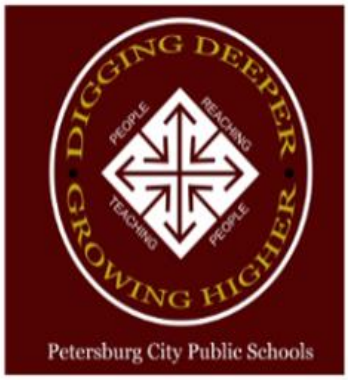
PVA

PETERSBURG VIRTUAL ACADEMY

2020-21 Reopening of Schools

Petersburg City Public Schools



PETERSBURG CITY PUBLIC SCHOOLS

2020-2021 REOPENING OF SCHOOLS PLAN

REOPENING DATE – SEPTEMBER 8, 2020

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Dear Petersburg City Public Schools Stakeholders,

On March 13, 2020, the date that schools in Virginia closed due to COVID-19, the staff of Petersburg City Public Schools learned a great deal about the division's needs in responding to rapid change. We learned that our communication efforts needed to improve, we learned that our efforts to secure accurate contact information for families needed to improve, and we learned that our efforts to provide remote and virtual learning needed to improve. Therefore, what you will see throughout the reopening of schools' are efforts to ensure that communication from the division, connection to our families, and enhanced structures for teaching and learning are improved.

As we enter the next stage of the COVID-19 journey, the Petersburg Virtual Academy will be our method of providing instruction for our students. This document is intended to provide you with guidance and information regarding critical areas of work during the Petersburg Virtual Academy. Also, as we move forward there are 10 key messages that we want all of our stakeholders to be aware. Those messages are below and will continue to be highlighted throughout this next stage of instruction in Petersburg City Public Schools due to COVID-19. We appreciate our community's support and patience as we enter this new phase of work, and we look forward to continuing to serve our community.

TIPS FOR TRANSITIONING TO VIRTUAL LEARNING

Be on time and present.

Punctuality is especially important for virtual learning because we are working in the absence of normal checks to ensure that everyone can be gathered to start classes on time. When the teacher and students are in the same room together, the teacher can call everyone to attention or beckon someone in from the drinking fountain easily. This is not the case with virtual learning, so teachers and students will need to be extra responsible to schedule their day effectively.

Wear proper attire.

Learning from the comfort of home can make it feel desirable to dress down, but we want to make sure that staff and students look presentable and professional for each other, just like we do at school. It is an expectation that students and staff dress in a way that is modest and avoids any unnecessary distractions. Students and staff are expected to share their screen through video in order to engage in the discussions. Sleepwear and anything that could be perceived as immodest should be avoided. If you have any questions about proper clothing, have a conversation with the school's administrator.

Choose a good location for teaching and learning.

As students and staff plan for virtual learning, it will be important to think through an ideal location. The most important thing is to have a non-distracting background. If possible, set up a desk with materials ready to go and without background noise.

Mute yourself if you experience unavoidable background noise.

Staff will work with students so that they will mute as necessary. We will ask students to mute themselves, except when called on or when they wish to speak.

Be ready to take notes.

While staff may have different instructions in different subjects and scenarios, virtual learning will aim to condense the time that everyone is present together. In many cases, it will be beneficial for you to be able to jot down a note on the instructions the teacher is giving, or important information he or she is sharing with you.

Give your full, focused attention.

It goes without saying that giving focused attention is one of the best things that can be done to learn efficiently. However, when in virtual learning, it may be tempting to use another device or engage with someone or something else rather than the lesson. Giving eye contact to the screen is a good way to show attention, unless note taking is occurring. Side conversations with other students via Zoom or through other means of communication are definitely off limits.

Participate fully.

Participating fully may look different, depending on what is expected. At times, staff will be leading the class in a discussion. This is when it is most important for students to ask questions and share thoughts. The nature of the virtual format may increase the tendency of some students to sit back and observe. Taking notes and asking/responding to questions will make the most of the learning experience.

Ask questions.

Connected to these thoughts on participation is the importance of asking questions during virtual learning. Staff members are there to support and help. Staff will be adjusting to the new medium of communication and it will only help the process of transition if students ask questions that are occurring along the way.

Keep up with all assignments.

One of the challenges posed by online learning is the increased level of responsibility that students will have for their own learning. It can be tempting to put off assignments with multiple days before their due date. Online learning provides you with more flexibility in the structure of your school day, but students need to schedule time to complete assignments.

Check email and phone messages regularly.

There are a few reasons that checking email and phone messages regularly are important. First, staff will be communicating information. While staff will adhere to the instructional schedule, they will be making personal contact with families. Checking email and phone messages ensures that families receive notices in a timely manner and be able to adjust as needed.

Please visit the school division website at www.petersburg.k12.va.us for the complete Code of Student Conduct.

SCHOOL CALENDAR ADJUSTMENTS

On July 22nd, 2020, Petersburg City Public Schools (PCPS) held a regularly scheduled Board meeting to discuss the scheduled reopening of schools on September 8th. At the meeting, the members of the School Board voted to reopen schools under the Petersburg Virtual Academy. All students will begin the 2020-2021 school year in a remote learning environment.

The 2020-2021 school year will begin on Tuesday, September 8th, as scheduled.

The 2020-2021 School Division Calendar will be followed under this fully virtual option. This includes holidays, professional learning days and other school closures. The calendar can be found by visiting https://www.petersburg.k12.va.us.

Additional schedule changes and/or closures may be necessary, as warranted by developments involving the COVID-19 pandemic. Families will be given notice through various local & regional media outlets and on the school division webpage, located at https://www.petersburg.k12.va.us.

NOTE: This plan may be re-evaluated for continuation, modification, or suspension after the first nine-week grading period.

STUDENT ATTENDANCE

The Code of Virginia requires compulsory attendance for students in grades K-12, thus all students are expected to participate in virtual learning on a daily basis and follow school schedules presented for all PCPS students. Even in our current times, attendance will continue to be a top priority because research shows that when students attend school (or attend virtual sessions) as scheduled, it increases their achievement rate, increases their odds to graduate, and promotes positive self-concept.

Attendance will be taken daily on PowerSchool (whether remotely or in school) and we encourage all parents to gain access to PowerSchool in order to stay informed about students' attendance as well as their grades. The VA Department of Education has released options for school divisions to choose from as their method of tracking attendance. The chart below describes the option selected by PCPS, thus, a strong partnership with our families is paramount to ensure that students attend daily and remain on track academically, socially, and emotionally.

PCPS continues to work on decreasing chronic absenteeism (missing 18 days or more) as a school division goal, knowing chronic absence continues to lead to low performance of our students in PCPS and we must break the cycle.

Tracking Student Attendance in Various Instructional Delivery Models

	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 have students come in for packet or work collection/drop-off)

A student may receive an "excused" absence when a parent provides a valid reason for a student not engaging in the online instruction. A student's absence may be excused for the following reasons: student illness, mental/behavioral health, power outage, death in family, family illness that warrants a student absence, technology/internet issues. If there are extenuating circumstances, a request for approval of an excused absence may be granted by school administration.

A student may be considered "unexcused" if there is no communication or documentation presented about the student's absence.

MASTER SCHEDULING & GUIDANCE FOR THE SCHOOL DAY

Schedule for Westview Education Center

Morning meeting	Afternoon Meeting	Possible Schedule to prepare with families
8:30 - 9:00 SEL	30 minutes SEL	8:00 - 8:30 Breakfast
9:00 - 9:20 Learning through Song/calendar	20 minutes Learning through Song/calendar	8:30 - 11:30 Petersburg Virtual Academy
9:20 - 9:40 Question of the day/Investigation	20 minutes Question of the day/Investigation	11:10 - 12:00 Lunch
9:40 -9:50 Transition Activities	10 minutes Transition Activities	12:00 - 12:30 V-Tech lessons
9:50 -10:20 Small Group	30 minutes Small Group	12: 30 - 1:30 Choice time/Interest area/asynchronous learning
10:20 - 10:50 Music & Movement	30 minutes Music & Movement	1:30 - 2:00 Free play outdoor play
10:50 - 11:10 Health & Hygiene/ Science	20 minutes Health & Hygiene/Science	2:00 - 3:00 Rest
11:10 - 11:30 Summary of day and rest of the day schedule	20 minutes Summary of day and rest of the day schedule	

