

RE-OPEN ROANOKE

A 10-POINT SAFETY and ACADEMIC RE-OPENING PLAN

Table of Contents

[Acknowledgements 2](#_Toc47277033)

[Guiding Organizations 4](#_Toc47277034)

[Guiding Data 6](#_Toc47277035)

[Ten Point Safety and Academic Plan for Re-opening Schools 9](#_Toc47277036)

[Proposal: Phased Return to School 10](#_Toc47277037)

[Health and Safety 11](#_Toc47277038)

[Curriculum 32](#_Toc47277039)

[Instruction 36](#_Toc47277040)

[Assessment 37](#_Toc47277041)

[Professional Development and Student/Parent Training 40](#_Toc47277042)

[Infrastructure 41](#_Toc47277043)

[Budget 46](#_Toc47277044)

[Human Resources 48](#_Toc47277045)

[Calendar/Policy 51](#_Toc47277046)

[Communications 52](#_Toc47277047)

# Acknowledgements

Re-opening schools for the 2020-21 school year carries unprecedented challenges, and amazing opportunities. New information, and new or revised best practices continue to be shared. It is of the upmost importance to Roanoke City Public Schools (RCPS) that we meet our charge of educating the young people in this great City in a responsible way that takes all risks, and the differing needs of our diverse student population, into account. We have an opportunity to re-imagine education for our students that provides them with instruction that harnesses the power of technology.

To that end, our efforts to formulate a plan for the 2020-21 school year began with the establishment of the Transition and Restoration Task Force. Task Force members include:

Corey Allder, Supervisor of EL and World Language Programs   
Tracey D. Anderson, Principal, Breckinridge Middle School  
Josh Burton, Principal, Wasena Elementary School  
Dr. Julie Drewry, Executive Director of School Improvement (Instruction Committee Chair)  
Archie Freeman, Principal, William Fleming High School  
Cari Gates, Supervisor of Visual and Performing Arts  
Joyce Hatcher, Executive Director of Human Resources   
Kathleen Jackson, Chief Financial Officer   
Dr. Eli Jamison, School Board Member   
Justin McLeod, Director of Public Relations and Marketing   
Chris Perkins, Chief of Security (Operations Committee Chair)  
Taisha Steele, Executive Director of Equity and School Counseling (Social-Emotional Committee Chair)  
Joyce Watkins, School Board Member  
Verletta White, Superintendent

The Task Force established three working committees focused on Instruction, Operations, and Social-Emotional priorities. Those committees established numerous sub-committees that engaged over 100 individuals including teachers, principals, parents, students, operational department leaders, instructional supervisors and administrators. Sub-committees worked to focus on specific areas that might have unique considerations or needs including curriculum and instruction delivery, special education, English learners, pre-kindergarten – grade 5 education, health and physical education, fine arts education, gifted education, career and technical education, the Roanoke Valley Governor’s School for Science and Technology, professional development, student wellness, staff support, families and community, school nutrition, student transportation, facility preparation and sanitization, and student and employee health and screening protocols.

A subset of the Task Force, identified as the School Re-opening Work Group, came together to bring the work of so many into this cohesive plan. The Re-opening Work Group includes:

Ellen Carroll, Carilion School Nurse Manager

Dr. Cynthia Delp, Principal, John P. Fishwick Middle School  
Dr. Julie Drewry, Executive Director for School Improvement   
Archie Freeman, Principal, William Fleming High School   
Joyce Hatcher, Executive Director for Human Resources

Jeremy Howard, Director of Occupational and Student Health Services

Kathleen Jackson, Chief Financial Officer

Greg Johnston, Executive Director for PK-5 Instruction  
Chris Perkins, Chief of Security   
Hayley Poland, Executive Director for Special Education   
Taisha Steele, Executive Director for Equity and School Counseling   
Michael Trussell, Director of Data and Analysis   
Verletta White, Superintendent

These groups of local stakeholders have combined their knowledge of the City of Roanoke and our community’s unique needs with guidance from experts at the Centers for Disease Control, the World Health Organization, the Virginia Department of Health, and the Virginia Department of Education, among others, to develop what we believe is the best option to move forward for Roanoke City Public Schools’ students.

**Thank you to all who have contributed to the development of this plan to safely re-open Roanoke City Public Schools:**

* Transition and Restoration Task Force
* Task Force Subcommittees
* School Re-opening Work Group
* School Board
* Parents
* Principals and Administrators
* Teachers and Staff
* Students
* Community members
* City of Roanoke
* Health Officials

# Guiding Organizations

* **Virginia Department of Education (VDOE)** 
  + Recover. Redesign. Restart. *Revised July, 2020.*
* **Virginia Department of Health (VDH)**
* **Centers for Disease Control (CDC)**

* **World Health Organization (WHO)**
* **American Academy of Pediatrics (AAP)**

The Virginia Department of Education has provided guidance in its *Recover. Redesign. Restart.* document. Under Phase III, the following guidance has been provided:

* **Programmatic Guidance**
  + In-person instruction may be offered for all students, however physical distancing measures should be implemented.
  + Remote learning exceptions and teleworking should be options for students and staff who are at a higher risk of severe illness (as defined by the CDC).
  + Mitigation strategies may impact operations and capacity limits. A multi-faceted instructional approach may need to be planned for Phase III.
* **Health, Safety and Physical Distancing Guidance**
  + CDC advises that individuals maintain six feet of distance to reduce the risk of COVID-19 transmission. The World Health Organization (WHO) advises that schools maintain a distance of at least one meter (approximately three feet) between everyone present at school and is monitoring ongoing research. Additionally, the American Academy of Pediatrics (AAP) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness. Physical distancing is not limited to distance between children; physical distancing between adults is a key mitigation measure. In areas where the community transmission of COVID-19 is more substantial, distancing of at least six feet will need to be strongly considered; this guidance may be subject to change as we learn more.
* **Special Considerations**
  + From Phase I: School divisions may elect to provide in-person instruction for students with disabilities in both extended school year services and school year special education services, including private placements, with physical distancing. Students will only attend such programs if the Individualized Education Program (IEP) team agrees it is appropriate and the parent consents. Virtual instruction may remain appropriate for certain students for whom adherence to the strict physical distancing and safety guidelines may be a challenge. This will be determined by the IEP team and with the parents’ consent.
  + From Phase II: Schools may offer limited in-person instruction to preschool through third grade and English Learner students given the unique challenges of providing remote academic and physical emotional support to young learners and English language learners.

This basic guidance provides the foundation for the RCPS re-opening plan. For more detailed information about the state requirements guiding how schools may operate in each phase of re-opening, please read the [entire document](http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf).

# Guiding Data

A survey was sent by email and text to all RCPS families on June 30, 2020 and closed on July 7, 2020. There were 8,390 RCPS students represented in the respondents to the survey.

The main question guiding the development of this proposal was:

Understanding that there are degrees of risk associated with school attendance please indicate your preference for instruction in the fall for this student.

* Hybrid Instruction (This student will attend school as scheduled and participate in online learning)
* Online learning only (I do not intend for my student to physically attend school, but my student will participate in Roanoke City's Online Learning Program)

Of the respondents, families of 68% of students returning to RCPS indicated a preference for hybrid instruction. The remaining 31% of students indicated they preferred online learning only.

A different survey was released for all RCPS employees on July 2, 2020 and closed on July 9, 2020. Ninety percent of all licensed teachers, 58% of non-licensed staff, and 94% of the administrative/professional staff completed the survey. A total of 1,523 RCPS employees responded. Of those employees 78% stated that they were comfortable returning to their worksite (75% of teachers, 81% of non-licensed staff, and 83% of our administrative/professional staff). With updated Organizational Health and Safety policies and procedures in the workplace, 99% stated that they were willing to comply with all regulations.

At the Roanoke City School Board meeting on July 14, 2020, the results from the family survey and intent form, the employee surveys, in addition to face-to-face conversations with many parents, students, and employees, were combined with a thorough review of the status of COVID-19 infection rates at that time in our area to develop an initial proposal. In that initial proposal, families were going to be able to choose one of two options for their student(s) to receive instruction – in-person hybrid instruction that included four days per week of in-person instruction and one day per week of virtual instruction up to 70% capacity or the RCPS Virtual Academy. This option received the support of the School Board. This plan’s viability was contingent upon actual intent of all students and staff staying within those percentages, and the infection rate of the COVID-19 virus in this area remaining low so that desks could be arranged to maintain three feet social distancing requirements.

In order to move forward with the proposal, a second survey was sent by email and text to all RCPS families on July 20, 2020 and closed on July 28, 2020. This survey was in the form of an intent form to determine preferences for student attendance, in-person hybrid or virtual. A total of 8,889 (64.3%) students were represented in the results, 301 of whom were newly registered in RCPS. Based on current enrollment numbers as of July 29, 2020, 4,931 (35.7%) did not respond to the survey. Approximately 60% of all students from each grade level were represented. Of those who responded, 52% preferred the in-person hybrid model, 48% preferred the completely virtual option.

A second survey was released by email to all RCPS instructional staff members on July 21, 2020 and closed on July 28, 2020. Of the 1,529 responses received, 939 responded that they would prefer in-person instruction; 590 preferred virtual. Of the 917 teachers (86.9% of all teachers) who responded, 56.9% stated that they preferred in-person instruction.

Erring on the side of caution to ensure that the school division had enough classroom space, school buses, and teachers to accommodate all students who might intend to attend in-person, RCPS administration developed models as if those who did not respond (35.7%) all intended to participate in-person. Responses requesting the hybrid plan, combined with enrolled students for whom no intent form was submitted, total 69% of currently enrolled students.

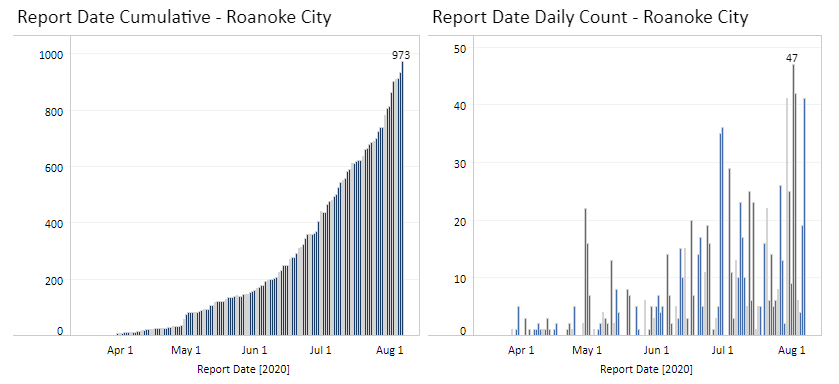
In order to determine if student, staff, and capacity numbers could be aligned for every school, the following pieces of data were analyzed for each school:

* anticipated student attendance numbers at each grade level
* numbers of teachers who stated that they would provide in-person instruction at each grade level
* architectural renderings of desk arrangements in each classroom with social distancing requirements to determine the number of teachers needed to provide coverage for each of the spaces

In addition, the number of students who would need to be provided with transportation was evaluated to determine the number of bus routes that would be required.

At the time this analysis was completed, community spread in Roanoke City was such that the Virginia Department of Health has said public schools should operate under Phase One or Phase Two guidelines. Those guidelines do not recommend in-person instruction beyond grade three or special education and English learner students. In addition, six feet of social distancing was required between student desks.

Roanoke City COVID-19 Data as of August 5, 2020



Virginia Department of Health, August 6, 2020

Adjustments to classroom assignments, as well as assigning teachers to different grades were both considered under the current six-foot spacing recommendations in every school to determine if the numbers of students requesting in-person instruction could be accommodated. While the numbers of students could be accommodated in most cases, classroom adjustments and teacher adjustments created gaps elsewhere. We could reduce the number of teachers needed by having teachers teach both in-person and virtual students, but having students in the classroom four days per week would not leave adequate time for teachers to be reaching out to and interacting with students who would be learning virtually.

Another model was considered in which students in grades 6-12 (and grades pre-kindergarten – 5 who choose) would attend the Virtual Academy. Four days of in-person Instruction would be provided for grades pre-kindergarten through 2, as well as Special Education students who are in a special education setting more than 50% of their day, Level 1 English learners, and students in the current graduation cohort who are recommended for Forest Park Academy and Noel C. Taylor Learning Academy. Two days of in-person instruction would be provided for two cohorts of 50% each of grades 3-5. Utilizing this model, a smaller group eliminated the overall space issue, but it did not alleviate the issues created by the capacity limits of classrooms and the additional teachers who would be required to accommodate the additional classrooms required. Additionally, this model does not align with the VDH guidance based on current COVID-19 spread in the City of Roanoke.

