

Recover, Reimagine,
Return
Bristol Virginia Public
Schools



Reopening Plan
Fall 2020

**Recover, Reimagine, Return 2020-2021
Task Force Assignments**

Key Topics	Chair of Committee	Committee Members
Technology	Jeff Shelton	Shauna Russell - teacher Wendy Cheers – parent Josh Stamper – administrator Jan Huffman - administrator Carmen Harper – data coordinator Cheryl Stuart – student Aaron Hurd – CTE teacher Reece Sydnor – teacher Christy Haworth – teacher
Food Services	Kathy Hicks	Deb Read – aide Cindy Garrett – staff member/parent Tabatha Caldwell – parent Pam Davis - administrator Tim Duncan – student services Angel Hudson - director
Extra-curricular Activities	Brad Harper	Deb Read – aide Tabatha Caldwell – parent Josh Stamper – administrator Jean-Pierre Mulumba – student Reece Sydnor - teacher
Facilities	Bill Buckles	Pam Fricker – aide Tina Weaver - teacher Christi Branson – parent Matthew Powers – parent Ronnie Collins - administrator Jared Rader - administrator Kathy Hicks – director Cathy Newland – staff member Beth Riddle – staff member
Transportation	Bill Buckles	Pam Fricker – aide Tina Weaver - teacher Christi Branson – parent Matthew Powers – parent Brad Harper - administrator Tammy Jones - director Jason Matlock - administrator Jared Rader – administrator Dan Birchfield – staff member Julie Kelley – staff member
Student and Staff Supports	Jennifer Hurt	Trish Tolley – speech pathologist Melissa Roberts - community Tracey Mercier - teacher Judy Young – teacher

		<p>Jonathon Arnold – parent Megan de Nobriga - director Katie Cordle – teacher Keisha Reece - parent Pam Davis - administrator Darlene Becker - coordinator Linda Brittle - administrator Tim Duncan – student services Kelly Locke – student Pam Fricker - aide</p>
Communications	Keith Perrigan	<p>Carly Thompson - parent Harriet Hartley - parent Maggie Goad – teacher Jeff Shelton – director</p>
Financial Implications & Human Resources	Tammy Jones	<p>Angel Hudson – director Keith Perrigan – Superintendent Carla Thompson - parent Harriet Hartley - parent Maggie Goad – teacher Fredia Adkins - secretary</p>
Health and Safety	Megan de Nobriga	<p>Breanne Hubbard - parent Jennifer Joliffe - parent Melanie Smiley - teacher Mitzie White – teacher Darlene Becker – coordinator Patrice Ramey - nurse Gary Ritchie - director Ronnie Collins - administrator Jennifer Hurt - director Katie Cordle - teacher Faith Mabe – administrator Stephanie Kestner – aide Kelly Wells – nurse Shari Shackelford - aide</p>
Instruction	Gary Ritchie	<p>Kimberly Pierson – parent Jonae Davis – teacher Patty Thiers – parent Sara Stacy - student Brad Hutchinson - teacher Krista Sutherland – parent & aide Daphne Murray – teacher Jan Huffman - administrator Faith Mabe - administrator Carmen Harper – data coordinator Jason Matlock - administrator Linda Brittle – administrator Noah Ashbrook - teacher</p>

Superintendent's Foreword

As I watched COVID-19 spread across Asia in late 2019 and into early 2020, I never imagined that our United States of America would ever be affected by a virus in the same way as folks in China and other places were experiencing it. Thankfully, a colleague at our Central Office began to encourage me to think about the potential impact a widespread virus could have on our school system. At first, I resisted his encouragement, but I finally gave in and listened to his warning. In mid-February, Bristol Virginia Public Schools began to prepare for a potentially significant closure of schools. As a result, when the Governor closed Virginia's schools for the remainder of the year on March 13, our teachers and staff were ready, to the best of our ability, to provide instruction to our students.

As we continue to see COVID-19 linger in our Nation, more intense and robust plans must be made for the Fall Semester of 2020. Even though we were prepared to provide instruction to our students last Spring, we know that the remote learning that was offered was inferior to the instruction our students experience when they are together in their classrooms, learning from their teacher and their peers. This requires that our plan for the Fall must be one that meets the needs of every student and ensures that we are preparing them to thrive in our dynamically changing world. Since we have no idea how COVID-19 will evolve between now and August 20, 2020, our plan will have multiple layers and will include fully in-person, fully remote, and hybrid options.

We have developed a dynamite committee, that is made up of school leaders, teachers, staff, parents, students, and community members, to develop a plan that makes sense for all stakeholders in the City of Bristol. The foundation of our plan was developed originally by Central Office Administrators and School Principals in conjunction with the Virginia Department of Education's (VDOE) RECOVER, REDESIGN, RESTART 2020 guidance for reopening schools and additional guidance provided by the Center for Disease Control (CDC) that was not officially included in VDOE's guidance. We also consulted with VACORP (risk management), the Mount Rogers Department of Health, and our School Board Attorney as we developed the foundation of our plan. Other guidance from the World Health Organization (WHO) and the American Academy of Pediatrics (AAP) was also used in developing the foundation to our reopening plan. We focused on the idea that we would reopen schools under Phase 3 of the Governor's Forward Virginia Plan.

After our Leadership Team completed the first draft of the reopening plan, we engaged with our stakeholders who would become responsible for implementing and living the plan. Teachers, parents, and students joined our departmental committees to critique, adjust, and revise the foundational plan that had been created. As these adjustments were made, we were careful to ensure that we stayed within guidelines that have been established by the Virginia Department of Health (VDH), the CDC, the WHO, and the AAP.

The next step of our reopening plan creation process was to receive public input prior to submitting the plan to our School Board for approval. The reopening plan was made available in print and on our website beginning July xx, 2020. The plan was taken to our Board for approval on August 2, 2020.

As a result of careful consideration, the main focus of our plan is to return every student who is able, to a fully in-person learning environment. At the same time, we are prepared to revert to some version of remote learning at a moment's notice. There were several factors that were considered as this path to reopening was developed. Those factors included the following:

1. COVID-19 has not had as large an impact on Bristol and Southwest Virginia as it has had on other parts of the Commonwealth and the Nation. As of the end of June, only four citizens of Bristol had contracted the virus and there were no active cases. According to the VDH website at that time, Bristol was not expected to see an increase in infections by September if current mitigations remained in place.

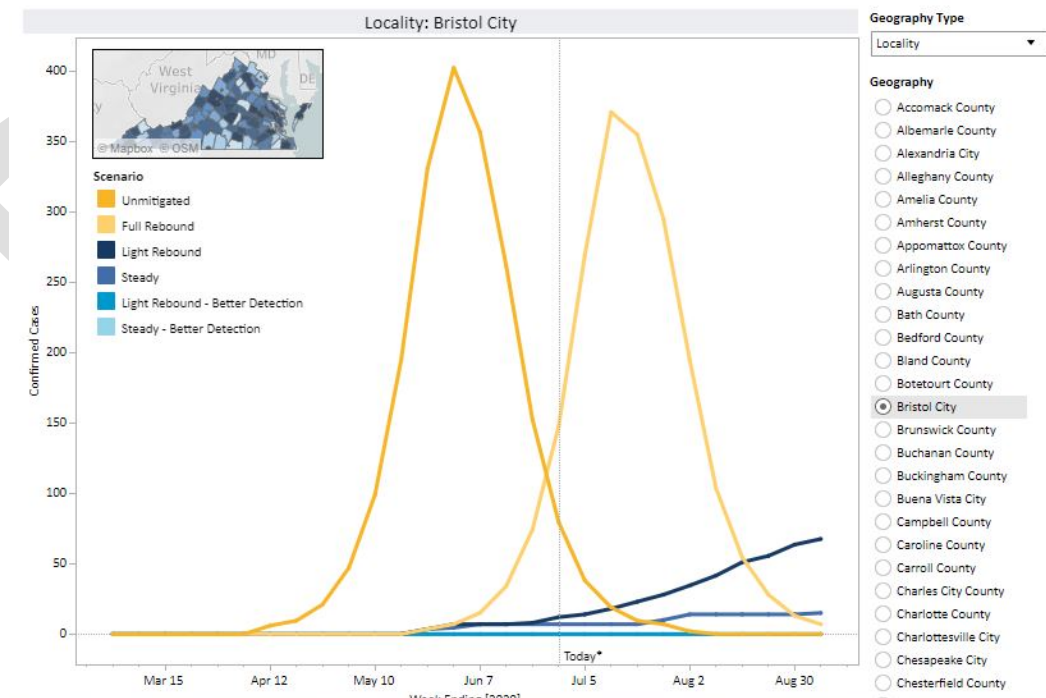
The model estimates that the community mitigation strategies employed in Virginia have prevented 1,881 confirmed cases in Bristol City so far. If Bristol City experiences better case detection and residents and businesses adhere to community mitigation strategies, the model forecasts new confirmed cases will peak at 0 per week during the week ending September 13, 2020. However, if residents and businesses return to previous practices and detection does not improve, the model forecasts new confirmed cases will peak at 371 per week during the week ending July 12, 2020.

Estimated Impact of Phased Reopening and Continued Vigilance

Scenario	Confirmed Cases† by Today*	Cases avoided since May 15
Light Rebound - Better Detection	0.0	-133.5
Steady - Better Detection	0.0	-133.5
Steady	29.0	-104.5
Light Rebound	32.5	-101.0
Full Rebound	133.5	0.0

The Virginia Department of Health is working to increase testing and is hiring over 1,300 contact tracers, investigators and other personnel to improve detection. However, we need your help. Continue to maintain social distance, employ infection control techniques, and follow the guidelines in the Forward Virginia plan.

† Model estimates only. For case counts visit: <https://www.vdh.virginia.gov/coronavirus/>



However since the first draft of this plan, Bristol has experienced 10 new positive cases and a new model has been formulated. If this trend continues, our plan will have to be revisited.

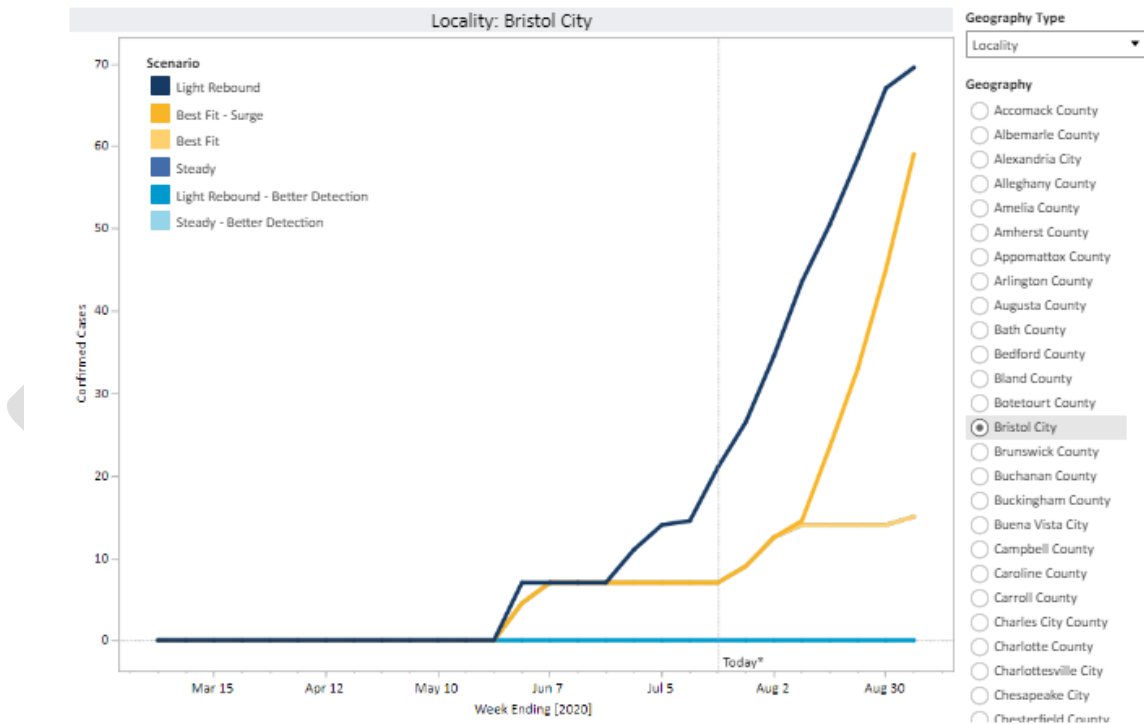
The stay at home order and other community mitigation strategies undertaken in Virginia successfully flattened the curve and kept hospitals from being overwhelmed. However, the COVID-19 pandemic remains a public health emergency. The model estimates that by taking a cautious approach to reopening, and improving testing and tracing, **Bristol City** has avoided 879 cases since May 15*. If Bristol City residents and businesses adhere to community mitigation strategies and better detection works, the model forecasts new confirmed cases will peak at 15 per week during the week ending September 6, 2020. However, if residents and businesses return to previous practices and detection does not improve, the model estimates new confirmed cases peaked at at 379 per week during the week ending July 12, 2020.

Estimated Impact of Phased Reopening and Vigilance

Scenario	Confirmed Cases† by Today*	Cases avoided since May 15
Light Rebound - Better Detection	0	-925
Steady - Better Detection	0	-925
Best Fit	47	-879
Best Fit - Surge	47	-879
Steady	47	-879
Light Rebound	68	-858
Full Rebound (Not shown)	925	0

† Model estimates only. For case counts visit: <https://www.vdh.virginia.gov/coronavirus/>

Regardless, all Virginians must do their part to stop the spread. States that reopened early tended to experience surges 4 to 6 weeks after reopening. If Virginia experiences a similar surge, cases could peak in the fall. Virginia's health is in our hands.

