Overview

- PK-3 Options for parents/students
- Health mitigation measures
- Technology/LMS
- 4-12 Options for parents/students
- CTE Hybrid Model
- Transportation
- How you can make a selection for your student(s)
Important terms to know:

*Synchronous*- Learning that occurs during live instruction, either in-person or via a virtual platform (i.e. Zoom)

*Asynchronous*- Learning that occurs without live instruction from a teacher

*Remote Learning*- Learning that occurs outside the school building for option 1 students

*Virtual Learning*- Learning that only occurs outside the building for option 2 students

*Canvas* - A Learning Management System (LMS) that supports our curriculum for online teaching and learning.
## Elementary PK-3

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Person Continuum</strong></td>
<td><strong>100% Virtual Learning</strong></td>
</tr>
<tr>
<td>● Will begin on an A/B schedule</td>
<td>● Must have access to reliable, high-speed internet</td>
</tr>
<tr>
<td>● This is a commitment for the entire school year</td>
<td>● Parents assume a large role in monitoring student learning</td>
</tr>
<tr>
<td></td>
<td>● This is a commitment for the first semester</td>
</tr>
</tbody>
</table>
Option 1: In-Person Continuum

- Traditional
- Blended A/B model
- Temporarily Remote

Option 2: 100% Virtual Learning

PK-3 will start here.
## Option 1: Pk-3 Blended A/B Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Synchronous In-Person Learning</td>
<td>Group A Asynchronous Remote Learning</td>
<td>Group A Synchronous In-Person Learning</td>
<td>Group A Asynchronous Remote Learning</td>
<td>Groups A &amp; B Asynchronous Remote Learning</td>
</tr>
<tr>
<td>Group B</td>
<td>Asynchronous Remote Learning</td>
<td>Group B Synchronous In-Person Learning</td>
<td>Group B Asynchronous Remote Learning</td>
<td>Group B Synchronous In-Person Learning</td>
<td></td>
</tr>
</tbody>
</table>
PK-3 In-School Learning Days

- Daily schedule is reflective of traditional in-person learning
  - Core Courses
  - Elective/resource class
  - Recess
  - Lunch (in the classroom)
- Limited transitions
- Physically distanced seating
- Individually designated devices/supplies
  - Device goes home with students each night and returns fully charged
- Time to download remote learning assignments as needed
<table>
<thead>
<tr>
<th>PK-3 In-Person Learning Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Grading/Feedback</td>
</tr>
<tr>
<td>● Students will receive traditional grades on classwork, quizzes, and tests</td>
</tr>
<tr>
<td>● Students will continue to receive individualized reading conferences and performance feedback</td>
</tr>
<tr>
<td>● Attendance</td>
</tr>
<tr>
<td>● Daily attendance will be taken</td>
</tr>
<tr>
<td>● If your child is absent, you should send in a note/contact the school</td>
</tr>
<tr>
<td>● School visitors</td>
</tr>
<tr>
<td>● Parents will not be able to visit the school/classroom during the day</td>
</tr>
<tr>
<td>● Parents will only be permitted to enter the building for specific, pre-established meetings, early dismissal/late arrival, or to pick up/drop off medication</td>
</tr>
</tbody>
</table>
PK-3 Remote Learning Days (Asynchronous)

- Students will use their designated IWCS device to access Canvas assignments. (2-3 hours max)
  - 30 minutes of independent reading
  - 30-45 minutes of additional review material
  - 20 minute pre-recorded video around new learning
  - 30 minute follow up assignment

- Teachers will provide the schedule of assignments and approximate time each should take

- When the assignments are completed on remote learning days is at the discretion of the parent/student

- Assignments must be completed by next in-person learning day
Set Aside Time and Space for Learning:

- We encourage families to establish a comfortable, distraction-free physical space, if possible, where your child can participate in at-home learning during the day. Consider how you can help maintain a sense of routine for your child, including expectations for wake-up times and bedtimes that work for your family.
PK-3 Remote Learning Days (Asynchronous)

