

# Colonial Heights Public Schools

Back to School Plan for 2020-2021

July 15, 2020



Current School Status: **Phase III** (Status updated July 16, 2020 - 1:38 PM)

For current Colonial Heights City COVID-19 statistics, please check with the Virginia Department of Health.

<https://www.vdh.virginia.gov/coronavirus/covid-19-daily-dashboard/>

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# A Message from Dr. William D. Sroufe, Superintendent

Colonial Heights Community,

Thank you for your patience and understanding during these times of uncertainty due to the COVID-19 pandemic. After researching various reopening options, reviewing guidelines provided by the Virginia Department of Education (VDOE) and the Center of Disease Control (CDC), and soliciting input from parents, staff, and community members through parent and staff surveys, we are now releasing the CHPS Back to School Plan, a detailed document that was developed to answer many of your questions and concerns regarding the safe reopening of schools in Colonial Heights.

Our reopening plan identifies two distinct priorities: (1) the safety and well-being of students and staff, and (2) quality teaching and learning. We firmly believe that student well-being requires face-to-face, student-teacher interaction. As a result, face-to-face instruction, regardless of the educational setting, will begin Tuesday, September 8th for all CHPS students.

As noted in the plan, parents/guardians have a choice to allow students to attend traditional school in person or to participate in the online CHPS Virtual Academy. Since this is an important decision for each family, we have extended the Colonial Heights Virtual Academy enrollment deadline to Sunday, July 26th.

I think it's important to remember that this is just a plan. Our teachers are preparing for 100% virtual instruction if at any time that becomes necessary. All our students and staff will be required to wear face coverings when social distancing cannot be maintained. Accommodations will be made on a case-by-case basis for medical reasons provided in writing by a physician.

As we prepare for the 2020-2021 school year, we ask parents/guardians to help with the following:

- Please have a plan for your family, should your student need to transition to a virtual setting.
- Please begin preparing your students to wear a face covering.

As of July 15, 2020, our Back to School Plan is operating under Phase III guidelines outlined by the Governor of Virginia. Please continue to monitor our division website, social media posts, and school emails for updates in our plan based on updated guidance from VDOE and the CDC.

Thank you again for your consideration and support.



William D. Sroufe, Ed. D.  
Superintendent

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## Introduction to CHPS Back to School Plan for 2020-2021

*On June 9, Governor Northam announced a phased reopening for Virginia public schools. This plan outlined guidance on instructional and service delivery for the 2020-2021 school year. This document is intended to communicate specific components of Colonial Heights Public Schools (CHPS) plans and preparations for reopening schools in Fall 2020.*



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## Back to School 2020: CHPS Task Force

Following Governor Northam's order to close schools in March 2020, Colonial Heights Public Schools' leadership team began to consider initial steps towards reopening for the 2020-2021 school year. Three instructional delivery models were presented to our community to help outline potential methods for providing educational services to our students: face-to-face learning, virtual learning, and blended learning. Both parent and staff surveys were released to gather input and ideas from a variety of stakeholders.

### CHPS Surveys

- **Staff Survey:** <https://www.surveymonkey.com/r/Z5Q65GS>
- **Parent Survey:** <https://www.surveymonkey.com/r/HQVPSZZ>

After analyzing the results of the surveys, Colonial Heights Public Schools determined the need to provide two educational options for our students and their families: (1) a virtual academy, and (2) a traditional school. Both education options provide our students with similar instructional and support services. The instructional and operational guidelines for the CHPS Virtual Academy and traditional school were developed by work group teams.

Division work group teams reflect diverse perspectives to actively involve stakeholders in the planning process. A variety of perspectives were included in developing the reopening plan to ensure a range of community, staff, and student needs are considered as plans are established. An implementation timeline was developed by the work groups and shared with the community on July 14, 2020. (See [Appendix J: Back to School Timeline](#))

## **Back to School 2020: CHPS Task Force**

### **Leadership Team**

#### **School Board**

**Angie Woody**, School Board Chair

**Chris Kollman III**, School Board Vice Chair

**Sandra Coleman**, School Board Member

**Dr. Wayne Browder**, School Board Member

**Dr. Krishan Agrawal**, School Board Member

#### **Division Leadership**

**Dr. William Sroufe**, Superintendent of Schools

**Dr. Cyndi Williams**, Assistant Superintendent of Instructional Services

**Troy Hedblom**, CPA, CFE Assistant Superintendent of Business Services

**Jake Reynolds**, Director of Assessment and Data

**Christy George**, Director of Support Services

**Erin Ford**, Director of Technology

**Kenny Harrell**, Director of Maintenance

**Damon Talley**, Director of Transportation

**Cayce Kump**, Human Resources Director

**Maria Yench**, Director of Finance and Budget

**Aaron Robertson**, Food Services Director

**Dr. Candy Llewellyn**, Instructional Specialist/ Reading Coach

**Dr. Joseph Douglas**, Instructional Specialist

**Ellen Burnett**, Instructional Specialist/Math Coach

#### **School Leadership**

**Kristin Janssen**, Colonial Heights High School Principal

**James Burnett**, Colonial Heights High School Assistant Principal

**John Thomas**, Career and Technical Education Director

**Burke George**, Colonial Heights Middle School Principal

**Amanda Pelter**, Colonial Heights Middle School Assistant Principal

**Remus James**, Tussing Elementary School Principal

**Tanya Elliott**, Tussing Elementary School Assistant Principal

**Dr. Patrick Neuman**, Lakeview Elementary School Principal

**Travis Ridley**, North Elementary School Principal

**Francine White**, Lakeview/North Elementary School Assistant Principal

**Staff Review Team**

**Mary Buyalos**, North Elementary School Teacher - Kindergarten  
**Stacy Ackerman**, Lakeview Elementary School Teacher - Grade 1  
**Stephanie Bass**, North Elementary School Teacher - Grade 3  
**Kristin Acchione**, Tussing Elementary School Teacher - Grade 5  
**Stephanie Thompson**, Colonial Heights Middle School Teacher - Grade 7  
**Laurie Melis**, Colonial Heights High School Teacher - Spanish  
**Joann Moody-Parham**, CTE Teacher - Nursing  
**Dayna Walger**, Gifted Teacher  
**Hilary Lauchner**, EL Teacher  
**Vanessa Thomas**, Special Education Teacher  
**Allison Krupp**, Office Secretary  
**Renee Reynolds**, School Social Worker/Mental Health Counselor  
**Abby Hope**, School Psychologist  
**Colleen Hirn**, Technology Integration Specialist  
**Patsy Scarborough**, Bus Driver, Transportation Department  
**Michelle Greathouse**, Cafeteria Manager, Food Services Department  
**Russell Peregoy**, Maintenance Department

**Parent Review Team**

**Tracy Lee**, Colonial Heights High School Parent, Virginia Department of Education Staff  
**Mickey Alderson**, Colonial Heights High School Parent, Art Teacher, Coach  
**Allison Rowe**, Colonial Heights Middle School Parent, PTO Chair  
**Kristin Riddle**, Tussing Elementary School Parent, Business Owner  
**Latoya Edwards**, North Elementary School Parent, Science Teacher  
**Anna Petrone**, Lakeview Elementary School Parent, Paraprofessional  
**Sergeant Renee Walters**, CHPS Graduate Parent, Colonial Heights Police Department

**Nurse Review Team**

**Jennifer Whirley**, CHHS  
**Deborah King**, CHMS  
**Tonya Tucker**, LES  
**Kathy Scott**, NES  
**Lori Bauschatz**, TES

**Chesterfield/Colonial Heights Health Department**

**Alexander Samuel, MD, MPH**, District Health Director



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## Guiding Principles for CHPS Back to School 2020 Plan

CHPS has identified these goals to guide all planning for the transition from the Spring Continuity of Learning Plan to the Back to School 2020 Plan for reopening schools.

1. Maintain the safety and well-being of our students and their families by following the guidelines convened by the Virginia Department of Education and the Centers for Disease Control and Prevention (CDC).
2. Offer a high-quality education to all students regardless of their academic setting.
3. Maximize in-school student learning experiences by utilizing all available space within our facilities, as allowable by state guidelines.
4. Ensure all students receive appropriate support services including:
  - a. Access to technology and connectivity;
  - b. Social-emotional wellness and health supports; and
  - c. Additional support to meet the needs of special populations.
5. Provide training, time, and support necessary for staff to prepare for successful reopening.
6. Provide all families with the access to school information through translation and interpreting services.

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## Lessons Learned from the Spring 2020

The impact of the school closures on student achievement and well-being has been studied by various organizations around the world. Building a reopening plan that considers common lessons learned within CHPS and beyond will help create an infrastructure aligned to student, family, and staff needs. Documenting the successes and areas for improvement in the Spring 2020 Continuity of Learning implementation will help us make informed decisions and planning for the reopening of schools in Fall 2020. Six key areas of learning have been documented by CHPS staff from analysis of our own experiences and review of recent articles and studies.

**Continuity of Learning**

Transitional Plan → Planning → Spring Break → Updated Instructional Plan

**Updated CHPS Instructional Plan (COVID-19 School Closures)**

**Flexible Timeline:** Spring or Summer 2020

- Teacher-led or self-paced options available
- Online Instruction for students with internet access
- Printed materials for students without internet access
- Module-based
  - > Eight weekly learning modules
  - > One final project or assignment
- Online Instructional videos (or DVD on need-basis)
- Differentiation available for special needs and English learners
- Support Services available for all students via email, phone, or online

*Our division's goal is to offer our students the ability to continue their education at a time that is most appropriate to their current, uncontrolled situation.*

## 1. Instructional Model

Consistent implementation of a division-wide instructional schedule is needed to promote equity. More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden to support student learning. Increased social-emotional learning (SEL) opportunities are needed in a virtual environment.

## 2. Equity Concerns

Technology and connectivity must be provided by the division to ensure that all students can participate equitably in online learning. Division plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.

## 3. Communication

Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation. Frequent and consistent messaging from the school division are needed, with safeguards to ensure communication reaches all families. Verbal interpretations and written translations must be available for all families who require them. Return-to-school success stories should be shared with stakeholders through social media, newsletters, news releases, and media outlets.

## 4. Instructional Practices

Staff need dedicated time to plan and work in collaborative teams. Ongoing professional development is needed to strengthen virtual teaching strategies. Digital citizenship concepts and skills should be integrated into lessons. Consistent inclusion of "special" classes (ex: art, music, etc.) in elementary school and electives in middle school is needed to support the whole child. Grading policies should be carefully crafted to appropriately motivate student engagement.

## 5. Technology and Infrastructure

Timely distribution of laptops and WiFi devices must be further strengthened to support student access to online instruction. Learning platforms and video conferencing must be able to support consistent access by CHPS students and staff. Students must have secure ways to access synchronous learning. Honoring students' individuality while maintaining security is critical, such as by reflecting preferred names within digital platforms.

## 6. Staff Support

Staff access to childcare is needed to meet the demands of virtual instruction and telework. Administrators, teachers, and support staff should receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools. The division must ensure that all staff have consistent access to WiFi and Internet connectivity so they may effectively support students, families, and the school system.

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## State Guidance for Reopening Schools

Governor Northam's [Phase Guidance for Virginia Schools](#) was accompanied by comprehensive guidance from the Virginia Department of Education, [Recovery, Redesign, Restart 2020](#). The state guidance reinforces that Virginia schools are expected to deliver new instruction to all students in the 2020-2021 school year while recognizing that the format for instructional delivery may shift across the year. The state plan articulates that the start of the year is likely to bring a blend



of in-person and remote learning across the state. However, it recognizes that divisions in different areas of the state may have differing needs and may be on different timelines with delivery models. All state decisions related to easing health restrictions will continue to be governed by public health status data, as outlined in the [Forward Virginia Blueprint](#).

The governor's phase guidance will provide a gradual scale-up of school operations. Prevention strategies, including physical distancing, enhanced cleaning, health screening protocols, etc., will be necessary across all phases to reduce the spread of the COVID-19 virus. Based on local health data, divisions are authorized to be more restrictive for in-person services than what is allowed in each phase.

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## Across All Phases

[Based on the July 6, 2020, Phase Guidance for Virginia Schools](#), divisions are expected to follow CDC guidance for schools pertaining to social and physical distancing, health and hygiene, and cleaning and disinfecting. These include:

- Implement strategies to prioritize the health of staff and students, mitigate disease transmission, and maintain healthy environments.
- Provide remote learning exceptions and teleworking options for students and staff who are at a higher risk of severe illness.
- Strongly encourage families, faculty, and staff to self-monitor their signs/symptoms and stay home when ill.
- If possible, conduct daily health screenings for staff and students. These should be done safely and respectfully, in accordance with privacy laws. Encourage symptomatic individuals to stay home and seek care as appropriate. Health screenings can be achieved via different methods; a school should decide what works best for its community (e.g., via apps or screening questionnaires). Sample school health screening tools can be found on the DOE website.
- School staff (as well as bus drivers) should observe students throughout the day and refer students or faculty/staff who may be symptomatic to the school healthcare point of contact.

- Face coverings
  - For students: Students should use cloth face coverings when at least six feet of physical distancing cannot be maintained, as is medically and developmentally appropriate. The American Academy of Pediatrics (AAP) states that “if not developmentally feasible, which may be the case for younger students, and wearing face coverings cannot be done safely (e.g., the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.”
  - For staff: Staff should use cloth face coverings when at least six feet of physical distancing cannot be maintained, as is medically appropriate.
  - During meetings or gatherings or in narrow hallways or other settings where physical distancing may not be easy to maintain, it would be prudent to wear a face covering. Other considerations such as speaking loudly, singing, etc. should be considered and may require additional distance.
  - The use of cloth face coverings by teachers may inadvertently impede the education process for some populations. In these situations, schools should consider options on a case-by-case basis, and optimize physical distancing and other mitigation strategies when possible. Examples include students who are deaf or hearing impaired, students receiving speech/language services, young students in early education programs, and English Language learners. Although there are products (e.g., face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.
- Before they will be allowed to enter Phase III, divisions must submit a plan to the Virginia Department of Education (VDOE) outlining strategies to mitigate public health risk for COVID-19 and comply with CDC and Virginia Department of Health (VDH) recommendations.



