Dr. Merv Daugherty, Superintendent
Presented to the School Board
August 11, 2020
* This is a dynamic plan that will change as guidance does
Last updated: Oct. 1, 2020

Chesterfield County Public Schools
Innovative. Engaging. Relevant.

Team Chesterfield families,

Due to ongoing COVID-19 health and safety concerns, Chesterfield County Public Schools will start the 2020-21 school year in a virtual learning environment. This means students will begin the fall semester learning from home, while instructors teach online, able to utilize their classrooms with access to the materials and resources necessary to provide engaging lessons.

The School Board committed to a phased-in approach to starting the 2020-21 school year, working with local and state public health experts to identify metrics necessary for safely returning all students to in-class instruction. This phased-in approach

- begins in a virtual learning environment and phases in cohorts of students with disabilities (Level 2) and English language learners (Levels 1-4), as appropriate, while remaining in compliance with social distancing recommendations;
- plans for a hybrid model of in-person and virtual learning that reintroduces cohorts of students to classroom learning while remaining in compliance with social distancing guidelines; and
- ultimately returns all students interested in returning to in-school instruction.

In early July, my leadership team and I were prepared to recommend to the School Board that we return for the 2020-21 school year in a hybrid model, allowing families to choose if they wanted to send their children back to school or remain in an enhanced online learning environment. Everyone wants schools to reopen. Everyone understands the importance of face-to-face instruction. However, if we know nothing else about COVID-19, we know this: That this is a fluid situation. Guidance changes. Recommendations change. And, science and understanding of the virus change.

Many have suggested that schools can reopen, and have provided guidance about how to do so. The reality is, though, these individuals are suggesting that schools can reopen … **IF**. Those IFs are big. Those IFs come with costs. Those IFs come with staffing needs, with PPE needs, and potentially with needs for additional space. We are a large school division, one of the 70 largest in the country. These changes don't happen quickly; don't happen without additional support and resources; and don't happen unless everyone can agree. Right now, we are not in a position to meet the IFs put forward by federal and state leaders. We need more information. We need more metrics. We need scientific data to guide us.

We will continue to monitor this virus in the coming days, weeks and months, and look forward to the time when we can welcome our students back to school. In the meantime, we will continue to provide high-quality learning experiences in a virtual learning environment. We are committed to providing our students and families with the high-quality learning opportunities they have come to expect. There are no IFs about that!

Dr. Merv Daugherty
Superintendent

CHESTERFIELD COUNTY PUBLIC SCHOOLS
PROJECT RESTART

Acknowledgements

- We believe face-to-face instruction is best for all students under normal circumstances, given that students miss much more than academics when not in school.
- We want students to return to school as quickly as possible, but when it is safe to do so for all involved.
- We have spent the past several months working to "future proof" education in Chesterfield County, while developing plans for the eventual re-entry of students and staff.

As the school division continues to adapt to changing federal and state education guidance and changes to state and federal laws, it is prudent for the School Board to suspend policies, regulations or provisions within policies that reflect legal and/or regulatory requirements that have been waived by the governmental authority which enacted those requirements.

The temporary suspension as defined in "Resolution in Support of Temporary Suspension of School Board Policies" adopted (April 14, 2020) by the School Board allows the school division to adapt to rapid changes in law and regulation, while ensuring the School Board is informed of such by the superintendent. In accordance with the resolution, the School Board received on June 9, 2020 an overview of all temporary suspensions as of June 1, 2020.

The new information provided in the document herein serves as notification of temporary suspensions for the 2020-21 school year.

Guiding principles for reopening

- Maintain safe learning and working environments for students and staff
  - Develop cleaning protocols and implement social distancing guidelines and facial covering recommendations
- Maximize in-school instruction allowable by health guidelines
  - Develop phased-in plan for re-entry of students based on public health metrics
- Ensure that all students receive instruction that meets state and federal guidelines:
  - Provide access to technology and Internet connectivity
  - Address social-emotional wellness needs
  - Create additional support to meet the needs of special populations
- Support staff with professional learning
  - Develop and offer trainings to meet the best practices associated with virtual learning, hybrid schedules and needs associated with students experiencing trauma
- Communicate with families and staff clearly and with appropriate timelines
  - Develop effective two-way strategies to keep parents informed, engaged and able to support student needs

Re-entry options

The school division will implement a hybrid model when in-person learning returns.

Elementary schools

- Option 1*: Virtual learning environment until it is deemed safe for in-person return to instruction with an assigned teacher for the year (assigned teacher could change during the course of year).
- Option 2: Once in-person instruction is offered, a student/family can choose to continue virtual learning with the understanding that it is a decision for a nine-week block at a time (the assigned teacher could change during the course of the school year)

Secondary schools

- Option 1*: Virtual learning environment until it is deemed safe for in-person return to instruction with assigned teachers for the year (assigned teachers could change during the course of year).
- Option 2: Once in-person instruction is offered, continue with virtual learning by switching to CCPSOnline *or* joining the class for an early check-in daily followed by asynchronous work from home. (Assigned teachers could change for those who choose CCPSOnline after the start of the school year.)

  Regarding Option 1: Once in-person instruction is offered, for the student who has a need for intermittent virtual instruction (ex's -- self-quarantining while awaiting Covid-19 test results; parent / student is hesitant to commit to virtual learning for the remainder of the school year), rather than moving to CCPSOnline, the student may continue in classes with the teachers at the student's assigned school.*

PROJECT RESTART
PUBLIC HEALTH PANEL

The School Board has requested assistance from public health leaders who will recommend scientific data and public health metrics that should be met in order for schools in Chesterfield County to reopen safely for students. In response, the Superintendent has convened a public health panel to help guide Chesterfield County Public Schools' decisions. The panel includes representation from the Chesterfield Health District, Chesterfield County Risk Management, the Virginia Commonwealth University Health System, Virginia Commonwealth University's Department of Microbiology and Immunology, others from the medical profession and the school division's Student Support Services team.

Combined with the Virginia Department of Health's (VDH) upcoming release of a public health dashboard, the panel's recommendations should set parameters for determining the safe return of students and when schools should close in response to illness.

The panel will consider multiple data points, recommend metric evaluation based on a phased-in approach and consider other available metrics. Among the data points to be considered include: a seven-day average of cases in Chesterfield County, the positivity rate of testing, and the number of local hospitalizations. The panel also is reviewing Virginia Department of Health data and university-based metrics from Harvard and Virginia.

Weekly updates about the panel's work will be provided to the School Board, which will consider potential changes to school operations at each monthly meeting based on these reports.

Committee members have agreed on ranges for the metrics -- green, yellow, orange and red. The group's recommendation is that the school division begin to bring back certain cohorts of students once the ratings are in the low orange range and two of the three metrics showing two weeks of stable or downward-trending data. (Trends are defined by the Virginia Department of Health.)

The school division would continue to monitor the trends in order to bring back other cohort groups. A review of data every two weeks would yield a decision for the next cohort. If the trends remained stable or continued in a downward motion, the next set of cohorts would be reintroduced to in-person instruction. (School division leaders recommend a week's notice be provided to students and staff members before returning to in-person learning in the classroom.)

An all-virtual choice would continue to be provided to families who elect not to return their student to in-person instruction. CCPSOnline would be the choice for secondary students wanting to commit to a full year of virtual learning, understanding that some shifts in schedules might be needed since each school division course is not currently offered in CCPSOnline. Schools will begin to reach out next week to families who have expressed an interest in potentially remaining in an all-virtual CCPSOnline scenario for the entire school year.

The committee will consider metrics to consider in the event a school closure is needed in the future. The decision to close schools ultimately would be made by the Superintendent in consultation and collaboration with the Virginia Department of Health, the Chesterfield Health District and the county government's Risk Management Department.

PROJECT RESTART
PHASED-IN RE-ENTRY PLAN

In-person instruction may be offered for cohorts of students once the Public Health Committee's public health metric recommendations are met. However, social distancing measures and other guidelines will be implemented.

When returning cohorts of students to face-to-face instruction, regular school operating times will be in effect.

See below for more about the hybrid model that will be implemented once Cohort No. 2 returns to in-person instruction.

Phased Cohorts	Groups of Students Returning to In Person Instruction	Notes
Cohort No. 1	Select Special Education Level 2 students as determined by IEPs (Grades K-12)	These students with disabilities (SWD) would receive in-person instruction up to four days per week. ● SWD who receive instruction through the Aligned Standards of Learning curriculum, or ● who attend one of the following self-contained classroom programs: Early Childhood Special Education Program (ECSE), Intensive Day Program (IDP), Autism Day Program (ADP) and Severe Intellectual Disabilities Program (ID-S). All services will be provided in the self-contained (special education setting) as determined to be appropriate by the IEP team and with parental consent.

Hybrid plan to be implemented once Cohort No. 2 returns to in-person instruction
Students return to school for in-person learning within the classroom on defined days, changing classes to follow their normal schedule at the secondary level.

During the days when they are not present for in-person instruction, students will have the opportunity to join their class virtually:

ES: Students learning from home will join their class virtually for a Morning Meeting and for at least one other online check-in at some point later in the day (to be determined by the teacher).

MS/HS: Students learning from home will join each class virtually at the beginning of the class period. How long they remain engaged virtually will be left up to individual teachers.

On days when students are learning from home, they are given assignments to reinforce the learning from the in-person days and to demonstrate proficiency in the skills and knowledge learned while they were in school. In the hybrid model, on distance learning days, students will independently work on engaging learning applications like MyOn, Lexia, and DreamBox at the elementary level to build literacy and math skills. At the secondary level, they will be working in courseware like ALEKS, Edgenuity and teacher-designed online work.

| Cohort No. 2 | **All Students in Cohort 1 Plus**
● All students with disabilities (SWD) PreK-3 following the proposed hybrid model.
● SWD K-3 in Cohort 1 will continue a 4-day per week schedule.
● SWD who receive instruction through the Standards of Learning and the Aligned Standards of Learning in a self-contained (special education setting) K-5.
    ○ All services will be provided 4 days per week in the self-contained (special education setting) as determined to be appropriate by the IEP team and with parental consent. | Proposed Hybrid Model 4-modified
2 Student Groups - In School 2 days per week and 2 days learning at home
● (Group 1) Mondays and Tuesdays
● (Group 2) Thursdays and Fridays
● Wednesdays (teaching staff - Remediation and individual student check-in and professional development |

|		
	Grade Levels PreK-3 students to include ● English as a second language students in the grades PreK-3 ● Gifted services and programs in grades PreK-3 ● Remainder of students continue in Virtual learning environment	
Cohort 3	**All Students in Cohort 1 and 2 Plus** Grade Levels 4-5 to include ● Special education students (SOL and ASOL) ● English as a second language students in the grade levels specified (Levels 1-4) ● Gifted services and programs in grades 4-5 Students attending the Chesterfield Career and Technical Centers and the Automotive Program at Midlothian High	Proposed Hybrid Model 4-modified 2 Student Groups - In School 2 days per week with the classroom teacher and 2 days learning at home ● (Group 1) Mondays and Tuesdays ● (Group 2) Thursdays and Fridays ● Wednesdays (teaching staff - Remediation and individual student check-in and professional development A Career and Technical Center student will have 1 day per week in school learning at the CTC - (Courthouse or Hull) and 4 days at home.
Cohort 4	**All Students in Cohort 1,2 & 3 Plus** All students in grades levels 6-12	Proposed Hybrid Model 4-modified 2 Student Groups - In School 2 days per week and 2 days learning at home ● (Group 1) Mondays and Tuesdays ● (Group 2) Thursdays and Fridays ● Wednesdays (teaching staff - Remediation and individual student check-in and professional development

VIRGINIA'S RETURN TO SCHOOL PLAN:
RECOVER, REDESIGN AND RESTART

From the Virginia Department of Education (VDOE):

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

It addresses all facets of school operations and includes key questions, embedded links to resources, and recommendations for school leaders within the reopening parameters set forth by our Governor. Hundreds of hours have been devoted to its creation by caring and committed stakeholders who understand the critical role schools have in a healthy community. This includes the Return to School Recovery Task Force, the Accreditation Task Force and the Continuity of Learning Task Force. The guidance provided is designed to assist school divisions in developing successful reopening plans.

