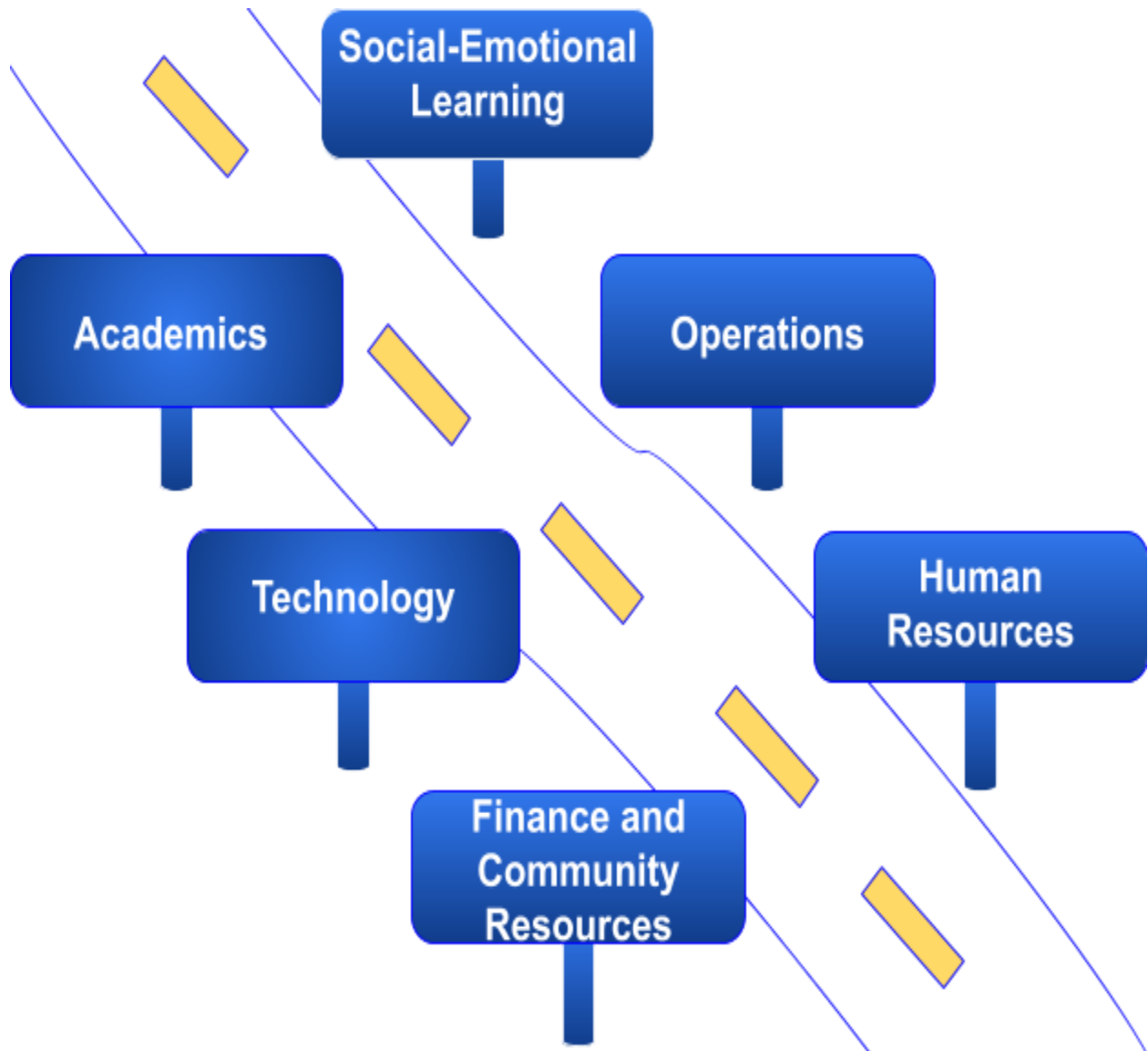


# Amherst County Public Schools' Road Map to Return



A comprehensive plan to support the  
students, families and staff of Amherst County Schools  
Presented July 2020



Dear Staff, Students, Families, and Partners of Amherst County Public Schools,

On March 13<sup>th</sup>, Governor Northam closed all Virginia schools for at least two weeks in an attempt to slow the spread of COVID-19. He soon followed this closure on March 23<sup>rd</sup> with the Executive Order to close all schools for the remainder of the 2019-2020 school year. Since that time, the consistent question we have received is: “When will our children return to normal schooling?” The Roadmap to Return document that follows attempts to answer this question. As we have spent time listening to our community through surveys, town halls, etc., it has become clear that there is not a consensus on how we should return. Many families are ready to send their students back to school under typical circumstances as soon as possible, while many other families would like to wait on returning their child to face-to-face learning until a COVID-19 vaccine is developed.

Due to this lack of consensus, it is extremely important for this community to find the common beliefs that we all have about school during this unprecedented time. I believe that our community can all agree on the following three points:

1. The safety and well-being of our students and staff is the top priority.
2. School is the best place for our students to learn, but options should be made available to families to use distance learning methods.
3. Public Schools are required to follow the guidelines set forth by the Virginia Department of Education, the Governor of Virginia, and the Virginia Department of Health.

The Roadmap to Return document will address these common beliefs in a way that will provide the students of Amherst County with a safe, equitable, and effective return to school in the fall of 2020. As you read this document, please keep in mind that we want our students back, but to accomplish this goal it will look very different. I pledge to you that Amherst County Public Schools will continue to work with you to make your child’s transition back to school as positive as possible. In the end, we ask that you continue to provide us with your support, patience, and grace as we continue to manage these challenges.

This document represents countless hours of research and thoughtful consideration of over seventy Amherst County School Community Members. The members of this diverse group include parents, community members, teachers, administrators, and counselors. We truly feel like this document represents the collective wisdom and beliefs of the Amherst County Community and I would like to thank the members of this Task Force for their willingness to lend their time, expertise, and talents to this effort. The work they have produced will make an enormous impact on the students of Amherst County.

Sincerely,

Dr. Robert J. Arnold  
Superintendent

# Contributions and Acknowledgements:

The following document is the culmination of many hours of research, discussion and hard work by more than 70 members of the Amherst County community and ACPS staff. Over the last six weeks, innumerable hours have been spent by this dedicated group of individuals to insure a safe, equitable and successful return to school for 2020-2021. We owe them our gratitude and admiration for their work on this document, and for their dedication to the students, families and staff of Amherst County Public Schools.

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*Director of Student Services  
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Ms. Hollie Jennings  
*Supervisor of Discipline and Compliance  
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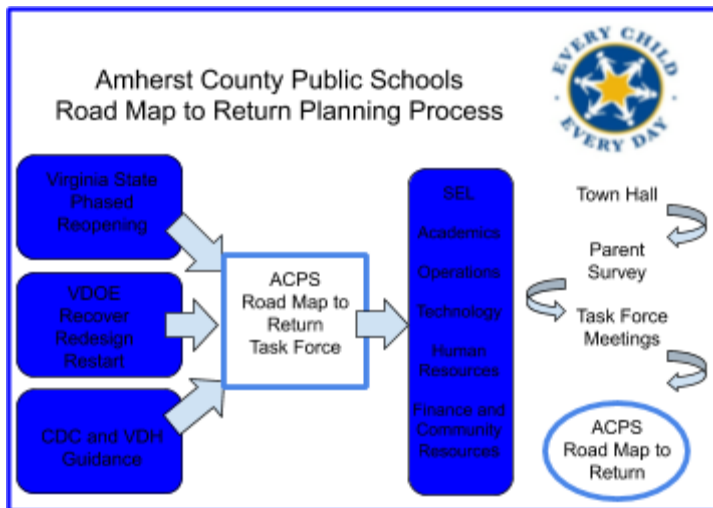
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# The Process:

In order to achieve a safe and successful return to school for all students of Amherst County, a detailed Road Map is needed to ensure a clear path forward. As a result of intensive work on the part of the Amherst County community—gathering input and feedback from parents, students, staff, and community stakeholders, as well as understanding the essential considerations and barriers to a successful return—we now understand what is necessary in order to implement practices and protocols outlined by the Governor of Virginia, the Virginia

Department of Education, the Virginia Department of Health, and the Centers for Disease Control. To that end, a task force was established to guide the planning process and ensure that essential considerations unique to Amherst County Public Schools were established and prioritized in our plan to return. This task force, representative of all stakeholder groups, was divided into the six target areas determined by a review of available guidance and input from the community. The resulting *Road Map to Return* will allow us to focus on our priorities of an equitable and safe return to school, while accounting for the academic development of all students in the new normal of 2020. The cornerstone of this planning process has been our ongoing community engagement efforts, highlighted by a continued focus on communication, collaboration and coordination with the families, businesses and agencies of Amherst County.

- Social-Emotional Learning
- Academics
- Operations
- Technology
- Human Resources
- Finance and Community Resources



# A Statement on Equity:

Amherst County Public Schools is committed to equity and success for all students. In order to adhere to this commitment in the context of the *Road Map to Return*, a process was adopted to place equity considerations at the center of discussions, determinations and proposed actions. Amherst County Public Schools recognizes that the extended period of school closure affects students and

families differently in their experiences and access to support and resources. Some students and families may be more vulnerable to the negative impact of school closures and substantial effort must be made to not only recognize the varying needs of the Amherst County Public Schools community, but a systemic and diligent plan must be in place to address the short and long term impact of the coronavirus pandemic.

# Social-Emotional Learning

As Amherst County Public Schools prepares for reopening, careful consideration and priority has been placed on the social emotional well-being of students, their families and the school division staff. Social emotional learning is fundamental to academic growth and a positive learning climate. COVID-19 school closures created different experiences and challenges for the ACPS community that require a significant focus on social emotional learning for students and staff.

We understand that students and families have been faced with a new set of challenges that create stressors and difficulty in managing their children's and even their own emotional health. Providing equitable resources and support that promote confidence and security in returning to school, is a central part of the implementation process.

Not only has careful consideration been taken for students and families, but also our division staff. All members of the school community have been impacted and will need different supports when transitioning back to school. Along with social emotional learning (SEL) and mental health supports, school staff will need a range of information and professional development to prepare them for an evolving educational structure.

Challenges associated with COVID19 have increased the need for building relationships, providing support and encouraging resilience. The following document will outline ACPS' plan to provide a safe, effective, and equitable environment for our students, families and staff. The following essential considerations and actions outline ACPS' recommended practices and protocols for promoting social emotional wellness.

## **Essential Considerations**

- **Re-entry to School** - ACPS must first establish practices and protocols that provide a focus on social emotional learning and an emphasis on appropriate mental health supports.
- **Student Wellness** – Priority is given to supporting students through the stressors they will face upon returning to school. Mental health awareness and education facilitates a culture of student empowerment.
- **Staff Wellness** – Providing wellness and professional support to employees prepares them to reinforce a positive school climate.
- **Family/Community Support & Resources** – ACPS must continue to engage families and integrate school and family resources while maintaining equitable communication practices.

## Essential Actions

Action	Planning	Preparations	Implementation and Contingencies
Assess needs of ACPS stakeholders	<ul style="list-style-type: none"> <li>-Review existing feedback from community (ie. Town hall, school end of year contacts with families, etc.)</li> <li>-Review existing feedback from employees (end of year checklist, etc.)</li> <li>-Consider existing modalities of communication to stakeholders.</li> </ul>	Develop needs assessments for students and staff: <ul style="list-style-type: none"> <li>• Return Options (remote, hybrid, teleworking, etc.)</li> <li>• Staff &amp; Student Mental Health</li> <li>• General, Social, Emotional, and Physical Wellness</li> </ul>	Survey current stakeholders to determine specific needs and intervention and support strategies to apply.
Development of Transition Instruction	Review existing division resources to support SEL lesson creation and classroom management guidance. <ul style="list-style-type: none"> <li>• <a href="#">Sanford Harmony</a></li> <li>• <a href="#">MindUp</a></li> <li>• <a href="#">VTSS</a></li> <li>• <a href="#">Student Success Skills for Secondary</a></li> <li>• <a href="#">Responsive Classroom</a></li> <li>• <a href="#">Restorative Practice (Appendix)</a></li> </ul>	Create SEL lessons and set pacing for lesson delivery ( <a href="#">Appendix</a> ) <p>Provide intentional and appropriate teacher training for trauma-sensitive practices and increased mental health knowledge to identify and respond to stress reactions from others.</p> <p>Establish Mental Health Division Team /SEL First Aid School Team to ensure transition instruction is being implemented with fidelity.</p>	Apply practices that focus on the social-emotional wellbeing of students for the first three weeks of school. <p>Stakeholders to provide support in selecting &amp; creating lessons, pacing and implementation.</p> <p>Monitor implementation and evaluate the need for continuation of intensive focus.</p>
Training and Development of Staff	Assess current SEL competencies. <p>Provide current resources to school staff that promote student social-emotional learning.</p> <p>Identify school specific staff to support and promote SEL.</p>	Identify SEL content to address mental health concerns. <p>VTSS training in all schools across the division.</p>	Implement professional development for teaching SEL curriculum that include but are not limited to <ul style="list-style-type: none"> <li>· MindUP</li> <li>· Sanford Harmony</li> <li>· Responsive Schools</li> <li>· Mindful Schools</li> <li>· Mental Health First Aid</li> </ul> <p>Implement professional development to address</p> <ul style="list-style-type: none"> <li>· Cultural awareness</li> <li>· Responsive practices</li> <li>· Implicit bias</li> </ul> <p>Monitor staff implementation and evaluate need for continued PD.</p>

<p>Develop and Implement Student Support</p>	<p>-Identify primary goals of safe environment          -Identify division and staff resources available for responsive services</p> <ul style="list-style-type: none"> <li>· <a href="#">Amherst Cares</a></li> <li>· <a href="#">Harvest Outreach</a></li> <li>· <a href="#">Horizon Behavioral Health</a></li> <li>· <a href="#">CSA/FAPT</a></li> <li>· <a href="#">Local Church Involvement</a></li> <li>· <a href="#">YMCA</a></li> <li>· <a href="#">Day Care providers</a></li> </ul> <p>Create a SEL First Aid School Team for support to both students and staff.</p>	<p>Incorporate sufficient time into the academic schedule for SEL lessons, community and connection building activities.</p> <p>Collaborate with partner agencies to discuss current resources available.</p> <p>Train teachers and staff on appropriate use of spaces.</p> <p>Re-examine current staff roles and responsibilities in order to effectively utilize current resources (school counselors and other mental health specialists)</p>	<p>Employ a safe and secure classroom environment that include but not limited to:</p> <ul style="list-style-type: none"> <li>· Sensory conscious spaces</li> <li>· Virtual calming rooms</li> <li>· Activities to allow emotional exploration</li> </ul> <p>Create an SEL referral for school counselor, admin or SEL Team.</p> <p>Monitor student growth and frequency of intervention.</p>
<p>Develop and Implement Staff Support</p>	<p>Measure current self-care/support/fatigue/burn out</p> <p>Consider organizational &amp; individual interventions</p> <p>Consider how and when to implement self-care strategies and approaches that prevent stress from occurring.</p>	<p>Collaborate with HR to compile current available resources for staff support.</p> <p>Develop protocols that provide for teleworking staff (those whom are at a higher risk)</p> <p>Reconstruct school social committee to school wellness committee.</p> <p>Offer <a href="#">Mental Health First Aid Training</a> for all staff.</p>	<p>Implement a tiered system of staff support  <a href="#">(Appendix)</a></p> <p>Create opportunities for self-care throughout the day (in addition to "planning period" for staff mental health breaks.)</p> <p>Continue SEL development with intentional meetings, routines, clear staff-expectation and professional development.</p> <p>Provide Return to Work Guidance document.</p>

# Academics

As noted at the onset of this pandemic, the priority of Amherst County Public Schools is to ensure the physical and social emotional well-being of all students, while providing the most effective and supportive instruction possible. We have an unprecedented opportunity to improve how we care for and educate each student. It is our goal to offer multiple avenues of instruction to all students in order to close the gap in the content and skills that were lost during the COVID-19 closure. This will mean a different way of providing instruction. Delivery models that are a hybrid of face-to-face instruction with distance learning requirements will be the foundation for our academic programs. A revamped curriculum, student growth diagnostics, and targeted support will provide teachers with the necessary tools for meeting students individual needs.