A third model was considered in which students in grades 4-12 (and grades pre-kindergarten – 3 who choose) would attend the Virtual Academy. Four days of in-person Instruction would be provided for Special Education students who are in a special education setting more than 50% of their day, Level 1 English learners, and students in the current graduation cohort who are recommended for Forest Park Academy and Noel C. Taylor Learning Academy. Two days of in-person instruction would be provided for two cohorts of 50% each of grades PreK-5. The numbers of students and teachers would align in this scenario in most schools. For example, one teacher with 22 students would see 11 of those students Monday and Thursday, and the other 11 on Tuesday and Friday. However, in this scenario, teachers would be teaching students both in-person and virtually concurrently. There is also the concern of the lack of continuity of instruction in this model, and students’ ability to regularly attend school on the right days in the right format. Different bus routes would be needed for each cohort.

A fourth model consisting of four cohorts of 25% of students attending in-person, each cohort coming one day each week Monday – Thursday, with all students attending virtually of Friday (with Virtual Academy for those who choose) was considered. While the smaller number of students would fit adequately within the buildings and on the school buses, it would require four different sets of bus routes be developed and different routes run each day. Teachers would be teaching both in-person and virtually four days each week. Utilizing this model would provide an even greater lack of continuity of instruction than any other model assessed. In addition, students’ ability to regularly attend school on the right days in the right format is concerning.

As a result, a fifth model was developed as the most feasible proposal. It is presented in the pages following.

# Ten Point Safety and Academic Plan for Re-opening Schools

The RCPS 10 Point Safety and Academic Plan is a comprehensive plan that allows for a phased approach that aligns the numbers of students attending in-person with capacity, and the localized risk of COVID-19 in Roanoke City. There are 10 components that are critical to ensure that the re-opening of schools is as safe as possible for our students and staff members while providing the best possible instruction for all, whether it is face-to-face, virtual, or a hybrid model. The building blocks of our plan are:

1. [Health and Safety](#HealthandSafety)
2. [Curriculum](#Curriculum)
3. [Instruction](#Instruction)
4. [Assessment](#Assessment)
5. [Professional Development](#ProfessionalDevelopmentandTraining)
6. [Infrastructure](#Infrastructure)
7. [Budget](#Budget)
8. [Human Resources](#HumanResources)
9. [Calendar/Policy](#PolicyCalendar)
10. [Communications](#Communications)

There are risks associated with operating schools during a pandemic. Our way forward balances these risks by providing high-quality instruction in healthy and safe environments for students and staff members. It is a plan that will allow for timely schedule adjustments if, and when, Virginia enters a different Phase due to changes in infection rates.

# Proposal: Phased Return to School\*

\*This proposal is subject to change depending upon infection rate data.

*Updated February 25, 2021 based on changes approved by the Roanoke City School Board on February 24, 2021.*

## **Health and Safety**

RCPS has always had the safety of our students and staff as our number one priority. During this unprecedented time, documents have been developed to instruct our families, students, and staff to promote safety and proper hygiene procedures, including:

* + COVID-19 screening protocols for all staff, students, and visitors to our schools and administration buildings.
  + Guidelines for managing those with COVID-19 symptoms, exposure, or positive tests in our schools.
  + Enhanced guidance for school nurses and employee health personnel regarding COVID-19 protocols.
  + Educational documents and presentations for families, students, and staff.

In order to ensure the safety of our staff members, a passive screening tool will be used. This will involve a self-monitoring software application that staff members will use daily to help them determine whether they need to self-quarantine before they leave their homes. An Employee Health Hotline answered by registered nurses will be dedicated to advising staff members about whether they need to obtain medical care. In addition, all employees will continue to have free access to the Employee Health Clinic nurse 8 hours per day 5 days each week. Necessary and appropriate personal protective equipment (PPE) and PPE education will be provided to all staff, along with education on proper hygiene procedures. Online education for faculty and staff members will include the following topics:

* Transmission
* Prevention
* Proper handwashing technique
* Self-distancing
* Proper application of PPE
* Monitoring one’s health
* Safety tips
* Cough/sneeze etiquette
* Cleaning and disinfecting

Educational documents, guidelines, and protocols will be provided to faculty members before students return to reduce staff anxiety, including:

* Staff guidelines for health services at school
* RCPS guidelines for managing COVID-19
* Hygiene protocol for staff, students, and visitors
* Face covering protocol
* COVID-19 screening protocol for individuals

An active screening process will be required for all students and visitors. Students and visitors will be subject to a health intake screening prior to entering any RCPS building, thereby decreasing the likelihood of COVID-19 exposure to other students or employees. Student educational videos related to COVID-19 mitigation will be available to reduce the risk of student exposure and increase the likelihood of student compliance. In addition, PPE and PPE education will be provided for all students. Age appropriate COVID-19 education concepts and mitigation practices will be available for all students.

The final piece of the COVID-19 education program is for parents and guardians. Parents will be given necessary educational documents for home teaching to occur. The following will be available for parents on the RCPS website:

* + Symptoms of Coronavirus (COVID-19)
  + Prevent the Spread of COVID-19 If You Are Sick
  + 10 Things You Can Do to Manage Your COVID-19 Symptoms at Home
  + What You Should Know about COVID-19 to Protect Yourself and Others
  + Guidance for Large or Extended Families Living in the Same Household
  + How to Stop the Spread of Germs
  + Important Information About Your Cloth Face Coverings
  + How to Safely Wear and Take Off a Cloth Face Covering
  + How to Wash Cloth Face Coverings

**Parent/Guardian Education and Resources**

Children may feel nervous or reluctant to return to school during the COVID-19 pandemic, but this does not have to be a scary time for them. Reassure children about safety measures that may keep them safe. Explaining the changes your child may experience this school year will help to reduce nervousness. Try to maintain a positive outlook and assist children with any questions they may have. Candid conversation and positive education can significantly reduce the stress your child may have.

Know you are not alone! RCPS will have behavioral health/emotional support available from your child's school and will be prepared to address a wide range of mental health needs. Additionally, your child’s school will have a Registered Nurse available to coordinate your child’s healthcare needs.

To help you prepare for back to school conversations with your child, RCPS has prepared a list of support material you may find useful when educating your child.

COVID-19 spreads from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets usually travel around 6 feet (about two arms lengths). Face coverings are essential in preventing the spread of COVID-19. RCPS is requiring the use of face coverings for all students. The exceptions to this include:

* + Children younger than 2 years old.
  + Anyone who has trouble breathing or is unconscious.
  + Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
  + Those for whom wearing a mask is not developmentally or medically appropriate.

The conversation around wearing face coverings should be approached with empathy. Share that the goal of face coverings is for personal protection and the protection of those around. To assist you with this discussion, RCPS recommends review of the following documents from the Centers for Disease Control and Prevention:

* [Considerations for Wearing a Cloth Face Covering](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html)
* [How to Safely Wear and Take Off a Cloth Face Covering](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf)
* [How to Wash Cloth Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html)

Encourage regular handwashing. When children understand why they need to wash their hands, they are likely to continue doing so. Teach your child that germs and viruses are invisible, but they are in the environment. Encourage your child not to touch their face with unclean hands. Teach them the proper way to wash their hands. RCPS recommends review of the following documents from the Centers for Disease Control and Prevention:

* [When and How to Wash Your Hands](https://www.cdc.gov/handwashing/when-how-handwashing.html)
* [Handwashing: A Family Activity](https://www.cdc.gov/handwashing/handwashing-family.html)

Show your child how to cover a cough or a sneeze by using the bend in their elbow. Explain the importance of conducting a daily health screening on your child. To help with this process, please review the provided COVID-19 Screening Questions prior to sending your child to school.

RCPS will conduct a daily health screening and temperature check on every student prior to entering school. If your child is determined to have illness, you will be contacted to pick your child up from school. For this reason, RCPS encourages you not to send your child to school if they are ill.

RCPS recommends review of the following documents from the Centers for Disease Control and Prevention:

* [Prevent the Spread of COVID-19 If You Are Sick](https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf)
* [10 Things You Can Do to Manage Your COVID-19 Symptoms at Home](https://www.cdc.gov/coronavirus/2019-ncov/downloads/10Things.pdf)
* [Households Living in Close Quarters](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/living-in-close-quarters.html)

If your child has medical considerations, RCPS encourages you to reach out to your child’s primary medical provider and discuss options for return to school. RCPS will offer remote learning as well as in-person instruction. Your primary medical provider may help you decide what is the best learning environment based on your child’s medical needs.

Please understand that despite the best safety practices available, it is not a matter of “if” but rather “when” cases of COVID appear within a school. Please know that when this should occur, RCPS has plans in place to mitigate the spread.

**COVID Screening Protocol for Individuals at Intake**

RCPS will utilize triage procedures that are compliant with HIPAA guidance and consist of a multi-step screening process to ensure individuals with symptoms are identified prior to entering schools or other RCPS buildings. The entire screening process will be a touchless screening process with no person-to-person physical contact. RCPS will require passive screening for staff and will require active screening for students, visitors, and vendors. Active screening will be required for any staff member who has not performed passive screening.

**Passive Screening**

* Prior to leaving one’s home for work, all employees may perform a self-screening (passive screening) health questionnaire by utilizing screening software designated by RCPS. The screening software will alert the employee if it is okay to proceed to work (passed all screening requirements), or if the employee should call their supervisor (failed portions of the screening requirements).
* Employees who have received passing results from the self-screening software may report to work and will be permitted into a RCPS facility before active screening starts. Once active screening begins, the employee will need to present the results of their passed screening results to the intake screener before entry into a RCPS facility.
* Employees who have failed the self-screening assessment must contact their supervisor for further instructions. The supervisor will call the Employee Health Hotline which opens at 7:00 a.m. and can be reached by calling 540-853-1433 or 540-853-1436.
* All employees are reminded that if they are sick, they should contact their supervisor and remain at home.

**Active Screening**

* Designated entrances that will serve as intake screening sites will be consistent and used daily until RCPS is notified by health officials that screenings may be discontinued. The specific entrances to be used will be chosen by each school administrator. Only designated screening entrances will be used for staff, students, and visitors entering any facility.
* A health questionnaire will be displayed at each designated entrance. Individuals will review the posted questionnaire prior to advancing to the screener for temperature check.
* Trained staff members will be assigned at designated entrances, and screening will be conducted outdoors if weather and facility layout permit. Separate indoor areas will be designated for screening during inclement weather.
* Individuals waiting to be screened must be separated by at least 6 feet.
* All individuals entering the facility will be asked if they have reviewed the posted health questionnaire and if they responded “Yes” to any of the questions.
* Trained staff will utilize touchless thermometers for temperature checks.

**Considerations for Intake Screeners**

* RCPS staff members who are screening individuals will practice social distancing until such time as the screener is ready to activate temperature monitoring.
* Intake screeners should wear a facemask or cloth face covering, face shield, and gloves.
* Intake screeners should make interactions as brief as possible by limiting the interaction to screening question review and temperature only.
* Intake screeners will recognize that a one-size-fits-all screening approach is not realistic. Screening questions may be tailored to an individual’s level of understanding.
* The school nurse will be in the School Nurse Clinic at every school site. The primary responsibility of the school nurse during this intake process is the assessment and evaluation of any student who presents with fever or has indicated a “yes” response to the intake health questionnaire.
* The school nurse will determine whether a student should be sent home.
* The Employee Health nurse will determine whether an employee should not report or should be sent home if already at work when symptoms begin.
* Staff in areas such as HVAC, Electrical, Plumbing, Carpentry, Grounds, Operations, Information Technology, Warehouse Delivery, and Security access multiple buildings each day. To avoid receiving multiple screenings at each facility, these staff members will be issued a badge with orange lettering that states “COVID Screening Complete”. This will indicate initial screening. Identified staff wearing this badge will not need to be screened at each facility they service and should present their “COVID Screening Complete” badge to the facility screener to avoid multiple intake screenings.

**Guidelines for Intake Screeners who are not Registered Nurses**

* Person Being Screened Passed all Screening Requirements
  + If an individual can provide documentation that they have passed the self-screening process, or they have passed all active screening requirements, that person may be allowed into a RCPS facility. Individuals should continue to wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.
* Person Being Screened Failed any Portion of the Screening Requirements
  + If an individual indicated a “yes” response to any intake health question, is suspected of being ill, or has a fever of 100.0°F or greater, follow the steps below:

***Student***

* An intake screener who suspects a student may be ill, has detected a fever of 100.0°F or higher, or has received a “yes” response to the intake health questionnaire, will escort the student to the Health Annex Room to be evaluated by the school nurse.
* If the student is not wearing a face covering, the screener will provide a face covering prior to sending the student to the Health Annex Room.

