2020-2021 NORFOLK PUBLIC SCHOOLS' REOPENING PLAN

Norfolk Public Schools
The cornerstone of a proudly diverse community

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August 26, 2020

Dear NPS Stakeholders:

As we welcome a new school year, we are preparing for challenges unlike those we have ever known. Our senior leaders and School Board members have spent many hours discussing the options for reopening our schools. We were not alone in this difficult decision-making process. School divisions throughout the Commonwealth, and indeed, the nation, have been weighing the risks and benefits of returning students and staff to classrooms.

As we considered the options for reopening, we realized that none of them was the perfect solution. And there are certainly benefits and limitations associated with each option. With the health and safety of students and staff in mind, the Norfolk School Board approved the reopening of schools using a virtual format. The administration is committed to ensuring that a strong foundation is built for the successful implementation of a virtual learning environment for all. As the year continues, we will monitor health conditions/metrics to determine when it will be prudent to offer an option to return students and staff to face-to-face instruction.

Now, the challenge ahead of us is to make virtual learning the best it can possibly be for each student! While we vigorously work to meet that challenge, we must also keep in mind our overall focus to work toward delivering equity and excellence for all our students. There is no other school division that can take these challenges on like Norfolk Public Schools with the extraordinary energy and dedication of our administrators, teachers, and staff to serve our students, families, and community.

Our senior leaders have been working hard over the summer to develop this comprehensive "2020-2021 NPS Reopening Plan" that covers a wide range of topics including, but not limited to: academic instruction, technology, health mitigation strategies, facility cleaning, child care, food service, and student transportation.

There is no doubt we are navigating uncharted waters, but I believe there is no other school division that can take on this challenge like Norfolk Public Schools. The tenacity of our administrators, teachers, and staff in finding solutions to problems, flexibility in adapting to new expectations, and positive outlook in staying focused throughout this unprecedented crisis will lead us into our new school year.

We are truly all in this together, as we support each other through this challenging time, but one of great opportunity. Have a great start to a new virtual school year!

Sincerely,

Dr. Sharon I. Byrdsong
Superintendent of Schools

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Introduction and Background

On March 13, 2020, Governor Ralph Northam made the executive decision to close all schools in an effort to mitigate the spread of the novel virus, COVID-19. This led to an emergency learning situation for Norfolk Public Schools for the remainder of the 2019-2020 school year. In order to best prepare for the opening of schools for the 2020-2021 school year, planning started during late spring of 2020 on several fall opening scenarios. Of course, the primary focus for reopening in the fall of 2020 is the safety of our students, staff, and overall community. Therefore, in alignment with the phased guidance from the Virginia Department of Education (VDOE) found in the [Recover, Redesign, Restart document](), Norfolk Public Schools created the following scenarios that were presented to the City of Norfolk School Board on July 15, 2020:

Scenario 1
Students in grades PK-12 will go to school and receive face-to-face instruction two days each week and engage in virtual learning the remaining 3 days each week. Students will be as evenly divided as possible to maintain building capacities of 50% and attend school in two groups designated as Group A or Group B. Group A will attend school on Mondays and Tuesdays. Group B will attend school on Thursdays and Fridays. Each Wednesday, most students will work from home while our most vulnerable populations could attend school in order to provide needed instructional support. On Wednesdays of each week, teachers will have opportunities for professional development, planning time, and opportunities to provide feedback to students on their progress.

Scenario 2
Middle and high school students will have 2 days of face-to-face instruction in school and 3 days of virtual learning experiences each week. Middle and high school students will remain home on Wednesdays. Middle and high school students who are most vulnerable will still have daily face-to-face instruction. Elementary students attend school every day for face-to-face instruction on a modified schedule where half the student body will attend during the morning hours, and the other half will attend during the afternoon hours.

Scenario 3
All students return to school mirroring the daily operation of schools prior to the March 13th mandatory closure. Norfolk Public Schools will have to assume the risks of having 100% capacity, face-to-face instruction in the traditional program that we have always known. This is an option that will require continuous monitoring and adjustments based on guidance from the state, the Virginia Department of Education, the Center for Disease Control and Prevention, the Virginia Department of Health, securing needed variances from the VDOE, as well as seeking and following legal counsel.

Scenario 4
This scenario offers a fully virtual option to any parent/guardian who does not desire to physically send their child(ren) to school in the fall. The NPS Virtual Scholars Academy (VSA) was designed for all students to attend classes in a fully virtual setting.

These scenarios were developed in collaboration with community stakeholders, and the City of Norfolk School Board voted to have another meeting on July 22, 2020, to gather additional information and to vote on an opening plan for the school division. The Board asked for specific data on our most vulnerable students, which NPS refers to as our students of equity and opportunity, and for a 100% virtual opening option. On July 22, 2020, the Board passed a 100% virtual opening for the first nine weeks of school with a 6-1 vote.

Local Health Criteria

Each school division was given the ability to develop their own reopening plan due to the variance of COVID-19 health data between communities. At the time of the School Board's vote, Norfolk was above a 15% positivity rate for COVID-19. Considering a multitude of factors, to include percent positivity and other health metrics, and since the percent positivity rate was well above the Governor's recommendation of 10% for moving between phase 1 and phase 2, the School Board voted on a virtual opening for the first nine weeks of school for the safety of students, staff, and the community.

As Norfolk Public Schools reopens in the fall, continuous collaboration with the Norfolk Department of Public Health will take place to monitor health conditions/metrics and to determine when the phasing-in of face-to-face instruction can safely take place.

Operational Infrastructure to Support Learning

Schools' Schedules
To prepare for all students to learn new material in the fall and from lessons learned in the spring, Norfolk Public Schools has developed online schedules that emulate the structure of schools' schedules. Students who are unable to participate in the regular day schedule will be allowed to confer with their teachers outside of the regular school hours through e-mail, telephone calls, and virtual conferences to receive support in learning. Students will also be able to access recorded lessons to keep pace with the curriculum. Administrators and teachers will provide time after school hours for additional learning opportunities for students whose families need flexible scheduling. These schedules will assist with accountability for learning and better prepare students to return to face-to-face instruction once that option is available.

Starting with the PreK schedule, the sample below outlines times teachers across the school division will follow. It is important to note, students will not be in Zoom sessions longer than 15 minutes at a time. Some of these sessions will have whole class activities, and some will be focused on small group and individual lessons for students.