## Phase I

In-person services may be provided under strict safety protocols for special education programs in special cases where all parties agree it is appropriate. Childcare may be offered in schools for working adults under special restrictions. During this phase, instruction is generally remote. No athletics or extracurricular activities are permitted. Social distancing guidelines are defined as:

- Physical distance should be created between children on school buses (e.g., seat children one per seat, every other row) limiting capacity as needed to optimize distance between passengers. Bus capacity is limited to 10 persons to the extent possible.
- The number of persons in a classroom should not exceed 10, and physical distancing of at least six feet should be maintained to the greatest extent possible.
- Other physical distancing precautions should include, but are not limited to: (1) restrict mixing classes/groups of students, (2) close communal spaces, (3) no large gatherings, assemblies, etc., per the Governor’s Executive Order, and (4) no athletics or extracurricular activities.

## Phase II

In-person services may additionally be offered for PreK-3 and English learners. Summer camps may be held in school buildings with strict social distancing measures in place. During this phase, instruction remains predominantly remote. There may be limited access to athletics and extracurricular activities with mitigation strategies. Social distancing guidelines are defined as:

- Six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.
- Physical distance should be created between children on school buses when possible (e.g., seat children one per seat, every other row and/or staggered, aisles and windows), limiting capacity as needed to optimize distance between passengers. If three to six feet of distance cannot be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and seating may be assigned when possible. If possible, given the age of students, weather conditions, etc., consider opening the windows to improve ventilation.
- In addition to physical distancing described above, other physical distancing precautions should include, but are not limited to: (1) restrict mixing classes/groups of students, (2) close communal spaces, (3) limited athletics and extracurricular activities, (4) limit outdoor activities/recess to 50 people, with a priority on physical distancing and restricting mixing of classrooms, and (5) no gatherings (assemblies, graduations, etc.) of more than 50 people (indoor or outdoor). Indoor gatherings should be held only as necessary and be limited in duration.

## Phase III

In-person services are permitted for all students with strict social distancing measures in place. During this phase, instruction includes more in-person delivery, but remote instruction will continue to supplement face-to-face time. Athletics and extracurricular activities may be expanded with continued mitigation strategies. Social distancing guidelines are defined as:

- Six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present
- Physical distance should be created between children on school buses when possible (e.g., seat children one per seat, every other row, and/or staggered, aisles and windows), limiting capacity as needed to optimize distance between passengers. If three to six feet of distance cannot be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and seating may be assigned when possible. If possible, given the age of students, weather conditions, etc., consider opening windows to improve ventilation.
- Considerations to limit mixing of students in groups, including adjusted schedules, transitions, closing or staggering the use of communal spaces, etc.
- Considerations for limiting the size of groups participating in outdoor activities/recess, with a priority on physical distancing and limiting the mixing of classrooms. Large school gatherings are not encouraged and limited to 250 people, per the large group gathering limitation in Phase III of Forward Virginia.

- For school athletics, indoor and outdoor recreational sports may occur if ten feet of physical distancing can be maintained by all instructors, participants, and spectators, with the exception of incidental contact or contact between members of the same household.

## Beyond Phase III

Divisions begin a “new normal” in operations in consultation with public health officials. Some mitigating strategies will remain in place, such as those outlined below.

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## COVID-19 Response Teams

- CHPS COVID-19 Team Leader is Dr. William D. Sroufe, Division Superintendent.
- CHPS Instructional COVID-19 Response Leader is Dr. Cyndi Williams, Assistant Superintendent of Instruction.
- CHPS Operations COVID-19 Response Leader is Mr. Troy Hedblom, Assistant Superintendent of Business Services.
- CHPS, COVID-19 School Nurse Coordinator, Mrs. Christy George, Director of OSS.

Our response leaders have coordinated with key school personnel on planning efforts over the last few months and have been critical in the implementation of opening schools in the fall.

Our response leaders and their teams have covered the following essential domains:

- Teaching, learning, technology needs, and training, including plans for traditional school and the virtual academy
- Student supports, including addressing mental health and trauma
- Special education, English learners, and other special student populations
- Personnel and staffing, including managing staff assignments, supporting staff with high risk medical conditions, addressing the need for possible additional staff to assist with instruction, and possible additional support, including recruitment of volunteers as needed
- Facilities and operations, including cleaning and sanitation, classroom and building set-up and flow, and food services
- Transportation, including bus transportation capacity and safety protocols; management of increased traffic flow from families who decide to drop off/pick up their children; and promotion of alternatives ,such as walking and biking

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## Supporting Educators and Staff

Our educators and staff are essential to our success as a school division in preparing for a safe and successful fall reopening. We recognize that educators have been concerned about the challenges of remote learning and student learning loss during school closures this spring, and many educators have been balancing their teaching duties with their own family and personal needs.

Some have felt the devastating impact of the virus personally. We also know educators are eager to teach their students in person again, and that staff members are concerned about the health and safety of their students, as well as their own health and safety.

We are committed to supporting faculty and staff with guidance and training as we prepare for fall reopening. Based on the combination of health and safety requirements and rigorous protocols that we are putting in place for the fall, we believe the risk of transmission in schools is likely lower than the risk of transmission in many other settings.

We recognize that planning for reopening in this “new normal” will not be easy; we also know that planning is not nearly as important – nor as difficult – as implementation. To have a successful school year, we will all have to be problem-solvers, flexible and responsive to data, and willing to course-correct as necessary. It is also important to acknowledge that there will be COVID-19 positive cases in schools, and we will have protocols to help faculty and staff determine the appropriate next steps when this happens to keep the school community safe. Educators and other staff who are at higher risk of severe illness from COVID-19 will want to consult with their healthcare providers about whether and under what circumstances a return to in-person school settings would be medically inadvisable.

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## Recognizing the Special Role of Families

Families, in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person instruction, or continue with remote learning.

We have engaged regularly and substantively with families through social media, School Messenger, and surveys to provide accurate and up-to-date information to make informed decisions about what is best for their children.

Families also play a critical role in supporting the new culture of health and safety that each school must establish. Most importantly, families can help limit or prevent the transmission of COVID-19 in their school communities by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19.

Families can also contribute by supporting the use of masks in school and on the bus; arranging alternative transportation whenever possible; communicating with teachers, school leaders, and local authorities; and continuing to follow state guidance on health and safety outside of school. CHPS will provide further guidance and resources for families. See [\(Appendix I: Back to School Plan Timeline\)](#)



## Health and Safety Expectations

Health monitoring protocols for staff and students will be implemented in accordance with CDC and VDH guidance. A daily health screening requires caregivers to report that their child is asymptomatic and has not been exposed to anyone who is symptomatic. Buildings undergo daily sanitizing for high-touch areas (doorknobs, handles, etc.) using a medical grade solution. At times, contracted cleaning services may be used to meet high needs. Schools and the division collaborate with the CHHD to rapidly and appropriately respond to any outbreaks in the community or school and to implement all necessary health and safety protocols.

### **Healthy Hygiene Practices** - <https://bit.ly/2Nhp6tl>

Handwashing guidelines indicate that students should wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating; and upon entering classrooms. Breaks will be provided for handwashing. If soap and water are not readily available, sanitizer that contains at least 60 percent alcohol will be provided.

A face covering is required for all students and staff choosing the traditional school option, when social distancing cannot be maintained. Accommodations will be made on a case by case basis for medical reasons provided in writing by a physician. Failure to wear a mask will be treated under the same rules as dress code. There will be a limited number of disposable masks on hand at all Colonial Heights Public School buildings.

### **Intensified Cleaning and Disinfection**

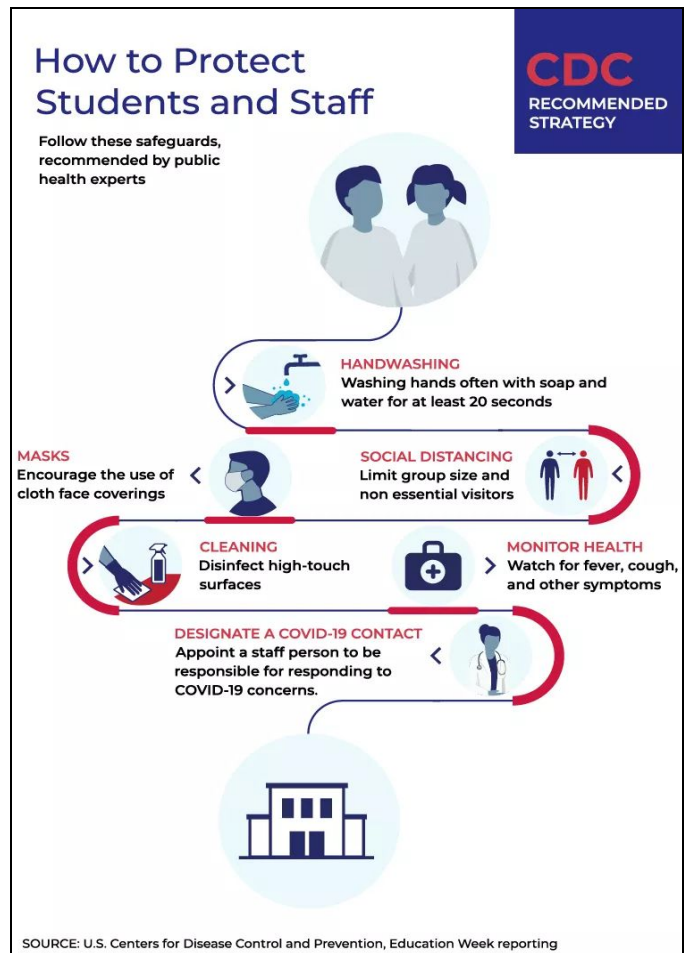
<https://bit.ly/2BtAUWy>

Daily sanitizing should be implemented for high touch areas

## Health Criteria and Guidelines for Reopening

Virginia's reopening plans are based on CDC guidelines for ensuring safe and healthy learning and working environments. CHPS is working with the Colonial Heights Health Department (CHHD) to determine criteria and guidelines for reopening schools. The CDC provides a comprehensive decision tree to support local school system decision making. Below, CHPS staff have outlined an initial summary of CDC decision tree guidelines as they apply to CHPS. The CHHD will provide further guidance.

(doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution. More frequent monitoring and cleaning of restrooms throughout the day will be needed. Contracted cleaning services will be available, as needed.





## **Social Distancing Practices** <https://bit.ly/2NgUwQv>

Increase spacing between individuals using strategies such as separation on school buses, posted signs to remind staff and students of six-foot distances, and arranging desks six feet apart and facing in the same direction.

Maintain small groups by having students eat meals in classrooms whenever possible and restricting or prohibiting volunteers and visitors in the building.

Minimize mixing between groups whenever possible. Examples include designating building entrances by grade level, assigning learning zones for inside and outside the building, designating traffic patterns through the school, and ensuring student and staff groupings are as static as possible.

## **Ongoing Monitoring**

CHPS will regularly communicate and monitor developments with local health department authorities regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. For current Colonial Heights City COVID-19 statistics, please check with the Virginia Department of Health.

<https://www.vdh.virginia.gov/coronavirus/covid-19-daily-dashboard/>

**For the full CHPS Health and Safety Plan, please see [Appendix A](#).**

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## **Defining CHPS Back to School Plan for 2020-2021**

Colonial Heights Public Schools continues to gather and analyze input from parents, students, and staff to identify and plan for instructional delivery models for the 2020-2021 school year. The Governor's Order, VDOE guidance documents, CDC regulations, VDH guidelines, and Colonial Heights survey results were used to outline initial instructional delivery models presented to the CHPS School Board on June 23, 2020. (See [Appendix B: Instructional Delivery Models](#))

When planning for reopening, we recognize that there are a variety of possibilities as we return back to school for the 2020-2021 school year. These include face-to-face, virtual, and blended learning models.

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## **Introduction to the PreK-12 Options for CHPS Families**

On June 20, 2020, Colonial Heights Public Schools shared two PreK-12 education options to our students and families beginning Fall 2020: (1) a virtual academy, or (2) a traditional school setting with blended learning opportunities. Both settings will follow CDC guidelines and guidance followed by the Virginia Department of Education. ([See Appendix C: CHPS Back to School Plan 2020](#))

Due to the uncertainty of the future conditions of the COVID-19 pandemic, Colonial Heights Public Schools will plan to operate under the most current [Phase Guidance for Virginia Schools](#) for the 2020-2021 school year. To help mitigate the disruption of educational services in the event that schools are required to shift backwards to more restrictive guidelines,

CHPS will set up instructional spaces based on six-foot distancing practices. The number of students in a classroom may vary due to the size and capacity of the room.

Experts studying health trends for COVID-19 and past pandemics recognize that there is the potential for a range of models as we move toward a new normal. Analysis of historical data and trends from other areas of the world experiencing COVID-19 suggest the likelihood that we will see a resurgence in cases, either through a spike in late fall when flu season also prompts elevated COVID-19 transmissions or through recurring waves across many months until an effective vaccine is developed, reflecting possible inability or limited ability to maintain health and social distancing precautions. These possible occurrences highlight that some or all schools in Virginia are likely to return to more restrictive Phase Guidance for certain periods throughout the school year. Families need to be prepared at any time to transition to 100% virtual instruction based on changing situations. Division leaders will continue to communicate with staff, students, and families in the event that local health conditions warrant school closure or a change in instructional delivery.

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## Re-enrollment of All PreK-12 CHPS Students

To ensure students are enrolled into the preferred instructional setting, parents/guardians must complete the online re-enrollment form for each child by July 26, 2020. This form is located in the CHPS Parent Portal and login credentials are provided for each family.

All current students who are not re-enrolled by the deadline will be automatically enrolled into the CHPS Virtual Academy. After the July 26th deadline, an application to transfer from the virtual academy to the traditional school OR from the traditional school to the virtual academy must be approved by the COVID-19 Response Instructional Team and the receiving school's principal. Parents who wish to have their students participate in the CHPS Virtual Academy but do not have reliable high-speed Internet may request a WiFi device by contacting the Office of Technology.