- SAMPLE Schedule (student/parent has flexibility)
  - 9:00-9:15 Watch reading video on Canvas
  - 9:15-9:30 Complete reading assignment
  - 9:45-10:15 Independent reading
  - 10:15-10:45 ST Math
  - 10:45-1:00 Lunch and outdoor activity
  - 1:00-1:15 Watch math video on Canvas
  - 1:15-1:45 Complete math assignment
  - 2:00-2:15 Complete science or social studies activity

*Not every remote day will look exactly the same*
PK-3 Option 1 Questions
PK-3 Blended A/B- Mitigation Measures

In addition to home monitoring:

● Face coverings required if you cannot physically distance at least 6 feet
  ○ Common areas (inside and outside)
  ○ Buses
  ○ Hallways
  ○ Classrooms (if you cannot physically distance at least 6 feet)
● Hand sanitizer stations throughout the buildings
● All classrooms will be provided hand sanitizer bottles
● All classrooms will receive a supply of disinfecting wipes
● All classrooms will receive a Virex disinfectant spray bottle
● Bottle filling stations in all schools (no traditional water fountains will be used)
● Staff will refer students to the clinic who display COVID-19 like symptoms
● School nurse will notify nursing supervisor and follow health appropriate health protocols
Health/Mitigation/Cleaning

- Clean high touch areas 3 times daily minimum (switches, railings, doors, etc.)
- Classrooms
  - Desks/Tables/Counters
  - Lunch in classrooms
    - SSC will wipe down tables after lunch in elementary classrooms
    - Secondary students will be given a disinfecting wipe to clean desk prior to eating lunch
      - Will go to cafeteria to get lunch
- Hand sanitizer stations checked frequently
- Restrooms
  - Checked hourly and cleaned 3 times daily at a minimum
  - Custodians and APs will sign off with the time after inspecting
- Classroom disinfectant fogger
- Electrostatic sprayers used as necessary
- SSC increased staffing during school hours
Health/Mitigation

- Plexiglass barriers in front office and clinics
- Individual instructional supplies (pencils, crayons, scissors)
- Signage will be located throughout the schools and on the property
- Limit access to common areas
- Limit movement throughout the buildings
- Limit school visitors such as volunteers
- Limit community use of facilities due to extensive cleaning protocols
Health/Mitigation for Staff

- Face coverings required if you cannot physically distance at least 6 feet. Face covering should completely cover the mouth and nose and not contain a valve. Gaiters should not be used in place of a face covering.

- Other PPE, such as face shields, may be required depending on job responsibilities.

- It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings. If an individual chooses to use a face shield, they will be required to wear a face covering as well.

- Promote physical distancing and limit gatherings in conference rooms, work spaces and break rooms.

- Employees must frequently wash and sanitize hands.

- Staff will self monitor using the symptom questionnaire and self report.
We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information. As our knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.
Daily Home Screening for Students

Parents: Please complete this short check each morning and report your child’s information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

SECTION 1: Symptoms
If your child has any of the following symptoms, that indicates a possible illness that may decrease the student’s ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

cdc.gov/coronavirus
Protocol for Symptomatic/Confirmed Cases:

Staff and Student Isolation

● Symptomatic
  ○ Individual will be isolated
  ○ No contact tracing

● Confirmed
  ○ Individual will be isolated
  ○ Contact tracing will be used to identify anyone who has been within 6 feet for at least 15 minutes
  ○ Individuals identified through contact tracing will be isolated for 14 days

Symptoms Include

● Fever greater than 100.4 F or chills
● Cough
● Shortness of breath or difficulty breathing
● Fatigue
● Muscle or body aches
● Headache
● New loss of taste or smell
● Sore throat
● Congestion or runny nose
● Nausea or vomiting
● Diarrhea
I think or know I had COVID-19, and I had symptoms

You can be around others after:

- 10 days since symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- COVID-19 symptoms have improved (for example, cough, shortness of breath)

Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

Note that these recommendations do not apply to persons with severe COVID-19 or with severely weakened immune systems (immunocompromised). These persons should follow the CDC guidance for “I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?”
CDC Guidelines as of Aug. 4, 2020

I tested positive for COVID-19 but had no symptoms

If you continue to have no symptoms, you can be with others after 10 days have passed since you had a positive viral test for COVID-19. Most people do not require testing to decide when they can be around others; however, if your healthcare provider recommends testing, they will let you know when you can resume being around others based on your test results.