Time	Activity/Lesson	Time	Activity/Lesson
8:00 AM – 8:30 AM	Teacher/Paraprofessional Planning	12:00 PM – 12:30 PM	Lunch
8:30 AM – 8:45 AM	Zoom Meeting with Group A Students	12:30 PM – 12:45 PM	Zoom Meeting with Group B Students
8:45 AM – 9:00 AM	Brain Break Music & Movement	12:45 PM – 12:55 PM	Zoom Literacy Lessons
9:00 AM – 9:15 AM	Zoom Literacy/Math Lessons	12:55 PM – 1:00 PM	Brain Break Music & Movement
9:15 AM – 10:45 AM	Family Guided Learning One-on-One Teacher/Student Meetings	1:00 PM – 1:15 PM	Zoom Literacy/Math
10:45 AM – 11:15 AM	Parent Meetings/Calls and Planning Time	1:15 PM – 2:45 PM	Family Guided Learning Small Group Instruction Lessons
11:15 AM – 12:00 PM	Planning/Professional Development	2:45 PM – 3:30 PM	Progress Monitoring and Parent Contacts

Elementary Schedule

As with the PreK schedule, students will have multiple times during the day when they will participate in Zoom sessions. The times will be regulated by teachers and building administrators to ensure allotted times are developmentally appropriate for students. Therefore, lower grade level students may have less screen time in whole group lessons than upper grades. Students will not be in Zoom sessions for 6 hours a day. They will have opportunity for movement, exercise, music, art, and brain breaks. The schedule may have longer blocks of time for each subject; however, those times include small group and individual instructional times.

Sample Kindergarten Schedule:

Time	Activity/Lesson	Time	Activity/Lesson
8:30 AM – 9:30 AM	Student eats breakfast and get ready for school	12:00 PM – 12:20 PM	Whole group math with teacher and classmates
9:00 AM – 9:30 AM	Student turns on computer, and accesses Zoom to meet classmates for morning meeting	12:20 PM – 12:30 PM	Brain Break - Counting game
9:30 AM – 9:40 AM	Time for letters and sounds (Phonemic Awareness Lesson)	12:30 PM – 12:45 PM	Small group math with teacher and classmates
9:40 AM – 10:00 AM	Whole group reading with teacher and classmates	12:45 PM – 1:00 PM	Journal Writing
10:00 AM – 10:15 AM	Brain Break Snack and Restroom	1:00 PM – 1:20 PM	Whole group science with teacher and classmates
10:15 AM – 10:30 AM	Small group reading with my teacher	1:20 PM – 1:30 PM	Brain Break Observe the weather
10:30 AM – 10:45 PM	Read to myself and complete my reading log	1:30 PM – 1:50 PM	Whole group history with teacher and classmates
10:45 AM – 11:00 AM	Brain Break (Recess) Get up and move my body	1:50 PM – 2:00 PM	Brain Break Snack and Restroom
11:00 AM – 11:30 AM	Art/Music/PE on Zoom	2:00 PM – 3:00 PM	Equity and Opportunity IXL/Smarty Ants/District Intervention (Asynchronous Learning)
11:30 AM – 12:00 PM	Lunch /Brain Break		

Sample Grades 1 – 5 Schedule:

Time	Activity/Lesson	Time	Activity/Lesson
8:00 AM – 8:30 AM	Teacher Office Hours/ Extra Help	12:00 PM - 12:30 PM	Zoom Math
8:30 AM - 9:30 AM	Zoom ELA Opening Activity	12:30 PM - 1:00 PM	Division Math Program
9:30 AM - 10:00 AM	Zoom Reading Groups	1:00 PM - 1:30 PM	Brain Break/Recess
10:00 AM - 10:30 AM	Division Online Reading Program	1:30 PM - 2:00 PM	Zoom History
10:30 AM - 11:00 AM	Zoom Health & P.E.	2:00 PM - 2:30 PM	Zoom Science
11:00 AM - 11:30 AM	Zoom Art or Music	2:30 PM - 3:00 PM	Tutoring/Extra Help
11:30 AM - 12:00 PM	Lunch	3:00 PM - 3:30 PM	EOS Sessions/Extra Help

Middle School Schedule

Students in grades 6 through 8 will have four 90-minute periods in class each day. In all middle schools, except the Academy of International Studies at Rosemont (6-8) and the Academy for Discovery at Lakewood (3-8), English and mathematics are double blocked, so students will have those courses every day. Students will have electives, science, and history on alternating days based on their 8 block A/B alternating yearlong schedules. Each 90-minute block will require that the teacher be present and available to provide direct instruction and/or support during the entire scheduled class period.

Please be aware that the last 30 to 40 minutes of the class periods will allow for asynchronous learning activities where students may leave the learning platform, but the teacher will remain to provide individual and small group support. Just as teachers would spend 90 minutes each block in class with students in our traditional school model, they will be required to be online for their scheduled classes.

Teachers' schedules will allow them a planning block each day where they will engage in individual and/or team/subject area planning. Collaborative planning time has always allowed teachers to plan, to work with colleagues, and pace the curriculum and to create common formative and summative assessments. Social-emotional learning supports will be embedded in the curriculum, and students will be able to participate in after school clubs and organizations.

Sample Middle School Schedule:

Block	Virtual Learning Session	Activity
1/2 8:15 AM – 9:45 AM	10 Minutes	Review/Warm Up
	40 Minutes	Direct Instruction with Modeling and Guided Practice
	40 Minutes	Independent Learning, Small Group Lessons, Individual Conferences and Support for Students of Equity and Opportunity
3/4 9:50 AM – 11:15 AM	10 Minutes	Review/Warm Up
	40 Minutes	Direct Instruction with Modeling and Guided Practice
	40 Minutes	Independent Learning, Small Group Lessons, Individual Conferences and Support for Students of Equity and Opportunity
5/6 11:45 AM – 1:15 PM	10 Minutes	Review/Warm Up
	40 Minutes	Direct Instruction with Modeling and Guided Practice
	40 Minutes	Independent Learning, Small Group Lessons, Individual Conferences and Support for Students of Equity and Opportunity
7/8 1:15 PM – 2:45 PM	10 Minutes	Review/Warm Up
	40 Minutes	Direct Instruction with Modeling and Guided Practice
	40 Minutes	Independent Learning, Small Group Lessons, Individual Conferences and Support for Students of Equity and Opportunity

High School Schedule

Students in grades 9 through 12 will have four 90-minute classes each day so that there will be time to transition to the next class. Teachers will also embed social-emotional learning support into their teaching and interactions with students throughout the lessons. Students will have their scheduled courses every day based on the 8-block schedule generated in the Synergy scheduling system. Each 90-minute block will require that the teacher be present and available to provide direct instruction and/or support during the entire scheduled class period. Just as teachers would spend 90 minutes each block in class with students in the face-to-face model, they will be required to be online for their scheduled classes. Again, students may leave the learning platform during the last 30-minute block of time and work asynchronously. However, teachers will remain through the end of each class period to provide additional support and instruction for students as needed. Teachers' schedules will allow them a planning block each day where they will engage in individual and/or team/subject area planning.