We understand and acknowledge that a new framework for learning will impact every stakeholder. This means for most parents/guardians the need for adjusting to a new routine and schedule, having to determine an instructional delivery model that is appropriate and effective for your student, or reaching out for additional support to help your student to achieve success. And that success may be different too. For some students just the act of connecting again with friends will be a success, or others may find success in learning new strategies that will help them organize their work, and for many being able to share their fears will be a victory especially as they learn how to overcome those fears. Whatever the adjustment, Amherst County Public Schools is invested in making sure that we eliminate any barrier that stands in the way of supporting Every Child, Every Day.

The following section identifies areas that outline how ACPS can use this time to implement a design that is student-centered, equitable in delivery, and focused on innovative practices that contribute to a student's academic growth.

## Essential Considerations

- School Infrastructure to Support Learning - Establish school schedules, routines, processes and systems utilized for daily events (i.e. lunch, recess, changing of class/resource, etc.) and implement a robust communication effort with all stakeholders.
- Diagnosing and Responding to Student Needs - Determine students skills and abilities on the return to school and set protocols for a response. Plan for formative assessments that supports student success and well-being, with attention to vulnerable and special populations (including but not limited to students with disabilities, economically disadvantaged, English learners, those students disconnected with school during the spring closure, students already identified as being part of a gap group, young learners, gifted students, etc.).
- New Instruction for All Students - Implement the delivery of new instruction to all students to include meeting the learning needs of all students equitably. Revise the curriculum and pacing of all grade level and course content, as well as prepare teachers through professional development on any new delivery models utilized.
- Hybrid Learning - Establish a plan for the delivery of instruction when students are in the school building (face-to-face), as well as at their home location. Also, develop a contingency plan for ensuring continuity of new instruction should, in the future, Phase I or Phase II be implemented across the Commonwealth.

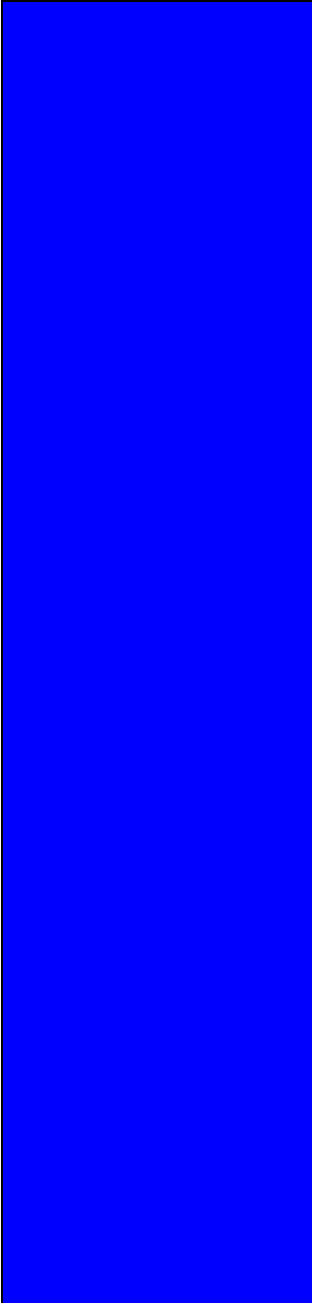


## Essential Actions

Action	Planning	Preparations	Implementation and Contingencies
School Calendar Revision Phase III Return	State Superintendent and Governor released the Recover, Redesign, & Restart Plan for the Commonwealth. Review Team	<p>Presentation to the School Board by the Division Superintendent on the State Guidance and Recommendations for Phase III opening.</p> <p>Determination of waivers from VDOE.</p>	<p>Amherst County School Board took action and approved a new start date; at the earliest for August 26, 2020. <i>Contingency: Start date TBD once Phase III is implemented statewide.</i> (<a href="#">Appendix</a>)</p> <p>ACPS request waiver from VDOE on the 180 days/990 clock hour requirements stipulated within the Standards of Accreditation and the Code of Virginia.</p>
School Schedules	<p>Research different schedules that take into consideration health mitigation guidance from state and federal agencies.</p> <p>Review current schedules related to an A/B concept and their compatibility with student/teacher ratio guidance.</p> <p>Gather input from ACPS stakeholders.</p>	<p>Meet with the Academic Subcommittee Structure of School to develop an overview of what school will look like if social distancing guidelines remain in place through Phase III.</p> <p>Develop three options for elementary and secondary schedules that meet the required ACPS health mitigation plan submitted to VDOE.</p> <p>Provide professional development and training for all teachers on the appropriate use of instructional time provided in the master schedule (i.e. block vs period)</p>	<p>Elementary students will attend school Monday-Thursdays with Friday being an at home learning day. (<a href="#">Appendix</a>)</p> <p>All secondary students will attend school two days per week; on either a Monday/Wednesday or Tuesday/Thursday rotation with Friday being an at home learning day. (<a href="#">Appendix</a>)</p> <p>Implementation of reduced student load for scheduling both face-to-face instruction, small group instruction with a virtual component and remote learning that is made up of online, student packets, preloaded flash drives or computers.</p>
Instructional Delivery Model-	<p>Review existing instructional delivery models used in ACPS and determine if they are aligned to meet the needs of students who are on a different schedule rotations.</p> <p>Review the Recover, Redesign &amp; Restart Plan and models provided to schools as options during Phase III.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three different options based on the need for social distancing.</p> <p>-Option 1: Face-to-Face Direction Instruction -Option 2: Remote Instruction -Option 3: Hybrid Instruction</p> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that</p>	<p>All schools will utilize a Hybrid Instructional Model that allows for transition between both direct face-to-face instruction with the teacher, as well as remote learning that can be a combination of instruction provided virtually, student packets, preloaded flash drives/computers, etc. (<a href="#">Appendix</a>)</p> <p>Teacher training will be established in phases with the first phase implemented during the initial start of</p>

		<p>moves teachers from traditional to remote/distance learning models.</p> <p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact from the instructional delivery model chosen.</p>	<p>contracted days. Training in remote learning aspects will be provided by the division instructional staff.</p> <p>The division team will establish roles in how to support remote learning activities detailing the responsibilities for students, teachers, and families. <a href="#">(Appendix)</a></p> <p>The division team will establish a Time Recommendation Chart that is grade level appropriate for students to participate in remote learning activities. <a href="#">(Appendix)</a></p>
<p>Curriculum and Pacing Revisions</p>	<p>Review the existing ACPS Curriculum, Pacing Guides to determine missed content from the 2019-2020 school year that should be added into the 2020-2021 school year.</p> <p>Review the ACPS literacy and math diets in order to ensure time allotments align with the instructional schedule and hybrid delivery model chosen.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery to determine alignment concerns with all content area Curriculum and Pacing Guides, as well as the literacy and math diets for the division.</p> <p>Division staff to create COVID Crosswalk documents for each content area and grade level to bridge old and new instruction.</p>	<p>Division staff to train all teachers on the implementation of COVID Crosswalk documents for each content area and grade level.</p> <p>Teachers will implement the COVID Crosswalks, as well as the VDOE Adapted Progression Charts to ensure continuity between missed content from the 2019-2020 school year to the 2020-2021 school year.</p>
<p>Determination of Students Skills and Abilities</p>	<p>Review existing formative and summative assessment tools/strategies to measure student ability and learning models/strategies.</p> <p>Review existing district assessment calendars to determine the frequency of needs-based assessment strategies.</p> <p>Review existing procedures for social and emotional learning that support student well-being and support.</p> <p>Review of existing pacing guides, instructional plans and curriculum maps.</p> <p>Review current grading policies at the elementary and secondary levels.</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three different options based on the need for social distancing.</p> <p>-Option 1: Face-to-Face Direction Instruction -Option 2: Remote Instruction -Options 3: Hybrid Instruction.</p> <p>Meet with the Academic Subcommittee to determine consistent grading procedures for all three options to ensure equitable practices and opportunities for students.</p> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that moves teachers from traditional to remote/distance learning models.</p>	<p>Elementary students will attend school Monday-Thursdays with Friday being an at home learning day. <a href="#">(Appendix)</a></p> <p>Elementary students will receive both face-to-face and hybrid learning opportunities based upon the schedule to ensure instructional support through individual, small group and whole group instruction.</p> <p>Both Formative and Summative Assessments will be used to evaluate student progress, skills and abilities to include the following ( MAP testing, PALS, VKRP, etc).</p> <p>Elementary Formative Assessments will occur during the designated hybrid learning model times to ensure that utilization of</p>

		<p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Determine the necessity of current assessment tools at both the school and division level.</p> <p>Provide intentional professional development training for staff to determine effective diagnosing and responding techniques to appropriately disaggregate the student data.</p> <p>Provide professional development regarding the frequency, consistency and purpose of summative assessments.</p> <p>Provide professional development for staff on MAP testing to base instructional techniques and practices on skills and abilities.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact from the instructional delivery model chosen.</p> <p>Expand on the knowledge of diagnosing and responding to a consistent Social Emotional program.</p>	<p>face-to-face instruction is consistent.</p> <p>All secondary students will attend school two days per week; on either a Monday/Wednesday or Tuesday/Thursday rotation with Friday being an at home learning day. (<a href="#">Appendix</a>)</p> <p>All secondary students Formative Assessments will occur during the designated hybrid learning model times to ensure that utilization of face-to-face instruction is consistent.</p>
<p>Protocols for Responding to Students Needs</p>	<p>Review existing support programs, needs and availability.</p> <p>Review existing instructional delivery models for remediation and intervention strategies based upon student needs.</p> <p>Reviewing existing promotion/retention models.</p> <p>Review current diagnostic analysis and application (PLC's) to instructional planning and delivery for effective, skill-based instructional strategies based</p>	<p>Meet with the Academic Subcommittee for Instructional Delivery and select options for a solid method that provides three different options based on the need for social distancing.</p> <ul style="list-style-type: none"> <li>-Option 1: Face-to-Face Direction Instruction</li> <li>-Option 2: Remote Instruction</li> <li>-Options 3: Hybrid Instruction</li> </ul> <p>Provide intentional and appropriate teacher training for the selected instructional delivery method chosen that moves teachers from traditional to remote/distance learning models.</p>	<p>Coordinate with Human Resources and the Instructional staff to develop the necessary Professional Development in the following areas: Social Emotional Learning, MAP testing, PLC structure, Instructional planning and delivery, Virtual Virginia.</p> <p>Coordinate with the Division-level instructional team to develop curriculum maps, pacing guides, etc. to align with the state standards and ensure that new material from the previous grade level is integrated into the</p>

	<p>upon the needs of the student learner.</p> <p>Determine anecdotal notes (such as VTSS 2x10 model) to determine initial social emotional needs of all students.</p>	<p>Determine whether or not technology is available to supplement face-to-face instruction.</p> <p>Expand the knowledge of teachers in the utilization of Professional Learning Communities (PLCs) in order to gain the greatest impact from the instructional delivery model chosen.</p> <p>Expand on the knowledge of diagnosing and responding to a consistent Social Emotional program.</p> <p>Create an extension (modified version) of the VTSS 2x10 document to include responses of all students based on instructional materials and delivery.</p>	<p>2020-2021 curriculum toward student growth and learning due to COVID-19.</p> <p>Provide additional remediation/intervention support at the secondary levels every week for a four week period to allow for re-evaluation of student progress based upon student needs.</p> <p>Provide additional remediation/support at the elementary level during the hybrid learning designated time for one -on-one and small group support.</p> <p>All elementary and secondary staff, teachers, counselors and administrators will participate in the VTSS 2x10 daily log and review of notes to ensure that the social and emotional needs of the students are met. Additional supports are offered throughout the school year to ensure students social and emotional well-being for an equitable learning opportunity.</p> <p>Staff will report high-needs based upon collected data as needed and submit the collected data to be discussed in PLC's.</p> <p>Students who continue to show high-needs will be provided additional opportunities with the counselor to ensure student needs are being met in order for learning to occur.</p>

# Operations

In planning for a safe and successful return to school, ACPS must account for the numerous school safety and wellness considerations outlined in state and federal guidance. A plan is needed to ensure that all measures are taken to mitigate the risks inherent in a return to school, and that school staff are prepared to meet the challenges of what will be a new normal in the school experience.

In order to meet these challenges, protocols and procedures must be established to account for the needs and actions of students, staff and visitors in the school setting. In addition, protocols must be established for health and wellness mitigation strategies, to include screening, symptom identification and medical care. Recommendations must also be developed to address student distribution and movement in the school building; closely following established guidance on health mitigation strategies.

Consideration must also be given to essential school operations such as transportation and nutrition, both of which will require updated practices and protocols for implementation to provide for the safety of students and staff. A reenvisioning of these essential support services will be necessary to account not only for safety, but also for efficient utilization in support of instructional protocols and practices.

## Essential Considerations

- School Safety and Wellness - Providing for the safety of students, families, and staff is essential in ACPS' return to school planning. Specifically, protocols must be developed to account for the needs of students, staff, and visitors in the school building. In addition, planning consideration must be given to routine school operations such as sanitation, medical care, and student distribution and movement in the school building.
- Transportation - ACPS must develop a plan for the safe and effective transportation of students to and from school. Consideration must be given to social distancing and face covering guidelines, sanitation, and necessary staff support in transit.
- Nutrition - Consideration must be given to the maintenance of feeding programs and schedules for ACPS students. This includes but is not limited to ongoing off-campus feeding, modification to existing in-school feeding routines and structures, and evaluation of necessary protocols for food service delivery.