### Re-enrollment Process

Colonial Heights Public Schools will contact all current parents/guardians by SchoolMessenger, email, and standard mail with directions for re-enrolling their child(ren). By July 26, 2020, parents/guardians should log into the Parent Portal to indicate their re-enrollment decision for each child: a virtual academy or a traditional school setting. Parents will also be asked to review and sign a Parent/Student Agreement, depending on their educational option choice. Parents and guardians are encouraged to update demographic information for future communications. (See [Appendix D: PowerSchool Parent Portal Re-enrollment Form](#))

## CHPS Option 1: Virtual Academy

As indicated in the parent survey, many parents/guardians prefer an alternative to the traditional school setting for the 2020-2021 school year. In response, CHPS has provided families with the opportunity to enroll their child into our CHPS Virtual Academy - a fully-staffed, 100% online, PreK-12 school.

Canvas will serve as the learning management system (LMS) for the K-12 virtual academy. Through Canvas, teachers will hold class sessions with their students via a video conferencing tool. In addition, teachers will post course assignments, resources, and assessments in Canvas for students. Parents and guardians will have access to student course schedule information through Canvas.

The CHPS Virtual Academy will be staffed by licensed teachers, administrators, and support faculty. Students served under this model will receive quality instruction via online courseware and digital curriculum resources. As shown in an example below, the CHPS Virtual Academy will hold scheduled hours of instruction, to include synchronous lessons (face-to-face online) and asynchronous lessons (self-paced). The virtual academy will follow the same curricula used by students and teachers enrolled in the traditional school option. Instructional staff will also be available during established office hours to support students' instructional needs.

Virtual learning support will be provided for parents and students to revisit tools, processes, and protocols for online learning prior to the start of the 2020-2021 school year. Additional family sessions will be held throughout the school year as needed to support virtual learning.

Within Option 1, the Virtual Learning Model will also provide a remote learning alternative for students with an elevated risk of severe illness. This scenario aligns to a state expectation that applies across all stages, but it is particularly relevant under Phase III and beyond within state guidance. In this scenario, parents/guardians request full-time online learning as a replacement to the division's standard instructional delivery model for students. Caregiver requests would be supported by documentation from a health professional showing diagnosis of a condition that places the student at increased risk of severe illness from COVID-19, as outlined on the [CDC webpages](#).

This scenario would involve full-time online learning, with five days per week of synchronous and asynchronous instruction.

- Elementary School: At the elementary level, staff provide approximately 2-4 hours per day of direct, synchronous instruction (whole group, small group, and individual). Elementary students would also receive one hour per day of specialized instruction as needed, such as Gifted, ESL, or special education services. Elementary curriculum includes language arts, mathematics, science, social studies, and resource classes.
- Middle School: Middle school students will receive approximately 2-4 hours per day of direct, synchronous instruction (whole group, small group, and individual). Middle school curriculum is based on course enrollment, and would include language arts, mathematics, science, social studies, and a rotation of electives.
- High School: High school students will receive approximately 3-5 hours per day of direct, synchronous instruction (whole group, small group, and individual).

To the extent possible, elementary and middle school students would be served in a cohort model with other students from their school, their region, or the division. High school students would be served through a combination of online campus courses, Virtual Virginia courses, and specialized course instruction from dedicated online CHPS staff. When a cohort model cannot be established for a course or grade level, a hybrid model may be leveraged, in which staff support a combination of in-school and virtual learners using blended learning strategies and digital resources. (See [Example of Blended/Online Learning Model](#) - one hour block.)

Instruction under CHPS Option 1 will require special commitments on the part of the division and families alike. The division is developing new models for staffing allocations, expanding online course offerings, and adjusting traditional service models for special education, ESL, and advanced academic programs to accommodate the full-time virtual learning environment. Families will be asked to communicate their intent to pursue this scenario by July 26, 2020, and to commit to continuing participation in this scenario for the full academic year. Families will need to understand and be able to support their child's active participation in all online learning activities on the established schedule and will need to work with the division to arrange for their child to continue to take part in state assessments and other mandated educational activities. Additionally, families will need to recognize that full-time online learning will be unable to support the full range of programs and course offerings that would otherwise be available to enhance student options and experiences, such as dual enrollment, Advanced Placement, and certain specialized electives. (See [Appendix F: Virtual Academy Parent/Student Agreement](#))

## CHPS Virtual Academy: Examples of PreK-12 Schedules

### Example of Grades PreK-5 Virtual Academy Schedule

- 8:00 - 9:00** - Teacher Planning
- 9:00 - 9:15** - Social-Emotional Learning/Morning Meetings
- 9:15 - 11:15** - Reading with Integrated History
  - Whole Group & Small Group Instruction
- 11:15 - 12:00** - Specials or Activities
- 12:00 - 12:45** - Lunch/Recess
- 12:45 - 2:00** - Mathematics with Integrated Science
  - Whole Group & Small Group Instruction
- 2:00 - 3:00** -Teacher Planning

**Staff Hours: 8:00 - 3:00**

*\*Special Services (ESL, Gifted, Special Education) will be available during breakout sessions.*

### Example of Grades 6-8 Virtual Academy Schedule

- 7:45 - 8:15** - Teacher Planning
- 8:15 - 9:30** - BLOCK 1 (Whole group/small group sessions)
- 9:40 - 10:40** - BLOCK 2 (Whole group/small group sessions)
- 10:50 - 11:50** - BLOCK 3 (Whole group/small group sessions)
- 11:50 - 12:15** - Lunch
- 12:15 - 1:15** - BLOCK 4 (Whole group/small group sessions)
- 1:15 - 2:45** - Teacher Planning/Office Hours

**Staff Hours: 7:45 - 2:45**

*\*Special Services (ESL, Gifted, Special Education) will be available during breakout sessions.*

## CHPS Virtual Academy Schedule - High School

The high school will be operating on an alternating even/odd block schedule with courses being two hours in length. The first/third block classes have an additional fifteen minutes of time built-in to account for morning announcements and social/emotional learning lessons.

### Example of Grades 9-12 Virtual Academy Schedule

**8:00 - 10:15** - BLOCK 1/BLOCK 3 (Whole group/small group sessions)

**10:25 - 12:25** - BLOCK 2/BLOCK 4 (Whole group/small group sessions)

**12:30** - Lunch

**1:00 - 2:30** - Teacher Planning/Office Hours

**Staff Hours: 7:30 - 2:30**

*Special Services (ESL, Gifted, Special Education) will be available during breakout sessions.*

## CHPS Option 2: Traditional School (with two scenarios)

The two primary variables in determining the instructional delivery model for the traditional school setting are demand and capacity. The demand is the number of students requesting to attend in-person. The capacity is the number of students our buildings could accommodate under the guidelines convened by the VDOE and CDC. The capacity of each building is determined by the number of available educational spaces times.

CHPS work groups inventoried current building capacity, student caps, enrollment, and staff support to evaluate the use of all division instructional spaces. Based on this comprehensive facilities review, the following instructional spaces are available across the division:

### CHPS Building Capacity Inventory

School	# Available Classrooms	Student Cap @			
		10-12-14 students per room	# Student Enrollment	# Teachers	# Para-professionals
<b>High School</b>	60	600- 720- 840	854	87	22
<b>Tech Center</b>	13	130- 156- 182			
<b>Middle School</b>	48	480 - 576 - 672	643	58	15
<b>Tussing</b>	47	470 - 564 - 658	604	53	24
<b>North</b>	26	260 - 312 - 364	370	31	13
<b>Lakeview</b>	28	280 - 336 - 392	428	37	16
<b>Total</b>	<b>222</b>	<b>2220-2664-3108</b>	<b>2899</b>	<b>266</b>	<b>90</b>

## Example of CHPS classrooms with students desks spaced 6 feet apart



(ex. Elementary Classroom)



(ex. Middle/High Classroom)

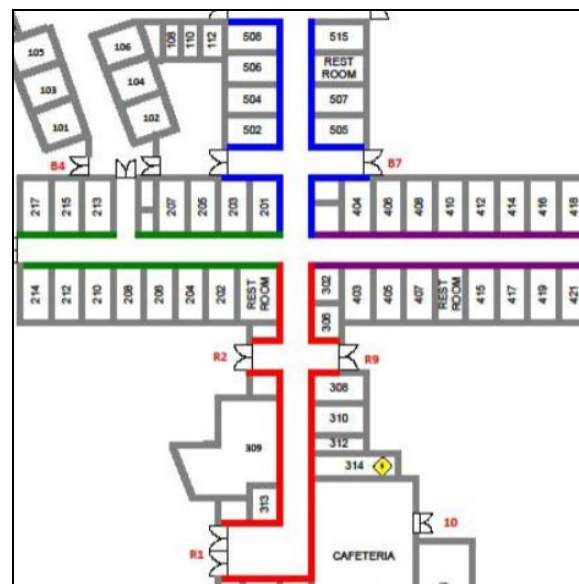
## Learning Zones

Learning zones will be designated in each school building to help reduce the movement within each building to limit student contact. Learning zones will be based on available classroom space and social distancing guidelines. Cohorts of students and instructional staff will be assigned to work in specific learning zones. Instructional staff will rotate between classrooms in the learning zones while students will remain in a one-classroom setting. As appropriate based on current VDOE and CDC guidelines, students may rotate classrooms within a learning zone. During extenuating circumstances, students will travel to alternative learning zones within the school. School personnel will designate travel patterns within learning zones and throughout the school facility to maintain social distancing guidelines and minimize congestion.

School meals will be delivered to each learning zone in order to minimize mixing of student cohorts throughout the school day. High school students will pick up their lunches during dismissal.

Outdoor learning zones will also be designated in order to maintain separate outside boundaries. Outdoor spaces may be used for instructional lessons, break time, lunch time, and other activities throughout the school day. School entrance and exit areas will be labeled for each learning zone to outline travel patterns and to reduce interaction between cohorts of students.

### Example of color-coded learning zones:



## Scenario 1: Traditional School Setting - Demand is Less than Building Capacity

In the event the number of students requesting to attend in-person is less than our building's capacity, based on 10-14 students per available space, Colonial Heights Public Schools will operate on a Monday-Friday, five-hour day schedule.

### Example of Traditional School Schedule - Grades PreK-5, M-F, 5-hour student day with 1.5 hours planning

**8:00 - 8:30** - Teacher Planning

**8:30** - *Doors Open for Students*

**9:00 - 9:15** - Social-Emotional Learning/Morning Meetings

**9:15 - 11:15** - Reading with Integrated History

- Whole Group & Small Group Instruction

**11:15 - 12:00** - Specials or Activities

**12:00 - 12:45** - Lunch/Recess

**12:45 - 2:00** - Mathematics with Integrated Science

- Whole Group & Small Group Instruction

**2:00** *Dismissal*

**2:00 - 3:00** - Teacher Planning

**Staff Hours: 8:00 - 3:00**

### Example of Traditional School Schedule - Colonial Heights Middle School, M-F, 5-hour student day with 1.5 hours planning

**7:45** - *Doors Open for Students*

**8:15 - 9:30** - BLOCK 1

**9:40 - 10:40** - BLOCK 2

**10:50 - 11:50** - BLOCK 3

**11:50 - 12:15** - Lunch

**12:15 - 1:15** - BLOCK 4

**1:15** *Dismissal*

**1:15 - 2:45** - Teacher Planning

**Staff Hours: 7:45 - 2:45**



## Colonial Heights High School Schedule

Due to the complexity of high school schedules, the high school will not operate in learning zones. The high school will be operating on an alternating even/odd block schedule with classes being two hours in length. The first/third block classes have an additional fifteen minutes of time built-in to account for morning announcements and social/emotional learning lessons. Students will rotate through one-directional hallways (while following social distancing guidelines) one time each day to limit exposure.

### Example of Traditional School Schedule - Colonial Heights High School, M-F, 5-hour student day with 1.5 hours planning

**7:30 - Doors Open for Students**

**8:00 - 10:15 - BLOCK 1 / BLOCK 3**

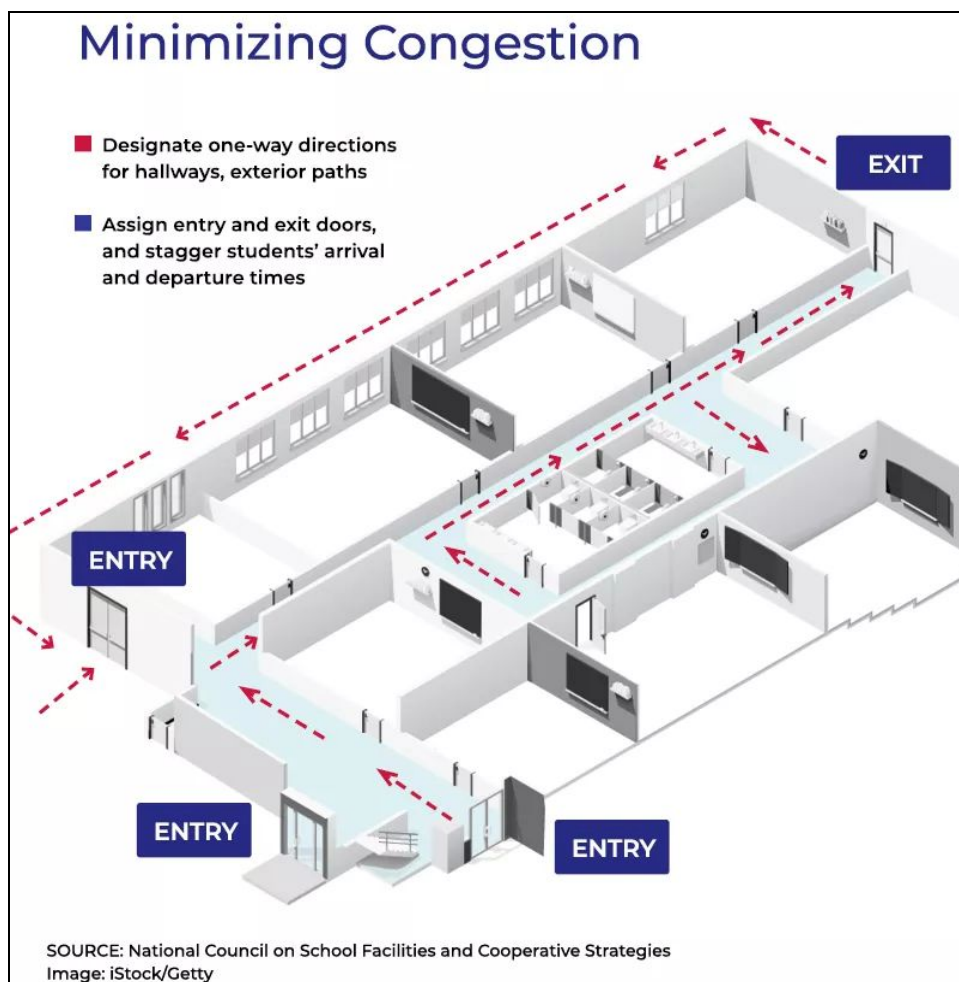
**10:25 - 12:25 - BLOCK 2 / BLOCK 4**

**12:30 - Lunch**

**1:00 - Dismissal**

**1:00 - 2:30 - Teacher Planning**

**Staff Hours: 7:30 - 2:30**





## Scenario 2: Traditional School Setting - Demand is Greater than Building Capacity

Should the re-enrollment request for traditional school exceed our building capacity, CHPS would not be able to accommodate every child, every day of the week. In this event, students would attend school on alternating days. The schedule involves both in-person instruction and virtual learning. Virtual learning opportunities will include both synchronous (online, face-to-face) and asynchronous (offline, self-paced) instructional lessons/activities.