Schedule for Elementary Schools

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
8:30 - 9:00 MM/SeL	8:30 - 9:00 MM/SeL	8:30 - 9:00 MM/SeL	8:30 - 9:00 MM/SeL	8:30 -8:55 MM/SEL	8:30 - 9:00 MM/SeL
9:00 - 10:30 Reading	9:00 - 9:30 Science/ SS	9:00 - 10:15 Math	9:00 - 10:15 Math	9:00 - 9:30 Resource	9:00 - 9:45 Science/ SS
10:30 - 10:50 Brain Break	9:35 - 10:05 Resource	10:15 - 10:45 Resource	10:15 -11:15 Reading	9:30 - 10:00 Science/SS	9:45 - 10:00 Brain Break
10:50 - 11:20 Resource	10:05 - 11:15 Reading	10:45 - 11:15 Science/ SS	11:15 - 12:15 Lunch	10:00 - 11:15 Math	10:00 - 11:15 Reading
11:20 - 12:20 Lunch	11:15 - 12:15 Lunch	11:15 - 12:15 Lunch	12:15- 12:50 Reading	11:15 - 12:15 Lunch	11:15 - 12:15 Lunch
12:20 - 1:30 Math	12:15 - 1:30 Math	12:15 - 1:45 Reading	12:50 - 1:20 Resource	12:15 - 1:45 Reading	12:15 - 12:45 Resource
1:30 - 2:00 Science/ SS	1:30 - 1:45 Brain Break	1:45 - 2:00 Brain Break	1:20 - 1:30 Brain Break	1:45 - 2:00 Brain Break	12:45 - 2:00 Math
	1:45 - 2:00 Reading		1:30 - 2:00 Science/SS		

Schedule for Vernon Johns Middle School

			G6	G7	G8
30 min	**Advisory**	8:30-9:00	**Advisory**	**Advisory**	**Advisory**
50 min	**1**	9:05 - 9:55	Core Class	Core Class	Core Class
50 min	**2**	10:00 - 10:50	Core Class	Electives/PE	Core Class
50 min	**3**	10:55 - 11:45	Core Class	Core Class	Core Class
30 min	**Lunch**	11:50 - 12:20	**Lunch**	**Lunch**	**Lunch**
50 min	**4**	12:25 - 1:15	Core Class	Core Class	Electives/PE
50 min	**5**	1:20 - 2:10	Electives/PE	Core Class	Core Class

Electives and PE will rotate on an Odd and Even day schedule.
Core Classes and Advisory will occur daily.

Schedule for Petersburg High School

Period(s)	Time (A Schedule)	Time (B Schedule)
1st and 2nd	65 minutes 8:30am – 9:35am	65 minutes 8:30am – 9:35am
3rd and 4th	65 minutes 9:40am – 10:45am	65 minutes 9:40am – 10:45am
5th and 6th (Lunch) (Inside Classroom)	120 minutes 10:50am-12:50pm	120 minutes 10:50am-12:50pm
7th and 8th	65 minutes 12:55pm-2:00pm	65 minutes 12:55pm-2:00pm

The rationale for changing from a 7 period day to an eight period day is because some seniors may need all eight classes to graduate.

INSTRUCTIONAL PROGRAMMING, PACING, & ASSESSMENT

Sample Scope and Sequence

Quarter 1			Quarter 2			Quarter 3			Quarter 4		
SOL	Instructional Focus	Weeks	SOL	Instructional Focus	Weeks	SOL	Instructional Focus	Weeks	SOL	Instructional Focus	Weeks
K.8	Calendar	1	**K.2 a, b**	Compare and order no more than 3 sets of objects to 10	1	**K.1 a, b**	Count objects, read, write, represent objects to 20 Focus to 20	1	**K.5**	Fractions	2
K.10 a, b, c	Plane Figures	2	**K.1 a, b**	Count objects, read, write, represent objects to 20 Focus to 10	1	**K.9**	Compare objects and events	1	**K.6**	Story Problems	2
K.12	Sort and Classify	1	**K.13**	Patterns	1	**K.3 a, c, d**	Count forward to 100 Identify the number after for numbers between 0-100 Identify the number before from 1-10 Count objects by 10's to 100	2	**K.3 b**	Count backward from 10 when given any number	1
K.13	Patterns	1	**K.1 a, b**	Count objects, read, write, represent objects to 20 Focus to 20	1	**K.7**	Money	2		**Review K. 10, K.13, K. 1, K.2, K.3**	2
K.1 a, b	Count objects, read, write, represent objects to 20 Focus to 10	2	**K.3 a, b, c**	Count forward orally to 100 by 1's Focus to 50 Count backward by 1's from any number up to 10 Identify the number after to 100 Identify the number before to 10	1	**K.4 a, b**	Part-whole relationship within 5 & explore part-whole relationship for numbers up to 10	2		**Review K.7. K.8, K.9, K.11, K.12**	2
K.3 a	Count forward orally to 100 by 1's Focus to 20	1	**K.11 a, b**	Data and graphing	2		**Quarter 3 Review**	1			
	Quarter 1 Review	1	**K.4 a**	Part-whole relationship for numbers to 5 Focus up to 3	1						
				Quarter 2 Review	1						

Petersburg City Public Schools will provide a scope and sequence document outlining when the Virginia Standards of Learning skills will be taught to students. Parents and guardians can use this information to follow the sequence of skills as well as help their child(ren) understand and complete assignments.

Sample Virtual/Blended Lesson Plan Template

Petersburg City Public Schools Virtual Academy Lesson Plan Template				
Essential Question(s)—Essential questions can be found in the PCPS Curriculum and Pacing Guides.		**Learning Outcome(s)**—Use the PCPS Curriculum and Pacing Guides along with the VDOE Curriculum Framework to establish learning outcomes.		
Launch/Hook: Engaging students' interests.				
Learning Target--Reading	**Discovery/Explore**	**Teach/Model/Practice**	**Task(s) Create/Share**	**Resources**
State clearly what the students should know and be able to do at the end of the lesson.	Use simulations, videos, or other digital resources to allow students to explore relevant, real-world issues and/or problems.	Teach lessons aligned to VA SOLs. Model concepts, skills for students. Give them an opportunity to ask clarifying questions before assigning an independent task.	Assign task(s) for student(s) to complete with little to no assistance from teachers. Students will share finished product with the class.	Provide links to Google Classroom, videos, or any other learning resource.
Learning Target--Math	**Discovery/Explore**	**Teach/Model/Practice**	**Task(s): Create/Share**	**Resources**
Learning Target—Science/SS	**Discovery/Explore**	**Teach/Model/Practice**	**Task(s): Create/Share**	**Resources**
Reflection: Students: How will I apply my new learning? Teachers: Did students master the learning target? How do I know?				

SAMPLE

EXCEPTIONAL EDUCATION SUPPORTS

To enhance students with disabilities positive academic outcomes, in collaboration with VDOE, co-teaching Professional Development will be provided to inclusion teachers on co-teaching with the use of technology

- Provide specially designed instruction and supplemental aid through the IEP process
- Provide related services through tele-therapy (OT, PT, Speech etc.)
- Continue virtual Child Find process to identify students (section 504 or IDEA)
- Ensure case managers/paraprofessionals make bi-weekly contact with students and parents to monitor progress
- Provide service delivery through virtual breakout session options:
    - co-taught format with both general ed/special ed teachers providing instruction
    - small group sessions with the special education teacher and paraprofessionals
    - one to one session with the service provider
- Continue to conduct virtual IEP meetings in accordance to IDEA.
- *http://www.doe.virginia.gov/support/health_medic*

Remote Learning for Exceptional Education Students

Petersburg City Public Schools will continue to provide a Free Appropriate Education for all students with disabilities. In our PCPS Virtual Academy (PVA), students will be provided access to the curriculum along with additional resources needed to excel. Students with disabilities needing specially designed instruction will have services delivered using various service delivery methods. **All decisions will be determined by the IEP and Section 504 team.**

The service delivery setting will be determined by the Individualized Education Plan (IEP) team and accommodations by the Section 504 teams. Their determinations will be guided by the virtual instructional option approved by the School Board.

IEP teams, to include parents/guardians as important participants, will address individual student needs. IEP amendments will be conducted to determine appropriate services and student supports in a virtual learning environment. The Least Restrictive Environment (LRE), types of services, frequency, duration, accommodations, and modifications are all areas that will be determined by the IEP Team.

IEP Teams will evaluate the delivery of virtual instruction for each student with attention to:

- sound instructional practices inclusive of differentiated learning opportunities
- clearly defined learning outcomes
- specific student supports that will be needed to ensure that students are making annual progress

This consideration guide has been developed to offer IEP Teams recommendations for LRE, service delivery, evaluations, and the Child Find process.