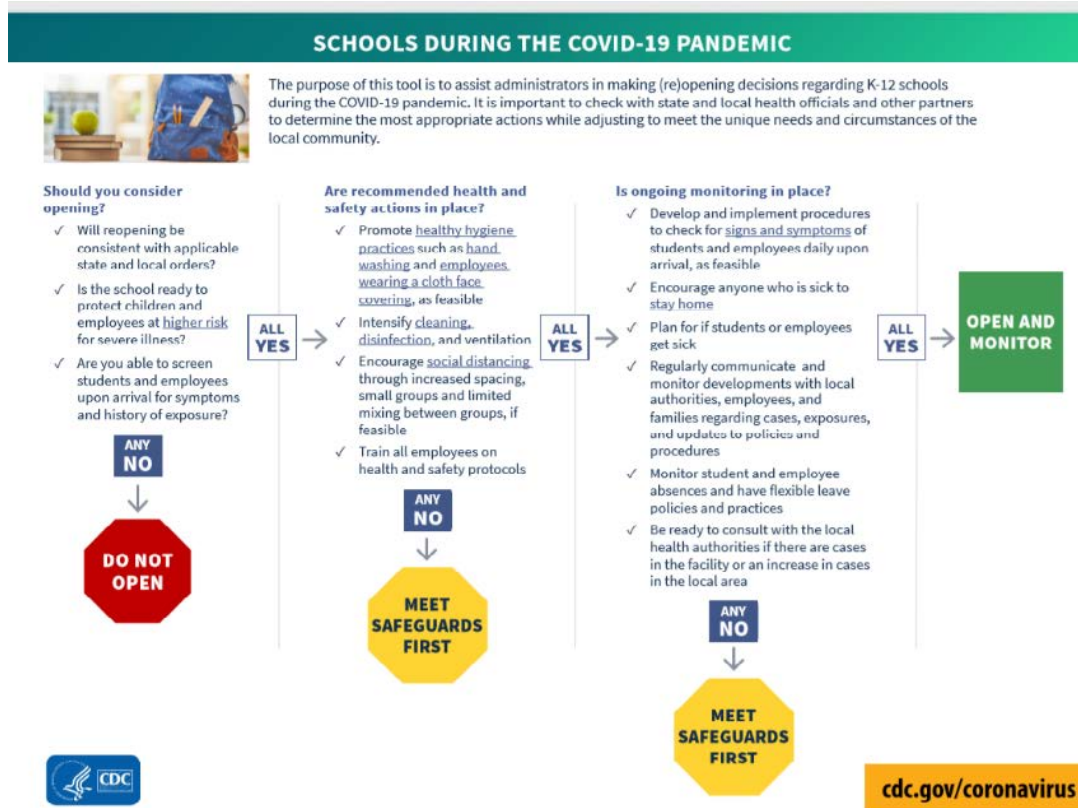


†Model estimates only, not actual cases. For actual case counts visit <https://www.vdh.virginia.gov/coronavirus/>.

*Cases are calculated by week, so "today" or "so far" refers to the week end date of the week in which today falls.

**Estimates are created for the Virginia portion of Metro areas only.

- The CDC provides guidance for schools in low transmission areas to consider as they plan to reopen schools. Since Bristol is considered a low transmission area, we followed that guidance in addition to the guidance provided by VDOE in their RECOVER, REDESIGN, RESTART 2020 document.

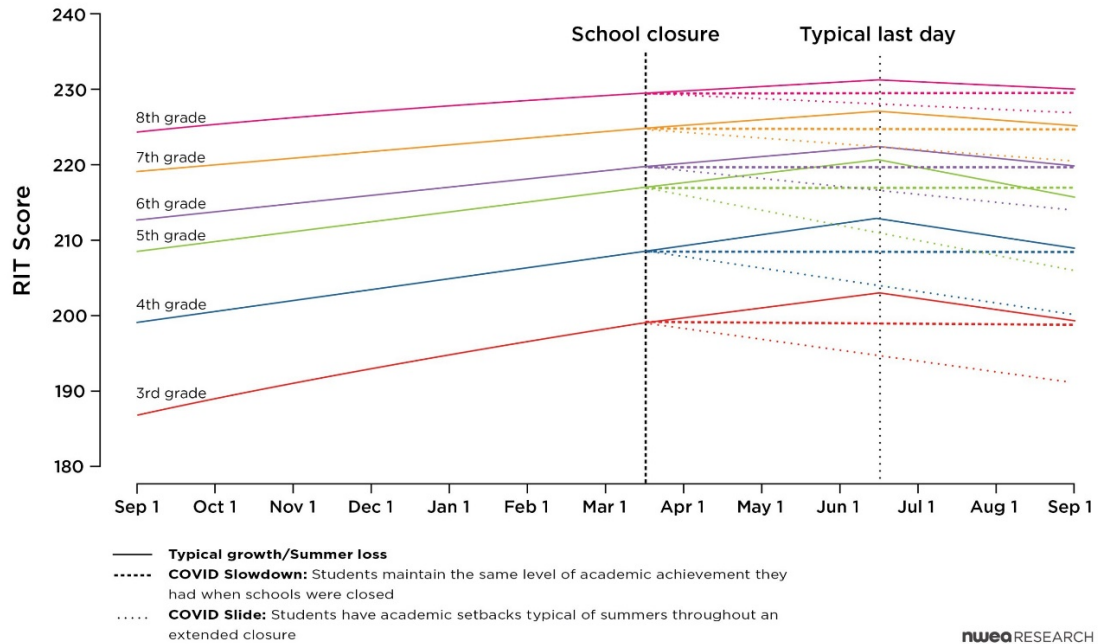


- During a Congressional Hearing, Congressman Morgan Griffith asked Dr. Anthony Fauci, the Director of the Center for Allergy and Infectious Disease, how reopening decisions for schools should be made. Dr. Fauci’s response was that those decisions should be made locally based on community health data (https://www.youtube.com/watch?v=1hgsUr_HcWI&feature=youtu.be).
- On June 25, 2020, Governor Northam’s Chief of Staff officially stated that the RECOVER, REDESIGN, RESTART 2020 document and the Governor’s recommendations were guidance only and that School Board’s were best positioned to make reopening decisions based on their local health metrics during the Governor’s daily press conference (<https://www.youtube.com/watch?v=wN3XztSLo24> at the 26:00 mark).
- The American Academy of Pediatrics provided interim guidance for reopening schools on June 26, 2020. In this guidance the AAP strongly advocated for an in-person return to school where possible due to the negative learning impact of closing school in the Spring, and because “children and adolescents also have been placed at higher risk of morbidity and mortality from physical or sexual abuse, substance use, anxiety, depression, and suicidal ideation” (<https://www.aappublications.org/news/2020/06/26/schoolreopening062620>).

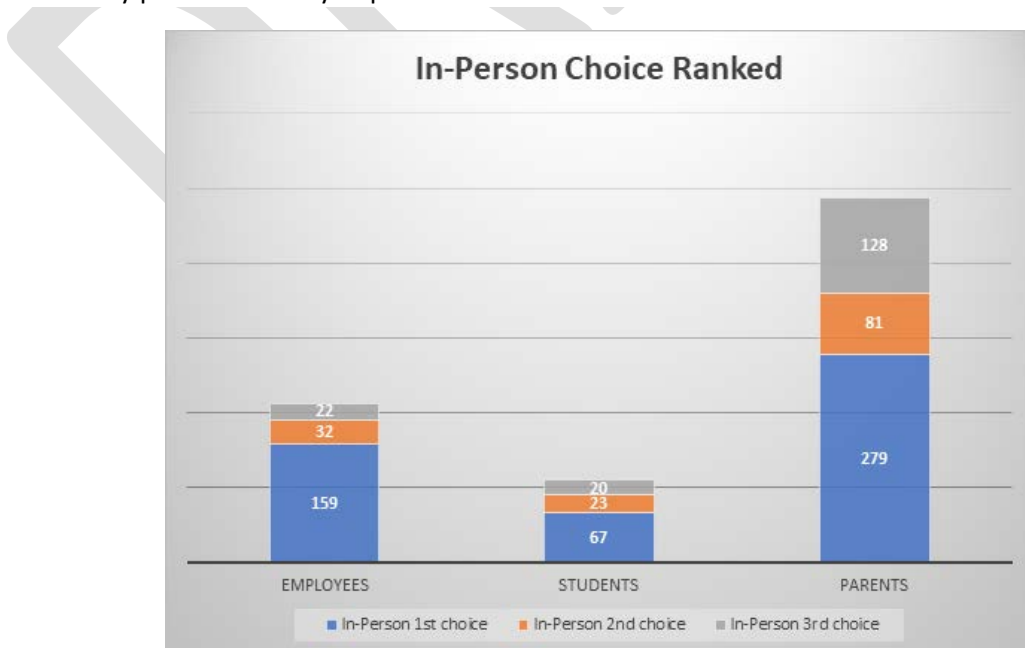
6. Data suggests that the impact of schools closing in the Spring, combined with the annual impact of Summer Slide, will have a devastating impact on student achievement (insert Covid crash graph). This impact will be even more detrimental for at-risk students in high poverty areas.

COVID-19 Learning Loss: Mathematics forecast

Forecasted trajectories for grades 3-8, math RIT scores based on COVID-19 induced school closures.



7. A survey was administered to parents, staff, and students about their preferred method of returning to school. When all three surveys were combined, over 64% of stakeholders shared that they preferred a fully in-person return to school.



History shows that it has been several generations since Americans have dealt with a Nationwide Crisis to the extent of the COVID-19 Pandemic. History also shows us that when faced with a calamity of this nature, the American Spirit finds a way to prevail and to improve our Nation as a result. Even though we all detest the negative impact that COVID-19 has had on us personally and collectively, we now have a once in a lifetime opportunity to use this crisis as the impetus to build the foundation of the Next Great Generation. This will only occur when families, churches, schools, and communities come together to teach our children that regardless of the trials we face, that by working hard together and refusing to give up, we will overcome our current state of affairs and rise to new heights as a Nation that generations before us could have never imagined. Bristol Virginia Public Schools looks forward to August 20, 2020 when we can begin to take our part in this ever-important responsibility.

DRAFT

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Health and Safety

We understand the importance of providing instruction in person to our students. However, our first priority must be the safety, health, and wellbeing of our students, staff, and community. In order to safely transport, educate, and interact with our students, a plethora of mitigation strategies must be implemented to ensure a successful opening of schools during Phase Three of the Governor's Forward Virginia Plan.

DAILY OPERATION PROTOCOLS

Bristol Virginia Public Schools (BVPS) has developed procedures and protocols for health screenings for all students, employees, and visitors within the school division. Daily health screenings will be conducted for staff and students prior to their start to the school day. The following daily procedures will be followed:

Screening of Students (Bus):

- Parents are asked to check their child's temperature prior to coming to the bus stop and to review screening questions. Students/parents answering yes to screening questions or having a fever, should not be sent to school. Parents are asked to be readily available until their child is officially screened by our staff.
- Aides and other staff will be assigned to morning bus routes. The assigned staff member will wear PPE (gloves and face covering) and will step off the bus in order to screen students' temperatures by scanning foreheads with a no-touch thermometer.
- Students registering a temperature of 100 degrees or higher will not be permitted on the school bus. They will be given written information regarding COVID-19 symptoms, self-quarantine tips, and appropriate responses, as well as informing them that a school nurse will follow up with them later in the day.
- Students with temperatures of 100 degrees or higher will return to the care of their family, their names and temperatures will be recorded by the bus aide so that the school nurse will have the information necessary to enable her/him to conduct follow-up phone interviews with the student's family.
- A school division van will follow each elementary school bus to stay with any student who cannot get on the bus and has no parent there to take them home.
- Students not allowed bus transportation will be required, health allowing, to participate in remote learning for the next 72 hours (if school days) before attempting to return to school.
- Any student who is required to participate in remote learning will have the necessary school materials (electronic device, etc.) made available to them for pickup or delivery.

Screening of Students (Car Riders/Student Drivers):

- Pre-screening questions will be provided to all families and they will be asked to review them each morning before sending students to school.
- Students who are transported to school in personal vehicles will be screened in the car-rider line. The school personnel assigned to the car rider line will wear PPE (gloves and face covering) and will scan student's temperatures as the student exits the vehicle and review screening questions.
- Student drivers will be screened prior to entering the school by an assigned staff member who will wear PPE (gloves and face covering).
- Students registering a temperature of 100 degrees or higher will not be allowed to attend classroom instruction. They will be given written information regarding COVID-19 symptoms, self-quarantine tips, and appropriate responses, as well as informing them that a school nurse will follow up with them later in the day.

- The names of such students, as well as their temperatures, will be recorded and the information will be given to the school nurse so that a follow-up contact to the family can be made.
- Students who cannot participate in in-person instruction will be required, health allowing, to participate in remote learning for the next 72 hours (if school days) before returning to school.
- Any student who is required to participate in remote learning will have the necessary school materials (electronic device, etc.) made available to them for pickup or delivery.

Screening of Employees:

- Daily health screenings will be required for all faculty and staff.
- All faculty and staff will be expected to complete the Employee Symptom Checker Form (see Figure 3 and can be found here) each day prior to coming to school.
- If a faculty or staff member registers a temperature of 100 degrees or more, they will call their administrator to secure a substitute.
- Once employees arrive to their assigned work location, a self-administered temperature check will be required. Staff will be asked to disinfect equipment between use.
- In the event an employee registers a temperature of 100 degrees or more they will be required to leave the site immediately and notify their administrator.
- The administrator will record the information and provide it to the school nurse. The school nurse will conduct a follow-up interview by telephone (for illness record keeping, see below).

Screening of Visitors:

- Only essential visitors will be permitted to enter school premises. All visits to the school will require a scheduled appointment.
- All visitors will be screened using a symptom checker form and a no-touch thermometer.
- Visitors must sign a form attesting to being symptom-free for the past 10 days and not have been recently exposed to anyone known with COVID-19. The screeners will wear PPE (gloves and face coverings) while conducting the screenings.
- Any visitor registering a temperature of 100 degrees or higher will not be permitted entrance to the school facility.
- Visitors will be issued a visitor badge (example: School Gate Guardian label) that must be worn during their visit.
- Visitors will be required to follow current health and safety protocols during their visit, including face coverings and routine handwashing between clients when working with children or supplies.

