tbody>
</table>
## Instructional Model Delivery B
### Full Virtual

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades Pre-K-12 learning virtually with some in-person instruction on a limited basis**</td>
<td>All students in grades Pre-K-12 learning virtually with some in-person instruction on a limited basis**</td>
<td>All students in grades Pre-K-12 learning virtually with some in-person instruction on a limited basis**</td>
<td>All students in grades Pre-K-12 learning virtually with some in-person instruction on a limited basis**</td>
<td>All students in grades Pre-K-12 learning virtually with some in-person instruction on a limited basis**</td>
</tr>
</tbody>
</table>

**In-person groups would consist of our most vulnerable learners. Some of our most vulnerable learners are our students with special needs, English learners, homeless students, and other at-risk students.
## Grades Pre-K-3

<table>
<thead>
<tr>
<th>Hybrid</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction in School</strong></td>
<td>Group A</td>
<td>Group B</td>
<td>Virtual Learning Day for All Students &amp; Teacher/Staff Workday</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td><strong>Virtual Learning at Home</strong></td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
<td>Group A</td>
</tr>
</tbody>
</table>

*Students are in school for instruction 2-days a week*

*Students are at home for virtual learning 3-days a week*

Hybrid means students are divided into “A” and “B” groups, most likely based on last name. Blended families will be given consideration to attend on the same day. To the greatest extent possible, the “A” and “B” groups will remain consistent K-5 and 6-12.
Instructional Model Delivery C - Partial Hybrid

Grades 4 & 5

<table>
<thead>
<tr>
<th>Hybrid</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in School</td>
<td>Group A</td>
<td>Group B</td>
<td>Virtual Learning Day for All Students</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&amp; Teacher/Staff Workday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtual Learning at Home</td>
<td>Group B</td>
<td>Group A</td>
<td></td>
<td>Group B</td>
<td>Group A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If in state of Virginia Phase II (below)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learning virtually at home</td>
<td>Students learning virtually at home</td>
<td>Students learning virtually at home</td>
<td>Students learning virtually at home</td>
<td>Students learning virtually at home</td>
</tr>
</tbody>
</table>
### Grades 6-12

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are learning virtually with some in-person instruction on a limited basis**</td>
<td>Students are learning virtually with some in-person instruction on a limited basis**</td>
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<td>Students are learning virtually with some in-person instruction on a limited basis**</td>
<td>Students are learning virtually with some in-person instruction on a limited basis**</td>
</tr>
</tbody>
</table>

**In-person groups would consist of our most vulnerable learners. Some of our most vulnerable learners are our students with special needs, English learners, homeless students, and other at-risk students.
# Instructional Model Delivery D - Full Hybrid

## Grades Pre-K-12

<table>
<thead>
<tr>
<th>Hybrid</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in School</td>
<td>Group A</td>
<td>Group B</td>
<td>Virtual Learning Day for All Students &amp; Teacher/Staff Workday</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>Virtual Learning at Home</td>
<td>Group B</td>
<td>Group A</td>
<td>Group B</td>
<td>Group B</td>
<td>Group A</td>
</tr>
</tbody>
</table>

### with the possibility of

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students receiving instruction at school***</td>
<td>All students receiving instruction at school***</td>
<td>Virtual Learning Day for All Students &amp; Teacher/Staff Workday</td>
<td>All students receiving instruction at school***</td>
<td>All students receiving instruction at school***</td>
</tr>
</tbody>
</table>

*See next slide*
### Instructional Model Delivery D - Full Hybrid

#### Grades Pre-K - 12

with the possibility of

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Friday</th>
</tr>
</thead>
<tbody>
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<td>All students receiving instruction at school***</td>
<td>All students receiving instruction at school***</td>
</tr>
</tbody>
</table>

***There may be a gradual or a full return of students to more than 2-days a week of in-person instruction. For example, all students in grades Pre-K-5 may return at one time, or there may be staggered return beginning with Pre-K & Kindergarten students, followed by 1st grade, 2nd grade, 3rd grade, 4th grade and 5th grade over a short period of time, followed by remaining grades.