If you develop symptoms after testing positive, follow the CDC guidance for “I think or know I had COVID-19, and I had symptoms.”
I was severely ill with COVID-19 or have a severely weakened immune system (immunocompromised) due to a health condition or medication. When can I be around others?

People who are severely ill with COVID-19 might need to stay home longer than 10 days and up to 20 days after symptoms first appeared. Persons who are severely immunocompromised may require testing to determine when they can be around others. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. Your healthcare provider will let you know if you can resume being around other people based on the results of your testing.

Your doctor may work with an infectious disease expert or your local health department to determine whether testing will be necessary before you can be around others.
For Anyone Who Has Been Around a Person with COVID-19

Anyone who has had close contact with someone with COVID-19 should stay home for 14 days after their last exposure to that person.

However, anyone who has had close contact with someone with COVID-19 and who:

- developed COVID-19 illness within the previous 3 months and
- has recovered and
- remains without COVID-19 symptoms (for example, cough, shortness of breath) does not need to stay home.
Mitigation Questions
Option 1: In-Person Continuum

- Traditional: Students safely learn in school
- Blended A/B model: Students safely learn in school and away from school
- Temporarily Remote: Students safely learn away from school

Option 2: 100% Virtual Learning

IWCS Virtual Learning
Option 2: Pk-3 Virtual Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td>Block 1 Synchronous Zoom with Teacher</td>
<td>Block 1 Synchronous Zoom with Teacher</td>
<td>Independent Asynchronous virtual learning using Canvas</td>
<td>Block 1 Synchronous Zoom with Teacher</td>
<td>Independent Asynchronous virtual learning using Canvas</td>
</tr>
<tr>
<td>9:00-11:00</td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Block 2</strong></td>
<td>Block 2 Synchronous Zoom with Teacher</td>
<td>Block 2 Synchronous Zoom with Teacher</td>
<td>Independent Asynchronous virtual learning using Canvas</td>
<td>Block 2 Synchronous Zoom with Teacher</td>
<td>Independent Asynchronous virtual learning using Canvas</td>
</tr>
</tbody>
</table>
### PK-3 Synchronous Virtual Learning Days

- Virtual learning model follows the IWCS Instructional Framework
- Parents will select block 1 (a.m.) OR block 2 (p.m.):
  - Up to 2 hours of **live** (age appropriate), interactive instruction
  - 3 Days/week
  - Class meetings will be recorded each day and uploaded to Canvas for students to access at anytime
- In addition to the synchronous virtual learning, students will:
  - Complete 30 minutes of independent reading each day
  - Complete up to 60 minutes of additional assignments related to their new learning
PK-3 Synchronous Virtual Learning Days

- Teachers will provide a weekly agenda for parents each Friday by 5:00 p.m. to include topics for the week and assignments to be completed each day, including asynchronous days.

- Each student will be assigned a designated, grade appropriate device to utilize for virtual learning. Students should ensure their device is properly charged at the beginning of all synchronous meetings.

- Set Aside Time and Space for Learning:
  - We encourage families to establish a comfortable, distraction-free physical space, if possible, where your child can participate in at-home learning during the day. Consider how you can help maintain a sense of routine for your child, including expectations for wake-up times and bedtimes that work for your family.
**PK-3 Asynchronous Learning Days (Wednesday & Friday)**

- Students will use their designated IWCS device to access Canvas assignments. (2-3 hours max)
  - 30 minutes of independent reading
  - 30 minutes of additional review material
  - 20 minute pre-recorded video around new learning
  - 30 minute follow up assignment
  - 30 minutes of ST Math
  - 30 minute resource class

- Work should be completed by next synchronous day
PK-3 Asynchronous Learning Days (Wednesday & Friday)