Refer to School Reopening Frequently Asked Questions for the Virginia Department of Education's related guidance, which is aligned with the interim Centers for Disease Control and Prevention (CDC) guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.
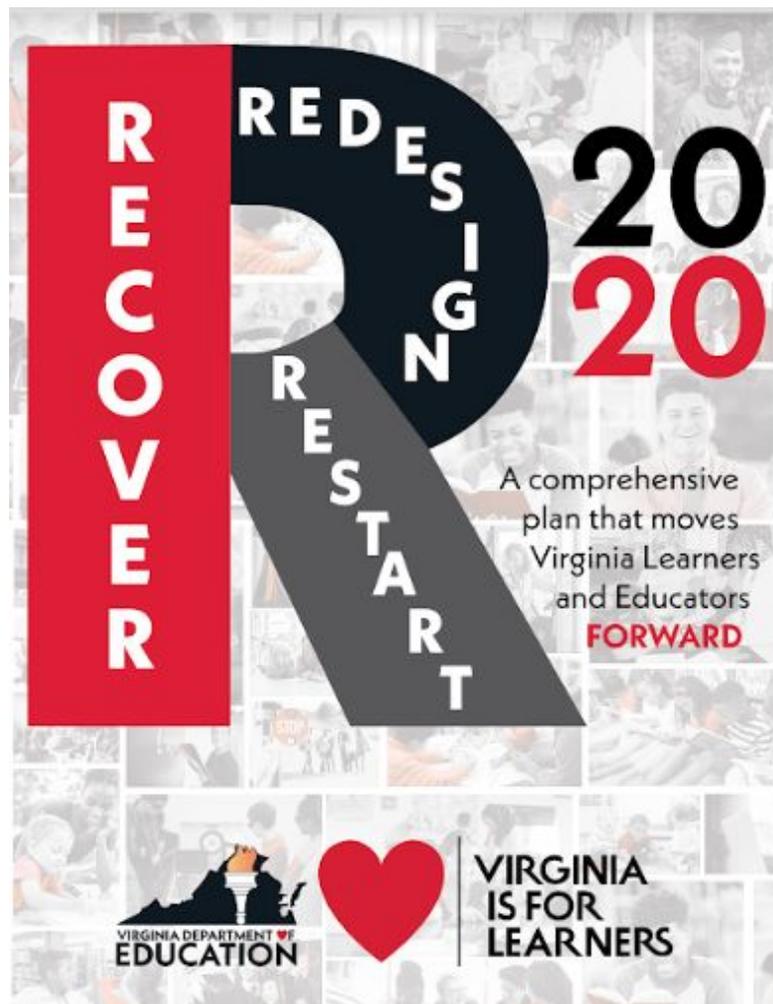
CREATING A SAFE, SUPPORTIVE AND NURTURING LEARNING ENVIRONMENT

PROJECT RESTART
HEALTH AND SAFETY PLAN

OVERVIEW

The Centers for Disease Control and prevention and the Virginia Department of Health offer guidance for the safe reopening of schools. School division health guidelines and protocols will be based on CDC and Virginia Department of Health (VDH) guidance, along with review and partnership from the Chesterfield Health District.

Chesterfield County Public Schools recognizes the importance of hygiene practices, distancing measures, and the use of cloth face coverings to reduce the spread of COVID-19 in the school community.

School nurses, clinic assistants, and trained clinic backups are available in each school building to manage the daily use of the clinic, as well as any individuals exhibiting possible COVID-19 symptoms. In each school building, a Symptom Management Room or area will be designated in order to isolate symptomatic individuals for parent pickup. Students, parents, and staff are asked to complete a self-assessment prior to reporting to school and are required to stay home when exhibiting possible COVID-19 symptoms or feeling ill.

See below for more detailed health and safety information.

PREPARING TO REOPEN
School clinic procedures

The school division's goal is to keep otherwise healthy students and staff away from areas where they may be exposed to illness, when possible. Non-clinic school staff should not enter the clinic areas unless it is necessary for their job role, there is a need to be assessed for illness or injury, or they are trained as back up clinic staff.

Each county school site will identify a secondary location to be utilized as a Symptom Management Room for any students exhibiting COVID-19 related symptoms. Ideally, the Symptom Management Room will be located near the clinic with easy access to parent pickup to minimize exposure. The standard clinic will continue to be utilized for student daily medications and non-COVID-19 illness and injuries.
All students will be triaged prior to entering the clinic and will be directed to the Symptom Management Room, as needed, for suspected COVID-19 symptoms.

School division nurses and clinic staff will wear appropriate personal protection equipment (PPE) depending on the individual situation:

PPE for Standard Clinic and Routine Procedures

The use of personal protective equipment will vary depending on the role or situation in the educational setting and may include using masks, face shields, gloves, and/or gowns

- Routine procedures may include, but are not limited to, medication administration, complaints of injury, falling, bumps to the head and diabetes management.

- Individuals providing health-care 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
- School staff working in the clinic will need to assess each student for the appropriate use of PPE. For well students that present to the clinic for medication administration, a physical injury or emotional need, staff and students will follow distancing protocols and wear a cloth mask.
- Gloves will be used by staff when hands-on physical assessment or treatment is needed. Gloves will be removed and hands washed immediately following contact with a student or other staff member.

PPE for Symptom Management Room

- The symptomatic individual will don a face mask, as feasible due to health concerns and the severity of respiratory symptoms.
- Nurses and clinic staff conducting any assessments/monitoring of known ill individuals or individuals with suspected COVID-19 symptoms must wear Personal Protective Equipment (PPE). This includes a medical grade face mask, gloves, and face shield. Disposable gowns will be utilized by nurses and clinic staff, as needed, based on the individual situation.

Medication Guidelines

All school division policies and medication guidelines remain in effect. Each clinic varies in size and layout, therefore, no one solution will work for all sites. The following suggestions may be considered in order to minimize traffic in the clinic.

- Where appropriate, students should take any morning medications at home and discuss with their doctor the possibility of taking a suspended release medication, possibly eliminating the need for school administration.
- Clinic staff may deliver scheduled medications to the classroom, where feasible while maintaining privacy and confidentiality.
- Lunchtime medications should be staggered so that students don't arrive at the same time.
- Where possible, students should wait outside the clinic door and enter one at a time or will be met at the door with their medication, eliminating the need for them to enter the clinic.
- Floor markers, spaced 6 feet apart, may be used in the clinic/hallway as students wait their turn.
- Where they exist, utilize half-doors or windows to administer medications, again, minimizing traffic in the clinic.

Aerosol Generating Procedures

Aerosol Generating Procedures (AGPs) are thought to increase the risk of COVID-19 transmission. The CDC, Virginia Association of School Nurses (VASN), Asthma and Allergy Network, and many other organizations suggest that school divisions minimize or discontinue AGPs in the school setting during the COVID-19 pandemic.

Common AGPs utilized in the school setting are nebulizer treatments, oral suctioning, nasal suctioning, tracheal suctioning, CPAP, BiPAP, and high flow oxygen delivery. The most common

AGPs performed in the school setting are discussed below. If your child is in need of an AGP not discussed in detail here, please contact your student's school nurse or administrator to discuss. If your child has a disability, please consult with your child's case manager for guidance.

Nebulizers

Due to their aerosolizing effect, nebulizers should not be utilized in the school setting during the COVID-19 pandemic. The school division recognizes that this may impact students diagnosed with asthma, among others. Per the CDC, inhalers with spacers are the preferred treatment option during the COVID-19 pandemic, however, any treatment decisions should be made through consultation with a licensed health-care provider. Please reach out to your licensed health-care provider to discuss an appropriate alternative treatment during the school day.

It is also important to note that symptoms of asthma and COVID-19 may overlap. According to the CDC, "Students experiencing acute asthma attacks should not be attending school without approval by a health-care provider."

Oral, Nasal, and/or Tracheal Suctioning

As an AGP, suctioning may lead to increased risk of COVID-19 transmission. If your child has a need for oral, nasal, and/or tracheal suctioning, please contact your student's licensed health-care provider and school-based staff (case manager, school nurse, etc.) to discuss the appropriate care for your child during the school day during the COVID-19 pandemic.

According to VASN, "During a COVID-19 outbreak in the community and without the use of a vaccine, it is highly recommended that, for persons who have significant respiratory conditions and/or impaired airway clearance, such as oral suctioning, nasopharyngeal suctioning, suctioning a tracheostomy, with or without ventilator support, students, the school nurse and the parents consult with their Health Care Provider regarding the benefits of on-campus education."

PREPARING TO REOPEN
Classroom-based care

Infection control will be a priority in our school clinic(s). To prevent potential exposure to infectious illnesses and promote isolation, many students may need to stay in place in the learning environment. Whenever possible, reserve non-scheduled clinic visits for illnesses. See below for guidance on when it may be appropriate to keep a student in the classroom while providing an intervention.

Staff may contact the school nurse prior to sending the student to the office if they are uncertain or need guidance about student care.

The following situations may be appropriate for classroom-based care:

- To the extent possible, students self-administer medication that may be self-carried and administered by policy and paperwork is on file in the clinic (asthma and/or diabetes medication)
- Minor toothache/primary tooth comes out
- Restroom accidents/soiled clothing: Students should be allowed to change clothes in the class restroom or communal restroom. Parents should be notified that clean clothing is required.

- Small paper cuts, abrasions, picked scabs/ice packs for small bumps/bruises.
  Scrapes can be cleaned and a bandage applied. Most scrapes do not require a clinic visit.

PROMOTING BEHAVIORS THAT REDUCE SPREAD
Staying Home When Appropriate

Students and staff are asked to complete a self-assessment prior to coming to school. This self-assessment may include a list of COVID-19 related symptoms, current temperature, and questions about close contact diagnosed with or suspected to have COVID-19. Any student or staff member experiencing any of the listed symptoms or answering "yes: to any of the contact related questions should not report to the school building or bus.

Hand Hygiene and Respiratory Etiquette

Students and staff are encouraged to wash their hands frequently with soap and water for at least 20 seconds. When soap and water are unavailable, hand sanitizer that contains at least 60 percent alcohol can be used. Students and staff may possess alcohol-based hand sanitizer, per current School Board policy.

Students and staff are encouraged to cover their coughs and sneezes with a tissue. Used tissues should be thrown away and hands should be washed with soap and water for 20 seconds afterwards. When soap and water are unavailable, hand sanitizer that contains at least 60% alcohol can be used.

Cloth Face Coverings

Students are required to wear cloth face coverings at all times while at school and/or on the bus, 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".

Staff are required to wear cloth face coverings at all times while at school and/or on the bus, 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.

Resources will be provided to students and staff regarding the proper use, removal, and washing of cloth face coverings.

https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

PROMOTING BEHAVIORS THAT REDUCE SPREAD
Maintaining Healthy Environments

Cleaning and Disinfection

Frequently touched areas in the school building and on the bus will be cleaned frequently utilizing approved products. Please see the maintenance and custodial services section of this plan for more details.

Modified Layouts and Encouraging Distancing

Classrooms will be arranged to provide 6 feet of distance between desks or student seats on buses, where possible. When 6 feet of distance is not possible, efforts will be made to maximize space between students and cloth face coverings will be required, as medically and developmentally appropriate.

All students and staff are encouraged to maintain 6 feet of distance whenever possible. When 6 feet of distance is difficult to maintain, cloth face coverings are required, as medically and developmentally appropriate.

PROMOTING BEHAVIORS THAT REDUCE SPREAD
Maintaining Healthy Operations

Designated COVID-19 Point of Contact

The building-level administrator along with the school nurse will be available to students, staff, and families to respond to COVID-19 concerns.

Communications System

Where consistent with privacy policies, staff and families are requested to self-report to the school site 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 and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).