Sample High School Schedule:

Block	Virtual Learning Session	Activity
1/2 7:25 AM – 8:50 AM	10 Minutes	Review/Warm Up
	30 Minutes	Direct Instruction with Modeling and Guided Practice
	15 Minutes	Small Group Modeling and Practice/Independent Learning
	30 Minutes	Independent Learning/Individual Support for Students of Equity and Opportunity
3/4 8:50 AM – 10:20 AM	10 Minutes	Review/Warm Up
	30 Minutes	Direct Instruction with Modeling and Guided Practice
	15 Minutes	Small Group Modeling and Practice/Independent Learning
	30 Minutes	Independent Learning/Individual Support for Students of Equity and Opportunity
5/6 10:20 AM – 11:50 AM	10 Minutes	Review/Warm Up
	30 Minutes	Direct Instruction with Modeling and Guided Practice
	15 Minutes	Small Group Modeling and Practice/Independent Learning
	30 Minutes	Independent Learning/Individual Support for Students of Equity and Opportunity
7/8 12:35 PM – 2:05 PM	10 Minutes	Review/Warm Up
	30 Minutes	Direct Instruction with Modeling and Guided Practice
	15 Minutes	Small Group Modeling and Practice/Independent Learning
	30 Minutes	Independent Learning/Individual Support for Students of Equity and Opportunity

As plans are developed to return to face-to-face instruction, once health conditions/metrics and other pertinent factors allow for the school division to do so, schedules will be developed to allow for learning to meet the needs of our students of equity and opportunity; then a blended model for the return of all students will be implemented, followed by a 100% face-to-face instructional model.

Technology Needs for a Virtual Opening
Starting in the spring of 2020, Norfolk Public Schools purchased laptops, Chromebooks, and MiFi devices (hotspots) to meet the needs of all staff and students. As a virtual opening will be implemented, plans have been developed to ensure all students and staff have access to a mobile device and the Internet.

Distribution Plan

In August 2020, principals started contacting parents/guardians to determine the needs for our families. Each school is advertising when mobile device distribution will occur through telephone calls, social media, and on each school's website. All schools will follow the NPS drive-thru distribution process similar to how devices were distributed in the spring. In addition, there will be a socially distanced "walk-up" process for parents/guardians as needed. This plan will allow families to remain in their cars or to walk up at a distance of 6 feet to receive Chromebooks and/or MiFi cards (hotspots). Parents/guardians who have transportation needs and are unable to physically report to a designated school location will be offered door-to-door distribution services in collaboration with our Department of Transportation.

Currently, all students who were issued mobile devices last year, except for rising 6th and 9th graders, are still in possession of these devices. The mobile device distribution plan allows choice for parents/guardians to have an NPS device or to choose to provide their own device. However, NPS has purchased mobile devices for each student to have their own at the start of the school year. This device purchase was made to ensure all students have access to a mobile device and WiFi. Norfolk Public Schools is reaching out to all families early to ensure all students are ready to log on for learning on September 8, 2020, which is the first day of school (virtual learning). Any student who is not logged on for learning will be contacted.

Technology Safety and Support

The Department of Information Technology has revamped the NPS HelpDesk to an online technical support system for all NPS students, parents/guardians, teachers, staff, and administrators. The technical support process is conducted through the following: NPS HelpDesk Call Center, online chat, and remote assistance. In addition, for the safety of our students, all mobile devices are managed, maintained, and supported remotely and centrally; therefore, each device's Internet traffic is filtered through a hosted web content filtering solution. For an added level of support, learning modules for parents/guardians and students on Zoom, Canvas, and other instructional tools are being developed.

New Instruction for all Students

The NPS Instructional Plan has been developed to ensure all students have the opportunity for new learning. Based on lessons learned from the spring, the following areas were revealed to be of greatest need: instructional practice in a virtual setting, equity, communication, and teacher/staff support.

Virtual Learning and Attendance

The focal point for the instructional plan is ensuring the curriculum is being used to provide new learning for all students. Therefore, the Department of Curriculum and Instruction has created enhanced pacing guides that link directly to needed resources and materials that can be used in a virtual setting. Items shared by Virtual Virginia are being utilized as well as various learning

objects and software currently embedded into the NPS curriculum. The Department of Curriculum and Instruction has developed enhanced pacing guides for all courses, adding direct links to materials and concepts relative to teaching virtually. As noted earlier with the daily schedules, teachers will be using Zoom to interact with their students in whole group, small group, and one-on-one sessions. Plans are being developed to record and post lessons for use at any time.

Norfolk Public Schools has partnered with Virtual Virginia and Canvas to provide a consistent platform for student assignments and learning materials. This will assist students and parents/guardians with only having to access one platform for learning tools. While live instruction will take place over Zoom, students will access materials, assignments, and feedback via Canvas. The Virginia Department of Education (VDOE) has created a variety of strategies for tracking students' attendance. Whether students are participating in live instruction, submitting completed assignments to demonstrate learning, or participating in telephone conferences, students' attendance can and will be monitored. Therefore, the attendance of students will be required to increase accountability for learning.

Assessments and Student Data

A major component of the instructional plan includes enhancements to assessments embedded into the curriculum. This series of balanced assessments will play a key part not only as the year begins virtually to understand what knowledge students have, but throughout the year to ensure teachers are catching students as soon as they may be falling behind. There will be an increased amount of accountability on using these data points from teachers to building administrators to division-level leadership. The first component of the balanced assessments is a pre-assessment for each course. These are being developed to include standards from the final quarter of last year and skills students should have to be successful in their current course. Next, formative type proficiency checks are being embedded into the curriculum to ensure students are learning new material. These range from "quick checks" to performance tasks and will allow teachers to ascertain learning that has occurred and learning that has not occurred. Data from the pre-assessments and the formative assessments will drive instruction and small group/individual help sessions prior to any type of a summative assessment being used.

Access to Textbooks and Materials

Over the summer, the staff of the Department of Curriculum and Instruction has worked to ensure that students will have online access to all the textbooks used in the division. Where possible, NPS is working to ensure students are "auto-rostered" for easier access to each product. Currently, NPS has online access to all textbooks with the exception of secondary science. Since the division is beyond the contract expiration date with the science textbook vendor, the staff of the Department of Purchases and Supply is working with the vendor to establish a one-year extension for online access.