### Alternating Days (A/B Days)

(Following the same/similar schedules as *Scenario 1*)

	Monday (A)	Tuesday (B)	Wednesday (A)	Thursday (B)	Friday (A)	Monday (B)
Group A	In-Person	Online	In-Person	Online	In-Person	Online
Group B	Online	In-Person	Online	In-Person	Online	In-Person

### Traditional School Schedule - A/B Days

Schedules would be the same as schedules listed in Scenario 1.

	Monday	Tuesday	Wednesday	Thursday	Friday	Monday
8:00-10:15	Block 1	Block 2	Block 1	Block 2	Block 1	Block 2
10:25-12:25	Block 3	Block 4	Block 3	Block 4	Block 3	Block 4

## Both Scenarios

In both scenarios, students are allowed in school buildings at reduced capacity. Learning spaces throughout the school divisions will be maximized in order to accommodate as many in-person classes as possible. This may involve converting larger spaces such as libraries, cafeterias, and gyms to multiple learning settings.

All schools would implement new required health and safety protocols within classrooms and non-instructional settings, including such facility enhancements as improved ventilation, if needed.

Additionally, capacity limitations may require decisions to prioritize in-school instruction for the highest needs' populations, such as students with disabilities, English learners, and students in primary grades.

Students who are not attending in-person school on any given day would be participating in synchronous or asynchronous distance learning opportunities, using digital curriculum resources and instructional tasks assigned by their teachers. (See [Appendix E: Traditional School Parent/Student Agreement](#))

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## Elements Present in Options

However reopening looks on the first day of school and throughout the fall, some elements will be universally needed to support continuity of learning across CHPS. These division initiatives were shared with staff in June 2020 (See [Appendix G: CHPS New Initiatives](#)).

### Technology and Connectivity

In May 2020, the School Board approved expanding the CHPS online initiative to include all elementary schools. This expansion is in addition to the one-to-one initiative for CHPS to provide all students in grades six through twelve with an electronic device.

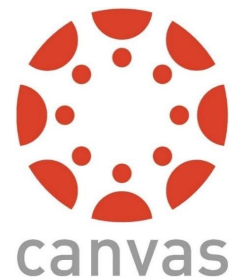
According to the division parent survey, approximately 5% of CHPS families do not have reliable, high-speed Internet. A need for WiFi devices was identified, and the school division received a grant from the Cameron Foundation for \$50,000 to meet this need. CHPS is partnering with Internet service providers to expand free and low-cost home service options available in Colonial Heights.

### Virtual Virginia Outreach Program

In efforts to streamline communication, curriculum resources, assessments, and digital resources during the reopening process, CHPS will join 80+ Virginia school divisions in the [Virtual Virginia Expansion Program \(VVA\)](#). The expansion of Virtual Virginia provides support to school divisions in this crisis situation by furnishing a platform they can offer students and teachers with online access to instructional content as shared in the [VDOE Superintendent's Memo #093-20](#).

By joining this effort, CHPS will be able to integrate the student information system (SIS) with the Virtual Virginia (VVA) Learning Management System (LMS). This integration will give CHPS access to its own instance of the VVA LMS and CHPS will gain access to Virtual Virginia's K–12 online learning modules and instructional resources. CHPS will have the autonomy to use and edit VVA content, import division digital learning resources, and create/distribute division content within the LMS. Professional development will be provided to staff beginning in the summer months and will continue throughout the school year. In addition, CHPS lead teachers will be trained by the Virginia Society for Technology in Education (VSTE) in a "Train the Trainer" model in order to provide more support to teachers and administrators throughout the school year.

As part of this initiative, CHPS will consolidate the usage of several learning management platforms to one common platform utilized through the Virtual Virginia program – Canvas. This common platform across K-12 will support families with multiple children at various grade levels in the school division through streamlined communication, instructional formats, and accessibility to a shared set of digital tools. **Informational sessions will be provided for families to help them navigate Canvas and access their student's Virtual Virginia course information.**



## Assessment

Division work groups continue to evaluate a variety of assessments to identify learning gaps from the 2019-2020 school year. After identifying learning gaps, faculty and staff will plan for new instruction while folding in content identified through various assessments. CHPS assessments include both growth and criterion-referenced options to determine the point of entry for instruction and to develop individual learning plans for students. Assessments geared to this purpose will be prioritized in the division balanced assessment plan.

Resources and professional development will be provided for staff to support effective and appropriate assessment practices in both settings (virtual and traditional) including limitations associated with test security in some cases.

## Curriculum

Recognizing the challenges and limitations that many students may have experienced with learning during Spring 2020, CHPS faculty, staff, and administrators reevaluated current curriculum maps and identified the need for revision. In May 2020, Learning Gap Surveys were completed by K-8 teachers in order to determine instructional deficits from the 2019-20 school year. Grade-level/department specific work groups began cross-curricular analysis in June 2020.

### [CHPS Elementary Learning Gap Survey](#)



#### CHPS Elementary Learning Gap Survey

Good Afternoon, K-5 Team!

As we progress through the 4th Quarter and end the school year, we need to make sure that we identify SOLs that we have not taught (or taught to mastery) in order to adjust pacing and develop instructional plans for our students' learning gaps.

In order to compile a comprehensive list, we need you to complete this form --- check ONLY the SOLs that you were not able to teach (or teach to mastery) this school year. We will use this comprehensive list as a starting point to plan and address students' learning gaps.

Thank you for helping us gather this input for our 2020-2021 instructional pacing and plan!

### [CHPS 6-8 Learning Gap Survey](#)



#### Grades 6-8 Learning Gap Survey

As we progress through the 4th Quarter and end the school year, we need to make sure that we identify SOLs that we have not taught (or taught to mastery) in order to adjust pacing and develop instructional plans for our students' learning gaps.

In order to compile a comprehensive list, we need you to complete this form --- check ONLY the SOLs that you were not able to teach (or teach to mastery) this school year. We will use this comprehensive list as a starting point to plan and address students' learning gaps.

Thank you for helping us gather this input for our 2020-2021 instructional pacing and plan!

Updated curriculum guides and resources will be adjusted based on learning gap data that were compiled and will be reviewed by work group teams during Summer 2020. After the review and analysis, grade band work groups will identify patterns and trends based on division data. In addition, they will transfer learning gap data to VDOE SOL tracking logs to distribute to all staff prior to the start of the school year.

Instructional pacing will be adjusted based on key essential skills and content that will be folded into the new instruction offered during 2020-2021. These curriculum planning documents will also offer strategies for staff to support learners with differing needs.

CHPS is also a member of the Comprehensive Instructional Program (CIP) Consortium. This statewide consortium of 41 school divisions works collaboratively on curriculum resources, pacing, remediation modules, and benchmark assessments. Teachers and administrators will attend a variety of summer and fall curriculum sessions and network with divisions across the Commonwealth to address how best to serve all students during this reopening process.

## Professional Learning

Whether learning takes place primarily in an online environment or in-person, instructional personnel will need access to expanded digital resources. CHPS will ensure that teachers and students have consistent access to high quality learning tools. In June 2020, professional learning staff surveys were administered to evaluate current resources and supports needed for virtual teaching and learning.

### [CHPS Professional Development Survey 2020-2021](#)

Based on staff input, a CHPS Summer 2020 Curriculum Development and Professional Learning Opportunities schedule was developed. Division leadership, instructional coaches, work group members, and lead teachers will facilitate sessions in order to customize professional learning for specific staff needs. Sessions will focus on evidence-based teaching and learning practices with an intentional focus on planning, lesson delivery, and assessment related to virtual learning.

## Social Emotional Learning and Wellness

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. CHPS will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Improvements to mental health resources and partnerships within schools and the city will offer another critical layer of support for students, families, and staff.



CHPS adopted a Positive Action Curriculum (a modular social and emotional learning program that embeds academic content in lessons designed to develop an intrinsic interest in learning and promote prosocial behavior) for K-12 classrooms. Consistent support for all students across the division was a priority for addressing social-emotional needs for students and staff.

## Intervention Services

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. CHPS has committed significant resources to support ongoing intervention services across 2020-2021. Classroom teachers and support staff will receive professional development to plan and implement a multi-tiered system of supports (MTSS) reaching across synchronous and asynchronous instruction, in-school and online. Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers will work flexibly across the school to address student needs.

## Students with Disabilities

Special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their individualized education program (IEP). As needed based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home as needed, including assistive technology tools. The student support model will be complemented by enhanced professional development for staff and training for caregivers. When necessary, virtual meetings will be used to convene special education procedural meetings, such as school-based team meetings, reevaluation, eligibility, IEP team meetings, etc.

## English Learners (ELs)

English for Speakers of Other Languages (ESOL) services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the student's schedule, with opportunities for extended instructional time provided to recently arrived ELs, students with limited or interrupted formal education (SLIFE), and ELs identified for interventions. Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Bilingual counseling, social work services, and psychology services will be available to support students' social-emotional needs and academic advising. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

## Gifted Students

Services for identified gifted students in grades K-8 will include increased time for synchronous instruction. Students will meet regularly with resource teachers who will provide creative and critical thinking instruction. Gifted resource teachers will also collaborate with classroom teachers to develop instructional activities that meet students' varied needs within the established curriculum. The focus will be on differentiated instruction and whole class enrichment opportunities. Communication with families will focus on providing support for virtual learning, information regarding their child's progress, and resources to support the social-emotional needs of their gifted child.

Identified gifted high school students will continue to receive counseling services in an online or face-to-face setting. Counseling services will include issues surrounding career and college planning and academic coursework, as well as personal counseling. The gifted resource teacher will continue to collaborate with classroom instructors to ensure that differentiated instruction is used to meet the needs of identified gifted students. Students will continue to be challenged through the school's most rigorous Advanced Placement, honors, and dual enrollment courses. The gifted resource teacher will continue to communicate with parents to inform them of enrichment opportunities for their students and to assist students with application processes associated with them.

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## Additional Considerations for Reopening

### Supports for Staff

One goal of the CHPS Reopening Schools Plan is to ensure that all staff—instructional, clinical, operational, and administrative—have the resources to feel safe and comfortable returning to the workplace. Elements of this staff support model include the following.

### Personal Protective Equipment

Ensure staff have the necessary personal protective resources, as appropriate for their risk exposure, such as masks, gloves, gowns, face shields, etc.

### Health and Wellness

The Office of Support Services will continue to provide staff with support and resources to address any personal health and wellness needs.

## Childcare

The school division will explore opportunities to expand childcare support for CHPS staff with school-aged children as needed for the returning instructional team.

## Supports for Families

Another goal of the CHPS Reopening Schools Plan is to ensure that all families have the tools, resources, and support to feel safe and comfortable as their children return to school. Elements of this family support model include the following:

## Language Services

Written and digital translations of documents and communications in the eight most frequently spoken home languages in CHPS will be provided, as well as oral interpretation for any family who needs this service.

## Technology Support

CHPS Technology Department will provide an online help desk to support students and caregivers with computer troubleshooting.

## Athletics and Activities

Athletics and extracurricular activities support the goal of providing a well-rounded educational experience for students within the reopening process. CHPS will follow all CDC, VDH, and FCHD guidance for physical and social distancing, restricting the size of gatherings for indoor and outdoor spaces, disinfecting equipment, and complying with other health and safety precautions. Virginia High School League (VHSL) phase guidance will be applied throughout reopening.

The COVID-19 High School Response Team compiled a CHHS Return to Play plan based on the current VHSL guidelines.



## Communication Strategies

Multi-faceted communication strategies will allow the division to attain its goal to include stakeholders' input in reopening decisions and to reinforce trust and confidence in CHPS. Family and staff survey data will be used to inform the development and refinement of implementation plans within the scenarios. Survey data will reflect:

- Family opinions about CHPS reopening scenarios
- Staff comfort levels in returning to work and the support they need to be successful, as well as staff and family perceptions on the effectiveness of spring 2020 distance learning
- Division communication strategies are designed to engage all stakeholders through ongoing and up-to-date information about the decision-making process and reopening plans. These strategies include:
  - Clear and straightforward information to facilitate understanding about options, decisions, and timelines for the fall; direct communication via mailings, email, and video messages
  - Website and social media postings
  - Guaranteed translation services in the most frequently spoken home languages
  - Ongoing support for school-based outreach and communication tools
  - Collaboration with stakeholder groups, community organizations, faith-based organizations, and businesses to help get the message to families and staff

All decisions will be led by the Colonial Heights School Board and division leadership team. Decisions will be based on the most recent public health data and guidance from the CDC, as well as state and city health departments. CHPS will utilize work sessions, division planning retreats, family and staff surveys, online community forums, and recommendations from the VDOE Reopening Schools Task Force to gather and process information about community needs and the best available approach for serving CHPS students, families, and staff under difficult and evolving circumstances. (See [Appendix I: Back to School Plan Timeline](#)) In addition, a CHPS Frequently Asked Questions (FAQ) document will be shared in order to address concerns and possible misconceptions throughout the planning and implementation process. (See [Appendix J: Frequently Asked Questions](#))

# CHPS Business Services

## *Human Resources, Transportation, Food Service, Maintenance/Operations COVID-19 Mitigation Strategies Phase I, II, or III*

### Human Resources (HR)

The School Administration Office HR Specialist will be responsible for responding to COVID-19 concerns within HR so employees will know whom to contact and how to contact them. Certain positions will be required to work in-person and any accommodations will be addressed on a case-by-case basis.