Virtual Instructional Delivery

Instructional, Related and Support services delivered through small group or individualized online instruction. The IEP Team will determine the services, frequency, and duration that will be necessary to meet the students individualized needs. **All decisions will be determined by the IEP and Section 504 team.**

Individualized Education Plan (IEP) Considerations

The IEP Team will play an integral part in developing an Individualized Education Program that will capture how services will be delivered both virtually. The IEP must be an accurate reflection of services being provided virtually:

- Goals/Objectives and Academic Services
- Sample Service Delivery Models to include support shared between multiple teachers/paraprofessionals per the IEP
- Documentation & Record Keeping

Virtual Related and Support Services

Virtual Speech Language Considerations

- Virtual Speech Language services can be provided in a 1:1 format with the student and home caregiver or within a group setting with parental consent. The IEP team will determine which delivery is most appropriate.
- Related service provider(s) and teacher(s) may consider providing virtual services together on a regular basis, as a fully integrated/collaborative model.
- Combination of virtual services during instructional opportunities paired with individual virtual services. Within this model, the therapist would participate with the teacher in virtual instruction (to be determined on how much/how often the student receives instruction) to be informed of student needs and performance during these educational activities. It requires time for the related service provider and teacher to plan ahead and occurs for the amount of time the related service is indicated on the IEP.
- Observation of virtual instruction, with feedback, suggestions, and input provided to the teacher at a time other than during the virtual Instruction.

For students using Assistive Technology/Augmentative Alternative Communication Device, it may be beneficial for the teacher, student and related service providers to meet face to face on occasion to deliver, and train on AAC devices. **All decisions will be determined by the IEP and Section 504 team.**

Virtual OT and PT Considerations

Virtual Service Delivery might occur as:

- Individual related service delivery in a 1:1 format with the student and home caregiver, if appropriate.
- Related service provider and teacher will provide virtual services together, as a fully integrated model.

- Combination of virtual services during instructional opportunities paired with individual virtual services
    - Within this model, the therapist would participate with the teacher in virtual instruction on a regular basis (to be determined by how much/how often the student receives instruction) and will remain informed of student needs and performance during these educational activities.
- Observation of virtual instruction, with feedback, suggestions, and input provided to the teacher at a time other than during the virtual Instruction.

For students using Assistive Technology (AT), it may be beneficial for the teacher, student and related service providers to meet and train on the proper use of AT equipment.

Virtual Adapted PE Considerations

The APE teacher would participate in virtual instruction (to be determined by how much/how often the student receives instruction), and will remain informed of student needs and performance during these educational activities. **All decisions will be determined by the IEP and Section 504 team.**

Virtual Gifted Education

The focus of the gifted program for the 2020-2021 school year will be:

- ramping up the frequency of services to gifted learners
- increasing levels of challenge and interest for students
- discovering and nurturing potential in students not yet formally identified as gifted

At the elementary level, the Gifted Resource Teacher will meet regularly with gifted and high ability students. The goal will be to extend and enrich the curriculum through direct contact with students and consultation with their classroom teachers. These services will be provided via Zoom meetings until school resumes on a face-to-face basis. There will be a K-12 emphasis on making sure each student has the opportunity to learn new concepts and skills while increasing their brainpower by practicing applying knowledge to new situations, critical thinking and problem-solving.

Child Find

The Child Find process will continue as outlined by The Virginia Department of Education (VDOE). Child Find is a legal requirement for school districts to have a process for identifying and evaluating children who may need *special education* and *related services*. Child Find covers every child from birth through age 21.

Transportation to Specialty Schools

PCPS will provide transportation services for those students with disabilities who are attending specialty schools. PCPS will conduct temperature checks prior to students boarding the bus.

Evaluations

Evaluation components that require face-to-face evaluations will resume at the start of the 2020-2021 school year, when students are permitted to return to school buildings. Each school should have a designated testing room equipped with PPE to ensure the safety of both the student and evaluator.

For students participating in virtual instruction, the parent/guardian will be contacted to schedule an appointment for transporting the student to the school setting for special education evaluation; however, transportation will be provided at the expense of the parent.

Students and parent/guardians entering the school building must adhere to all safety guidelines and procedures in place to ensure the safety of students, families, staff and the school community. Any parent wishing to rescind consent for special education evaluation may do so, in writing, to the Director of Exceptional Education.

REMOTE LEARNING SUPPORT FOR ENGLISH LANGUAGE LEARNERS (ELL's) AND THEIR FAMILIES

In collaboration with the Petersburg City Public Schools Executive Leadership team, Student Advancement Team, and school administrators, the Language Instruction Educational Program (LIEP) department has and will continue to provide remote Language Instruction services and support to their English Learner (EL) population and their parents during the Covid-19 outbreak and throughout the 2020-2021 school year. These remote learning services and support will enable EL teachers to assist their ELL's in closing the content and language academic gap created by the Covid-19 pandemic.

The PCPS LIEP team using WIDA guiding principles, English Language Development (ELD) standards and US Department of Education (USED) & Virginia Department of Education (VDOE) protocols as a reference, has made a list of resources for ELL's and their parents available on the division website (https://www.petersburg.k12.va.us/domain/1111) as well as on the LIEP department website. These resources are available at no cost to students or parents. The PCPS LIEP team will continue to provide EL families with differentiated support and build-in networks of support that will help them keep each other safe and connect each other with important resources.

Language Instruction Education Program

- Translation! Translation! Translation!
    - Materials/Resources
    - Robocalls/Email
    - REMIND Text Messaging
    - Home Packets
- ELL Teacher Support
    - Engage students/families
    - Meaningful learning opportunities
    - Share information and resources
- Chromebooks & Hotspot Access
- Technology Lessons & Tips
- Strategies to Support Kids at Home
- Keep Families Connected and Engaged
- Support for Non-English Speaking Families:
    - CDC.gov/coronavirus/2019
        - CDC Communications Toolkit
        - Keep families informed and safe

The PCPS LIEP department will continue to provide support to their ELL's and families in the following areas:

Instruction

The PCPS LIEP team will ensure that:

- ELL's receive appropriate services and support that allows them to remain engaged in meaningful learning opportunities.
- ELL's are properly placed in remote learning sessions based on their levels of language proficiency and grade levels.
- Resources for ELL students and parents are available on the division website.
- ELL's (including ELL's with disabilities) receive appropriate accommodations such as extended time for completing assignments, one-on-one sessions, the use of an online dictionary, etc.
- ELL's are equipped with technological resources and devices (Chromebooks, hotspots for internet access) to be successful during the remote learning journey.
- EL teachers continue to collaborate (vertical planning) with content classroom teachers to provide effective and meaningful instruction and equity.
- ELL's and EL teachers are trained for the use of the division learning management system during remote learning (Schoology)
- ELL's remote learning activities are modified for ELL's to create opportunities for growth and success.
- ELL's receive language instruction support in a consistent manner.
- EL teachers in collaboration with school administrators and content teachers effectively determine appropriate methods of student assessment remotely.
- EL teachers will track student work and progress.

Essential COVID-19 Information

Understanding and adhering to federal mandates that all families have a legal right to important information from the school in a language they understand, the LIEP team will ensure that:

- ELL students and their families continue to receive basic information about the virus, how it spreads, what to do if feeling sick and how important preventive measures are, such as social distancing.
- ELL students and their families continue to receive key information through multiple channels, including emails, text messages, phone calls, robocalls, community networks and social media platforms.

Family Engagement

The LIEP department in collaboration with Communities In Schools (CIS), the PCPS nursing team, and local organizations will ensure that:

- ELL's and their families have access to free meals, hygiene items and cleaning products as well as information about local test and care facilities.
- The EL teachers play an important role as advocates for families afraid of receiving services due to their immigration status.

- ELL's and their families receive information about location and dates for events.
- The division continues to be a link to the community and a reliable source of information for ELL's and their families.
- Webinars and division-wide virtual meetings are available for ELL's and their parents to assist them in staying connected with updates.

Social/Emotional Learning

The PCPS remote learning schedules allow for content and EL teachers and/or school counselors to support students who may have high levels of anxiety with few outlets for support or discussion. In collaboration with the Counseling Department, EL teachers may be able to identify key areas of concern among students, as well as some ideas for addressing those concerns. EL teachers not only know their students well, they are an important bridge and source of continuity during a time of tremendous uncertainty.

The LIEP team in collaboration with school counselors may also be able to identify and support students who have experienced trauma. School and the daily routine of going to school can provide an important safe haven, both physically and emotionally and disruptions to that stability may be particularly challenging for these students to manage.

EL teachers will ensure that ELL's are encouraged to participate in sessions with trained school personnel to address emotionally challenging contents and situations.