Grading Procedures

With daily interactions and lessons scheduled, grading procedures and percentages outlined in the NPS Grading Procedures Handbook will not change. Guidance will be provided to teachers during their pre-service week on how to categorize specific types of online activities and for what expectations should be on the number of assignments required. While in a virtual setting, feedback on student work will be critical. Since a great deal of student learning will take place independently, teachers will be required to provide feedback for student growth on assignments. This feedback can occur during individual Zoom meetings or via feedback tools on Canvas.

Social-Emotional Learning

Norfolk Public Schools is committed to all students' social and emotional learning (SEL), which can be described as the focus of helping students: understand and manage their emotions; set and achieve positive goals; develop the ability to feel and show empathy for others; establish and maintain positive relationships; and be able to make responsible decisions. The pandemic has prompted the staffs of schools to have more of a laser-like focus on their efforts to support children as they work through and process the stress and confusion associated with the extended closure of schools.

Current efforts to support social and emotional learning include: developing an SEL curriculum that will supplement the academic curriculum; creating screening instruments for identifying students who are at risk; carving out additional time for school level mental health professionals to provide direct support; increasing collaboration with appropriate outside agencies; and improving the referral process when additional outside resources are needed.

The school division is also refocusing its efforts on the systematic development of a Positive Behavior Intervention and Supports (PBIS) framework. Under the Virginia Tiered Systems of Support (VTSS) umbrella, the PBIS framework facilitates the use of tiered interventions that align with the needs of NPS' students. This framework promotes data-driven, proactive layers of support for academic, behavioral, social/emotional, and psychological needs. At the heart of PBIS is a focus on relationship building and the intentional teaching of behavioral expectations.

Students of Equity and Opportunity

Early Learners (PreK – 3)

Students from prekindergarten to grade 3 are considered to be a high-risk group for virtual learning due to the difficulty of learning to read and phonics instruction in a virtual setting. Based on feedback from parents/guardians and teachers, whole group daily lessons will be offered twice a day to accommodate parent's/guardian's schedules. As stated earlier, these lessons will also be recorded for later access as needed. During the 15-minute daily session with each group, there will be lessons on social and emotional learning (SEL) and back to school routines. Two other 15-minute sessions will focus on literacy/read alouds and math for PreK

students, and grades K - 3 will have lessons on science and history as well. The staff of the English Office is developing a systematic phonics approach along with a student toolkit specifically for use with our early learners. English emergent reader resources will be part of the enhanced pacing. The systematic phonics curriculum is being created in a way that can be used with all varied grade levels for students of equity and opportunity. The staff of the Mathematics Office is integrating similar activities and products to assist students with reaching their full potential for learning in an online environment. The math lessons will be focused on a modified gradual release cycle to elicit student thinking through ongoing formative assessment practices.

Beyond whole group instruction, teachers will work with families to schedule regularly scheduled and additional, individual online sessions, as needed, and/or telephone conferences to meet students' individual needs based on data from Phonological Awareness Literacy Screening (PALS) and formative assessments. In addition, NPS has purchased an add-on to the Creative Curriculum platform for PreK that will allow access to at-home learning activities for parents/guardians so that they can complete assigned remote learning activities that support the unit of study. A major component to the success of our early learners is communication between the teacher and parent/guardian. Information found later in this document outlines plans for NPS to collaborate with day care providers in an effort to further assist our early learners.

Students with Disabilities
Instructional Needs
Instructionally, there are four areas of additional focus, starting with pertinent professional development. The professional development offerings will be provided to teachers who have a student with any disability in their class. These sessions will be mandatory for teachers during their pre-service week. Teachers will be provided guidance and professional development around the roles and effective use of various special education staff in a virtual learning environment. Teachers will also receive professional development to provide specially designed instruction that adapts, as appropriate, the content, methodology, or delivery of instruction to meet the needs of students with disabilities and to ensure access to the general curriculum. Norfolk Public Schools will also be providing specific professional development opportunities related to the co-teaching model in the virtual environment. Additionally, paraprofessionals will be equipped with both the resources and skills to provide small group support.

The next area is focused on daily schedule times that are built in for specific small group and one-on-one instruction. These will be times where additional instruction is provided to our students with disabilities to ensure they are learning new material being presented. This instruction will be differentiated based on focused concepts from data collected from pre-assessments and formative assessments. These sessions can be teacher-driven based on students' data and needs.

Next, the NPS Department of Learning Support-Special Education Services will be providing professional development and workshops to parents/guardians in late August 2020 upon the

return of teachers. Some examples of topics staff are planning include: implementing students' IEP accommodations in the virtual environment; strategies to support a virtual learning environment; strategies to support social/emotional skills during a virtual learning environment; and understanding telepractice and supporting students' related services during a virtual learning environment.

Finally, in addition to the all of those supports, online software is being purchased to provide academic and social-emotional learning opportunities to students beyond the teacher directed virtual instruction. These platforms will accentuate the learning opportunities for all of our students with disabilities.

Additional Supports

With the virtual opening, Norfolk Public Schools intends to provide speech, occupational therapy, and physical therapy services to students via telepractice using NPS staff. In order to offer these services, NPS is securing HIPAA compliance through Zoom to meet the requirements of the Board of Health for therapists' licenses. It is important to note, this practice will require parent/guardian consent, and an adult with oversight must be available during the therapy session to help facilitate it on the student's end. Additionally, available programs and resources to support students and parents/guardians at home to supplement telepractice are being researched. This includes materials, manipulatives, and resources to send home to support a virtual environment.

To ensure that the school division is able to assist in all ways possible, funds from the CARES Act combined with local funds have been budgeted to provide one-on-one or small group recovery instruction to students beyond regular school hours both during the fall virtual reopening and moving forward after in-person instruction resumes. To ensure the school division is able to assist with all of our students, plans are being considered to use central office teacher specialists to assist with providing additional one-on-one and small group instruction to students in order to help ensure the effectiveness of virtual instruction and increase availability of these opportunities beyond our school-based staff. As noted earlier, communication will be key during these times. The use of parent/guardian/student conferencing during virtual instruction, and minimum expectations for checking in with parents/guardians and/or students as appropriate to monitor success and progress, will be put into place. These meetings can occur during the instructional day and in small groups as appropriate or be individual with a student and/or parent/guardian beyond the school day. For instance, the minimum expectation of a weekly student/parent conference for grades PK-5 will be in place, and bi-weekly schedule for grades 6-12 will be in place. The conferences are intended to ensure parents/guardians and students are engaged and any potential issues are readjusted with proactive supports versus discovering a student did not participate, or that the family is struggling with the virtual environment.

Finally, students with disabilities will receive special education services to address Individualized Education Program (IEP) goals as determined by the IEP team. Students will receive access to instructional materials and assistive technology tools, as required by their IEP, for use at home.

Additionally, students eligible under Section 504 will be given appropriate accommodations based upon the documented disability.