- 10-15 students in a class
- Utilizing all available staff members and classrooms
- Would need transportation support from parents
# Instructional Model Delivery E
Traditional - Normal Operations

## Grades Pre-K - 12

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students are in school under normal conditions</td>
<td>All students are in school under normal conditions</td>
<td>All students are in school under normal conditions</td>
<td>All students are in school under normal conditions</td>
<td>All students are in school under normal conditions</td>
</tr>
</tbody>
</table>
In-Person Instruction for Vulnerable Populations

- PCPS is planning for in-person services for our most vulnerable populations of students with IEPs who have difficulty accessing virtual learning:
  - Students in our adaptive classrooms (~1 class per school)
  - Preschool (IPOP serves children receiving Early Childhood Special Education Services as well as at-risk 4 year-olds served through the Virginia Preschool Initiative)
- Plans for these students to attend in-person several days a week are underway:
  - Schedule for in-person instruction if higher number of families select virtual
  - Schedule for in-person instruction if higher number of families select in-person
  - Schedule for both options if approximately 50/50 split
Additional Considerations for Students with Disabilities

• Parent consent is needed for students with IEPs to receive in-person instruction.
• Group size as well as the schedule for these programs will be determined based on health and safety guidelines and the ability to carry out mitigation strategies.
• There may be cases where students with IEPs, in addition to the identified vulnerable populations, receive in-person services (e.g., direct reading instruction where a virtual option poses challenges, as well as students needing in-person recovery services).
Regional Programs

NEWPORT ACADEMY

CENTER FOR AUTISM

THE GOVERNOR’S SCHOOL for SCIENCE AND TECHNOLOGY

Aviation Academy

CAREER & TECHNICAL EDUCATION CENTER
Regional Programs

● PCPS students participate in several regional programs:
  ● New Horizons Career & Technical Center
  ● New Horizons Special Education Centers
  ● Governor’s School for Science & Technology
  ● Aviation Academy

● PCPS staff are coordinating with staff from these regional programs to ensure alignment of schedules.

● PCPS students will be able to continue in these programs.

● More information will be forthcoming.
WHAT WILL CLASSROOMS LOOK LIKE IN THE HYBRID MODEL?
All Classrooms and Schools

● **Classrooms**
  ○ 6-feet of distance between desks
  ○ Equates to between 10 and 15 students per room (dependent on size of the room)
  ○ No sharing of classroom items
  ○ Hand sanitizer and hand soap for student and staff use

● **Hallway travel**
  ○ Social distancing
  ○ Use of face coverings
  ○ Some one-way halls
  ○ Directional floor markings

● **Staggered restroom use**

● **Removal of additional classroom items** such as bookcases, cabinets, carts, extra tables and chairs to make more room for student desks
K - 5 Classrooms

- Students will remain in the same classroom all-day with the same teacher
- Recess will be outside, weather permitting
- Brain and movement breaks throughout the day
- Lunch in classroom with accommodations for allergies
- Carpet time is eliminated due to social distancing
- Cubby use monitored by teachers to ensure social distancing

Physical Education
  - Students will go to the gym for PE or go outside, weather and space permitting
  - PE will be on a rotating basis throughout the week
  - Students will participate in low-contact activities
  - Social distancing will be required
K - 5 Classrooms

● Encore Rotations
  ○ Will take place in the classroom with the exception of PE
  ○ Art and music activities will be planned and prepared by the art and music teachers with the classroom teacher implementing the activities
    ■ Music activities will not involve singing or blowing of instruments
    ■ Art activities will not involve the sharing of materials
  ○ Spanish will still be offered at the elementary school
  ○ School Counselor will conduct lessons with students
  ○ Technology lessons will be completed using personal, student issued device
K - 5 Classrooms