# Essential Actions

Action	Planning	Preparations	Implementation and Contingencies
<p>Establish Health Mitigation Protocols</p>	<ul style="list-style-type: none"> <li>-Research health mitigation guidance from state and federal agencies.</li> <li>-Review current practices related to school health and wellness for compatibility with available guidance.</li> <li>-Gather input from ACPS families.</li> <li>-Develop the required health mitigation plan for submission to VDOE.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop health mitigation protocols and procedures for:               <ul style="list-style-type: none"> <li>• Entry Screening</li> <li>• Sanitation</li> <li>• Medical Staff and Lay Responders</li> <li>• Visitors</li> <li>• High Risk Individuals</li> <li>• Classroom Organization and Composition</li> <li>• Movement within the school building</li> <li>• Athletics and Extracurriculars</li> <li>• Child Care (<a href="#">Appendix</a>)</li> </ul> </li> <li>-Review protocols and procedures and determine needed changes and preparations to be made by school.</li> <li>-Review applicable policies for revision (attendance, etc.) and presentation to the board for consideration.</li> <li>-Develop communication plan for the dissemination of protocols.</li> <li>-Develop training recommendations related to proposed protocols.</li> <li>-Review the needed equipment and supplies to maintain the recommended protocols and secure supply chain access.</li> <li>-Submit the health mitigation plan to VDOE.</li> </ul>	<ul style="list-style-type: none"> <li>-Present revised policies to Amherst County School Board for review and approval.</li> <li>-Disseminate protocols to appropriate stakeholders for implementation.</li> <li>- Communicate expectations to students and families.</li> <li>-Initiate training, as needed for students, families and staff.</li> <li>-Monitor necessary equipment and supplies for replenishment, as necessary.</li> <li>-Medical Staff and Lay Responders will follow the protocols established in the School Health Services Recovery Plan Resource document ( <a href="#">Health Services doc</a>)</li> </ul>
<p>Revise Transportation Protocols and Procedures</p>	<ul style="list-style-type: none"> <li>-Research transportation recommendations and requirements from state and federal agencies.</li> <li>-Review current practices related to transportation for compatibility with available guidance.</li> <li>-Review need for variance from proposed state requirements.</li> <li>-Review current staffing and determine need for additional staff recruitment or retention strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop health mitigation protocols and procedures for transportation staff and student riders. (<a href="#">Appendix</a>)</li> <li>-Develop training recommendations related to proposed protocols.</li> <li>-Consider need for differentiated protocols and procedures for special transportation units.</li> <li>-Develop communication plan for the dissemination of protocols.</li> </ul>	<ul style="list-style-type: none"> <li>-Disseminate protocols to appropriate stakeholders for implementation.</li> <li>- Communicate expectations to students and families.</li> <li>-Initiate training, as needed for students, families and staff.</li> <li>-Monitor necessary equipment and supplies for replenishment, as necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>-Gather input from ACPS families.</li> </ul>	<ul style="list-style-type: none"> <li>-Review the needed equipment and supplies to maintain the recommended protocols and secure supply chain access.</li> </ul>	
<p>Revise and Expand Food Service Procedures</p>	<ul style="list-style-type: none"> <li>-Research mitigation recommendations and requirements from state and federal agencies.</li> <li>-Review current school nutrition practices for compatibility with current guidance.</li> <li>-Evaluate available waivers to provide flexibility for food service delivery in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop revised food service procedures and any related health mitigation strategies. <a href="#">(Appendix)</a></li> <li>-Review procedures and determine needed changes and preparations to be made by school.</li> <li>-Determine any changes to anticipated equipment and supply needs, and secure supply chain, as necessary.</li> <li>- Review anticipated student attendance models and revise menu offerings, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Monitor implemented food service procedures and health mitigation strategies.</li> <li>-Routinely review inventory and food supply to support the anticipated menu.</li> <li>-Review available food supply data to ensure available stock and compliance with USDA regulations.</li> <li>-Preserve current practices of remote food distribution for resumption, if needed.</li> </ul>

# Technology

ACPS is committed to ensuring continuity of learning to the students of Amherst County. In order to ensure a successful return to school and to account for any future contingencies or changes to the format and availability of instructional delivery, ACPS must work to develop the appropriate technological supports and structures. To that end, ACPS must partner with local and state government, agencies, and community stakeholders to develop and implement a technology plan to address existing deficits and identified needs.

This plan must address current deficits in community connectivity including reliable, high speed network access both in homes and throughout the community. Network access is a critical issue in Amherst County, and an essential component of safeguarding against any future events that may disrupt student access to instruction.

In addition, student access to appropriate devices is essential in providing access to instructional resources in remote and hybrid formats. ACPS must be positioned to support and maintain a device for each student to ensure equity of access to learning opportunities.

Support for identified remote learning platforms is also an essential function, and must be done in concert with existing infrastructure to ensure compatibility, efficiency and long-term viability.

Finally, training must be offered to ensure that all ACPS' students, families and staff are able to appropriately and comprehensively leverage technological resources to derive full benefit from remote learning opportunities.

## Essential Considerations

- Community Connectivity - ACPS must work within its own network capabilities and in coordination with local and state agencies to enhance community connectivity in Amherst County. This must include but is not limited to establishing county-wide high-speed network support and growth of existing and mobile "hotspot" connections.
- Student Devices - One-to-one device availability will be essential in supporting the need for remote learning options. ACPS must provide technical and logistical support of these devices in the form of ongoing distribution systems, regular cleaning and maintenance, and a reenvisioning of existing lab spaces within schools.
- Remote Learning Platform - ACPS must identify the necessary infrastructure to support the identified remote learning platform, including integration with existing safety measures and protocols, our student information system and school and community networks.
- Training - Community stakeholders including ACPS students, families and staff must receive adequate training in the necessary skills to operate student devices and to adapt to an increased adoption of remote learning platforms..



## Essential Actions

Action	Planning	Preparations	Implementation and Contingencies
Expand Community Network Access	<ul style="list-style-type: none"> <li>-Review and evaluate existing connectivity within the community.</li> <li>-Review and evaluate existing school-based network connectivity.</li> <li>-Review and evaluate available technology deployable to immediately address network access deficits.</li> <li>-Identify local, state and national partners to address community connectivity.</li> </ul>	<ul style="list-style-type: none"> <li>-Survey Amherst County families to determine connectivity reliability, type and usage.</li> <li>-Collaboration with <b>Lit Communities</b> - an agency devoted to bringing reliable, high speed connectivity to rural communities.</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitate <b>Lit Communities</b> development of county infrastructure in coordination with local leadership.</li> <li>-Deploy additional stationary and mobile network hotspots.</li> </ul>
Collection, Distribution and Maintenance of Devices	<ul style="list-style-type: none"> <li>-Review and evaluate currently distributed devices.</li> <li>-Determine need for additional devices to support a one-to-one instructional support model.</li> <li>-Review and evaluate in-school devices and lab spaces.</li> </ul>	<ul style="list-style-type: none"> <li>-Catalog existing devices and prepare for collection and distribution.</li> <li>-Review maintenance and care protocols for devices to ensure viability with increased remote student learning.</li> <li>-Develop plan of utilization for in-school devices and existing lab spaces for student use.</li> </ul>	<ul style="list-style-type: none"> <li>-Distribute devices as needed to ACPS students.</li> <li>-Implement maintenance and care protocols for school-based and student-held devices. (<a href="#">Appendix</a>)</li> <li>-Implement utilization plan for in-school devices and technology lab spaces.</li> </ul>
Integration of Remote Learning Platforms	<ul style="list-style-type: none"> <li>-Identify existing digital learning platforms and proposed remote learning platform adoptions.</li> <li>-Review current information systems to prepare for integration of identified remote learning platforms.</li> </ul>	<ul style="list-style-type: none"> <li>-Integrate identified remote learning platforms into existing information systems and structures to ensure compatibility and efficiency of data flow.</li> <li>-Develop division guidelines for staff use of remote learning platforms.</li> </ul>	<ul style="list-style-type: none"> <li>-Monitor data integration from remote learning platforms.</li> <li>-Implement division guidelines for staff use of remote learning platforms. (<a href="#">Appendix</a>)</li> </ul>
Training of ACPS Stakeholders	<ul style="list-style-type: none"> <li>-Review proposed protocols, platform adoptions and identified technology needs.</li> <li>-Evaluate current stakeholder capacity for technology utilization.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify essential training topics and develop format for student, staff and community training.</li> <li>-Develop proposed training schedule for roll-out.</li> </ul>	<ul style="list-style-type: none"> <li>-Initiate training in identified topics for ACPS students, families and staff.</li> </ul>

# Human Resources

In order to adequately support the students and families of Amherst County, ACPS must continue to provide a safe and supportive work environment for all staff. There is no greater resource in ACPS than its people, and none more essential in impacting outcomes for our students.

To that end, and in light of the current climate, ACPS must work to provide substantial support for wellness, including mental health, to all employees. Administrators will receive ongoing training and resourcing to provide support within their building, and ACPS will continue to develop partnerships with support agencies to provide ongoing support beyond the school building.

With the numerous revisions and additions to typical practice and procedures, professional learning will be as important as ever in ensuring that all employees are prepared to meet the challenges of a return to school. Preparation of staff through training and strategic support is essential in ensuring a safe and successful return for our students.

Consideration must also be given to our systems of recruitment and retention, with allowances made for the shifting priorities of our current and potential staff.

By building a strong, prepared, and supported base of employees, ACPS will be able to better meet the needs of all students, and ensure equity of opportunity for our most at-risk populations.

## Essential Considerations

- Employee Support - ACPS must ensure that all employees have access to necessary supports and resources for wellness, including social, emotional, and mental well being. Administrators will be equipped with the necessary training, resources, and information to ensure timely and equitable access to needed supports for all employees.
- Professional Development - ACPS must ensure that all employees have access to high-quality training and professional development to ensure a successful return to school. ACPS must develop and implement a comprehensive system of professional development to address current social-emotional and instructional needs of employees and students; as well as, to address the training needs for operational practices and procedures.
- Recruitment and Retention - ACPS must adapt its recruiting and induction practices to meet the changing demands resulting from the COVID-19 pandemic. ACPS must maintain its focus on employing highly qualified and representatively diverse individuals to support the educational needs of our students. As an employer, ACPS must recognize the changing priorities and expectations of recruits and current employees. We must continue to provide effective support, mentoring, and induction, in order to retain excellent educators in a highly competitive region.
- Employee Staffing Support, Health and Safety - ACPS must provide staffing and work supports to address barriers to employees returning to work. Communicate health related leave and work support procedures for at-risk populations to all employees. ACPS must monitor the health and safety of all employees upon their return to work.

## Essential Actions

Action	Planning	Preparations	Implementation and Contingencies
Provide Employees Supports and Resources for Wellness Including Mental Health	<ul style="list-style-type: none"> <li>-Review and catalogue available wellness and mental health supports for staff.</li> <li>-Evaluate additional resources in the community.</li> </ul>	<ul style="list-style-type: none"> <li>-Assemble a data bank of wellness and mental health staff supports.</li> <li>-Develop a communication plan for dissemination of available resources.</li> <li>-Develop recommendations for training content and schedule for administration and all staff.</li> <li>-Review and revise protocols for school administrators related to mental health and wellness referrals.</li> </ul>	<ul style="list-style-type: none"> <li>-Disseminate available resources to all staff.</li> <li>-Initiate training for administration and all staff related to wellness and mental health.</li> <li>-Monitor feedback from administrators and all staff related to the provided training and referral process.</li> </ul>
Review Policies and Practices for Staff Safety and Health	<ul style="list-style-type: none"> <li>-Review available guidance related to staffing and human resources considerations.</li> <li>-Review existing ACPS' policy related to staff responsibilities and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop recommendations for policy revision including leave and high risk employee populations.</li> <li>-Develop recommendations for revised practices related to employee screening. (<a href="#">Appendix</a>)</li> <li>-Review and revise practices for substitute recruitment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>-Present revised policies to Amherst County School Board for review and approval.</li> <li>-Implement and monitor revised screening practices.</li> <li>-Implement and monitor revised substitute recruitment and retention process.</li> </ul>
Develop and Implement a Comprehensive Professional Development Plan	<ul style="list-style-type: none"> <li>-Review recommendations from Road Map to Return subgroups to determine professional development topics.</li> <li>-Review available guidance related to health mitigation, instructional, and social emotional practices and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>-Compile professional development topics and develop a schedule for implementation.</li> <li>-Research available training formats and modules to determine content, location and persons responsible for implementation.</li> <li>-Develop a system for staff to utilize in providing feedback and reflections on completed training.</li> <li>-Develop a virtual repository of completed training for ongoing use and reference.</li> </ul>	<ul style="list-style-type: none"> <li>-Initiate training in identified topic areas to applicable staff.</li> <li>-Monitor feedback and reflection to guide further implementation and review.</li> <li>-Populate and maintain a professional development virtual repository.</li> </ul>
Revise Employee Recruitment and Retention Practices	<ul style="list-style-type: none"> <li>-Review division recruiting and hiring plan</li> <li>-Review current retention practices including teacher mentor program</li> <li>-Review additional practices related to employee induction.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop recommendations for revisions to the division recruiting and hiring plan, mentor teacher program and employee induction practices.</li> <li>-Develop mentor teacher and administrator training related to induction and retention practices.</li> </ul>	<ul style="list-style-type: none"> <li>-Present revised policies and practices to Amherst County School Board for review and approval.</li> <li>-Initiate re-envisioned recruitment and retention processes.</li> <li>-Initiate and monitor updated mentor teacher training program.</li> </ul>

# Finance and Community Resources

In preparation for a return to school, consideration must be given to the changing school finance landscape and available resources to meet the needs of returning students and staff. All available sources of financial and material support must be leveraged in order for ACPS to meet its mission of Every Child, Every Day in a comprehensive and equitable manner.

Our school division will be in need of our community's support more than ever before. It will be imperative for ACPS to engage community members and organizations to strengthen relationships that translate into resources and support for our students.

During times of financial hardship, it is not uncommon for the most at-risk and underrepresented populations to experience inequities and the most negative impacts. ACPS will need to be intentional to allocate resources in an equitable manner to afford all students the same access to opportunities that promote student success.

It has been estimated that school systems will need to have an additional 1.8 to 2 million dollars in funds to adequately support the guidelines that have been put forth. Due to a projected decrease in tax revenue, local and state funding for schools may be decreased. Initial estimates project up to a 28% decrease in lottery proceeds which could result in a loss of \$286,023 for the 2020-2021 fiscal year. Sales tax revenue is anticipated to decrease anywhere between 10-25%, which could be a loss of \$1,322,373. Significant losses in revenue will require strong advocacy by school leaders and the community to urge elected officials to financially support public schools. Additionally, each student who is enrolled in ACPS brings approximately \$6,300 in state funding to our division. If 10 students unenroll from ACPS then that could translate to a \$63,000 loss in funding for the 2020-2021 school year. All of these figures are extremely fluid and are constantly changing due to the unpredictable impact of the COVID-19 crisis and its effect on the economy. At this point, many of the budget projections are unknown due to the uncertain economic impacts resulting from Covid-19. We project a loss of revenue of approximately 3.12% in the budget areas of lottery sales and state sales tax revenue. However, these projections are estimates only and may change as the economy strengthens or weakens.