Families coming to the School:

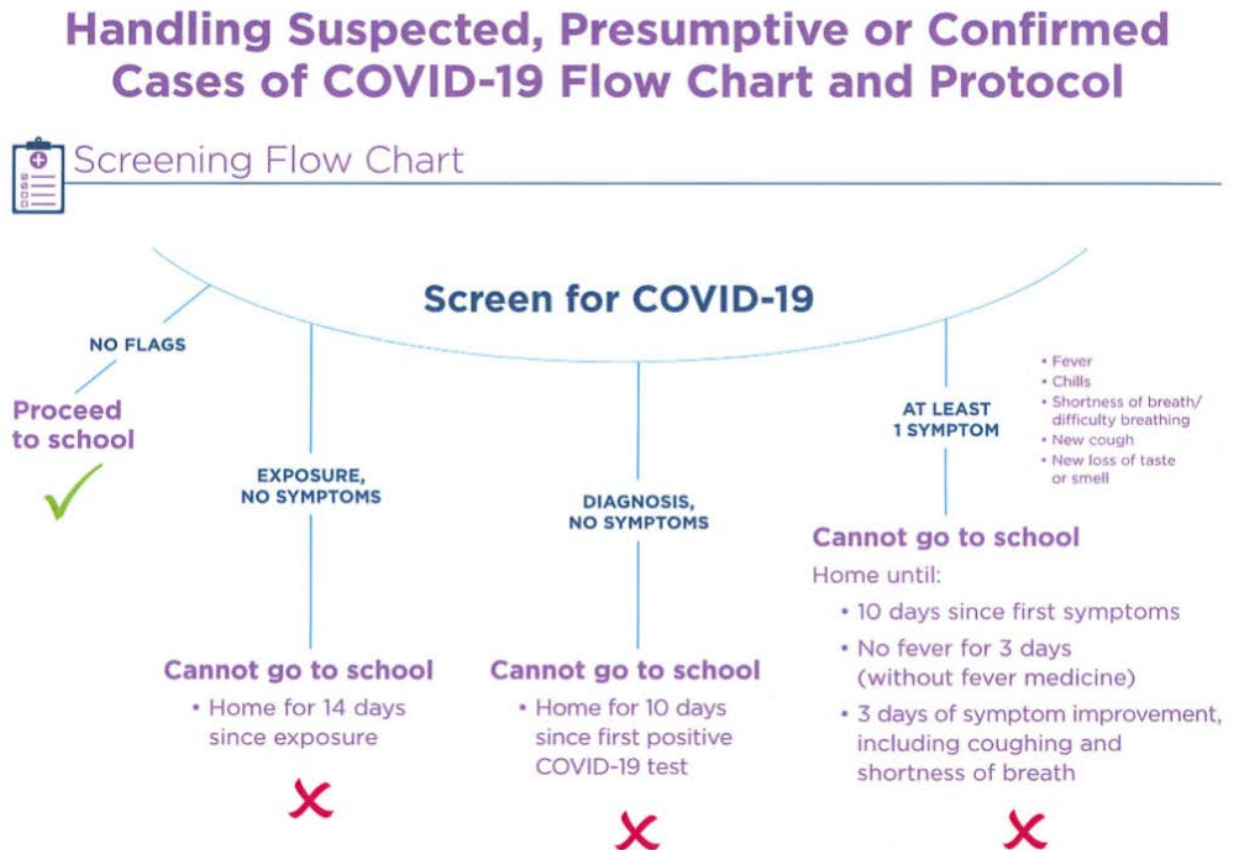
- Families coming to the school to check in or check out a child will need to call before arriving and wait outside the school building.
- School personnel will escort students to the entrance/exit when necessary. Families should not leave their cars.

Hygiene protocol training will be conducted for all faculty and staff before school begins in August. In addition, proper signage, flyers, and instructions will be a part of the instructional process for all students, employees and visitors to school facilities.

PROTOCOL FOR SUSPECTED OR CONFIRMED CASES

Bristol Virginia Public Schools has adopted the *Handling, Suspected, Presumptive or Confirmed Cases of COVID-19 Flow Chart and Protocol* (Figure 1 and can be found here) from StrongSchoolsNC: Public Health Toolkit (K-12), June 8, 2020.

Figure 1.



As described above, screenings will be conducted daily for students, faculty, staff and visitors to the school facility. The document defines how to proceed after screening when there are No Flags, Exposure No Symptoms, Diagnosis, No Symptoms, or At Least 1 Symptom. *The Positive Screening Protocol: At School* (can be found here) and *The Positive Screening Protocol: Transportation Entry* (can be found here) of StrongSchoolsNC: Public Health Toolkit (K-12) are also considered by BVPS. These documents provide details of who is screened, specific situations occurring and how each situation will be addressed.

ATTENDANCE/SICKNESS MONITORING

Bristol Virginia Public Schools will collect student data on absenteeism, clinic visits, exclusions due to illness, reporting of COVID-19 incidents, which will be documented on our student management system (PowerSchool). When a student visits or is sent to the school nurse, information is entered in PowerSchool to record reason/illness if necessary. Teachers will use School Clinic Visit Guidelines (Figure 2 and can be found here), to assist in limiting non-emergencies to see the nurse. All BVPS staff will record all absences in Executime, our employee time keeping system. School nurses will conduct follow

up interviews with staff members who were unable to attend work due to symptoms consistent with COVID-19 so that accurate sickness monitoring data can be kept on file.

Figure 2.

Bristol Virginia Public Schools School Clinic Visitation Guidelines

<p>Teachers may contact the school nurse prior to sending the student to the office if they are uncertain or need guidance about student care. Students should be triaged before they come to the office. <i>If students or staff arrive at the office, those potentially feeling ill with COVID-19 symptoms should immediately be relocated to an isolation area so as not to "contaminate" general health office space.</i></p>	
Appropriate Office Visit	May Consider Classroom-Based
<ul style="list-style-type: none"> • Symptoms of COVID-19 • Scheduled medications that may not be delivered by classroom staff; allow physical distancing; stagger times • Avulsed tooth • Scheduled Specialized Physical Health Care Procedures <ul style="list-style-type: none"> ▪ Diabetic care ▪ Catheterization ▪ G-Tube Feedings • Altered levels of consciousness/concussion 	<ul style="list-style-type: none"> • Scheduled medications where designated school staff trained in the administration of medication may deliver medication to students. • Health services personnel visit classrooms and administer medication to the student (similar to hospital model). • To the extent possible, students self-administer medication that may be self-carried by law. • Minor Toothache / Primary Tooth comes out • Small paper cuts, abrasions,

Adopted from: *COVID-19 IN VIRGINIA SCHOOLS School Health Services Recovery Plan Resource for K-12*, Virginia Association of School Nurses, June 2020

The school nurse will report suspected cases of COVID-19 to the principal and the division School Nurse Coordinator. The School Nurse Coordinator will report information to the superintendent, and a nurse at the local health department. All school nurses working in division buildings will be trained in contract tracing.

Screening, monitoring and testing are essential components of limiting the spread of COVID-19. An important part of keeping schools safe is actively encouraging sick staff and students to stay home if they are ill. Self-reporting will be completed daily by all staff through use of an Employee System Checker form (Figure 3 and can be found here) prior to entering the workplace. If an employee answers yes to any on the questions, they must stay home and report to the building administrator.

Figure 3.

Employee Symptom Checker

Employee Name: _____ Site Location: _____ Month: _____

Instructions: Employees must undergo a symptom check prior to entering the workspace. Please check your symptoms at home, select Y=Yes or N=No and record. If you answer yes to any of the below questions, you must stay home. For weekends draw a line through the date. If you have questions, please contact human resources.

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Initials																															
Exposure to COVID-19 in the past 10 days?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Are you feeling ill?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Record temperature. If >100 stay home																															
•Cough •Short of breath •Difficulty breathing •Chills •Fatigue •Muscle ache •Congestion/runny nose •Sore throat •Headache •New loss of taste or smell •Nausea •Vomiting •Diarrhea	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	

*If you have more than one of these symptoms that cannot be explained by another reason, ie. allergies--please stay home.

Virginia Association of School Nurses, June 2020, COVID-19 in Virginia Schools, School Health Services, Recovery Plan Resource for K-12

- If staff reports COVID-19 symptoms upon arrival, the school will refer to *Handling Suspected, Presumptive or Confirmed Cases of COVID-19 Flow Chart and Protocol*, screening flow chart (can be found here).
- If the staff member or student is determined to have been exposed, diagnosed, or showing symptoms COVID-19 before arriving, during transportation entry, or during the school day, Positive Screening Protocol guidance documents (can be found here and here) will be used to guide schools through steps needed to maintain safety for all students and staff.

FACE COVERINGS AND PERSONAL PROTECTIVE EQUIPMENT (PPE)

BVPS will employ the use of face coverings and PPE as mitigating strategies. Consistent with CDC and health department recommendations, it is advised that all students (ten years old and above) and staff wear face coverings at all times. However, we understand there are health conditions and other factors that may inhibit individuals from wearing face coverings. In these instances, parents will have the opportunity to complete an “opt out” form to indicate that their student (above the age of ten) will not be wearing a mask. BVPS will be providing at least one face covering for all employees and students.

Whenever possible, social distancing (six feet between persons) will be in place. With social distancing in place, face coverings will be recommended, but not required. Face coverings will be strongly recommended if the distance between persons is between four and six feet. If, however, distance is between three and four feet, face coverings will be required (unless an “opt out” form is completed). Parents will have the opportunity to indicate their preference for students under the age of 10 to wear a face covering when they are completing beginning of the year paperwork.

It is recommended that face coverings are worn for the duration of all bus rides. However, face coverings will be required on the bus when there are more than 11 students on the bus. Students will be directed by bus drivers and/or bus aides to put on face coverings when the 12th student enters the bus. [For students with medical conditions that prevent them from wearing a face covering on the bus, an individual plan will be developed to address those needs].

Teachers and staff members working directly with students are recommended to wear a face covering at all times but will be required to do so if social distancing is not feasible. School nurses are recommended to wear a face covering during all working hours and will be required to wear a face covering and additional PPE when attending to anyone exhibiting symptoms or appear ill. Staff members that attend to the personal needs of students (changing diapers, feeding, escorting in the hallways, etc) will be required to wear face coverings and use PPE. In addition, school nutrition staff members are required, by health department regulations, to wear face coverings whenever there are “customers” in the cafeteria/kitchen area.

CLEANING REQUIREMENTS

BVPS will follow inhouse standard operating procedures and CDC recommended sanitation guidelines to ensure that its facilities and grounds are as sanitary as possible to promote the well-being of students, faculty, staff, and other essential service providers.

The division will make accessible proper sanitation supplies such as soap, water, hand sanitizer, masks, paper towels, tissue paper, and other disposable health items. BVPS will have established cleanliness and sanitation protocols monitored by building and division level administration and will use an established inspection driven checklist to ensure the fidelity of our sanitation protocol. BVPS will base its disinfection and sanitation processes in accordance with industry best practices.

BVPS will place an emphasis on cleaning and disinfecting high touch areas within the educational setting (including bus transportation which will be cleaned and sanitized daily) such as but not limited to:

- Doorknobs
- Light switches
- Desktops
- Sink faucet and handles
- Water fountains

- Restrooms
- Keyboards
- Stair rails
- Playground equipment (when in use)
- Shared objects
- All countertops

BVPS maintenance staff will ensure ventilation systems are functioning properly and attempt to increase the circulation of outdoor air by opening windows and doors and using fans when appropriate. All HVAC systems including filters will be routinely checked/changed according to manufacturer recommendations.

BVPS will discourage students and staff from bringing such items as toys, blankets, pillows, or any other household items to school that may lack sanitation protocols and could potentially be a contaminate. Students will be permitted to bring backpacks.

BVPS utilizes an internal work order system to ensure administration will quickly obtain needed supplies. Maintenance and facility personnel will keep a detailed inventory of cleaning supplies and keep reserve supplies warehoused as much as possible and appropriate.

COMMUNICATION PLAN FOR FAMILIES

The BVPS health plan will be communicated with families, school personnel, and the community through various social media outlets such as the school website, Facebook, Twitter, email, and phone calls. In addition, information will be sent home to families in the start of school packet.

All stakeholders (including but not limited to leadership, teachers, parents, students, community members) have been involved in the decisions associated with opening schools and following the opening of schools.

Decisions related to COVID-19 will be managed by the School Nurse Coordinator and the superintendent who work closely with the local health department to stay abreast of community spread and any issues that may require attention.

In an effort for open communication and transparency all information is shared through the superintendent's office via various social media outlets.

BVPS has established a consistent vocabulary regarding the re-opening schools. A list of definitions of terms is included in the division plan (can be found here).

The Superintendent and/or Director of Technology will monitor and synthesize relevant news daily and will analyze the communication methods to determine their effectiveness.

SIGNAGE IN SCHOOLS

Signage related to hygiene, social distancing and face coverings will be placed in the hallways, classrooms, entrances and exits. Social distancing markings will be established in the hallways and classrooms as appropriate.

PHYSICAL INFRASTRUCTURE

Several mitigation strategies are being implemented by BVPS in order to adhere to social distancing and safety requirements:

- The physical infrastructure is being analyzed and evaluated by the leadership team to determine the capacity of each building to accommodate the appropriate social distancing measures for the return of students in the fall.
- Schools are prepared to relocate some classrooms and to use all available space to accommodate class sizes for social distancing purposes.
- School start times and class schedules will be adjusted to maximize spacing as well.
- Capital Projects are being adjusted and considered as necessary.
- Rezoning throughout the division is being considered by the School Board to alleviate overcrowding and to make use of all available space.
- Considerations have been made to maximize spacing in hallways and other areas around each campus.
- All schools will utilize signage to help with the flow of students and staff. This signage will be used to indicate one-way hallways, where necessary and appropriate distance markings to maintaining social distancing as much as possible.
- Hourly employees will be encouraged to clock in/out remotely.
- Visitors will be limited to service providers in each building and check in and out procedures will be established to limit personal contact.

