



# **COVID-19 Advisory Committee Update**

**October 22, 2020**

**Every Learner. Every Day. Every One.**

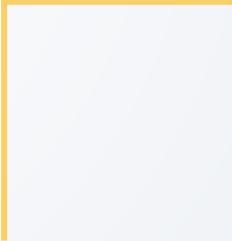
# Purpose of the Committee

1. Receive data regarding the current status of COVID-19 in Charlottesville City, the neighboring communities and current instructional model of the school division.
2. Receive and consider ongoing data and recommendations from CDC, VDH/TJHD.
3. Discuss potential options for an instructional model moving forward.
4. Provide recommendation to Superintendent regarding models.
5. Revisit the process until schools are open full-time.

# Review of Committee work thus far

- ❑ Meetings on September 16, September 23, and September 30 to review data and begin discussion
- ❑ After the September 30 meeting, three sub-committees (elementary, secondary, facilities) were tasked with reviewing data and preparing recommendations for the Superintendent
- ❑ Recommendations shared from sub-committees on October 14, 2020

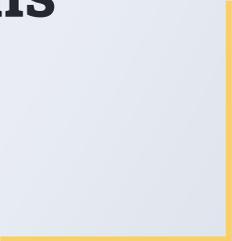
**Thank you!**



# **COVID 19 Committee**

---

## **Elementary Recommendations**



# Face-to-Face Learning Option

- ❑ We believe:
  - ❑ A four day model is optimal; we are concerned about the division's ability to staff this model.
  - ❑ A two day hybrid model would reduce face-to-face contact with a classroom teacher, but we recommend this over remaining fully virtual for the rest of the year. In the event hybrid is the only in-person model available, we recommend:
    - ❑ Speaking with a public health epidemiologist to determine best hybrid model.
    - ❑ In this model, it would be vital to ensure students from the same family are in the same cohort.
  - ❑ This recommendation is a *one size fits most* model. Individual programs - functional skills, other SPED programs and ELL may need to have a different return to school timeline and should be considered separately, especially if they need an accelerated timeline.

# Virtual Learning Option

- ❑ No matter which in-person learning model is selected, we must have equity between in-person and virtual learning:
  - ❑ How will virtual students be able to access whatever in-person learning looks like (specials, ISTEM, gifted, intervention)?
  - ❑ What do their class sizes look like relative to “normal” CCS class size?
  - ❑ We would like to see that students are kept with their home school as much as possible.
  - ❑ If this is not possible, we would like students cohorted in classes with other students from their building as much as possible and intentional measures taken to ensure students continue to feel connected to their home school.

# Cohort & Start Date Recommendation

- ❑ Elementary Cohort #1: Grades PK-1, 5 - Phased return week of January 11
- ❑ Elementary Cohort #2: Grades 2-4, 6 - Phased return week of January 19

## Considerations:

- ❑ We believe the youngest students would most benefit from the earliest return to in-person instruction.
- ❑ Fifth graders are new to Walker and should go back first to build community and become familiar with the building.

# Return to School Timeline Considerations

- ❑ January 4 - 8 would remain virtual in order to account for holiday travel. We suggest this week be largely asynchronous in order to give teachers paid time in order to get their classrooms ready. Teachers would hold synchronous morning meeting each day.
- ❑ Must be time for faculty and staff training - if teachers have Jan 4 -8 for repurposing their classrooms, this training could occur on Fridays in December.
- ❑ Schools would need to be ready by early December for this to work. When would the Y at Walker close?

# Additional considerations

- ❑ A plan must be in place to reduce the exposure of specials teachers.
- ❑ School division should do a PR push encouraging parents to get flu shots for their children as soon as possible.
- ❑ To start off on the right foot and keep schools open, school division should do a PR push around the rationale for waiting a week after the end of winter break.
- ❑ Look into tents at schools to feed more children at once.
- ❑ Consider the possibility to move students (voluntarily) to another school if the numbers at individual schools preclude a 4-day model.
- ❑ A plan should be in place to pivot as soon as possible back to virtual in the event that becomes necessary.
- ❑ When in doubt, err on the side of transparency.

# Reopening Requirements

- ❑ Teachers must be given a duty-free lunch at an appropriate midday time.
- ❑ Pre-K off-site locations must be held to the same standards as CCS-owned sites.
- ❑ A school board plan for teachers/admin to plan and get spaces ready/order inventory for re-opening.
- ❑ A plan for how sick days/quarantining will be handled when it comes to paid sick leave.
- ❑ A protocol for when schools need to close again must be fully fleshed out.
- ❑ Checklist - Every school must confirm they have everything they need.