School Division Updates

The PCPS LIEP team will continue to ensure that:

- ELL students and their families continue to have access to all updates, in a language they understand.
- EL teachers communicate with ELL students and their families in a consistent manner.
- All documents are sent to ELL parents in a timely manner, and translated into a language they understand.
- School division updates are available to ELL's and their parents via emails, the division website, robocalls, text messages, social media platforms and bi-weekly phone calls.

TECHNOLOGY USE & THE ROLE OF REMOTE LEARNING

Distribution Protocol

- Technology staff will be assigned to a school to distribute devices to all students in need of a device. Distribution of devices will take place on August 31st.
    - Support on the use of the mobile devices will be provided to families onsite, via email or by phone
- Technology staff will inspect each device for any physical damage prior to distribution
- A signed mobile device and/or waiver agreement from a parent/guardian must be collected before providing a device to a student to use for the school year
    - Technology staff will use the current inventory system to review and check out each mobile device and charger under the student's account.

Any discrepancies will be redirected to the Director of Technology**.**

Remote Learning Support

- Provide hot spots and secure additional funding to purchase additional hot spots
- Provide literacy/technology training for students/families through virtual training sessions, short videos on key announcements, and tips posted to various social media platforms or websites
- Monitor and analyze web applications utilized by students and staff in conjunction with the Office of Teaching and Learning

Technical Support

- Develop new help desk process to support the high demand on support request from parents/guardian/students for hardware and software
    - Hotline phone number for families to call for support
        - Option to add a few instructional staff to assist with high call volume
        - Adding additional staff to handle demand based on summer school request (expecting 30% uptake in tech support request for the first week of school)

Processes & Procedures

Initial Steps

- Develop process/procedures for collecting, refreshing and distributing devices to students;
- Collection/Refreshing/Distributing devices to students
- Techs will be on a set schedule to be onsite for processing returned devices. Adjustments will be made for devices that are returned late.
- Inspection on the device for physical damage will take place. Notations of damages will be placed in tempest (inventory) to assess all repair requests.
- Perform any repairs and complete the normal system checks and updates.
- Return the device to a secure storage location. This most likely will be carts or storage closets.

- Providing Internet connectivity, technology and literacy tech-training for students and families; Process and procedure for remote learning

Questions to Address

- What is the plan for providing greater access to Internet connectivity, technology?
    - Purchase additional Hotspots to support the 33% without internet services.
    - Provide information on Internet connectivity service plans for families in the area, such as Comcast Internet essential

- How will PCPS provide literacy/tech-training for all students/families, particularly subgroups and vulnerable populations?
    - Zoom training sessions
    - *Short* videos will be posted on social media for families to review at their convenience.
    - Newsletter to families on staying connected, key announcements and tips

- What are the plans for the use of technology or remote learning in providing services to students/ families/staff?
    - Review Future Ready for School Framework, Consortium for School Networking, and other Digital documentation on transforming the district digitally
    - Purchase Video conferencing for Reporting on data points to determine the concurrent usage and attendance of students online and teacher/staff sessions on the selected conference platform.
    - Review Virtual Lab applications for clinical and classroom
    - Surveys will be sent out to students/ families/staff periodically to determine effectiveness on implementation plans for current textbooks, e-textbooks and interactive applications.

Prior to Opening

- Evaluation of cyber security and safety protocols
- Renew selected cyber security and safety protocols for infrastructure maintenance, fraud, data security, and harassment
- Monitor services for effectiveness across the district

Open and Operating

- Provide ongoing support to ensure instructional and operational needs are successful for students, staff and families
- Continue online video conference sessions to students, staff, and families to ensure the ongoing success of the division's instructional and operational needs
- Monitor and analyze effectiveness of web conference, Learning Management System and instructional applications to determine the concurrent usage and effectiveness

Distribution Process Overview

This section describes the process for distributing the student Chromebooks and preparing them for the pickup process at the beginning of the year. Below is an overview of the tasks required as part of the distribution process, followed by detailed instructions.

	Secondary level	Elementary level
Identify a safe location for mobile device and hotspot checkouts	✔	✔
Distribute devices and accessories from students	✔	✔
Update mobile device inventory database	✔	✔
Store mobile devices after refresh process is complete	✔	✔

DISTRIBUTION PROCESS TASKS

1. **Identify a secure location for distribution the mobile devices, accessories, and hotspots**
   1.1. Location should be in a safe area for tech and families, and in preferred areas outside the school.
   1.2. Selected locations should have electrical outlets to charge the mobile devices for all tech onsite during process.
   1.3. There should be space in the designated area for tech staff to conduct work.
   1.4. Location should be secure with minimal access by staff.
2. **Distribute the following items to students: mobile device, accessories, and Wi-Fi hotspots**
   2.1. Use a distribution process that best fits the school's needs and checkout devices as long as needed to distribute to all students.
   2.2. Distribute mobile devices and Internet hotspots to all students that need a home device and hotspot.
   2.3. Inspect mobile devices for physical damage (e.g. cracked screen, broken keyboard, etc.) and ensure that the mobile device is in working order before providing a device to a student or parent.

2.4. As mobile devices are distributed, if a student indicates an assigned device has been lost/stolen/damaged, update the school site inventory database to reflect the device status and issue the student a financial obligation for the full replacement value of the item(s). Replacement values can be found in the Mobile Device Agreement.

2.5. If a student pays for lost or damaged item(s), funds are to be collected through the current payment software system.

3. **Update mobile device inventory/database**

3.1. Update the mobile device database to reflect lost, stolen, broken devices **immediately.**

4. **Store mobile devices after distribution process is complete**

4.1. After the distribution process has been completed, school *tech should* place the mobile devices and carts back in the secure location to await distribution throughout the school year.

Collection Process Overview

This section describes the process for collecting mobile devices and preparing them for the end of the year pickup. Below is an overview of the tasks required as part of the collection process, followed by detailed instructions.

	Secondary level	Elementary level
Identify a secure location for mobile devices and hotspots	✔	✔
Collect devices and accessories from students	✔	✔
Update mobile device inventory database	✔	✔
Store the devices and accessories (awaiting refresh)	✔	✔
Collect updated mobile devices from TIG	✔	✔
Store mobile devices after refresh process is complete	✔	✔

COLLECTION PROCESS TASKS

1. **Identify a secure location for storing the mobile devices, accessories, and hotspots**

1.1. Location should be in a safe area for tech and families, and in preferred areas outside the school.

1.2. Ideally, storage location could serve as the refresh staging area, but if not, then laptops would need to be moved from storage location to refresh staging area.

1.3. Selected location should have electrical outlets to charge the laptops.

1.4. There should be space in the designated area for tech staff to conduct work.

1.5. Location should be secure with minimal access by staff.

2. Collect the following items from students: laptops, accessories, Wi-Fi hotspots

2.1. Use collection process that best fits the school's needs and collect devices no later than the **last day of school.**

2.2. Collect mobile devices and Internet hotspots from all students that took home devices and hotspots.

2.3. Inspect mobile devices for physical damage (e.g. cracked screen, broken keyboard, etc.) and ensure that the laptop is in working order.

2.4. As mobile devices are collected, if students report any mobile device lost/stolen or return them in a damaged/broken condition, update the school site inventory database to reflect the device status and issue the student a financial obligation for the full replacement value of the item(s). Replacement values can be found in the Mobile Device Agreement.

2.5. Complete a tempest ticket for any broken/damaged mobile device.

2.6. If a school technician cannot repair the device, it should be returned to a third-party vendor for repairs. *Tech* will survey out device if not repairable.

2.7. If a student pays for lost or damaged item(s), funds are to be collected through the current payment software system.

2.8. For broken/damaged cellular hotspots, complete *a helpdesk* ticket so that school technician can assess. If hotspot is found to be non-functional, then schedule a time with school technician for replacement.

3. Update mobile device inventory/database

3.1. Update the mobile device database to reflect lost, stolen, broken devices **immediately.**

4. Store the laptops in a secure location in preparation for the refresh pickup

4.1. Later in the summer, Technology contractors will conduct a refresh of the mobile devices in preparation for distribution next school year.

4.2. Contact is responsible for providing access (during the summer) to selected third-party vendor on the stored location for all Chromebooks.

5. Collect updated mobile devices from third-party vendor

5.1 Technology will coordinate with the school technician for scheduled time.

5.2. School contact person(s) need to be at school during the drop off process and have access to locations where mobile devices are stored.

6. Store mobile devices after refresh process is complete

6.1. After the refresh process has been completed, school *tech should* place the mobile devices and carts back in the secure location (if different than the refresh staging area) to await distribution the following school year.

