



GREETINGS FROM Dr. James Lane

VIRGINIA SUPERINTENDENT OF PUBLIC INSTRUCTION

Virginia Association of Federal Education Program Administrators
October 20, 2020



**WE ARE HERE TO MAXIMIZE EVERY STUDENT'S POTENTIAL
THROUGH DEEPER LEARNING.**

OUR STUDENTS NEED US.



A PHASED APPROACH TOWARD RETURNING TO LEARNING

an Agency of the Commonwealth of Virginia

VIRGINIA DEPARTMENT OF EDUCATION

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RECOVER, REDESIGN, RESTART 2020

A Comprehensive Plan that Moves Virginia Learners and Educators Forward

RECOVER, REDESIGN, RESTART 2020 (RRR) is a guiding document for Virginia school divisions developed in response to the COVID-19 pandemic and in preparation for schools reopening. It addresses all facets of school operations, embedded into the recommendations for school leaders within the reopening framework set forth by our Governor. Hurdles to Recovery Task Force, the Accreditation Task Force and the Continuity of Learning (CAL) Task Force. The guidance provided is designed to assist school divisions in developing successful reopening plans.

Refer to [School Reopening Frequently Asked Questions](#) for the Virginia Department of Education's related guidance, which is aligned with the interim CDC guidance for schools and serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19.

Watch the video to learn more about the guidance document, guidance combines the recommendations of four advisory committees convened by the Virginia Department of Education.

Centering Equity

Equitable access to technology, learning supports and resources will disproportionately impact many students, especially those who have historically been marginalized. Our commitment to our public education is and providing an equitable year for the reopening of schools, equity must be foundational to the development of a return to school plan.

The **Centering Equity** (CE) section provides guidance for division and school leaders to facilitate planning that centers equity:

- **Ensuring Equity (EE)** - highlights critical issues to address throughout the development of reopening plans
- **Equity Strategies (ES)** - includes recommendations for consideration to ensure stakeholders and their needs are met in the planning process
- **Equity Toolkit (ET)** - provides a decision guide that facilitates centering equity in return to school plans

Phased Reopening of Virginia's Schools

Virginia has announced a phased reopening of K-12 schools, which gradually permits in-person instruction to resume while prioritizing the health and safety of students and school staff. In order to minimize the disparate impacts the reopening have had on students, this approach recognizes the needs of students who have been in person instruction is most beneficial and for for in person instruction is most beneficial to the classroom as soon as it is safe and practical.

The **Phased Reopening of Virginia's Schools** (PR) section provides key resources for decision makers as local plans for reopening are developed including:

- [The Return to School, Recovery Task Force Report \(RTR\)](#)
- [Return to Schools Advisory Panel Report \(RTR-AP\)](#)
- [Phase Guidance for Virginia Schools \(PG\)](#)
- [Summary of Virginia's Phased Return to School Plan \(VPR\)](#)