NURSING

BVPS recognizes that school nurses are critical to the success of our health plan. Dedicated time to training and preparing our nurses is a high priority for the school division. Several mitigation strategies are being considered and/or implemented:

- BVPS will have a full-time nurse at each school.
- BVPS is planning to hire a substitute licensed nurse. The substitute nurse will serve as a traveling nurse to all schools, to assist as needed.
- In the event a school nurse is absent, or a nurse would need to be quarantined due to exposure, the traveling nurse will serve as a substitute nurse.
- The School Nurse Coordinator will also assist in the clinic setting as needed.
- Other staff may be asked to assist with health office tasks, based on need.
- Staff assisting with health office needs, will be trained per the Code of VA, VDOE and local school policy.

Isolation Rooms:

- BVPS will establish, if possible, an isolation room at each school. Students/staff who become ill with COVID-19 symptoms will be taken to this area as soon as possible, so that the regular nursing office can be used for non-COVID-19 related health services.
- Decisions regarding when a person exhibiting symptoms should be placed in an isolation room will be based on a triage and the professional judgement of the school nurse.
- School nurses should always wear face coverings and other appropriate PPE when attending to students/persons exhibiting symptoms and avoid being in close contact for more than 15 minutes.
- Each school will assign an appropriate staff member to supervise any student in the isolation room until a parent/guardian arrives to take them home.
- Students/staff who become symptomatic will be required to wear a face covering, unless an "opt out" form is completed for that student.
- The ill symptomatic student/staff person will be sent home or for medical care as soon as possible.

- The Virginia Department of Health (VDH) will be consulted as needed and the chain of command to communicate with individuals will be followed.
- Follow-up sanitizing of isolation rooms will be provided and other areas of the school per CDC guidelines and the recommendation of VDH.
- Teachers should triage when sending students to the nursing office, and minor issues should be handled in the classroom if possible (see Figure 2 and can be found here).

Immunizations and Annual School Screenings:

- Immunization clinics will be held on-site when feasible, in partnership with VDH. BVPS will explore partnering with Southwest VA Community Health Systems to provide additional immunization clinics on-site.
- BVPS will communicate with families regarding required immunizations and will help schedule appointments if needed with Health Care Providers.
- Vision and Hearing screenings will be conducted in small groups that will allow for physical distancing. The equipment will be sanitized between students as needed.
- Vision screenings will be provided with digital screening, no-touch equipment.
- Depending on the community spread, BVPS will determine the PPE that will be required.
- If needed, the screening dates will be scheduled later in the school year; screenings will take a longer period of time to conduct due to small groups and social distancing. In addition, teachers will be advised of signs in students that they are having vision or hearing difficulties. If a teacher has a concern, students will be screened immediately (with parent permission).
- Additional screenings that are not required by the state of Virginia (i.e. height, weight and dental) may be waived for this school year.
- The additional screenings may be conducted at a later date, if needed.
- Sports physicals will be provided in small groups on-site as the Athletic Trainer is able to schedule. Some off-site sports physicals may be needed. Social distancing will be observed, and face covering will be required.
- Additional PPE will be used as advised by CDC and VHSL guidelines.

Contact Tracing Training:

- All school nurses will be required to complete ASTHO e-Learning Center Online Training: Making Contact: A Training for COVID-19 Contact Tracers.

- School nurses will communicate with parents/guardians and staff regarding returning to school after positive COVID-19 and possible exposure.

BVPS has ordered neck gaiter face coverings for all staff members and students. Sanitizing wipes, hand sanitizer and gloves will be supplied to each classroom. Additional surgical masks, gowns, eye protection, face shields, gloves and sanitizing supplies will be supplied to each school nurse/clinic and isolation room.

SAFETY PLAN FOR AT-RISK STUDENTS/STAFF

Safety plans for at-risk teachers will be developed to address medical needs and concerns. Alternate work schedules will be considered when needed. Individual Learning Plans will be developed for all medically fragile students, which may include virtual instruction or in-home instruction.

MISCELLANEOUS

BVPS plans to hire additional permanent substitutes. Additional bus aides will need to be hired. In addition to ensuring all schools have a full-time nurse, a traveling nurse needs to be hired to support nurses when they are absent.

BVPS will continue partnership with Highlands Community Services, Communities in Schools and other community agencies for mental health services. School counselors will also be providing mental health support.

Instruction

Bristol Virginia Public Schools has considered several plans for beginning the school year under the assumption that we will be operating under Phase 3 of the Governor's Forward Virginia Plan. The following considerations have been made:

- Begin the year on August 20th with all students attending school in person
- Begin the year later with all students attending school in person
- Begin the year on August 20th with students attending 2 days per week in person and 2 days per week receiving instruction remotely
- Begin the year at a later date with students attending 2 days per week in person and 2 days per week receiving instruction remotely
- Begin the year on August 20th with all students receiving instruction remotely

As community spread has been exceptionally low for our area, with very few cases being reported at this time, administration is recommending that school begin on August 20th with students attending in person. Surveys of the school community (families, employees and students) indicate the desire of the majority for face-to-face instruction. This plan for reopening is also with the understanding that medically fragile students and families who may share concerns about sending their children back to school with so many uncertainties will be allowed to apply to have their child take part in an online curriculum and engage in learning from home.

With a blended learning model of face to face instruction and remote learning, BVPS plans to offer face to face instruction four days per week. Students will attend school Monday - Thursday. On Friday, students will take part in remote learning. However, opportunities for families who need childcare will be made available through the division and community partners. On Friday, teachers will engage students in remote learning. Virtual meetings for small groups, one on one, or whole group may be utilized. Some teachers may use this occasion to conduct virtual morning meetings to include Social/Emotional Learning or assess learning goals.

Preparation has already begun in the development of an online curriculum. In May, teachers met in departmental teams and grade levels to evaluate pacing guides and to assess possible gaps at the start of the school year. A task force was developed to plan for remote learning. The Remote Learning Plan is highlighted in red.

Framework for Online Learning

Online courses will be of a hybrid nature, meaning that they will combine elements of synchronous (Teams/Zoom) and asynchronous (*Schoology*) instruction.

Course meetings will be organized by Grade Level and instructional content, collaboration methodologies and plan will be developed within the grade level group.

Curriculum will be developed by grade level teachers and placed in a *Schoology* Resource Group for sharing purposes.

Teachers will collaboratively or individually create their online course from a variety of resources including items found in the *Schoology* Resource Group.

Teachers will follow mutually agreed upon Pacing Guides.

Management of Course Development

Principals will check online course development for quality, ensuring that all Standards of Learning have been covered in sufficient depth.

Grade level meetings will decide who is supplying content for each content area within the grade level. Facilitators (Principals, Reading Coaches, and Math Specialist) will conduct periodic meetings to ensure that teachers are supplying content to the Resource Group in *Schoology* in a timely manner. A Curriculum Development Plan (i.e. schedule) will be developed within the grade level with the aid of the Facilitator. The schedule methodology will follow pacing guide, either by months or grading period. Complete curriculum should be developed for each SOL in the core areas. This should include the ESSENTIALS. Supplemental programming can be provided when students are in class or as part of the RTI process.

Instructional Guidelines

Teachers should recognize that some limitations exist in student bandwidth. Videos should be standard definition and of as low a resolution as possible to get the lesson taught.

Lessons will be uploaded a week at a time and be available to students Monday morning.

A minimum of two grades per course will be collected each week unless approved by the principal.

Assignment due dates should be posted clearly in *Schoology*.

Emails and voice mails will be returned to students or parents within 24 hours (excluding Saturday and Sunday).

Rubrics should be posted with all project-based assignments to support clear grading and expectations.

For complete remote/online learning: teachers should check-in with students a minimum of once a week (call, team meeting, etc.).

Created video should cover only one concept/chapter and last no more than five minutes in length.

Office hours should be set for each class.

Discussion boards may be used for formative assessment and participation grading.

Elementary Grades

Elementary students will take 7 courses including: English, Mathematics, Social Studies, Science, Art, Music, and Physical Education.

English and Mathematics Instruction

Every lesson presentation should have age + 1 minute of instruction.

- Kindergarten - 5-6 minutes for lesson
- 1st grade - 6-7 minutes for lesson
- 2nd grade - 7-8 minutes for lesson
- 3rd grade - 8-9 minutes for lesson
- 4th grade - 9-10 minutes for lesson
- 5th grade - 10-11 minutes for lesson

The lesson and all activities attached to it should amount to 20-50 minutes of instruction. This should include practice and assessment time.

- Kindergarten – 20 minutes for lesson and activities
- 1st grade – 20 minutes for lesson and activities

- 2nd grade – 20 minutes for lesson and activities
- 3rd grade – 30 minutes for lesson and activities
- 4th grade – 40 minutes for lesson and activities
- 5th grade – 50 minutes for lesson and activities

Social Studies and Science Instruction

Every lesson presentation should have age + 1 minute of instruction.

- Kindergarten - 5-6 minutes for lesson
- 1st grade - 6-7 minutes for lesson
- 2nd grade - 7-8 minutes for lesson
- 3rd grade - 8-9 minutes for lesson
- 4th grade - 9-10 minutes for lesson
- 5th grade - 10-11 minutes for lesson

The lesson and all activities attached to it should amount to 20-50 minutes of instruction. This should include practice and assessment time.

- Kindergarten – 15 minutes for lesson and activities
- 1st grade – 15 minutes for lesson and activities
- 2nd grade – 15 minutes for lesson and activities
- 3rd grade – 20 minutes for lesson and activities
- 4th grade – 30 minutes for lesson and activities
- 5th grade – 30 minutes for lesson and activities

Elementary students will take part in Physical Education two days per week. Students will take part in Art and Music one day per week per subject.

Middle School

Virginia Middle School students will take 6 classes including: English, Mathematics, Science, Social Studies, Physical Education, and an Elective.

Every lesson presentation should have 10-15 minutes of instruction.

- English – 45 minutes for lesson and activities
- Mathematics – 45 minutes for lesson and activities
- Science – 30 minutes for lesson and activities
- Social Studies – 30 minutes for lesson and activities
- Elective – 30 minutes for lesson and activities
- Physical Education – 30 minutes for lesson and activities

High School

Virginia High School students will take 4 to 5 courses per semester.

Asynchronous Learning

Teachers will meet with students in various formats such as *Teams* and *Zoom*. Teachers will be available to provide one on one and small groups instruction. The expectation is that daily instruction will be provided through a live streamed and/or recorded format. Some teachers will use Responsive

Classroom practices such as Morning Meetings to engage students. Teachers will use multiple and various methods to meet the accommodations of students with special needs.

Division-wide Learning Management System

The task force decided to use *Schoology* as the learning management system. Apps have been evaluated based upon a survey from teachers to determine educational software that will be purchased to support teachers in the development of online coursework. Teachers are working collaboratively to develop the coursework and are sharing resources in *Schoology*. Teachers are expected to have the first nine weeks of coursework completed by the first day of school.

Plan for Vulnerable Populations

The Remote Learning Plan makes allowances for students in vulnerable populations. Teachers will use various methods to assess reading levels, gaps in learning, and social/ emotional well-being dependent upon whether student is attending school in person or remotely. For students engaging in remote learning, virtual small groups and one on one meetings will be required. The Remote Learning Plan has considered the need for a blend of a synchronous and asynchronous remote learning model.

Plan for Waivers for In-Person Attendance

An application will be provided to students to indicate their plan for learning. Students will identify if they have a medical condition that prevents their return to school or if there are other reasons for requesting remote learning. Students who have a recorded medical condition will be accepted into the remote learning plan with no conditions. Students who request remote learning for other conditions will be reviewed on a case by case basis. Students in this category who are accepted into the remote learning plan will be required to meet and maintain weekly participation. Students who fail to engage or are falling behind academically, may have their remote learning plan revoked, and required to return to school for face to face instruction. Students who are not engaged in remote learning and refuse to return to face to face instruction will face the consequences of the attendance protocol for remote learning. The "Plan for Learning form" is the document families will use to request their plan for learning, whether it be for remote learning or face to face learning. The "Plan for Learning" form will be required for every student. Families who select the remote learning plan will be required to meet with an administrator..



Bristol Virginia Public Schools

Plan for Learning Form

Name of Student: _____ Grade level: _____

Name of School: _____ Date: _____

- My child will attend school in person this school year.
- My child will participate in remote instruction from home for this year.
(Place a ✓ in the _____ for the primary reason for the request.)

_____ My child has medical documentation supporting an underlying health risk that puts him/her at greater risk by attending school.

_____ Based upon other circumstances listed below, I am uncomfortable sending my child to school at this time. I understand that approval and continuation will be based on good attendance and participation. (State reasons in the box provided.)

My child is participating in all advanced online classes and I am requesting his/her participation to complete coursework at home.

Please state reason(s):

- If you selected one of the choices for remote instruction, you will need to schedule a meeting with your child's principal.

Only complete this section if you selected in person instruction.
(Place a ✓ in the _____ for the primary reason for the request.)

_____ I give permission for my child to wear a face covering on the school bus and in spaces where social distancing cannot be maintained without additional measures.

_____ I understand that my child will be required to wear a face covering on the bus; however, when at school, I would prefer that my child not wear a mask.

_____ I want my child to wear a face covering at all times other than when he/she is eating or participating in physical activity.

_____ My child has a diagnosed medical condition that prevents him/her from wearing a face covering. (Please submit a note from a doctor.)

Parent signature: _____ Date: _____

AM Bus #

Office Personnel will Complete:

PM Bus #

Attendance Protocol

The development of the remote learning plan requires a change in the division's attendance policy. The following recommendations have been made with the understanding that any or all of our students will participate in remote learning whether that be one day per week or every day of the week:

- Students receiving face to face instruction will follow the established attendance policy.
- In a remote learning environment, attendance will be based upon engagement in the daily lessons and completion of the assignments. In the event students are not engaged and do not complete their weekly assignments, teachers will work individually with students to give them the

opportunity to make up missed work in a reasonable amount of time, thus removing a potential unexcused absence.