To that end, a plan must be developed to assess resources already in hand and those in the community, identify resources available through alternative mechanisms, and then to secure and distribute those resources equitably. In order to achieve this, the recommendations of all other subgroups of the Road Map to Return planning process must be reviewed for any subsequent financial impact. Consideration must also be given to the input of school and community stakeholders, as their involvement and guidance will be essential in developing an appropriate approach to funding for the 2020-2021 school year.

## **Essential Considerations**

- **Budgetary Impact** - The upcoming school year will present unique challenges and opportunities for our students, many of which will require a review and augmentation of typical budgetary practices and funding sources. Changes to instructional delivery, athletics and extracurricular activities, training programs, and school operations will necessitate new thinking and efficient practices with limited resources.
- **Advocacy and Community Support** - In addition to typical sources of financial and material support, ACPS must work collaboratively with new and existing community partners, as well as state and local leadership to secure necessary resources for a safe and successful return to school. It will be essential for those in the Amherst community, and those decision-makers that affect the Amherst community to understand the needs of students and staff and advocate effectively for needed support.
- **Equity** - Any review of available resources and determinations of allocation must provide due consideration to our most at-risk and underrepresented populations. ACPS must commit to ensuring that resource equity is at the center of planning consideration in our return to school.
- **Outside Aid and Grants** - With the growing availability of grant-based aid programs, ACPS must develop appropriate plans and structures to access those available funds. As grants and aid sources are identified, applications must be made to offset perceived budgetary need for the 2020-2021 school year and beyond.

## **Essential Actions**

<b>Action</b>	<b>Planning</b>	<b>Preparations</b>	<b>Implementation and Contingencies</b>
<b>Evaluate and Mitigate Budgetary Impacts</b>	<ul style="list-style-type: none"> <li>-Gather and review subgroup recommendations for potential budgetary impact.</li> <li>-Review and catalog available resources.</li> <li>-Review board policy and division practices related to staffing.</li> <li>-Review current contracted services and perceived impact.</li> <li>-Complete a needs assessment to ensure all schools have their individual programs/needs addressed.</li> <li>-Re-assess and evaluate CARES Act funding and allocation</li> </ul>	<ul style="list-style-type: none"> <li>-Develop budgetary recommendations based on planning review.</li> <li>-Develop recommendations related to staffing considerations and any applicable school board policy impact.</li> <li>-Develop recommendations for revisions to contracted services and changes to supply chain management and acquisition.</li> <li>-Coordinate with local and state political leadership to advocate for needed financial support.</li> </ul>	<ul style="list-style-type: none"> <li>-Submit policy and budgetary revisions to the school board for review and approval.</li> <li>-Maintain communication with state and local political leadership regarding needed financial support.</li> </ul>

<p>Secure External Sources of Revenue and Resources</p>	<ul style="list-style-type: none"> <li>-Review budgetary recommendations based on planning review.</li> <li>-Coordinate with existing community partners on available resources and support.</li> <li>-Cultivate relationships with new community partners to support identified areas of need.</li> <li>-Research aid and grant funding sources available to ACPS.</li> <li>-Establish and Alumni Group to find resources or crowdsource additional projects as they become available.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a repository of available community resources as well as aid and grant funding sources.</li> <li>-Outline a plan for developing grant and aid applications.</li> <li>-Maintain efforts to expand access to community partners.</li> <li>-Create and maintain Alumni Group.</li> </ul>	<ul style="list-style-type: none"> <li>-Assign and develop aid and grant applications, institute review process, and submit as completed.</li> <li>-Maintain a review process for submitted budget requests to evaluate compatibility with available resources.</li> <li>-Monitor guidance from VDOE to evaluate budgetary implications beyond 2020-2021.</li> </ul>
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## **Appendix**

**Appendix A: VDOE, VDH and CDC Guidance Docs and Links**

**Appendix B: Social Emotional Learning Links & Resources**

**Appendix C: School Calendar**

**Appendix D: Elementary Schedule & Secondary Schedule**

**Appendix E: Instructional Models**

**Appendix F: Technology Protocols**

**Appendix G: ACPS Phase II Health Mitigation Plan**

**Appendix H: DRAFT ACPS Phase III Health Mitigation Plan**

**Appendix I: Employee Screening**

# Appendix A:

The Interim Phase Guidance provides the following limits for each phase:

	Phase I	Phase II	Phase III
Permissible In-Person Instruction and building capacity	In addition to child care programs and schools issued a variance; programs may be offered to special education students with a max class size of 10	All previously permitted options, plus in-person instruction for Preschool through third Grade; instruction for English Learners; and summer camp programs in school buildings are permitted.	In-person instruction can be offered for all students, however strict social distancing measures should be implemented
Gathering Limits (applies to offices, classrooms, cafeterias, auditoriums, graduation ceremonies, etc.)	Max size of 10 individuals per room or bus	Gathering limit increased to 50 if other social distancing measures are in place.	Gathering limits TBD
Social Distancing	Maintain 6-foot separation between desks, tables and workstations; and between students and staff to the greatest extent possible	Maintain 6-foot separation to the greatest extent possible.	Maintain 6-foot separation to the greatest extent possible.
Bus Capacity	6-foot distancing with a max capacity of 10 students	6-foot social distancing measures	6 foot social distancing measures
Recess	Groups of 10 or less, socially distanced	Groups of 50 or less, socially distanced, and with minimal mixing of groups	Groups of 50 or less, socially distanced and with minimal mixing of groups
Health Screenings and Temperature Checks	Conduct daily health screenings for symptoms and history of exposure for students and staff	Conduct daily health screenings for symptoms and history of exposure for students and staff	Conduct daily health screenings for symptoms and history of exposure for students and staff
Face Coverings	Cloth face coverings should be worn by staff in times when at least 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where physical distancing cannot be maintained.	Cloth face coverings should be worn by staff in times when at least 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where physical distancing cannot be maintained.	Cloth face coverings should be worn by staff in times when at least 6 feet physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where physical distancing cannot be maintained.
Athletics, Extracurriculars and Field Trips	Prohibited	Limited athletics and extracurricular activities with social distancing	To be determined



**VDOE Links:**

- [COVID-19 and Virginia Public Schools](#)
- [Recover, Redesign, Restart 2020](#)
- [School Reopening FAQ](#)

**Office of the Governor:**

- [Phase Guidance for Virginia Public Schools](#)

**VDH Links:**

- [COVID-19 in Virginia](#)
- [K-12 Education Guidance](#)

**CDC Links:**

- [Coronavirus \(COVID-19\)](#)
- [Considerations for Schools](#)

## Appendix B: Social Emotional Learning Links and Resources

### Mental Health First Aid Schools

<https://www.mentalhealthfirstaid.org/population-focused-modules/schools/>

### VTSS Training/Resources

<https://vtss-ric.org/>

### Sanford Harmony & MindUp Program for Elementary

<https://www.sanfordharmony.org>, <https://mindup.org>

### Student Success Skills for Secondary

<https://studentsuccessskills.com/middle-school-programs/>

## Tiered System of Staff Support

- a. Tier 1 (ALL Staff)
  - i. [All Points EAP](#)
    - 1. [Total Wellbeing Counseling](#)
    - 2. [On Demand Webinars](#) - COVID-19 Series
  - a. [Mindfulness for Wellness](#)
  - b. [Resilience and Self-Care](#)
  - ii. [ACPS Professional Development](#) (Link to G6 & G14 Planning Document)
    - 1. [Breathe for Change](#)
    - 2. [Mental Health First Aid](#)
  - iii. The [National Alliance on Mental Illness \(NAMI\)](#) recommends you use the resources that you feel most comfortable with, including:
    - 1. Your primary care doctor
    - 2. Online therapists
    - 3. Community mental health programs
    - 4. Support groups
    - 5. Employee Assistance Program (EAP)
    - 6. Counseling centers
    - 7. National helplines
- b. Tier 2 (SOME Staff)
  - i. [Anthem Coverage](#) (ACPS Health Insurance)
  - ii. Wellness Mentoring Program - Create something that's not just for teachers new to ACPS - Social/Emotional Wellness/accountability program/mentor/teams
  - iii. [ACPS Professional Development](#) (Link to Planning Document)
    - 1. Specific seminars
    - 2. Menu/A la carte options for workshops
- c. Tier 3 (FEW Staff)
  - i. Time off/away from the building - Approved leave? FMLA?
  - ii. Individual/group therapy
  - iii. Recognizing when additional assistance is needed will require training
  - iv. [Mental Health First Aid - Workplace/Mental Health First Aid: Adults](#)

# Appendix C: ACPS School Calendar



## AMHERST COUNTY PUBLIC SCHOOLS

2020-2021 School Calendar

ACPS annual calendar begins July 1, 2020 and will end June 30, 2021.



JULY 2020						
S	M	T	W	T	F	S
			1	2	3	H
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	NH	NH	NH	NH	NH	

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	DPD	DPD	DPD	DPD	DPD	8
9	DPD	DPD	DPD	DPD	DPD	15
16	DPD	DPD	DPD	DPD	DPD	22
23	TRD		FD	27	28	29
30	31					

SEPTEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	I	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	GP	17
18	FB	FB	21	22	R	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	T	F	S
1	DPD	DPD	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	H	H	H	28
29	30					

DECEMBER 2020						
S	M	T	W	T	F	S
		1	I	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	H	H	H	H		

JANUARY 2021						
S	M	T	W	T	F	S
						H 2
3	4	5	6	7	8	9
10	11	GP	13	14	15	16
17	H	ST	20	21	R	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	DPD	16	I	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	GP	TI	20
21	22	23	24	R	26	27
28	29	30	31			

APRIL 2021						
S	M	T	W	T	F	S
					1	2
4	H	H	H	H	H	10
11	TI	13	14	15	16	17
18	19	20	21	22	23	24
25	26	I	28	29	30	

MAY 2021						
S	M	T	W	T	F	S
						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	GP/R	29
30	H					

JUNE 2021						
S	M	T	W	T	F	S
		T	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			

Calendar Keys	
FD	First Day of School - Contingent upon Virginia entering Phase III of reopening
H	Holiday
NH	Staff Development - New Hires
ST	Site Based Staff Develop. Activities/Teacher Planning Day + Schools Closed for Students
T	Teacher Planning Day + Schools Closed for Students
TI	Teacher Planning Day/Schools Closed for Students/Inclement Weather Make-up Days + Students Attend
DPD	Division-wide Professional Development/Teacher Planning Day + Schools Closed for Students
GP	End of 3 Week Grading Period
OH	Open House - 1:00 pm-7:00 pm All Schools
I	Interim Report Distribution
R	Report Card Distribution
K	Kindergarten Registration Day
FB	Fall Break + School Closed for All Staff and Students (10/19) / Closed for All Students and 10811 Month Employees (10/20)
TRD	Transition Day - Only Pre-K, Kindergarten, 6th grade and 9th grade students attend

Monthly Breakdown of Days		
	Teaching Days	PD/WD
Aug.	4	7
Sept.	21	0
Oct.	20	0
Nov.	16	2
Dec.	14	0
Jan.	18	1
Feb.	19	1
Mar.	22	1
Apr.	16	1
May	20	0
June	0	1
PD/WD		24
DD		6
<b>Total</b>	<b>170</b>	<b>30</b>

PD/WD = Prof. Dev./Work Day
DD = Discretionary Days









\* Calendar subject to change in order to meet state or local Board requirements.

## Appendix D:

















### Remote Learning

### Total Recommended Student Time on Task

<u>Grade</u>	<u>Time on Task</u>
Pre-K (3 & 4 year olds)	30 to 45 minutes daily
K-1	1 to 1 ½ hours daily
2-3	2 to 2 ½ hours daily
4-5	2 ½ to 3 hours daily
6-8	3 to 3 ½ hours daily
9-12	4 to 4 ½ hours daily

<b>Elementary Schedule</b>				
<b>All Students Monday - Thursday At School</b>				
<b>All students on Friday At Home</b>				
<b>Group A 8:00 AM - 2:00 PM</b>				
	8:00 - 11:00 AM	11:00 - 11:30 AM	11:30 - 2:00 PM	2:00 PM
	Hybrid Learning/Tech Assistance/Tutoring/PE /Recess/Elec	Lunch in Hybrid Loc.	Homeroom - Teacher led instruction	Departure
Group A - 1/2 Pre-K thru 5th				
<b>Group B 9:00 AM - 3:00 PM</b>				
	9:00 - 11:30 PM	11:30 - 12:00 PM	12:00 - 3:00 PM	3:00 PM
	Homeroom - Teacher led instruction	Lunch in Hybrid Loc.	Hybrid Learning/Tech Assistance/Tutoring/PE/ Recess/Elec	Departure
Group B - 1/2 Pre-K thru 5th				
<b>Group A :</b>	8:00 am to 2:00 pm		<b>Group B :</b>	9:00 am - 3:00 pm
Hybrid ->	8 - 11 am		HR ->	9:00 - 11:30 am
Lunch ->	11 - 11:30 am		Lunch ->	11:30 - 12:00 pm
HR ->	11:30 - 2:00 pm		Hybrid ->	12:00 - 3:00 pm

## Secondary Schedule

	Face to Face Learning: Building			Distance Learning: At Home	
Monday	Student A 			Student B 	
Tuesday	Student B 			Student A 	
Wednesday	Student A 			Student B 	
Thursday	Student B 			Student A 	
Friday	vulnerable students needing: remediation, enrichment, CTE requirements, etc.			vulnerable students needing: remediation, enrichment, CTE requirements, etc.	
Student Group	Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A	 In School Face-to-Face Learning	 At Home Distance Learning	 In School Face-to-Face Learning	 At Home Distance Learning	vulnerable students needing: remediation, enrichment, CTE requirements, etc.
Student Group B	 At Home Distance Learning	 In School Face-to-Face Learning	 At Home Distance Learning	 In School Face-to-Face Learning	vulnerable students needing: remediation, enrichment, CTE requirements, etc.

## Appendix E:

# Responsibilities in Supporting Remote Learning

### Teachers:

- Provide access to high quality remote learning lessons/assignments for all students. Lessons should address standards/competencies and not exceed the remote learning student time-on-task guidance.
- Use strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans.
- Release regular office hours during the school day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Provide instructional resources and materials through digital learning means.
- Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.
- Participate in professional development and virtual learning sessions intended to support remote learning, as applicable.
- Monitor and provide appropriate school communications to students and parents for any up-to-date information regarding school closures, instructional plans, and remote learning resources.

### Students:

- Schedule appropriate time for meeting the learning requirements given by your teacher and identify a comfortable and quiet space to learn and study.
- Check daily the online platforms for information on classes, assignments, resources if utilizing virtual learning resources.
- Know your usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit all assignments by due dates established by your teacher(s).