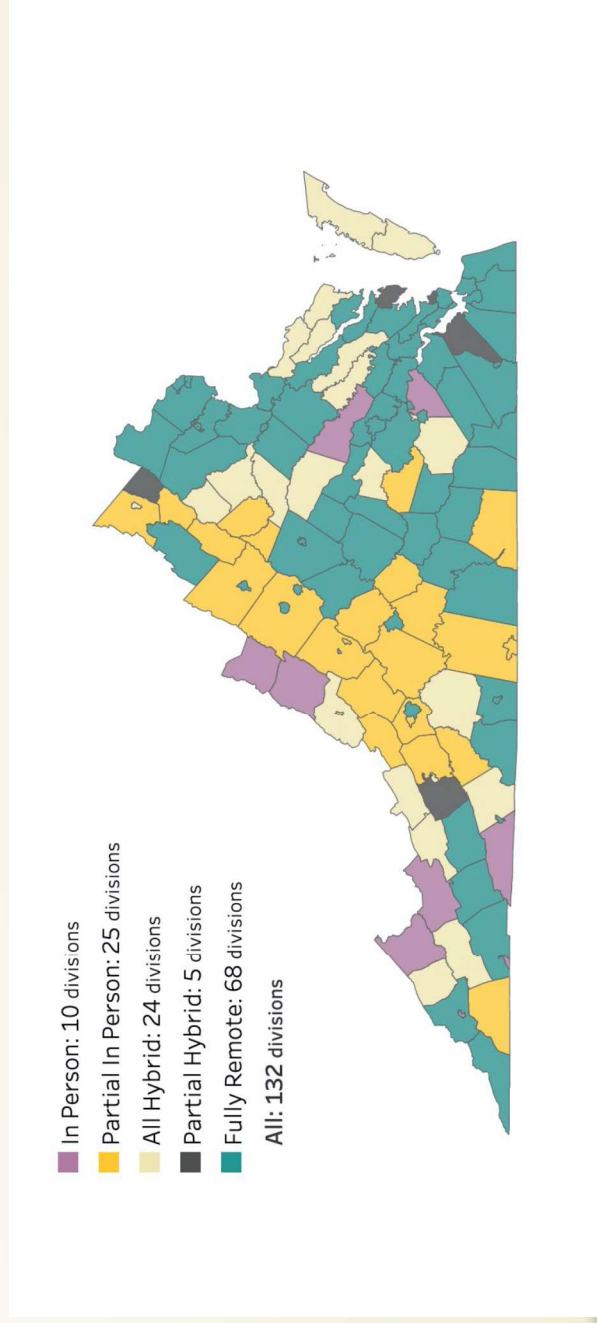
Phased Reopening

Student & Staff Supports

Ensuring the health and safety of students and staff is a top priority for the state.



A PHASED APPROACH TOWARD RETURNING TO LEARNING



http://www.doe.virginia.gov/support/health_medical/office/reopen-status.shtml



REOPENING VIRGINIA'S SCHOOLS

9.28.2020

Throughout the 2020-2021 school year, Virginia divisions will be monitoring local public health conditions and evaluating instructional options reflective of those conditions. In September 2020, the CDC issued guidance on Indicators for Dynamic School Decision-Making, which the Virginia Department of Health (VDH) has incorporated into its new public-facing pandemic dashboard. It is important to note that in addition to public health metrics, the CDC emphasizes that transmission risk in any given school is also dependent on the successful implementation of school and community mitigation strategies. The VDH recommends this CDC model be used by Divisions to assess transmission risks and inform decisions about school operations and necessary mitigation strategies.

The CDC Indicators have been aligned to the Phase Guidance for Virginia Schools previously issued. Below is a summary of how these pieces of state and federal guidance on school reopening plans should be considered by local school leaders.



GUIDANCE FOR SCHOOLS

LOWEST OR LOWER RISK

Schools may consider Phase III Recommendations



In schools with lower risk of transmission, all students may be given the opportunity for in-person instruction with mitigation and physical distancing measures in place. Facilities and staffing limitations may necessitate hybrid schedules.



A fully remote learning option should be available for all students and staff.

MODERATE OR HIGH RISK

Schools may consider Phase II Recommendations



In schools with moderate or higher risk of transmission, specific learners should be prioritized for limited in-person instruction, including willing students with disabilities, english learners, and PreK - 3rd grade students.



All other students should be served remotely. Fully remote option should be available to all.

HIGHEST RISK

Schools may consider Phase I Recommendations



In schools with high risk of transmission, in-person instruction should be limited to students with disabilities, as deemed appropriate by parents and IEP teams.



All other students should be served remotely. Divisions may consider a fully remote option.



Plans should be in place to phase back to in-person instruction.