English Learners

To provide meaningful learning and support to our English learners (ELs), Norfolk Public Schools hosted virtual learning workshops over the summer. On four Fridays in July 2020, and August 2020, sessions held at Open Norfolk included: live, hands-on sessions for EL parents (or any parent/guardian) to learn how to use Zoom and Google suite; how to set up an email account; how to access NPS credentials; and how to log on to Chromebooks. Chromebooks have been on hand for parents/guardians to experience. They have been able to gain experience with the applications and attend a lesson on using ParentVue.

To continue with increased communication and collaboration with parents/guardians, teachers, and the community to organize resources and information more clearly, information on the school division's website has been separated to create English as a Second Language (ESL) and Foreign Language sections. Resources have been re-organized so that instructional resources, COVID-19, and community and technology resources are more clearly defined. Additionally, the EL team is collaborating with all content teams to ensure services are provided to all EL students.

As with traditional face-to-face instruction, ESL teachers will participate in specific classes, and they will hold separate lessons for students to meet their needs. In addition, ESL teachers will use the pre-assessment and formative assessment data to drive instructional needs and determine which students will benefit from small group and individual instructional opportunities.

Identifying All Students of Equity and Opportunity

Beyond the nationally recognized groups mentioned above, early learners, students with disabilities, and English learners, Norfolk Public Schools is committed to reaching all students of equity and opportunity. This will be done through identifying students early. Data have been collected and shared based on students who were not able to complete assignments by the end of the 2019-2020 school year. These students who received a grade of "incomplete" have been contacted over the summer for learning opportunities and will continue to be monitored as school reopens in the fall.

Additionally, students who are identified to show learning gaps as compared to their peers based upon pre-assessments will be monitored closely and offered additional supports at the start of the school year. In order to reach all of these students, traditional roles of all personnel who do not have students directly assigned to them for learning are being redefined. Paraprofessionals, counselors, building-based specialists, school administrators, central office personnel, and the like will assist teachers when students are not "reporting" or when their data indicates they are not understanding concepts being taught.

Funds to support additional needs of all of the students of equity and opportunity are being reserved to provide additional time for one-on-one and small group instruction beyond the school day to assist with students who are falling behind. Teachers, administrators, and central office personnel will be using data from the pre-assessments, and the formative assessments to catch our students of equity and opportunity early and provide them needed assistance prior to any type of a summative assessment.

Virtual Scholars Academy

To accommodate the needs of families who wish to keep their children home for virtual learning, even when schools reopen for face-to-face instruction, NPS has created a fully online school-within-a-school referred to as the Virtual Scholars Academy (VSA). This remote learning option requires parents/guardians to select virtual learning for the first semester to allow for planning and scheduling. Based on feedback from parents/guardians, the VSA is a semester-long program, which allows program enrollment in August 2020 and January 2021.

During the first quarter, there will be no difference between the Virtual Scholars Academy and the virtual opening to be implemented during the first nine weeks of school. The difference will be in place once non-VSA students go back to face-to-face instruction. At this time, VSA students will continue to be online and will have the same teacher and use the same curriculum as they had during the 1st quarter of the school year. The VSA will be a school-within-a-school program, so students are still tied to their home school/specialty programs, so no student loses their enrollment in a specialty program. Instruction in the VSA will involve Zoom (live) and Canvas learning modules (independent).

If a closing should reoccur following the reopening of schools, NPS would reactivate the fully virtual program that has been established for the first nine weeks of school.

Family Engagement and Support

As mentioned throughout this reopening plan, there will be many opportunities for family engagement. From parent/guardian training sessions to school hosted events, communication is more vital than ever. Several schools have hosted, and all other schools are planning to host, virtual open houses and events to connect parents/guardians and students to their schools.

As school starts, teachers will communicate regularly with parents/guardians and students to ensure learning is taking place for all students. When teachers are unable to reach students, plans are in place at each school for multiple levels of reaching out to the parents/guardians of students who are either not present or not engaged in the virtual learning process for a variety of reasons. Norfolk Public Schools is taking an "all hands-on deck" approach to opening in the fall to ensure we are supporting our entire community.

Child Care

To ensure all parents/guardians have access to affordable child care, Norfolk Public Schools is collaborating with child-care providers throughout the City of Norfolk. In collaboration with providers such as Champions, YMCA, YWCA, Norfolk Parks and Recreation, Boys and Girls Club of Southeast Virginia, and faith-based organizations, NPS will allow providers to utilize school building spaces to create additional low-cost opportunities for parents/guardians. Members of the school division along with city leaders and community leaders have met through the Eastern Virginia Medical School's *Minus 9 to 5* program to ensure collaboration to meet the needs of the community.

In addition to providing low cost options, Norfolk Public Schools is providing professional development to all child-care providers to assist students with logging in for instruction during the school day. Working with principals, school leadership, and our preschool connections, NPS is building a network of providers with the goal of collaborating with any provider in our great city. Parents/Guardians of PreK students have been surveyed, and elementary principals are compiling provider information for their families to use during the virtual opening. Once the list is compiled, opportunities for professional development and collaboration will be created to better serve our students.

Norfolk Public Schools will work directly with child-care providers to ensure they understand the schedules of the school day and learning opportunities provided for students.

School Nutrition Services

With a virtual opening on September 8th, Norfolk Public Schools will transition to the National School Breakfast/National School Lunch/Child & Adult Care Food Programs in 34 schools across the City of Norfolk. The Summer Food Service Program that had been occurring throughout the spring and summer with deliveries to the community sites and libraries will be discontinued.

This plan will allow breakfast, lunch, snack, and a hot meal to be prepared in schools' cafeterias, available for pick up between the hours of 3:00 p.m. and 5:00 p.m. It is important to note that these hours will be flexible to meet the needs of our stakeholders. Meals can be picked up by a student or parent/guardian. Parents/Guardians with children in multiple schools can pick up meals at the school of their choice. Additionally, if the student lives closer to a different school than their school of attendance, they may pick up their meals at the closer school. The person picking up the meals must wear a mask, maintain social distance, and provide the name of the student receiving the meal, their lunch number and/or grade, and the name of school where the student is enrolled. Breakfast, snack, and supper will be provided free of charge to all NPS students. Lunch will be provided free of charge to NPS students who are eligible to receive free/reduced-priced lunch. NPS students who pay for lunch may do so online at https://www2.mypaymentsplus.com/welcome.