HR will work with the Director of Support Services to provide employees with correct information about COVID-19, how it spreads, and the risk of exposure. The printed materials that will encourage [staying home when sick](#), [covering coughs and sneezes](#), and [washing hands often](#) will be posted in appropriate places, such as building entrances, workrooms, and other workplace areas where they are likely to be seen.

HR will develop procedures [to help prevent the spread of COVID-19 if an employee is sick](#). These procedures will actively encourage sick employees to stay home. Sick employees will not return to work until [the criteria to discontinue home treatment are met](#), in consultation with healthcare providers and state and local health departments.

#### **COVID-Related Requests for Leave, Telework, or for an Online Assignment**

An employee's request for leave, to telework, or to provide online instruction due to his or her own medical condition will be considered on a case-by-case basis following submission of current and detailed medical information dated and signed by the employee's health care provider.

Volunteers have been an important supportive community involvement practice. Consistent with CDC guidelines and Executive Orders in place, HR will develop plans with principals to eliminate or restrict, if possible volunteer interactions with staff and students.

To address staff absences, substitute teacher, substitute paraprofessional, and substitute nurse positions are advertised on the division website. The current substitute handbook will be updated and training will be provided on the new student learning management system (Canvas). In addition, substitute personnel will receive training in best practices for in-person and virtual teaching and learning strategies.

### Student Transportation

In order to accommodate students in need of transportation in the fall, we cannot guarantee social distancing of at least 3 to 6 feet in all cases and therefore CHPS will require any student who rides in CHPS transportation to wear a face mask. We will seat siblings or families living together in the same seat. Accommodations will be made on a case by case basis for medical reasons provided in writing by a physician. Failure to wear a mask will be treated under the same rules as dress code.



Unless a transportation variance is needed by VDOE, the Transportation Department will follow the below Phase guidelines and procedures:

**Phase I:** Physical distance should be created between children on school buses (e.g., seat children one per seat, every other row), limiting capacity as needed to optimize distance between passengers. In Phase I, limit bus capacity to 10 persons to the extent possible.

**Phase II and III:** Physical distance should be created between children on school buses when possible (e.g., seat children one per seat, every other row), limiting capacity as needed to optimize distance between passengers. Children (such as siblings) living together may sit together on the bus.

Routing will be accomplished as efficiently and effectively as possible to meet school start and stop times. The Director of Transportation will utilize routing software to plan and maximize adherence to student distancing requirements. The Director will utilize spare buses and substitute drivers, if possible, to increase transportation capacity to limit multiple runs per bus to the same school. At this time, the established walk-zones will remain and parents will be encouraged to bring their children to school and pick them up, if possible. The expansion of walk zones will be evaluated when school begins.

Seating layouts will be necessary to ensure social distancing is maintained. We will create appropriate distance between children on school buses (e.g., seat children one child per row) when possible and have family members sit together.

We will remind parents/guardians of the importance of face masks and proper physical distancing at bus stops. We will implement modified practices for students entering and leaving buses to ensure physical distancing. We will keep windows of the bus open, when weather permits, to increase ventilation. We will train drivers on the protocols and expectations and provide appropriate PPE for drivers.

## **Cleaning and Disinfecting Buses/School Vehicles**

Cleaning/disinfecting procedures will optimize a safe travel environment for staff and students:

- We will implement appropriate cleaning/disinfecting before and after every run.
- We will utilize foggers/misters/sprayers to get the bus back in service quickly.
- We will provide disposable disinfectant wipes so that surfaces commonly touched by the bus driver and passengers can be wiped down quickly and effectively. We will use [products that meet EPA's criteria for use against SARS-CoV-2](#) and provide employees training on manufacturer's directions for use.
- We will develop appropriate accountability sheets as needed to document the dates and times vehicles were cleaned and the staff who cleaned them.

## **Food Service**

We will prepare appropriate meals and begin providing those meals in the classroom setting. We will transition to traditional communal dining areas as Phasing restrictions allow.

## Food Delivery

We will implement the following array of options to meet the specific needs of each school site, as allowed by Phase guidelines, to best meet the nutritional needs of students within fiscal constraints.

Employees will continue to use appropriate PPE, including single use gloves, masks, and hair restraints. All items handled by students will be single use and/or aseptically packaged to ensure limited cross contamination. We will increase cleaning and sanitizing with COVID-19 approved chemicals on all common equipment and serving equipment. We will schedule vendor training regarding best practices for cleaning and disinfecting procedures.

At the elementary schools and middle school, we will begin the year serving individually packaged meals in single use containers with wrapped cutlery and condiments and utilize learning zones (classrooms) as dining areas. CHHS students will pick up pre-packaged meals (grab-and-go style) from the cafeteria prior to departing school.

To limit interactions with students and staff while maintaining a controlled environment, outside vendor food delivery or parent delivery of food to students will be prohibited. Parents and others will be prohibited from having lunch with students. To limit in-person exchanges or cash register transactions, we will urge students and parents to go “cashless” during operation by increasing the use of our automated pre-payment system (myschoolbucks.com). Barcoding recognition methods will be procured to reduce repeated touching of keypads for PIN numbers.

As phasing restrictions and safety protocols allow, we may transition to utilizing the existing cafeteria for service to maximize student choice and continue to serve scratch cooked menu items that utilize fresh fruits and vegetables with a focus on variety and nutrition. If appropriate distancing can be maintained, we may utilize established dining areas in the cafeteria. If the cafeteria is utilized for food service and dining, we will have seating clearly marked to keep proper distancing with clearly marked spacing through lines (e.g., floor stickers denoting proper distancing). We will stagger serving times if needed, and allow cleaning between shifts.

To-go lunches will be available for students attending CHPS Virtual Academy at each school, Monday-Friday. Parents or students will be asked to provide name and grade at pickup. Pickup points and scheduled times will be posted on CHPS websites and social media.

## Maintenance & Operations

We will implement comprehensive written procedures and checklists to decontaminate facilities, especially high touch surfaces, and its heating, ventilation, air-conditioning systems, electronic equipment, and soft materials.

## Hygiene Practices

The Director of Maintenance and Operations will follow all applicable federal regulations and public health agency guidelines to properly clean and disinfect sites. We will initiate comprehensive schedules for increased cleaning and disinfection using appropriate cleaning supplies. Our cleaning and disinfection protocols will include frequently touched surfaces (e.g., playground equipment, restrooms, door handles, light switches, desks, keyboards, tablets, mice, shared objects, copy machines, phones, counters frequently touched, sink handles, drinking fountains). The cleaning and disinfecting cycles will include between use as much as possible or periodically when appropriate. We will utilize accountability sheets as needed to document the date and time facilities such as restrooms, classrooms, and playground equipment were cleaned and the staff who cleaned them.

Product vendors are a unique source of best practices and vendor training has been procured for cleaning and disinfecting procedures. Employees and students will have access to soap; clean, running water; and drying materials and appropriate

hand sanitizers. Hand sanitizer stations will be in each classroom in addition to classrooms already equipped with handwashing sinks. Employees will be provided with appropriate gloves when necessary and provided training to properly use them. Tissues and no-touch disposal receptacles will be provided. Appropriate trash containers and desk cleaning supplies will be provided since classrooms will be utilized for breakfast and lunch.

In addition to the CHPS Lead Compliance Testing Plan, we will ensure that water systems and features are safe to use after a prolonged facility shutdown. Staff and students will be encouraged to bring their own water bottles and utilize the touchless water fountain stations for refills. Additional touchless water fountain stations are being procured to better accommodate learning zones.

## Ventilation

Ventilation systems are being evaluated to increase circulation of outdoor air as much as possible. Upgraded air filtration products in HVAC systems will be utilized and we will increase circulation of outdoor air as much as possible, for example by opening windows and doors. However, windows will not be opened if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms, etc.) to children using the facility.

The maintenance staff will work with building principals to free up space in classrooms to provide appropriate social distancing to safely maximize student numbers.

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## Appendix A: CHPS Health and Safety Plan *(CHHD Approved 7/14/20)*

### 1. Preparing to Reopen

#### **Communication Related to Health and Safety**

The CHPS Covid-19 Health Team will collaborate with the contact person at the Colonial Heights Health Department (CHHD) to establish guidelines for reporting COVID-19 cases, procedures for when to isolate students, and for student pick up. Colonial Heights Health Department can be reached at 804-520-9380.

As we prepare to reopen, CHPS will provide continuous communication between the school, student, and family to provide unity and togetherness. Video conferencing, dialer calls, school websites, emails, small group staff meetings, and/or printed materials will all be utilized to provide this communication.

Each school nurse will communicate with the DSS the number of positive cases on a daily basis. The DSS will report to the CHHD. Assigned, trained staff will assist in contact tracing as needed.

#### **Preparing Classrooms for Reopening**

In addition, each classroom will have multiple hand sanitizer dispensers, gloves, and first aid kits. All hallways will have multiple hand sanitizer dispensers. Each bathroom will have a soap dispenser and a dryer or paper towel dispenser. Signs/posters will be posted in high-traffic areas that will educate students and staff and serve as reminders of ways to prevent the spread of COVID-19. Signs of Covid symptoms and proper handwashing techniques will be posted in all hallways, offices, and on the front door. The Health Screening Questionnaire will be posted on the front door for visitors.

#### **School Clinic Procedures**

Each health services staff will wear gloves, a medical grade mask and face shield/goggles when assessing each ill student or providing first aid. He/she will wear a minimum of a KN95 preferably a N95 mask and face shield/goggles for any COVID-19 suspected case. Protective gowns will be available.

All non-emergency first aid will be handled by the teacher in the classroom. Any non-emergency first aid that the teacher can't handle should be emailed to the school nurse, so a time of arrival can be scheduled.

Staff should not enter the clinic areas unless it is necessary for he/she to be assessed for illness or injury or they are trained clinic staff.

All emergency contact information needs to be complete and up to date. A minimum of three contact persons will be required.

Nebulizer treatments will not be administered to students during the 2020-2021 school year. Only metered-dose inhaler orders will be accepted.

The clinic will provide medication administration, emergency first-aid that can't be provided in the classroom, and health services as required.

All vaccines will be up to date of students and encouraged for their household members. Flu vaccines will be encouraged for all students and staff members.

School staff will work with school counselors and school psychologists on strategies to reduce mental health illnesses and anxiety related to COVID-19. Staff will acknowledge the student's situation, and validate their emotions, and provide a coping toolbox for calming strategies.

All students presenting to the clinic will be assessed for signs and symptoms of COVID-19 and if suspected of possible COVID-19 then he/she will be sent immediately to an treatment room and the parent will be called to pick up the students.

Students sanitize/wash hands and the area is cleaned after students leave.

#### Well Area

- Medication administration will be delivered in this area.
- A sink with hot water will be provided in this area for strict hand washing.
- Well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other noncontagious health care needs).
- Physical distancing marked off.
- A trained staff member or school nurse provides care such as minor first-aid.
- Staff delivering care may need to wear PPE.
- The clinic restroom will only be accessible to the school nurse and only to students in an emergency situation.

#### Triage Area

- Students present to the clinic with unscheduled needs will practice social distancing (hallway area may be needed) while waiting for treatment/assessment.
- A school nurse provides care in this area. The school nurse assesses for contagious illnesses including viral and skin conditions, Covid symptoms, serious injuries, students with chronic conditions such as asthma, diabetes, seizures, food allergies, etc.
- Appropriate PPE will be worn.
- A bathroom and sink with hot water will be provided in this area.
- Physical distancing will be marked off.
- A plastic barrier will be in place to aid in social distancing while a student waits to be triaged to protect the staff and students from possible exposure.
- Non-contact thermometers will be used in addition to oral thermometers to validate a 100.0 or greater temperature reading.
- The clinic restroom will only be accessible to the school nurse and only to students in an emergency situation.
- Only one student or staff member will be allowed inside the clinic triage area to maintain the required social distancing if plastic barriers are not feasible. If the nurse/clinic assistant is assessing a student or staff member the next student will be required to wait in the hallway in the marked area until invited into the triage area after the clinic staff has sanitized the area.

#### treatment Room

- Students with COVID-19 Symptoms Area (if more than one possible case at a time another room will be necessary to meet treatment requirements).
- Additional non-health compromised staff may be necessary to monitor students in areas not visible by the school nurse or trained staff.
- Staff should wear appropriate PPE and the student will wear a mask if age appropriate and he/she can tolerate it.
- Non-contact thermometers will be used.
- A restroom facility will be nearby as younger students may have GI symptoms and will be sanitized per protocol after student's use. The restroom will only be accessible to the school nurse and only to students in the treatment room.

Infection control will be a priority in our school clinic(s). To prevent potential exposure to infectious illnesses and promote treatment, many students need to stay in place in the learning environment. Try to reserve non-scheduled clinic visits for illnesses. See the lists below for appropriate clinic visits and appropriate classroom care. Every student, besides scheduled visits for meds, glucose checks, must have a pass that includes the student's full name, reason for visit, date, and time. See below for guidance on when to send students to the office and when to keep them in the classroom.

Staff may contact the school nurse prior to sending the student to the office if they are uncertain or need guidance about student care. Each teacher will have a supply of basic first aid care (Band-Aids, lip balm, etc.) to minimize clinic visits.

## **Appropriate Clinic Visit**

Students should be triaged before they come to the clinic. If students or staff arrive at the clinic, those potentially feeling ill with COVID-19 symptoms should immediately be relocated to an treatment area so as not to “contaminate” general health clinic space.