Staff Training

School nurses will provide training for staff regarding all health and safety protocols prior to students returning to the school building. Topics will include, at a minimum:

- COVID-19 information

    - [How to Protect Yourself & Others](#)

- Proper use of face coverings: While not considered personal protective equipment, cloth face coverings may be worn by students and school personnel. According to the CDC (2020), "Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without

assistance." Cloth face coverings should be washed daily. Care should be taken to avoid touching one's face while wearing cloth face coverings.

- CDC Guidelines for cloth face coverings

● Handwashing

- Handwashing: Clean Hands Save Lives

- https://www.cdc.gov/handwashing/posters

● When to send students to clinic- The goal is to keep otherwise healthy students out of the clinic where they can be exposed to illness. Non-emergency first aid may be handled by the teacher in the classroom. 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.

PREPARING FOR WHEN SOMEONE GETS SICK
Home Isolation Criteria

Per Chesterfield County Employee Health guidance, a student or staff member suspected of COVID-19 due to symptoms or diagnosed with symptomatic COVID-19 will be required to stay home until:

● At least 10 days have passed since symptoms first appeared, **and**
● At least 48 hours have passed since a fever was present (without the use of fever reducing medication), **and**
● Respiratory symptoms have improved, **or**
● A written note from a licensed health-care provider is received indicating a safe return date
  ○ For employees only: In addition to the above requirements, employees must receive approval from Chesterfield County Employee Medical Center prior to returning to work

A student or staff member diagnosed with asymptomatic COVID-19 will be required to stay home for 10 days from the date of the positive COVID-19 test.

Testing guidance for isolated students and staff are provided by CDC at the link below. Contact your licensed health-care provider for additional guidance regarding testing.

https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html

Isolation and Transport of Those Who are Sick

Students experiencing COVID-19 related symptoms will be immediately separated from the school population using a Symptom Management Room. Families will be asked to pick up their student in a timely fashion and will be advised to seek the assessment of a licensed health-care provider. Nurses and clinic staff will complete targeting cleaning after the departure of each student being aware of appropriate disinfection time.

Per CDC, symptoms requiring isolation in the school environment include:

- Fever
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

Notification of Health Officials and Close Contacts

Per CDC guidance, the building-level administrator, with the assistance of the school nurse, will notify the Chesterfield Health District of any confirmed cases of COVID-19 in the school setting. Student and staff confidentiality will be maintained, as required by current law.

Being sure to align with the recommendation of the Chesterfield Health District, the building-level administrator, with the assistance of the school nurse, will ensure that any known close contacts (within 6 feet for 15 minutes or more) of an individual diagnosed with COVID-19 are notified of the need to quarantine while respecting privacy of the diagnosed individual.

PROJECT RESTART
SAFETY PLANS

MASKS

Chesterfield County Public Schools recognizes the importance of hygiene practices, social distancing measures, and the use of face coverings/masks to reduce the spread of COVID-19 in the school community. As students begin to return to in-person instruction, our school division will continue to follow health and safety guidelines recommended by the Centers for Disease Control and Prevention (CDC) and the Virginia Department of Health.

Face coverings/masks will be required for all students and staff in schools and on school buses, and each school will take steps to monitor expectations associated with social distancing guidelines.

Students who are unable to wear a face covering/mask for health or other reasons must have a doctor complete an Individualized Healthcare Plan form. This form can be located here. Accommodations will be made for a student with a health plan. If this form or a comparable letter from the student's licensed healthcare provider is not on file, a student will be expected to wear a face covering/mask during the school day.

The wearing of face coverings/masks will be enforced while in school and on a bus. If you are not already, please have your student begin wearing their face covering/mask to practice for the school setting. Face coverings/masks will not be required outside during recess or while a student is eating breakfast/lunch. There will not be "mask breaks" during the school day, so it is important that a student become used to wearing a face covering/mask before they return to school.

Wearing a face covering/mask helps protect you and others around you. The following comes from the CDC:

- CDC recommends that people wear masks in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.
- Masks may help prevent people who have COVID-19 from spreading the virus to others.
- Masks are most likely to reduce the spread of COVID-19 when they are widely used by people in public settings.
- Masks should NOT be worn by children under the age of 2 or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

More information about CDC recommendations about face coverings/masks can be found here.

- This site includes information about how to properly wear a face covering/mask.
- This site includes information about properly cleaning masks.

VISITORS TO BUILDINGS

During the pandemic, visitors to school buildings will not be allowed past the front office area unless there is a predesignated meeting. This will include classroom visits and lunchroom visits once in-person instruction begins.

The Facilities team is working to provide schools and central office buildings with two visitor sneeze guards that will be used in the front office at the front welcoming desk. Visitors will stand on one side of the Plexiglass-based device and staff on the other side. Buildings may have floor markings designating areas where visitors may stand. (Visitors entering school buildings are required to wear masks, as well.)

Each school also has been provided with signage regarding the required use of masks and questions visitors should ask themselves about their health prior to entering a school building. These should be posted at all entry points. Floor signage reminding visitors of the 6-feet social distancing requirements are being produced for distribution and placement as well.

Building administrators will be responsible for overseeing the removal (as needed) of chairs in offices, conference rooms, lunch areas, etc. to maintain 6-feet social distancing requirements. Front desks should be reconfigured as needed as well for social distancing.

PROJECT RESTART
COMMUNICATION OF POSITIVE TEST

How have you communicated positive cases within a school building?

Given we are largely closed to the public, we have followed VDH and CDC guidance regarding individual notifications: Notifying staff in a facility who came into close contact with the infected employee. (VDH: Close contact defined as within 6 feet for 15 minutes or longer.)

How will you communicate positive cases in a school building or on a bus?

In the interest of transparency and a continued trusting relationship between school-home, we are going above and beyond the VDH and CDC guidance as staff and eventually students return:

- **Once staff returns for virtual learning:** Will notify all staff members in a building if there is a positive case within the facility; name of individual infected will not be shared; work directly regarding need for quarantine
- **(DURING COHORT NO. 1) Once students return for in-person instruction:** Will notify all staff/families if there is a positive case in facility/on bus; name of individual infected will not be shared; work directly regarding the need for quarantine. (The general school population will not be notified at this time because of the small number of students in attendance that would make such notification self-identifiable and violate student privacy rights.)
- **(ONCE COHORT NO. 2 RETURNS TO SCHOOL) Once students return for in-person instruction:** Will notify all staff/families if there is a positive case in facility/on bus; name of individual infected will not be shared; work directly regarding need for quarantine

Positive cases identified at a school since teachers returned in early September are available on the Project Restart webpage.

LESSONS LEARNED FROM THE SPRING 2020 MANDATED CLOSURE

REFLECTIONS ON SPRING 2020 LEARNING OPPORTUNITIES; CHANGES BEING MADE A RESULT

What students, families and staff members experienced between mid-March and the end of the school year was not online learning. Like all school divisions, Chesterfield County Public Schools was doing all that was possible to pivot in an unexpected, unplanned for new learning landscape while reacting to state guidance about a pause in the delivery of new content and restrictions that did not allow us to grade students' work that held them accountable for participation.

Since mid-March, school division leaders have been working diligently to plan for a variety of instructional options in advance of the start of the 2020-21 school year, acting deliberately to "future-proof" the school division so that instructors are able to serve families whether students are learning from within our buildings or learning from home. The school division has increased device and Internet access, acquired key instructional applications, and is providing a multitude of professional learning opportunities for our teachers to make sure they are comfortable and confident with best practices in blended and distance learning.

Virtual learning is likely new to students and families, but it is not new to Chesterfield County Public Schools. For more than a decade, CCPSOnline, our fully online program, has provided online courses under the supervision of licensed teachers to approximately 3,000 students annually. Online learning works.

The impact of the school closures on student achievement and well-being has been studied by various organizations. Building a reopening plan that considers common lessons learned within the school division will help create a framework aligned to student, family, and staff needs. Documenting the successes and areas for improvement during the 100-plus meetings held during June and July (virtual community meetings, virtual school meetings, smaller virtual focus groups of parents, smaller virtual focus groups of students, virtual meetings with key constituency groups, etc.) 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 school division staff from analysis of our own experiences and review of recent articles and studies:

Key area	Lessons learned	What to look for in Fall 2020
Instructional model	Consistent, structured implementation of a divisionwide instructional schedule and support is needed to promote equity. Staff members needed more guidance and professional learning opportunities related to teaching in a virtual learning environment.	More synchronous student learning (live, interactive learning led by teachers) Support for students who are unable to join their classes online during the normal instructional day Increased social-emotional learning (SEL) opportunities through class meetings or advisory periods Hands-on activities for younger students to complement the online tools used to support student engagement Stronger, more engaging instruction since instructional staff have participated in a variety of professional learning sessions designed to illustrate virtual learning environment best practices
Equity concerns	Technology and connectivity must be provided by the school division to ensure that all students can participate in online learning. Training should be offered to assist Spanish-speaking parents so that they are equipped to offer support at home. When developing a re-entry plan, students with greater needs should be phased in earlier.	A school division-issued Chromebook for each Chesterfield County student Access to free Internet service through community support and partnerships Family training sessions on applications the school division will use, time management, creating a classroom environment at home Phased in cohorts of students with disabilities (Level 2) and English language learners (Levels 1-4), as appropriate

Communication	Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation. Consistent communication tools should be used to communicate between teacher-student, teacher-parent and school-home.	Office hours for parent-teacher conferences Clearly defined and communicated grade-level expectations Use of Canvas by teachers and SchoolMessenger by schools Verbal interpretation, written translation
Instructional practices	With students having not been in buildings for nearly six months and potentially not having access to school resources for three months, all staff members will need to monitor the social-emotional needs of students as they return. Staff need dedicated time to collaboratively plan and work in teams. Staff members needed more guidance and professional learning opportunities related to teaching in a virtual learning environment.	Social-emotional needs monitored; classes and individual/group sessions provided as needed Grading practices crafted to motivate student engagement Consistent inclusion of resource classes (ex: art, music, etc.) in elementary school and electives in middle and high school Hands-on activities for youngest students to facilitate fine motor development and engagement Integrated digital citizenship concepts and skills Ongoing professional development to strengthen virtual teaching strategies
Technology and infrastructure	Timely distribution of chromebooks and WiFi devices must be further strengthened to support student access to online instruction.	Distribution of all Chromebooks and Internet-access opportunities by start of school Support for parents/caregivers who have younger students and need help logging on and management of virtual lessons Chromebook repair support