***Staff***

* An intake screener who suspects a staff member may be ill, has detected a fever 100.0°F or higher, or has received a “yes” response to the intake health questionnaire, will not permit the staff member to enter the building and will instruct the employee to call the Employee Health Clinic.
* The Employee Health Clinic will have a hotline staffed by registered nurses who will be available to staff starting at 7:00 a.m. Staff may reach the hotline by calling 540-853-1436 or 540-853-1433.

***Visitor***

* Visitation without prior arrangement will not be permitted, unless it is an emergency. Visitors should not be permitted into an RCPS facility unless it is a pre-planned, scheduled visit that has been approved by school administration. If the visit has been pre-planned, scheduled, and approved by school administration, continue to the next steps.
* Any visitor who presents without a face covering will not be permitted into any RCPS facility and a health screening will not be performed. The visitor will be asked to return once a face covering is applied and a health screening may take place at that time.
* Visitors and vendors to any facility will not be permitted into the building without being evaluated by an RCPS trained screener. This will typically be handled by the school secretary at each school facility for visitors, and by the building manager for vendors. The screening process will take place at the main entry door for all visitors. Vendors who access the loading dock will be screened in that area.
* When the screener suspects that a visitor may be ill, has detected a fever of 100.0°F or higher, or has received a “yes” response to the intake health questionnaire, the screener will instruct the visitor to leave the facility and follow up with their primary healthcare provider. This should be done in a manner to protect the individual’s privacy.
* The individual should be directed to remain 6 feet away from other individuals. Immediately after the symptomatic individual departs, disinfect surfaces that the individual has touched.
* If no fever is detected and the screening process was passed, the visitor may be allowed into an RCPS facility. Individuals should continue to wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.

***Volunteers***

* Volunteers should be used on a limited basis and at school administration discretion/approval.
* An intake screener who suspects a volunteer may be ill, have detects a fever of 100.0°F or higher, or has received a “yes” response to the intake health questionnaire, should refer the volunteer to their healthcare provider and should not grant entry into an RCPS facility.

**Guidelines for Registered Nurse if Symptoms Develop During School Day**

**Staff Assessment**

* School nurses will follow protocols entitled: “[COVID-19 Screening Protocol for School Nurses](#COVID19ScreeningProtocolNurse)” and “[RCPS Guidelines for Managing COVID-19 Symptoms, Exposure, and Positive Test in Students and Staff](#RCPSGuidelinesManageCOVID19Symptoms)”.
* If the assessment has determined illness or a presumptive positive COVID situation, instruct the staff member to leave the facility and follow up with their primary healthcare provider. This should be done in a manner to protect the individual’s privacy.
* Direct the staff member to remain 6 feet away from other individuals. Immediately after departure of the symptomatic individual, disinfect surfaces that the individual has touched.
* Notify the school administrator and Employee Health of all possible COVID-19 symptomatic staff who were turned away from the facility.
* Document the encounter in the electronic medical record.

**Student Assessment**

* School nurses will follow protocols entitled: “COVID-19 Screening Protocol for School Nurses” and “[RCPS Guidelines for Managing COVID-19 Symptoms, Exposure, and Positive Test in Students and Staff](#RCPSGuidelinesManageCOVID19Symptoms)”.
* When an assessment has determined illness or a presumptive positive COVID situation, the student will remain in the Health Annex Room. An RCPS staff member will supervise the Health Annex Room when it is occupied.
* Immediately after departure of the symptomatic student, disinfect surfaces that the student may have touched.
* Notify the school administrator of all possible COVID-19 symptomatic students who were sent to Health Annex room.
* The staff member assigned to the Health Annex room will arrange to contact the parent or guardian so the student may be sent home.
* Document the encounter in the electronic medical record.

**Staff Guidelines for Health Services at School**

The Virginia Department of Education (VDOE) requires school districts to prepare for when an individual gets sick. This includes:

* “Separate those who present with symptoms.”
* “Facilitate safe transportation of those of who are sick to home or healthcare facility.”
* “Implement cleansing and disinfection procedures of areas used by sick individuals”.

The following provides staff members with guidance to meet VDOE expectations. All staff members who are supervising an individual in the Health Annex room will be provided with the appropriate PPE.

*Separate those who present with symptoms*

*Student*

* All staff members must notify the school nurse prior to sending a student to the nurse. The nurse will direct the staff member to take the student to an appropriate location based on complaints/symptoms.
* Students who have symptoms of COVID-19 will be separated from the general population to reduce possible spread. These students will go directly to the Health Annex room. The symptoms and signs of COVID-19 include:
* Shortness of breath or difficulty breathing
* Fever and/or chills
* Sore throat
* Drainage and/or congestion
* New loss of taste or smell
* Fatigue and/or muscle or body aches
* Nausea, vomiting, and/or diarrhea
* Students who do not have symptoms of COVID-19 or who need first aid will be directed to the School Clinic by the school nurse when the staff member calls.
* Students who are scheduled to take medications or need treatment for chronic conditions may go directly to the School Clinic without a prior phone call from a staff member.
* An RCPS staff member must accompany any student directed by the nurse to go directly to the Health Annex room and cede care of the student to the RCPS staff member providing supervision to those in the Health Annex room.
* Any student with COVID-19 symptoms who presents to the Nurse Clinic or Health Annex Room will be provided with a procedure mask, if s/he is not wearing one. A list of COVID-19 symptoms, along with a physical assessment, will be used to determine possible COVID illness.
* Individuals will remain in the Health Annex room until released to a parent.
* Individuals will remain separated by at least six feet in the Health Annex room.
* The Health Annex room will be supervised by an RCPS staff member at all times when a student is present.
* The school nurse will perform an initial physical and vital sign assessment on each individual upon arrival, and then do hourly checks until discharge.
* The parent/guardian of the student will be notified that the student must be picked up and seek medical attention.
* Before any student may return to school, the school nurse or administrator will need a copy of the individual’s note from their medical provider stating s/he may safely return to school, or the student will remain out of school for a period of time based on CDC, VDH, and Department of Labor and Industry guidelines and protocols.

*Staff*

* Any employee with COVID-19 symptoms who presents to the Nurse Clinic will be provided with a procedure mask, if s/he is not wearing one. A list of COVID- 19 symptoms, along with a physical assessment, will be used to determine possible COVID illness.
* The staff member will be directed to leave the facility and contact their medical provider for guidance. If the staff member is unable to drive themselves, arrangements for transportation will be made for the individual.
* Before any staff member may return to school, the school nurse or administrator will need a copy of the individual’s note from their medical provider stating s/he may return to school safely, or staff member will remain out of school for a period of time based on CDC, VDH, and Department of Labor and Industry guidelines.

*Facilitate safe transportation of those of who are sick to home or healthcare facility*

* Those individuals in need of emergency care will have 911 contacted for transport.
* In the event a parent/guardian is unable to provide pick up and transport of the student home, RCPS maintains a fleet of company vehicles that will be utilized to transport students home.
* During transport, an RCPS staff member will accompany the student. All staff members will wear appropriate PPE.

*Implement cleansing and disinfection procedures of areas used by sick individuals*

* The school nurse, support staff member in Health Annex Room, or building operations staff member will carefully wipe down the clinic or Health Annex room with appropriate disinfectants. The clinic or Health Annex room will remain vacant for 30 minutes after cleaning, if at all possible.
* The classroom where the symptomatic student or staff member has been will be cleaned per building protocol.
* The classroom and other areas may be closed per VDH guidance.

**COVID-19 Screening Protocol for School Nurses**

*Maintenance of Screening Supplies and Equipment:*

1. The school nurse will distribute touchless thermometers, face shields, masks, and gloves to all screeners once passive or active screening has been completed.
2. The building manager should return the thermometer and face shield to the school nurse for cleaning and they may be returned to building manager immediately.
3. After daily screenings, the nurse will leave one touchless thermometer, mask, face shield, and set of gloves at main entrance for visitor screening. These will be collected at the end of the day for disinfecting and/or disposal.
4. All touchless thermometers and face shields will be disinfected and allowed to dry overnight.

*Training Staff Screeners:*

1. The school nurse will provide education on COVID-19 symptoms and screening questions on posters for all entry doors.
2. The school nurse will provide education on the donning and doffing of PPE.
3. The school nurse will show a video about using the touchless thermometer, and then allow staff members hands-on time to become accustomed to device.
4. The school nurse will review with staff the protocol to follow if staff or students have any “yes” responses or a temperature of 100.0°F or greater. Staff members will be directed to when to contact Employee Health.
5. The school nurse will be available to answer any questions.

*Screening Staff:*

1. Staff members, who have been previously trained by the nurse to assist with door screenings, will be stationed at designated doors into school.
2. Most staff members should have completed passive screening via an electronic screening software. These staff members will present the passing notification on their phone to door screeners and will be allowed to enter.
3. Any staff members who have not been able to complete the passive screening must be screened by intake screeners.
4. Any staff members who has a temperature of 100.0°F or higher will have his/her temperature rechecked with an alternate type of thermometer.
5. Any staff members are unable to enter due to symptoms, elevated temperature, or “yes” answers to screening questions will be asked to go to their vehicle and call their supervisor. The supervisor will advise the employee to contact the Employee Health Clinic Hotline at 540-853-1436 or 540-853-1433. The Hotline is available from 7:00 a.m. each weekday morning.
6. After any staff member leaves because of a failed screening, all touched surfaces will be disinfected according to RCPS disinfecting protocols.
7. Staff members who are screeners are to notify administration of any staff member denied entry.
8. The encounter will be documented in SNAP.

*Screening Students:*

1. Staff members, who have been previously trained by the nurse to assist with door screenings, will be stationed at designated doors into school.
2. The school nurse will remain in the School Nurse Clinic to administer morning medications and to assist those students who may have been sent to the Health Annex room.
3. Any students who exhibit symptoms of COVID-19, an elevated temperature, or answer “yes” to screening questions will be taken or directed to the Health Annex room.
4. If a student is not wearing a mask when entering the School Nurse Clinic, s/he will be provided with an ear loop mask. If the student is under the age of 10 or has special needs, the student may not be able to tolerate wearing a mask. The nurse will follow guidelines from the Face Coverings Protocol.
5. Any student with a temperature of 100.0°F or higher will have his/her temperature rechecked with an alternate type of thermometer.
6. The school nurse will attempt to determine if symptoms can be explained by a pre-existing health condition (i.e. allergies or asthma). If pre-existing health conditions are identified, the student will be cleared to go to class.
7. Students should be allowed to rest for 10-15 minutes to see if certain symptoms, such as nausea, subside.
8. If a student has a temperature 100.0°F or greater, has unexplained symptoms, or recent exposure to a COVID-10 positive person, the student will be sent or taken to the Health Annex room.
9. The parent/guardian will be contacted to pick up the student. The family should be advised to contact the student’s primary care provider for further evaluation or monitoring.
10. After the student leaves the Health Annex room, any items touched by the student will be disinfected according to the RCPS disinfecting protocol.
11. The encounter will be documented in SNAP.

*Health Annex Room:*

1. The Health Annex room will be staffed with a school staff member who is wearing PPE of a mask, face shield, and gloves. At the elementary schools, a gown will be made available for the staff member to wear if they need to provide comfort for a young student.
2. The staff member will stay with the student until the student is picked up or the nurse is able to come to the Health Annex room.
3. While students are in the Health Annex room, they should wear an ear loop mask following guidelines from the Face Coverings Protocol.
4. The parent/guardian is to be called by the staff member who is manning the Health Annex room, the school nurse, or by school office staff.
5. The parent/guardian will be asked to come pick up the student and will be advised to contact the student’s primary care provider for further evaluation or guidance.
6. After the student has left the Health Annex room, all surfaces will be cleaned according to the RCPS disinfecting protocol.
7. Health Annex room circulation will be increased if possible, and a HEPA filtration system will be in use.

**Building Manager Screening Protocol**

RCPS will utilize triage procedures that are compliant with HIPAA guidance and consist of a multi-step screening process to ensure individuals with symptoms are identified prior to entering schools or other RCPS buildings. The entire screening process will be a touchless screening process with no person-to-person physical contact. While the process for screening depends on facility layout and staffing, the general steps include:

* Building Managers or designees will receive training on the screening process as well as how to perform a temperature check. Each will receive a copy of the “[COVID Screening Protocol for Individuals](#COVIDScreeningIndividuals)”.
* Each Building Manager or designee will be responsible for screening the Sodexo Magic (food services) staff as well as the RCPS Custodial and Maintenance staff who have not performed the electronic self-screening (passive screening) health questionnaire. These positions typically arrive early to the facility, before other staff.
* No staff members will be permitted into an RCPS facility without first having a health screening and temperature check or providing documentation of the passed self-screening report.
  + If an individual reports that no symptoms are exhibited, answers “no” to all screening questions, and has no fever detected, that individual will be allowed into an RCPS facility. Individuals should continue to wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.
  + Screeners who suspect a staff member may be ill, have detected a fever of 100.0°F or higher, or have received a “yes” response to the intake health questionnaire, will direct the employee to call Employee Health. The screener will call their supervisor.
  + The Employee Health hotline (540-853-1433 and 540-853-1436) will be available and staffed by registered nurses who will provide guidance based on symptoms or the failed portion of the intake screening process.
* The Building Manager or designee will then prepare their building’s designated screening sites. Preparation will include:
  + Setting up the stand-alone health screening questionnaire poster.
  + Setting up the portable hand sanitation station.
  + Obtaining the tote from the main office that contains all PPE for screeners and placing the tote just inside the main entry doors.