- Symptoms of COVID-19 (Please note, 9-1-1 will be called if any student or staff member is showing any of these signs: trouble breathing, persistent pain or pressure in the chest, new confusion and/or altered levels of consciousness, inability to wake or stay awake, bluish lips or face)
- Avulsed (broken or displaced) tooth
- Scheduled medications- physical distancing will be provided and times staggered
- Scheduled Specialized Physical Health Care Procedures
  - Diabetic care
  - Catheterization
  - G-Tube Feedings
- Difficulty breathing
- Head injury/complaining of neck pain- DO NOT move, keep the student calm, call 9-1-1
- Sudden vision impairment
- Diabetic “lows” or unconscious
- SEVERE bleeding or other traumatic injury; call 9-1-1
- Severe abdominal/groin pain
- Seizure (uncontrolled movement) - Do not hold down, remove objects that may cause injury
- Signs and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C), which may include fever; rash; and swollen, red eyes, hands, and feet

## Classroom-Based Care

- Scheduled medications where designated school staff trained in the administration of medication may deliver medication to students
- Health services personnel visit classrooms and administer medication to the student (similar to hospital model)
- To the extent possible, students self-administer medication that may be self-carried by law and paperwork is on file in the clinic (asthma and/or diabetic students)
  - K-5th are allowed to carry inhalers
  - 6th-8th are allowed to carry inhalers, epinephrine, and/or a one day dose of over-the-counter medication
  - 9th-12th are allowed to carry inhalers, epinephrine, and/or a one day dose of over-the-counter medication
- Minor Toothache/Primary Tooth comes out - tooth cases will be provided
- Restroom accidents/soiled clothing - Students will be allowed to change clothes in the class restroom or communal restroom. Parents will be notified that clean clothing is required.
  - PreK-5th soiled clothing will be stored in the student's classroom for the remainder of the school day. Grades 6-12 soiled clothing may be stored in the student's backpack. Any soiled clothing left in the school building will be discarded.
- Wound care/small paper cuts, abrasions, picked scabs/ice pack for small bumps/bruises - scrapes need to be cleaned and a bandage applied. Most scrapes do not require a clinic visit.
- Localized bug bites - (if no known allergy) can be treated by applying a cool, wet paper towel to the area to prevent scratching.
- Minor headache or fatigue with no other symptoms - Students with headaches need to drink water and rest at desk for 20 minutes BEFORE coming to clinic
- Mild stomach ache or nausea - Students with stomach aches should try going to the bathroom, then rest at their desk for 20 minutes BEFORE coming to clinic
- Readily controlled nosebleeds, where the student can deliver self-care and soiled tissues may be disposed of in the teacher's trashcan - only "saturated" items need to be disposed of in the clinic.
- Anxiety/stress/psychological issue - Try minimizing stimuli, using calming techniques and/or redirection, and referring to the counseling office or other applicable services for collaboration. This is not a clinic visit if breathing is not affected.

## Educating Students and Staff

CHPS will educate the school community about infection control strategies:

- Use of PPE (gloves, masks, and face shields)
- Social distancing
- Recognizing signs and symptoms of COVID-19 and MIS-C illness or notifying school if family members are ill
- Guidance on what to do if the family unit has been tested and diagnosed with COVID-19
- Hand hygiene, proper handwashing techniques
- Awareness of school emergency response plans related to pandemic situations
- Temperatures and definition of fever
- Environmental cleaning of school buildings – school clinic, classrooms, etc.
- Strategies to reduce anxiety during this time of COVID-19 in the school staff, students, and parents/guardians
- Clinic protocols will be distributed to all staff prior to school reopening.

## 2. Mitigating the Spread of COVID-19 in Schools

### Required Face Coverings

A face covering is required for all students and staff choosing the traditional school option, when social distancing cannot be maintained. Accommodations will be made on a case-by-case basis for medical reasons provided in writing by a physician. Failure to wear a mask will be treated under the same rules as dress code.

### Promoting Healthy Hygiene

Students and staff will be encouraged to wash their hands often with soap and water for 20 seconds. If soap and water are not available, students and staff may use an alcohol-based hand rub with at least 60% ethanol or 70% isopropanol alcohol content and rub until the contents are dry. Hands should be washed after every 5-10 uses of hand sanitizer. Hand washing is the preferred method and should be done regularly. Hand sanitizer is not a replacement for hand washing.

Students and staff should wash their hands:

- Before and after playing outside
- After touching their face
- After using the restroom
- Before and after providing routine care for another person who needs assistance (e.g., a child)
- Before putting on and after removing gloves
- After touching frequently touched areas (e.g., doorknobs, handrails, shared computers)
- Staff providing healthcare services should perform hand hygiene before and after contact with each patient, contact with potentially infectious material, and before putting on and after removing PPE, including gloves. Hand hygiene after removing PPE is particularly important to remove any pathogens that might have been transferred to bare hands during the removal process.

### Promoting Physical Distancing

When students arrive at school they will go straight to their classroom following social distance guidelines. Students' desks will be spaced at the recommended social distance and faced all the same direction. Students will sit on the bus at the recommended social distance, but siblings can sit on the same seat. If possible, given the age of students, weather conditions, etc. consider opening windows to improve ventilation. Students will exit the bus maintaining social distancing. Students will be allowed outside maintaining social distancing. Physical education participation will be included in the school day. Playground equipment will be accessible and cleaned as recommended. Games that don't share equipment and that continue to allow social distancing will be encouraged.

Lunches will be delivered to the classroom or given to students at dismissal if the division is on a half-day schedule. Students will not be allowed to share food with other students or staff.

Staff and students will be encouraged to bring their own water bottles whenever possible and fill at water refill stations. Other water fountains will be shut down.

No outside food delivery will be allowed for students and staff. Students may bring their own lunch.



### 3. Maintaining Healthy Environments and Operations

#### Health and Absenteeism Monitoring

The team will use the following health and absenteeism monitoring/approaches:

- Campus secretaries will notify the campus nurse of all medical related reasons, as documented in PowerSchool
- Director of Support Services (DSS) monitors health visit reasons and assesses for trends
- DSS collaborates with campus nurses, health department, and administration
- DSS maintains ongoing monitoring of local, national, and global health trends
- Any COVID-19 positive student or staff member will require a physician's note prior to return to school
- Awards for perfect attendance will not be awarded for the 2020-2021 school year
- Any staff member that receives information regarding a positive student or staff member will share the information with the designated point person within each school building
- Parents should report any positive COVID-19 cases in their children and household family members to their child's school administration. All family members of the household should self-quarantine for 14 days before returning to school.

#### Daily Student and Staff Health Screenings

Parents should check their child(ren)'s temperature each day prior to sending them to school. The family will follow school guidelines regarding when their child can return to school after having a fever and/or COVID-19.

In addition, staff member(s) will be at all entry doors to complete health screenings, which may include temperature checks using a non-contact thermometer.

As an honor system, staff will be required to do a self assessment of COVID-19 symptoms/questionnaire prior to coming to school each day. All staff will follow the stay-at-home protocols given by administration.

Parents should complete a health screening on their child(ren) each day prior to sending them to school. The parent will keep their child(ren) at home if they are exhibiting or complaining of any of the symptoms listed or have an answer of "yes" to any question on the questionnaire.

Listed on the following page is the information parents will be given to screen their child at home

## COVID-19 Screening Questions

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Please answer **Yes** or **No** to the following questions:

1. Are you currently experiencing any of the following symptoms?
2. A new fever (100.0°F or higher) or a sense of having a fever?
3. A new cough that you cannot attribute to another health condition?
4. New shortness of breath or difficulty breathing that you cannot attribute to another health condition?
5. New chills that you cannot attribute to another health condition?
6. A new sore throat that you cannot attribute to another health condition?
7. New muscle aches (myalgia) that you cannot attribute to another health condition, or that may have been caused by a specific activity (such as physical exercise)?
8. A new loss of taste or smell?
9. In the past 14 days, have you had close contact (within about 6 feet for 15 minutes or more) with someone with suspected or confirmed COVID-19?
10. Have you had a positive test for the virus that causes COVID-19 disease within the past 10 days?

Anyone who answers YES to any of the screening questions should not be permitted to enter the school building. The student should stay at home per CDC guidelines for 14 days after the last COVID exposure.

Healthcare workers using appropriate personal protective equipment during the care of a COVID-19 patient should not be excluded from the facility based on close contact with a COVID-19 patient.

While in school, students will be encouraged to practice Infection Control Protocol. While in school, he/she will need to:

- Immediately notify a staff member if he/she develops symptoms of COVID-19
- Practice proper hand hygiene
- Maintain appropriate physical distance between himself/herself and others, as much as possible (at least 10 feet during physical activity, singing, or cheering and at least 6 feet for all other settings)
- Limit physical contact between himself/herself and others, as much as possible.
- Limit touching surfaces to only what is necessary.
- The student should stay at home per CDC guidelines for 14 days after last exposure.

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Staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#). (See [Appendix H: Self-Screening Questions](#))

#### 4. Protecting Vulnerable Individuals (e.g., 65+, underlying health conditions):

As prescribed in the governor's phase guidance for reopening schools noted above, CHPS will provide full time online learning for students unable to return and flexible telework assignments for employees at high risk, whenever possible.

#### 5. Preparing for When Someone Gets Sick

Each school clinic will have a designated "triage" and "treatment" area with a wall separating those. If the treatment room is separate from the clinic, another staff member will be required to observe the student until he/she is removed from the building. The treatment room and clinic triage area will have an air purification system at all times. If the treatment room is at its capacity, an additional treatment area will be required within the building at the principal's discretion. Any sick clinic visit should be emailed to the school nurse so a time of arrival can be scheduled and the nurse will be prepared to receive the student. It is recommended that, if age appropriate, the teacher will give a mask to the sick student for him/her to wear while in the hallway. Teachers will be required to complete a clinic pass. The clinic pass copy will not be returned to the teacher and will be kept for clinic record only.

Students or staff who are sick will need to be picked up by the parent or approved person or transported home or to a healthcare facility within 30 minutes. Our transportation department will provide this transportation as needed when approved by the school principal.

The treatment room will be thoroughly cleaned and sanitized by our custodial staff following the CDC guidelines.

The clinic staff will inform the health department, if parental permission is given, of any contact information that we receive from the parent or student. The clinic staff will follow the next steps recommended by the local health department.

#### **Exclusion from School for Non-COVID Related Illnesses**

CHPS students and staff should stay home when they are ill. For NON-COVID-19 illnesses, students must be symptom-free without the use of medication for 24 hours. Symptoms requiring exclusion from school (sent home or absence):

- Temperature threshold is  $\geq 100.0^{\circ}$  F or corresponding patient picture (temp of  $99.5^{\circ}$  along with body aches likely indicates infection)
- Parents will be encouraged not to give students fever-reducing medication to be able to come to school
- Vomiting (unrelated to drainage, overeating, exercise, anxiety, or other non-infectious triggers)
- Diarrhea (unrelated to documented pre-existing gastrointestinal issues)
- Ringworm of the scalp
- The first 24 hours of antibiotic treatment for bacterial infection like pink eye, strep throat, etc.
- New, undiagnosed, rash or skin condition, at the nurse's discretion, until verified by healthcare provider that it is not contagious

## **Exclusion from School for Positive COVID-19 Test Results or Symptoms Consistent with COVID-19**

- COVID-19 symptoms include fever, cough, shortness of breath, loss of smell, sore throat, weakness, muscle or body aches, chills, nasal congestion or runny nose, diarrhea, nausea or vomiting, fatigue, headache, poor appetite, other: rash, red eyes, cracked/swollen lips, red/swollen tongue, swelling of hands/feet, stomach pain.
- Children who are suspected of having signs and symptoms of MIS-C should be seen by a healthcare provider as soon as possible and not come to school.

Students and staff members diagnosed with COVID-19 or experiencing symptoms consistent with COVID-19 and/or MIS-C (for children), may return to school under the following conditions:

- At least 10 days have passed since symptoms first appeared, and
- At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications, and
- Improvement in respiratory symptoms (e.g., cough, shortness of breath), and
- A written doctor's note with a return date.

In other words, a student or a staff member may return to work 10 days after the onset of symptoms AND 72 hours after recovery of symptoms without medication. Students and staff will be required to provide a doctor's note indicating a safe return date.

If a student or staff member are asymptomatic, they will be required to isolate for 10 days from the date of the positive COVID-19 test.

## **Exclusion from School due to Exposure to COVID-19**

It may take up to 14 days from exposure for you to develop COVID-19. Students and Staff will be required to self-quarantine and monitor your health for 14 days from:

- When the last sick member of your household was released from their treatment, or
- When you last had contact with the sick member of your household.

Due to an extended COVID-19 incubation period, any student or staff member with a known COVID-19 exposure should not return to school for 14 days.

## **6. Planning to Close Down if Necessary, due to Severe Conditions**

In the event a classroom, learning zone, or school is required to close due to COVID-19 related illnesses, all parents/guardians of each student and each staff member within the classroom/school/learning zone will be notified by the division. Families should be prepared to transition to a 100% virtual setting at any time.

CHPS will use the [School Decision Tree](#) provided by VDOE/VDH, and also follow any executive orders given by our state governor.

# Appendix B: Instructional Delivery Models

(Presented to the CHPS School Board on June 23, 2020)

## Colonial Heights Public Schools Instructional Delivery Models for 2020-2021



Colonial Heights Public Schools continues to gather and analyze input from parents, students, and staff to identify and plan for instructional delivery models for the 2020-2021 school year. The Governor's Order, VDOE guidance documents, CDC regulations, VDH guidelines, and Colonial Heights survey results will be used to outline a plan for the 2020-2021 school year. Please note your continued cooperation and support is appreciated during these unprecedented times.

### Face-to-Face Learning Model

- Regular school hours with in-person instructional delivery option for all students each day.
- Social Distancing restrictions based on Governor's Order.
- Instruction will include implementation and enhancement of new strategies and technology, as well as supports needed due to closure and transitional instructional delivery period.

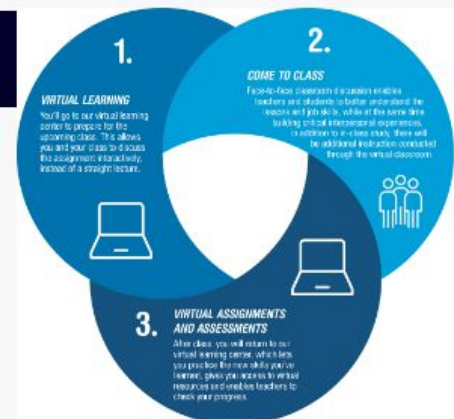


### Virtual Learning Model

- Synchronous and asynchronous blended learning opportunities provided for students based on 2020-2021 course schedule.
- Students will participate in online teacher-led instruction through the Canvas platform.
- Students are issued Chromebooks and hotspots as needed.
- Families will be provided opportunities to learn how to navigate the virtual tools in order to support student learning.