ATHLETICS

Athletics Scheduling 2020 – 2021

December 14, 2020 - February 20, 2021 (December 28, 2020 - 1st Possible Game)

Basketball JV and Varsity Girls and Boys, Wrestling JV and Varsity, Cheerleading JV and Varsity, Indoor Track Boys and Girls, Forensics

February 15, 2021 - May 1, 2021 (March 1, 2021 - 1st Possible Game)

Football JV and Varsity, Golf, Cross Country, Boys and Girls Volleyball

April 12, 2021 - June 26, 2021 (April 26, 2021 - 1st Possible Game)

Baseball, Softball, Soccer, Outdoor Track Boys and Girls)

** As voted on by the Executive Committee of the Virginia High School League August 3, 2020*

Policies and Protocols

- **Without exception,** any player participating in workouts **MUST HAVE A CURRENT VIRGINIA HIGH SCHOOL LEAGUE PHYSICAL** on file with the PHS Athletics Department before participating in any activity.
- **Coaches and Players will enter via door #27 and exit via door #25.**
- Coaches and athletes will be screened prior to each workout, with results listed on the monitoring form.
- **Without exception,** any athlete or coach with a temperature ≥ 100.4 or answers yes to any of the screening questions will not be allowed to participate and asked to leave the facility.
    - **If participation is denied, a release note from a healthcare professional will be required before participation in Petersburg Athletics/Activities can resume.**
- Hygiene is of the utmost importance. Disinfecting sprays, wipes, and hand sanitizer will be used to cleanse facilities and equipment before, during and after activities/workouts. Custodial staff and assigned coaches will ensure cleanliness of the facilities.
- Players and coaches are strongly encouraged to wear face masks or coverings when in the building/weight room and/or outside.
- Workouts will involve conditioning, weight training, and or position specific drills.
- Any equipment that is used must be sanitized after each individual.
- Gloves are highly encouraged to be worn to catch, shoot and or hit any type of ball etc. or to use equipment.
- All athletes must complete a contact information sheet with their coach.
    - This will be shared and filed with the Petersburg Athletics Office.
- Parents must sign the waiver prior to being allowed to participate in any activities.
- Drop off and Pick up will take place through specified doors / enter and exit only.

    - Parents will be required to wait in their cars in the parking lot (practicing social distancing), or leave the premises, during training sessions.
    - Parents will need to remain on premises until the student has been screened and checked in.
- Groups will be the same athletes (including coaches) for each session to limit risk of exposure.
- No use of locker rooms or shower facilities at this time. Athletes should report fully dressed to participate and shower as soon as they arrive at home. Washing hands or use of hand sanitizer will be required before any conditioning or participation in any athletic activities.
- Weight equipment will be cleaned prior to each workout and sanitized between uses by each athlete.
- Hand sanitizer will be available in the weight room and other facilities.
- Social distancing is a top priority and masks/face covering are recommended while participating in activities.
    - Mask/face coverings are highly recommended in times where specific social distancing regulations cannot be maintained.
    - No visitors are allowed to attend conditioning sessions.
- At least 15 minutes should be scheduled between groups to allow for disinfecting the facility.
- No visitors are allowed at conditioning sessions.
- When outside, personal player equipment should be spaced out at least 6 feet from other athletes.
- The use of team shared equipment will be limited and sanitized after each use.
- Athletes are to refrain from any physical contact. This includes handshakes, high-fives, fist bumps, chest bumps or any other celebration/greeting.

Guidelines for Resuming School Sports

Risk Categories:

•**Lower Risk Sports:** VHSL Sponsored activities, Band, Sideline Cheerleading, Cross Country, Esports, Golf, Swim & Dive, Tennis, Track & Field (individual races and throwing events)

•**Moderate Risk Sports:** Baseball, Basketball, Field Hockey, Soccer, Softball, Track & Field (pole vault*, high jump*, long jump*), and Volleyball.

•**Higher Risk Sports:** Competition Cheerleading, Football, Wrestling

- Guidelines for phases below coincide with the reopening phases of Virginia.
- Different sports may be in different phases based on their risk category.
- These guidelines are subject to change with further guidance from state/local health departments.

Activities Phase 1 (Workouts Permitted for all sports and activities)

Pre-workout Screening:

- All coaches and students will be screened for signs/symptoms of COVID-19 before **every** workout. Coaches will complete the Monitoring Form in its entirety for **every** workout.
- Any person reporting positive symptoms will not be allowed to participate in workouts and will be directed to go home and call/visit a healthcare professional. A release from a healthcare professional is required before participation in PHS Athletics/activities can resume. Any suspected or confirmed cases during screening will be privately reported to the Athletics Director. Contact tracing will be conducted to identify potential exposure.
- **Vulnerable individuals will not observe or participate in any workouts during Phase 1.**

Limitations on Gatherings:

- No gatherings of more than 10 people at a time (inside or outside)
- No locker room use in Phase 1
- Workouts will be conducted in "pods" with the same group of students always working out together
- Keep a 10 foot minimum distance between individuals at all times (inside or outside)

Hygiene & Cleaning:

- Facilities will be cleaned by trained staff before and after use
- Before any workouts begin all individuals will wash their hands with warm water and soap for a minimum of 20 seconds or use hand sanitizer to help decrease the spread of germs.
- Hand sanitizer will be readily available to use throughout workouts
- All individuals will supply their own water bottle. Schools will not provide shared water bottles. Use of water fountains will not be allowed.

Activity & Equipment:

- No shared equipment between students, including towels, balls, and sport-specific equipment.
- All equipment, including balls, will be cleaned after each use and prior to the next workout.
- Each piece of weight room equipment must be cleaned after use before the next individual uses the same equipment.
- Each individual must wear appropriate attire at all times (shoes, shirts, etc.) to help decrease the spread of germs.
- Weightlifting exercises which require a spotter are not allowed in Phase 1.

Examples under Phase 1:

- Volleyball players are not permitted to use a single ball that others touch or hit in any manner
- Football players are not permitted to participate in drills where a single ball will be handed off or passed to other teammates.
- No contact allowed and no sharing of tackling dummies, sleds, etc.
- Basketball players may shoot with a single ball, but no passing of a single ball among players.
- Softball & Baseball players will not share gloves, bats, or helmets. A single player may hit in cages. Throwing practice may occur to a net, but not to a catcher. A single ball may not be tossed or used among the team.
  Baseballs and Softballs will be cleaned prior to another athlete using the same ball.
- Wrestlers may practice skills and workouts without touching a teammate.
- Cheerleaders may not perform partner stunts or pyramids. Cheers, dances, & jumps without contact are permissible.
- Runners will maintain the recommended 10 feet of distancing between individuals.
- Golfers will not share clubs.

Phase 2 (Workouts/Some Practices & Contests Permitted)

Contests must be permitted by VHSL

Pre-workout/Contest Screening:

- All coaches, students and contest officials will be screened for signs/symptoms of COVID-19 before **any** workout, practice, or contest. Coaches will complete the Monitoring Form in its entirety for **every** workout. Event supervisor or Athletic Trainer will complete the Monitoring Form for contests.
- Any person reporting positive symptoms will not be allowed to participate in workouts and will be directed to go home and call/visit a healthcare professional. A release from a healthcare professional is required before participation in PHS Athletics/activities can resume. Any suspected or confirmed cases during screening will be privately reported to the Athletics Director. Contact tracing will be conducted to identify potential exposure.
- **Vulnerable individuals will not observe or participate in any workouts during Phase 2.**

Limitations on Gatherings:

- NO gatherings of more than 50 people at a time inside/outside.
- No locker rooms will be used during phase 2.
- Workouts will be conducted in “pods” with the same group of students always working out together.
- Maintain a minimum distance of 10ft. between each individual at all times (inside or outside).

Hygiene & Cleaning:

- Facilities will be cleaned by trained staff before and after use.
- Before any workouts begin all individuals will wash their hands with warm water and soap for a minimum of 20 seconds or use hand sanitizer.
- Hand sanitizer will be readily available to use throughout practices & contests.
- All individuals will supply their own water bottle. Schools will not provide shared water bottles. Use of water fountains will not be allowed, except in case of emergency.

Activity & Equipment:

- Lower risk sports practices and competitions may resume (competitions must be permitted by VHSL)
- Modified practices may begin for moderate risk sports.
- Social distance measures will be enforced on the sidelines/benches between athletes and coaching staff.
- All equipment, including balls, will be cleaned intermittently during practices and contests. Bats, helmets, & catching gear will be cleaned between each use.
- No pregame or postgame handshakes, high fives, etc.
- No sharing of towels.
- Each piece of weight room equipment must be cleaned after use before the next individual uses the same equipment.
- For weightlifting that requires spotters, they are permitted but will stand at each end of the bar.