Note: Both the health questionnaire poster and hand sanitation station must be near the designated screening door.

Note: Vendors who arrive at an RCPS facility are generally delivering goods or services and arrive at the loading dock or other designated unloading area. The Building Manager or designee must perform the intake screening process, including temperature screening. Any vendor who presents without a face covering will not be permitted into any RCPS facility and a health screening will not be performed. The vendor will be asked to return once a face covering is applied and a health screening may take place at that time.

**Central Office COVID-19 Screening Protocol**

RCPS will utilize triage procedures that are compliant with HIPAA guidance and consist of a multi-step screening process to ensure individuals with symptoms are identified prior to entering the Central Office administration building. The entire screening process will be a touchless screening process with no person-to- person physical contact. RCPS will require passive or active screening.

**Passive Screening**

* Prior to leaving one’s home for work, all employees will perform a self-screening (passive screening) health questionnaire by utilizing screening software designated by RCPS. The screening software will alert the employee if it is okay to proceed to work (passed all screening requirements), or if the employee should not report to work (failed portions of the screening requirements).
* Employees who have received passing results from the self-screening software may report to work and will be permitted into the Central Office before active screening starts. Once active screening begins, the employee will need to present the results of their “passed” screening results to the intake screener before entering the building. Passing results that are shared with the intake screener will allow the employee to bypass active screening.
* Employees who have failed the self-screening assessment should stay home and must contact their supervisor. The Employee Health Hotline is available for assistance and staffed by registered nurses and is available starting at 7:00 a.m. by calling 540-853-1436 or 540-853-1433. The registered nurse will advise the employee of the next steps to take.

**Active Screening**

* Staff, visitors, and vendors entering the Central Office will only use the designated screening entrances.
* A health questionnaire will be displayed at each designated entrance. Individuals will review the posted questionnaire prior to advancing to the screener for a temperature check.
* Trained staff member(s) will be assigned at designated entrances or in a designated holding area during inclement weather.
* Individuals awaiting screening must be separated by at least 6 feet.
* All individuals entering the facility will be asked if they have reviewed the posted health questionnaire and if they responded “Yes” to any of the questions.
* Trained staff will utilize touchless thermometers for temperature checks.

**Considerations for Intake Screeners**

* RCPS staff members who are screening individuals will practice social distancing until such time as the screener is ready to activate temperature monitoring.
* Intake screeners should wear a facemask or cloth face covering, face shield, and gloves.
* Intake screeners should make interactions as brief as possible by limiting the interaction to screening question review and temperature only.
* Intake screeners will recognize that a one-size-fits-all screening approach is not realistic. Screening questions may be tailored to an individual’s level of understanding.
* Staff in areas such as HVAC, Electrical, Plumbing, Carpentry, Grounds, Operations, Information Technology, Warehouse Delivery, and Security access multiple buildings each day. To avoid receiving multiple screenings at each facility, these staff members will be issued a badge with orange lettering that states “COVID Screening Complete.” This will indicate initial screening. Identified staff wearing this badge will not have to be screened at each facility they service and should present their “COVID Screening Complete” badge to the facility screener to avoid multiple intake screenings.

**Guidelines for Screeners**

Employees will need to present the results of their “passed” self-screening results to the intake screener before entering Central Office. Passed results shared with the intake screener will allow the employee to bypass active screening. Individuals should continue to wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.

If an individual indicated a “yes” response to the intake health question, is suspected of being ill, or has a fever of 100.0°F or greater, follow the steps below:

**Staff**

* A screener who suspects a staff member may be ill, has detected a fever of 100.0°F or higher, or has received a “yes” response to the intake health questionnaire, will deny entry into the facility and encourage the employee to contact their supervisor.

**Visitor**

* Visitation without prior arrangement will not be permitted unless there is an emergency situation. Visitors should not be permitted into the Central Office unless it is a pre-planned, scheduled visit that has been approved by administration. If the visit has been pre-planned, scheduled, and approved by administration, continue to the next steps.
* Any visitor who presents without a face covering will not be permitted into any RCPS facility and a health screening will not be performed. The visitor will be asked to return once a face covering is applied and a health screening may take place at that time.
* Visitors to the Central Office will not be permitted into the building without being evaluated by an RCPS trained screener.
* Any visitor who may be ill, has a fever of 100.0°F or higher, or has indicated a “yes” response to the intake health questionnaire, will be instructed to leave the facility and follow up with their primary healthcare provider. This should be done in a manner to protect the individual’s privacy.
* The individual will be directed to remain 6 feet away from other individuals. Immediately after the symptomatic individual’s departure, surfaces that the individual has touched are to be disinfected.
* If no fever is detected and the screening process was passed, the visitor may be allowed into an RCPS facility. Individuals should continue to wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.

**Vendor**

* Any vendor who presents without a face covering will not be permitted into any RCPS facility, and a health screening will not be performed. The vendor will be asked to return once a face covering is applied and a health screening may take place at that time.
* Vendors to the Central Office will not be permitted into the building without being evaluated by an RCPS trained screener.
* Vendors who arrive at the Central Office are generally delivering goods or services and arrive at the designated unloading area. The Building Manager or designee will perform the intake screening process, including temperature screening. The screening process will take place at the designated unloading area.
* Any vendor who may be ill, has a detected fever of 100.0°F or higher, or has indicated a “yes” response to the intake health questionnaire, will be instructed to leave the facility and follow up with their primary healthcare provider. This should be done in a manner to protect the individual’s privacy.
* The individual will be directed to remain 6 feet away from other individuals. Immediately after departure of the symptomatic individual, surfaces that the individual has touched will be disinfected.
* If no fever is detected and the screening process was passed, the vendor may be allowed into an RCPS facility. Individuals should continue wear their cloth face covering and maintain a safe distance (at least 6 feet) from others whenever possible.

**Building Manager**

* The Building Manager or designee will be responsible for all screening preparation to include:
  + Setting up the stand-alone health screening questionnaire poster.
  + Setting up the portable hand sanitation station.
  + Obtaining the tote from the reception area at Door 1 containing PPE and placing the tote just inside the main entry doors.

Note: both the health questionnaire poster and hand sanitation station will need to be near the designated screening door.

**RCPS Guidelines for Managing COVID-19 Symptoms, Exposure, and Positive Test in Students and Staff**

*Students or Staff with COVID-19 Symptoms*

1. Any student or staff member who develops symptoms of COVID-19 will be assessed:
   * Those with a fever are always sent home and referred to PCP for evaluation
   * Those with shortness of breath or persistent cough without a documented medical condition will be sent home and referred to PCP for evaluation
   * Those with a symptom present (fatigue, muscle/body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, diarrhea) and no documentation of medical condition will be sent home and referred to PCP for evaluation
2. A student will be given a mask and placed in the Health Annex Room to wait until they may be picked up from school. Staff members will be sent home and instructed to contact Employee Health.
3. The student or staff member will be required to remain out of school for a duration of time based on current CDC, VDH, VDOE, and Department of Labor and Industry regulations, guidelines, and recommendations.
4. Any student or staff member who has a return to school/work note from a health care provider will be allowed to return per the guidance on that note.
5. RCPS recognizes that each person’s health is unique. The school nurse may contact the School Nurse Manager or the Director of Occupational and Student Health Services to discuss situations that present with unusual circumstances.

*Student or Staff with COVID-19 Exposure*

1. Any student or staff member who has been exposed to a person with presumed or confirmed COVID-19 will be advised to remain out of school for a duration of time based on current CDC, VDH, VDOE, and Department of Labor and Industry regulations, guidelines, and recommendations.
2. Staff members or family members will be given a copy of CDC “[10 Things to Manage Health at Home](https://www.cdc.gov/coronavirus/2019-ncov/downloads/10Things.pdf)” and VDH “[What to do if Exposed](file:///C:\Users\jdrewry\AppData\Local\Temp\Temp1_Re__Website.zip\1.%09https:\www.vdh.virginia.gov\content\uploads\sites\182\2020\04\VDH-Exposed-to-COVID-19-ENG-.pdf)”
3. The school nurse will contact VDH regarding the person with exposure to COVID-19 and follow guidance for additional close contacts at school who should also isolate at home.
4. The school nurse will notify the Employee Health nurse if any staff member was exposed.
5. The appropriate school official may, in consultation with the local public health officials, consider whether school closure is warranted and the length of time based on the risk level within the specific community.

*Student or Staff with Positive Test for COVID-19*

1. Upon notification to the school of the positive test, the school nurse will ensure that neither the student or staff member and none of their family members are attending any RCPS schools. The school nurse will work with the school nurses at other RCPS schools.
2. COVID-19 positive persons will stay out of school/work for duration of time based on current CDC, VDH, VDOE, and Department of Labor and Industry regulations, guidelines, and recommendations.
3. The school nurse will contact VDH regarding the person with a positive test result and will follow guidance for additional close contacts at school who should also isolate at home.
4. In accordance with standard guidance, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily the area is cleaned and disinfected per CDC guidance.
5. The school nurse will notify the Employee Health nurse if any staff member has a positive test for COVID-19.
6. In consultation with local public health officials, the appropriate school official may consider whether school closure is warranted, and the closure’s length of time, based on the risk level within the specific community as determined by the local public health office.
7. Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection per CDC guidance.
8. The administration at the school or manager in the office will work with local public health officials to ensure close contacts are notified, determine the need for any partial or full closures, and when to reopen.

**Procedures for Non-Emergency Sick Transportation**

Disclaimer: This policy only applies to the non-emergency transportation of students who have non- emergency illness symptoms and who lack transportation home. For emergency transports, 911 will be contacted. No student will be permitted to sit in the front seat of any vehicle.

If the school nurse determines that a student displays signs of illness or COVID-19 related symptoms, and the student lacks parental or guardian transport home, RCPS maintains a fleet of company vehicles that will be utilized to transport students home.

**School Nurse, Administrator or Designee Guidance**

1. The school nurse, administrator, or designee will contact the parent/guardian and request that the student be taken home.
2. As soon as the parent/guardian reports a lack of transportation, the school nurse, administrator, or designee will advise the parent/guardian that the district will be transporting the student home. The school nurse, administrator, or designee will verify that the parent/guardian is home to receive the student, or a designated emergency contact is chosen and available. The parent must verbally state the address and the name of person to receive the student. The person must be listed on the student’s emergency card.
3. The school nurse, administrator, or designee will call 540-853-2382 to schedule a pickup time for the student. The goal is to have the student out of the Health Annex room and transported home within one hour of confirmation that the parent/guardian lacks transportation.
4. The school administrator or designee will select an aide who will be responsible for accompanying the student on the trip home. The administrator or designee will provide the aide with the parent/guardian/emergency contact information to include: phone number, address, and person responsible for receipt of student. Note: If the transport vehicle already has an aide or staff member, the school will not need to provide another aide (one aide per vehicle).

**Vehicle Aide Guidance**

1. The aide responsible for accompanying the student during transport will need to wear a face mask, face shield, and gloves.
2. The aide will be responsible for encouraging the student to keep a face covering on during transport. The aide will follow the RCPS protocol entitled “Face Covering Protocol for Staff & Students.”. The “Face Covering Protocol for Staff & Students” will be kept in each transport vehicle for easy reference.
3. The aide will be responsible for verifying that the student has been delivered to the appropriate parent/guardian/emergency contact. The parent/guardian/emergency contact must show proof of identification before the staff person releases the student into his or her care.
4. The aide will be responsible for cleaning and disinfecting the non-emergency transport vehicle after the student is delivered home. See “Cleaning and Disinfection for Non-emergency Transport Vehicles.”

**Vehicle Driver Guidance**

1. The vehicle operator will follow School Board policy EEA, Section E, when operating RCPS fleet vehicles.
2. The vehicle operator will always wear a face mask during operation of the vehicle, even when students are not being transported.
3. The driver will serve as a second check to make sure the vehicle has been properly sanitized after each transport and that the vehicle receives a thorough disinfection at the end of the day.
4. Vehicle supplies will include: tissues, emesis bag, face masks, face shields, gloves, hand sanitizer, cleaning/disinfecting supplies, first aid kit, fire extinguisher, and spill kit.