## **Families:**

- Ensure that if you choose for your child to enter school as a remote learner and utilize Virtual Virginia that internet access is available.
- Monitor District communications for up-to-date information regarding school closures, instructional continuation plans, and remote learning resources.
- Ensure that your children know their usernames and passwords for instructional resources and encourage their participation in remote learning offerings.
- Maintain communication with your children's teachers and school counselor(s).
- Engage your children in conversations regarding assignments.
- Monitor time spent engaging in online and offline learning.
- Support balance by providing time for learning, physical activity and play.

## **Understandings of Different Types for Content Delivery**

Amherst County Public Schools is providing choice in the instructional delivery methods for students and families. While remote learning poses challenges to both teachers and students, the *Roadmap to Return* plan allows for flexibility in delivering content and communicating with students in the manner that is the most familiar and effective for all students. Amherst County Public Schools has chosen a hybrid method for both Face-to-Face Instruction, as well as Remote Learning. The following is a brief overview of those

### **TEACHER-DIRECTED INSTRUCTIONAL MODEL** (Via collaboration/communication tools)

- Teacher-provided resources/instructions
- Instruction recorded or live sessions through digital platforms such as Virtual Virginia CANVAS Platform or Google Classroom
- Student communication through phone, school gmail account, or other digital platforms noted above
- Use of teacher-selected materials (e.g., digital links, print materials, district-adopted textbooks)

### **ONLINE INSTRUCTIONAL MODEL** (Teacher-assigned, self-paced, personalized practice)

- Resources accessed through the division selected platforms of Virtual Virginia or Google Classroom
- Instruction provided through district-licensed online content resources (e.g., Virtual Virginia or Google Classroom)
- Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion
- Student communication through district-licensed online content resources,

phone, student gmail account, or other division approved digital platform

**HYBRID INSTRUCTIONAL MODEL** (Combines teacher-directed instruction with self-paced digital content)

- Use of teacher-selected materials (e.g., print, district-adopted textbooks, digital content through Virtual Virginia or Google Classroom)
- Instruction recorded or live sessions through digital platforms such as Virtual Virginia or Google Classroom
- Instruction provided through district-licensed online content resources such as Virtual Virginia or Google Classroom
- Student communication through phone, student gmail account or other division approved digital platforms



## **Appendix F:**

### **Chromebooks Initial Returns Procedures**

1. All personnel handling returned Chromebooks should wear a mask and gloves.
2. Chromebooks and chargers will be returned to a designated area in the school.
3. School personnel will disinfect chromebooks and chargers with a damp cloth of soap and water. Let dry.
4. The librarian and/or other school personnel will scan in returned devices and charger and make notes of any damaged devices or missing chargers in the DESTINY program.
5. Later, maintenance will disinfect chromebooks and chargers using foggers (Fogging of devices will take place as needed, or at least once each nine weeks).
6. Chromebooks will be returned to their designated area in the school.
7. School personnel will make contact with parent/guardian to locate any missing devices or chargers.

### **Chromebooks Usage and Maintenance**

1. School personnel and/or students will need to wash hands or use hand sanitizer.
2. Where students interact with one device during the instructional day, the device will be cleaned at the end of the day with a damp cloth of soap and water.
3. Where the device is used by multiple users, the device will be cleaned before transitioning to a new user with a damp cloth of soap and water and cleaned again at the end of the day.

### **Chromebooks Check Out and Return Procedures**

1. The Librarian will use the DESTINY program to check our devices and chargers to students. Upon check-out, the following will be noted: that the device is operational and has the appropriate charger, any damages, student's information, and parent contact.
2. Upon returning to school, chromebooks and chargers will be cleaned with a damp cloth of soap and water by school personnel and/or students wearing gloves and/or masks.
3. The librarian and other school personnel will scan in returned devices and charger and make notes of any damaged devices or missing chargers in the DESTINY program.

## **Appendix G:**

# **Amherst County Public Schools Phase II Health Mitigation Plan**

### **1) *Planning to reopen***

*a. Establish a COVID-19 team within the school division and a point person at each school facility.*

*The ACPS COVID-19 division team consists of : Dr. William Wells, Assistant Superintendent, Ms. Marie Petrone, Supervisor of Accountability and Student Wellness, Mrs. Blair Payne RN, Amherst Middle School, Mr. Robert Curd, Athletic Director, Amherst County High School, and Mr. Wayne Cocke Supervisor of Maintenance and Operations.*

*School Based point persons will consist of the building principal or principal's designee and nurse/health assistant at each school. The Supervisor of Transportation and the Supervisor of Maintenance and Operations will be the contact/point person, respectively, at their facilities.*

*b. Know the contact information and procedures for reaching the local health department.*

*ACPS has been in regular contact with our local health department officials, including District Health Director Dr. Kerry Gateley and Epidemiologist Haley Evans. We have included Haley Evans (841-5319) in our planning for reopening our buildings and will maintain continued contact with Central Virginia Health District officials.*

*c. Plan for health and absenteeism monitoring/approaches.*

*ACPS will monitor student absenteeism using already established attendance procedures. Should the rate of absenteeism increase in any school or across the division, then the Superintendent will be made aware of this by the attendance clerk and will consult with the Central Virginia Health District regarding possible causes and next steps.*

*ACPS has placed the following protocol in place to monitor employee health and absenteeism:*

- *Survey all employees to identify any individual who reports that they have circumstances that will impede their return to on-site work upon reopening.*
  - *Communicate with all individuals who respond affirmatively to determine the nature of their risk factors or barriers to return.*
  - *Provide accommodations, modifications, supports, and/or alternatives to on-site work as determined appropriate per their individual needs. (options will include: telework, modified job duties, and virtual instructional opportunities.*
- *ACPS developed an Employee Return to Work Guidance document to provide guidance to all employees related to recommended health and safety precautions to take before and during work, expectations for health and safety while at work, to include appropriate use of PPE, and engagement with visitors and the public.*
- *ACPS developed Employee Absence and Notification Requirements, to include a continuum of notification and action steps required related to a tiered list of identified health concerns.*
- *ACPS will require employees to complete a health screening protocol before reporting to work each day. The results of the individual health screen will be reviewed and documented by the employee's immediate supervisor.*

*d. Develop a communications strategy that includes:*

- i. Orientation and training for staff and students specific to new COVID-19 mitigation strategies;*
- ii. Plans for communication with staff, parents, and students of new policies;*
- iii. Plans for how to communicate an outbreak or positive cases detected at the school.*

*As part of completion of the COVID-19 Mitigation Health Plan by the Amherst County Roadmap to Return Task Force, a Health Procedures Summary Document will be developed. This document will serve as the foundation for all communication regarding health mitigation strategies for employees, students, and parents. Training will be provided to staff upon return to school during teacher work weeks. The documents will be distributed to students and parents prior to the students return and then training will occur for students once they return to school physically (Phase III). Distribution will*

*occur through several communication platforms including School System/School Websites, Social Media Platforms, local media, and USPS.*

*There will also be a series of Virtual Town Halls that will allow for community feedback. Finally, we will follow standard operating procedures to notify families of an outbreak and a subsequent school closure through our “power messaging system” (phone, email, and text). For single positive cases, school nurses will make direct contact with parents.*

*e. Participate in community response efforts*

*ACPS will coordinate with local agencies and organizations to include DSS, VDH, Amherst County EMS, Amherst County Sheriff’s Office, The Town of Amherst Police Department, Amherst County Administrator, Town of Amherst Administrator, local civic organizations, and local churches in the community response to the COVID-19 pandemic.*

*f. Prepare your division's student health services:*

*ACPS has reviewed all current health policies and procedures to ensure alignment with CDC, VDH, and VDOE guidelines, as well as recommendations from the Virginia School Nurse Association and American Academy of Pediatrics. Changes to these policies and guidelines will be presented to the School Board on July 9, 2020 for approval. We have developed a plan to train all health services staff and designated lay responders to address any health concerns or safety needs while remaining in compliance with all of these guidelines and recommendations. This includes nurse-led training that educates staff on signs and symptoms, changes in policy and what staff should do in the event they suspect illness in an individual.*

*g. Assure provision of medical-grade PPE for health services staff;*

*Medical Grade PPE will be provided to all nurses/nurse health assistants and athletic trainer. Each school nurse/health assistant and athletic trainer will receive four sets of medical grade PPE. Additional PPE will be stored at the maintenance facility and made available to schools to replenish as needed. School nurses/health assistants and athletic trainer will be required to maintain three sets of PPE on hand at all times.*

*h. Assure and maintain typical (non-COVID-19) health services;*

*ACPS will continue all typical health services as usual. To prevent exposure to students who may be sick, medications and first aid will be delivered in a separate space from where sick children will be attended to. Lay staff trained by RN School Nurses or EMTs will be designated to assist should a sick child require isolation to prevent the potential*

*spread of COVID-19. Individual healthcare plans will address COVID-19 for students with health needs.*

- i. For the provision of mental health services.*

*ACPS has developed a plan to implement Tier I trauma-informed practices, including morning meetings and evidence-based SEL curricula. ACPS is using the VTSS framework and resources to put this structure in place throughout each building. All staff were trained during the 2019-20 school year. For more severe mental health needs, ACPS will have trained staff available by phone or in person to any student, family or staff member that requires assistance. Home visits will be made as needed with social distancing prioritized. Referrals to local mental health services will continue as normal, including accessing emergency services through the local Community Services Board and FAPT-funded services.*

## **2) Promoting Behaviors That Reduce Spread of COVID-19**

- a. Create an education/training plan for staff, students and families. Consider COVID-19 prevention education (hand washing, staying home if ill, etc.). Education should be part of staff and student orientations and be sent to all parties before reopening schools and include:*

- i. Hand hygiene and respiratory etiquette,*
- ii. Use of cloth face coverings,*
- iii. Staying home when sick,*
- iv. Encouraging physical distancing.*

*ACPS will provide training for all staff and students on personal hygiene practices that prevent the spread of COVID-19, such as hand washing and covering coughs. This training will be completed by division level personnel for all staff, and by classroom teachers for all students - through distance training before they return to any school facility, as well as immediately upon their physical return to school (Phase III). Cloth face masks will be provided and required among all staff who are physically able to wear them when they cannot maintain social distancing. All staff, students, and stakeholders will be educated on the importance of staying home when sick and maintaining social distancing practices. Lesson plans, modeling and skill-practicing will be used to ensure that staff and students understand and practice these preventative behaviors. Verbal wellness screenings will provide opportunities to counsel individuals on the importance of personal hygiene and specific techniques to stay safe.*

b. *Maintain adequate supplies to promote healthy hygiene.*

*Supervisor of Maintenance and Operations will maintain records of supplies. The supervisor will work with various vendors to ensure adequate quantities of cleaning and disinfecting products are in stock and available for use in division facilities.*

c. *Provide signs and messaging to promote healthy hygiene.*

*ACPS will provide age appropriate signage and material to all facilities to promote healthy hygiene. Materials will be posted in the entrances, hallways, classrooms, food service areas, restrooms, nurses office and other areas as deemed appropriate by the building principal or site supervisor.*

d. *Promote physical distancing*

i. *Modify layouts of classrooms, communal areas and buses to ensure social distancing is maintained.*

*Classrooms will be arranged to ensure six feet of social distancing between students while maximizing available space and ensuring proper entry and egress routes utilizing the “diamond technique” of spacing.*

*The teacher desks will be a minimum of six feet from the student desks in all classrooms.*

*Communal areas will be closed during Phase II. While students and staff are in the building, communal areas will be monitored to ensure there are no gatherings and social distancing is maintained while people are moving through those spaces.*

*ACPS will maintain social distancing on buses and other transportation vehicles. Buses will assign seating to students utilizing every other seat, alternating sides of the aisle. The seat behind the driver will remain empty while social distancing requirements are in place.*

ii. *Develop strategies for food/dining services; these should be consistent with plans to optimize physical distancing.*

*During Phase II, meal selection will be limited and all meals will be pre-packaged. All meals will be in compliance with USDA regulations. For students participating in*

*in-person instruction, meals will be delivered to the classroom. Students participating in extracurricular activities will pick up their meals at the meal distribution point that has been established at each feeding location, and return to their activity site while maintaining social distancing. The communal spaces in the cafeteria will be closed to students and staff.*

*iii. Limit size of gatherings consistent with Executive Orders and impose strict physical distancing during gatherings.*

#### *Outdoor Facilities*

- *Must maintain 10ft of physical distance*
- *No more than 50 people or 50% of the occupancy load, whichever is less.*

#### *Indoor Facilities*

- *Must maintain 10ft of physical distance*
- *Cannot exceed 50 individuals or 30% of the occupancy load, whichever is less.*

*iv. Follow relevant Virginia Phase Guidance[1] for Schools and [CDC guidance](#) for recreational sports for school-related sports and other recreational activities.*

### ***Coach/Sponsor Requirement***

- *Coaches/Sponsors must provide a detailed Health Plan to their Principal/Designee outlining how they will meet the criteria as indicated in the ACPS Health Plan. The plan must follow guidance as set forth by the CDC and VDH before being allowed to start out of season conditioning.*
- *Scheduled use of the facility must be approved by the Principal or Athletic Director.*
- *Facilities will be available Monday-Thursday between the hours of 8am-2pm. The purpose of this is to ensure proper cleaning can be performed by the custodial staff prior to and after use.*

### ***Facilities***

*Outdoor Activities - Includes Baseball, Softball, Stadium, Tennis Courts, Rear Parking Lot and Practice Fields*

- *Must maintain 10ft of physical distance*

- *No shared equipment, items must be disinfected between uses/rotations*
- *No more than 50 people including participants and coaches/sponsors at any location*
- *Individuals should bring their own individual containers for hydration or use disposable cups*

*Indoor-Includes Gyms, Weight room, Auditorium, Band/Music, Wrestling room*

- *Must maintain 10ft of physical distance*
- *No shared equipment, items must be disinfected between uses/rotations*
- *No more than 20 participants and coaches/sponsors at any location*
- *Individuals should bring their own individual containers for hydration or use disposable cups*

### ***VHSL Physical Requirement***

*ACPS requires all students to have a valid VHSL physical form in order to participate in athletic conditioning and team athletic programs. The physical form must be dated after May 1, 2020 to be valid for the 2020-2021 school year.*

### ***Daily Health Screening***

*All students and staff must complete the “Daily Employee Screening Form” before being allowed to participate. The screening will consist of the following:*

*Answer Yes or No since my last day in the building, Have I had any of the following:*

- *A new fever (100.4 or higher) or a sense of having a fever?*
- *A new cough that cannot be attributed to another health condition?*
- *New shortness of breath that cannot be attributed to another health condition?*
- *New chills that cannot be attributed to another health condition?*
- *A new sore throat that cannot be attributed to another health condition?*



*New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?*

*If an individual answers YES to any of the screening questions before arriving, they should stay home and not enter the building. If an individual reports having COVID-19 symptoms upon arrival, the school will activate COVID-19 protocols.*