VIRGINIA DEPARTMENT OF HEALTH



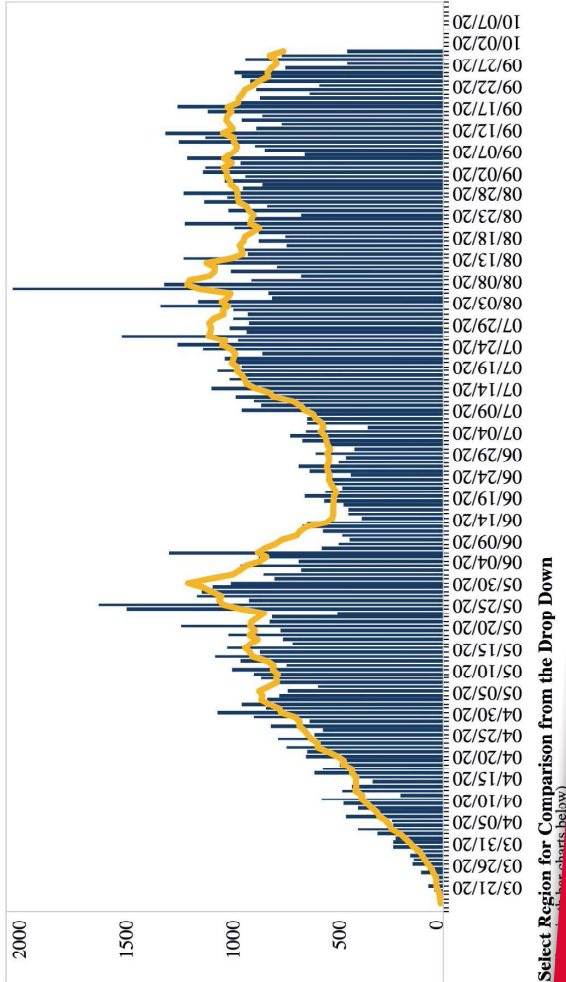
Case Measure

Dashboard Updated: 10/1/2020, Data entered by 5:00 PM the prior day.

Total Cases by Date Reported - Virginia

Number of new cases YDH reported by day.

■ Reported Cases
■ 7-day Moving Average



Select Region for Comparison from the Drop Down

COVID-19 Pandemic Metrics

Last Updated: 10/1/2020



Select a **region** to filter the **Burden**, **Time Series**, and **Trend** visualizations below.
 Select a **date** to filter the **Burden** and **Trend** visualizations below.
 Select a **statistic** to filter the **Time Series** visualizations below.

Select Region: **Central** | Select Date: **10/1/2020** | Select Statistic: **Burden**

REGION METRICS

Individual metrics represent trusted data sources. VDH uses an established method to determine the current burden and trend for each metric. These data are then compared to thresholds to calculate an indicator value of 0, 1, or 2

The color of the circles below indicates the indicator value for the burden or trend of that individual metric.



Individual Metrics Burden and Trend, 10/1/2020

BURDEN

What is the daily case incidence rate per 100,000?
 Moderate Threshold = 5.0
 High Threshold = 10.0

8.1



Cases have been decreasing for **18** days. This exceeds the threshold of 14 days, so cases are considered to be decreasing.

CASES

What is the daily PCR percent positivity?
 High Threshold = 10%



Percent positivity has been decreasing for **21** days. This exceeds the threshold of 14 days, so percent positivity is considered to be decreasing.

percent
High Threshold = 10%

4.1%

% POSITIVITY

What is the rate of outbreaks per 100,000?
Moderate Threshold = 0.04
High Threshold = 0.06

0.11

OUTBREAKS

What percent of cases are among healthcare workers?
High Threshold = 5%

6.6%

HC WORKERS

What is the visit rate per 100,000?
Moderate Threshold = 4.0
High Threshold = 6.0

8.6

ED VISITS

What is the rate of current confirmed COVID ICU hospitalizations per 100,000?
High Threshold = 3.5

2.8

ICU HOSPITALIZATIONS



Outbreaks have been increasing for 9 days. This does not exceed the threshold of 14 days, so outbreaks are considered to be fluctuating.



The percent of cases among HCWs has been increasing for 9 days. This exceeds the threshold of 7 days, so the percent of cases among HCWs is considered to be increasing.