Parents	Parents need access to locations and childcare facilities that will work in partnership with CCPS to meet the demands of virtual instruction and telework.	Consistent (and free when necessary) access to Wifi and Internet connectivity. Hands-on activities for younger students to balance need for monitoring and to reduce a student's screen time Training, modules, direction sheets to assist with a range of technology-related issues Online resources including self-care to help children succeed
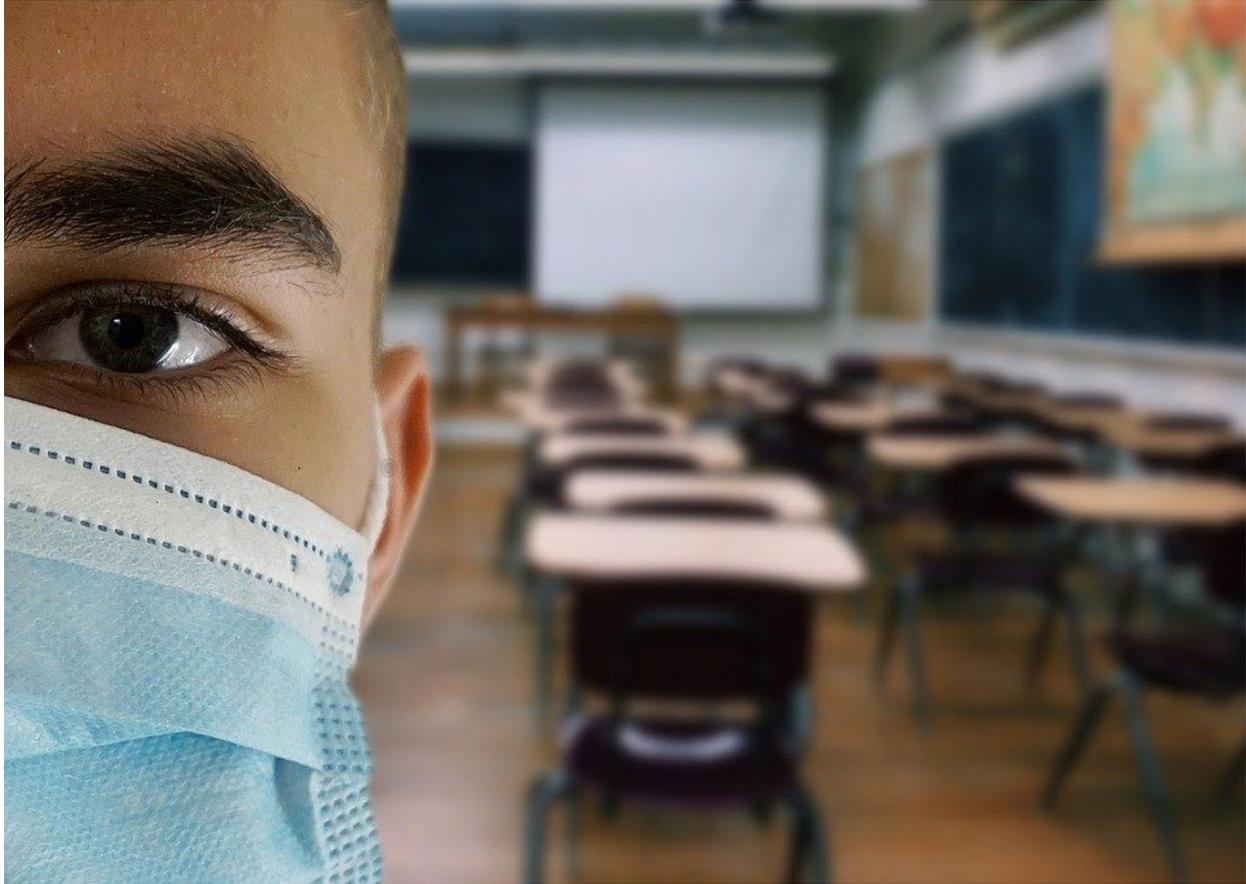
PROJECT RESTART:
SETTING EXPECTATIONS
AND PREPARING
FOR THE START OF SCHOOL

PROJECT RESTART
DAILY EXPECTATIONS

STUDENTS: When in a virtual learning environment

- Students will attend classes on time.
- Students will identify time during the afternoon/evening to review posted Canvas lessons and recordings if they are unable to attend class in person.
- Students will participate in lessons and complete work for grades.
- Any student or family member will contact their teacher, school principal or school counselor if they have a concern about academics, social/mental well-being or a technology need.

STUDENTS: When in an in-person learning environment

- All students and staff members will conduct the required self-assessment of their own health prior to coming to school each day.
- No student or staff member will come to school or report to work if they experience symptoms associated with COVID-19 or have been exposed to someone who has a confirmed case until they are released by their personal health-care providers or the Employee Medical Center.
- All students and staff members will notify building administration if they are experiencing symptoms associated with COVID-19 or have tested positive for the illness.
- All students and staff will wear facial coverings while they are on the school bus and in the school, barring a health condition that prohibits it.
- All students and staff will abide by the social distancing recommendation that individuals remain at least 3 feet apart.

ALL STAFF: When in a virtual learning environment

Per their contract and/or notice of assignment, teachers and staff are expected to report Monday through Friday for full workday.

In a virtual environment, a teacher's workday will include the instructional schedules listed below. Teachers will develop lesson plans, provide synchronous and asynchronous instruction, participate in ongoing professional development, and communicate with individual students and parents, as needed. School counselors, resource teachers, instructional assistants, instructional coaches, and other support staff will also work full contractual days; supporting instruction and learning.

A comprehensive list of faculty and staff expectations can be found here.

TEACHERS: When in a virtual learning environment

- Teachers will work daily from their classrooms unless other arrangements have been made with and approved by school-based administration so that they can have access to technology resources and instructional materials that will enhance the virtual learning experience.
- Daily time will be provided and used for student instruction, office hours for student/parent questions, and planning.
- Daily lessons will be created, and attendance will be taken.
- Lessons will be recorded and posted on Canvas for flexibility in learning.
- Classwork and homework will be provided.

- Work will be graded and progress will be posted in ParentVUE.
- Meetings and check-ins with parents and students will occur regularly.

SUPPORT STAFF: When in a virtual learning environment

- Student service providers will support the development of morning meeting plans.
- Student service providers will conduct check-ins with families in need of support as often as necessary.
- Student service providers will monitor Gaggle daily in order to respond to students' needs.

SCHOOL-BASED ADMINISTRATORS: When in a virtual learning environment

- Building-based leaders will monitor instruction daily.
- Building-based leaders will evaluate lessons and offer support as needed.
- Building-based leaders will address parent concerns.
- Building-based leaders will hold regular staff meetings.

PARENTS AND FAMILIES: When in a virtual learning environment

- Parents and families will identify time daily when learning will occur and work will be completed.
- Parents and families will monitor student work.
- Parents and families will contact the teacher/school with questions or if support is needed.
- Parents and families will check grades regularly to monitor progress.

PROJECT RESTART
STUDENT ATTENDANCE

School Board Policy 4020

School attendance is critical to academic achievement and preparing students for the world of work and personal success. Each parent or guardian having charge of a child within the compulsory attendance age (the ages of 5-18) shall be responsible for the child's regular and punctual attendance at school as required under provisions of state law. For students age 18 or over, the requirements of this policy will apply to the student rather than the parent or guardian. Every teacher in every Chesterfield County school shall keep an accurate daily or class record of attendance of all children assigned.

The School Board expects students and their parents or guardians to actively take responsibility for ensuring attendance, with support from the school. A student is expected to arrive on time and attend class for the full instructional period daily. A student who is tardy to school or leaves early from school, regardless of whether it is excused or not, may disrupt the learning environment for all, and the student is missing valuable instruction time.

For any student whose absences exceed, during a school year, more than 10 school days or 10 class periods of a course scheduled daily or five class periods of a course on the block schedule, the principal or his/her designee may require documentation beyond the written excuse. Any student whose absences exceed, during a school year, 20 school days in a year or 20 class periods of a course scheduled daily or 10 class periods for a block class will not receive credit for the course unless the student completes tutoring or an alternate learning module as prescribed by the principal or his/her designee. The principal may waive this requirement upon consideration of extenuating circumstances.

This consequence complies with the State Standards for Accrediting Public Schools that define the standard for awarding course credit for graduation. For elementary and middle school students, excessive absences may be a factor in decisions regarding a student's promotion to the next grade. In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

More information is available here.

Monitoring Attendance

From the Virginia Department of Education: "Keeping attendance is a critical task for schools and divisions; attendance is a metric for a multitude of statutory and regulatory requirements as well as data that can be operationalized for important school functions. Specifically, daily attendance is tied to compulsory attendance, monitoring truancy or gauging student well-being, determining funding by way of average daily membership (ADM), and serving as a proxy for student engagement, notably as it informs the chronic absenteeism indicator for accreditation. Because many school divisions are employing and adapting to new instructional delivery models beyond brick-and-mortar, the ability to track attendance by conventional measures - i.e. visual observation or face-to-face interaction - is less practical/feasible. Because each division, and even school, will have unique instructional models based

on their individual needs and capacities, attendance tracking will look different according to modality and circumstance."

As per Virginia Department of Education guidelines ([VDOE Superintendent's Memo #188-20](#)), student attendance will be taken based on time-based and task/product completion, both of which can be demonstrated in multiple ways when determining student attendance.

Schools will track and monitor student attendance daily. Students are expected to log into synchronous instruction daily and complete assignments. Parents will be notified about student absences or lack of daily participation.

PROJECT RESTART
PREPARING FOR SCHOOL

Chromebook Distribution

During the 2019-20 school year, school division-issued Chromebooks were provided to all students in grades 5-12. Unlink previous years, the school division allowed students to keep their Chromebooks during the summer to encourage anytime, anywhere learning opportunities.

To meet the needs associated with a virtual learning environment, the school division purchased and repurposed additional Chromebooks so that every Chesterfield County student would have a personal learning device at home.

Distribution of the Chromebooks occurred during early August. Students who did not attend one of the scheduled distribution sites were contacted by the school. Students still without a Chromebook should contact their child's school.

School Supplies

Students are expected to report to school in a virtual or in-person setting with the appropriate learning supplies.

Supply lists for the virtual and in-person learning environments are posted here.

Orientations and Back to School Nights

Each school will plan virtual orientations back-to-school meetings to help prepare their students and families for the start of the new school year.

Information about daily schedules, attendance expectations, school supplies, etc will be reviewed during these meetings. Supply lists as well as the dates and schedules for these meetings will be communicated through SchoolMessenger by the principal and posted on individual school websites.

Approved Fees and Charges

The School Board has approved the fees and charges for the 2020-21 school year. Those approved fees/charges shall remain as the approved fees/charges for the 2020-21 school year. However, schools are reminded that the collection of fees/charges should be justifiable and align to actual purchases made. Recommendations include:

- Fees/charges are allowed when the items needed for the student experience are purchased for the student.
- Fees/charges may be prorated, if only a portion of the materials are purchased for the student.
- Fees/charges must be defensible by the teacher and the school. That is, the student should receive the materials, memberships, etc. as outlined in the Board-approved fees/charges schedules or proration thereof.

Here are the approved fee schedules: Content and Elective and CTE.

Dual enrollment (DE) and concurrent enrollment (CE) fees will be collected if a student is taking a dual/concurrent enrollment course and the institution is assessing the fee.

Immunizations and Physicals

A student enrolling in a Virginia public school for the first time must provide a certified original birth certificate (or school age affidavit in accordance with state law), record of a physical examination (performed within the past 12 months) and updated records listing dates of each state-required immunization.

Documentation is required of age-appropriate immunizations for measles, mumps, rubella (MMR), diphtheria, tetanus, pertussis (DTP), polio, hepatitis B and varicella (chickenpox). A one-time booster of tetanus, diphtheria, acellular pertussis (Tdap) is required for all seventh-, eighth-, ninth-, 10th- and 11th-grade students.

Three doses of properly spaced human papilloma virus (HPV) vaccine are required for girls, with the first dose administered before entering sixth grade. Parents or guardians may elect that their child not receive the HPV vaccine. Documentation of HPV exemption or vaccination is not required; if provided, documentation will be accepted by the school.

The Chesterfield County Health Department offers immunizations by appointment only (768-7558) , and many childhood vaccines are free. For more information about immunizations, go to www.vdh.virginia.gov/immunization.

PROJECT RESTART:

SAMPLE SCHOOL SCHEDULES

PROJECT RESTART

ELEMENTARY SCHOOL SCHEDULES

(NOTE: All elementary schools will operate on the same time schedule in a virtual setting, but will return to their normal operating schedules once students return to in-person learning opportunities.)

In the virtual setting, elementary school schedules will resemble a typical school day as much as possible, albeit with a shorter learning day so that young students are not exposed to too much screen time.

All instruction (live, teacher-directed (synchronous), and independent (asynchronous)) will utilize the Canvas learning management system and hands-on activities. Each school will have designated teaching staff to provide consultation and support during set evening hours for students unable to participate in daily teacher-directed instruction,

Elementary students should spend no more than 40-60 minutes per day independently on the Chromebook utilizing digital programming (literacy and math combined).