# Survey Requirements

- ❑ Survey should be sent out, so that principals have preliminary data no later than November 16th. This will allow school staff time to follow-up with families who have not yet responded.
- ❑ It is vital that all voices are heard when surveying parents. If necessary, teachers can help, but this would require a corresponding decrease in PD or other district time so that this does not become a task teachers must complete on their own time.
- ❑ Survey start: A list of here's what to expect in terms of policies, procedures, and a day in the life. The first question would then be, "I have the read the policies (including symptoms, consequences, return-to-class policies, etc), procedures and a day in the life" before they get to any questions about their intent to send their children in person or remain virtual.

# Survey Requirements, Continued

- ❑ Parents should be advised (before or simultaneously with survey) that:
  - ❑ No matter what model is implemented, it is possible that their child's teacher may change
  - ❑ A hybrid model means two days of teacher-led instruction rather than four.
  - ❑ If we implement the hybrid model it is only because we cannot staff the four day model.
  - ❑ Their child will be in the same classroom all day except for recess.
  - ❑ Ability to offer intervention and enrichment for children as a whole will be greatly reduced, if not eliminated, as those specialists will become classroom teachers.
  - ❑ Specialists - Reading, math, gifted, and ISTEM would likely become classroom teachers.
  - ❑ In some cases, specials teachers - art, PE, music, library may become classroom teachers.
  - ❑ With the return of in-person learning, some community partners will be closing their spaces, especially if they are located within a school building.
  - ❑ CLASS will not be an option.
  - ❑ A day in the life would look like... What would it really look like for your child?
    - ❑ Class size, how much would they be on the computer, how much movement, what does lunch look like, recess, etc?

# CDC/VDH Metric Recommendations

- ❑ We agree with and endorse all CDC/VDH metric recommendations being made by the secondary committee, with these additions:
  - ❑ Have a plan for what triggers a school or division closure. If we are red for x # of days, then consult with TJHD to determine what the trigger is and whether or not school needs to close - but this should be a school division decision.
  - ❑ In the event of an exposure, we propose that the entire class automatically quarantine - flip to virtual learning for 2 weeks - after that exposure.
    - ❑ This would solve the problem of having to find substitute teachers. We believe two weeks of virtual learning is preferable to two weeks of struggling to find a substitute.
    - ❑ It would also solve some of the questions around sick time and how that would be used if a teacher is asked to quarantine.

# Committee Acknowledgements

- ❑ Not all students are thriving under the all-virtual model, including, but not limited to, the youngest learners and pre/early readers.
  - ❑ Students, families, and teachers are at increased stress.
  - ❑ Virtual learning cannot be facilitated by all families, including essential workers.
- ❑ Equity must be at the front and center of any and all decisions made.
- ❑ Earliest possible safe return to school would be preferred by those planning to attend in-person.
- ❑ Goal is to improve the learning experience for those not thriving under all-virtual model, and/or to provide greater support to families who would be aided by in-person model.
- ❑ Local COVID-19 metrics will be monitored in order to inform re-opening date as well as any potential need to shift back to all-virtual.
- ❑ Changing teachers mid-year is not ideal for any parent, child, or teacher, however in order to transition from all-virtual, these changes are unavoidable.
- ❑ Some students will choose to stay all-virtual, but % is unknown.
- ❑ At the current time, schools do not have the supplies or protocols that are needed to open safely.

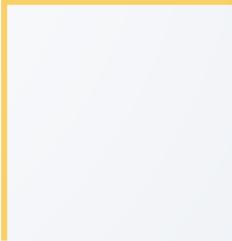
# Family Considerations: Summary of Main Points

4-day in-person model allows for more stability for families

- ❑ Supports families with working parents and/or those who need childcare
  - ❑ Caveat: CLASS will likely be unavailable due to spacing/staff issues and would require mixing cohorts (undoing many of the precautions established by cohorting students in classes)
- ❑ May not be possible, depending on number of students who opt for in-person model
  - ❑ Cannot exceed the safe # students in a given space; limited number of teachers; transportation logistics
  - ❑ May require families to partner in problem-solving (e.g., move to a different school with more openings, find alternate modes of transportation to leave bus transportation for those that rely on it)
- ❑ Physical spaces must be safe in order to re-open. Targeted date for re-opening is set based on that.
- ❑ The school day will look different for all students compared to past years, regardless of in-person or virtual option chosen (e.g., increased computer use similar to virtual learning is possible)
  - ❑ All students will be masked and in their cohort room for the entire day.
- ❑ Equity is a fundamental concern for learning and resources (including transportation)