ED visits for CLI have been decreasing for 21 days. This exceeds the threshold of 14 days, so the number of ED visits for CLI is considered to be decreasing.

ICU hospitalizations have been decreasing for 26 days. This exceeds the threshold of 14 days, so the number of ICU hospitalizations is considered to be decreasing.

The percent of occupied beds has been increasing for 14 days. This exceeds



COVID-19 Pandemic Metrics



Select a **locality** to filter the Core Indicators and the Secondary Indicators.
Select a **date** to filter the Core Indicators, the Secondary Indicators, and the Map of School Indicators visualizations below.

Last Updated: 10/1/2020

Select Locality
Chesterfield

CDC K-12 SCHOOL METRICS

10/1/2020

Select Date

The Centers for Disease Control and Prevention (CDC) have published a set of *Indicators for Dynamic School Decision-Making*. These indicators and transmission of COVID-19 in schools. Local decision makers can consider these indicators to help guide decisions related to school programming. The first two "core" indicators of disease transmission are intended to be combined with the third core indicator - a school's self-assessed measure of their ability to implement five key mitigation strategies (masks, social distancing, hand hygiene/respiratory etiquette, cleaning/disinfection, and contact tracing in collaboration with local health departments).

In order to make this CDC framework useful for school districts, VDH has compiled and provided these indicators below.

For more information on the CDC framework and to view the thresholds for each indicator, please visit <https://www.cdc.gov/coronavirus/2019-ncov/c...>

Core Indicators, Chesterfield, 10/1/2020

Risk of Transmission in Schools

Lowest Risk

Lower Risk

Moderate Risk

Higher Risk

Highest Risk



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visit <https://www.cdc.gov/coronavirus/2019-ncov/c...> to view the thresholds for

Core Indicators, Chesterfield, 10/1/2020

Highest Risk

Total number of new cases per 100,000 persons within the last 14 days*



Percentage of RT-PCR tests that are positive during the last 14 days**



Ability of the school to implement five key mitigation strategies

VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Chesterfield or Central Region, 10/1/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

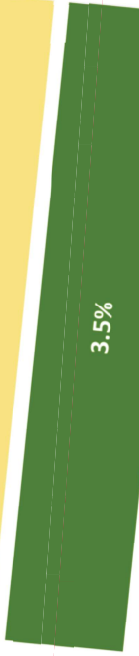
Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†