SAMPLE virtual schedule for prekindergarten

Time	Subject	Description
8-8:30 a.m.		Teacher preparation and planning
8:30-8:45 a.m.	Morning Meeting-**Group 1**	Whole group (5-15 minutes) (e.g. Morning Meeting, SEL/PATHS, movement, song) Group 1 will work on independent tasks/activities provided by the teacher when the teacher is working with Group 2.
8:45-9:15 a.m.	Literacy/Math **Group 1**	Synchronous - Whole group (5-15 minutes), small-groups (5-15 minutes) Instructional assistant may conduct simultaneous small-group
9:15-9:30 a.m.	Morning Meeting **Group 2**	Whole group (5-15 minutes) (i.e. Morning Meeting, SEL/PATHS, movement, song) Group 2 will work on independent tasks/activities provided by the teacher when the teacher is working with Group 1.
9:30-10 a.m.	Literacy/Math **Group 2**	Synchronous - Whole group (5-15 minutes), small-groups (5-15 minutes) Instructional assistant may conduct simultaneous small-group
10-10:15 a.m.	Resource **Group 1 and 2**	Art, library, music, P.E., STEAM/World Language (15 minutes)
10:15-10:30 a.m.	Literacy/Math **Group 1 and 2**	Asynchronous - independent activities assigned by the teacher
10:30 a.m. -1 p.m.		Lunch/movement/nap
1-3 p.m.		Planning, progress monitoring, option for individual conferences as needed, professional development, home visits

*Exact schedule times for the instructional components may vary due to specific school/class schedules.
**Each school will have designated teaching staff to provide consultation and support during set evening hours.

SAMPLE virtual schedule for grades K-1

Time	Subject	Description
		Following the Morning Meeting, the order of Reading, Math & Resource may vary depending on grade level. For example, some grade levels may have math in the morning and some may have reading in the morning.
8-8:30 A.M.		Teacher preparation and planning
8:30-9 a.m.	Morning Meeting	Whole group (e.g. Morning Meeting, SEL)
9-10:30 a.m.	Reading/ Language Arts with integrated Social Studies	Synchronous - Whole group and small-group instruction Asynchronous - Independent stations (i.e. Lexia, myON, independent reading, teacher-assigned tasks)
10:30-11:30 a.m.	Lunch and movement break	Suggested movement breaks and wellness activities will be available
11:30 a.m. -12:30 p.m.	Math with integrated Science	Synchronous - whole group and small-group instruction Asynchronous - Independent stations (i.e. Dreambox, teacher-assigned tasks)
12:30-1 p.m.	Resource	Art, library, music, P.E., STEAM/World Language (25-30 minutes)
1-3 p.m.		Planning, progress monitoring, optional parent sign-up for individual conferences as needed, professional development

*Exact schedule times for the instructional components may vary due to specific school/class schedules.

**Each school will have designated teaching staff to provide consultation and support during set evening hours.

SAMPLE virtual schedule for grades 2-5

Time	Subject	Description Following the Morning Meeting, the order of Reading, Math & Resource may vary depending on grade level. For example, some grade levels may have math in the morning and some may have reading in the morning.
8-8:30 a.m.		Teacher preparation and planning
8:30-9 a.m.	Morning Meeting	Whole group (i.e. Morning Meeting, SEL)
9-11 a.m.	Reading/ Language Arts with integrated Social Studies	Synchronous - whole group and small-group instruction Asynchronous - independent stations (i.e. Lexia, myON, independent reading, teacher-assigned tasks)
11-11:30 a.m.	Lunch and movement break	Suggested movement breaks and wellness activities will be available
11:30 a.m. -12:30 p.m.	Math with integrated Science	Synchronous - whole group and small-group instruction Asynchronous - Independent stations (i.e. Dreambox, teacher-assigned tasks)
12:30-1 p.m.	Resource	Art, library, music, P.E., STEAM/World Language
1-3 p.m.		Planning, progress monitoring, optional parent sign-up for individual conferences as needed, professional development

*Exact schedule times for the instructional components may vary due to specific school/class schedules.

**Each school will have designated teaching staff to provide consultation and support during set evening hours.

PROJECT RESTART
MIDDLE SCHOOL SCHEDULES

(NOTE: All middle schools will operate on the same time schedule in a virtual setting. Tomahawk Creek will return to its normal start time for in-person learning.)

Middle school virtual schedules seek to provide as much similarity with in-person schedules and routines as possible in order to ease the eventual transition back to in-person instruction. Considering this, middle schools will maintain an odd/even rotating day schedule in which students will participate in four classes per day. Additionally, students will have individualized academic and social-emotional support met through daily virtual advisory sessions provided by teachers and support staff.

All middle school classes will remain consistent in providing approximately 30 minutes of virtual face-to-face instruction per class per day. (There may be exceptions to this criteria, i.e. assessments, essay writing, etc. Likewise, there may be exceptions where lessons last longer than 30 minutes.) This 30 minutes will occur at the beginning of each scheduled class. Instruction will occur through the Canvas learning management system. The remaining class time will allow students independent study and work time as well as access to small-group or individualized time with their teacher. As with in-person learning, students are expected to attend their virtual class meeting times; however, each lesson will be recorded and uploaded to the classroom teacher's Canvas page so that students can revisit that content if needed and to account for necessary absences.

Each middle school will also remain consistent in providing advisory opportunities; however, where the advisory block occurs within the virtual school day may vary from school to school. These advisory blocks will provide students with academic remediation, extension activities, and lessons/activities designed
to promote social-emotional care and support for students.

As per Virginia Department of Education guidelines, student attendance will be taken based on task completion (homework, classwork, etc.) and not by simply logging on to the virtual class meeting. Student participation in coursework and coursework completion will determine student attendance.

Below is a sample of how a virtual middle school schedule might look.
(School-specific iterations will be communicated by the principal.)

	Schedule	**Meeting Day**
Advisory block	7:30-7:50 a.m.	Daily
First block	7:55-9:05 a.m.	Odd/Even
Second block	9:10-10:20 a.m.	Odd/Even
Third block	10:25-11:35 a.m.	Odd/Even
Lunch	11:40 a.m.-12:10 p.m.	Daily
Advisory block	12:10-12:40 p.m.	Daily
Fourth block	12:45-1:55 p.m.	Odd/Even
Teacher office hours	2-2:30 p.m.	Daily

PROJECT RESTART

HIGH SCHOOL SCHEDULES

High school virtual schedules seek to provide as much similarity with in-person schedules and routines as possible in order to ease the eventual transition back to in-person instruction. Students will continue to attend classes on a rotating odd/even schedule with an academic enrichment period built into the schedule to allow students the opportunity to ask for individualized help, attend virtual club meetings, and participate in small-group advisory or seminar sessions.

Each class period will be a blend of synchronous and asynchronous instruction with synchronous time occurring approximately 30 minutes per class per day, and teachers being available during the asynchronous time. (There may be exceptions to this criteria, i.e. assessments, essay writing, etc. Likewise, there may be exceptions where lessons last longer than 30 minutes.) Instruction will occur through the Canvas learning management system. The remaining class time will allow students independent study and work time as well as access to small-group or individualized time with their teacher.

As with in-person learning, students are expected to attend their virtual class meeting times; however, each lesson will be recorded and uploaded to the classroom teacher's Canvas page so that students can revisit that content if needed and to account for necessary absences.

As per Virginia Department of Education guidelines, student attendance will be taken based on task completion (homework, classwork, etc.) and not by simply logging on to the virtual class meeting. Student participation in coursework and coursework completion will determine student attendance.

Career and Technical Centers @ Courthouse and Hull

The Career and Technical Center program welcomes students and looks forward to providing the best possible learning experience as students explore their career paths. As in prior years, the Tech Center's instructional focus for the fall will include Virginia's workplace readiness skills, safety training, and essential theoretical knowledge needed for practical skills. As the year progresses towards phased-in return to face-to-face instruction, classroom lessons and labs will return to what you have come to expect from Tech Center staff.

Students will follow their assigned schedule for Tech Center courses as they will for all courses. Students will be expected to be online between the hours of 9:30 a.m. and 2:15 p.m. on their even or odd days connecting with their teachers. Instruction will include a mix of live online lessons, classwork, self directed assignments, and projects. More information can be found here.

Below is a sample of how a virtual high school schedule might look.
(School-specific iterations will be communicated by the principal.

	<u>Schedule</u>	<u>Meeting Day</u>
First period	8:30-9:10 a.m.	Daily
Second period	9:20-10:35 a.m.	Odd/Even
AEP/Flex*	10:45-11:25 a.m.	Daily
Lunch	11:25-11:55 a.m.	Daily
Third period	11:55 a.m.-1:10 p.m.	Odd/Even
Fourth period	1:20-2:35 p.m.	Odd/Even
Check-in/out and Parent-Teacher Conferences**	2:45-3 p.m.	Daily
Staff work time, meetings, professional learning communities	3-3:30 p.m.	Daily

*Students will have opportunities to participate in small-group advisories, receive additional help from teachers, meet with school counselors or administrators, or participate in virtual club meetings.
**Check-in/out time for teachers to monitor student progress and needs, as well as specified time for parents and teachers to meet to discuss student progress. Other student meetings as needed.

PROJECT RESTART

FLEXIBILITY IN LEARNING AND SUPPORTING FAMILIES' SCHEDULES

Chesterfield County Public Schools realizes that during this imperfect time there is no perfect plan for all families, as many have different needs and different schedules to navigate. Accordingly, the school division is working with teachers and community support organizations to develop opportunities to support families' various needs.

Recording of Classroom Lessons

Leveraging technology tools and Canvas resources will allow the school division to support continued student learning when students are not in a fully virtual instructional setting.

Students are expected to attend their virtual class each day; however, instruction also will be recorded and uploaded to the classroom teacher's Canvas page so that students can revisit that content, if needed. This will also help students access the information, if unable to attend that day.

Evening Support and Guidance

Due to an elementary student needing additional adult support during virtual learning, elementary schools will have designated teaching staff to provide consultation and support during set evening hours.

All elementary schools will provide a set schedule for evening support and guidance for students unable to attend their class instruction. Students will log on to their Canvas class page and access the recorded instruction for that day in order to complete the daily assignments.

An instructional staff member for each grade level will be available to answer questions and provide any support or guidance that may be needed in order for the student to complete the assignments. Each grade level will have a Canvas page that will allow students to log into a conference room to access the teacher on call for that evening.

Daycare Support

The school division also has been in touch with licensed daycare providers throughout Chesterfield County to determine their ability to support virtual classwork from their facilities, and has offered the same training modules available to parents so that daycare staff can become more familiar with the various online platforms and applications that the school division will use.

Local daycare providers are encouraged to provide space for students to participate in their school-based virtual learning activities. These organizations also are encouraged to check on their Internet capabilities, understanding that more students than usual will be attempting to access online resources.

PROJECT RESTART
SYNCHRONOUS VS. ASYNCHRONOUS LEARNING

Chesterfield County Public Schools realizes that having a student spend 6.5 hours a day learning online presents different issues and concerns; therefore, school division and school-based leaders collaboratively have developed schedules that provide students in a virtual learning environment direct access to live teaching while also provided offline time for practice, self-selected work and mastery of content.

Throughout the school year, the school division will be assessing student understanding and progress.

The below chart differentiates synchronous vs. asynchronous learning, while also showing examples of virtual assessments that students might be exposed to:

	Synchronous	Asynchronous	Assessment
Definition	Virtual, live teaching, instruction, learning, and interaction that occur at the same time	Learning activities that are completed any time, any place, any path, any pace; independent online and teacher-assigned tasks and activities	An activity that measures a student's understanding of the learning
Examples	Attendance Direct instruction Assessment Group collaboration Teacher-led review Small-group instruction	Online activity Online lab Group collaboration Independent practice Independent review Project-based learning One-on-one support Hands-on opportunities	Exit ticket Quiz Test Essay Lab Performance-based assessment Teacher conferencing with the students

Shorter learning blocks (40 minutes)

Sample 1	Sample 2	Sample 3	Sample 4
20 min (Synch) Teacher reviewing material directly with entire class	5 min (Synch) Quick check in with class	10 min (Synch in small-group rotations) Teacher has students split into small-groups to review misunderstood topics	20 min (Asynch) Opening individual reading and discussion posts
20 min (Asynch) Students working collaboratively to analyze information on a shared google document or slide deck	35 min (Assessment) Independent writing prompt	30 min (Asynch) While other students work independently on math problems in ALEKS	20 min (Synch) Group discussion regarding the reading

Longer learning blocks (75 minutes)

Sample 1	Sample 2	Sample 3	Sample 4
30 min (Synch) Teacher reviewing material directly with entire class	10 min (Synch) Quick check in with class	15 min (Synch in small-group rotations) Teacher has students split into small-groups to review misunderstood topics	45 min (Asynch) Online lab activity
45 min (Asynch) Students working collaboratively to analyze information on a shared google doc and then write an individual conclusion	65 min (Assessment) Project-Based Learning with the teacher doing 1:1 conferencing with students	60 min (Asynch) Test	30 min (Synch) Class discussion regarding the lab

PROJECT RESTART:

STUDENT INSTRUCTION

PROJECT RESTART
STUDENT INSTRUCTION

What students, families and staff members experienced between mid-March and the end of the school year was not true virtual learning. Like all school divisions, Chesterfield County Public Schools was doing all that was possible to pivot in an unexpected new learning landscape while remaining in compliance with state recommendations at that time (i.e. no grades).