Professional Development

Opportunities for All Staff

As mentioned within the Equity and Opportunity section, many opportunities have been developed to assist in reaching specific student groups as well as students who show specific learning gaps. In addition to those opportunities, all staff will have several optional and mandatory sessions focused on teaching tools and virtual teaching methods. Starting at the beginning of August 2020, sessions have been implemented that focus on using Zoom to teach live instruction and using Canvas to create and house materials and provide student feedback. The next step is focused on creating an engaging online environment appropriate to the grade level or course being taught. Additionally, sessions will be offered that focus on culturally responsive practices, specially designed instruction, and social-emotional supports in a virtual setting.

Sessions are voluntary prior to the teacher pre-service week; however, sessions will be integrated into the NPS New Teacher Orientation as well as the NPS Ed Tech Event and pre-service week activities. As school reopens, these sessions will continue to be offered as well as sessions on data and assessment use and health mitigation strategies when schools reopen.

Opportunities for Administrators

During the Norfolk Public Schools' Summer Leadership Institute in August 2020, school level and central office administrators will have focused professional development to support a virtual school reopening. Sessions will be focused on: health mitigation strategies; the use of data to support all students with a focus on students of equity and opportunity; curriculum updates to support virtual learning; Zoom and Canvas use for administrators; lessons learned; and how to host virtual events for the community. There will also be opportunities for school teams to meet and create plans for constant data use as schools reopen.

Employee Guidelines Related to COVID-19

Norfolk Public Schools is committed to ensuring a safe and healthy workplace for all its employees. In doing so, NPS asks that employees take responsibility for monitoring their own health, including possible exposure to others who may be displaying symptoms of COVID-19. The following protocols have been put in place as requirements for all employees to follow.

Prevention Protocols

Employees are encouraged to telework whenever possible to limit potential exposure of the COVID-19 virus. According to the Centers for Disease Control and Prevention, the best way to prevent illness is to avoid being exposed to the virus. The virus is thought to spread mainly from

person-to-person when individuals are in close contact with one another (within six feet) through respiratory droplets produced when an infected person coughs, sneezes, or talks.

If it is necessary for employees to be physically present in their school or office, NPS requires that the following measures be taken:
- Limit gatherings of co-workers or visitors to fewer than 10;
- Wear a mandatory face covering that prevents the spread of disease;
- Practice physical/social distancing with the recommended 6 feet of space between people;
- Clean and sanitize workspaces with approved disinfectants, including wipes and sprays;
- Wash hands with soap frequently, especially after coming into contact with high-touch surfaces such as doorknobs, elevator buttons, and light switches; and
- If hand-washing is not possible, then use hand sanitizer with at least 60 percent alcohol.

Response Protocols

If employees suspect that they have symptoms or have been exposed to someone who is displaying symptoms of COVID-19, then employees must self-monitor their symptoms by using one of the following resources:
- Virginia Department of Health Self-Check Tool, which includes a list of possible symptoms, testing locations, and frequently asked questions.
- Centers for Disease Prevention and Control Self-Check Tool, which provides resources on how to protect yourself as well as advice on what to do if you feel sick.

In addition, employees need to report to their supervisor any COVID-19 symptoms, a positive COVID-19 test, or significant exposure to someone with COVID-19 in the past 14 days. Specific guidelines and instructions will be provided for managing responses to suspected or confirmed COVID-19 exposure and/or infection.

Reports will be managed via NPS' *Potential COVID-19 Infection Form*, telephone interviews, and internal contact tracing. Response efforts will be coordinated with local health officials. No sick employee will be permitted to report to work during his or her 14-day quarantine period.

Families First Coronavirus Relief Act (FFCRA)

In case of COVID-19 illness or significant exposure, Norfolk Public Schools' employees can be covered under the Families First Coronavirus Relief Act (FFCRA). This is a federal law that focuses on employee needs when coping with COVID-19-linked health and employment matters. Its two main components are:
- Emergency paid sick leave (two weeks of paid leave)
- Expanded Family Medical Leave expansion (E-FMLE)
    - Temporary expansion of "classic" Family Medical Leave (FMLA)
    - Twelve weeks of leave (first two weeks are unpaid; next 10 weeks are paid at 2/3 of the employee's regular rate)

For details, please contact the following appropriate Human Resources staff members:

- Johnay Brown, HR Generalist, Classified Staffing (jbrown5@nps.k12.va.us)
- Sonja Hale, HR Generalist, Elementary Staffing (shale@nps.k12.va.us)
- Chris Meissel, HR Generalist, Special Education & Resource Staff (cmeissel@nps.k12.va.us)
- Michael Sheets, HR Generalist, Secondary Staffing (msheets@nps.k12.va.us)
- D. Timothy Billups, Chief Human Resources Officer, Administrators (dbillups@nps.k12.va.us)

Operational Support

Facilities Management/Custodial Services

Over the summer, all school buildings underwent a deep cleaning that included, but was not limited to, ceiling-to-floor cleaning, carpet cleaning, and floor preparation. In addition, a protocol has been put in place for cleaning a facility in the event an employee, who was physically present in that facility, reported symptoms of COVID-19. This protocol is as follows:

- The area supervisor will assemble a team of NPS custodial building supervisors;
- The entire facility will be sanitized using Mister Fogger sprayer machines, the Foam It Electric Mist Unit, Victory Electrostatic Sanitizers/Disinfectant Machine+, and the Clorox Total 360 System; and
- Additional products will be used to fog, sanitize, and disinfect areas to include: BruTab Disinfectant and Sanitizing Tablets; 256 Disinfectant Cleaner; Clorox 360 Disinfectant Cleaner; and Clorox Surface Sanitizing Spray.

Procedures have been established when students and staff return to a face-to-face learning environment and will be implemented to adapt to schools' schedules, program needs, and movement and/or location of occupants throughout the facilities. Schools' custodial staff will conduct a complete sanitizing and disinfecting process of each building at the end of every workday.

Transportation Considerations

With a fully virtual opening, transportation considerations are limited for the first nine weeks. During this time, bus drivers may be assigned to transport school staff to engage learners; deliver technology to students; pick up and deliver parents to attend school meetings; and assist in other areas, such as the central kitchen, custodial services, and the facilities warehouse.

However, once health conditions/metrics and other pertinent factors allow for students to return to schools, buses will be running at a limited capacity. Students would be required to sit

only one per seat, and they will rotate from a window to an aisle seat to maximize distance and capacity. Students will load from the back seats to the front seats, and they will exit from the front to the back.

Using these precautions, busses would be limited to approximately 22 students per bus. As Norfolk Public Schools receives final counts for students who will be choosing to learn virtually for at least the first semester, routes will be designed to maximize the number of students that are able to be transported to each school in a timely manner.