- In limited situations, administration may approve a student to switch to remote instruction for a short period of time for sickness or other reasons.
- Students, even with remote learning, will be permitted an “excused absence” with a medical/doctor’s excuse.
- The expectation in the remote learning model is that students satisfactorily complete all coursework.
- Teachers will report weekly participation to the Attendance Officer which equals attendance through PowerSchool.
- If there is no activity after a week, teachers will contact the student and/or family. Attempts will be logged into *PowerSchool*. The Attendance Officer/Administrator will be notified if contact cannot be made and a home visit becomes necessary.
- Parent notes will not be accepted in the remote learning model.

Considerations of Mitigations

Several committees discussed mitigation factors. For example, at least one student will be allowed in every seat on the bus by following a staggered seating pattern. Children in the same family will be allowed to sit in the same seat. Once a certain number of students is reached, face coverings will be required. The lower number of students riding the bus will require added bus routes. Class time allowances will need to be made for students who may be coming to school later or leaving school earlier. Due to teacher contracts, the school day may need to be shortened by a half hour. These restrictions and conditions may only be required during the time period of Phase 3.

School start times for elementary, middle, and high schools will be changed to meet some of the challenges related to Covid -19. Elementary schools will begin earlier in the day with a planned start time of 8:00 a.m. The middle and high schools will begin at 9:00 a.m. With a shortened day, the respective end times for elementary and secondary are 2:00 p.m. and 3:00 p.m.

Another mitigation factor considered relates to social distancing. All classrooms are being evaluated to assess the number of students that can be allowed in the room with social distancing requirements in place. The following mitigation model for social distancing will be in place:

- Varied options for modified social distancing will be provided. The World Health Organization recommends 1 meter of social distance while the CDC recommends 6 feet. Dr. Anthony Fauci, Director of the National Institute of Allergies and Infectious Disease recently suggested that regional considerations should be made for reopening and that desks should be placed as far away from each other as possible. Considering these medical recommendations, modifications may vary. BVPS will prioritize creating classroom environments that provide 6 feet of space between students. When that is not possible our mitigations will include:
 - Moving classes to larger rooms
 - Reducing space between students to 5 feet while providing desk shields, and/or suggesting use of face coverings*
 - Reducing space between students to 4 feet while providing desk shields, and/or insisting on the use of face coverings*
 - Reducing space between students to 1 meter while providing desk shields, and/or requiring use of face coverings*

- * The Governor does not recommend requiring face coverings for children under 10.

Already, plans are in place to declutter classrooms to maximize space. Storage space has been purchased to store items that would reduce social distancing capacity during Phase 3. Additional facility considerations call for plans to place lines in hallways to support social distancing. For narrow hallways, the facility plan will call for face coverings or one-way traffic in halls as buildings permit.

Backpacks Permitted

Students will be permitted to bring backpacks to school. It is with the understanding that students may need to carry school supplies between school and home that this necessary provision will be made for our students.

Currently, schools are evaluating the possibility of moving the nurse's office out of the main office to limit community spread in the event a student is diagnosed with Covid-19. All schools are evaluating the placement of an isolation room in each school. Isolation room(s) will be provided for students and/or staff who develop potential COVID-19 symptoms while at school.

Accounting for Lost Instruction

BVPS will take the following proactive measures to identify student needs and learning gaps to best serve our students:

- Vertical Alignment and Vertical Team meetings were conducted to communicate and specifically target learning gaps that may have occurred during the remote completion of the previous grade.
- Beginning of the year assessments will be scheduled for days students are on campus or scheduled on Fridays when classes do not meet at the school facility so that individual student needs (gaps) can be assessed and addressed in future instruction. BVPS is also considering the use of pre-service week for scheduled family appointments and assessment opportunities.
- Further Vertical Alignment and Vertical Team meetings will take place in the future to provide continued monitoring of student progress.
- Consideration will be given to providing Social/Emotional Learning assessments to all students. This can be achieved through Morning Meeting and Closing Circles (Elementary) and Advisory Meetings (Secondary), to re-establish norms and assess mental wellness of students over an extended period.

Assessing for Learning

Multiple forms of assessments will be used whether face-to-face, hybrid, or remote instruction. The assessment formats that will be used include, but are not limited to, discussion boards, reflective journals, rubric based projects, open-ended questions, and computer-based assessments. The LMS, *Schoology*, will be used across the district for consistency with hybrid and remote learning. Diagnostic assessments will be completed the first month of resuming school for language arts, mathematics, and sequential courses to determine the strengths and weaknesses of the students and identify gaps. Weekly assignments will be integrated into lesson plans to assess student progress, especially during a time of hybrid or remote learning. Case managers will work individually with English Language Learners and Students with Disabilities to ensure accommodations are being offered to students and being used by the students for assessments. Lack of technology issues are being addressed by the Technology team to ensure all students have internet access which allows for implementing assessments for any type of instruction. Social/Emotional Learning observations are a

normal part of regular practices for Bristol City. Policies and procedures that are in place using Highlands Community Services, Communities in Schools, and school counselors will continue. If the services offered by HCS and CIS must be altered, the policies and practices will be reviewed at that time.

At the end of last school year, teachers met together in grade levels and departmental levels to update pacing guides and plan for the upcoming school year. Division level pacing guides were completed at that time. In some meetings, teachers developed plans for ways to ensure that all skills that were covered at the end of last school year will be reviewed at the beginning of the year in sequential courses. To address individual learning deficiencies that may be present in elementary reading and math skills, *IReady* has been purchased for grades K-5. *IReady* can differentiate for individual student learners based upon reading levels or math skill levels.

Professional Development

BVPS will provide continual professional development for teachers, students, parents/community, and administrators to prepare for the 2020-2021 school year. Teachers will be provided extensive training in our division-wide adoption of the LMS, *Schoology*. This training will include course development, content management, assignment management, the development of assessments, and how to communicate effectively through the LMS. They will also take part in professional development in which curriculum and pacing guides are revised to help fill in learning gaps created by last year's closure and provide for learning face to face or remotely. Students will be provided with age appropriate training on technology and digital citizenship. The parents/community will have similar training to the student training as well as support on fostering successful remote learning for their children. Finally, administrators will be provided with training in supporting and evaluating teachers in situations requiring remote or hybrid instruction, the division-wide adoption of *Schoology*, and curriculum and pacing guide revisions. By providing these professional development opportunities for key stakeholders, BVPS will be prepared for regular face to face, hybrid, or remote learning situations. Our plan is to offer flexibility during pre-service week to teachers as they prepare to engage students under the current and uncharted circumstances. We hope to reduce the number of required meetings to ensure teachers have time to individually prepare their classrooms.

Technology

Access to Equipment and Internet

Bristol Virginia Public Schools will provide a device for each student and Internet access for every student who needs it. Dell laptops will be provided to students in grades 2-12. Ipads will be provided to students in grades PK-1. T-Mobile or Verizon hotspots will be provided to families needing internet access. If cellular service is not sufficient, BVPS will contract with Point Broadband to provide wired internet to the home. From wireless surveys we have conducted, we believe the entire city is serviced by cellular providers. Since every student will be assigned a device and a hotspot (if needed), the device and Internet plan will not change depending on whether students are all present, all remote or we are in a hybrid environment. Parental consent forms and custody documents must be signed before the device is provided to the student. A detailed distribution plan has been developed at elementary, middle and high school levels.

Technical Support

Technical support will be provided to students in a tiered approach. The first line of support is the student's teacher. If the teacher is unable to fix the problem, he/she will direct the student to the hardware or software support system. Technicians will provide hardware support. They are provided phone numbers and email addresses to answer questions families have. If a device cannot be fixed, the transportation department will pick up the device the next day and provide the student with a new device. Any devices that come from the home will be sterilized and stored for three days before repaired. Software issues will be addressed by Instructional Technology Resource Teachers. A flow chart will be provided to families to help them determine how to get assistance. This will include contact numbers and email addresses for hardware and software problems. Issues with Internet will be addressed with the service provider.

Internet Safety

Security, safety and privacy are vital components of the plan. All devices will have a filtering agent on them that provides the same degree of web filtering as on-premise equipment. This provides some protection against malware, phishing, spam, etc. as well. All email and Office documents are processed by Office 365 security filters and the Microsoft Safe Links technology protects against clicking malware related sites in email. Microsoft Endpoint Security will provide antivirus and malware prevention on the device. A system is in development to provide software updates remotely. This system will also be able to do some basic system management, software installation and inventory. For privacy, teachers will be instructed on the various laws regarding student privacy (COPPA, CIPA, FERPA, HIPAA, etc). They will also be asked to test any applications they use with the Commonsense privacy evaluation tool. Teachers will ensure that parental consent is obtained for collection of information by students 13 years and under. Internet safety training will be provided to students and families.

Acceptable Use Policy and other disciplinary incidents will be dealt with in accordance with division policies. Any violation will be reported to the Principal who will determine the appropriate consequences. Parents and/or guardians will be notified as appropriate.

Professional Development

Professional development will be provided to teachers, students and families. Schoology will be the Learning Management System that most teachers will use except for pre-K, some special education classes, and a few dual enrollment or Elite Learning courses that have their own learning platform. Every teacher has been provided basic training on Schoology and more advanced training is in progress. Teachers will be given individual training where needed. In addition to skills-based training, the division is also providing training on how to deliver an engaging online curriculum through Schoology. This training is being provided to grade level and content area groups depending on the grade. Students will receive training from their teachers on how online learning will occur for their classes. Students will be provided a list of web sites and applications that will be used along with

usernames, passwords and parental consent requirements. Teachers will review how to access and use each application with the students. Families will be offered training on how to use these resources, especially at the elementary level. Internet safety and privacy training will be provided to parents, students and families. Teachers will be instructed on how to use existing resources to develop relationships with students in the event learning is 100% remote. Parent and Student training will be provided as part of the laptop distribution plan or online at the higher levels.

Communication

Communication with families is extremely important in a remote environment. The division will work extremely hard to maintain up to date contact information for families. Updating of student schedules, bus routes and other rapidly changing information will require extra diligence. Blackboard Parentlink will be used to communicate with parents via phone, SMS, app, email, Facebook and Twitter. Schoology messaging services will be used for day to day communication between parents and teachers.

Appendices

Schoology Training Plan

Technical Support Flow Chart

VHS Laptop Distribution Plan

VMS Laptop Distribution Plan

Elementary Laptop Distribution Plan

STUDENT AND STAFF SUPPORTS

In addition to the obvious health risks associated with COVID 19, BVPS is also concerned about the impact the virus is having on the mental wellbeing of our students, staff, and other stakeholders. As a division who takes pride in the fact that we are not only trauma informed, but trauma responsive, we are dedicated to ensuring that the social and emotional needs of all of our stakeholders are addressed in our school reopening plan. As a matter of fact, one of the driving factors in our decision making process to reopen schools as normally as possible this Fall is that we know the social emotional needs of our students are more important now than they have ever been. Attending to the social and emotional needs that arise during times like these by expanding on Social Emotional Learning (SEL) offers a powerful means to explore and express our emotions, build relationships, and support each other – children and adults alike.



BENEFITS OF SEL



MENTAL HEALTH SUPPORTS FOR SCHOOL STAFF

A Social Emotional Learning (SEL) committee will be developed to keep the pulse on the needs of our staff within BVPS. This committee will build foundational support and systemic plan using a Social Emotional Learning [Rubric](#) developed by Collaborative for Academic, Social, and Emotional Learning.

This committee will heavily involve the commitment of each school's counselor. It will also include representatives from Bristol's Promise, Community in Schools, Highlands Community Services, BVPS A-Team, administration, teaching staff and other agencies that can support the development of resources for self-care and mindfulness opportunities for staff. This group will continue to meet monthly throughout the school year.

The school calendar should be designed to allow adjustment to our new normal living with COVID-19. Utilizing the flexibility to begin this school year with a four-day week will send a message to everyone that we are all in this together. We know we are asking more and we acknowledge students and families will need more. Educators are essential in the success of their students. Allowing teachers time to process their own feeling will ensure more success in being emotionally prepared to meet the needs of students and families.

BVPS has spent the last several years preparing staff to become a Trauma Informed and Responsive School/Community. Next steps in this process will be developing training and guidance in "mindfulness" and learning strategies for self-care in order to be effective educators for students. Opportunities during Pre-School Conference week for staff are being explored to increase knowledge and bring awareness so that staff will be better equipped to understand and manage emotions. [Resources](#) to support staff in this endeavor will be shared.

In order to provide support to teachers regarding classroom behavior, Therapeutic Day Treatment (TDT) will be in each school (one TDT staff per school—counselors may have more clients on their caseloads). In addition, 2.5 outpatient therapists will be utilized, and additional funding is being designated to increase this capacity.

Each school will need to be intentional and purposeful in celebrating their staff as the heroes they are. Celebrating essential workers on the frontline in various ways is encouraged by BVPS. The SEL Committee will be valuable in developing some of the activities that can enhance teacher and staff morale.

SUPPORTS FOR STUDENTS SOCIAL AND EMOTIONAL LEARNING

With the re-opening of school in August, teachers and educators will need to teach new routines, procedures, and expectations due to COVID-19 and required changes. However, re-engaging our students, building relationships and creating an environment that is conducive to learning will be paramount. For students of trauma, finding that one cheerleader, who is often their teacher, is imperative for student growth.

The division has made trauma informed/responsive practices a priority and now it needs to be in the forefront of every decision made. Multiple trainings have taken place to assist teachers including: TIC Awareness—Responsive Classroom, ZONES of Regulations, Conscious Discipline, and other strategies. Based on office/guidance referrals, ACE scores from referrals to CIS clients, consults from DSS and CPS and other school data, social-emotional learning (SEL) initiatives will be developed based on those practices needed.

Social Emotional Learning assessments are embedded into our classroom practices to determine the students SEL tiered level of service. This can be accomplished through morning meetings (elementary) or advisory meetings (secondary) to re-establish norms and assess mental wellness of students over an extended period. All students are provided Tier 1 services. ([Classroom Guidance](#)).