Percentage of hospital inpatient beds in the region that are occupied‡



Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡



Existence of localized cases

Existence of localized community/public setting COVID-19 outbreaks

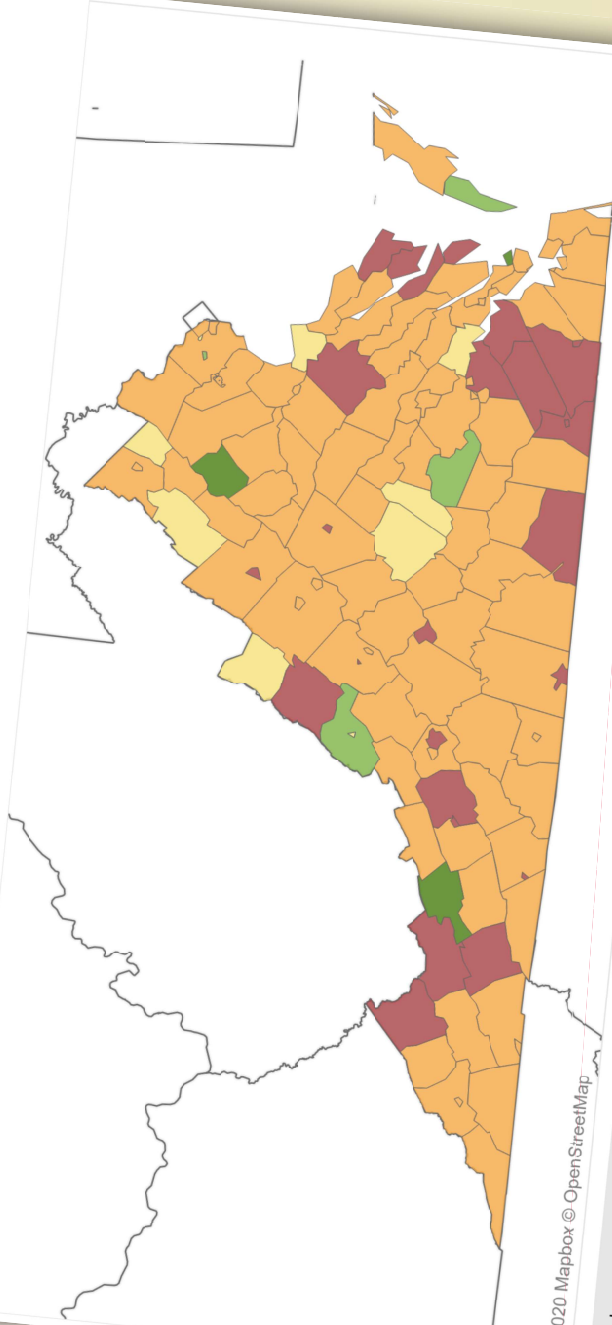
3.5%

Please refer to the *Daily Region Metrics* dashboard for information on outbreaks.

Map of School Indicators, 10/1/2020

Select an **indicator** to filter the Map of School Indicators.

Select Indicator
14-day Case Incidence



© 2020 Mapbox © OpenStreetMap

* Total number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of cases in the last 14 days, dividing by the population of that locality, and multiplying by 100,000.

**Innovation is critical in addressing
all of today's challenges in education.**



One of our challenges is equity.

CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

Continuous Reflection

- Data Driven Decision Making - Culturally relevant data guides decision making.
- An Equity Dashboard for details published on the website.
- Accountability Metrics
- Examine Implicit Biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

Compassionate Student & Family Engagement

- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

Culturally Responsive

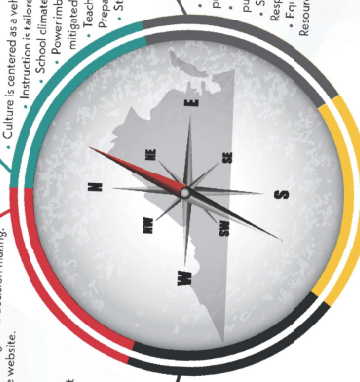
- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for ALL students.

Courageous Leadership

- Anti Racial & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility or Equity Primary goals in Strategic Planning are explicitly stated
- Resource Allocation advances equity goals.

Curriculum Reframing

- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice



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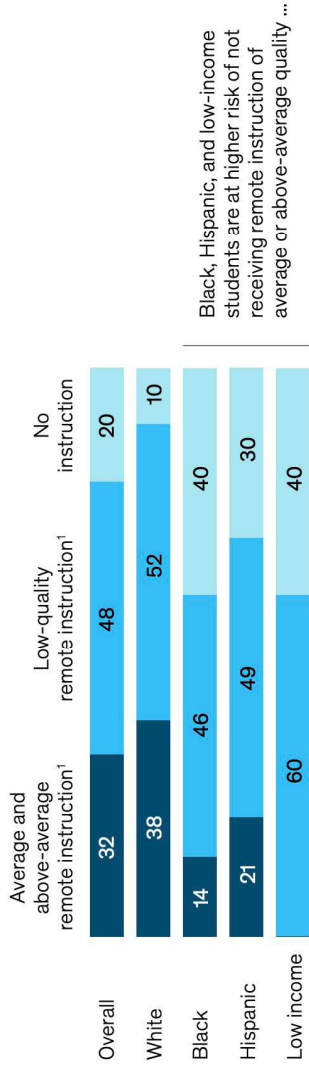