- SAMPLE Schedule (student/parent has flexibility)
  - 9:00-9:15 Watch reading video on Canvas
  - 9:15-9:45 Complete reading assignment
  - 10:00-10:30 Independent reading
  - 10:30-11:00 Resource Class (may be synchronous)
  - **11:00-1:00 Lunch and outdoor activity**
  - 1:00-1:10 Watch math video on Canvas
  - 1:10-1:30 Complete math assignment
  - 1:30-2:00 ST Math
  - 2:00-2:15 Complete science or social studies activity

*Not every remote day will look exactly the same*

- Teachers will respond to students/parents on asynchronous days within 4 hours of receiving a question
  - This time can also be used for small group remediation, individual tutoring, make-up work, etc. and will be scheduled in advance by the teacher
PK-3 Asynchronous Learning Days (Wednesday & Friday)

- SAMPLE Schedule (student/parent has flexibility)
  - 10:00-10:15 Independent reading
  - 10:30-11:00 Resource class (may be synchronous)
  - 11:15-11:25 Watch math video on Canvas
  - 11:25-11:45 Complete math assignment

- 11:45-2:00 Lunch and outdoor activity
- 2:00-2:15 Watch reading video on Canvas
- 2:15-2:45 Complete reading assignment

- 6:30-6:45 Complete science or social studies activity
- 6:45-7:00 Independent reading
- 7:00-7:30 ST Math

*Not every remote day will look exactly the same*
**Expectations**

- **Grading/Feedback**
  - Students will receive traditional grades on classwork, quizzes, and tests
  - Students will continue to receive individualized reading conferences and performance feedback

- **Attendance**
  - Daily attendance will be taken during Zoom sessions for synchronous learning days
  - Attendance on asynchronous days will be taken using a product-based metric --- if students complete the assignments they will be counted present.
  - If your child is absent for a scheduled Zoom or ill on an asynchronous day, you should send in a note/contact the school
PK-3 Option 2 Questions
Instructional Technology (Students)

- All students will receive a device
  - Pk-3 iPads
  - 4-6 Chromebooks
  - 7-12 Laptops

- Tech support
  - Instructional tip sheet
  - Helpdesk
Device Distribution and Responsibility

- Students will be assigned a Google account for access to Clever and Canvas.
- Devices will be made available before school begins for grades 4-12 and all 100% virtual students. Pk-3 in-person students will receive devices the second week of school.
- All technical fees must be paid in full and the device distribution form must be completed by parent/guardian before a device can be issued.
- Filtering is in place on all devices.
- Parents will have the option to purchase insurance. Information regarding insurance will be provided by your child’s school.
Option 1: In-Person Continuum

- Traditional
- Blended A/B model
- Temporarily Remote

Option 2: 100% Virtual Learning

4-12 will start here.
### Grades 4-12

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Continuum</td>
<td>100% Virtual Learning</td>
</tr>
<tr>
<td>• Will begin temporarily remote</td>
<td>• Must have access to reliable, high-speed internet</td>
</tr>
<tr>
<td>• This is a commitment for the entire school year</td>
<td>• Parents assume a large role in monitoring student learning</td>
</tr>
<tr>
<td></td>
<td>• This is a commitment for the first semester</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>Block 1</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>Block 2</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Block 3</td>
</tr>
<tr>
<td>2:00-2:45</td>
<td>Block 4</td>
</tr>
<tr>
<td>4-12 Synchronous Virtual Learning Days</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>● Teachers will provide a weekly agenda for parents each Friday by 5:00 p.m to include topics for the following week and assignments to be completed each day, including asynchronous days.</td>
<td></td>
</tr>
<tr>
<td>● Each student will be assigned a designated, grade appropriate device to utilize for virtual learning. Students should ensure their device is properly charged at the beginning of all synchronous meetings.</td>
<td></td>
</tr>
<tr>
<td>● Set Aside Time and Space for Learning:</td>
<td></td>
</tr>
<tr>
<td>● We encourage families to establish a comfortable, distraction-free physical space, if possible, where your child can participate in at-home learning during the day. Consider how you can help maintain a sense of routine for your child, including expectations for wake-up times and bedtimes that work for your family.</td>
<td></td>
</tr>
</tbody>
</table>
4-12 Synchronous Virtual Learning Days