Mental health early intervention, or Tier 2 services, support students who have been identified through a systematic, equitable process as experiencing mild distress or as at-risk for a given problem or concern. Examples of early intervention include small group interventions for students with similar needs, brief individualized interventions (e.g., motivational discussion, problem solving), mentoring, and/or low-intensity classroom-based supports such as a daily report card, daily teacher/Guidance Counselor check-in, and/or home-school note system. Tier 2 services and supports may also be appropriate for students experiencing more intensive needs, but they are often accompanied by more intensive services such as Therapeutic Day Treatment. Great support will be contributed as school counselors are available to provide SEL support for staff and students. Elementary counselors traditionally teach a class once per week to all students. This practice may need to be suspended, at least temporarily. School counselors and the Communities in Schools counselor will assist students at Virginia High School.

Mental health treatment or Tier 3 services address mental health concerns for students who are already experiencing significant distress and impaired functioning. These supports are individualized to specific student needs. Tier 3 supports include services provided by school-based mental health professionals employed by the school or community organizations and may require temporary placement in alternative educational settings. Examples include individual, group, or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional, and/or behavioral needs provided by contracted Clinical Outpatient Therapist.

Special consideration should be considered for specific populations. Students returning to alternative programs, English Language Learners, Special Education students, and less engaged students may need consideration given to an alternative and individualized schedule. Discussions will need to be conducted with families and education decisions will need to be based on individual cases and always in the best interest of the student.

A staggered schedule at the beginning of the school year will allow teachers time to conduct SEL Assessments with students in small groups. An example, students would report to their new grade level and their previous year's teacher would provide support for half the day. The new teacher would return to their classroom and meet their new group the second half of the day. Fifth grade teachers could meet their students at VMS for the first half day to provide time for closure and "passing on" to the next level, return to their school to greet their new students in the afternoon. Pre-K and Kindergarten teachers could schedule individual orientations with student's families.

SOCIAL EMOTIONAL WELL BEING OF STUDENTS AND FAMILIES

Effective communication with families in the school community is a priority. Surveys to gain family input on the opening of schools in August have been sent out and have been analyzed. Parent/guardian representatives are serving on the Task Force and offering input to the RRR Plan development.

Community agencies have also provided input on how to best provide services.

The SEL Committee will provide videos that provide tips/strategies for families to help them acknowledge and be aware of the emotional needs of families and students. Resources will be linked on the "Quicklinks" tab on the division website and to the "Families" tab as applicable, [Parent and Child Caregiver Guide](#). Maintaining strong communication between schools and families will be essential in meeting the social emotional needs of students.

Homebound instruction and/or virtual instruction for students and families who have health concerns will continue to be reviewed and monitored based on each individual request. As various modes of

learning have been established, an application for remote learning will be made available to accommodate medically fragile students.

BVPS enjoys several community partnerships that provide resources to the school community. Some of them are as follows: United Way, Bristol Housing Authority, Highlands Community Services, Communities in Schools, Department of Social Services, Bristol's Promise, Boys & Girls Club, Girls Inc., Southwest Virginia Medical Services, community churches etc. Families and students who require services, particularly mental health services, crisis response, and wraparound services, will be connected to these agencies by the school counselor or administrator to assist them as needed.

COMMUNITY ENGAGEMENT AND COMMUNICATION

The division's re-opening plan will be communicated with families, school personnel, and the community through various social media outlets such as the school website, Facebook, Twitter email, and phone calls. In addition, information will be sent home to families in the start of school packet. Open communication and transparency will be shared through the superintendent's office via various social media outlets. The superintendent will consult with the school division attorney to determine a plan for how to balance protecting students and families' privacy with coordination and communication with stakeholders regarding public health.

Consistent and transparent communications with families will continue by offering communications to:

- Families who are non-English speaking by utilizing a translator to ensure documents are provided in native languages.
- Families who require telephone communication by utilizing a division wide telephone-calling database.
- Families who require alternative methods of communication due to a disability. By providing information in a variety of ways and addressing individual needs as necessary. Principals and counselors will be able to effectively communicate.

BEFORE AND AFTER SCHOOL PROGRAMS

Data is being collected through a recently administered parent and staff survey. After data is collected, central office staff will reach out to all community childcare providers to determine availability. The division will share reopening of school plans with Boys and Girls club, Girls, Inc., daycare providers and other relevant community agencies to discuss protocols and procedures that BVPS will be following. There will likely be an increased need for before school and after school programs under various operating scenarios. The division will partner with childcare providers to ensure these needs will be met. As students will not be attending school on Wednesdays, collaboration amongst agencies will be essential to meet childcare demands of families.

Outside agencies, such as Bristol Parks and Recreation who conduct groups within schools will need to receive training and guidance consistent with procedures and protocols if we are able to provide that access during Phase 3. Groups utilizing space in schools will be evaluated on a case by case basis, following state guidance as necessary. In the event outside groups are allowed into schools, cleaning schedules may need to be altered. All procedures and protocols established will be shared with outside agencies. Cleaning supplies and protective equipment will be used by these groups as necessary.

SPECIAL CONSIDERATIONS FOR UNIQUE POPULATIONS

High expectations and a growth mindset are expected for all.

Children entering Pre-K and Kindergarten

Teachers need time to meet with families and students one-to-one for orientation/pre-screening

PALS and VKRP may be administered earlier this year for a comprehensive view (Literacy, Math, Social Emotional/Self-regulation screening).

English Learners

Families are identified, upon registration and translators are provided when needed. (*Still need Chinese translator*). 2019-2020 WIDA ACCESS data will be used to inform support. ACCESS levels are shared with teachers of EL students. The division EL Coach supports teachers and students by aligning classroom standards with the EL student's English proficiency level.

Students with Disabilities

BVPS plans to bring special education students to school for in-person instruction based upon their level of need. For students who cannot come to school due to health reasons; teachers may go into the home for instruction or virtual instruction will be provided.

All testing accommodations will be given whether in-person or virtually.

Students Experiencing Poverty and/or Homelessness

Assessments can be taken to communities in small groups (Community centers, places of worship, etc.) when needed.

Students Marginalized by Race

Culturally Responsive training/strategies will be shared with all staff.

Considerations should be given how COVID-19 has disproportionately impacted the African American and Hispanic communities. Empathy should be applied to how different cultures may view and react to the COVID-19 crisis and returning to school. Bristol Virginia Public Schools is an equal opportunity employer and does not discriminate based on race, color, national origin, religion, sex, age or disability in the admission or access to, and participation or employment in, its programs and activities.

Acceleration of Gifted Students

BVPS provides differentiated instruction that adequately address the diverse learning needs of all students including students who are gifted.

Transportation

With current Phase 3 restrictions, pupil transportation will be one of the most challenging aspects of our school reopening plan. Without mitigations, CDC social distancing recommendations could limit some buses to only 11 students. By adding mitigations, many believe we can safely double that number. Cooperation and collaboration with families will be key to ensuring our transportation plan for reopening is successfully implemented.

Sanitation Protocols

BVPS will follow the latest guidelines provided by the VDOE and the CDC for maintaining a safe and clean environment on the school bus. Protocols for sanitizing the buses will be intensified according to CDC Guidelines, VDH recommendations, and industry best practices.

Fully Remote Reopening Plan

In the event that all students are participating in at-home instruction, Transportation will focus on meal delivery, technology and instructional material delivery, while practicing social distancing as appropriately related to the Phase.

Fully In Person Reopening Plan

Most of the planning for Transportation centers on this model. The division has been engaged in a fully remote plan since the end of March and it is well established. At this point, we are committed to face to face instruction, blended with some remote learning. The current instructional plan calls for students to attend school four days per week, and participate in remote instruction one day per week.

Boarding the Bus Safety (Phase III)

All students riding school buses will be directed to follow social distancing guidelines while at the bus stop and on the school bus. Parents will be asked to escort elementary students to the bus and wait with their child as temperature checks are conducted prior to boarding take place by the bus aide. Any student with a temperature of 100 degrees or more will be asked to return home for 72 hours and participate in school remotely.

While on the bus, seats will be labelled for staggered seating in a window/aisle alternating pattern. Students will board the bus in a back to front pattern and exit in a front to back pattern. The seats will be numbered in exact locations for proper social distancing. Once the number of students reaches 12 (more on our larger buses), face coverings will be required as an additional mitigation strategy. The high back seats on the bus provide a 38-40 inch barrier, thus providing a physical barrier between most of our younger students. Students living in the same household will be seated together. The bus driver and the properly protected (PPE) bus aide will ensure proper social distancing while students are on the school bus. The BVPS community will receive this information via all forms of communication.

Bus Sanitation (Phase III)

All BVPS school buses will be sanitized in multiple ways. Bus seats will be cleaned with proper CDC approved chemicals by fully trained staff prepared to handle these products. The cleaning products will be utilized per suggested use and potency to ensure

maximum effectiveness. All buses will be thoroughly sanitized daily with the portable Atomizer 360. The use of atomizers and sprays will be implemented each day to help keep surfaces sanitized.

Pupil Transportation Capacity (Phase III)

BVPS will administer surveys, send emails, make phone calls, and use social media to approximate the number of students who will be riding the school buses daily. Principals will communicate transportation needs with the transportation office daily. The Transportation Department will use Transfinder software in cooperation with the BVPS SIS system to establish bus routes and control the maximum number of bus riders per load.

BVPS will use all available CDL personnel to assist in all transportation needs. An anticipated driver shortage is anticipated. Plans are already in place to advertise for vacancies. The Transportation Department is prepared to offer in-house training to newly added CDL drivers. Incentives for coaches and teachers to cover a bus run will be investigated. BVPS is investigating the possibility to use classroom aides to substitute as bus aides in the event of increased absences due to COVID-19. Should the need arise, charter buses may be needed for extra-curricular activities.

Budget Impact

In the wake of COVID 19, additional budgetary concerns should be noted. Employment contract questions pertaining to additional hours, additional drivers, overtime, and hourly rates are several facets that will require additional funding for transportation. Additional budgetary concerns have been considered when recognizing additional fuel consumption, additional route scheduling, time considered to clean, etc.

Additional Accommodations

BVPS Transportation department prides itself in being flexible to provide many services to students. As always, every student will have access to transportation to ensure equitable delivery of educational services. Although some special education students offer unique health challenges, individual transportation plans will be developed. Special arrangements are made for students who are identified as homeless. Transportation agreements with neighboring divisions are quickly worked out to best meet the needs of our homeless families.

Stakeholder Cooperation

With social distancing demands also present on buses, parents will be asked and encouraged to transport students to school if possible during Phase 3. Although not required, this assistance from parents may allow the division to run a smaller number of bus routes. The anticipated demand for additional bus routes may cause a change in starting and ending times for schools. Currently the high school and middle school begin 45 minutes earlier than elementary schools. The division is evaluating the efficiency of changing our current start times, as it may improve efficiency and provide a safer environment for younger students. Research also supports older adolescents beginning school later in the day.

Mitigation Strategies and Protocols

The following mitigation strategies related to transportation will be in force.

- Buses will be sanitized twice daily with the atomizer 360 portable sanitizing machine. This cleaning will occur following completion of the morning and afternoon student transports.
- Buses will be sanitized by bus drivers between morning transports of elementary and secondary/middle grades students. All vinyl seat areas, hand rails, and high touch surfaces will be sprayed with Halt surface cleaner and wiped clean using disposable paper towels. <https://www.spartanchemical.com/products/product/101804/#top>
- All chemicals used will be approved for such sanitizing to meet CDC guidelines.
- Bus drivers, bus aides, and paraprofessionals involved in bus transport will be trained in cleaning protocols and use of chemicals and sanitizing machines.
- Cleaning supplies, such as paper towels, spray disinfectant, gloves, face coverings and any other pertinent equipment deemed necessary will be provided to staff.
- The division will solicit feedback, via online BVPS survey, to determine the number of students who will require bus transportation.
- Powerschool information will be used to verify the correct addresses for each student when planning for bus transportation for all six schools.
- Individual schools will communicate to the transit department any changes or updates regarding student and parent information on a daily basis.
- Transfinder software will be used to establish bus routes and limit the maximum number of riders per load.

Facilities

One of the greatest areas of focus throughout the COVID 19 pandemic has been ensuring that our buildings are as clean and sanitary as possible. Since March 13, 2020 when our Governor closed schools for the year, staff has more than doubled our efforts to ensure that all areas of our buildings are cleaned in a safe, healthy, and effective way. We will continue to focus on this important areas of operations this Fall and heading into flu season.

Cleaning Protocols

BVPS has modified its cleaning protocols to include COVID-19 procedures. All Standard Operating Procedure manuals will be updated with the latest Virginia Department of Health and Centers for Disease Control recommendations. All staff will be fully trained in the new modified protocols which will include sanitizing procedures, equipment and chemicals. Sanitizing procedures will be employed by the staff daily to ensure that each surface has been cleaned thoroughly and that all high touch areas are cleaned several times throughout the day. Maintenance of the ventilation systems will ensure proper air flow. New cleaning equipment, such as the Clorox 360 electrostatic sprayer and the Victory electrostatic sprayer, will be in use at each building for a deep cleaning prior to the students and staff entering the building. This equipment will also be available during the day for areas of concern. Hand sanitizing stations have been added to many of the buildings at key locations so all occupants have access. High efficiency air scrubbers with HEPA filters have been placed in each building to increase clean air flow. All chemicals will be checked for safety and effectiveness before being issued to the staff. During the school day all faculty and staff will be involved in keeping surfaces clean.