### **Outside Organizations**

*During Phase II the use of ACPS facilities by outside organizations will not be allowed.*

#### **Use of non ACPS facilities**

*During Phase II the scheduled use of a non ACPS facility by staff for out of season conditioning will be prohibited unless approved by the Principal.*

### **Cleaning and Sanitation**

*Cleaning supplies will be provided to staff to insure equipment is cleaned after each use.*

*Routine cleaning by custodians will be scheduled to occur each day for frequently touched surfaces and high volume areas.*

### **Meals**

*During Phase II, meal selection will be limited and all meals will be pre-packaged. All meals will be in compliance with USDA regulations.*

*Students participating in extracurricular activities will pick up their meals at the meal distribution point that has been established at each feeding location, and return to their activity site while maintaining social distancing. The communal spaces in the cafeteria will be closed to students and staff.*

## **3) Maintaining Healthy Environments**

a. *Plan for daily health screening questions of staff and students.*

*ACPS will provide a screening tool to parents, students, and staff for a home health assessment prior to staff and students reporting to school. The division will utilize the "Daily Employee Screening Form" from the VDH as a guideline for the staff screening questions. Staff and students, or student's parents where age appropriate, should assess themselves for symptoms of COVID-19 before reporting to school. Students will also be*

*screened in their first period/homeroom upon arrival to school. The screening will consist of the following:*

*Answer Yes or No since my last day in the building, Have I had any of the following:*

- *A new fever (100.4 or higher) or a sense of having a fever?*
- *A new cough that cannot be attributed to another health condition?*
- *New shortness of breath that cannot be attributed to another health condition?*
- *New chills that cannot be attributed to another health condition?*
- *A new sore throat that cannot be attributed to another health condition?*
- *New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?*

*If an individual answers YES to any of the screening questions before arriving, they should stay home and not enter the building. If an individual reports having COVID-19 symptoms upon arrival, the school will activate COVID-19 protocols.*

*b. Hygiene Practices:*

*i. Create cleaning and disinfection protocols that include frequently touched surfaces; transport vehicles; schedules for increased cleaning, routine cleaning, and disinfection; ensuring adequate cleaning supplies and correct use/storage.*

*Frequently touched surfaces will be cleaned and sprayed with an approved EPA List N disinfectant. Food service areas will be sanitized utilizing solutions that are approved for use in those areas.*

- *Door handles, water fountains, sinks, toilet handles, etc. will be cleaned with a sanitizing solution on a regular basis.*
- *Areas that are frequently touched by students and non-cafeteria staff in food service areas will be sanitized between each rotation of students. Food will be pulled from the line and the area will be cleaned in accordance with VDH and USDA guidance.*

- *Student Desks:*
  - *Elementary - students will stay at their location and will not change classes/desks. Desk will be cleaned daily after use.*
  - *Secondary - students will transfer classes. Desk will be sanitized between classes as students transition.*
- *Transportation: the transportation department will sanitize student areas between each run and daily at the conclusion of the last run. Driver areas will be sanitized daily at the conclusion of the last run.*
- *Principals will develop cleaning schedules for routine cleaning as appropriate for their buildings. The routine cleaning schedule will be fluid and adjustable to meet the needs as circumstances change. Routine cleaning will include disinfecting frequently touched surfaces and high volume areas nightly.*
- *Building level custodians will notify their building administrators of necessary cleaning and sanitizing supplies. The school administrator will requisition supplies from the Supervisor of Maintenance and Operations.*
- *The Supervisor of Maintenance and Operations will ensure building level administrators, custodians, and transportation specialists are trained in the proper usage and storage of cleaning and sanitizing supplies.*

ii. *Provide additional hand sanitizer/handwashing stations.*

*Hand Sanitizing stations will be located at entrances to the buildings, outside of restrooms, and food service locations.*

iii. *Ensure adequate supplies to minimize sharing to the extent possible (e.g. dedicated student supplies, lab equipment, computers, etc).*

*Building administrators will provide division staff a list of needed supplies in order to ensure one-item-per-student. The division staff will redistribute any extra supplies to those schools that are in need and then order the remaining items to meet the one-to-one requirement. The division staff will evaluate the need for manipulatives, early childhood items, and technology/devices and purchase items to fulfill the identified needs. Items to consider include but are not limited to: sleeping mats, shared toys, stuffed animals, carpets and rugs, books, technology devices, etc.*

c. *Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.*

*All ventilation systems in the schools have been renovated and are ASHRAE standards compliant for the mixing of outdoor air.*

d. *Ensure that water systems and features are safe to use after a prolonged facility shutdown.*

*Water systems in all facilities will be flushed prior to re-occupying the buildings.*

#### **4) Maintaining Healthy Operations**

a. *Implement protections for staff and children at higher risk for severe illness from COVID-19.*

*All students with health needs will have these risk factors addressed as part of their Individualized Health Plan. Safety practices, such as personal hygiene and social distancing, will be implemented for their protection. Screening practices and provision of masks, as well as altered sick leave, will be made available to all staff. Virtual learning options will be made available for students and staff who feel that option provides a better alternative for their health needs.*

b. *Align plans for gatherings, field trips and volunteer restrictions consistent with any Executive Order in place.*

- *Classroom occupancy for Pre-K through 3 and English Language Learners will maintain six feet social distancing.*

- *There will be no gatherings in excess of fifty people either indoors or outdoors and social distancing will be maintained. Indoor gatherings will be limited to fifty persons or fifty percent of the lowest occupancy load (whichever is lowest).*

- *ACPS will not allow field trips during Phase II.*

- *Volunteers who will be interacting with students will have to complete the COVID-19 screening process on a daily basis.*

c. *Implement sick leave policies and practices that enable faculty, staff and students to stay home or self-isolate when they are sick or have been exposed.*

*All ACPS employees will follow the health and safety protocol outlined in the Employee Return to Work Guidance document, to include protocol for identifying symptoms and risk of possible exposure. This document provides all employees with guidance to determine the need to stay home, self-isolate, and/or to communicate with their physicians to seek medical direction or assistance.*

*ACPS has provided information to all employees outlining additional sick leave benefits and extended FMLA benefits corresponding to the Families First Coronavirus Response Act. ACPS will provide additional information to further expand awareness and to educate employees regarding their rights associated with this Act.*

*Students will be required to stay home for 72 hours after a fever has subsided without using fever-reducing medications. They will not be allowed to participate in school-based activities or remain in contact with others if they display symptoms of respiratory illness or any COVID-19 symptoms. These symptoms will include:*

- *Fever over 100.4*
- *Cough*
- *Shortness of breath*
- *Fatigue*
- *Muscle or body aches*
- *New loss of smell or taste*
- *Sore throat*
- *Congestion or runny nose*
- *Nausea or vomiting*
- *Diarrhea*

d. *Train back-up staff to ensure continuity of operations.*

*ACPS is broadly recruiting substitute employees to increase the availability of staff to ensure continuity of operations across departments. All current and newly hired substitutes will be provided with targeted professional development to ensure that they are prepared to seamlessly transition into their role as a substitute employee. Additionally, ACPS is including all Instructional Assistants in professional development activities planned for Teachers so that they may transition into those roles in a substitute capacity as necessary.*

**5) Protecting vulnerable individuals (e.g. 65+, underlying health conditions):**

*a. Create policy options to support those at higher risk for severe illness to limit their exposure risk (e.g. telework, modified job duties, virtual learning opportunities).*

*ACPS has surveyed all employees to identify any individual who reports that they have circumstances that will impede their return to on-site work upon reopening.*

*The ACPS Human Resources Department will communicate with all individuals who respond affirmatively to determine the nature of their risk factors or barriers to return and provide accommodations, modifications, supports, and/or alternatives to on-site work as determined appropriate per their individual needs. (options will include: telework, modified job duties, and virtual instructional opportunities.*

*ACPS developed an Employee Return to Work Guidance document to provide guidance to all employees related to recommended health and safety precautions to take before and during work, expectations for health and safety while at work, to include appropriate use of PPE, and engagement with visitors and the public.*

*ACPS developed Employee Absence and Notification Requirements, to include a continuum of notification and action steps required related to a tiered list of identified health concerns.*

*ACPS will require employees to complete a health screening protocol before reporting to work each day. The results of the individual health screen will be reviewed and documented by the employee's immediate supervisor.*

b. *Implement flexible sick leave policies and practices that enable faculty, staff and students to stay home or self-isolate when they are sick or have been exposed.*

*All ACPS employees will follow the health and safety protocol outlined in the Employee Return to Work Guidance document, to include protocol for identifying symptoms and risk of possible exposure. This document provides all employees with guidance to determine the need to stay home, self-isolate, and/or to communicate with their physicians to seek medical direction or assistance.*

*ACPS has provided information to all employees outlining additional sick leave benefits and extended FMLA benefits corresponding to the Families First Coronavirus Response Act. ACPS will provide additional information to further expand awareness and to educate employees regarding their rights associated with this Act.*

c. *Develop policies for return to class/work after COVID-19 illness.*

*Employees who have tested positive and have had COVID-19 may return to work when they meet ALL of the following criteria and have coordinated their return to work with their immediate supervisor:*

- *You have had no fever for 72 hours (without the use of medicine that reduces fevers), and*
- *Other symptoms have improved for 72 hours without the use of medication (e.g., cough, shortness of breath), and*
- *It has been at least 10 days since symptoms first appeared.*
- *You received two negative tests in a row, 24 hours apart, OR Your healthcare provider has provided written confirmation that you may return to work.*

*Students who have tested positive and have had COVID-19 may return to school activities when they meet ALL of the following criteria:*

- *You have had no fever for 72 hours (without the use of medicine that reduces fevers), and*
- *Other symptoms have improved for 72 hours without the use of medication (e.g., cough, shortness of breath), and*
- *It has been at least 10 days since symptoms first appeared.*

- *You received two negative tests in a row, 24 hours apart, OR Your healthcare provider has provided written confirmation that you may return to school.*

## **6) *Preparing for When Someone Gets Sick***

- a. *Separate and isolate those who present with symptoms.*

*Each building will have a dedicated space for students who present with symptoms of COVID-19 that is separate from areas that may be used regularly. This area will not be used for any other purpose at any time and will be disinfected after use. Staff who assess or care for sick children will be provided with PPE that includes N-95 fitted masks, gown, face shield and gloves.*

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

*Parents will be responsible for picking up sick children. Parents will provide school administration with several emergency contacts regarding who can pick up the student if they are unavailable or who can reach the parent in the event of illness. Should a student present respiratory distress or medical symptoms that require acute care, emergency services will be notified to transport the child to the hospital.*

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

*When an individual becomes sick or presents with symptoms of COVID-19, maintenance staff will be notified immediately. All areas that the individual has come in contact with will be disinfected using EPA-registered disinfectants applied by trained staff.*

- d. *Develop a communications plan with the local health department to initiate public health investigation, contact tracing and consultation on next steps.*

*Epidemiologist Haley Evans will be the contact person at VDH Central Virginia Health District. The School Nurse or designee will make the initial contact, and if not present, the building Administrator will do so. Per Central Virginia Health District, all suspected cases of COVID-19 should contact their family physician by phone to determine next steps and testing. School staff will be able and willing to facilitate this contact should a parent need assistance.*



**7) Planning to close down if necessary, due to severe conditions.**

a. Determine which conditions will trigger a reduction in in-person classes.

*Should the community transmission rate increase, ACPS will collaborate with community partners, including the Central Virginia Health District, to limit in-person activities and transition students to virtual learning and/or Phase I restrictions. ACPS will stay in compliance with all CDC guidelines and consult with VDOE and VDH as needed.*

b. Determine which conditions will trigger complete school closure.

*ACPS will close a school once a confirmed case is identified for up to 72 hours to initiate a deep cleaning of the building. Should 10-15% of staff and/or students self-report COVID-19 symptoms on their Daily Screening Form, ACPS will close schools for 72 hours, or as long as recommended by VDH. In addition, this data will be reported to Central Virginia Health District for ongoing consultation.*

**8) Overnight boarding schools should consult the Virginia Higher Education Reopening Guidelines and [guidelines for Congregate Settings](#) for additional information and recommendations.**

*Not Applicable*

## Appendix H

# DRAFT Amherst County Public Schools Phase III Health Mitigation Plan

### ***Key Elements for School Health Plans:***

*Virginia's Phase Guidance for Schools* reflects guidance for consideration by schools throughout the Commonwealth as they plan to reopen. However, local public health conditions and variability in transmission rates should inform the degree to which mitigation strategies are adopted by a school or division. Communities with no or low transmission should consult the CDC guidance for those school communities.

All schools should develop plans in conjunction with local stakeholders, the local health department, risk management provider, and school board attorneys. All schools should have contingency plans in place in order to effectively respond to changing public health conditions. Schools must report cases and outbreaks to their local health department, and consult with their respective local health department regarding management of outbreaks, dismissals or similar decisions such as a shutdown of school activities.

#### **1) Local Public Health Conditions**

- a. Do you consider your community to be one with no or minimal case transmission? If so, what public health metrics or considerations informed your assessment?

*The Amherst County Public Schools community currently has minimal case transmissions. As of July 6, 2020, the VDH has reported 37 cases in Amherst County. Amherst County has a population of 31,863. Based on the reported cases and the population, Amherst County has a transmission rate of .116.*

- b. Will your health mitigation strategies vary from the Phase Guidance in any major ways? If so, how? (e.g. no physical distancing on buses; athletic competitions; etc)

*ACPS intends to adhere to the Phase Guidance health mitigation strategies.*

#### **2) Planning to Reopen**

- a. Establish a COVID-19 team within the school division and a point person at each school facility. Provide names of staff and contact information.

*The ACPS COVID-19 division team consists of: Dr. William Wells, Assistant Superintendent, Ms. Marie Petrone, Supervisor of Accountability and Student Wellness, Mrs. Blair Payne RN, Amherst Middle School,*

*Mr. Robert Curd, Athletic Director, Amherst County High School, and Mr. Wayne Cocke Supervisor of Maintenance and Operations.*

*School Based point persons will consist of the building principal or principal's designee and nurse/health assistant at each school. The Supervisor of Transportation and the Supervisor of Maintenance and Operations will be the contact/point person, respectively, at their facilities.*

- b. Know the contact information and procedures for reaching the local health department. Provide the name of a specific point of contact and direct contact information for that person.

*ACPS has been in regular contact with our local health department officials, including District Health Director Dr. Kerry Gateley and Epidemiologist Haley Evans. We have included Haley Evans (841-5319) in our planning for reopening our buildings and will maintain continued contact with Central Virginia Health District officials.*

- c. Plan for health and absenteeism monitoring/approaches. Provide the mechanism/program/process for tracking attendance and interventions, when necessary.