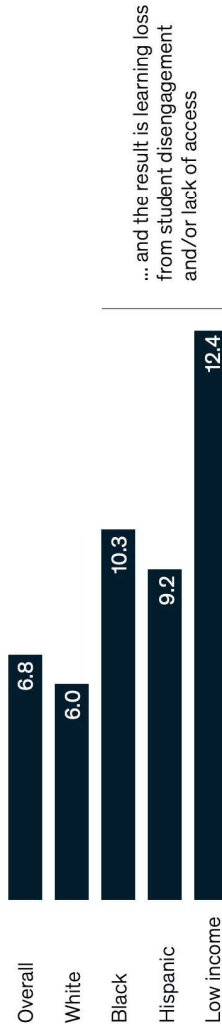
Exhibit 3

Learning loss will probably be greater for low-income, black, and Hispanic students.

Quality level of remote instruction, % of K–12 students

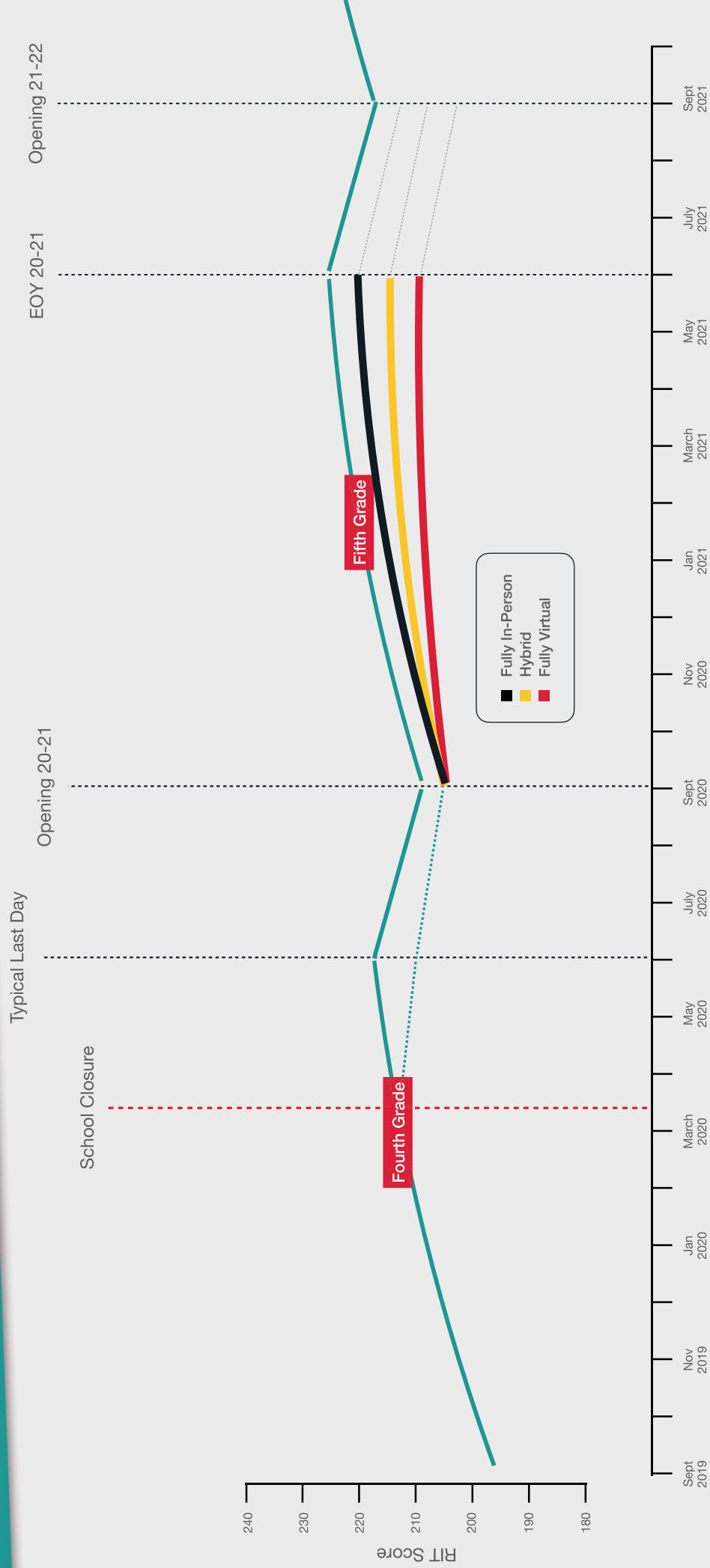


Average months of learning lost in scenario 2 compared with typical in-classroom learning²