### Blended Learning Model

- **Option 1:** Staggered face-to-face start dates (ex: PreK-3 and 4-5) with blended learning opportunities at other grade levels.
- **Option 2:** Alternating days (M/W and T/Th) for face-to-face student attendance with at-home blended learning opportunities for other students.
- **Option 3:** Alternating daily face-to-face instructional times (am/pm) for student attendance with at-home blended learning opportunities for other students.

















# Appendix C: CHPS Back to School Plan 2020

(Released to the public on June 30, 2020)

[YouTube Video Link](#)

 <h2>Virtual Academy</h2> <p>100% Online 5 Days a Week</p>	or	<h2>Traditional School Setting</h2> <p>In-Person - 5 Days a Week (or Alternating Days) Depending on Building Capacity &amp; Demand</p> 
 <p>Students will have a scheduled school day, with multiple face-to-face, online lessons provided by a online CHPS licensed teacher.</p>		<p>Face-to-Face, in-person instruction for PreK-12 students in their current school setting. If alternating days are required due to enrollment capacity, students will participate virtually on designated days.</p> 
 <p>Monday - Friday instructional delivery, 5-hour school day, with online resources similar to the Traditional School model.</p>		<p>Monday - Friday (our goal) or alternating days, depending on space availability and building capacity. If an alternating day schedule was needed, siblings would attend on the same day.</p> 
 <p>Support Services available for all students, either online or in-person through scheduled appointments.</p>		<p>Five (5) hour school days, start times may vary by school. Transportation may be limited by the number of students per bus based on VDOE and CDC guidelines.</p> 
 <p>Office hours will be available to support students and parents .</p>		<p>Support Services available for all students. Office hours will be available to support students and parents .</p> 
 <p>Virtual learning experience that engages students in new content for their 2020-2021 course schedule.</p>		<p>In-person social distancing, use of personal protective devices, and routine cleaning practices will be utilized as outlined by the CDC and VDOE guidance documents.</p> 



## CHPS Back-To-School Plan 2020-2021

This plan offers families 2 options: a virtual academy or a traditional school. It is revised based on continued guidance from the VA Department of Education, CDC, and the Governor's Office. If you have specific questions regarding our plan, contact your school's principal or school counselor for further information. Pending CHPS School Board approval at the July 2020 school board meeting, our Back-to-School for Plan will be released to the public. A draft of the plan will be available prior to this date.

## Appendix D: PowerSchool Parent Portal Re-Enrollment Form

Colonial Heights Public Schools is prepared to offer two PreK-12 education options to our students and families: a virtual academy or a traditional school setting. Both settings will meet Phase I guidelines, as convened by the Virginia Department of Education. Depending on the current guidelines, both virtual and traditional school settings may involve online teaching and learning opportunities.

Before completing the form, please review the following document: Summary Page

Your response below will indicate your decision for your child's re-enrollment in either the Virtual Academy or Traditional School. Once your choice is submitted, an application process is required to transfer between the educational offerings. To ensure we are prepared for 2020-2021, the deadline to complete this form is July 26, 2020. Should you have any questions, please do not hesitate to contact your school's building administrator or the school counselor.

1. For the 2020-2021 school year, my child will re-enroll in:

**A. CHPS Virtual Academy, regardless of the other options available**

I understand that by enrolling my child in the CHPS Virtual Academy for the 2020-2021 school year, he/she will participate 100% through face-to-face **online sessions** with the teacher and participate in offline learning activities. This re-enrollment option requires students to have access to reliable Internet. If the Internet is not available, please call your child's school for more details. Grading and instructional delivery will be in accordance with the student handbook and be aligned to the Virginia Standards of Learning for the assigned coursework.

**B. Traditional School, regardless if transportation is provided**

I understand that by enrolling my child in the CHPS Traditional School program for the 2020-2021 school year, he/she will participate in face-to-face instruction **in the school building**. This may include a five-hour school day, five days a week, or alternating days based on the most current VDOE guidance and CDC guidelines. Grading and instructional delivery will be in accordance with the student handbook and be aligned to the Virginia Standards of Learning for the assigned coursework.

**C. Traditional School, only if transportation is provided;  
(otherwise, we will choose to re-enroll into the *Virtual Academy*)**

I understand that by enrolling my child in the CHPS Traditional School program for the 2020-2021 school year, he/she will participate in face-to-face instruction **in the school building**. This may include full, five-day weeks or alternating days based on the most current VDOE guidance and CDC guidelines. Grading and instructional delivery will be in accordance with the student handbook and be aligned to the Virginia Standards of Learning for the assigned coursework.

2. Does your student have access to reliable, high-speed internet?

- A. Yes
- B. No



## Appendix E: Traditional School Parent/Student Agreements

### PreK-12 Traditional School: Parent/Student Safety, Discipline, and Attendance Agreement

I have received the following documents related to the CHPS Traditional School program or studies as outlined in the CHPS Student/Parent Handbook.

**The following are some of the factors that will be considered in each decision regarding student placement into or out of a traditional school program:**

1. Space and program availability
  2. Disciplinary or behavioral records of the student
  3. Compliance to compulsory school attendance requirements
  4. Adherence to daily school schedules, including drop-off and pick-up times
  5. Compliance to School Health and Safety Guidelines as outlined by the Virginia Department of Education (VDOE) and Centers for Disease Control and Prevention (CDC).
- I am committed to taking traditional, face-to-face courses and will make a concerted effort to keep up with the pace of the course, to participate in classes, and to complete all course requirements.
  - I understand and agree to invest the time necessary for the successful completion of my courses in the traditional school setting.
  - I have been given access to the district Acceptable Use Policy (AUP) governing the use of technology, to include the Internet. I agree to abide by the rules and provisions of that policy, and I understand what constitutes inappropriate use of technology.
  - I agree to the following:
    - I understand the importance of prompt communication with my teachers and the school staff on a regular basis, particularly when I am having difficulties with technology and/or academics.
    - I shall abide by the policies, rules, and guidelines set forth in the CHPS Student/Parent Handbook.

**Students who do not abide by the policies, guidelines, and rules regulating the Traditional School program are subject to the following procedures:**

- Students (parents/guardians) will meet with the CHPS Administrator regarding the infractions
  - Students will receive due process rights
  - If found in violation of policies, guidelines, and/or rules, students may be removed from the Traditional School setting and enrolled into the Virtual Academy.
- Check here if you read and understand the provisions specified in this contract and agree to abide by them.**

## Appendix F: Virtual Academy Parent/Student Agreements

### PreK-12 Virtual Academy: Parent/Student Safety, Discipline, and Attendance Agreement

I have received the following documents related to the CHPS Virtual Academy online program or studies as outlined in the Student/Parent Handbook.

Students who plan to pursue a complete online program of studies have standards (expectations) that must be met in order for them to be successful. Adherence to the following standards is a requirement for enrollment:

- I am committed to taking virtual courses and will make a concerted effort to keep up with the pace of the course, to participate in classes, and to complete all course requirements.
- I understand and agree to invest the time necessary for the successful completion of my courses.
- I am aware that the number of hours required to complete online courses is similar to the number of hours required to complete traditional courses (to include both time in class/online and the time out of class/offline), in terms of completing assignments, projects, and testing requirements.
- I have been given access to the district Acceptable Use Policy (AUP) governing the use of technology, to include the Internet. I agree to abide by the rules and provisions of that policy, and I understand that inappropriate use of technology will not be tolerated and can lead to withdrawal from the Virtual Academy program.
- I understand that anything I do online with respect to my courses can be retrieved and printed at any time by the school staff (administrators, teachers, technology specialists).
- I agree to the following :
  - I understand the importance of prompt communication with my online teachers and the school staff on a regular basis, particularly when I am having difficulties with technology and/or academics.
  - I shall abide by the policies, rules, and guidelines set forth in the Virtual Academy Online Student/Parent Handbook.

Students who do not abide by the policies, guidelines, and rules regulating the Virtual Academy program are subject to the following procedures:

- Students (parents/guardians) will meet with the CHPS Virtual Administrator regarding the infractions
- Students will receive due process rights
- If found in violation of policies, guidelines, and/or rules, students may be removed from the Virtual Academy.

**Check here if you read and understand the provisions specified in this contract and agree to abide by them.**

# Appendix G: CHPS New Initiatives

(Released to CHPS Staff on Thursday, June 25, 2020)



## Colonial Heights Public Schools

### Why are we moving forward with these new initiatives?

As we continue to adjust our sails and prepare for the upcoming 2020–2021 school year, our administrative team, along with input from multiple stakeholders, decided to move forward with six new initiatives for our division. To provide awareness and clarity to all CHPS staff, this document will help explain the "Why" behind each initiative.

#### 01. CANVAS

- One platform for PreK–12; easier for parents to learn in the event of mandated school closures
- Free, user-friendly platform
- Includes virtual teaching tools such as polls, screencasting, and video recording software



#### 02. Virtual Virginia

- Access to Virtual Virginia's K–12 online learning modules and instructional resources
- Aligned to VA SOLs (K–12)
- Autonomy to use/edit VVA content, import digital learning resources, and create content
- Professional learning network of content-area Virginia public educators



#### 03. Social-Emotional Learning

- A modular social and emotional learning program that embeds academic content in lessons designed to develop an intrinsic interest in learning and promote pro-social behavior.
- K–12 mini-lessons provided to support students (15 min/day)



#### 04. Equity and Diversity

- #EdEquityVA VDOE Webinar Series to help develop a clear vision of education equity
- Advance cultural competencies
- Ensure that every student experiences high quality instruction based on rigorous curriculum with equitable access to instructional resources



#### 05. Planbook

- Divisionwide collaboration and instructional planning tool
- Opportunities to share plans between GenEd, SpEd, etc.
- Plans can be viewed by day, week, month, or class
- Customizable lessons with up-to-ten unique sections
- Drop-down menu of VA SOLs



#### 06. MAP Growth Assessment

- Growth diagnostics to identify student learning gaps and the point of instructional entry
- Nationally, norm-referenced diagnostic with easy-to-use, standards-aligned reports
- Supports differentiated instruction and interventions for struggling students



Colonial Heights Public Schools: Where Quality Education is a Step Ahead



# Appendix H: Self-Screening Questions

## COVID-19 SELF-SCREENING QUESTIONS

Please ask yourself the following questions BEFORE entering a CHPS school or building:



**1**

Are you experiencing any of the following symptoms that cannot be attributed to another health condition?

- Fever, temperature of 100.4o F or higher (in the past 72 hours)
- A new cough
- Shortness of breath
- Chills and/or body shaking
- A new sore throat
- A change in senses of smell and/or taste
- Headache
- Muscle or body aches

**If you answered YES to any of these questions, you should not enter the building.**

**2**

Have you taken medication to lower your temperature in the past 72 hours?

**3**

Have you been in close contact with anyone in the last 14 days who has been sick with COVID-19?

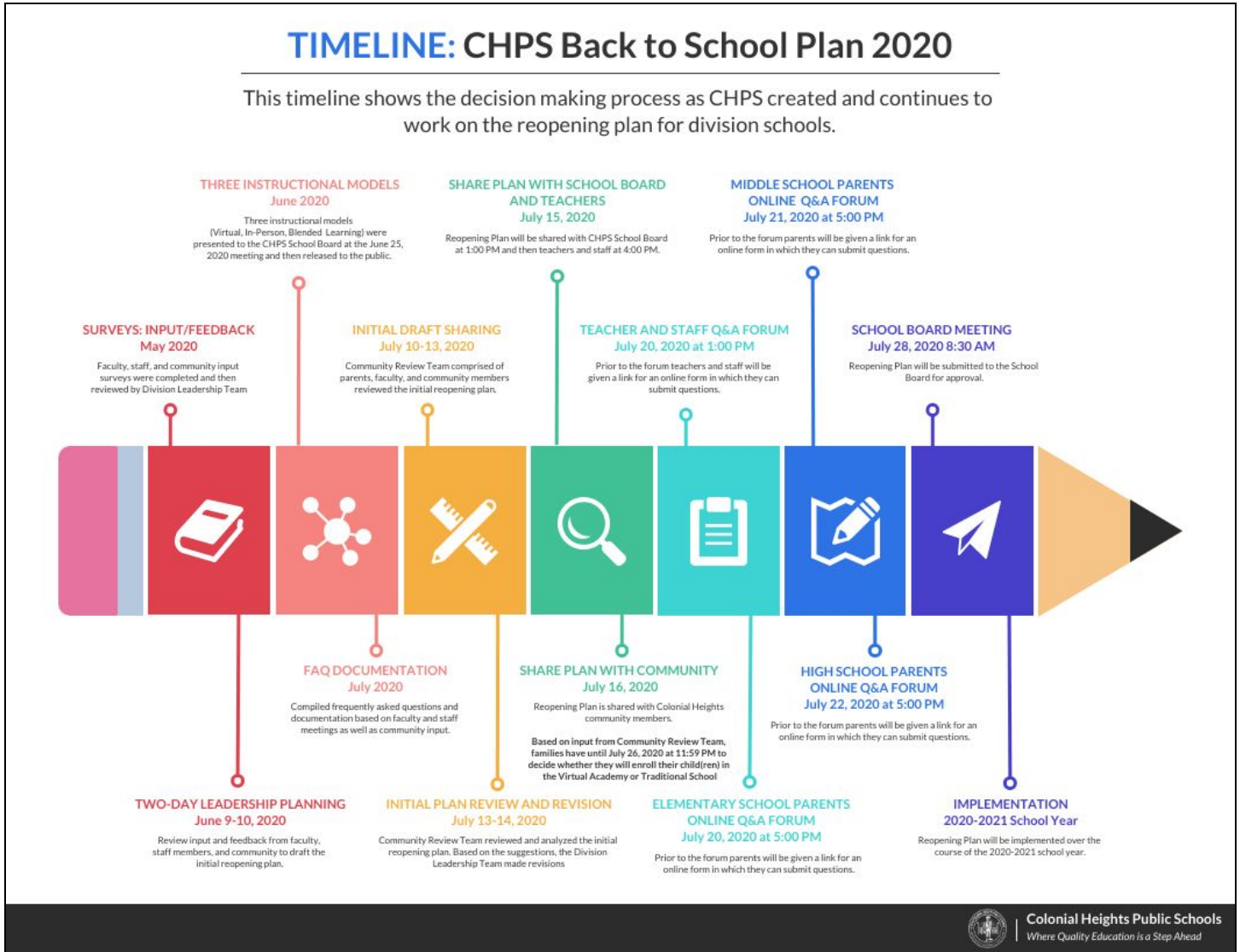
**EMPLOYEES**  
If you answered YES before reporting to work, please stay home and contact your supervisor.