Looking Ahead: Phase-in Plan

As Norfolk Public Schools starts the school year virtually through the first nine weeks of school, plans will be developed to implement a phase-in model for face-to-face instruction when health conditions/metrics and other pertinent factors allow the school division to do so. When a face-to-face instructional model is implemented, the following will be considered relative to the priorities for students' return:

- First, students with disabilities, PK-3, English learners, and our locally identified students of equity and opportunity will be first to return in some form of face-to-face instruction.
- Next, students transitioning to new schools such as 6th grade students and 9th grade students, as well as high school students who are at risk of not graduating on time (although these students should be identified in our EOS group).
- Finally, those who did not opt for the Virtual Scholars Academy will return to in-person instruction or on a blended basis.
- Based on the number of students enrolled in our VSA, determinations will be made as to how many students we can return to face-to-face learning.

Communications with Stakeholders

Norfolk Public Schools hopes that all families stay safe during these unknown times. While NPS understands the importance of face-to-face instruction within all schools, the safety of our community is paramount. During this uncertain time, it is vital to stay connected with Norfolk Public Schools and the ongoing developments of educating students. We invite stakeholders to connect with us for the most up-to-date information and decisions.

Beyond topics discussed and shared at Norfolk School Board meetings, communication plans are in place that include e-mails, telephone calls, and social media outreach to share information and engage NPS stakeholders. A dedicated webpage for coronavirus information has been created that includes editions of the Coronavirus Communications Update newsletter,

frequently asked questions, and a variety of helpful resources. We look forward to staying in touch!

Website:
    www.npsk12.com

Social Media Platforms:
    Facebook – Norfolk Public Schools
    Twitter – @NPSchools
    YouTube – NPSK12VA

Contact us directly by emailing: tellus@nps.k12.va.us

Appendix

The *2020-2021 Norfolk Public Schools' Reopening Plan* was grounded in research and expert guidance from the following resources. We invite our stakeholders to explore each of these resources in greater detail.

- Norfolk Public Schools' Health Mitigation Plan, Phase 3, is designed to guide NPS school administrators in the reopening of schools.

- Recover, Redesign, Restart 2020, published by the Virginia Department of Education, is a guiding document for Virginia school divisions developed in response to the COVID-19 pandemic and in preparation for schools reopening.

- The Phase Guidance for Virginia Schools, published by the Commonwealth of Virginia, reflects the latest science, and the best public health guidance and recommendations available intended to reduce, but not eliminate, the risk of transmission of COVID-19 in school settings.

- *VDH Interim Guidance for Reinstating Community Mitigation Measures in K-12 School Settings* (updated July 24, 2020) -- attached

- Preparing K-12 School Administrators for a Safe Return to School in Fall 2020, is guidance published by the Centers for Disease Control (CDC) to aid school administrators as they consider how to protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

- Emergency Temporary Standard Infectious Disease Prevention: SARS-CoV-2 Virus That Causes COVID-19, published by the Virginia Department of Labor and Industry (DOLI), that establishes requirements for employers to control, prevent, and mitigate the spread of SARS-CoV-2, the virus that causes coronavirus disease 2019 (COVID-19) to and among employees and employers.

VDH Interim Guidance for Reinstating Community Mitigation Measures in K-12 School Settings

To guide decisions about community mitigation measures needed to reduce the impact of COVID-19 on Virginians, VDH recommends local government and school officials work with local health districts to evaluate epidemiologic and other data to assess the extent of SARS-CoV-2 (the virus that causes COVID-19) transmission within their region, its effect on Virginians, and the ability of the healthcare system to function. These data should then be interpreted within the context of the local jurisdiction. VDH recommends that decisions to alter K-12 school programing, including school dismissals or closures be handled at the most local level possible, considering both regional and local epidemiology, community characteristics, and local capacity. VDH created a dashboard for local health departments to use to answer the following questions in each region:

- What is the COVID-19 case incidence rate, and is it increasing or decreasing?
- What is the rate of COVID-19 outbreaks, and is it increasing or decreasing?
- What is the rate of ED visits for COVID-like illness, and is it increasing or decreasing?
- What is the rate of current confirmed COVID-19 ICU hospitalizations, and is it increasing or decreasing?
- What is the PCR test percent positivity for COVID-19, and is it increasing or decreasing?
- What percent of COVID-19 cases are among healthcare workers, and is the percent increasing or decreasing?
- What percent of hospital beds are currently occupied, and is the percent increasing or decreasing?
- How many hospitals are reporting trouble acquiring Personal Protective Equipment, and is the number increasing or decreasing?

The indicators in the dashboard are evaluated to determine composite scores for the burden of COVID-19 in the region (none, low, moderate or high) and the recent trend (increasing, steady or decreasing). These scores are used to determine whether the region is experiencing a minimal, moderate or substantial level of community transmission. Schools can consider adopting community mitigation measures, described in Phase Guidance for Virginia Schools, commensurate with the level of community transmission. More detail is provided below.

Considerations for Schools in Regions Experiencing NO Community Transmission

Local Health Departments

- Keep local government and school officials apprised of the extent of COVID-19 transmission in their area and strategies to contain the spread of the virus (e.g., public messaging, recommendations for school settings).

Schools

- Maintain communication with local health departments and maintain awareness of the extent of COVID-19 transmission in the community.
- Maintain communication plans with staff, parents, and students regarding changes in this status.
- Maintain readiness to implement alterations in programming and mitigation strategies if COVID-19 transmission increases in the community.
- Consider applicable Phase III Guidance for Virginia Schools for recommendations on the scope of programming and mitigation strategies to prevent future transmission. Remote learning exceptions and teleworking should be options for students and staff who are at high risk of severe illness (as defined by the CDC).
- Promote public messaging regarding COVID-19 mitigation (see below).

Public Messaging

- Promote healthy hygiene practices.
- Children should stay up-to-date on vaccines and well-checks with their primary care providers.
- Wear a cloth face covering while in public and when around other individuals who are not part of your household.
- Follow recommendations for physical distancing when attending social gatherings or while in public spaces.
- Encourage students and teachers to avoid large gatherings and other events or activities that may have high potential for COVID-19 transmission.

VDH Interim Guidance for Reinstating Community Mitigation Measures in K-12 School Settings

<u>**Considerations for Schools in Regions Experiencing LOW Community Transmission**</u>

Local Health Departments

- Keep local government and school officials apprised of the extent of COVID-19 transmission in their area and strategies to contain the spread of the virus (e.g., public messaging, recommendations for school settings).
- Communicate and reinforce Phase III Guidance for Virginia Schools recommendations.

Schools

- Consider Phase III Guidance for Virginia Schools for recommendations on the scope of programming and mitigation strategies. Priority should be given to providing in-person instruction to the most vulnerable students (e.g., students with disabilities, preschool through third grade students, English learners).
- Remote learning exceptions and teleworking should be options for students and staff who are at high risk of severe illness (as defined by the CDC).
- Promote public messaging regarding COVID-19 mitigation (see below).