School division leaders have been working diligently to plan for a variety of instructional options in advance of the start of the 2020-21 school year. Here are different types of learning environments that students might see during the 2020-21 school year:

Virtual learning: Instruction is delivered entirely online to students, with Chesterfield County classroom teachers assigned to support students through 100 percent virtual lessons. Students do not physically attend school. Beyond instruction, teachers support student success in a multitude of ways including scheduled virtual meetings, taking attendance, and grading work. The elementary and secondary experiences are different in virtual learning, due to the independence and maturity levels of students.

CCPSOnline: This established Chesterfield County program offers all courses necessary for high school graduation completely online and is being expanded to include middle school courses required for grade level promotion. This virtual structure gives students the opportunity to accelerate through courses and gives maximum schedule flexibility for the student. Through this program, Chesterfield County online teachers facilitate courses, provide instruction, and monitor student progress by leveraging our Canvas learning management system, as well as courseware aligned to the Virginia Department of Education Standards of Learning.

Hybrid plan: Students return to school for in-person learning within the classroom on defined days, changing classes at the secondary level. During the days when they are not present for in-person instruction, they are given assignments to reinforce the learning from the in-person days. Students are assigned to work with classroom teachers while in school, but would not have access to a teacher during the school day on days when the student is working from home. In the hybrid model, on distance learning days, students will independently work on engaging learning applications like MyOn, Lexia, and DreamBox at the elementary level to build literacy and math skills. At the secondary level, they will be working in courseware like ALEKS, Edgenuity and teacher-designed online work.

In-person learning: Students return to school for instruction within the classroom. Students are assigned to work with a classroom teacher(s). Students at the elementary level would not change classrooms, and resource classes may be held within the homeroom. Students at the secondary level, would change classes.

(NOTE: If a middle or high school student opts for a full-year virtual setting, they will be enrolled in CCPSOnline for all matching, offered courses beginning Sept. 8, 2020. School counselors from a student's home school and from CCPSOnline will work with students on aligning, when able, their spring course requests with the CCPSOnline course offerings as not all school-based courses are available through CCPSOnline. Elementary school students will not participate in CCPSOnline courses.)

Comparing CCPSOnline and Secondary School-Based Virtual Learning

Common to Both CCPSOnline and School-Based Virtual Learning
Assigned to a CCPS teacher licensed in the content area
Students have access to a CCPS issued device
Courses managed through the Canvas learning management system
Students will be regularly assessed, graded, and given feedback on their learning
Course content addresses Va Standards of Learning and consists of division instructional applications, open educational resources (OER), and teacher created content
Students are expected to collaborate with peers
Student maintains affiliation (state reporting, sports, clubs, school functions) with the school they are zoned to attend or for which they have obtained a waiver

CCPS*Online*	Secondary School-Based Virtual Learning
Students will remain in the same instructional program with the same teacher for the 2020-21 school year	Students working with the assigned school-based teacher in a virtual learning environment may have the option to return to the physical building as circumstances change throughout the school year. This may result in a change in teaching assignment.
Teaching staff consisting of CCPSOnline full-time teachers and school-based teachers who are unable to report to a building.	Teaching staff consisting of teachers currently assigned to the given school.
Students in a given class may be from any Chesterfield County school.	Students in a given class will all be students who ordinarily attend the school.
The student drives course pacing. The entire course is available on the first day of school. Students are able to progress through course content based on mastery.	The teacher drives course pacing. Course content is provided by the teacher such that students interact with the same content at the same time
Daily attendance is not taken. Teachers regularly communicate level of participation and progress versus expected course completion.	Daily attendance is taken.
No bell schedule. Students can interact with course content anytime, anywhere.	Bell schedule: Students are expected to attend daily during scheduled times with the teacher and peers.

PROJECT RESTART

CURRICULUM

Content

Understanding the challenges that were encountered in Spring 2020, the school division's curriculum specialists have worked to modify Chesterfield County Public Schools' instructional guidance documents. These guides help school administrators and teachers to understand emphasis on the following key elements when planning lessons for students:

- Missed Content and Power Standards: Certain content from the spring will need to be taught or re-emphasized to support students' knowledge of prerequisite information as they learn and apply the standards incorporated in the current curriculum. In addition, there are standards that are emphasized as power standards supporting administrators and teachers in planning rich learning experiences for the students.
- Sequencing and Pacing: Sequencing will continue to be emphasized in the modified instructional guidance documents to support more purposeful order to the content being taught to benefit the students. An adjustment in pacing, the typical amount of time it takes to teach a concept, will take place to support a more an approach to time that better supports students and helps the teachers to personalize learning.

Through the use of the school division's learning management system, Canvas, the modified guidance documents and other curriculum resources are available to support teachers in planning lessons that engage students and allow for a more personalized experience. In addition, Canvas has features that allow for the school division's 6 Cs (communication, collaboration, critical thinking, creating thinking, connecting, and citizenship) to be fostered throughout the learning experiences and interactions that take place teacher to student and student to student.

Assessments

Students are going to return to us at various levels in their learning. Because expecting students to meet preset learning benchmarks is unrealistic in this environment, the school division's 2020-21 focus will be on academic growth for each student.

The school division will approach our 2020-21 growth assessments as a collection of information that will guide our instructional supports. By quickly determining each student's 2020-21 starting line in reading and mathematics, teachers will better know how to design instruction, monitor progress, and adjust as needed with "just-in-time" short formative assessments that will make the most of virtual or face-to-face instruction.

As an ongoing instructional practice, teachers will use smaller assessments, conferencing, and other techniques to evaluate the effectiveness of their teaching to check on students' progress and make informed instructional decisions. Knowing students will make progress at different rates, teachers will provide support in small groups and individually.

PROJECT RESTART
TECHNOLOGY

This summer, the school division worked to purchase enough personal learning devices so that each student (prekindergarten through senior in high school) will have their own school division-issued Chromebook. The availability of service spares is expected to be tight at the beginning of the school year.

In addition, the school division has worked with the local non-profit and philanthropic communities to secure funding that will allow the division to offer qualifying students who do not have access to Internet at home the Comcast Internet Essentials program for free for the 2020-21 school year. The school division has a limited number of hotspots available, as well. Contact your child's school to learn more.

The school division's youngest learners may need adult support in accessing programs on their device.

Additional information about the school division's anytime, anywhere learning initiative can be found here.

Connectivity

Three options are identified for students without home internet access.

- Sponsored home Internet wired connections: Comcast offers home internet service for households that are eligible for the National School Lunch program. Families cannot already have Comcast Internet services. Chesterfield County Public Schools has partnered with the Chesterfield Education Foundation to cover all costs for the entire school year for at least 2,000 households. More information is available at **learnfromhome.ccpsnet.net**.
- Hotspots: A portable device that uses a cellular signal and provides mainly 3G speed. Through community support, Chesterfield County Public Schools has contracted with T-Mobile to obtain nearly 600 hotspot units with unlimited data. Availability is limited and requests should be made to the school.
- Free wireless access locations: In addition to commercial establishments that make the Internet available, Comcast is providing open access to their Xfinity Wi-Fi locations (generally found in commercial areas along main roads). Users need to be within 500 feet of a transmitting device in order to obtain a usable signal. Service can be located at https://hotspots.wifi.xfinity.com/.

In addition, the Chesterfield County government has provided a map showing public Wifi access points: https://chesterfieldva.maps.arcgis.com/apps/webappviewer/index.html?id=8da29e0611b94212bb6e7b 68a0beb055.

Chromebook Support

Beginning in a 100 percent virtual environment can provide challenges in providing technical support for students. Service hours will support working schedules of parents, providing both morning and afternoon hours.

Chromebook support sites were offered throughout the summer and during the beginning of the school year. Additional support information can be found here.

PROJECT RESTART
SUPPORTING A DIVERSE COMMUNITY OF LEARNERS

SPECIAL EDUCATION SERVICES

The school division will continue with the provision of Free Appropriate Public Education for students with disabilities in all options presented to the School Board. Services for students with disabilities are intended to provide access to the curriculum.

The setting for service delivery will be determined by the Individualized Education Plan (IEP) team in consideration of the options approved by the School Board. IEP teams, of which the parent/guardian is a participant, will address individual student needs. IEP amendment meetings will be held to determine such services as appropriate. These IEP meetings will address supports and services where the school division may be required to move fluidly between virtual, hybrid and face-to-face learning. Parents/guardians can provide input regarding their concerns for their child at the IEP meeting.

SECTION 504 SERVICES

Section 504 services will be provided in the through accommodations and modifications to access the general curriculum. 504 Plan amendment meetings will be held, as necessary, to determine what revisions are needed to meet students needs in a virtual, hybrid, and in-person setting.

HOMEBOUND SERVICES

Homebound instruction is designed to provide continuity of educational services between the classroom and home setting for students whose medical needs indicate that school attendance is not advisable. Additionally, homebound instruction may be used to supplement the classroom program for health-impaired children whose conditions may interfere with consistent school attendance (e.g. students receiving dialysis, radiation, or chemotherapy treatments). Homebound instruction is temporary.

The school division is responsible for providing homebound instructional services to enrolled students who are approved and are temporarily confined at home or in a health-care facility; to students who are enrolled in the school division who are confined in another county or city in Virginia; and to qualified students confined in another state, if eligibility requirements are met.

Homebound services will be approved by the Homebound Office based on medical certification or the recommendation of the Student Conduct Office. Parents are encouraged to work with the school counselors, teachers, administrators and staff prior to requesting homebound. More information is available here.

Approved Homebound services will be provided via remote/virtual learning while the school division is in a 100 percent virtual environment. Face-to-face Homebound services will be considered once face-to-face instruction has resumed districtwide.

ENGLISH LANGUAGE LEARNERS

Identification and Placement

All schools must ensure that every enrolling parent completes all three of these questions on the student registration form:

- What is the primary language used in the home, regardless of the language spoken by the student?

- What is the language most often spoken by the student?

- What is the language that the student first acquired?

If at least one of the answers to the three (home language survey questions reflects a language other than English prior to assessing a student, the Office of ESL will be notified. The ESL office will reach out to the families, previous school, district, or VDOE if scores are not available. Identification screeners are face to face and will be conducted at the ESL Welcome Center. Once the need for ESL services is identified, schools will receive guidance on program placement for the student. This applies to all students grades K-12.

ACCESS 2020

Students who participated in the ACCESS 2020 testing window and successfully completed testing in all four domains will have current English Proficiency Levels. If students did not participate or complete the 2020 ACCESS 2.0 assessment, scores from the previous year (2019) will be used for placement and instructional guidance. Students who do not have a 2019 or 2020 English Proficiency Level will be screened at the ESL Welcome Center.

Instruction and Support

Students participating in the ESL program will be afforded the same programming opportunities offered to all students in the general education face-to-face or virtual environment. To provide flexibility in the instruction of English learners who have limited English proficiency and who are at risk of not meeting state accountability standards, ESL teachers will provide supplemental instruction to identified English Learners. Direct English Language Development (ELD) instruction will be provided during one to one, small-group, sheltered or co-teaching service models.