- Virtual learning model follows the IWCS Instructional Framework
- Students follow a 4 block schedule
  - Up to 9 hours of live (age appropriate), interactive instruction
  - 3 Days/week
  - Class meetings will be recorded each day and uploaded to Canvas for students to access at anytime.
  - PE/Resource will be 1 of the 4 blocks in for grades 4-8
- In addition to the synchronous virtual learning, students will:
  - Complete a minimum of 30 minutes of independent reading each day (grades 4-8)
  - Complete up to 30 minutes of additional assignments related to their new learning for each class
4-12 Asynchronous Learning Days (Wednesday & Friday)

- Elementary students will use their designated IWCS device to access Canvas assignments. (Approximately 3 hours)
  - 30 minutes of independent reading
  - 30-45 minutes of additional review material
  - 15 minutes pre-recorded reading video around new learning
  - 30 minutes follow up assignment
  - 15 minutes pre-recorded math video around new learning
  - 30 minutes follow up assignment
  - 30 minutes ST Math

- Teacher will respond to students/parents on asynchronous days within 4 hours of receiving a question
  - This time can also be used for small group remediation, individual tutoring, make-up work, etc., and will be scheduled in advance by the teacher
4-12 Asynchronous Learning Days (Wednesday & Friday)

- Middle and high school students will use their designated IWCS device to access Canvas assignments. (Approximately 4 hours)
- 30-60 minutes total for each of the 4 classes to include viewing videos and completing activities.
- Teacher will respond to students/parents on asynchronous days within 4 hours of receiving a question
  - This time can also be used for small group remediation, individual tutoring, make-up work, etc., and will be scheduled in advance by the teacher
4-12 Expectations

- **Grading/Feedback**
  - Students will receive traditional grades on classwork, quizzes, and tests
  - Students will continue to receive individualized reading conferences and performance feedback as appropriate

- **Attendance**
  - Daily attendance will be taken during Zoom sessions for synchronous learning days.
  - Attendance on asynchronous days will be taken using a product-based metric — if students complete the assignments they will be counted present
  - If your child is absent for a scheduled Zoom or ill on an asynchronous day, you should send in a note/contact the school
Special Education

- Students served in the inclusion setting and self-contained standard curriculum classrooms will attend school on the same schedule as their nondisabled peers.
- Students served in elementary and secondary intensive support needs self-contained classrooms will have the option to attend on the current approved hybrid model or 100% virtual.
- Walk-in related services may be available for students who have selected the virtual option.
- Virtual options will be available through the IEP process for students at a higher risk of severe illness.
Career and Technical Education (CTE)

- Students will be given the opportunity to earn certifications from 2019-20.
- Students scheduled in the double-blocked career academy courses (Agriculture, Building Trades, Cosmetology, Culinary Arts, Early Childhood Education, Nurse Aid, and Welding) will follow the A/B schedule for their career academy class only.
- Students must provide their own transportation.
- Virtual modules will be utilized on remote learning days.
- Students who select the 100% virtual option, will not be allowed to choose the doubled-blocked CTE courses. All other CTE courses will be available to students who select the 100% virtual option.
Athletics and Clubs

- Due to the fact that high school students will not be attending any in-person classes for the first nine weeks and the fact that the Virginia High School League has pushed back their start date for competition to December 14, conditioning for all sports has been delayed until further notice.

- Students who choose the 100% virtual option will be permitted to participate in sports and clubs.

- All clubs are virtual at this point.
Grades 4-12 Options 1 & 2 Questions
Transportation

- Drivers and students must wear a face covering
- One student per seat does not provide 6 foot social distancing
- Approximately 26 students per bus
- Family members may sit together in a seat
- Parents will be encouraged to transport their children
  - Allow elementary school parents to select 1 of 2 drop off times
  - Teachers may be required to report 15-20 minutes earlier to accommodate early drop offs
- Parents will be required to opt-in for transportation
Parent Selection Form-

- The Instructional Program Selection Form
  - Email
  - IWCS Website: iwcs.k12.va.us
  - IWCS Facebook
  - Paper copies
    - Tonight
    - Schools
    - Central Office
  - Return paper forms to your child’s school.

- Due on or before Thursday, August 13th @ 11:59 pm
Questions