*ACPS will monitor student absenteeism using already established attendance procedures and documentation in PowerSchool. Should the rate of absenteeism increase in any school or across the division, then the Superintendent will be made aware of this by the attendance clerk and will consult with the Central Virginia Health District regarding possible causes and next steps. Additionally, ACPS will work with the Health Department and local medical providers to ensure that contact tracing and notifications are made in a timely manner and as accurately as possible.*

*ACPS has placed the following protocol in place to monitor employee health and absenteeism:*

- *ACPS will require employees to complete a health screening protocol before reporting to work each day. The results of the individual health screen will be reviewed and documented by the employee's immediate supervisor.*
- *Employee absenteeism is tracked at both the school and district level using a time management software (AESOP) that requires staff enter their absences.*

- d. Develop, and describe below, a communications strategy that includes:
  - a. Orientation and training for staff and students specific to new COVID-19 mitigation strategies;
  - b. Plans for communication with staff, parents, and students of new policies;
  - c. Plans for how to communicate an outbreak or positive cases detected at the school.

*As part of completion of the COVID-19 Mitigation Health Plan by the Amherst County Roadmap to Return Task Force, a Health Procedures Summary Document will be developed. This document will serve as the foundation for all communication regarding health mitigation strategies for employees, students, and parents. Training will be provided to staff upon return to school during teacher work weeks. The documents will be distributed to students and parents prior to the students return and then training will*

occur for students once they return to school physically (Phase III). Distribution will occur through several communication platforms including School System/School Websites, Social Media Platforms, local media, and USPS.

There will also be a series of Virtual Town Halls that will allow for community feedback. Finally, we will follow standard operating procedures to notify families of an outbreak and a subsequent school closure through our “power messaging system” (phone, email, and text). For single positive cases, school nurses will make direct contact with parents.

- e. Describe the division or school’s participation in community response efforts.

ACPS will coordinate with local agencies and organizations to include DSS, VDH, Amherst County EMS, Amherst County Sheriff’s Office, The Town of Amherst Police Department, Amherst County Administrator, Town of Amherst Administrator, local civic organizations, and local churches in the community response to the COVID-19 pandemic.

- f. Prepare your division's student health services. Are you doing the following:
  - a. Assure provision of medical-grade PPE for health services staff;

Medical Grade PPE will be provided to all School Nurses, School Health Assistants, designated Lay Responders, and Athletic Trainers. Each School Nurse, School Health Assistant and Athletic Trainer will receive four sets of medical grade PPE, and Lay Responders will receive one set. Additional PPE will be stored at the maintenance facility and made available to schools to replenish as needed. School Nurses, School Health Assistants and Athletic Trainers will be required to maintain three sets of PPE on hand at all times.

- b. Assure and maintain typical (non-COVID-19) health services;

ACPS has reviewed all current health policies and procedures to ensure alignment with CDC, VDH, and VDOE guidelines, as well as recommendations from the Virginia School Nurse Association and American Academy of Pediatrics. Student health services will be adopting the VASN guidelines published by VDOE and VDH and found [here](#). We have developed a plan to train all health services staff and designated lay responders to address any health concerns or safety needs while remaining in compliance with all of these guidelines and recommendations. This includes nurse-led training that educates staff on signs and symptoms of COVID-19, changes in policy, and what staff should do in the event they suspect illness in an individual. Each building will have a minimum of 2 designated lay responders, with larger buildings having up to five.

ACPS will continue all health services with the following plan:

- Medication Administration for well students: To prevent exposure to students who may be sick, medications will be administered in a separate space from where sick children will be attended to. At the secondary level, medication appointments will be scheduled for students, and at the elementary level, students will be called individually to receive their medication. When a student requires a PRN medication, teachers will have to call the clinic and notify the School Nurse or Health Assistant prior to sending them to the clinic.
- First Aid: Teachers will be provided with guidance and training that will help them identify whether a student should be sent to the clinic or if their concern can be handled in the classroom.

*Lay responders are available for basic first aid and medication administration if medical professionals are not available. Teachers will be supplied with gloves, ice packs and bandages for simple injuries or complaints.*

- *Screenings: All screening services (vision, hearing, dental) will be continued to be offered. Organizations that volunteer their assistance, such as the Lion's Club and James River Dental Clinic, will be subject to the ACPS Employee Health Screening prior to entering the schools. Social distancing will be adhered to during vision screenings. Social distancing will not be possible for hearing and dental screenings, so any adult who comes within 6 feet of a student will be required to wear a mask and optional masks will be made available to students. Parents will be informed of these practices and will have the option to decline the screening services.*
- *Individual Healthcare Services: All students with IHPs, 504 Plans, IEP accommodations, or doctor's orders for medical services will receive the services as normal. These services will be provided in a space that is separate from where sick individuals are screened or attended to. All individual healthcare plans will address COVID-19 risks for students with health needs. VASN recommendations will be adopted for these medical services.*
- *Immunization clinics: Immunization clinics will continue in coordination with VDH. Individuals administering immunizations will be screened using the ACPS Employee Health Screening prior to entering the schools. All adults coming within 6 feet of a student will be required to wear a mask.*
- *Sick students: Sick students will be screened in a separate space from where other health services are provided. Those who present with COVID-19 symptoms will be isolated and immediately sent home. Those whose symptoms are not COVID-19 related will be cared for according to normal procedures.*

- c. Describe how you will assure the maintenance of routine mental health services.

*ACPS has developed a plan to implement Tier I trauma-informed practices and evidence-based SEL curricula. ACPS is using the VTSS framework and resources to put this structure in place throughout each building. All staff were trained in Trauma-Informed Practices and Social-Emotional Learning during the 2019-20 school year. Additional training will be provided during the 2020-21 school year to support ACPS staff, students, and community stakeholders. For more severe mental health needs, ACPS will have trained staff available by phone or in-person to any student, family, or staff member that requires assistance. Home visits will be made as needed with social distancing prioritized. Referrals to local mental health services will continue as normal, including accessing emergency services through the local Community Services Board and FAPT-funded services.*

### **3) Promoting Behaviors That Reduce Spread of COVID-19**

- a. Create an education/training plan for staff, students and families. Consider COVID-19 prevention education (hand washing, staying home if ill, etc.). Education should be part of staff and student orientations and to be sent to all parties before reopening schools. Does your training and communication to school community members include the promotion of the following?
  - a. Hand hygiene and respiratory etiquette,
  - b. Use of cloth face coverings,
  - c. Staying home when sick,
  - d. Encouraging physical distancing.

*Staff: ACPS has altered the operating calendar for the 2020-21 school year to allow for three weeks of professional development to prepare staff for the many changes related to operations and instruction. On their first day back to work, all staff will be trained on personal hygiene practices that prevent the spread of COVID-19, such as hand washing and covering coughs, and expectations for social distancing and mask usage. This training will be led by division level personnel and held virtually. During the next week of professional development, instructional staff will be provided with lesson plans for teaching the same practices to their students and support will be provided from the division level and from school-based medical staff. New policies and procedures, including updates to sick-leave policies, will be put into a guidance document and provided to teachers and staff. There will be school-level meetings to review this information and ensure all staff understand the changes and expectations.*

*Students: On the first morning of school, students will participate in age/grade-appropriate lessons designed to teach social distancing and proper hygiene. These lessons will continue until students have mastered these skills. Lesson plans, modeling and skill-practicing will be used to ensure that students understand and practice these preventative behaviors. Verbal wellness screenings will provide opportunities to counsel individuals on the importance of personal hygiene and specific techniques to stay safe. Throughout the first few weeks of school, teachers will continue to review routines and expectations regularly.*

*Families: As part of the ACPS communication plan, families will be provided with information regarding procedural changes and expectations through social media, the ACPS website, phone calls, emails, and/or USPS mail. This communication will occur prior to school opening and continue during the first few weeks of school. Signs posted on school entrances will remind families and visitors of these expectations.*

b. Maintain adequate supplies to promote healthy hygiene.

*Supervisor of Maintenance and Operations will maintain records of supplies. The supervisor will work with various vendors to ensure adequate quantities of cleaning and disinfecting products are in stock and available for use in division facilities. Schools will have access to EPA approved List N disinfectants.*

c. Provide signs and messaging to promote healthy hygiene.

*ACPS will provide age appropriate signage and material to all facilities to promote healthy hygiene. Materials will be posted in the entrances, hallways, classrooms, food service areas, restrooms, nurses office and other areas as deemed appropriate by the building principal or site supervisor.*

- d. Promote physical distancing. Explain how you will promote physical distancing, including the following:
- a. Modify layouts of classrooms, communal areas and buses to ensure social distancing is maintained.

*Classrooms will be arranged to ensure six feet of social distancing between students while maximizing available space and ensuring proper entry and egress routes utilizing the “diamond technique” of spacing.*

*The teacher desks will be a minimum of six feet from the student desks in all classrooms.*

*Staff members will be required to wear a face covering when they are not able to maintain social distancing of six feet when interacting with students, staff, or visitors.*

*In alignment with the Phase III guidance in the VDOE Recover, Redesign, and Restart document and Governor Northam's Phase III guidelines, ACPS will limit gatherings in individual areas to 250 people or 50% of the area's capacity while also maintaining six feet of social distancing. Communal areas will be monitored by staff when occupied by students or staff to ensure load capacities are not exceeded and individuals maintain six feet of social distancing.*

*Recess and PE will be limited to groups of 50 or less, while maintaining social distancing and minimizing the mixing of groups.*

*ACPS will maintain social distancing on buses and other transportation vehicles as operationally feasible. On buses, there will be one student assigned per seat, alternating between window and aisle seats. All students riding general education buses will be required to wear a mask. Students will load back to front and unload front to back to avoid contact. On vans, students will be assigned one per seat row. Students and transportation specialists will be required to wear face coverings, if no medical or other conditions prohibit their wearing a mask, while being transported in ACPS vehicles. ACPS is planning to hire additional transportation staff to monitor students on buses for compliance with health requirements and minimize student contact.*

*Bus passes will be approved on a case by case basis depending on the availability of seating on each bus. Bus passes will only be approved for buses that have the seating capacity to maintain social distancing.*

- b. *Develop strategies for food/dining services; these should be consistent with plans to optimize physical distancing.*

#### *Breakfast*

*Elementary: Students will report to class/café/mobile unit to get breakfast. Social distancing will be maintained while students are in the serving lines. Students will not use the keypad, the cashier will key in each student from the computer.*

*Secondary: Students will report to the cafeteria or mobile serving unit to get breakfast.*

*Social distancing will be maintained while students are in the serving lines. Students will not use the keypad, the cashier will key in each student from the computer.*

#### *Lunch*

*Elementary and Secondary: Students will report to the cafeteria by class room. Social distancing will be maintained while students are in the serving lines. Cashiers will key each student in for lunch by classroom roster, students will not use the keypad.*

- *Meal selection will be limited. All meals will be in compliance with USDA regulations.*
- *Meal service schedules will be altered to ensure compliance with CDC and VDH regulations*
- *Students will be assigned an area to eat to meet the 6 foot social distancing guidelines*

- *Breakfast/Lunch will be served in covered, disposable containers to take back to the designated eating area. For safe consumption, disposable individually wrapped plastic utensils will be provided for each meal*
- *Provide physical guides, such as tape on floors or seats and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.*
- *Cafeteria staff will be provided with personal safety equipment to meet guidelines established by the CDC and VDH*
- *Cafeteria staff will sanitize the serving line areas and kitchen with VDH approved cleaning solutions. Serving line areas will be sanitized before and after Breakfast and before and after Lunch.*
- *School and cafeteria staff will monitor flow of students to ensure social distancing*
- *Principals will work with CNP Supervisor/Manager on meal schedules*
- *Online prepayment of meals will be encouraged*

- c. *Limit size of gatherings consistent with Executive Orders and impose strict physical distancing place during gatherings.*

*In alignment with the Phase III guidance in the VDOE Recover, Redesign, and Restart document and Governor Northam's Phase III guidelines, ACPS will limit gatherings in individual areas to 250 people or 50% of the area's capacity while also maintaining six feet of social distancing. Communal areas will be monitored by staff when occupied by students or staff to ensure load capacities are not exceeded and individuals maintain six feet of social distancing. Signs will be posted stating that individuals who have had symptoms of COVID in the past two weeks should not enter.*

- d. *Follow relevant Virginia Phase Guidance[1] for Schools and [CDC guidance](#) for recreational sports for school-related sports and other recreational activities.*

### **Coach/Sponsor Requirement**

- *Coaches/Sponsors must provide a detailed Health Plan to their Principal/Designee outlining how they will meet the criteria as indicated in the ACPS Health Plan. The plan must follow guidance as set forth by the CDC and VDH before being allowed to start out of season conditioning.*
- *Scheduled use of the facility must be approved by the Principal or Athletic Director.*

### **Facilities**

- *Prior to the first day of school facilities will be available Monday-Thursday between the hours of 7am-2pm.*
- *Once students return to school facilities will be available Monday through Thursday after school hours.*

*Outdoor Activities - Includes Baseball, Softball, Stadium, Tennis Courts, Rear Parking Lot and Practice Fields*

- *Must maintain 10 ft of physical distance*
- *No shared equipment, items must be disinfected between uses/rotations*
- *No more than 50 people including participants and coaches/sponsors at any location*



- *Individuals should bring their own individual containers for hydration or use disposable cups*

*Indoor-Includes Gyms, Weight room, Auditorium, Band/Music, Wrestling room*

- *Must maintain 10 ft of physical distance*
- *No shared equipment, items must be disinfected between uses/rotations*
- *No more than 20 participants and coaches/sponsors at any location*
- *Individuals should bring their own individual containers for hydration or use disposable cups*
- *Band and music classes and extracurricular activities will be held outdoors with participants space 10 feet apart when possible.*

### **VHSL Physical Requirement**

*ACPS requires all students to have a valid VHSL physical form in order to participate in athletic conditioning and team athletic programs. The physical form must be dated after May 1, 2020 to be valid for the 2020-2021 school year.*

### **Daily Health Screening**

*All students and staff must complete the “Daily Employee Screening Form” before being allowed to participate in athletics or events. The screening will consist of the following:*

*Answer Yes or No since my last day in the building, Have I had any of the following:*

- *A new fever (100.4 or higher) or a sense of having a fever?*
- *A new cough that cannot be attributed to another health condition?*
- *New shortness of breath that cannot be attributed to another health condition?*
- *New chills that cannot be attributed to another health condition?*
- *A new sore throat that cannot be attributed to another health condition?*
- *New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?*

*If an individual answers YES to any of the screening questions before arriving, they should stay home and not enter the building. If an individual reports having COVID-19 symptoms upon arrival, the school will activate COVID-19 protocols.*

### **Outside Organizations**

*During Phase III the use of ACPS facilities by outside organizations must be approved by the building administrator*

### **Use of non ACPS facilities**

*During Phase III the scheduled use of a non ACPS facility by staff for out season or in season conditioning will be prohibited unless approved by the building principal.*

### **Cleaning and Sanitation**

*Cleaning supplies will be provided to staff to insure equipment is cleaned after each use.*

*Routine cleaning by custodians will be scheduled to occur each day for frequently touched surfaces and high volume areas.*

#### **4) Maintaining Healthy Environments and Operations**

- a. Plan for health monitoring of staff and students. Your plan should address the following: (1) Will health screenings of students or staff take place? (2) If so, when, where, and by whom?