Signage Mitigations

Signage related to hygiene, social distancing and face coverings will be placed in the hallways, classrooms, entrances and exits as appropriate. Several mitigation strategies are being implemented by BVPS in order to adhere to social distancing and safety requirements. Students will not utilize lockers at the middle and high schools. Water fountains will be turned off and each

student will be asked to bring a personal water bottle. A washable water bottle will be made available to all middle and high school students. Bottled water will be made available for students and staff as needed. The physical infrastructure of each building is being analyzed and evaluated by the BVPS leadership team to determine their capacity to accommodate the appropriate social distancing measures for the return of students in the Fall. Storage will be made available for items that are removed from the classrooms to facilitate space for social distancing guidelines. Schools are prepared to alter drop-off and pick-up points as well as relocating classrooms to make use of all available space to accommodate social distancing guidelines. School start times and class schedules will be adjusted to maximize spacing as well. Capital Projects are being adjusted and considered as necessary. Rezoning throughout the division is being considered by the School Board to alleviate overcrowding and to make use of all available space. Considerations have been made to maximize spacing in hallways and other areas around each campus. Hourly employees will be encouraged to clock in/out remotely. Visitors will be limited to service providers in each building and check in and out procedures will be established to limit personal contact.

Cafeteria

Each school will evaluate the use of the cafeteria and whether students will walk through the meal line. Preliminary discussion suggests that elementary schools will eat in classrooms. The middle school and high school may modify that plan and allow some students to eat in the cafeteria. Whatever plan is developed, social distancing will be practiced.

Isolation Rooms

Each building Principal, in consultation with their school nurse and the division nursing supervisor, will establish an isolation room at each school. Students/staff who become ill with COVID-19 symptoms will be taken to this area as soon as possible, so that the regular nursing office can be used for non- COVID-19 related health services. The ill symptomatic student/staff person will be sent home or for medical care as soon as

possible. Follow-up sanitizing of isolation rooms will be provided and other areas of the school per CDC guidelines and the recommendation of VDH.

Staffing

Additional custodial staff will be added to accomplish the new cleaning and sanitization protocols. Each School will need an additional Day Porter to meet the daily cleaning needs. Additional custodial substitutes will be needed to fill in for absent employees. Incentives and overtime pay will be authorized for the extra work load.

Product Availability

Proper hygiene and sanitation equipment will be installed, maintained, and well supplied at each building. The Custodial Manager will develop an expanded list of supplies that will be needed to properly clean and sanitize each building. The managers will also work closely with all vendors to maintain a constant supply of products to ensure that all staff have the needed supplies. The supply and use of personal protective equipment will be monitored.

School Nutrition

Recognized for excellence at the state and national level, the BVPS School Nutrition Department has been responsible for the distribution of nutritious meals under the Community Eligibility Provision, as well as the Summer Feeding Program. The Department is experienced and enjoys a high level of success related to providing healthy and nourishing meals to our students in a variety of scenarios. We are well positioned to provide this vital service to our community regardless of the obstacles that COVID-19 presents.

Product Availability

Food product availability is monitored daily. This process insures, upon school opening, the ability to provide meals which follow regulations set forth under USDA guidelines. Membership in the Southern Appalachian Mountains Food Buying Co-op offers availability of supplies and buying power with our distributor of 20+ years.

Food Presentation

The School Nutrition Department is currently using disposable paper products, utensils, etc. We will continue to do so to ensure food safety and sanitation. Only food items packaged in individual containers will be available to customers including only prepackaged condiments. This offers cross contamination protection and adds an additional safety measure to lessen the potential spread of the COVID-19 virus. Outside food will be discouraged at all grade levels to lessen the chances of spreading the virus on items brought into the buildings. If food must be brought from home parents will be asked to send disposable bags instead of lunch boxes. If lunch boxes are brought into the school they will be sanitized at the classroom level upon arrival.

Mitigation Strategies

Social distancing markers will be placed in all areas of the Cafeteria. The School Nutrition Department has already implemented the use of facemasks, aprons, and gloves at all stages of food handling. A department-wide refresher course related to mitigation strategies will take place prior to school opening and be mandatory for all staff. Handwashing, social distancing and PPE protocols will be reviewed. All School Nutrition staff will strictly adhere to the

appropriate handwashing, facemask and social distancing guidelines according to the CDC and Virginia Department of Health.

Students will take their meals to the designated area in each school with appropriate social distancing in practice. A **no** food sharing policy will be in place on the first day of meal service. Teachers and SN staff will monitor and reinforce the policy. Social distancing provides best practice to visually monitor the no share policy.

A routine will be established for all students to wash their hands after leaving the classroom in route to food service area. Students will then sanitize hands upon entry of food service area and again afterward upon reentry to classroom and before consuming any food.

Staffing Needs

The School Nutrition Department does not have adequate staffing for substitution at this time. The division is evaluating the utilization of current employees in other areas (aides, bus drivers, and others) as possible support staff for SN. Additional staff will be recruited and hired according to district policy.

Cost of Meals

Currently BVPS enjoys a districtwide Community Eligibility Provision Grant. All meals are provided to all students at no cost. The BVPS School Nutrition Department program is financially sound and fully self-funded. No changes in financial standing are anticipated in the near future.

Plan of Action for Remote and Hybrid Opening

Current plans can be adapted to the Remote or Hybrid Learning Model. However, either model will require a waiver from USDA for non-congregant feeding and that has been issued through June 2021. Since we have been working under the Remote model since March, we would adapt our current method of providing meals to families as appropriate for remote learning.

Finance and Human Resources

School divisions are facing unique challenges during the COVID-19 pandemic. The BVPS Finance and Human Resource Departments stand ready to provide forward thinking guidance and leadership to our division in our respective areas. By leveraging local, state, federal, and CARES Act funding, BVPS is dedicated to providing a learning environment that prepares all students to thrive in a dynamically changing world.

Budget and Finance

Prioritization

During the duration of the pandemic, BVPS will review expenditures weekly and evaluate the best funding source for each expenditure. In general, the most restrictive funds will be utilized first to allow for flexibility for future, possibly unknown, expenditures. Included in the weekly monitoring will be evaluation of year-to-date expenditures in relation to expected revenues with procedures in place to implement a hold on expenditures, if necessary.

We anticipate utilizing a small portion of CARES funding in Fiscal Year 2020. BVPS plans on using savings from Fiscal Year 2020 to reduce use of CARES, lottery, or textbook funding and then carryover those funds for use in Fiscal Year 2021. Our goal is to carryover some CARES, some lottery and some textbook funding as each of these are less restrictive than other funding streams. Unless necessary, unspent funds were not reallocated but were saved to assist with other expenditures so that carryover of CARES, lottery or textbook funding can be maximized. The City of Bristol does not allow BVPS to utilize fund balance. If necessary, the School Board could request a carryover of funds from the City of Bristol. Currently, we do not anticipate this need. Therefore, the division will strategize to maximize carryover of CARES, lottery and textbook funding.

Please refer to the technology section regarding the remote learning process. BVPS plans to utilize CARES funding in FY 2021 to purchase additional iPads and other needed equipment to enhance the remote learning process should that be required.

Bristol has been allocated a total of \$1,125,839 in CARES funding. A portion of the funding, \$75,431 (6.7% as required by federal law), must be reserved for Private Schools and the remaining \$1,050,408 can be used for the school division.

Terms of the award are as follows:

Potential Revenue Reductions

It is anticipated that BVPS could see a decline in enrollment if parents choose to use a curriculum of home-based instruction, rather than the BVPS provided remote learning platform. The division will lose \$6,200 from State Basic Aid per student withdrawal.

The Virginia Department of Education has indicated that they will be providing maximum flexibility for Average Daily Membership. BVPS will evaluate possibilities to keep student instruction continuing even if in a remote situation in order to be able to keep that student included in BVPS enrollment.

Food Service Budget

BVPS food service is self-sufficient and will not affect the division's Fiscal Year 2020 or Fiscal Year 2021 budget in any way.

Contingency Planning

BVPS has reviewed internal spending controls in order to effectively manage uncertainty in revenue and expenditures. All options, such as spending freezes or budget reductions, will be on the table and will be considered throughout the duration of the pandemic. At this time, we will be cognizant of potential

reductions in sales tax and lottery revenues and monitor expenditures accordingly. Currently, we do not anticipate any spending freezes or additional budget reductions but are ready to implement either for unpredicted circumstances.

Federal grant and state deadlines are continually monitored as part of planning and this has and will continue during the pandemic.

BVPS has been in contact with Virginia Association of Counties (VACORP), our liability and workers compensation provider and will continue to seek guidance, as needed, on possible issues relating to employees, students or community members and possible COVID-19 exposures or other related matters.

Supply Chain

As part of BVPS business continuation plans, the Director of Facilities and Logistics and Division Nurse will maintain a list of vendors and related supplies available for purchase. All purchases of cleaning supplies will go through the facilities and maintenance office and all PPE and health related purchases will go through the school nurse to maintain consistency of supplies and assure availability of supplies to priority needs. As the year progresses, the Director of Facilities and Logistics and Division Nurse will continue to be in contact with various vendors to access availability and pricing of needed supplies and equipment.

CARES Funding

BVPS continues to look forward to the Fiscal Year 2022 budget by prioritizing CARES Act funding to take care of one-time Fiscal Year 2021 needs as much as possible. BVPS continues to remain fiscally responsible in all decisions relating to CARES Act funding.

Human Resources

Division policies or regulations will be reviewed and updated, as needed, with the protection and safety of students, staff and community in mind. Many policies and regulations have already been updated to reflect accommodations for a pandemic situation. As additional information becomes available and needs arise, policies and regulations may be modified.

As part of our back-to-school training plan, the school division will include an infectious control practices for schools module that addresses COVID-19. All staff will be required to complete this training in addition to the bloodborne pathogen and anaphylactic shock training modules utilized annually. The COVID-19 module will focus on proper handwashing, social distancing, how infection is spread and cleaning and disinfecting.

Staffing

Although preliminary results do not indicate a significant shortage of personnel when school opens due to illness and/or fear of returning, BVPS plans to utilize Central Office support staff and other aides to ride buses, as needed, to assist with temperature checks and other required return to school protocols. Should an employee refuse to work, HR will provide detailed information on the set protocol for returning to work/school with emphasis on safety measures and protocol. In addition, HR may provide contact information for the Employee Assistance Program (EAP) counselors to any employee that feels they are suffering from anxiety or depression regarding potential exposure to COVID-19. Any outliers or deviations will be reviewed on a case-by-case basis and outcomes based on the individual circumstances. Concerned employees should contact Human Resources directly to obtain direction.

Employee Contracts

Most contracts appear to need to continue in order to maintain continuity of operations and BVPS feels sufficiently financially secure and will distribute contracts to all employee groups at the same time, with exception of interventionists that are funded through a federal grant. These will be held until additional information is received relating to the federal grants.

BVPS will distribute contracts to the individual schools and will allow scheduled pick up from the school building. For those who do not wish to pick up their contract, they will be mailed.

BVPS contracts already have sufficient language to allow us to legally modify a teaching contract due to budget constraints and other specific matters and allow for adjustments in school scheduling. BVPS is considering adding furlough language in form of a regulation in order to give employees a detailed explanation of what to expect in the event of a furlough. Current contracts in use were previously vetted by a BVPS school board attorney. No significant changes are deemed necessary at this time.

Supplemental Stipends

In relation to supplemental stipends, all BVPS coaching staff have continued close, non-physical contact and training with student athletics during the pandemic. Additionally, coaching staff have worked diligently on various return to play options and scenarios and have created and established alternative training protocols to maintain cleanliness and safety. Therefore, it is anticipated all staff will continue to work in some manner and will continue to receive their full stipend regardless of physical athletic play or co-curricular activities should another school closure occur.

Health Screenings

In order to maintain safety of our school community, staff temperatures will be taken as they enter their perspective school building. BVPS will follow all HIPAA and confidentiality rules as directed by law. Preliminary survey results show that employees are comfortable with the planned health screenings. However, should an employee refuse to follow screening procedures, regular disciplinary action may be taken after extensive consideration is given to the reasons of the refusal. Each instance will be reviewed and determined on a case by case basis.

Employee Screening Process:

- Daily health screenings will be required for all faculty and staff. Each faculty or staff member will self-screen prior to beginning their workday.
- If a faculty or staff member registers a temperature of 100 degrees or more, they will call their administrator to secure a substitute.
- In addition, all faculty and staff will be expected to complete the Employee Symptom Checker Form (can be found below) each day prior to coming to school. The Employee Symptom Checker Form is a self-reporting tool and is maintained by the employee. If an employee answers “yes” to any question, they should stay home.
- Once employees arrive to their assigned work location, a self-administered temperature check will be required.
- In the event an employee registers a temperature of 100 degrees or more they will be required to leave the site immediately and notify their administrator.
- The administrator will record the information and provide it to the school nurse. The school nurse will conduct a follow-up interview by telephone. Please refer to the Health and Safety – Attendance/Sickness Monitoring section for additional information.

Hiring

As operations gear back up and new staff are hired, new staff will go through regular onboarding processes, but in addition, all instructional staff will be trained in Schoology Learning Management System in preparation for full or partial remote instruction. Also, new staff will be informed of the current health and safety protocols in place.

Staff Support

In anticipation of self-reporting and self-disclosure expectations, BVPS will assign a building and/or division liaison in order to allow employees a confidential contact to discuss exposure or to receive support for stress related COVID-19 issues related to work and family. Additional information relating to staff support will be provided below under HR – Staff Support.

Teacher Evaluation

During a pandemic and possible remote learning, evaluation of teachers can be difficult. In relation to teacher evaluations, BVPS plans to eliminate the Standard 7 Option due to possibility of lack of in-person instruction.

Contingency Plan

Should operational changes occur such as another school closure or need to revert to remote learning, contracted exempt staff will be paid as scheduled unless a furlough would be enforced. Although a furlough is not anticipated, a furlough for contracted staff would be enforced in increments of 5 days (1 week). Refer to Regulations GCPA-R(1) and GCPA-R(2) for additional information. Additionally, BVPS will continue to keep all hourly employees working at their current status as long as CARES funding is available and/or the staff members' duties are required for the operational functions still in place. All hourly staff will be paid for hours worked. Typically, only permanent substitutes (not regular subs) will be utilized during a closure or virtual plan of instruction.

Staff Support

The outbreak of COVID-19 has been stressful for many. Fear and anxiety about a disease can be overwhelming and cause strong emotions. BVPS plans to play an important role in helping staff cope and build resilience to support the well-being of the school community.