Phase 3 (Workouts/Some Practices & Contests Permitted)

Contests must be permitted by VHSL

Pre-workout/Contest Screening:

- Any person who has had a fever or cold symptoms in the previous 24 hours will not be permitted to participate and will be directed to go home and contact their healthcare provider for release, as noted in Phases 1 and 2.
- A record will be kept of all individuals present by coaches and shared with PHS Athletics Department/school administration.
- Vulnerable individuals can resume public interactions, but should practice social distancing and minimizing exposure where distancing is not practical.

Limitations on Gatherings:

- Gathering sizes of up to 50 individuals (indoor & outdoor).

- When not directly participating in practices or contests, a minimum of 6 ft. will be required between each individual.
- No locker rooms will be used during phase 3.

Hygiene & Cleaning:

- Facilities will be cleaned by trained staff before and after use.
- Before any workouts begin all individuals will wash their hands with warm water and soap for a minimum of 20 seconds.
- Hand sanitizer will be readily available to use throughout practices & contests.
- All individuals will supply their own water bottle. School will not provide shared water bottles. Hydration stations/water fountains may be used with cleaning guidance.

Activity & Equipment:

- Lower and Moderate risk sports practices & competitions may resume (competitions must be permitted by VHSL).
- Modified practices may begin for higher risk sports/ pre-practice screening will be required.
- No sharing of equipment, towels, or clothing of any kind.
- Equipment such as bats, helmets and catching gear will be cleaned between each use. Football helmets & wrestling gear will only be used by one individual and not shared.
- No pregame or postgame handshakes, high fives, etc.

Guidelines for Transportation to Events

- School Administration/Designee, Athletics Director & Transportation Director will develop a plan for social distancing requirements on school buses/vans for away events if competitions are permitted to resume.
- Multiple modes of transportation may be required.
- Parental/Guardian Transportation may be needed.

Guidelines for Contests/Event Crowd

Who can attend events?

- **Tier 1 (Essential):** Athletes, coaches, officials, event staff, medical staff, security.
- **Tier 2 (Preferred):** All of Tier 1 and Media.
- **Tier 3 (Non-essential):** All of Tier 1 and 2, Spectators, Vendors.
- School administration will decide which of the above Tiers will be allowed into events based on Virginia's guidelines for mass gatherings.
- Only Tier 1 and 2 personnel will be allowed to attend events until state/local health departments lift restrictions on mass gatherings.

Coaches Responsibilities

- Complete all required trainings in regards to cleaning facilities and equipment.
- Ensure all health screenings are completed, documented daily, and submitted weekly.
- Any health concerns must be reported to the Athletics Director immediately.
    - Any concerns that arise with daily screening must also be reported to the parent immediately and documented.
- Ensure all facilities and equipment are cleaned as frequently as required.
- Turn in any releases from healthcare providers to the athletics department.
- Coaches/supervisors cannot transport students to and from activity sessions.
- Notify students that they cannot transport each other to/from workouts.

FOOD DISTRIBUTION

Food Service Facts

- All schools in Petersburg City Public Schools will be participating in the Community Eligibility Provision (CEP) as implemented under the Healthy, Hunger-Free Kids Act of 2010.
- All students who attend a PCPS school are entitled to receive one (1) breakfast and one (1) lunch per school day under the National School Meals Program.
- Parents may pick up meals. Students/Parents must give their name and home school that they attend.
- We anticipate serving dinner and snack Monday through Sunday through the Child and Adult Care Food Program. However, we are still waiting on waivers to come through from USDA. These meals, if approved, would be distributed on the same days as the breakfast and lunch. These meals are at no charge, as are the breakfast and lunch. Please see any updates on the PCPS website.

Meal Service Delivery

- Bus Delivery locations will be expanded to cover all areas of the city. Please check service schedule by visiting the PCPS website at https://www.petersburg.k12.va.us for locations and times (between 2:30pm to 4:30pm, Monday, Wednesday and Friday.)
- We will include 2 pickup sites: Lakemont Elementary and Vernon Johns Middle School from 2:30pm to 4:30pm on Monday, Wednesday and Friday.
- Heat and Serve items will be among those items for distribution. Heating instructions are available at delivery sites or on the PCPS website (see above).
- We will provide five days' worth of meals, both breakfast and lunch Monday through Friday.

COMMUNICATION PROTOCOLS AND SCHEDULE

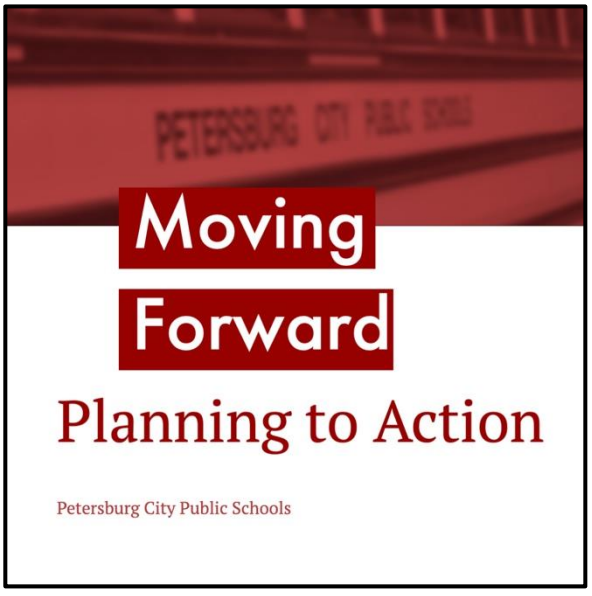
Overview

On March 13, 2020, Governor Ralph Northam ordered public school divisions to close due to the COVID-19 pandemic. With that order, school divisions remained closed for the remainder of the 2019-20 school year. On June 9, 2020, phase guidance for reopening schools was issued from the office of the Governor. Additionally, the Virginia Department of Education published "*Recover. Redesign. Restart.*" as a blueprint for school divisions to reopen schools for the 2020-2021 school year.

This communications guide is one component of the Petersburg City Public Schools (PCPS) division plan to reopen schools for the 2020-2021 school year. Though comprehensive, the PCPS communications guide is not exhaustive and due to the fluid nature of the COVID-19 pandemic, responsive changes and improvements may be required after this guide's publication.

The communications guide is a collaborative effort across multiple departments that serve the diversity of stakeholders throughout the division. The lead team for the communications guide is represented by the Communications department, the Language Instruction Educational Program (LIEP), and the Technology department.

This guide is comprised of four sections: **Section 1-** Stakeholders and Communications Channels, **Section 2-** Information Categories and Frequency, **Section 3-** Responsibilities and Action, **Section 4-** Resources & Glossary.



Considerations

While developing a comprehensive communications guide for the planned reopening of schools, a concerted effort to be culturally competent and to serve the plurality of diverse stakeholders was a high priority. Specifically, the subgroups including special education/504 and English Learner (EL) populations receive additional consideration for multimodal communications to reduce gaps in engagement.

Following a stakeholder survey sent to parents to gather their input on reopening schools, a parent task force was convened. The information in this guide incorporates parent input and allows for adjustment based on stakeholder feedback that will continued to be monitored throughout the reopening process.

Section 1- Stakeholders and Communications Channels

Stakeholder Group	**Communication Channel**							
	Phone Call/Text	Email	Social Media	Newsletter	News Outlets (TV, newspaper, radio)	Division Website	Email*	Phone call*
Families	X	X	X		X	X	X	X
Students	X	X	X		X	X	X	X
Staff	X	X	X	X	X	X	X	X
School Board	X	X	X	X	X	X		
Partners		X	X		X	X		
Community			X		X	X		

**School level*

The specified communications channels are subject to continuous monitoring to analyze various metrics of effectiveness. If stakeholder needs change within a channel, efforts will be made (based on data) to amplify or otherwise modify how the channel is utilized. Data analysis methods for each channel are listed in the chart below.

Communication Channel	Measurement/Analysis of Effectiveness
Phone Call/Text/Email (division/school)	Mass communication platform provides detailed reports of delivery success rates, valid/invalid phone numbers, and message receipt rates
Social Media	Facebook Insights, Facebook Analytics, Twitter Analytics
News Media (TV, Radio, Newspaper)	Number of published articles/stories
Division Website	Website analytics provided by Blackboard
Newsletter	Newsletter analytics provided by Smore

For the 2020-2021 school year, new protocols have been implemented to keep contact information of families, students, and staff updated. On a regular quarterly basis, schools will update the contact information of families and students to ensure that the student information database contains valid points of contact. The human resources department will work with the technology department to ensure that employees are classified within the proper internal communications groups according to job roles and functions. The LIEP will work with its constituents to ensure equitable communications efforts are systematically refined for two-way engagement.