**Cleaning and Disinfection for Non-emergency Transport Vehicles**

Occupants of these vehicles should avoid or limit close contact with others, as feasible.

The following are general guidelines for cleaning and disinfecting these vehicles:

* At a minimum, clean and disinfect with an N registered disinfectant that will be provided by RCPS in premixed spray bottles. Disinfect all commonly touched surfaces in the vehicle at the beginning and end of each shift and between transporting passengers. Ensure that cleaning and disinfection procedures are followed consistently and correctly, including the provision of adequate ventilation when chemicals are in use. Doors and windows should remain open when cleaning the vehicle. When cleaning and disinfecting, individuals should wear disposable gloves compatible with the products being used, as well as any other PPE required according to the product manufacturer’s instructions. After cleaning the surfaces with paper towels, discard all used materials in the nearest trash receptacle.
* Gloves and any other disposable PPE used for cleaning and disinfecting the vehicle should be removed and disposed of after cleaning. Wash hands with soap and water for at least 20 seconds immediately after removing gloves and PPE.

**Hygiene Protocol for Staff, Students & Visitors**

**STAFF**

* Staff will be screened for illness using the steps as outlined in the protocol “[COVID Screening Protocol for Individuals](#COVIDScreeningIndividuals).”
* Staff are required to use cloth face coverings, or necessary medical grade face coverings, as is medically appropriate (see Face Covering Protocol for Staff and Students). When teaching, if teachers can maintain a distance of more than 6 feet away from students, they may remove their face coverings.
* Staff will disinfect hands with provided hand sanitizer prior to entering a RCPS facility.
* Staff will wash hands, when applicable, according to Centers for Disease Control and Prevention training. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
* Staff will be trained and encouraged to avoid touching their eyes, nose, and mouth with unwashed hands.
* Staff will be educated and encouraged to cover coughs and sneezes.
* Staff will follow all applicable cleaning and disinfectant protocols.

**STUDENTS**

* Students will be screened for illness using the steps as outlined in the protocol “[COVID Screening Protocol for Individuals](#COVIDScreeningIndividuals).”
* Students will be required to use cloth face coverings as is medically and developmentally appropriate. For specific guidelines see “Face Covering Protocol for Staff and Students.”
* Face coverings may be challenging for students, especially younger students, to wear in all-day settings such as school. Students will be required, when applicable, to wear face coverings.
* Students will disinfect hands with provided hand sanitizer prior to entering a RCPS facility.
* Students will wash hands, when applicable, according to Centers for Disease Control and Prevention training. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
* Students will be trained and encouraged to avoid touching their eyes, nose, and mouth with unwashed hands.
* Students will be educated and encouraged to cover coughs and sneezes.

**VISITORS**

* Visitors will be screened for illness using the steps as outlined in the protocol “[COVID Screening Protocol for Individuals](#COVIDScreeningIndividuals).”
* Visitors to any RCPS facility will be limited.
* All visitors must wear a face covering to enter any RCPS facility. Visitors without a face covering will not be permitted into the building.

**Face Covering Protocol for Staff & Students**

COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Studies and evidence on infection control report that these droplets usually travel approximately six feet (about two arms lengths). This highlights the importance of physical distancing. Physical distancing is also referred to as social distancing. This means keeping space, at least six feet apart, between yourself and other people when outside of your home. Physical distancing includes limiting face-to-face contact with others, which is shown to be the best way to reduce the spread of coronavirus disease. To practice physical or social distancing employees should:

* Maintain a distance of at least 6 feet (about 2 arm lengths) from others.
* Refrain from gathering in large groups. Small group gatherings and meetings where face coverings and physical distancing can be maintained are permissible.
* Stay out of crowded places and avoid mass gatherings.
* NOTE: “The World Health Organization (WHO) advises that schools maintain a distance of approximately three feet between everyone present at school and is monitoring ongoing research. Additionally, the American Academy of Pediatrics (AAP) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness” (VDOE Phase Guidance for Virginia Schools, pg. 6 – 7, date: 07-06-2020).

In addition to physical distancing, face coverings may slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.

**Face Covering Guidelines**

RCPS has adopted recommendations from the Centers for Disease Control and Prevention (CDC) that face coverings should be worn by all individuals, symptomatic or not. However, face coverings should NOT be placed on:

* Children younger than 2 years old
* Anyone who has trouble breathing or is unconscious
* Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
* Those for whom it is not developmentally or medically appropriate

The following protocols are recommended:

* All students over the age of two and up to the age of nine, as is medically and developmentally appropriate, and not in the exception categories as described above, will receive encouragement to wear a face covering.
* Students age ten and above are required to wear a face covering.
* Face coverings are required for staff members, as medically appropriate. If an employee has a medical condition that prevents the employee from wearing a face mask, the employee will need to contact Employee Health at 540-853-1436 or 540-853-1433. All calls are confidential and private health information is never shared outside the Employee Health Clinic.

Employees do not need to wear a face covering during the following times:

* Working outside or traveling alone when physical distancing can be maintained.
* Working alone in an office or workspace where physical distancing can be maintained.

Staff and students will be educated on the proper application and removal of face coverings. For staff and student education, RCPS will utilize the CDC education guide dated 05-27-2020, “How to Safely Wear and Take Off a Cloth Face Covering” found at <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>. RCPS utilizes multiple types of face coverings to include disposable and reusable, medical grade, and non-medical grade. RCPS staff will teach and reinforce the use of face coverings as needed.

Face coverings may be challenging for students, especially younger students, to wear in all-day settings, such as school. Face coverings must be worn by students (particularly older students) as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.

Students who are not wearing a face covering and have a medical reason for not wearing the face covering may be asked by staff why they are not wearing a face covering. Students should not walk away from staff members or assume that staff members know they are not required to wear a face covering. Staff members should maintain students’ privacy to the best of their ability while communicating with students. Students should wear face coverings that are appropriate and abide by the student code of conduct.

*Guidance for staff addressing students who are required to wear face coverings*

If a staff member recognizes that a student is not wearing a face covering, the staff member should ask to speak to the student in a private setting (i.e. ask student to step into the hallway or in the same area away from other students). The staff member should communicate with the student that students are required to wear face coverings while at school or on a school bus. The staff member should then ask the student if they need a face covering or if there is a reason for not wearing a face covering. After asking these questions,

* If the student needs a face covering, the student should be given a face covering if available or directed to the office for assistance.
* If the student shares that they are not wearing the face covering due to a medical reason, the staff member should refer the student to the nurse for assistance or for a note.
* If the student does not want to wear a face covering or does not agree with wearing a face covering, the student should be directed to the school nurse, counseling, or administration.

*Guidance for nurses, counselors, and administrators who are addressing students who are required to wear face coverings*

Students who are sent to the office for not wearing face coverings should be educated with the School Board directive that all students in school or on a school bus must wear a face covering unless they have a medical reason.

Parent or guardians will be notified regarding any student(s) who will not comply with the directive after being educated on the requirement to wear a face covering.

RCPS staff will work with students refusing to wear face coverings through education and progressive discipline procedures. Education on wearing face coverings will be an essential component to this process. Staff will consider individual needs of students including any developmental or medical needs. Parents and guardians will be contacted and involved in the progressive discipline and education process.

References

* <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>
* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>
* VDOE Final Phase Guidance (07-06 2020)  VDOE Recover, Redesign, Restart 2020 webpage.at  [http://www.doe.virginia.gov/support/health\_medical/covid-19/recover-redesign-restart.shtml#](http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml)

**Social Emotional Learning**

Social Emotional Learning (SEL) is vital to our students’ mental health, given the trauma over the past few months, at a minimum. A school-wide survey to determine students’ SEL needs will be developed to use within the first week of school. SEL experiences using a research-based curriculum will be included in daily lessons. All staff will be trained in Youth Mental Health First Aid to help recognize signs of mental health concerns in students. Restorative community circles and restorative justice practices will provide a means for prevention and reaction to both actual and perceived injustices to our students.

For students to practice self-regulation, calming/safe spaces will be identified in every school. Sensory walks and proactive student movement breaks will be made available to all students. For those students who choose the 100% virtual option, a virtual calming room will be made available.

To promote more student engagement, virtual student organizations and clubs will be developed, including a virtual book club to discuss current affairs, diversity, and equity. Mental health committees will include students, and equity-focused leadership development groups will be established for underserved students. Students will also learn about trauma and the impact of stress on the brain and body, and coping skills. Journaling by both students and teachers will be encouraged.

Individualized counseling support will be provided through the established school-based mental health support system or by community mental health providers working in the schools. For those students who choose the 100% virtual option, a system for school-based mental health professionals to check in with students/families virtually is being created.

In order to support staff, all school staff will be provided with opportunities for training and professional development on SEL. School staff will also see a continued emphasis on trauma-informed care training. Daily SEL experiences and self-care, including mindfulness, EAP, and school-based wellness programs, will be encouraged. Reminders about how to stay healthy during the COVID-19 pandemic will be posted prominently throughout the school. Administrators will be encouraged to celebrate success and highlight accomplishments of all staff. More opportunities for building principals and other school leaders to debrief with colleagues and support each other during stressful times will be encouraged. In addition, health compliance strategies will be modeled by all staff.

In order to alleviate stress for students and families, an abridged school supply list will be developed to reduce family costs and the need to go outside to shop. Lists of activities families can do to occupy time at home will be posted, along with a list of community organizations and resources.

## **Curriculum**

The re-opening plan consists of a phased approach to the school year with only the most academically vulnerable students beginning the year in-person four days per week in the first nine weeks. Two days of in-person instruction for those students who choose to do so in PreK – grade 5 will be added for the second nine weeks, provided that infection rates decrease. All students who choose may attend school in-person during the third and fourth nine weeks, provided that the infection rate data indicates that it would be safe to do so.

**In-person Hybrid**

For those families who choose to attend school with the in-person hybrid option beginning the second nine weeks, students in PreK – grade 5 will attend school on either Monday and Thursday or Tuesday and Friday to receive in-person instruction (up to school capacity with appropriate social distancing allowances). During the third and fourth nine weeks, those who choose to return to in-person instruction will attend school, as long as we are able to follow all Phase protocols. One day per week, until we are able to have 100% of all students in school in-person, students will be working on virtual assignments on Canvas and will participate in small group remediation to fill learning gaps through Microsoft Teams in Canvas. Canvas is a learning management system that will be used as a platform for most virtual learning experiences in RCPS. Microsoft Teams is a program, much like Zoom, that will allow teachers to meet with individual students or small groups of students. Virtual Fridays will be an important component of the instructional week. Teachers will have time to plan, collaborate with their colleagues who are in their schools or teaching in the Virtual Academy, and work with small groups or individual students in meetings on Teams through Canvas. All teachers and students will maintain a presence in Canvas.

**Virtual Academy**

For all students the first nine weeks, students in grades 6-12 in the second nine weeks, and those families who choose to continue with the RCPS Virtual Academy for the remainder of the school year, students will attend school predominantly online using the Canvas Learning Management System (LMS). If parents would like their student(s) to return to the in-person hybrid option at the end of a nine weeks period, they must express their interest to the school administrator and space must be available to maintain proper social distancing, should we remain in Phase III.

When school was closed on March 13, all schools rushed to provide some sort of virtual instruction for students. Multiple platforms were used, including Moodle, Study Island, Plato, ClassDojo, EdModo, Google Classroom, Kahoot!, Seesaw, and Zoom. In many cases, multiple platforms were used within one school. Students and parents were overwhelmed with the number of logins required. Parents were concerned that they were not always available to ensure that their students were online with the teacher for synchronous (same time) learning. Students were often in daycare during normal school hours or providing childcare for younger siblings. Some families did not have the bandwidth available to use a video communications tool, such as Zoom, to meet with teachers in real time. Technical difficulties like spotty internet, crashing hard drives, and dying batteries became anything from an inconvenience to a disaster. From the feedback received, we learned that we needed to have one consistent platform for all coursework. We also learned that a completely synchronous learning environment was unrealistic for most of our families. The most consistent positive feedback was given when teachers regularly provided instructional videos, text-based lecture notes, self-guided interactive learning modules, pre-recorded podcasts, and self-directed activities from linked websites.

In the RCPS Virtual Academy, students will learn primarily at home or an alternative location chosen by the family where they have internet access. This mixed asynchronous (any time)/synchronous (same time) learning will occur through the Canvas online learning management system. The student will log onto a computer to take classes and access content, assignments, and assessments. Students will not be seeing their regular teachers all of the time, however, RCPS teachers will be providing high-quality, rigorous instruction in the virtual environment. Virtual Academy teachers will be accessible to students daily to answer questions and provide other assistance as needed.