Directors and supervisors will consistently maintain communication with their teams. In addition to our students, the staff are a priority. The division will continue to make the Employee Assistance Program (EAP) and other sources of counseling and support available to all employees. Additionally, BVPS plans to institute a confidential support link/line to a division liaison assigned to provide support and guidance to staff members.

BVPS also plans to implement a division-wide mental health committee that will meet regularly for the sole purpose of assisting employees with self-care. Refer to the Mental Health Supports for School Staff section for detailed information relating to this committee.

We have most recently made the COVID-19 Virginia Association of Counties (VACORP) learning system available to our employees to provide education and guidance as we strive to return all students to the classroom. Our administration and technology departments have also worked diligently over the past several weeks conducting various types of training and offering additional support to staff, students, and parents.

BVPS administration, guidance counselors, and Highlands Community Services consistently provide support and training, as needed, to our teachers in relation to classroom management. In addition to in-person response, the division has also shared several avenues of online courses/trainings for many different areas relevant to our teachers.

Extracurricular Activities and Athletics

BVPS understands the importance that extracurricular activities play in the development of the whole child. We are dedicated to providing these opportunities in a self and healthy manner. The faculty and staff of BVPS will follow all established safety guidelines, social distancing procedures, health protocols, and athletics league rules when preparing for and serving the students and community with extracurricular activities during Phase 3 of Governor Northam's reopening structure.

Student Physicals

Before athletics seasons begin, students will be offered the opportunity to take advantage of physicals at a reduced cost. Normally, these physicals are delivered in large groups on a single date, but due to the nature of the current situation, this event will be broken down into multiple smaller events during which social distancing protocols will be followed and face coverings will be required of all participants. Access to each of these events will be restricted solely to essential staff and a small number of student-athletes. These smaller events will be repeated until all interested athletes have been served.

Pre-season Workouts

As athletics seasons begin, coaches and staff will be holding physical conditioning sessions to ensure that student-athletes are in acceptable physical condition once competitions begin. To minimize the risk of injury due to poor conditioning, all student-athletes will be required to complete a 6-workout acclimation period (at minimum) before beginning sport-specific activities. These workout sessions will be limited to an 8:2 athlete-to-trainer ratio and will occur on a regularly scheduled and rotating basis to ensure that proper social distancing can be maintained by all athletes and staff. Additionally, all participants will follow newly established enhance cleaning protocols to sanitize facilities and equipment between users.

Mitigations

BVPS is prepared to restrict or cancel athletics seasons depending upon guidance from and regulation by governing bodies. Allowable activities during each season will be determined by then-current health recommendations and orders by executive bodies based upon health metrics and statuses. During athletics and extracurricular activities seasons, all student-athletes, staff, and spectators (if allowed) will follow social distancing guidelines at all times during use of any school-owned transports and facilities. Access to those transports and facilities will be limited to allow for social distancing. Furthermore, access to facilities will be determined by capacity limits set forth by governing bodies. As per executive order, the wearing of face coverings will be required of indoor spectators. Destinations for athletics and extracurricular activities will be carefully screened to ensure that participants will be able to follow social distancing guidelines at all times during the activity.

In order to ensure the continual safety of student-athletes and staff, BVPS will implement several risk mitigation practices. Student-athletes and staff will be subject to temperature checks and health screenings before all practices, competitions, and activities. Additionally, students and staff will be encouraged to wear face coverings when social distancing is not possible. Furthermore, students, staff,

and spectators will be strongly encouraged to stay home when not feeling well or when exhibiting symptoms that may indicate a COVID-19 infection.

Social Emotional Considerations

Finally, BVPS recognizes the vast importance of athletics and extracurricular activities for student wellbeing. Therefore, student mental health supports will remain in place, regardless of the availability of athletics and extracurricular activities. All students will have access to the support of school-employed mental health professionals. Additionally, students who show a greater need for intensive mental health services will be assisted in seeking help from community health organizations and mental health partners. BVPS will continue to ask coaches to check in on their student-athletes regardless of where we may be in our return to activity. We cannot underestimate the importance of the coach/athlete dynamic and relationship when it comes to the mental well-being for all involved.

Extracurricular Activities

Band

Instrumental Music Education will be offered to BVPS students grades 6 through 12 in accordance to guidelines from governing bodies. Research shows that band and band instruments do not spread droplets. Air enters the instrument but does not exit at a substantial velocity. Music is vital to the mental and physical wellbeing of our students. It will serve as an outlet for our students, especially in times of difficulty. "When words fail, music speaks."

Social distancing will be followed and face coverings will be used when students are not actively playing their instrument. Frequent hand washing will also be encouraged.

Choir

Choral Education provides several extracurricular activities throughout the year. Both the middle school and high school offers musical productions that are favorites for the school community. These offerings will be reviewed in conjunction with mitigation strategies established and recommendations from the health community. Decisions on these activities will be reviewed on a case by case basis.

Other non-athletic activities

Two of our schools have been blessed to enjoy 21st Century After School Academies. Although these grants have ended, BVPS has applied for 21st Century grants in three schools. Should those be funded, the plan for after school activities will be reviewed based upon mitigation strategies. There will be additional extracurricular activities that will be considered on a case by case based upon mitigation strategies and guidelines that have been established throughout this plan.

Communication

We have all heard the old adage that communication is key. That has never been truer in public education than during the COVID-19 crisis. This crisis has required communication to be more effective, timely, specific, and open than ever. Today, communication means many different things to many different people. In order to ensure that all channels of communication are open and available, BVPS is dedicated to communicating information to our staff, parents, and community in a way that is attainable, understandable, and useful. We ask that parents report changes to contact information to their child's school in a timely manner.

In order to ensure that that our community is properly aware of the impact of COVID-19 on our school division and our reopening, we will implement the following communication strategies:

1. **Effective Communication** – All communication will be specifically directed to the intended audience. The communication will be complete and forthright. The communication will avoid educational or health related jargon. The communication will be specific, direct, and to the point.
2. **Timely Communication** – When possible, all communication will be proactive in nature rather than reactive. Information will be available as developments occur. Multiple modes of communication will be used to ensure that stakeholders have access to the information as soon as it is made available
3. **Specific Communication** – COVID-19 impacts every department in our division. All communication will be organized in a way that shares data about individual departments and the division as a whole.
4. **Open Communication** – Communication is a two-way street. The Superintendent, Central Office Staff, and Building Principals will make themselves available to answer questions about communications coming from the division or the individual schools. Our goal is to respond to all questions within one business day. Furthermore, formal and informal surveys will be used to gain information from our various stakeholders.
5. **Easily Accessible Communication** – In order to ensure that all stakeholders receive information in a timely manner about updates to our COVID-19 response plan, the following modes of communication will be used as appropriate:
 - a. **Phone:** Blackboard, our automated phone system, will be used to call parents.
 - b. **Email:** Email messages will be sent to provide updates.
 - c. **Social Media:** Twitter and Facebook will used as information channels.
 - d. **Phone App:** The BVPS app will be used to provide updates via text message and notifications.
 - e. **Website:** Information will be made available on our website at <https://www.bvps.org/apps/pages/covid19.info>
 - f. **Traditional media:** Information will be provided to local television, newspaper, and radio outlets.
 - g. **School board meetings:** Information will be shared at monthly School Board Meetings
 - h. **Newsletter:** Information will be included in our monthly publication, The Bearcat Tracker.

In addition to communicating with our school-based stakeholders, open lines of communication will be maintained beyond the city of Bristol. The local health departments, Region 7 Superintendents, Rural Superintendents, Virginia Association of School Superintendents, Virginia School Boards Association, and staff at the Virginia Department of Education will be consulted as we implement and change our return to school plan.

FAQ Document

Will someone be stationed at ALL doors at VMS and VHS to check temperatures, or will someone be stationed to make sure no student enters that door? At the beginning of the day, the regular student and staff entrances will be manned. After the school day begins, doors will be locked down and students, staff, and visitors will only be able enter through the main door (at VHS, there may be two, but they are close together). As individuals prepare to enter the school, they will be checked at the door.

If a family comes to school to check in or check out a student will they really be expected to wait outside in the winter or in the rain? Out of an abundance of precaution, we plan to limit the number of visitors coming into our buildings. That does not mean that we will not allow them in to the school, but they will have to go through the screening process. For most families who are picking up a student, the best way is for them to phone the office or buzz in and ask for the student to be released. The canopy would protect from the rain, and hopefully the student would be joining the family in short order so the wait would not wait very long. Most will hopefully appreciate not having to go through the screening process.

How do hourly employees clock in remotely? Tammy has the ability to turn on geocoding that will allow staff to clock in on their cell phones or laptops. She can extend the range for clocking in as necessary, even for those working from home.

I notice in INSTRUCTIONAL GUIDELINES that "activities" are scheduled. What is considered an activity? How will they be turned in and how graded? i have trouble imagining a 5th grader having a 50 minute lesson and activity and paying attention that will include an activity that is to be completed, in a session followed by the next session of 30 minutes, etc. session . I think we all have similar concerns. We have tried to evaluate the age of the child and the amount of time they can be engaged on the computer. Activities would vary but could include: an online worksheet, an essay, reading a story and responding to question, etc.

What is the seating arrangement planned in cafeterias? This is still an object of discussion. Some principals have plans not to use the cafeterias and have students eat in the classrooms. (pretty likely for elementary) For middle and high school, a definitive answer has not yet been made. Whatever is decided, social distancing will be required which will limit the number of students in the cafeteria at any given time.

What plan has been developed for Band and Chorus, especially if they are doing distance learning? This will need to be fleshed out in more detail but preliminary discussion suggests that they may need to meet in larger spaces such as the auditorium. That has been a general consideration for any classes that have more students than the room capacity considering social distancing.

I would like to see the new teacher evaluation instrument. Is it available? I have not yet seen it. I will pass it along when it comes across my desk.

Is there a plan for reaching the INCLUSION students being developed? We are in the process (with state guidance) of considering the needs of all students with disabilities and looking at each IEP to determine the best placement in terms of their academic needs and keeping everyone healthy. This may require a change in services to mostly inclusion and less resource services to keep homogeneous groups (to minimize exposure to other students). However, the bottom line is that we will have to amend all IEPs to reflect individualized services for all our students.

What about INTERCHANGE? Mr. Ritchie and I are meeting next Thursday, July 9 with Washington County and Interchange staff to discuss the plan for these students. At this point, Interchange is prepared to do in-person learning with the students who attend Interchange (and since these are already small groups—no more than 10), social distancing should be no problem. I can give you an update just as soon as we finalize those plan next week.

If one student contracts COVID and has been in a classroom and has exposed other students and the teacher to the virus, will quarantine for the other students and the teacher go into effect for 72 hours? If not, WHY? Also, what is the procedure for the students and teacher after that student has been removed? The below image shows our response in this case. The last bullet indicates we refer to our local health department and follow their directive, which may include quarantine for the other students/teacher. This will surely be part of our discussion when our committee meets next week as well.

If a child getting on a bus shows a temperature over 100 and is sent back to his/her home but the parent(s) are not present, what happens to the child? It will be imperative in our communications with parents and the community that they understand that students will be screened each day and parents should be present until the student gets on the bus. However, we do know that doesn't always happen. If the scenario you described above occurs, our staff will have to stay with the student until a parent/guardian/caretaker can get there to take the student. We will not leave students unsupervised or unsafe. It is in the plan for the school nurse to follow up with the family that day as well.

What is a hotspot? It is a small “puck” about the size of a man’s wallet that connects to the cellular network and provides wifi to the user. Often referred to as a mobile hotspot. Essentially, it gives you wifi at home or wherever you go that has cell service. The devices generally have a battery and can be taken with you. This is a good solution for students who may go to a relative’s house during the day. A hardwired solution would only work in the home. Here’s a link to all you ever cared to know about hotspots: <https://whatis.techtarget.com/definition/mobile-hotspot>

Do we have the ability to monitor web sites that may not be suitable? The laptops we provide have filters on them that work regardless of where the laptop is or what network it is on. We can run reports of what web sites the student accesses regardless of where they are. The filtering capability is no different on or off our network.

In the event the parent is at work when the distance learning classroom, will there be someone at home who can get the student on the ipad and the hotspot connected? Obviously, we have no idea who will be at home, but we will provide the families training on how to use the hotspots and ipads during inservice week. All families will receive training on how to use their devices and the software the teacher intends to use. We will ensure the ipad or laptop is connected to the hotspot before they receive it. The hotspot is kind of like your phone—you turn it on and it connects to cell service automatically. Nothing really to “do” there. Once the device (ipad) is connected to the hotspot, it “remembers” the connection and connects automatically thereafter. We also will have tech support numbers they can call into if they have issues. All this will be covered during the family training session.

Will there be parent counseling available? We have been collaborating with Highlands Community Services(HCS) regarding mental health support for families, staff and students. Highlands will provide 2.5 positions in Outpatient Therapy for services to families as well as staff and students. We will continue additional outreach with Communities in Schools, Susan Murray (Bristol Family Resource Center) and Melissa Roberts (Bristol's Promise) to inform them of community support already available.

A Social Emotional Learning (SEL) committee comprised of Guidance Counselors, and other mental health advocates will be developed. The SEL Committee will meet monthly to communicate needs and concerns as they arise in the schools with families. In addition, resources will be posted on the BVPS website and made available in the schools.

What is the difference between “homeschool” and “Virtual/Remote Learning?”

Homeschool: In Virginia “any parent, guardian, legal custodian, or other person having control or charge of a child” (§ [22.1-254](#) of the *Code of Virginia*) may provide home instruction as prescribed by § [22.1-254.1](#) of the *Code of Virginia*. A student who is homeschooled is not enrolled in the local school division and the instruction, monitoring of progress and grading is completed by the parent or other designated instructor.

Virtual/Remote Learning: A student participating in virtual/remote learning is enrolled in the local school division and receives instruction, monitoring of progress and grades by a certified teacher. Learning may take place at home or somewhere other than the school or classroom.

Place Holder for Appendix

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