At any time, the school division will be able to update or revise the contact information for any of its stakeholders. The point of contact for the schools is the Principal, and the point of contact for the school division is the Chief Communications Officer.

Section 2- Information Categories and Frequency

Board Meetings- generally, twice a month via website and social media

Board Policy Updates- via newsletter and social media (as applicable)

Bus/Transportation- as soon as information is known, affected parties are notified via phone and email

Calendar Changes- website, social media, and mass email/phone calls as changes are approved

Corrective Action Plan- as required, via Board Meetings and website

COVID-19- website and social media as information is made available

Emergencies/Crises- as situation arises and develops, affected parties are notified

Employment Opportunities- as opportunities become available, the candidate tracking system is updated

Newsletter- sent via email weekly

Press Releases- as often as pertinent division information develops

Resource Opportunities- an ongoing list is maintained and updated on the division website, share via social media when applicable

School Closings/Delays- as soon as possible once a decision has been made

Social Media posts- (division) daily basis, as information develops

Social Media posts- (schools) as determined necessary by principals

Special Education/504 Issues- as required by law

Staff Recognitions- weekly, monthly, annually as a part of formalized programs, and informal as they arise

Student Recognitions- weekly and monthly at the individual schools as a part of a formalized program

Translations (of division and school information)- daily and as necessary

Principal's Weekly School Updates- weekly and as necessary

Petersburg City Public Schools is committed to open, two-way engagement with all of the audiences we serve.

Section 3- Responsibilities and Actions

Various departments and roles related to the school division will have serve as conduits for communications and leadership with internal and external stakeholders during the reopening planning and execution stages. The list is not exhaustive, but informative as to the capacity to lead in identified situations.

Role/Department	Responsibilities/Actions
Superintendent	Opens/Closes school division, Primary conduit for Board member relations and responsibilities, Responds to internal and external stakeholder needs from the executive function, Receives guidance from the Virginia Department of Education and State Superintendent and any other local/regional/state units of government
Executive Leadership Team	Executes directives from Superintendent, Manages staff, Keeps Superintendent informed of necessary issues and operations, Directs reopening groups within the school division
Lead Nurse	Primary point of contact for COVID-19 issues and concerns, Stays in contact with local and state departments of health
Technology Department	Controls and manages distribution of technology products, Maintains network capabilities for the school division, Monitors network security and stability, Maintains technology platforms in use throughout the division
Principals	Manages staff and students throughout the instructional day and beyond, Communicates to parents and families any school-level pertinent issues and concerns
Family and Community Engagement Team (FACE)	Works with community partners to provide and facilitate support to the students and parents and families of the school division
LIEP Team	Communicates directly with English Learner students and families news about the school division and their applicable schools, Supports other school division departments with translation services and culturally responsive practices
Human Resources	Provides guidance and information for staff affected by COVID-19 issues as a function of employment and benefits
Superintendent's Cabinet	Directs and manages daily operations of each department
Bus Drivers	Responsible for communicating to the Transportation Director any issues or concerns pertaining to buses or bus routes or students riding buses
Teachers	Chief facilitator of learning and teaching in the classroom environment, Communicates to the Principals any concerns about the safety of students and the classroom, Communicates directly with parents and families any student-specific issues as deemed appropriate

Finance (school business operations)	Advises and informs the Superintendent and the Deputy Superintendent about finance matters
Counselors, Direct Service Providers	Provides direct support to students and staff about matters relating to COVID-19
Specially Hired Part-time Personnel	Performs COVID-19 related job duties and reports back to the appropriate supervisor about any concerns or issues arising from their job functions
Community Partners	Communicates to the appropriate point of contact within the school division about support and any necessary information regarding the relation with the school division
Communications Department	Disseminates information to internal and external stakeholders, Works to develop stories with traditional media outlets, Triages requests/questions/concerns from members of the community or staff

Section 4- Resources and Glossary

Virginia Department of Health- for guidance and resources on health and well-being during the COVID-19 pandemic. https://www.vdh.virginia.gov

City of Petersburg- coronavirus updates, local resources guides, information about billing and utilities, and safety. https://www.petersburgva.gov

Petersburg City Public Schools- information on educational resources, meal distribution, special education, transportation, school openings and closings, board meetings, and community resources. https://www.petersburg.k12.va.us

Virginia Department of Education- information on educational resources, special education, accreditation, applicable waivers during the COVID-19 pandemic, and State Superintendent updates. http://www.doe.virginia.gov

United Way of Greater Richmond and Petersburg- created a COVID-19 toolkit to provide assistance in day-to-day life as well long-term planning. https://www.yourunitedway.org/covid-toolkit/

Glossary of Terms

Constituent- often a voter in a area represented by a particular elected official, but may refer to those being served by a unit of local government

Online Learning- education that is delivered exclusively via the internet

Remote Learning- a system of learning and teaching in which teachers and students do not meet in a classroom but use the internet, email, text messaging, and mail to have classes

Secondary Schools- middle school and high school

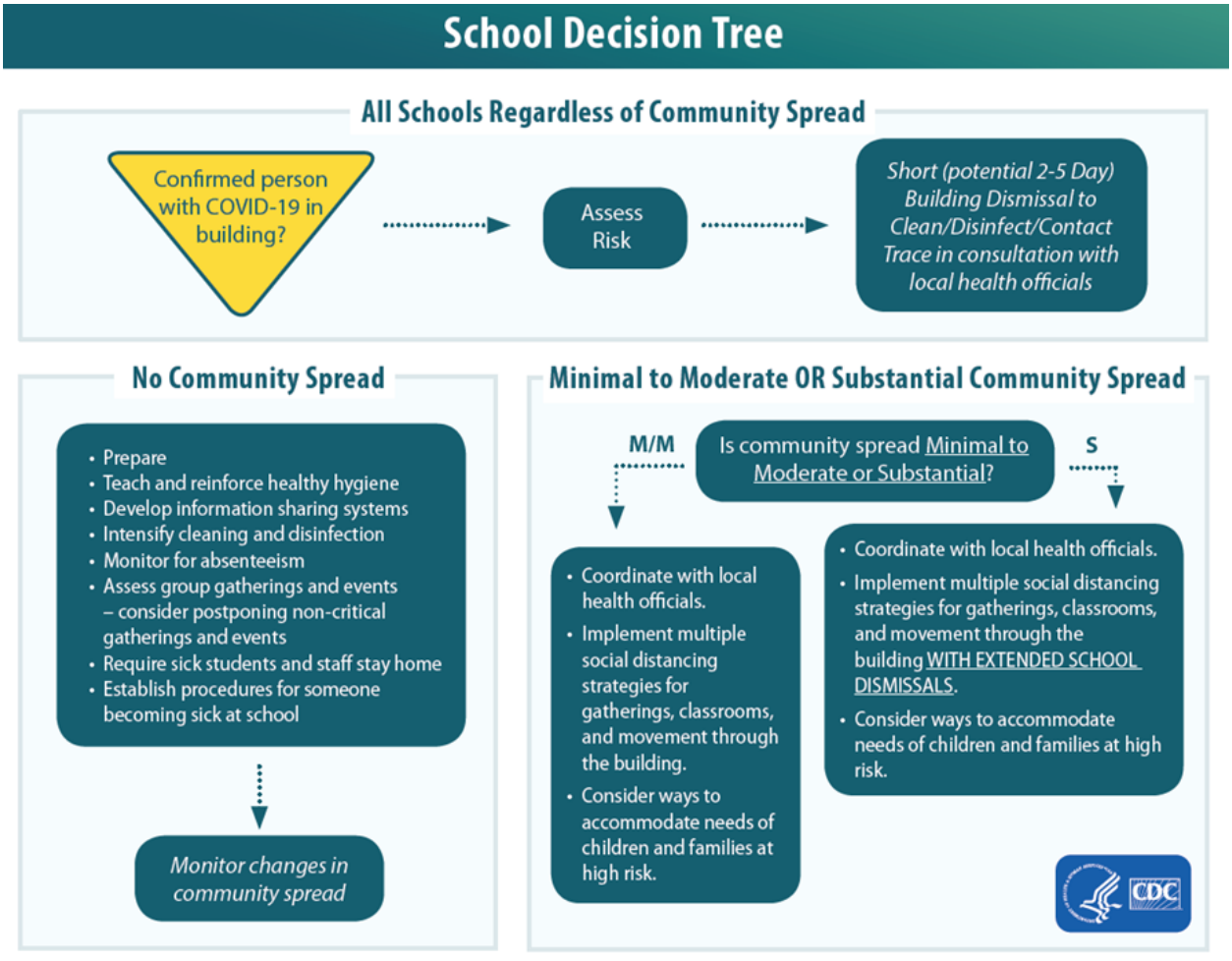
Stakeholder- any person or organization that has an interest in another person or organization. Often, stakeholders are divided into two groups: internal and external. Internal stakeholders of an organization may be its staff and board members, and external stakeholders are commonly those who are served by the organization and the community in which it functions. Community partnership organizations are commonly referred to as external stakeholders.