Students will be held accountable for logging onto Canvas and completing assignments and assessments daily. Attendance will be taken based on student participation in synchronous sessions and completed assignments and assessments in asynchronous sessions. Assignments and assessments will be graded. The courses on the Virtual Academy will follow the same curriculum calendar as in-person instruction. There will be due dates for assignments. The courses will not be self-paced. Students will take the same courses they would have taken in-person, with some modification due to the nature of virtual classes. For those who are interested, videos are available on the RCPS website for students and parents to see what the Canvas learning environment looks like.

The primarily virtual model for the first nine weeks provides the space and flexibility for in-person small group or individual instruction, or school counseling support, to be scheduled based on student needs.

***The Average Day of a Virtual Academy Student***

Virtual learning provides students the opportunity to receive a high-quality, rigorous education experience online. Our students will take the same courses online that they would take in-person. A common question among students and their families has been, “What will the average day look like?” While some of the instruction may be synchronous (same time), instruction will be predominantly asynchronous (any time). Due to the flexible nature of an asynchronous virtual learning experience, it is difficult to portray what a typical day looks like. There is no typical day.

Students will have access to a wide range of tools and resources to learn successfully in a virtual setting. These tools are designed to meet multiple learning styles, including online lessons and lectures, interactive activities, instructional videos, independent activities, dialogue through discussion boards between teachers and classmates, and real-time small group sessions with the teacher on Microsoft Teams. The convenience and flexibility of attending the Virtual Academy allow students to accomplish their goals quickly and at their own time throughout the day.

The most successful virtual students develop a plan for learning and stick to it. There is no bell schedule for the Virtual Academy. Students may have the freedom to start their studies early in the day, whereas others may have commitments, such as caring for younger siblings during the day, and prefer to start later. Regardless, it is imperative that each student establishes a school routine and sticks with it. This creates healthy study habits and helps students learn responsibility and time management.

Below is an example of the time that it may take students to complete instruction each day at different levels.

Elementary school students will spend about three hours each day completing their schoolwork. This time will be split between online instruction and interactive activities that may take place online or offline.

|  |  |
| --- | --- |
| **Estimated daily time required** | **Activity** |
| 45-60 minutes | Math instruction and activities |
| 45-60 minutes | Reading instruction and activities |
| 20 minutes | Science or social studies inquiry |
| 15-20 minutes | Music, art, or PE |
| 30 minutes | Independent reading |
| 20 minutes | Synchronous group time |

Middle school students will spend approximately 4-5 hours each day completing their schoolwork. This time will be split between online instruction and interactive activities that may take place online or offline.

|  |  |
| --- | --- |
| **Estimated daily time required** | **Activity** |
| 30-45 minutes | English instruction and assignment |
| 30-45 minutes | Math instruction and assignment |
| 30-45 minutes | Social studies instruction and assignment |
| 30-45 minutes | Science instruction and assignment |
| 15-20 minutes | Health/PE instruction and assignment |
| 15-20 minutes | Elective instruction and assignment |
| 15-20 minutes | Elective instruction and assignment |
| 60 minutes | Additional time for individual reading, studying, practicing an instrument, working on projects |

High school students will spend approximately 5-6 hours each day completing their schoolwork. This time will be split between online instruction and interactive activities that may take place online or offline.

|  |  |
| --- | --- |
| **Estimated daily time required** | **Activity** |
| 45-60 minutes | English instruction and assignment |
| 45-60 minutes | Math instruction and assignment |
| 45-60 minutes | Social studies instruction and assignment |
| 45-60 minutes | Science instruction and assignment |
| 20-30 minutes | Health/PE instruction and assignment |
| 20-30 minutes | Elective instruction and assignment |
| 20-30 minutes | Elective instruction and assignment |
| 60-90 minutes | Additional time for individual reading, studying, practicing an instrument, working on projects |

Students attending the Virtual Academy may communicate with other students through discussion boards, video conferencing, social media, and email, and are encouraged to do so. Students are also able to interact with their instructors as needed throughout the day through Teams or email. Students may meet with their teacher in small groups. Often, students are more likely to interact with their teacher in the one-on-one experience rather than in front of an entire class.

An asynchronous virtual experience allows the freedom and flexibility for students to manage their day as they deem fit. They may spend their mornings training as an athlete and devote their afternoons to completing coursework. Some students may decide to participate in virtual clubs or other activities in the afternoon. When students take their courses in-person, time delineates when learning happens. In the Virtual Academy, students decide when learning will happen. The common outcome for both is that learning will happen.

**General**

RCPS is ready to pivot between the proposed option to 100% virtual or 100% in-person as needed. Since all in-person teachers and students will be maintaining a presence in Canvas, they will be able to transition to the virtual environment should we re-enter Phase II. Those teachers who are teaching in the RCPS Virtual Academy will be equally adept at returning to the classroom.

All teachers will be trained to develop courses in Canvas beginning July 20. All online courses will be delivered through Canvas, except for some Career and Technical courses which may utilize modules created by industry experts.

Instructional calendars and curriculum have been revised to minimize the effects of the long-term school closure last academic year. Revisions were completed by curriculum supervisors, specialists, coaches, and teachers. Differentiated content will be provided in all classes to mitigate learning gaps from the spring. Concepts that may have been missed or need review will be inserted into the curriculum and taught differently so that we are able to help students make academic progress that is appropriate for their grade level. For students who have already mastered the material to be learned, content will be replaced with new content, enrichment options, or other activities.

## **Instruction**

Content is being created for the first weeks of school for both in-person hybrid instruction and virtual learning to reduce teacher stress while learning a new LMS and to maintain consistency of expectations. Teachers of most credit-bearing course will have access to Virtual Virginia content for use in their courses. All students will learn how to use the Canvas LMS and other technologies that will be vital to communication within both the in-person hybrid and virtual learning environments. They will also undergo training on using proper hygiene techniques, wearing facial coverings, and social distancing protocols.

RCPS is focusing on both instruction and SEL for students upon reopening of schools. It goes without saying that all students and teachers have been traumatized by the sudden closure of schools and the months of social isolation due to the COVID-19 pandemic. For students to be able to focus on learning new content in school, they must be able to self-regulate and validate their trauma. For this reason, school counselors will be assigned to all students, including those in the RCPS Virtual Academy. School counselors will be providing SEL resources for teachers to insert into their courses on Canvas.

Students who are attending school in-person will receive the same level of instruction they have in the past, modified to meet social distancing guidelines. Students in the Virtual Academy will be provided with teacher vetted instructional videos, written text, directions for hands-on activities, and contact with teachers through Microsoft Teams or email. Tutorials and enrichment will be provided through teacher-directed groups for in-person instruction, as well as small group virtual meetings on Fridays for both in-person and 100% virtual students.

Students who need a device to access virtual learning will be provided with one upon request. In addition, arrangements will be made to assist with internet access for those who do not have it.

Individualized Education Programs (IEP) for students with disabilities will be amended prior to the 2020-2021 school year to reflect the service times, accommodations and goals without IEP meetings if agreed upon by the parent and RCPS. The IEP teams will amend the IEPs to reflect the following:

* Students with disabilities participating in a special education setting more than 50% of the time could have up to four days per week of in-person instruction available if determined appropriate by the student’s IEP team and with parental consent.
* Students with disabilities participating in the general education setting more than 50% of the time will follow the RCPS instructional plan developed for in-person instruction.
* Students with disabilities in private day school placements will follow the instructional plan for the private day school where they are assigned.
* Students with disabilities in homebound or homebased settings will participate in the RCPS instruction as determined appropriate by the student’s IEP team and with parental consent.

 Within the first six weeks of school, baseline data will be collected and IEP meetings will be held to review and amend the students’ present levels, goals, accommodations, services and the least restrictive environment.

## **Assessment**

Diagnostic assessments for reading and mathematics will be available for all levels to determine student readiness for learning, including:

* Virginia Kindergarten Readiness Program (mathematics and SEL)
* K-3 PALS (reading)
* Fountas and Pinnell (elementary reading)
* VDOE mini-assessments (gr 3-8 mathematics)
* ReadTheory (secondary reading)
* Algebra Readiness Diagnostic Test (middle school mathematics)
* IXL (secondary reading and mathematics)
* WIDA (English Learners)

Formative assessments or "snapshots" will be taken throughout the school year to provide teachers with insight into learning gaps. We will endeavor to continue to monitor learning effectively in both the in-person hybrid and the virtual learning environments to ensure that all of our students are able to show academic growth that is grade level appropriate.

A copy of the RCPS 2020-2021 Testing Schedule is on the next page.

The Virginia Department of Education has stated that, in the Spring, all students, whether in the Virtual Academy or in-person at their school, will take the appropriate Standards of Learning assessment, depending upon the courses in which they are enrolled.

ROANOKE CITY PUBLIC SCHOOLS TESTING SCHEDULE 2020-2021

= RCPS Testing Windows = VDOE Testing Windows

|  |  |  |
| --- | --- | --- |
| **LEVEL** | **DATES** | **FIRST SEMESTER TESTS** |
| **K – 12 (LEP)** | **As needed for screening** | **WIDA Screener** |
| **K** | **09/14/2020 – 10/09/2020** | **VKRP (Virginia Kindergarten Readiness Program) Testing** |
| **PK** | **08/31/2020 – 11/19/2020** | **Fall PALS**  **(Phonological Awareness Literacy Screening)** |
| **K** | **10/05/2020 – 10/30/2020** |
| **1 & 2** | **09/28/2020 – 10/23/2020** |
| **3** | 09/08/2020 – 10/02/2020 |
| **11** | 10/19/2020-11/06/2020 | **SOL WRITING[[1]](#footnote-2) Multiple Choice & Short Paper Testing Window** |
| **Term Grads**  **/ Retesters** | **1st attempt: 10/19/202 –10/30/2020**  **2nd attempt:11/16/2020 – 12/11/2020** | **SOL WRITING Multiple Choice & Short Paper Testing Window** |
| **Term Grads1**  **/ Retesters** | 12/07/2020 – 01/15/2021  *Term Grads may have an extended window if needed* | **SOL NON-WRITING Grade 8 and END-OF-COURSE TESTS1** |

|  |  |  |
| --- | --- | --- |
| **LEVEL** | **DATES** | **BENCHMARKS AND SIMULATIONS** |
| **3-11** | **10/19/2020 – 10/23/2020** | **Snapshot (8 weeks)** |
| **8 & 10** | **12/08/2020 – 12/16/2020** | **Writing Benchmarks (just Multiple Choice)** |
| **3-11** | **01/11/2021 – 01/22/2021** | **Winter Benchmarks** |
| **8 & 10** | **02/01/2021 – 02/05/2021** | **Writing Simulations (Essay Only)** |
| **3-11** | **03/29/2021 – 04/01/2021**  **04/12/2021 – 04/23/2021** | **Spring Simulations** |
| **2** | **04/26/2021 – 05/07/2021** | **2nd Grade Spring Benchmarks** |

|  |  |  |
| --- | --- | --- |
| **LEVEL** | **DATES** | **SECOND SEMESTER TESTS** |
| **K – 12 (LEP)** | 01/19/2021– 03/19/2021 | **WIDA ACCESS (Proficiency Testing)** |
| **K– 3** | 01/04/2021 – 01/29/2021 | **Mid-Year PALS1 (New Students & Benchmark Not Met)** |
| **K** | **04/12/2021 – 04/30/2021** | **VKRP (Virginia Kindergarten Readiness Program) Testing** |
| **PK, K– 2** | 04/26/2021 – 05/21/2021 | **Spring PALS (Phonological Awareness Literacy Screening)** |
| **1** | 01/12/2021 – 01/14/2021 | **Naglieri Nonverbal Ability Test (NNAT)** |
| **2** | 01/06/2021 – 01/22/2021 | **CogAT Ability Assessments & Iowa Achievement** |
| **LEVEL** | **DATES** | **SECOND SEMESTER TESTS (cont.)** |
| **5** | 01/06/2021 – 01/22/2021 | **CogAT Ability Assessments** |
| **8** | 01/28/2021 – 01/29/2021 | **Roanoke Valley Governor’s School Applicant Testing** |
| **8 & EOC** | 03/08/2021 – 04/01/2021 | **SOL WRITING Multiple Choice & Short Paper Testing Window**  **Paper window: March 1 or March 2 MC and March 3 SP** |
| **Term Grads**  **/ Retesters** | **1st attempt:03/01/2021 – 03/12/2021**  **2nd attempt:04/12/2021 – 04/23/2021** | **SOL WRITING Multiple Choice & Short Paper Testing Window** |
| **3 – 8, 11** | 04/01/2021 | **VAAP Collections of Evidence Due** |
| **3 – 5** | 05/10/2021 – 06/04/2021 | **SOL Reading & Mathematics 3, 4 & 5; History 4 and Science 5** |
| **6 – 7** | **SOL Reading & Mathematics Testing Window** |
| **8** | **SOL Reading, Mathematics, Science and History (except Writing)** |
| **EOC** | **SOL NON-WRITING END-OF-COURSE TESTS** |
| **Term Grads1**  **/ Retesters** | 04/26/2021 – 05/07/2021 | **SOL NON-WRITING END-OF-COURSE TESTS1** |
| **3, 5, 6 & 7** | Must Be Completed by 05/28/21 | **Performance Assessments (required by DOE)**  **History 3, Science 3, Writing 5, US History 1 & US History 2** |

## **Professional Development and Student/Parent Training**

When creating our professional development plan for the upcoming school year, it is with the understanding that the myriad changes and new procedures can quite easily overwhelm our staff members. Flexibility will be key to successfully navigating the school year during the pandemic. Administrators will work with Human Resources to ensure that required trainings are completed by all personnel.