The Office of ESL coordinator and specialists will provide ongoing support and collaboration with administrators and classroom teachers as they develop ESL schedules and virtual instruction platforms, embedding English Language Development standards in the core curriculum.

GIFTED EDUCATION

Gifted education services will continue for students through differentiated instruction, and professional learning opportunities for teachers of the gifted will provide additional knowledge and skills for meeting students' socio-emotional and academic needs during this time. The Office of Gifted Education staff will train, actively collaborate with, and support administrators and classroom teachers as they develop instructional activities that deepen and enrich the established curriculum.

Students maintain their previously determined eligibility and placement during the time of virtual learning and after any transition back into a hybrid/in-person learning environment. Students who withdraw from the school division and return at a later date also maintain their previously determined eligibility upon return and should notify the school at the time of re-enrollment.

Necessary gifted education evaluations require in-person testing in a monitored environment; they cannot be completed remotely at this time. As such, the Office of Gifted Education will continue to monitor the current status of schools and the division's plans for virtual, hybrid, and in-person instruction, and it will adjust referral deadlines, testing schedules, and other factors as circumstances evolve. Changes will be communicated to families via SchoolMessenger and will also appear on the division website, http://mychesterfieldschools.com/gifted/.

Elementary and middle school School-Based Gifted (SBG) services
- Identified gifted learners will continue to be clustered together as appropriate in virtual, hybrid, in-person, and middle school CCPSOnline classes for English, math, social studies, and science.

Elementary Center-Based Gifted (CBG) services
- Virtual start of the year: CBG students from a site will be together in virtual classes.
- Hybrid/In-person: CBG students who choose hybrid/in-person go to school and will be in CBG classes; they will be with their CBG peers from the previous all-virtual class who also chose the hybrid/in-person option when possible.
- All-virtual: CBG students who choose to continue virtual instruction remain together; students may be combined with CBG students from another site if necessary.

Middle School CBG Services
- Virtual start/hybrid/in-person: CBG students from a site will be together in honors classes for CBG students in English, math, science, and social studies.
- All-virtual (CCPSOnline): CBG students enrolled in CCPSOnline will be together in honors classes for CBG students in English, math, science, and social studies.
- World language offerings for both options will be provided as staffing allows.
- Academic Success and Enrichment (ASE) course will be included in both options.

CAREER AND TECHNICAL EDUCATION

Industry credentials

Career and technical education courses annually prepare students for sector-aligned industry credentials. Credentials are categorized as academic credentials, industry certifications and state licenses. Career and technical education courses will continue providing the necessary instruction to prepare students towards the attainment of these important credentials. New for the 2020-21 school year, some industry credentials now allow for virtual test administration. Where applicable, the virtual industry credential options will be utilized in cooperation with the testing agency and in compliance with VDOE credential assessment administration guidelines.

Graduating students earning a standard diploma in the 2020-21 school year

Graduating students in the 2020-21 school year earning a standard diploma (graduation requirements 8VAC20-131-50, and 8VAC20-131-51) may be required to obtain an industry credential prior

to graduation. This graduation requirement has been waived by the Virginia Department of Education (per [VDOE CTE Memo 162-20](#)).

Instructional/clinical hour program requirement restrictions

Several career and technical education courses are governed by agencies other than the VDOE and have independent instructional hour and/or clinical hour requirements beyond VDOE that may or may not be waived by the governing agency. The governing bodies are: Board of Nursing, Board of Cosmetology and Barbering, and other certifying bodies. In the event that the instructional hour/clinical hours are not waived the attainment of the associated licenses/credential may not be awarded/achieved. CTE teachers will communicate with students and families as information is shared by the licensing agencies and certifying bodies throughout the 2020-21 school year. Specific programs to monitor for requirement adjustments during COVID-19:

- Cosmetology: 840 face to face instructional hours over two years
- Dental Assistant: 120 internship hours for NAHP certification
- EMT: 144 Hours face to face, 10 patient transports
- Master Barbering: 840 face-to-face instructional hours over two years
- Medical Assistant: 120 internship hours for NAHP certification
- Nurse Aide: 40 clinical hours in a long-term care facility
- Practical Nursing: 400 clinical hours (Practical Nursing II)

SPECIALTY CENTERS

Specialty centers are a series of high school programs with course offerings that are unique both within the school and within the county. Due to these differences between the various specialty center course programs, each school will need to do an individualized review of the students' schedules.

FINE AND PERFORMING ARTS

The school division is in the process of reviewing guidance from Risk Management related to certain fine and performing arts classes. Specifically, Risk Management has recommended the suspension of classes that generate excessive respiratory droplets, such as chorus and band, or limit teaching to theory and history only. The school division will look to make appropriate modifications that will allow it to remain within guidelines while also meeting any state requirements related to the Standards of Learning.
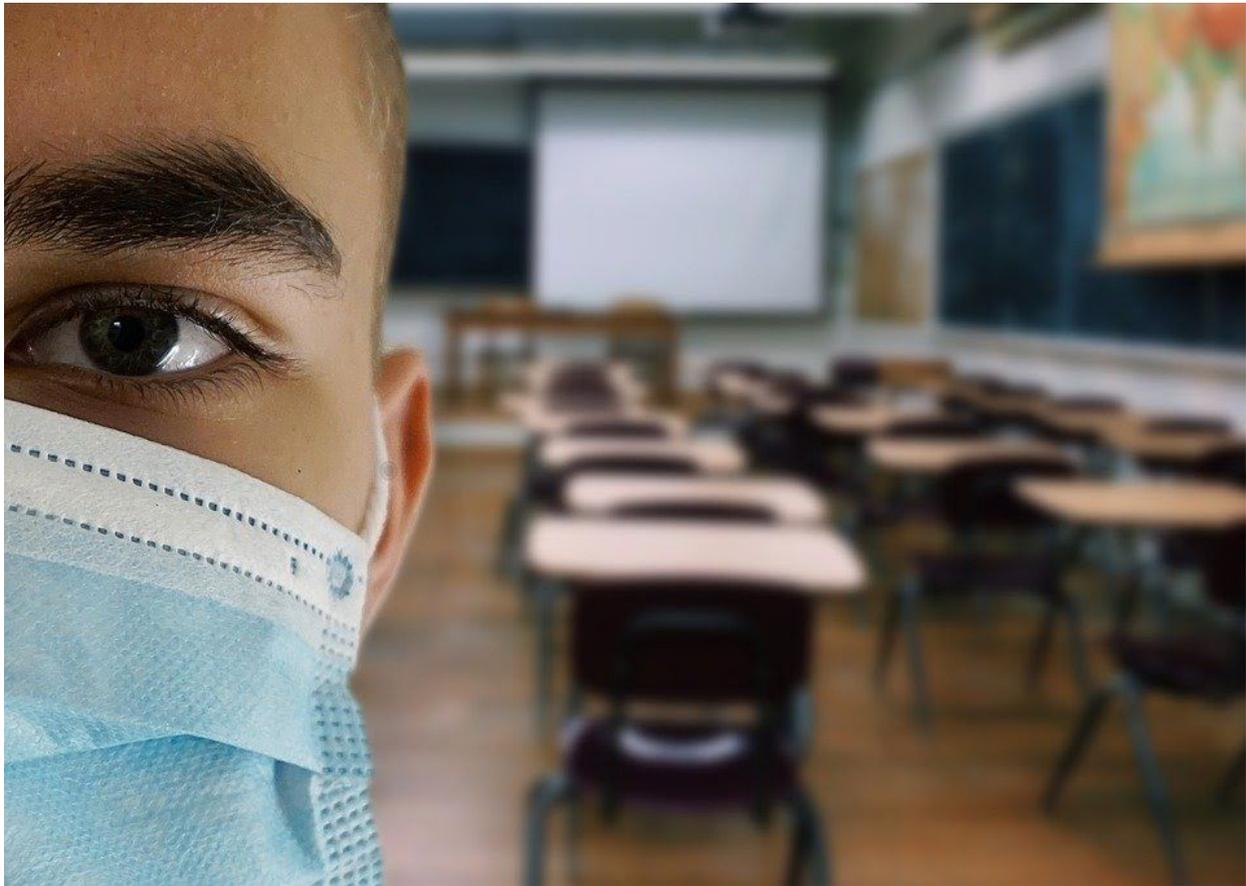
PROJECT RESTART:

STUDENT WELL-BEING;

EXTRACURRICULAR ACTIVITIES

PROJECT RESTART
SUPPORTING STUDENT NEEDS

MENTAL HEALTH SUPPORT

The school division's student support services team includes school counselors, social workers, school psychologists, mental health support specialists, school nurses and behavioral intervention specialists. These trained staff members are ready to support students' social-emotional and mental health needs.

Realizing that students have not been in school buildings for at least six months, trauma-informed student supports, such as social-emotional classroom lessons and schoolwide Positive Behavioral Interventions and Supports, will be a part of all student's virtual school experience. As student needs for additional support are determined, appropriate and timely interventions will be offered to students and families. Student needs can be communicated to student support services team members by educators, parents, or from students themselves. Please contact your student's school by phone or email to share concerns about your child.

All teachers and staff have participated in a required mental health awareness training to help identify students with possible mental health needs. Additionally, K-12 local school and county level student support services team members will continue to monitor Gaggle Alerts to involve parents immediately when a student writes about potential safety to self or other concerns on their school-issued Chromebook.

K-12 mental health support specialists will be available to help families identify additional community-based mental health resources for students with needs that go beyond the scope of school-based mental health support services. Examples of community agencies with whom CCPS collaborates regularly are:

- Chesterfield County Prevention Services: (804) 768-7212

- Chesterfield County Mental Health Services: (804) 748-1227

- Chesterfield County Crisis Services: (804) 748-6356

- Chesterfield Domestic and Sexual Violence Resource Center: (804) 318-8265

- Chesterfield Department of Social Services: (804) 748-1100

- Area hospitals

Chesterfield Mental Health Prevention Services provides free parent phone mental health-related consultation services. For more information: English Flyer Spanish Flyer

HEALTH SUPPORT

School nurses, clinic assistants, and trained clinic backups are available in each school building to manage the daily use of the clinic, as well as any individuals exhibiting possible COVID-19 symptoms after a return to in-person learning is approved. In each school building, a Symptom Management Room or area will be designated in order to isolate symptomatic individuals for parent pickup. Students,

parents, and staff are asked to complete a self-assessment prior to reporting to school and are required to stay home when exhibiting possible COVID-19 symptoms or feeling ill.

For more details, the school division's full Health and Safety Plan may be viewed here: https://docs.google.com/document/d/1MHxmR1awANrOXzHKjzT8T77ioy9JGsVhqGtPwilBgSk/edit?usp=sharing.

PROJECT RESTART
ATHLETICS AND EXTRACURRICULAR ACTIVITIES

At the high school level, schools participate as members in the Virginia High School League (VHSL) for athletics and state academic competitions.

The state outlined expectations for allowing for the safe re-entry for preseason practices for VHSL sports. The school division completed a site-by-site initial summer conditioning plan with input and guidance from the county government's Risk Management Department and local health department staff
for submission to the VDOE/VDH.

On July 27 the VHSL announced they would not approve football for the fall and instead voted to condense all three seasons. The winter season would be first and run from Dec. 14 through Feb. 20; fall sports would run from Feb. 15 through May 1; and spring sports would run from April 12 until June 26.

The school division's 11 Directors of Student Activities (DSAs) are actively engaged with their school sites in planning a start date with out-of-season conditioning with athletics.

In addition, all other activities (which include field trips) have been postponed until a later date in the school year.

Middle school athletic schedules will also be compressed, beginning in December. Principals and athletic directors will communicate with their school communities when new athletic schedules have been finalized. The middle school athletic council is committed to offering all fall, winter, and spring sport offerings even with a compressed schedule.