# Family Considerations: Summary of Main Points

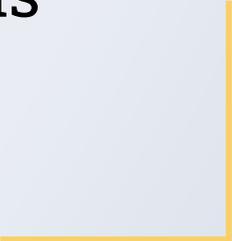
- ❑ Learning partners using CCS space will need to relocate/close to allow for preparation of spaces
  - ❑ Transition period where these spaces are unavailable to families (learning centers closed, but in-person school has not yet started)
- ❑ Symptom monitoring of all students, teachers, staff at least daily
- ❑ Mandatory masks over the nose and mouth at all times for all in-person students, teachers, staff except for lunch and snack time
- ❑ Children, teachers will be asked to quarantine (leave school) if they display symptoms (protocol to follow)
- ❑ Entire classes may be asked to shift to virtual if exposure to case is detected
- ❑ Survey will be sent asking each family to evaluate capacity to open under the 4-day model (Virtual or in-person? Absolutely need, want, or won't use bus transportation?)



# **COVID 19 Committee**

---

## Secondary Recommendations



# Face to Face Learning Option

Hybrid - 2 days a week: only option due to classroom and scheduling restrictions

Concerns for Parents (should be included in return to F2F survey)

- ❑ Shift to hybrid plan changes live instruction, either in building or virtual, as students will attend each class one day per week, rather than two days. All other instructional days will be asynchronous (self-paced) learning
- ❑ Virtual only students will see an increase in screen time as they log in simultaneously with F2F classes
- ❑ If student opts for virtual learning, they cannot change to F2F for the remainder of the year
- ❑ Students who cannot or refuse to wear a mask must remain virtual

# Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning classes (CHS only)				
Strive/BKT*	Strive/BKT	Strive/BKT	Strive/BKT	Teacher Meetings / PL / Building Sanitation
1st - A group	1st - B group	2nd - A group	2nd - B group	
3rd - A group	3rd - B group	4th - A group	4th - B group	
5th - A group	5th - B group	5th - A group	5th - B group	
7th - A group	7th - B group	6th - A group	6th - B group	

# Cohort Recommendation

Cohort 3: Buford, LMA, CHS and PG program

Reasons:

- ❑ Similar schedules between Buford, CHS, and PG
- ❑ Buford and CHS have semester classes

Considerations:

- ❑ When possible, keep students from one family across CCS schools in the same A/B groups
- ❑ Cohort 3 group scheduling supercede Cohort 2 and 1
- ❑ A/B groups cannot be altered

# Phasing Recommendation

Begin hybrid F2F learning: Feb. 1 (beginning of 3rd quarter)

Student Orientations:

- ❑ Back to school events to tour the building and only open to those 7th, 9th and new students opting for F2F instruction
- ❑ Jan. 8 (Group A), Jan. 15 (Group B), Jan. 22 (Makeup)
- ❑ Bus transportation offered

# CDC/VDH Metrics Recommendation

Suggestions for returning to the building and maintaining mitigation standards

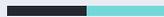
- Independent air quality testing in all buildings/classrooms
- Sanitation training for all teachers/staff
- Specific safety guidelines for close contact (ie - medical emergencies, fights)
- If student opts for virtual learning, they cannot change to F2F unless space is available
- Absolutely no exceptions to mask rule : no mask = virtual option

# CDC/VDH Metrics Recommendation

- ❑ Implement all 5 mitigation strategies
  - ❑ Consistent and correct use of mask
  - ❑ Social distancing to the largest extent possible
  - ❑ Hand hygiene and respiratory etiquette
  - ❑ Cleaning and disinfection
  - ❑ Contact tracing in collaboration with local health department
- ❑ Monitor percent positivity rate and cases per 100K for persistent/rapid rise
- ❑ Use of health monitoring app by students and staff (daily)
- ❑ Create CCS COVID dashboard
- ❑ Maintain at least 90% contact tracing capacity within the health district
- ❑ Follow BRHD recommendations for closing schools due to an outbreak