Training on health and safety protocols has highest priority. The first set of individuals to be trained on health and safety protocols will be our administrators. They will then train their faculty and staff members. Administrators will work with maintenance and operations staff members to train teachers on creating and maintaining safe learning environments following social distancing guidelines.

Instruction is also a priority. Canvas training will provide teachers with model lessons and long-term support, in addition to templates and examples that will allow teachers to begin working with the virtual learning environment immediately. Faculty and staff will be trained on transitioning to virtual learning full-time if schools are closed due to a COVID-19 outbreak. Course content will be developed to provide instruction for students on the technology they will need to use to be successful in the in-person hybrid and 100% virtual learning environments, including Canvas, email, Microsoft Teams, Clever, and others. Much of the preservice training for teachers will be provided through Canvas, so that teachers are able to access the training at their convenience.

Instructions for access to resources in our virtual environment will be provided for students and parents/guardians. The professional development team will work with faculty and staff, parents, community members, and students so that everyone is prepared to pivot between in-person hybrid and 100% virtual learning, regardless of the COVID-19 realities. Administrators will work with the technology department and teachers to secure resources for onboarding to virtual learning. Onboarding to virtual learning would include an opportunity for teachers and staff to meet with parents and students prior to reopening. Schools will provide training for parents and students on virtual learning. During this time, assistance will be available for completion of registration requirements, accessing SEL assistance, scheduling amendments for IEPs and English Learner plans, and addressing other parental concerns regarding the return to school. Students will be provided with devices to access virtual learning, when needed, and students and their parents/guardians will learn the protocols for successful and safe participation in the educational environment.

## **Infrastructure**

**School Schedules**

As we enter various phases of reopening, school opening and closing times will be announced. Students who attend school will attend according to a phased in schedule. These phases are subject to change depending upon infection rate data.

For the first nine weeks, students with disabilities participating in a special education setting more than 50% of the time and level 1 English Learners will attend school in-person Monday through Thursday. In addition, students who are in the current graduation cohort and striving socially/emotionally and academically may attend school up to four days each week. These students will receive virtual instruction on Fridays. All other students will receive virtual instruction daily.

For the second nine weeks, students in PreK – grade 5 may choose to attend in-person 2 days per week, 50% on Mondays and Tuesdays, 50% on Wednesdays and Thursdays. Students grades 6-12 will receive virtual instruction, as well as those PreK – grade 5 who choose to remain in virtual instruction

Assuming that we are in the appropriate phase of re-entry, for the third nine weeks, all students who choose to do so may attend school in-person 4 days per week. For the fourth nine weeks, all students who choose to do so may attend school in person 5 days per week. Students who choose to remain in the Virtual Academy may continue through the remainder of the year.

**Technology**

Students who need a school laptop will be able to check one out from their home school. Laptops and checkout forms will be available at the schools two weeks prior to the first day of school. Cox Communications provides a discounted service for households without a recent Cox Internet account. The program is called Connect2Compete. The program is free for the first two months and continues at $9.95 per month thereafter. For full details, please visit <http://www.cox.com/c2c>. For those families who do not qualify for Connect2Compete, RCPS will address the situations on a case-by-case basis.

**Facilities Standard Operating Procedures**

The following is a comprehensive plan to support the reopening of schools for the 2020-2021 educational school year.

* Classroom diagrams are available to demonstrate student desk spacing based on 6 feet social distancing guidelines for as well as 3 feet distancing guidelines.
* Hallways and stairwells in all buildings will be designated with one-way directional signage.
* Handwashing stations and hand-sanitizing stations will be made available at designated entry points for each building.
* The Facilities and Operations Departments are marking hallways and cordoning off sections of buildings as requested.
* Signs in English and Spanish will be at each main entrance listing the symptoms of COVID-19.
* The Facilities Department will coordinate with building architects to determine safe social distancing practices for each vestibule during temperature checks and handwashing. Where appropriate, floors will be marked, and signs will be posted with reminders of social distancing standards.
* While current CDC guidelines do not require regular sanitation of playground equipment, the Facilities Department will install hand-sanitizing stations with tamper-proof housings at all playgrounds. All grab bars, handles, and railings will be cleaned routinely.
* HVAC systems will be evaluated for MERV-13 filters which will be placed in systems that can accommodate the filters. Alternative but comparable plans will be made for other systems.
* All classrooms will have hand-sanitizing stations and one employee-controlled bottle of sanitizing spray.
* Bathroom usage will be monitored for enforcement of social distancing. Bathrooms will be cleaned at two-hour intervals.
* Maintenance employees will wear masks or face coverings in buildings. Two or more maintenance employees traveling in RCPS vehicles must wear masks in vehicles.

Maintenance employees working within 6 feet of each other will wear masks. Compliance will be strictly enforced.

* Checklists have been developed to ensure that bathrooms and classrooms are thoroughly cleaned daily.

**Food Services**

The RCPS Department of Food and Nutrition and our food service partner, SodexoMagic, have worked with stakeholders including administrators, teachers, operational staff, and food service staff to identify the best model of meal preparation and food distribution for each school. The models address service needs based on education models, grade levels, student population and building logistics.

***Grades PK-8 Meal Service in the Classroom***

* Breakfast will be delivered to each classroom prior to student arrival by Food Services.
  + Number of meals provided will be based on enrollment by classroom.
  + Meals for students with allergies or special dietary needs will be identified by School Food Service staff.
  + Teachers and/or aides will distribute one reimbursable, unitized meal per student.
* Lunch will be delivered to each classroom according to the lunch schedule provided by each school’s administration. Note that depending on school layout and classroom proximity to the cafeteria, an alternate distribution or lunch location may be needed for some classes. Social distancing and group size restrictions will be maintained, however.
  + The number and type of meals will be provided based on the lunch order forms provided by each classroom teacher daily.
  + Meals for students with allergies or special dietary needs will be identified by School Food Service staff.
  + Teachers and/or aides will distribute one reimbursable, unitized meal per student.

***Grades 9-12 Hallway/Common Area Meal Service***

* Breakfast will be offered at a kiosk in the hallway by Food Services.
  + Students may stand on visible markers on queue lines by the kiosk(s) in hallway(s) to pick-up meals. The point of sale will be contactless.
  + Meals for students with allergies or special dietary needs will be identified by School Food Service staff.
  + Teachers and/or Aides will assist in social distancing of students in the hallway and service area.
* Lunch will be offered at a kiosk in the hallway by Food Services.
  + Students may stand on visible markers on queue lines by the kiosk(s) in hallway(s) to pick-up meals. The point of sale will be contactless.
  + Meals for students with allergies or special dietary needs will be identified by School Food Service staff.
  + Teachers and/or Aides will assist in social distancing of students in the hallway and service area.

***Grades PK-12, 100% Virtual Learning***

* Online and paper forms will be available for completion to request 5 grab-and-go breakfast meals and 5 grab-and-go lunch meals.
* No cost for students enrolled in Community Eligibility Provision (CEP) schools. Costs may apply for students enrolled in non-CEP schools based on Free or Reduced Meal Eligibility.

***Grades PK-12, Virtual Learning Days***

* Online and paper forms will be available for completion to request take-home meal kits.
* No cost for students enrolled in CEP schools. Costs may apply for students enrolled in non-CEP schools based on Free or Reduced Meal Eligibility.

**Transportation**

RCPS buses will transport an average of 20 students with face coverings on each bus route. Students will sit in marked seats, one student per seat, unless the students are siblings. In order to accommodate the number of students who indicated a need for school bus transportation in the July survey, school start and end times have been adjusted. These times will be announced.

RCPS partners with Durham School Services to provide pupil school bus transportation. Durham is an international transportation company, and though they did not provide any student transportation services during the school shutdown last academic year, their Public Transit Division continued to provide service, following guidance from the Center for Disease Control (CDC) to direct their actions to keep their employees and passengers safe. This experience will help Durham, and RCPS, as we resume student transportation services.

Additionally, Durham School Services is a member of the National School Transportation Association (NSTA), which is the national association that represents private providers of student transportation services. Several members of Durham’s Executive Team are members of the NSTA Board of Directors and hold leadership positions within the association. Durham’s Chief Safety Officer is the chair of NSTA’s Safety and Security Committee. This, and Durham’s national experience, give them direct access to industry best practices in safety and security.

In line with CDC recommendations, Durham School Services has implemented screening of employees for COVID-19 symptoms daily prior to the start of their first shift of the day. The screening consists of a temperature check using a non-contact thermometer and asking questions to determine whether employees have symptoms of COVID-19. If an employee’s temperature is 100.4°F or greater, or if the employee is experiencing any other symptoms of COVID-19, the employee is sent home. Before returning to work after being sent home, employees must either:

1. Have clearance from their health care provider or public health official, or
2. Three days must have passed without a fever without the use of fever-reducing medications and since any symptoms of respiratory infections were present, and at least ten days have passed since their symptoms first appeared.

Durham School Services is providing non-medical face masks for employees and requires their use while in the workplace, including when driving vehicles. Gloves are provided for use when performing tasks like wheelchair securement or touching surfaces that may be contaminated.

All visitors to the Transportation Customer Service Center (CSC) are screened for symptoms of COVID-19 prior to being allowed to enter; this includes job applicants. If an applicant shows symptoms of COVID-19, he or she is not allowed to enter the CSC. If no symptoms are present, applicants may enter, but are required to wear a face mask at all times while in the CSC. CDC-recommended social distancing measures will be practiced when interviewing new applicants, as well as when conducting classroom and behind the wheel training.

Employees who are ill are directed to stay home. All employees are screened prior to starting their shift as outlined above. If an employee becomes ill after starting work, they will be sent home immediately. If an employee tests positive for COVID-19, CDC guidance will be followed and any employee who was in close contact with the infected employee within 48 hours of the onset of symptoms will be required to self-quarantine for 14 days and report if they develop any symptoms immediately. If the employee who tests positive was in close contact with any students or school personnel within 48 hours of the onset of symptoms, Durham School Services will notify RCPS and work together to ensure school personnel and the parents/guardians of the students who may have been exposed are notified.

The needs of special education students will be considered individually, and RCPS and Durham will work together to implement safety measures that are appropriate. Examples of this may include requiring the use of face masks during transport or keeping windows open to increase ventilation.

*Daily Vehicle Cleaning Protocol*

* Drivers should disinfect vehicles once per day between morning and afternoon shifts for split shifts and at the end of the workday for single shifts using company-provided cleaning supplies.
* Disposable rubber gloves and eye protection must be worn by employees conducting this work.
* Disinfect all contact surfaces including but not limited to vehicle seats, handrails, steering wheels, door controls, and armrests.
* When applying the cleaning supplies, ensure the surface is thoroughly covered and allow the solution to sit for five minutes to ensure germs are killed before wiping it off.
* Make sure enough windows are open during and after treatment to remove odors.
* Disinfectant products which contain solvent based chemicals should not be used on seat belt components to include:
  + Diluted bleach
  + Acetone
  + Kerosene
  + Diesel Fuel
  + Acid
* Each bus/van must maintain a detailed log of the date, time, and initials of the person performing the disinfecting function.

## **Budget**

Much of what is being done, and will continue to be needed, to open the 2020-21 school year in this new format is requiring additional school division resources. Roanoke City Public Schools currently has two chief resources to help with these costs, though we continue to look for new grant opportunities and partnerships throughout the City of Roanoke to help reduce costs.

Federal Emergency Management Agency (FEMA)

RCPS is submitting appropriate costs for reimbursement from FEMA, but only certain types of efforts are allowable under the COVID-19 Emergency Declaration. Specifically, efforts considered to be emergency protective measures are allowable. RCPS functions that may fall under this category include the distribution of food, water, medicine, and personal protective equipment, reduction of the immediate threat to public health through sanitizing public facilities, and communication of general health and safety information to the public. FEMA will reimburse 75% of total eligible costs.

Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding

CARES Act funding is supporting K-12 schools in Virginia through two main avenues.

*Elementary and Secondary School Emergency Relief (ESSER) Fund.* The bulk of funding has been allocated to school divisions using the same methodology used to distribute Federal Every Student Succeeds Act (ESSA) Title I-A funding for improving basic programs. After a 10% set aside for state administration and state-wide efforts was taken out, the remaining ESSER funds (approximately $215 million) were distributed to school divisions using the Title I formula. The allocation awarded to Roanoke City Public Schools is $5.84 million; approximately $250,000 of which must be set aside for private school use.

The Virginia Department of Education is using $17.75 million of the 10% state set-aside from ESSER funding to provide a selection of formula-based and competitive grant opportunities to school divisions. These grants focus on supporting the extra efforts school divisions are having to make in the following areas:

* Special Education Services and Supports
* School-Based Mental Health Services and Supports
* Social-Emotional Universal Screener
* Summer Academic Academy Success
* Instructional Delivery Supports
* Cleaning/Sanitizing Supplies for Schools and School Buses
* Facilities Upgrades/Protective Equipment

*Governor’s Emergency Education Relief (GEER) Fund.* Virginia received approximately $66.77 million in Federal funding through the GEER Fund, $43.4 million of which was earmarked for elementary and secondary education. Of that, VDOE is using $21 million to award formula-based and competitive grants to school divisions in support of the following:

* GEER Funding Support for School Nutrition Programs
* Virginia Initiative to Support Internet Outside of school Networks (VISION)

At this time, the most significant areas of potential increased costs that have been identified include student transportation, student and staff technology needs, PPE and sanitizing supplies, and extra staff time for training or remediation.

## **Human Resources**

On July 2, 2020, a survey was released for all RCPS employees. Ninety percent of all licensed teachers, 58% of non-licensed staff, and 94% of the administrative/professional staff completed the survey. A total of 1,523 RCPS employees responded. Of those employees 78% stated that they were comfortable returning to their worksite (75% of teachers, 81% of non-licensed staff, and 83% of our administrative/professional staff). With updated Organizational Health and Safety policies and procedures in the workplace, 99% stated that they were willing to comply with all regulations.

When asked, “What, if any, personal issues may limit your ability to return to work during COVID-19?” the most frequent responses were medical reasons, concerns about the health/safety of staff, and childcare issues. Our health and safety plan meets all VDOE, CDC, VDH, WHO, and AAP regulations. RCPS has been working with our community partners, including the YMCA and the Boys and Girls Club to secure low cost, flexible childcare for our employees. These organizations are prepared to provide full-day care, on the days needed, exclusively for RCPS staff. Time for children to work on school work and participate in virtual learning will be incorporated into the day by both organizations.

When asked about how RCPS could best support employees in the transition back to work during COVID-19, employees requested consistent communication, training prior to staff/students returning to school, clearly defined protocols and procedures to mitigate health risks, and clean buildings. In addition, health education tools will be provided to ensure a safe workplace, including the Employee Assistance Program and United Healthcare Resources on COVID-19.

A second survey was released by email to all RCPS instructional staff members on July 21, 2020 and closed on July 28, 2020. Of the 1529 responses received, 939 responded that they would prefer in-person instruction; 590 preferred virtual. Of the 870 teachers who responded, approximately 58% stated that they preferred in-person instruction.

In order to address one of the most common needs of employees, RCPS has been working with the Roanoke YMCA and the Boys and Girls Club to arrange for low-cost, intermittent childcare for our employees. To date, employees have expressed a need for 222 children in grades PreK-8 who need care.

**Families First Coronavirus Response Act (HB 6201)**

The Families First Coronavirus Response Act (HB 6201) responds to the coronavirus outbreak by providing paid sick leave and free coronavirus testing, expanding food assistance and unemployment benefits, and requiring employers to provide additional protections for health care workers. RCPS will follow all provisions outlined by this Act.

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. The Department of Labor’s (Department) Wage and Hour Division (WHD) administers and enforces the new law’s paid leave requirements. These provisions will apply from the effective date through December 31, 2020.

Generally, the Act provides that employees of covered employers are eligible for:

* Two weeks (up to 80 hours) of ***paid sick leave***at the employee’s regular rate of pay where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a health care provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or
* Two weeks (up to 80 hours) of ***paid sick leave***at two-thirds the employee’s regular rate of pay because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a health care provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor; and
* Up to an additional 10 weeks of ***paid expanded family and medical leave*** at two-thirds the employee’s regular rate of pay where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

**Covered Employers:** The paid sick leave and expanded family and medical leave provisions of the FFCRA apply to certain public employers, and private employers with fewer than 500 employees.[[1]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftn1" \o ") Most employees of the federal government are covered by Title II of the Family and Medical Leave Act, which was not amended by this Act, and are therefore not covered by the expanded family and medical leave provisions of the FFCRA. However, federal employees covered by Title II of the Family and Medical Leave Act are covered by the paid sick leave provision.

**Eligible Employees:** All employees of covered employers are eligible for two weeks of paid sick time for specified reasons related to COVID-19. Employees employed for at least 30 days are eligible for up to an additional 10 weeks of paid family leave to care for a child under certain circumstances related to COVID-19.[[2]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftn2" \o ")

**Notice:** Where leave is foreseeable, an employee should provide notice of leave to the employer as is practicable. After the first workday of paid sick time, an employer may require employees to follow reasonable notice procedures in order to continue receiving paid sick time.

**Qualifying Reasons for Leave:**

Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (**or unable to telework**) due to a need for leave because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Under the FFCRA, an employee qualifies for expanded family leave if the employee is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19.

**Duration of Leave:**

**For reasons (1)-(4) and (6):** A full-time employee is eligible for 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.  
**For reason (5):** A full-time employee is eligible for up to 12 weeks of leave (two weeks of paid sick leave followed by up to 10 weeks of paid expanded family & medical leave) at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

**Calculation of Pay:**[[3]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftn3" \o ")

**For leave reasons (1), (2), or (3):** employees taking leave are entitled to pay at either their regular rate or the applicable minimum wage, whichever is higher, up to $511 per day and $5,110 in the aggregate (over a 2-week period).  
**For leave reasons (4) or (6):** employees taking leave are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to $200 per day and $2,000 in the aggregate (over a 2-week period).  
**For leave reason (5):** employees taking leave are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to $200 per day and $12,000 in the aggregate (over a 12-week period).  [[4]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftn4" \o ")

[[1]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftnref1" \o ") Certain provisions may not apply to certain employers with fewer than 50 employees. See Department FFCRA regulations (expected April 2020).

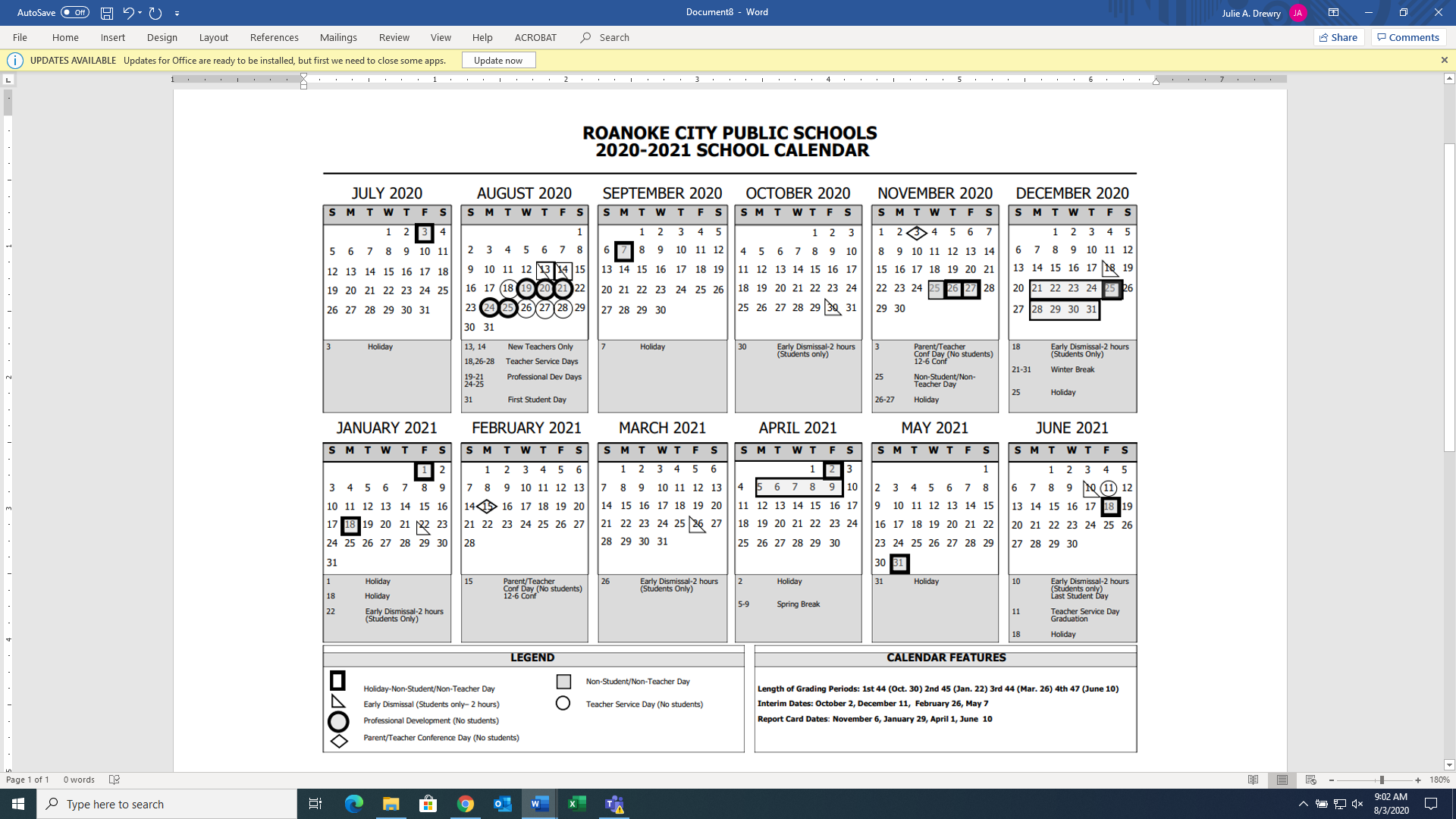
[[2]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftnref2" \o ") Under the Act, special rules apply for Health Care Providers and Emergency Responders.

[[3]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftnref3" \o ") Paid sick time provided under this Act does not carryover from one year to the next. Employees are not entitled to reimbursement for unused leave upon termination, resignation, retirement, or other separation from employment.

[[4]](https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave" \l "_ftnref4" \o ") An employee may elect to substitute any accrued vacation leave, personal leave, or medical or sick leave for the first two weeks of partial paid leave under this section.

## **Calendar/Policy**

Chiefly to address the concerns noted above for adequate training and preparation prior to the return of students, RCPS administration proposed the revised 2020-21 school calendar illustrated below. This revision was approved by the School Board on July 14, 2020. School employees return one week later than originally planned, and students return two-weeks later, on August 31 instead of August 18. By moving professional development days previously spread out throughout the year to August, this adjustment only extends the school year by one week in June. The last student day is now June 10 instead of June 3. This adjustment provides more planning and preparation time for all employees.



## **Communications**

Once the RCPS School Board has approved the re-opening plan, principals will be notified two to three hours prior to the official announcement (either in-person or virtual).

The official announcement will be provided simultaneously in multiple venues, including an all-staff email, robo-calls to parents and staff, social media postings, and a news conference. There will be a Q&A webpage for staff with frequently asked questions. After the announcement, the Superintendent will meet with staff members to answer their questions/concerns if needed, in-person or virtual.

The Superintendent will hold two virtual town hall meetings. They will most likely be held that week to reach parents that work morning and evening.

Important information regarding health and safety will be provided through social media posts and videos. This information will include:

* + Masks requirements
  + Cleaning process
  + Screening process
  + Temperature check
  + Bus protocols
  + Hand sanitizer availability
  + Food
  + School/dismissal times
  + Immunizations/physicals
  + Visitors

1. **1 Students fit at least one criteria: (1) completing SOL requirements for end-of-course test during first semester, (2) need to take SOL test to verify, (3) have participated in high school Recovery program, (4) have IEP and need grade 8 English or mathematics SOL test for modified standard diploma.** [↑](#footnote-ref-2)