### PROTECT YOURSELF AND OTHERS

Know how COVID-19 is spread	Practice social distancing	Prevent the spread of COVID-19	Know your risk for severe illness	Practice proper hygiene
<p>COVID-19 is primarily spread from person to person. You can become infected by coming into close contact with a person who has the virus.</p> <p>The virus can transmit through respiratory droplets when an infected person coughs, sneezes, or talks.</p> <p>You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose or eyes.</p>	<p>Complete activities online whenever possible.</p> <p>If you must go in person, stay at least six feet away from others and disinfect items you must touch.</p> <p>Get deliveries and takeout, and limit in-person contact as much as possible.</p>	<p>Stay home if you are sick, except to get medical care.</p> <p>Avoid public transportation, ride-sharing, school busses or taxis.</p> <p>Separate yourself from other people and pets in your home.</p> <p>If you need medical attention, call ahead.</p>	<p>Everyone is at risk of getting COVID-19.</p> <p>Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.</p> <p>Those who have traveled internationally, or aboard a cruise ship, are at risk of being exposed to the virus.</p> <p>Upon returning from travel, monitor your health, practice social distancing and stay home for a minimum of 14 days.</p>	<p>The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.</p> <p>Stay home when possible and avoid close contact with others.</p> <p>Wear a face covering that covers your nose and mouth in public settings. Clean and disinfect frequently touched surfaces.</p> <p>Wash your hands often or use an alcohol-based hand sanitizer.</p>

# Appendix I: Back to School Plan Timeline

(Released to the Public on July 14, 2020)



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## Appendix J: Frequently Asked Questions

### Families - General:

- **What are the official school times?**  
Official school times will be released in August, after the transportation department finalizes school routes.
- **Will CHPS provide tutorials/guides/videos for parents to guide them through Canvas and Parent Portal?**  
Yes. Prior to the 2020-2021 school year, CHPS will provide parents with Canvas and Parent Portal training. All training will be recorded and made available on our CHPS website.

### Families - Health and Safety:

- **What are the student and staff face-covering requirements?**  
Masks will be required.
- **Are families expected to provide a mask for their child(ren)?**  
A limited number of masks will be provided by CHPS.
- **Will families be expected to take the temperature of their child(ren) each day?**  
Yes.
- **What is the emergency mitigation plan?**  
See Appendix A - Health Plan
- **Does "no outside food" mean that students cannot bring their lunch?**  
No, students are allowed to pack lunch. Visitors will not be allowed to bring in or drop off lunch.
- **Will bus drivers be trained in appropriate cleaning/sanitizing measures for the busses?**  
Yes.

### Families - Attendance:

- **How will attendance be taken for students in the Virtual Academy?**  
Students will be expected to sign in and attend virtual lessons, similar to their peers in a traditional school. Virtual Academy teachers will log attendance through PowerSchool. VDOE will release information in the upcoming weeks about requirements related to student attendance, participation, and completion of course requirements.

### Families - Instruction:

- **Will CHPS provide paper packets/materials for K-2 students in virtual school?**  
No, unless absolutely necessary. Students will be provided with a CHPS issued chromebook.
- **How will families with younger children help them with synchronous classes during the Virtual Academy if those family members have to work?**  
We are currently looking into self-paced options for PreK-5 families.
- **What is the concern level for younger students in the Virtual Academy and screen time?**  
For PreK-5, screen time hours required are significantly fewer than students in grades 6-12. Students in grades PreK-5 are required to participate in English/Language Arts, Mathematics, Science, and Social Studies. Although each block is allocated between 30 and 90 minutes within the schedule, this time includes synchronous (online, live instruction with a licensed teacher) and asynchronous (offline, self-paced) time. For example, a student in kindergarten may participate in English/Language Arts (90-minute lesson), by signing in online for a synchronous, 20-minute session, then complete an offline activity and practice independently for the remainder of the hour, while the teacher pulls small group, offers one-on-one help to other students, or holds office hours for all students.
- **Will there be an option for evening or weekend classes to accommodate family work schedules if a student were in the Virtual Academy?**  
We are currently looking into self-paced options for PreK-5 students.

- **Can clarification be provided about what A and B days will look like if our division has to use that model?**  
For PreK-8, A/B days will follow the same schedule as our M-F, five-days-a-week plan. The student population will be divided into two groups (with siblings rostered within the same cluster). The two groups will alternate from virtual to traditional, every other day. For 9-12, students will take two of their classes in-person and two classes online. Their classes will follow the same schedule as listed in the M-F, five-days-a-week plan.

#### Families - Programs:

- **How will after-school extracurricular activities be able to happen for students? Will they have to come back to school after 2:30, or will extracurriculars take place during the teacher planning?**  
More guidance will be provided by the Director of Student Activities in August.
- **What is the status of the band program?**  
We are currently still planning to have a band program. Details regarding the program will be available in August.

#### Families - Technology:

- **Will Chromebooks be inventoried/serviced/updated prior to virtual school?**  
Yes. Most students will keep their same Chromebook for the upcoming school year. Rising 6th grade students will swap their Chromebook for a different one at a later, undetermined date. Rising Kindergarten students will also receive Chromebooks at a later, undetermined date. Should a student need their Chromebook serviced, the student or parent may contact the Office of Technology.
- **Will hotspots be available for families again?**  
For families in need, CHPS has a limited number of hotspots available.
- **Will there be Internet available throughout the city?**  
CHPS Internet is available at all of our facilities, including most parking lots. There are many other free WiFi locations throughout Colonial Heights City.

#### Staff - General:

- **Will paper packets/materials be provided for K-2 students attending the Virtual Academy?**  
No, unless absolutely necessary. Students will be provided with a CHPS issued chromebook.
- **When school opens, are we opening under Phase I or Phase III guidelines?**  
As of July 13, 2020, we are currently in Phase III.
- **Will childcare centers be given our daily schedules if they have virtual students in their facility?**  
Our daily schedules will be released to the public in August.
- **Can the planning time be done virtually in order to limit cross-contamination of learning zones?**  
Yes. Planning may occur outside of the school building and by video-conference options (Zoom, Google Meet, etc.)
- **Should grade levels/subjects be required to keep a two-week COVID-19 virtual emergency lesson plan for a substitute teacher?**  
Yes.
- **Some secondary elective teachers have concerns about having virtual class. How will the integrity of their program be maintained?**  
We are challenged to continue to engage our students - either face-to-face or online. Additional professional learning options are offered this summer and will be throughout the school year. We will be seeking ways to transition from hands-on activities/labs to online simulations as needed.
- **How will CHPS meet the needs of staff members who will require childcare?**  
We are currently looking into options to support faculty and staff.
- **What role will elementary resource teachers play?**  
Our plan includes offering resource classes to students participating in the virtual academy and the traditional school.

- **How will standardized tests be administered?**

Details regarding standardized testing will be available in August. CHPS will follow VDOE guidance as it pertains to State Assessments.

**Staff - Attendance:**

- **What are the attendance guidelines and expectations for the Virtual Academy and Traditional School?**

Students are expected to participate in the CHPS Virtual Academy or Traditional School setting by actively engaging in his or her learning. Attendance guidelines are expected to be provided by the Virginia Department of Education in August.

- **If teachers are forced to quarantine, will they be required to use their sick leave?**

Under the Family First Coronavirus Response Act (FFCRA), employees are eligible for two weeks of paid sick leave where the employee is unable to work because the employee is quarantined, and/or experiencing COVID-19 symptoms and seeking a medical diagnosis. After two weeks of FFCRA sick leave, staff will need to use their CHPS sick leave for continued time off.

**Staff - Going from In-person to Virtual:**

- **How will we prepare students for transitioning to the Virtual Academy if and when the need arises that the division go to virtual learning?**

Teachers should work to load all assignments, activities, assessments, and other related curriculum to Canvas, our recently-adopted LMS. Throughout the year, teachers will utilize Canvas to prepare for an unexpected school closure.

- **If a learning zone is shut down for 14 days, does all teaching and learning happen virtually for that time?**

Yes. In the event of an extended closure, in-person learning will transition to virtual.

- **What factors will determine individual student eligibility to return to in-person classes from virtual class?**

Building capacity, behavior, and attendance are a few factors that will be considered. These factors are listed on the student/parent agreement form in the Parent Portal.

- **Will they have the opportunity to watch recorded lessons at a later time?**

Course recordings will be loaded into the learning management system - Canvas. This may include teacher recording and/or supplemental videos to support learning objectives.

- **Will students participating in the Virtual Academy be permitted to participate in extracurricular activities?**

Yes. All students will be eligible under the same criteria as students enrolled in the traditional school setting.

- **Will students report directly to their first class when they arrive at school? How will students be monitored in the classroom when teachers are traveling to the next class?**

We will maintain supervision through the assistance of our support staff.

- **Will staff members have morning or dismissal duties that take them outside their assigned learning zones and result in their interacting with other students? How will we ensure that students are going directly to their learning zones or directly to the buses?**

The logistics of each building will be different due to the unique layout of each school. Schools will develop individual arrival and dismissal procedures to mitigate the frequency of close contact between students and staff. Student safety will be the focus of each arrival and dismissal plan at all CHPS schools.

- **Will students be grouped more homogeneously to try to address their needs as efficiently and effectively as possible?**

No, students will be grouped heterogeneously.

**Staff - Cleaning and Safety:**

- **What cleaning/sanitizing material have been ordered for each classroom?**

The following materials have been ordered for each classroom: hand sanitizer stations, disinfecting/alcohol wipes, Sparten - HDQ and TB Cide-quat disinfectant (commercial cleaning supplies), and paper towels.



- **What PPE will be provided for staff? Will staff members be required to wear masks at all times? Will there be clear face shields for those teachers who will need them based on their student population?**  
Cloth masks, disposable masks, and washable clear face shields will be available for staff.
- **Will students be told that they need to wash/replace their cloth face coverings daily?**  
Students will be expected to bring and wear a mask daily. We encourage families to wash and replace cloth masks frequently, as suggested by CDC. We also encourage students to bring a back-up face mask, when possible.
- **If students do not abide by safety expectations in the building, what are the consequences? If we require that student to enroll in the Virtual Academy, will there be division-level support?**  
When enrolling into the traditional school, parents/guardians sign a Discipline, Safety, and Attendance agreement. As stated in the agreement, a student may be administratively placed into the CHPS Virtual Academy. The CHPS Virtual Academy is staffed with licensed teachers, support staff, and administrators.
- **Will the social distancing protocol be 3 feet or 6 feet?**  
It is the goal to maintain 3 to 6 feet social distancing but we cannot guarantee at least 3 to 6 feet in all cases.
- **Will schools have a "sick room" with partitions so that someone potentially with COVID-19 does not infect someone with the flu or a cold?**  
Yes, each school will have a sick room.
- **Will teachers need to teach students proper handwashing techniques?**  
Teachers will review proper handwashing techniques with students. Parents are encouraged to work with their students to practice proper handwashing techniques.
- **How often will bathrooms be cleaned?**  
Hourly, per zone.
- **How will the number of students in the bathrooms at one time be controlled?**  
CHPS staff will assist in monitoring areas to minimize student traffic.
- **Will secondary classrooms be cleaned between classes? There is only 10 minutes between classes; is that enough time to adequately sanitize a room?**  
Rooms used by students will be cleaned in between use and spray disinfectants have a 2-10 minute disinfecting time.
- **Will hot water be added to bathrooms in order to ensure safe hand washing measures?**  
No, hot water pipes are not available. Appropriate hand soap by commercial vendors will be effective with cold water.
- **How will schools be required to complete fire drills, tornado drills, or intruder drills while trying to maintain social distancing?**  
CHPS will follow VDOE guidance in regards to all safety drills.
- **Will ventilation in the buildings be improved or addressed?**  
CHPS HVAC Staff, Trane and other commercial vendors are being consulted with to maximise ventilation, outside air and filtration systems
- **Would there be a protocol for students or staff members crossing into another learning zone?**  
During extenuating circumstances, students and staff will travel to alternative learning zones within the school. School personnel will designate travel patterns within learning zones and throughout the school facility to maintain social distancing guidelines and minimize congestion.

#### **Staff - Technology:**

- **Will all teachers have training for teaching in the virtual classroom? Will there be Canvas training?**  
Currently we have four staff members who are completing virtual "train the trainer" sessions for Canvas. These four staff members will be providing professional development for our teachers.

- **Will hotspots be provided to staff members who need it?**  
Yes. We currently have hotspots for families and staff members, and we will be ordering more to accommodate staff.
- **Will there be computer monitoring software so that teachers can view school work and maintain social distancing protocols?**  
Monitoring software is not being purchased at this time. If students are using Google products within Canvas, teachers can see changes that are being made to assignments.

**Staff - HR:**

- **How will we secure substitutes for classrooms and for school nurses?**  
HR is actively recruiting for substitute teachers, substitute paraprofessionals and substitute nurses. HR maintains a substitute pool of candidates distributed to the schools monthly.
- **Can we have a substitute per grade level at each school in order to mitigate the probability of a substitute shortage?**  
This will limit our pool of resources for substitutes.
- **Will staff have to use sick leave with a positive COVID test?**  
Under the Family First Coronavirus Response Act (FFCRA), employees are eligible for two weeks of paid sick leave where the employee is unable to work because the employee is quarantined, and/or experiencing COVID-19 symptoms and seeking a medical diagnosis. After two weeks of FFCRA sick leave, staff will need to use their CHPS sick leave for continued time off.
- **Will there be additional types of leave for symptomatic employees?**  
Yes, employees can access any type of leave balance they have available.
- **Will substitutes be expected to teach remotely?**  
Yes.
- **If a student or staff member tests positive, the learning zone must stay at home for 14 days according to our health plan, as this is a known exposure. Will the teachers in the zones just teach from home at that point?**  
This would need to be determined by instruction.
- **How do staff members apply for a leave of absence?**  
Staff should contact the HR Specialist at 804-524-3400.
- **There are staff members who have children with documented medical conditions. Are there options for these staff members?**  
Yes, under FMLA with medical documentation.

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