- **Recess**
  - Students will get recess everyday in staggered rotations
  - Students will participate with their class in low-contact activities
  - Will be held outside, weather permitting
  - Playground equipment will not be used
  - Classes will not mix during recess
  - Students will not share equipment
  - Students will wash hands before and after recess
Sample Primary Classroom with 6-feet of Social Distancing
Sample Elementary Classroom with 6-feet of Social Distancing
6-12 Classrooms

● Will have class transitions and move from class to class
● Lockers will not be used
● Backpacks are permitted in all grades
● Follow a regular 7-period day
● Lunch in classroom with accommodations for allergies
● Limited small group activities or in special cases only
● Face coverings required when 6-feet of social distancing cannot be maintained
Sample High School Classroom with 6-feet of Social Distancing
DETAILS ON

OPTION #2: VIRTUAL LEARNING
Virtual Learning Terms

**Synchronous**
Online instruction that happens in real time. Teachers and students interact virtually through an online platform.

**Asynchronous**
Online instruction that is flexible and self-paced. Takes place at different times and different locations.
Special Education Services In Option 1

• Special education and related services will be provided in all instructional delivery models within the continuum in Option 1.
• Decisions about how students with Individualized Education Programs (IEPs) will receive support with content area as well as direct instruction on IEP goals, either virtually or in-person, will be determined by each individual IEP team.
• When in instructional delivery models B (Virtual Learning), C (Partial Hybrid), and D (Full Hybrid), options for increased in-person learning time exist for certain populations of students with disabilities.
Poquoson Online

- Students learn from home through the **revamped** virtual learning program called Poquoson Online.

Poquoson Online is a very different experience than this past spring’s emergency virtual learning.

- Poquoson Online is a full-time virtual learning option for:
  - Students who may be at a higher risk of illness due to COVID-19.
  - For students who opt for a virtual rather than in-person experience.
Poquoson Online

● A minimum commitment of ONE SEMESTER is required for all students who opt into the Poquoson Online virtual program, with the option to remain for the entire school year.

● The Poquoson Online schedule mirrors a typical school day, with daily structured and consistent learning.

● Students are expected to be present and engaged for the duration of their scheduled online school day.
Poquoson Online

- Students will access and submit all school work and activities through Canvas, a formal learning management system, rather than through Google Classroom.
- New course material will be taught and all assignments are graded.
- Virtual participation (attendance) is required and will be monitored.
- PCPS teachers will deliver live instruction each day. Students are expected to be present and engaged in the live sessions.
- Teacher office hours are online and live each day.
Poquoson Online

- A Chromebook or iPad will be provided to all PCPS students.
- Internet hotspots will be provided for those students who need connectivity.

*Draft daily learning schedules for Poquoson Online are shown on the next few slides.*
# POQUOSON ONLINE

**DRAFT** Primary School Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8:30 a.m. – 9:00 a.m. | **Beginning of Live Poquoson Online Student Day (8:30 a.m.)**  
Morning Meeting/Social Emotional Lesson |
| 9:00 a.m. – 9:30 a.m. | Live Teacher Directed Instruction - Literacy                           |
| 9:30 a.m. – 10:00 a.m. | Live Literacy small groups with teachers                               |
| 10:00 a.m. – 10:30 a.m. | Live Teacher Directed Instruction - Math                              |
| 10:30 a.m. – 11:00 a.m. | Live Math small groups with teachers                                   |
| 11:00 a.m. – 11:30 a.m. | Live Teacher Directed Instruction – Science & Social Studies           |
| 11:30 a.m. – 12:00 p.m. | Asynchronous encore activities or individual small group check with students, as needed  
**End of Live Poquoson Online Student Learning Day (12:00 p.m.)**     |
| 12:00 p.m. – 3:00 p.m. | Students complete any additional school work, read independently, or have recess |
| 3:00 p.m. – 3:30 p.m. | Live online office hours with the teachers                             |