PROJECT RESTART: DAILY OPERATIONS AND BUDGET

PROJECT RESTART
CLEANING

School division employees and contract custodial teams are responsible for keeping schools clean. School-based Building Operations Supervisors (BOS) and day porters are equipped and trained by the Facilities Department, and are directly supervised and evaluated by the school principal and school administration team. Contract custodial crew members are hired and trained by vendors, who must provide a lead/supervisory custodian at each school.

The Facilities Department provided training this summer for day porters and BOS staff, so these staff members fully understand the requirement to keep learning spaces clean and students and staff safe. This training detailed industry best practices for response to COVID-19.

Day porters are responsible for

- disinfecting all touch points and work spaces, sanitizing all eating areas a minimum of four times per day, actively addressing cleaning in occupied areas and ingress/egress routes;

- disinfecting restrooms, including sweeping and mopping with flat mop, four times per day; checking and restocking soap dispensers (includes sinks in classrooms); and

- checking and restocking hand sanitizer stations four times daily.

The school division plans to have a three-month supply of cleaning materials on hand. Plans also have been made to restock bathroom dispensers, strategically place hand sanitizer dispensers throughout the building and deploy disinfecting "misters" as a part of daily routines, allowing for appropriate kill times and increased efficiency for touchpoints.

These cleaners will be used to combat COVID-19:

- Re-Juv-Nal (disinfectant for touch surfaces) Product Information Link

- Sanitizer (disinfectant for food contact surfaces) Product Information Link

- Suprox (Glass cleaner and Floors) Product Information Link

The Project Restart budget requests funding that would add more CCPS Day Porter staff and fully fund the custodial contracts to meet unique cleaning needs due to COVID-19.

The Facilities Department also is enhancing its Preventative Maintenance (PM) program, including PM inspections/repairs on all HVAC systems, which will allow all summer PM inspections and repairs to be completed by the start of school.

PROJECT RESTART
SUPPORTING STUDENT NUTRITIONAL NEEDS

The school division will provide meals for students who qualify for the federal lunch program and are enrolled in Chesterfield County Public Schools.

- Breakfast and lunch will be offered at all school sites.

- Meals will no longer be free unless a student qualifies for free/reduced meals, completes the application, and has the application processed.

- You will need your student's ID number to purchase a meal, even those students who qualify for the free or reduced lunch program. Each meal will be entered in the school division's point of sale system at the time of purchase.

- Pre-orders will be taken weekly for meals by phone or Google Form.

- Charging of meals will not be allowed in order to speed the pickup process. Families can prepay for meals at www.myschoolbucks.com.

Meals will be offered at each school for pickup. Drive through pickup service will be available from 7-9 a.m. and 4-6 p.m. to accommodate parent schedules and avoid disrupting daily learning time. Final schedules will be posted on the school division's website. Additional locations in communities will be available for easy access to meals. If your child is enrolled you may pick up at any site with a pre-order. As with previous service, students do not have to be present to pick up meals.

If you believe your family is eligible for the federal free lunch program, complete the online application starting Aug. 15.

PROJECT RESTART
BUDGET

School division leaders have reviewed the needs of the various departments associated with the eventual return to in-person instruction. Additional costs are anticipated to be approximately $27 million to fully return to school. Federal aid from the Congress-approved CARES ACT (both direct and county-supported) should offset approximately $10 million of this incremental expense.

The approximately $27 million in increased costs ($17 million incremental after emergency CARES support) throughout the school year are estimated to include:

- Student health ($2 million): Additional nurses to support one per school and clinic needs related to PPE
- Instruction ($10 million): Costs include counselors to support social-emotional learning, additional English language learning instruction, Recovery of Learning costs (tutors, summer school, etc.), special education and PPE for classrooms, increased need for substitute teachers
- Technology ($5 million): Primarily Chromebooks to support a device for all students and remote learning software
- Transportation ($5 million): Costs associated with increased routes based on social distance requirements of fewer students on buses (driver time, fuel, etc.), as well as cleaning supplies and PPE for bus drivers
- Facilities ($4 million): Increased custodial staffing and cleaning chemicals, improved air filtration

School division leaders continue to evaluate the costs above and any savings the school division might realize in other areas, and are working with the county and other resources to secure needed funding to ensure the financial support for returning to school when the school division is comfortable that the health and safety of students and staff is addressed.

PROJECT RESTART:
SUPPORTING
TEAM CHESTERFIELD FAMILIES

PROJECT RESTART
RECOGNIZING THE SPECIAL ROLE OF FAMILIES

An important component of the Project Restart plan is to ensure that families have access to the tools, resources and support necessary to assist their children with a successful transition to learning for the 2020-21 school year.

When it is safe to return to in-person instruction, families in consultation with their health-care providers, will make the decision as to whether their children will attend in-person instruction or continue with virtual learning. The school division will continue to engage regularly with families through phone calls, emails, text messages, social and electronic media, as well as through traditional media outlets, to provide accurate and updated information so that families can make informed decisions about what is best for their child(ren).

When the school division is able to transition students back into the school buildings, families can play a critical role in supporting the new culture of health and safety. Most importantly, families can help limit the spread of COVID-19 in their school communities by checking their children daily for any symptoms and keeping them home from school if they are sick or have come in close contact with an individual diagnosed with COVID-19.

Parents can also contribute by supporting the use of masks in the school and on the bus, communicating with teachers, school leaders, and continuing to follow state guidance on health and safety outside of school. The school division will continue to provide guidance and resources to families as they are available.

*Family engagement opportunities*

The Office of Family and Community Engagement (FACE) is working with various departments and offices across the school division and county government to plan fall programming that will assist families
in supporting their students. Among the upcoming opportunities:

- **Tech It Out:** FACE is working with the Technology Department and the Instructional Innovation team to provide virtual Tech It Out family engagement opportunities. Through this programming, families will be provided a deeper understanding of how school division-issued Chromebooks, the various computer-based applications that will be used to support virtual learning (Dreambox, Lexia, MyOn, etc.), the Google-based educational platforms and cyber security efforts. Initial Tech It Out support can be found here: https://sites.google.com/ccpsnet.net/tech-it-out-resources/.
- **Canvas 101 for Parents:** FACE is working with the Instructional Innovation team to provide virtual Canvas family engagement exercises. Canvas is a Learning Management System (LMS) with integrated learning products that support a dynamic, digital learning environment to meet the unique instructional needs of teachers and their students. K-12 school districts and higher education institutions from around the world use an LMS as a single platform for students and teachers to interact around coursework. An LMS also provides visibility and tools for parents, school leaders, and division leaders to support effective teaching, learning, and communication. Initial Canvas support can be found here:

https://sites.google.com/ccpsnet.net/canvas-parent-resource/home and https://www.youtube.com/watch?v=puSb68iHG4U.

- **Managing the Virtual Learning Environment at Home:** FACE is working with departments in the school division and county government to develop a series that will assist families with providing support in developing schedules, managing new routines, creating appropriate learning spaces and putting into place structures that can support a strong virtual learning environment at home.
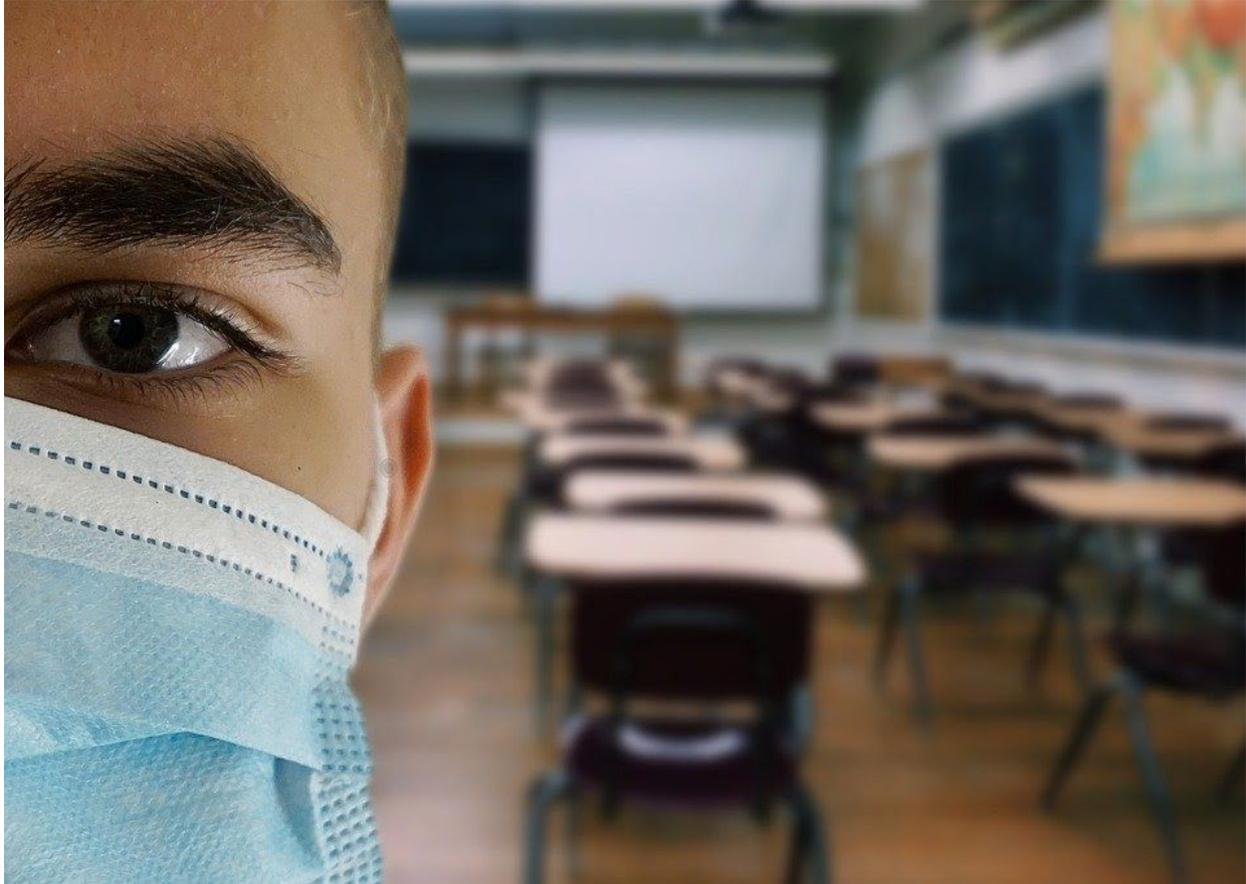
PROJECT RESTART:
SUPPORTING
TEAM CHESTERFIELD STAFF

PROJECT RESTART
HUMAN RESOURCES

SELF-ASSESSMENTS AS A CONDITION OF WORK

These Chesterfield County documents (certification form and self-assessment form) are provided by the county government's Risk Management team. The certification form must be signed by a Chesterfield County Public Schools employee prior to starting work. Building administrators are responsible for distributing, collecting and maintaining these documents. Copies are available at each work location, or individual employees may print their own.

As a condition of employment, all employees must agree to perform this self-assessment each workday and not to report to work (notifying supervisor) if they are sick or answer yes to any question on the assessment form. The Employee Medical Center will guide employees on next steps and return to work procedures.

EMPLOYEE LEAVE OPTIONS

The recently passed Families First Coronavirus Response Act (FFCRA) provides additional family and medical leave for employees impacted by the pandemic. The FFCRA is effective April 1-December 31, 2020.

This one-page summary of leave is available courtesy the Department of Labor and explains paid leave entitlements, defines eligible employees, and acknowledges qualifying reasons for leave related to COVID-19.

EMPLOYEE FAQS

Frequently asked questions for staff members about new leave requirements can be found on CNet, along with a form to request leave.If you have questions about this benefit, please contact the Compensation and Benefits team at benefits@ccpsnet.net.

EMPLOYEE RESOURCES

It is normal to have some level of concern about your health and the health of others during this time. Additionally, many families have experienced economic changes and changes in their routines.
The Employee Assistance Program (EAP) is a benefit provided to all school division employees. Online COVID-19 resources and counseling services are available as well. Visit the **Employee Assistance Program** if you would like to access this support.