*ACPS will provide a screening tool to parents, students, and staff for a home health assessment prior to staff and students reporting to school. The division will utilize the "Daily Employee Screening Form" from the VDH as a guideline for the staff screening questions. Staff and students, or student's parents where age appropriate, should assess themselves for symptoms of COVID-19 before reporting to school. Students will be asked to show documentation of passing the screening each day before getting on a school bus or entering the school. Students will also be verbally screened in their first period/homeroom upon arrival to school. The screening will consist of the following:*

*Answer Yes or No since my last day in the building, Have I had any of the following:*

- *A new fever (100.4 or higher) or a sense of having a fever?*
- *A new cough that cannot be attributed to another health condition?*
- *New shortness of breath that cannot be attributed to another health condition?*
- *New chills that cannot be attributed to another health condition?*
- *A new sore throat that cannot be attributed to another health condition?*
- *New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?*

*If an individual answers YES to any of the screening questions before arriving, they should stay home and not enter the building. If an individual reports having COVID-19 symptoms upon arrival, the school will activate COVID-19 protocols.*

*All staff, volunteers and visitors will be subjected to the same health screening each day. Should anyone answer YES to any of the screening questions, they will be refused entry to the school building. ACPS employees will document their daily screening on a form that is submitted to their supervisor monthly.*

- b. Hygiene Practices: Are you promoting the following hygiene practices? (Y/N)
  - a. Create cleaning and disinfection protocols that include frequently touched surfaces; transport vehicles; schedules for increased cleaning, routine cleaning, and disinfection; ensuring adequate cleaning supplies and correct use/storage.

*Frequently touched surfaces will be cleaned and sprayed with an approved EPA List N disinfectant. Food service areas will be sanitized utilizing solutions that are approved for use in those areas.*

- *Door handles, water fountains, sinks, toilet handles, etc. will be cleaned with a sanitizing solution on a regular basis.*
- *Areas that are frequently touched by students and non-cafeteria staff in food service areas will be sanitized between each rotation of students. Food will be pulled from the line and the area will be cleaned in accordance with VDH and USDA guidance.*

- *Transportation: the transportation department will sanitize student areas between each run and daily at the conclusion of the last run. Driver areas will be sanitized daily at the conclusion of the last run.*
- *Principals will develop cleaning schedules for routine cleaning as appropriate for their buildings. The routine cleaning schedule will be fluid and adjustable to meet the needs as circumstances change. Routine cleaning will include disinfecting frequently touched surfaces and high volume areas nightly.*
- *Building level custodians will notify their building administrators of necessary cleaning and sanitizing supplies. The school administrator will requisition supplies from the Supervisor of Maintenance and Operations.*
- *The Supervisor of Maintenance and Operations will ensure building level administrators, custodians, and transportation specialists are trained in the proper usage and storage of cleaning and sanitizing supplies.*

b. Provide additional hand sanitizer/handwashing stations.

*Hand Sanitizing stations will be located at entrances to the buildings, outside of restrooms, and food service locations. Each classroom, office and clinic will have hand sanitizer available and located in a visible and accessible location.*

c. Ensure adequate supplies to minimize sharing to the extent possible (e.g. dedicated student supplies, lab equipment, computers, etc).

*Computers and Electronics: All students in grades 3-12 will be assigned a chromebook that they can take with them to all classes and for use at home. In PK-grade 2, teachers will ensure that students do not share electronics or computers. All computers will be cleaned between uses. Calculators will be assigned to individual students and cleaned at the end of the class period they were used.*

*Supplies: All classrooms will be set up so that students have adequate supplies (writing utensils, art supplies, calculators, etc) assigned to them and there is no need for community supplies. Teachers will ensure that students do not share supplies.*

*Early-childhood: Toys, games and soft items that can not be cleaned will be removed from classrooms. Any manipulatives or toys that can be easily cleaned will be used by only one student at a time and cleaned between uses. When possible, additional manipulatives and other instructional items will be purchased so that each student will have their own assigned to them and stored with their supplies.*

*CTE: Students in CTE classes using tools will be required to wear gloves. 10 minutes will be scheduled at the end of each class period to sanitize all tools. Protective eye wear will be individually assigned and sanitized using UV boxes.*

*Sensory classrooms: Sensory rooms will be limited to students who require this accommodation as part of their IEP. Sensory equipment that can not be wiped clean will be removed from the classroom. All equipment will be sanitized in between uses. Should a student require an item that can not be wiped clean, such as a swing, then that item will be limited to that student's use.*

*Books: Books will continue to be made available to students in classrooms and libraries. Students will not be permitted to touch or browse books prior to selection or assignment. Reading will be done individually or, if done in a group, then each student will have their own copy of the book. Once students are finished with a book, it will need to sit for 24 hours prior to being touched by another student or staff member.*

- c. Have you ensured ventilation systems operate properly and increase circulation of outdoor air as much as possible?

*All ventilation systems in the schools have been renovated and are ASHRAE standards compliant for the mixing of outdoor air.*

- d. Have you ensured that water systems are safe to use after a prolonged facility shutdown? Please include water fountains as part of your considerations.

*Water systems in all facilities will be flushed prior to re-occupying the buildings.*

- e. Do your plans for gatherings, field trips, and volunteer restrictions align with the Executive Order in effect?

- *Student or employee occupied areas will maintain six feet social distancing, regardless of size.*
- *There will be no gatherings in excess of 250 people either indoors or outdoors and social distancing will be maintained. Indoor gatherings will be limited to fifty percent of the lowest occupancy load. Six feet social distancing will be considered in the set-up of any event or gathering.*
- *Field trips will be approved on an individual basis. All field trip destinations must be able to maintain social distancing. Transportation will be provided in compliance with the ACPS transportation guidance.*
- *Volunteers will be allowed on premises by appointment only. They will complete a health screening prior to being allowed in the building. Volunteers will need to maintain social distancing from all staff and students, or will be required to wear a face mask. Administrators reserve the right to deny entry to any volunteer who appears sick, does not comply with safety measures, or fails to comply with social distancing standards.*

- f. Have you trained back-up staff to ensure continuity of operations? Please consider both instructional and support positions.

*ACPS is broadly recruiting substitute employees to increase the availability of staff to ensure continuity of operations across departments. All current and newly hired substitutes will be provided with targeted professional development to ensure that they are prepared to seamlessly transition into their role as a substitute employee. Additionally, ACPS is including all Instructional Assistants in professional development activities planned for Teachers so that they may transition into those roles in a substitute capacity as necessary.*

*Each school building will have at least two lay responders who are trained in all duties and expectations of School Nurses to ensure there is a point person for COVID-19 related questions and tasks. These lay*

*responders will be able to contact division personnel and health department resources as needed to ensure compliance to all guidelines.*

**5) Protecting vulnerable individuals (e.g. 65+, underlying health conditions):**

- a. What policy options have you created to support those students and staff at higher risk for severe illness to limit their exposure risk (e.g. telework, modified job duties, virtual learning opportunities)?

*ACPS has conducted a survey of all employees to identify any individual who reports that they have circumstances that will impede their return to on-site work upon reopening.*

*The ACPS Human Resources Department will communicate with all individuals who respond affirmatively to determine the nature of their risk factors or barriers to return and provide accommodations, modifications, supports, and/or alternatives to on-site work as determined appropriate per their individual needs. (options will include: telework, modified job duties, and virtual instructional opportunities.*

*ACPS developed an Employee Return to Work Guidance document to provide guidance to all employees related to recommended health and safety precautions to take before and during work, expectations for health and safety while at work, to include appropriate use of PPE, and engagement with visitors and the public.*

*ACPS developed Employee Absence and Notification Requirements, to include a continuum of notification and action steps required related to a tiered list of identified health concerns.*

*ACPS will require employees to complete a health screening protocol before reporting to work each day. The results of the individual health screen will be reviewed and documented by the employee's immediate supervisor. The questionnaire is as follows:*

*Answer Yes or No since my last day in the building, Have I had any of the following:*

- *A new fever (100.4 or higher) or a sense of having a fever?*
- *A new cough that cannot be attributed to another health condition?*
- *New shortness of breath that cannot be attributed to another health condition?*
- *New chills that cannot be attributed to another health condition?*
- *A new sore throat that cannot be attributed to another health condition?*
- *New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?*

*If an individual answers YES to any of the screening questions before arriving, they should stay home and not enter the building. If an individual reports having COVID-19 symptoms upon arrival, the school will activate COVID-19 protocols.*

*Each ACPS employee will be provided with face masks and additional disposable masks will be available on site. Employees will be required to wear a face covering in all situations where social distancing can not be maintained. ACPS will be encouraging meetings to occur via telephone or online platform to minimize face to face contact with the public.*

*All secretary offices have been fitted with plexiglass partitions to protect those employees who come into contact with the public.*

- b. Describe flexible sick leave policies and practices that enable faculty, staff and students to stay home or self-isolate when they are sick or have been exposed.

*Employees: All ACPS employees will follow the health and safety protocol outlined in the Employee Return to Work Guidance document, to include protocol for identifying symptoms and risk of possible exposure. This document provides all employees with guidance to determine the need to stay home, self-isolate, and/or to communicate with their physicians to seek medical direction or assistance.*

*ACPS has provided information to all employees outlining additional sick leave benefits and extended FMLA benefits corresponding to the Families First Coronavirus Response Act. ACPS will provide additional information to further expand awareness and to educate employees regarding their rights associated with this Act.*

*Students: Parents are able to excuse their student's absences with a written note, per existing ACPS attendance policies. Current policy states that a maximum of 10 days can be excused by parent note, but for the duration of the COVID-19 guidelines, ACPS will allow parents to excuse absences in excess of ten when their child is exhibiting symptoms. Any parent or student who chooses not to attend school due potential risk for COVID-19 or anxiety related to COVID-19 will be able to receive their education in a virtual learning environment. Students who are placed on quarantine or home isolation by their health care provider or VDH will be able to immediately switch to the virtual learning option. In addition, School Nurses, School Health Assistants and Administrators can excuse student absences after a student has been sent home for 72 hours due to symptoms of COVID-19.*

- c. Describe your policies for return to class/work after COVID-19 illness.

*Employees who have tested positive and have had COVID-19 may return to work when they meet ALL of the following criteria and have coordinated their return to work with their immediate supervisor:*

- *You have had no fever for 72 hours (without the use of medicine that reduces fevers), and*
- *Other symptoms have improved for 72 hours without the use of medication (e.g., cough, shortness of breath), and*
- *It has been at least 10 days since symptoms first appeared.*
- *You received two negative tests in a row, 24 hours apart, OR Your healthcare provider has provided written confirmation that you may return to work.*

*Students who have tested positive and have had COVID-19 may return to school activities when they meet ALL of the following criteria:*

- *You have had no fever for 72 hours (without the use of medicine that reduces fevers), and*
- *Other symptoms have improved for 72 hours without the use of medication (e.g., cough, shortness of breath), and*
- *It has been at least 10 days since symptoms first appeared.*

- *You received two negative tests in a row, 24 hours apart, OR Your healthcare provider has provided written confirmation that you may return to school.*

*Any individual who was placed on self-isolation or quarantine by a health official will be allowed to return when advised by the health official or with a negative test.*

*Any individual who remained at home due to symptoms of COVID-19 but did not get tested will be allowed to return when they are symptom free for 72 hours.*

## **6) Preparing for When Someone Gets Sick**

Please describe how your plan addresses the following:

- a. Separate and isolate those who present with symptoms.

*Each building will have a dedicated space for students who report symptoms of COVID-19 that is separate from areas that may be used regularly. This area will not be used for any other purpose at any time and will be disinfected daily. Staff who assess or care for sick individuals will be provided with PPE that includes N-95 fitted masks, gown, face shield and gloves, and these employees will be trained in proper donning and doffing of PPE to prevent self-contamination. Only trained school nurses and designated lay responders will assess or care for sick individuals.*

- b. Facilitate safe transportation of those of who are sick to home or healthcare facility.

*Parents will be responsible for picking up sick children. Parents will provide school administration with several emergency contacts who can pick up the student if they are unavailable or who can reach the parent in the event of illness. Parents will need to update phone numbers and contact information should they change during the school year. If an individual experiences respiratory distress or medical symptoms that require acute care, emergency services will be notified for transportation to the hospital.*

- c. Implement cleansing and disinfection procedures of areas used by sick individuals.

*When an individual becomes sick or presents with symptoms of COVID-19, maintenance staff will be notified immediately. All areas that the individual has come in contact with will be disinfected using EPA-registered disinfectants applied by trained staff. ACPS has foggers available to disinfect entire rooms, sprayers to disinfect hallways or walls, and handheld cleaning products for smaller spaces. No one will be granted access to suspected spaces until proper disinfection has occurred. In addition, all common areas that the individual may have had contact with will be treated.*

- d. Develop a communications plan with local health department to initiate public health investigation, contact tracing and consultation on next steps.

*Epidemiologist Haley Evans will be the contact person at VDH Central Virginia Health District. The School Nurse or designee will make the initial contact, and if not present, the building Administrator will do so.*

*Student schedules will provide the necessary information for any contact tracing that is needed. Per Central Virginia Health District, all suspected cases of COVID-19 should contact their family physician by phone to determine next steps and testing. School staff will be able and willing to facilitate this contact should a parent/guardian need assistance or require referral to a local clinic.*

**7) Planning to close down if necessary, due to severe conditions.**

Please describe which if any conditions will trigger:

- a. A reduction in in-person classes
- b. A complete school closure

*ACPS will close a school once a confirmed case is identified for up to 72 hours to initiate a deep cleaning of the building. Should 10-15% of staff and/or students self-report COVID-19 symptoms on their Daily Screening Form, ACPS will close schools for 72 hours, or as long as recommended by VDH. In addition, this data will be reported to the Central Virginia Health District for ongoing consultation.*

- c. A complete division closure

*VDH  
Staff  
Students*

**8) Overnight boarding schools should consult *the Virginia Higher Education Reopening Guidelines* and [guidelines for Congregate Settings](#) for additional information and recommendations.**

*Not applicable*



## Appendix I:

### Daily Employee Health Screening

Prior to the start of a shift all employees must complete the employee screening survey. If you answer "YES" to any of the screening questions, do not report to work and contact your immediate supervisor.

Full Name (First and Last):

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Today's Date:

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#### Employee Symptom Check

Since your last day of work, have you experienced any of the following symptoms:

- A new fever (100.4°F or higher) or a sense of having a fever?
- A new cough that cannot be attributed to another health condition?
- New shortness of breath or difficulty breathing that cannot be attributed to another health condition?
- New chills that cannot be attributed to another health condition?
- A new sore throat that cannot be attributed to another health condition?
- New muscle aches (myalgia) that cannot be attributed to another health condition or specific activity (such as physical exercise)?
- A new loss of taste or smell?
- Contact with someone in the past 14 days with suspected or confirmed COVID-19?

Yes       No