# First Steps

- ❑ Offer BRHD presentation on metrics and data to all CCS teachers/staff
- ❑ Survey teachers to determine F2F vs Hybrid availability
- ❑ Time allocated for teacher planning to adjust to hybrid during contract hours
- ❑ Send detailed parent survey to include proposed schedules and mitigation rules
- ❑ Explore use of Curry School students as in-person aides for teachers teaching virtually (to help reduce student/teacher disruption)
- ❑ Investigate the use of internet hubs throughout the city to increase equitable access to virtual learning for all students



# Facilities & Mitigation

Subcommittee Report to the School Board

10/22/2020

# Outline

---

Proposed Mitigation Strategies Overview and  
Feedback

Waste Water Testing

Additional Recommended Mitigation Measures

Summary

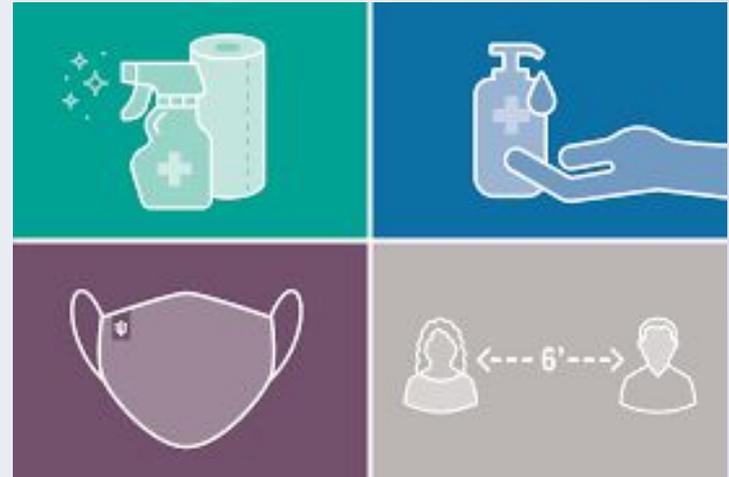
---

# **Proposed Facilities/Mitigation Strategies Overview and Feedback**

# Supply Information

Charlottesville City Schools currently has and is working to maintain a supply of PPE available to schools.

- ❑ Masks
- ❑ Face Shields
- ❑ Hand Sanitizer
- ❑ Gloves
- ❑ Temperature Scanning Equipment
- ❑ Signage
- ❑ Disinfection Equipment & Supplies



# Supply Feedback from Subcommittee

- ❑ Concern about continued availability of N95s and who would receive them.
  - ❑ Nurses have been fitted but all have not received them due to availability. Will only be available for nurses, SPED staff in close contact with students, and custodians.
- ❑ Concern about gown availability.
  - ❑ Nursing staff has estimated 130 gowns a day (K-12) for nurses, custodial staff, etc. 500 gowns on the supply list would not be enough.
- ❑ Communicate what supplies are already in buildings and what supplies are available to be used.
  - ❑ Streamline the process of how teachers/staff get these materials.

# Supply Feedback from Subcommittee

- ❑ Ensure that students/staff have access to new/clean masks.  
Would the division be able to provide masks on a daily basis?  
What other supplies are available to be handed out on a daily basis?
- ❑ How long will the availability of face shields last?
  - ❑ Face shields are to be used in addition to masks.
- ❑ Increase supply of plexiglass dividers. Multiple dividers should be available to all schools so staff members do not need to share.

# Procedures & Protocols

Charlottesville City Schools is currently developing standard division-wide protocols for schools to follow. Additional protocols will be tailored, in some cases, by building and grade levels.



- Spaced & Assigned Seating
- Daily Custodial Plans
- Additional Disinfection Protocol
- Health Screening
- Contact Tracing
- Clear Protocol for Non-Compliant Behaviors

# Procedures and Protocols Feedback from Subcommittee

- ❑ Protocols need to be made available to staff/public/families before the opening of schools. May affect families decisions about whether or not to return.
  - ❑ Document for families to sign/agree to the protocols.
- ❑ Specific health screening document for families/students to sign.
- ❑ Establish Clear Indicators for When Schools Should Return to a Virtual Setting
  - ❑ Possible Use of Waste Water Testing
- ❑ All documents must be translated in multiple languages.
- ❑ Add a UVA team member to committee that will work through needed procedures/protocols.