¹Estimates based on income quintiles, with assumption that top 2 income quintiles receive high-quality instruction.
²Includes 0.05 standard deviation reduction for black, Hispanic, and low-income students to account for recession impacts (~1 month of additional lost learning).
 Source: US Census 2018

Reframing the compounding effect on student growth



Compounded learning loss is an equity issue.

Providing the support that's required when it's needed to those who need it.



New Equity Audit Kit



CURRICULUM REFRAMING

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse perspectives.

- Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious, and gender groups?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans)
 - Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans)
 - Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans)
 - Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans)
 - Please list on next page.
 - Other, please specify on next page.
 - In the last 12 months, have we evaluated our curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans)
 - Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans)
 - Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans)
 - Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans)
 - Please list on next page.
 - Other, please specify on next page.
 - In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender-bias?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):
 - Preschool / Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans)
 - Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans)
 - Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans)
 - Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subject (specific grade spans)
 - Please list on next page.
 - Other, please specify on next page
 - In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans)
 - Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans)
 - Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans)
 - Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans)
 - Please list on next page.
 - Other, please specify on next page.



PANDEMIC FINANCIAL RELIEF

- CARES Act - \$238.6M - 90% passed onto school divisions
- \$5 million for grants to school divisions and private programs and providers for compensatory services and to support class-size reductions for students with disabilities to maintain social distancing in classrooms.
- \$5 million for grants to school divisions for summer academies to make up instruction lost during 2019-2020 and help students transition to 2020-2021. Funds will support remote and phased in-person instruction, including early childhood services to prepare students for kindergarten.
- \$3 million for upgrades to schools to implement public health best practices upon schools reopening, including hot water access, protective screens in reception areas, and personal protective equipment for staff.
- \$2 million in grants to school divisions for cleaning supplies and other materials and equipment for use in schools and buses to support safe environments consistent with public health best practices.
- \$1 million in grants to school divisions for intensive mental health services and supports for students returning to school and in need of services due to on-going impacts of the pandemic.
- \$1 million to support expansion of instructional content and assessments in Virtual Virginia and GoOpenVA for student and family access during the closure and phased reopening of schools.
- \$1 million to support remote and virtual learning by providing individual and regional grants to school divisions for teachers to create content and curriculum for GoOpenVA, Virtual Virginia and local learning-management systems.
- \$917,000 to support locally delivered fall diagnostic assessments to identify students' instructional needs and learning gaps, including alignment and linking studies.
- \$750,000 to support a state-coordinated, evidence-based assessment of student social-emotional learning in fall 2020 upon reopening of schools to screen for student needs and support transition back to the classroom.
- \$500,000 for regional grants to school divisions and grants to higher education institutions to contract with professional development providers to support teacher and staff needs for providing online instruction and remote support services and address students' social-emotional learning needs.
- \$500,000 to cover unreimbursed costs of school divisions that provided emergency child care for essential personnel.
- \$500,000 to develop guidance and provide technical assistance to divisions or regions on the safe reopening and operation of schools and implementation of public health best practices.
- \$400,000 to automate routing and approval processes at the Virginia Department of Education and at the division level to ensure continuity of operations in the remote work environment.
- \$300,000 to support state-coordinated family engagement and family literacy activities during the closure and phased reopening of schools to strengthen the remote-learning environment and support the transition of students back to the classroom.
- \$200,000 to support agreements with public media stations to continue the development of grade-level and course content for VA TV Classroom during the closure and during the reopening process.
- \$200,000 to support the development of actionable local and regional plans to ensure every student has internet access at home and maximize state and federal funding for this purpose.
- \$200,000 to support teacher technology training to increase teachers' effectiveness in the use of remote and virtual learning instructional strategies and techniques.
- \$150,000 to support jointly operated regional high schools with full-time students (these full-time students (these full-time programs do not receive specific allocations from ESSER or other CARES Act funds to cover costs related to the pandemic).
- \$50,000 to support pandemic-related communications in multiple languages to ensure all stakeholders and communities receive effective and timely information on pandemic-related school issues.
- \$1.193 million to cover administrative costs, including programmatic and fiscal staffing and grants and contracts supporting the administration of the grant.