Public Messaging

- Wear a cloth face covering while in public and when around other individuals who are not part of your household.
- Follow recommendations for physical distancing when attending social gatherings or while in public spaces.
- Encourage students and teachers to avoid large gatherings and other events or activities that may have high potential for COVID-19 transmission.

<u>**Considerations for Schools in Regions Experiencing MODERATE Community Transmission**</u>

Local Health Departments

- Collaborate with the VDH Central Office Community Mitigation Team to understand how COVID-19 is affecting the region and specific interventions that may be warranted.
- Formulate mitigation recommendations. Health directors in the region should convene to discuss data as a group and formulate collective recommendations for the region to the extent possible.
- Meet with local **government and school officials** to discuss how COVID-19 is affecting their area and potential interventions in school settings (e.g., stricter mitigation measures within schools or temporary school closures.)
- Work with school divisions to create messaging for schools to use to communicate with teachers, parents, and other stakeholders about how COVID-19 is affecting the area, the need for increased vigilance toward measures to control disease spread, and mitigation measures that may be needed in the school setting.
- Review COVID-19 Interim Testing Recommendations for K-12 Schools and Child Care Programs with school officials.
- Increase public messaging (see below).

Schools
- Consider the Phase II Guidance for Virginia Schools for recommendations on the scope of programming and mitigation strategies, including:
    - Prioritize in-person instruction for the most vulnerable students (e.g., students with disabilities, preschool through third grade students, English learners).
    - Provide necessary services to vulnerable populations (e.g., children with special needs) and other children at most risk from missing in-person instruction.
    - Consider remote learning options for older students.
    - Remote learning exceptions and teleworking should be options for students and staff who are at high risk of severe illness (as defined by the CDC).
    - Eliminate or limit extracurricular activities that are not for the purpose of providing childcare.

- Cancel social activities and gatherings that are not part of providing regular school services.
- Require the use of cloth face coverings for staff and students (as developmentally feasible).
- Adhere strictly to physical distancing recommendations (i.e., separate individuals by at least six feet).
- Offer child care to working parents.
- Increase public messaging (see below), with focused messages to those individuals who may be at more risk for severe illness.

Public Messaging

- Limit social gatherings, especially indoors, and follow recommendations for physical distancing.
- Limit mixing between groups at schools to the extent possible (this may include not participating in extracurricular activities or other social activities outside of school).
- Wear a cloth face covering while in public places and when around other individuals who are not part of your household.
- Limit social gatherings to 50 individuals or fewer, especially indoors, and follow recommendations for physical distancing.
- Protect high-risk individuals by avoiding public events, wearing cloth face coverings in public, and practicing proper hand hygiene and respiratory etiquette.

Considerations for Schools in Regions Experiencing SUBSTANTIAL Community Transmission

Local Health Departments

- Collaborate with the VDH Central Office Community Mitigation Team to understand how COVID-19 is affecting the region and specific interventions that may be warranted.
- Formulate mitigation recommendations. Health directors in the region should convene to discuss data as a group and formulate collective recommendations for the region to the extent possible.
- Meet with local government and school officials to discuss how COVID-19 is affecting their area and potential interventions in school settings.
- Work with school divisions to create messaging for schools to use to communicate with teachers, parents, and other stakeholders about how COVID-19 is affecting the region, the need for increased vigilance toward measures to control disease spread, and mitigation measures that may be needed in the school setting.
- Review COVID-19 Interim Testing Recommendations for K-12 Schools and Child Care Programs with school officials.
- Increase public messaging (see below).

Schools
- Consider Phase II and Phase I Guidance for Virginia Schools for recommendations on the scope of programming and mitigation strategies, including:

  - Limit in-person instruction to the most vulnerable students (e.g., students with disabilities, preschool through third grade students, English learners).
  - Provide necessary services to vulnerable populations (e.g., children with special needs and at most risk from missing in-person instruction.)
  - Remote learning exceptions and teleworking should be options for students and staff who are at high risk of severe illness (as defined by the CDC).
  - Remote learning should be considered as the primary method of instruction, as described in Phase I Guidance for Virginia Schools.
  - Eliminate or limit extracurricular activities that are not for the purpose of providing childcare.
  - Cancel social activities and gatherings that are not part of providing regular school services.

- ● Require the use of cloth face coverings for staff and students (as developmentally feasible).
- ● Adhere strictly to physical distancing recommendations (i.e., separate individuals by at least six feet).
- ● Offer child care to working parents.
- Increase public messaging (see below), with focused messages to those individuals who may be at more risk for severe illness.

Public Messaging/Communication

- Wear a cloth face covering while in public places and when around other individuals who are not part of your household.
- Limit social gatherings, especially indoors, and follow recommendations for physical distancing.
- Limit mixing between groups at schools to the extent possible (this may include not participating in extracurricular activities or other social activities outside of school).
- Protect high-risk individuals by avoiding public events, wearing cloth face coverings in public, and practicing proper hand hygiene and respiratory etiquette.

Notes

The VDH Central Office Community Mitigation Team will meet weekly to identify geographic areas with increased transmission. The team will convene the local health directors from affected regions to review and discuss strategies that could reduce the impact on localities. Local health districts will submit recommendations to Community Mitigation, who will forward them to VDH Senior Leadership for review and then to the SHHR/Governor's office for consideration.

References:

White House Opening Up America Again: https://www.whitehouse.gov/openingamerica/

CDC Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission: https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html

CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again: https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

CDC Considerations for Schools: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Resolve to Save Lives Fact Sheet (Draft): When and How to Close due to COVID-19 Spread: https://preventepidemics.org/wp-content/uploads/2020/04/COV020_WhenHowTightenFaucet_v3.pdf

Prevent Epidemics COVID-19 Playbook https://preventepidemics.org/covid19/resources/playbook/#Response-4-2

COVID-Local Metrics for Phased Reopening (RAND): https://covid-local.org/metrics/

The Urgency and Challenge of Opening K-12 Schools in the Fall of 2020, Sharfstein and Morphew, JAMA 2020: https://jamanetwork.com/journals/jama/fullarticle/2766822

COVID-19 Planning Considerations: Guidance for School Reentry, American Academy of Pediatrics. https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

CDC Decision Tree for School Reopening: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf

National Academies of Sciences, Engineering, and Medicine 2020. *Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities.* Washington, D.C.: The National Academies Press. https//doi.org/10.17226/25858

Examples from other states:
 New York: https://forward.ny.gov/ny-forward

California: https://www.gov.ca.gov/2020/07/17/governor-gavin-newsom-lays-out-pandemic-plan-for-learning-and-safe-schools/