# Procedures and Protocols Feedback from Subcommittee

## ❑ Protocols to Consider Creating:

- ❑ Non-Compliant Behaviors
- ❑ Guidelines for Physical Interventions
- ❑ Physical Space Guidelines
- ❑ Attendance Policies for Staff and Students
- ❑ Protocol for Closing a Classroom (Threshold/Number of Positive Cases)
- ❑ Qualifications for a Potential Exposure/Required Quarantine
- ❑ Protocols for Students with IEPs/504s that Meet Guidelines
- ❑ Guidelines on Family Expectations for Picking Up Students from School
- ❑ Guidelines for Behaviors Outside of School in order to Keep Schools Open (Staff/Students)
- ❑ Requirements for When to/Not to Send Students to School
- ❑ CDC/Department of Health Report
- ❑ Visitor/Vendor Protocol
- ❑ Individual Classroom Bathroom Protocol



# Air Handling

Filtration

Ventilation

Sanitization / Disinfection



- ❑ Upgraded Filters in Existing Equipment
- ❑ Increased Outdoor Air (OA) in Relation to Building Occupancy
- ❑ Add Air Sanitation/Disinfection Measures:
  - ❑ UV-C Light
  - ❑ Bipolar Ionization
  - ❑ Portable HEPA Filtration

# Air Handling Feedback from Subcommittee

- ❑ More detailed list of what projects have and have not been completed at each school. Some form of “School Report Card”. Include estimated project completion dates.
- ❑ Concern about timeline of MERV filter updates and when these projects will be deemed complete.
  - ❑ We would not recommend opening a building if the project was not completed.
- ❑ Continue project with UV-C light.

# Air Handling Feedback from Subcommittee

- ❑ Cost-benefit of some of these measures.
- ❑ Tests to make sure all areas of the building meet standards of occupancy with air filtration.
- ❑ Availability of portable HEPA filter machines for rooms that need extra filtering.
- ❑ Visible inspection stickers/signs placed on HVAC filters so that staff know when their filter was last changed/maintained.
- ❑ CO2 monitors to periodically test air exchange/air flow to ensure HVAC upgrades are working.
  - ❑ Protocol for staff to request a CO2 monitor to check their room.

---

# **Waste Water Testing**



# Waste Water Testing Recommendations

More research and conversations need to occur around information collected through waste water testing and its benefits to the school system.

- ❑ Building testing could potentially identify positive students.
- ❑ Wider testing in the city could identify neighborhoods that are seeing increases in cases.
- ❑ This information could be used to target/increase community testing availability.
- ❑ Continue partnerships with UVA, City, and TJ/Blue Ridge Health Department.
- ❑ Possibly use this data to help us determine if/when schools should return to virtual learning.
- ❑ Viable for long-term planning.

---

# **Additional Recommended Mitigation Measures**

# Additional Measures

- ❑ Clear Communications Regarding Essential People in the Building
- ❑ Possible 2-week Virtual Learning after Longer Breaks
  - ❑ Dependent on the Instructional Model Chosen
- ❑ Plan for Substitutes for Nurses
- ❑ Amplification Systems for Teachers/Staff (Current Focus of Division)
- ❑ Individual Student Desks (Current Focus of Division)
- ❑ **Time for Teachers to Transition from Virtual to Face-to-Face Learning**

# Summary

Detailed procedures and protocols need to be developed before returning to face-to-face instruction. These need to be communicated clearly with families before they make their decision about whether or not they will return to face-to-face instruction.

Recommend that the division takes into consideration the date of when essential mitigation supplies are available/installed to guide their decision on an appropriate return to school date.

Case management, contact tracing, and communication with the health department is critical in the decision making process.

If the health department deems there is an outbreak connected to a school or a sufficient amount of additional cases in a school, we would recommend that there needs to be serious consideration to close a specific school.

---

**It is critical that teachers are given time to transition from virtual learning to face-to-face instruction. Teachers must learn new procedures/protocols, prepare classrooms appropriately, plan for adjusted instruction, while also teaching virtually.**

# Next Steps

- ❑ Continue to gather information needed for the proposed plans.
- ❑ Provide an update for the Board at the next School Board meeting.
- ❑ Once a plan is approved, an intent form and additional information will be shared with families to determine the number of families who will return to face-to-face instruction or select virtual learning for the remainder of the school year.
- ❑ Classrooms and other instructional spaces will be set up based on physical distancing guidelines from the CDC.
- ❑ Class assignments, teaching assignments, transportation, etc. will be reviewed and revised as needed to meet the needs for the options selected by families.
- ❑ Mitigation procedures will continue to be implemented.
- ❑ Continue with professional learning for teachers and other employees.
- ❑ Maintain close communication with families and staff regarding plans and mitigation status.
- ❑ Welcome our students back to our classrooms!!