Virtual Learning- a part of the learning management system whereby technology is utilized to increase two-way engagement of learning and teaching. PCPS currently utilizes the *Schoology* learning management system.

SUPPORTING PHYSICAL AND EMOTIONAL WELL-BEING

Considerations for Maintaining Safety & Good Physical Well-Being

Utilizing COVID-19 Infection Control Measures
Maintaining Good Hygiene Practices
Ensuring Social/Physical Distancing
Encouraging Preventative Measures
Preparing, Triaging, Monitoring Symptomatic & Sick Space
Temperature & Symptoms Checks
Preparing for COVID-19 Outbreak
Keeping Adequate Supplies Stocked
Training and Staff Development



Emotional Well-Being for Students & Staff Considerations

- Student Support
- Staff Community Building
- Staff Professional Learning
- Supportive Learning Environment
- Social and Emotional Competencies

An enhanced area of focus for PCPS in 2020-2021 is the social and emotional learning of our students and staff. The Center for Academic, Social, and Emotional Learning (CASEL) states: "Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Promoting the optimal development of our students is our priority. Our goal is to help our schools create environments where ALL students and staff feel safe and supported, and where we can focus on both academics and social emotional learning.

Each week, we will explore these competencies to increase our awareness and knowledge of Social Emotional Learning using our new SEL curriculum – RETHINK.

Parents will receive weekly "Home Connection" newsletters that will highlight what the SEL lesson is for the week and how they can "connect" what the student learned to their home life. Our teachers will also receive on going professional development to increase their awareness and knowledge of Social Emotional Learning.

SUPPORTING FAMILIES

Communication and Support for Families

PCPS families are essential partners in the success of each of our students. We value the support, suggestions, and voices of our parents as true partners in maneuvering through this new chapter in education, virtual learning. With virtual learning being a new and unknown world for so many of our families, PCPS needs to remain in close contact. Knowing where our children are, what they are experiencing, and what they need is essential in our quest to ensure we are reaching and teaching every student. It is essential that all families share all current residency addresses, email addresses, and phone numbers with us so that we may remain in contact via phone calls, email, and text messaging. We must not let these challenging times keep us from staying connected.

Teachers will be reaching out to families on a weekly basis. They will work to ensure all students have the ability to access information, engage in meaningful lessons, expand their thinking, grasp new skills, and stay on a path of continuous learning. Our responsibility is to teach; a student's responsibility is to learn. Without a true parent/school connection, our students will not be able to continue on their path to excellence and increased learning…and they deserve that from us all.

Resources for Back-to-School and Beyond

During the week of August 31, each school will have their individual back to school drive-through events. Students will receive math and literacy kits and manipulatives so they can properly engage in independent practice, as well as enjoy practicing these skills in a fun way at home with family members. They will be able to pick up chromebooks and hot spots as well as receive a technology guide to help parents understand the various technology programs.

Teams will show parents how to check students' grades on PowerSchool, how to access student assignments/lessons on PowerSchool, how to best support their child in the virtual learning world accessing Zoom, and learn more about the school division's new two-way communications program called Remind. Families will obtain needed resources and hear about ways to make sure students will be engaged in learning and have access to needed support.

Several PCPS departments and community partners will be onsite to share information and to lend support to our families. Petersburg High School's new School Based Health Clinic, The Crimson Clinic, will provide another layer of support for students and families to address mental health and medical needs.

Our students' social/emotional learning needs are a high priority. Parents will get more information about the new curriculum and lessons that students will be involved in each day to teach them the five CASEL competencies. These competencies, including self-awareness, self- regulation, decision-making, relationship building, and conflict resolution are all skills we want students to learn so that they are better equipped to accept learning and to achieve.

Ongoing resources are available to families throughout the year from the Family and Community Engagement (FACE) Center, housed at Blandford Academy. Whenever students/families are in need of various resources (food, clothing, hygiene, school supplies), parents are encouraged to contact the school's Student Support Specialist, who will connect them with one (or more) of our community partners.

PCPS ConnectED Series: Parents Connected to Education

PCPS is launching a Parent ConnectED Series, a menu of virtual workshops, conversations, YouTube sessions, and social media posts/releases to connect with parents. There will be monthly "How To" and "Did you Know" sessions for parents facilitated by PCPS leaders, as well as by community partners. All sessions will be free of charge to parents. A session schedule will soon be released, allowing parents to plan and prepare to attend or listen in. The tips and information provided will help parents learn about concepts for supporting their children as they navigate through the virtual lessons. A sampling of potential topics to be presented includes:

Creating and using Email	Social Media Safety and Privacy
Social Media Tips and Tricks for Parents & Consequences for Misuse	How To Electronically Sign Documents (VA IEP Online)
How Do Zoom Sessions Work?	How to Navigate Through Schoology, Our Learning Management System
How To Check My Child's Grades (PowerSchool)	Student Code of Conduct: What does it mean?
Tiered Systems of Supports for Students	How To Screen Your Child for Potential Illness
Hygiene In the Time of COVID	REMIND: A 2-Way Communication System in PCPS
How Do I Access Resources: Food, Clothing, School Supplies, and More	How Do I Navigate the PCPS Website to Find What I Need?
How to Navigate the DOE Website for Resources and Supports	Understanding 504s and IEPs
How To Engage With My Child's Teacher and School for Student Success	How to Help my Child Who's Dealing with Anxiety and/or Depression
Navigating the Child Find Process	Concerned About Your Child's Development?
Helping My Child Develop An Academic Career Plan	Alternate Routes to Success: Pathways and Expectations Leading to Graduation
Digital Citizenship	Virtual Learning Through Zoom
Using Social Media in a Positive Way	Career Pathways in PCPS

There will be numerous quick YouTube videos to demonstrate “How to…” and “Did you know…” sessions to help families understand the resources needed to assist their child. The team will continue to develop Facebook Live posts, exciting robo calls, and increase its Facebook and Twitter presence as vehicles to share information with parents. PCPS maintains a strong social media presence, and we have learned that our families often use these resources to remain informed and “see” what is happening in the school district.

PCPS Wave Bus

The PCPS team is repurposing a family and community engagement bus called “The Wave” and taking it into the community! This bus will allow PCPS staff to visit neighborhoods distributing supplies, setting up on-site family workshops, passing out free books and literature to children, and serving as a mobile parent resource center to provide hands on support and learning for families and students.

“The Wave” is currently in the design phase. We anticipate a late fall “The Wave is Coming” event, where it will be introduced to the PCPS community. Student Support Specialists, Truancy Case Officers, and other team members will share schedules when the bus will visit schools, residential areas, and other community locations. This proactive approach to “Going where our families are” will benefit PCPS families, during the pandemic and beyond. Please look for information in the coming weeks about “The Wave” bus, coming to a neighborhood near you!

Ongoing Support

The number of families in need of essential living items has greatly increased. PCPS will continue to provide meals to families at least five (5) days a week. Local churches are partnering with PCPS to implement their Adopt-a-School concept, providing students and families with a guaranteed partner who directly supports the school and helps meet additional resource needs. Increasing partnerships within our community helps PCPS access the things that families need.

The PCPS Student Support staff is updating the Petersburg Community Resource guide. This guide offers lists of medical facilities, mental/behavioral health agencies, food banks and so much more. This team is also creating flyers with QR codes to be posted throughout the community with various messages and updates for families. Our student support specialists, truancy officers, behavior specialists, and Communities In Schools staff will make frequent home visits to follow up on students who have a demonstrated need for support to start the school year in a positive way.

Parents will receive a weekly newsletter, provided by the SEL curriculum team, ”ReThink” to support families with new ideas and new activities to make learning at home fun and exciting. Many of our students have experienced traumatic circumstances during this extended time away from school. As a result, it is important to provide families with information to help identify potential problems and concerns, and offer ways to help students heal.

No matter how we return to school...we are returning to school!