Frequent brain breaks
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m. – 8:45 a.m.</td>
<td><strong>Beginning of Live Poquoson Online Student Day (8:15 a.m.)</strong>&lt;br&gt;Morning Meeting/Social Emotional Lesson</td>
</tr>
<tr>
<td>8:45 a.m. – 9:15 a.m.</td>
<td>Live Teacher Directed Instruction - Literacy</td>
</tr>
<tr>
<td>9:15 a.m. – 10:15 a.m.</td>
<td>Live Literacy small groups with teachers</td>
</tr>
<tr>
<td>10:15 a.m. – 10:45 a.m.</td>
<td>Independent Encore Activity</td>
</tr>
<tr>
<td>10:45 a.m. – 11:15 a.m.</td>
<td>Live Teacher Directed Instruction - Math</td>
</tr>
<tr>
<td>11:15 a.m. – 11:45 a.m.</td>
<td>Live Math small groups with teachers</td>
</tr>
<tr>
<td>11:45 a.m. – 12:15 p.m.</td>
<td>Live Teacher Directed Instruction – Science &amp; Social Studies</td>
</tr>
<tr>
<td></td>
<td><strong>End of Live Poquoson Online Student Learning Day (12:15 p.m.)</strong></td>
</tr>
<tr>
<td>12:15 p.m. – 3:00 p.m.</td>
<td>Students complete any additional school work, read independently, or have recess</td>
</tr>
<tr>
<td>3:00 p.m. – 3:30 p.m.</td>
<td>Live online office hours with the teachers</td>
</tr>
<tr>
<td>Bell Schedule</td>
<td>Monday</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>7:50 a.m. – 8:41 a.m.</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:45 a.m. – 9:35 a.m.</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:39 a.m. – 10:29 a.m.</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:33 a.m. – 11:23 a.m.</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:23 a.m. – 11:51 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:55 a.m. – 12:45 p.m.</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:49 p.m. – 1:39 p.m.</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:43 p.m. – 2:35 p.m.</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:35 p.m. – 3:05 p.m.</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>

Blue font designates synchronous (live) learning with the teacher
Black font designates asynchronous learning
<table>
<thead>
<tr>
<th>Bell Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20 a.m. – 8:10 a.m.</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Virtual learning day for students &amp; Teacher planning day</td>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:14 a.m. – 9:04 a.m.</td>
<td>Period 2</td>
<td>Period 2</td>
<td></td>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:08 a.m. – 9:58 a.m.</td>
<td>Period 3</td>
<td>Period 3</td>
<td></td>
<td>Period 3</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:02 a.m. – 10:52 a.m.</td>
<td>Period 4</td>
<td>Period 4</td>
<td></td>
<td>Period 4</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:52 a.m. – 12:18 p.m.</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:22 a.m. – 12:12 p.m.</td>
<td>Period 5</td>
<td>Period 5</td>
<td></td>
<td>Period 5</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:16 p.m. – 1:06 p.m.</td>
<td>Period 6</td>
<td>Period 6</td>
<td></td>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:10 p.m. – 2:00 p.m.</td>
<td>Period 7</td>
<td>Period 7</td>
<td></td>
<td>Period 7</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:00 p.m. – 2:30 p.m.</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td></td>
<td>Office Hours</td>
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</tr>
</tbody>
</table>

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## POQUOSON ONLINE

### DRAFT High School Schedule

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<td>Period 3</td>
<td>Period 3</td>
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<td>Period 4</td>
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<td>Period 7</td>
<td>Period 7</td>
<td></td>
<td>Period 7</td>
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<td>Office Hours</td>
<td>Office Hours</td>
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<td>Office Hours</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>

**Blue font** designates synchronous (live) learning with the teacher

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Special Education Services in Option 2

- Special education and related services will be provided for students whose families select Option 2.
- The specifics of how students will be supported in content area instruction, as well as receive direct instruction on IEP goals while participating in Poquoson Online, will be determined by each student’s IEP team.
Canvas Learning Management System
Virtual Learning

- We are proud of “emergency efforts” with virtual learning in the spring; however, we know it was not perfect.
- Feedback provided indicated we needed enhance our virtual learning program
  - implement and use a true learning management system that is designed for remote learning
  - provide more teacher led experiences
  - develop consistency between and within schools
  - make the process of accessing, managing, completing, submitting and grading work more manageable and efficient
Learning Management System