PANDEMIC FINANCIAL RELIEF

- Federal Coronavirus Relief Funds- \$220.8M - Distributed by ADM @\$175/pupil
- For purchases through December 30, 2020.
- **Testing Supplies** - expenses related to COVID-19 testing kits/testing costs for staff and students.
- **Personal Protective Equipment (PPE)** - general PPE supplies and equipment for staff and students for use in safely returning to and attending school for in-person instruction.
- **Facility Cleaning and Sanitization** - expenses for supplies and equipment needed to clean and sanitize public school facilities, particularly those used for instruction. Includes signage for buildings and grounds providing safety directions.
- **Technology to Support Distance Learning** - includes one-time upgrades to division networks to improve virtual instruction delivery; additional student and staff devices needed to fully implement virtual instruction in the remote environment; refresh/replacement of student/staff computer devices near end of life or damaged to enable effective virtual instruction delivery; purchase of digital instructional content used in virtual instruction; and additional hotspot or MIFI devices enabling internet access for remote instruction.
- **Staffing** - supplemental staffing costs (salaries, wage, benefits) for staff with duties related to COVID-19 response/mitigation for a temporary period, including hazard pay or overtime, or to avoid layoffs or furloughs of staff with duties related to COVID-19 preparation/response/mitigation (e.g., extra teachers or instructional aides needed to maintain social distancing; additional substitute teachers needed to support virtual classes and/or teacher absences, as well as substitutes for absences of support personnel); aides that monitor students during the day; teachers providing virtual instruction due to the pandemic; health services staff addressing COVID-related health needs; extra custodial, bus drivers, school nutrition staff, or other staff on temporary assignment for COVID-related duties). (Note: general, across-the-board, one-time employee bonuses are not an allowable use of CRF. See Question #29 in the U.S. Treasury FAQ guidance document.)
- **Capital Facility Upgrades** - includes school building HVAC cleaning, upgrades, and purchases related to COVID-19 mitigation; installation of plexiglass barriers, wall dividers, hot water service, and other building upgrades such as isolation areas to mitigate COVID-19; facility upgrades needed to prepare for in-person instruction. Any capital costs paid with CRF should be reasonable and necessary and tied directly to COVID-19 preparation, response, and mitigation.
- **Pupil Transportation** - includes school bus upgrades and purchases (purchases of additional buses needed due to capacity restrictions/extra route runs for social distancing and not routine bus replacements); also includes additional operating costs for extra bus routes due to capacity restrictions/social distancing. Any capital costs paid with CRF should be reasonable and necessary and tied directly to COVID-19 preparation, response, and mitigation. School buses should not be modified in any manner that would conflict with state or federal bus specification requirements.
- **Emphasize Special Student Populations** - In spending the CRF for the above uses, school divisions should emphasize the use of the funds in schools so that they impact as much as possible English Learner (EL) students, students receiving special education, and young learners in grades PK-3.

LET'S NOT FORGET THE ROLE YOU PLAY.



THANK YOU FOR YOUR SERVICE DURING THIS DIFFICULT TIME.

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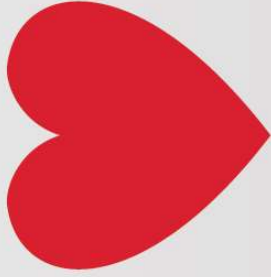
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