- One of the things we heard from staff and parents was the need for a true learning management system (LMS)
  - An LMS is an application that allows for the online delivery & assessment of student learning
- Google Classroom served us very well in the spring, but it is not a true LMS
- Through the Virtual Virginia Expansion Program, PCPS now has full access to Canvas
Additional Canvas Features

- Access to the full course content from Virtual Virginia, WHRO, GoOpenVA, and other online sources
- Integrates with Google Classroom, so the work teachers did in the spring is still available, as are other Google productivity tools
- Separate parent access (do not have to use your student’s log in) with email alerts and information
- Syncs with our Student Management System, PowerSchool
- Syncs with the teacher gradebook, PowerTeacher Pro
- ADA compliance checker
- Video recording and imbedding functions
- Many other options to make things more efficient for students, teachers, and parents
Canvas - Training & Support

- Training will be provided to staff, students, and parents
- 24/7 support from Canvas
- Additional technical and training support from Virtual Virginia and the Virginia Society for Technology Educators (VSTE)
What about the MS Project?

- The middle school project continues to be on pace with the projected timeline. An additional update will be forthcoming.
- Many people have asked why we don’t just use the middle school and spread the kids out to get them back in school?
  - Spreading kids out is a great plan, but you must be able to provide a teacher for each new space you create.
- The infrastructure for the middle school has been removed
  - Technology, equipment, materials, and supplies have been moved to new locations to be ready for this school year.
- We are obligated to ensure we maintain the current timeline to ensure we meet the fiscal requirements of the City’s debt service as it relates to the MS modernization project.
Financial Considerations
Financial Considerations

• CARES Act funding provided to PCPS for COVID-19 related costs:
  • $86,000 approved by City Council on July 13
  • $55,281 allocated by the State

• Uses of this funding include:
  • Personal Protective Equipment for students and staff
  • Virtual learning software, hardware and connectivity
  • Professional development for staff
  • Cleaning and disinfecting products, such as wipes and electrostatic sprayers
  • Additional costs for custodial staff to clean and disinfect more frequently
  • Signage and plexiglass shields for buildings
Additional Information
Technology

• PCPS will issue computer devices for all students through our 1:1 program
  • PreK, Kindergarten, and 1st grade = iPads
  • Grades 2 - 12 = Chromebooks

• Parents and students will be provided training on the Canvas learning management system

• Signed Chromebook and iPad agreement required from parents and students

• PCPS Help Desk for students, staff and family
Athletics

- On July 27, 2020, the Virginia High School League (VHSL) voted to delay all VHSL sports and activities until December 14 and adopted the Condensed Interscholastic Plan.
- Visit VHSL for more information (www.vhsl.org)

**Season 1 (Winter)**
Dec. 14 – Feb. 20
- Basketball
- Indoor Track
- Swimming/Diving
- Wrestling

**Season 2 (Fall)**
Feb. 15 – May 1
- Cheerleading
- Cross Country
- Field Hockey
- Football
- Golf
- Volleyball

**Season 3 (Spring)**
April 12 – June 26
- Baseball
- Lacrosse
- Soccer
- Softball
- Tennis
- Track & Field
Extracurricular Activities

• PCPS is exploring ways to continue to provide extracurricular activities in a virtual setting or with reduced meeting numbers when safe to do so.

• Academic extracurricular activities that fall under the VHSL programming will following the guidance and scheduling released by the VHSL (i.e. One Acts, Forensics, Debate).
YMCA Partnership

• Before and After-School Care
  • Victory YMCA is evaluating options for what will be offered in the fall.

• Day Camp Program for Grades K-8
  • PCPS is partnering with the YMCA to explore options to provide day camps for students in the fall.
  • This would include a supervised time for students to complete virtual learning.
  • YMCA staff will not be teaching our students; they will be providing supervision during independent work time.
  • More information will be forthcoming.
If you have questions, please use this Google form to submit your questions.