VBCPS Instructional Plan for 2020–2021
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Instructional Plan for 2020–21

Virginia Beach City Public Schools (VBCPS) has worked diligently during the past five months toward resuming the core functions of teaching and learning that align to our Compass to 2025 Strategic Framework and Graduate Profile. We recognize that many of our students and staff have experienced trauma, and we remain committed to supporting the academic progress of all our students. We are particularly cognizant of ensuring equity among our most vulnerable students, including those with disabilities, English language learners, those who are economically disadvantaged and those who have food and shelter insecurities.

We recognize that the extended closure has created gaps in student learning, even as VBCPS made every effort to continue instruction virtually during the fourth marking period of the 2019–20 school year. This document provides information regarding the data collected from our Continuity of Learning Plan, Emergency Learning Plan and Summer Recovery Plan to address and inform modifications to curriculum, instruction, assessment and professional training to develop best practices and resources that will enable us to provide quality education to more than 67,000 students for the upcoming school year.

The VBCPS Instructional Plan for 2020–21 outlines operational infrastructure that supports teaching and learning, includes our approach to delivering new instruction, how we plan to address achievement gaps, and the process we will use to transition from in-person to virtual learning and from virtual to in-person learning. Additionally, we include the mechanisms we will use to equitably provide learning to all students. Those mechanisms incorporate information about how we are preparing instructional staff and partnering with stakeholders to make these plans successful.

The instructional phases used during the 2019–20 school year have helped shape our 2020 Instructional Plan, outlined below.
2019–20 Instructional Phases

**Continuity of Learning Plan**
A Continuity of Learning Plan was offered from March 13–April 24. During this phase, students were provided with instruction to reinforce learning that occurred prior to the closure.

**Emergency Learning Plan**
An Emergency Learning Plan (ELP) was implemented during the fourth marking period, beginning April 27. During this phase, essential standards were identified and new instruction was provided in accordance with those standards.

**Summer Recovery Plan**
A Summer Recovery Plan was implemented to provide instruction to students in various settings. At the elementary level, the Department of Teaching and Learning (DTAL), in partnership with teachers, developed a Summer Learning Boost website to provide students with literacy and math lessons aligned to essential standards throughout July. In addition, students with disabilities who qualified for extended school year services attended school to receive in-person instruction, and English language learners received virtual summer instruction by ESL teachers.

Around 2,850 students in grades K–5 at Title I schools, and 16 non-Title I sites, were invited to attend a Virtual Summer Learning camp where teachers provided synchronous numeracy and literacy remediation. Title I middle schools offered 270 sixth through eighth grade students the opportunity to participate in the Virtual Summer Learning camp.

On the secondary level, middle school and high school students attended summer school virtually. Instruction was provided through the Schoology learning management system for middle school students and the Virginia Beach Digital Campus for high school students.

The data, teacher feedback and other information collected from these instructional phases were instrumental in creating the 2020–21 Fall Instructional Plan, outlined below.
For the 2020–21 school year, families have two options that are outlined in the VBCPS Fall 2020 Plan for school registration verification:

<table>
<thead>
<tr>
<th>OPTION 1</th>
<th>OPTION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1 will be in-person instruction, with appropriate COVID-19 mitigation strategies in place when the positivity rate in our area is low enough to deem in-person instruction safe. VBCPS will provide temporary virtual learning when health indicators do not allow for in-person instruction. Students participating in virtual instruction will remain temporarily enrolled in their assigned school, and instruction will be provided by the teacher of record from the home school. We will use a red-yellow-green zone indicator, based on regional health metrics, to help determine when to resume in-person learning. Elementary students registered for Option 1 will use a temporary virtual schedule that mirrors the virtual learning center offered in Option 2, until in-person instruction begins. Participation in temporary virtual instruction will follow the Option 2 virtual schedule and associated instructional expectations.</td>
<td>Option 2 is a fully-virtual option enabled through the Virginia Beach Virtual Learning Center (VLC). Students in Option 2 receive 100 percent of their instruction virtually for at least one full semester in the VLC. VLC students will interact with their teachers, who will be assigned to the VLC, synchronously (with live teacher-student interaction) and asynchronously (e.g., flipped lessons, self-paced independent projects). Students will remain enrolled in their assigned school while being concurrently enrolled in the VLC. Students will participate in virtual courses through our learning management system, Schoology, and use digital conference tools such as Google Meet, Big Blue Button within Schoology, and Zoom to deliver synchronous instruction. Students will be assigned to a teacher who indicated a preference to teach in the VLC.</td>
</tr>
</tbody>
</table>
When the identified health metrics for the Eastern Region are in the green zone for percent positivity and cases by date, in-person instruction will begin for all students whose parents have selected Option 1. When the identified health metrics for the Eastern Region are in a combination of the green and yellow zones for percent positivity and cases by date, in-person instruction will begin for grades pre-K–5, 6 and 9 as well as certain designated groups in all grade levels, e.g., students with disabilities and English language learners. Virtual instruction will continue for all remaining students in grades 7, 8, 10, 11 and 12 whose parents have selected Option 1.

VBCPS may transition more students to in-person instruction if this data remains stable or improves. Consideration may also be given to allow designated groups of students with disabilities to begin in-person instruction when the identified health metrics for the Eastern Region are in a combination of the red and yellow zones for percent positivity and cases by date.

Elementary school in-person schedules will align with the instructional minutes and seat time required by the Virginia Department of Education (VDOE). A staggered schedule, with slightly adjusted start and dismissal times, will be provided to accommodate safe transportation of students to school with COVID-19 mitigations in place to keep students safely distanced. Health protocols will be communicated to parents, students and staff to ensure all students are safely bused to school with COVID-19 mitigations in place.

Middle school and high school schedules were developed with a focus on maximizing all health and safety protocols, minimizing the academic course load for all students, minimizing classroom transitions, minimizing the teacher to student ratio while maintaining a focus on student and staff well-being.

The Virtual Learning Center (VLC) will offer pre-K-12 students the option of 100 percent Virtual Learning. By registering for the Virtual Learning Center for the 2020–21 school year, students are expected to remain in the VLC for an entire semester of instruction before being able to transition back to school-level, in-person instruction. Students who participate in virtual learning, whether registered for Option 1 or 2, will receive a challenging and meaningful educational experience.

**Staffing VLC**

Instructional staff will be provided with an opportunity to indicate their preference for teaching in Option 1 (in-person) or Option 2 (100 percent virtual). Building administrators and central support staff will work collaboratively to identify staffing needs and placement. Staff placement will be based on student option selection and VBCPS needs. It is anticipated that teachers will be able to return to teaching students in their home schools for the 2021–22 school year.

**Student Class Assignments and Structure**

Building principals will coordinate with DOSL on student placement. Participating students will remain connected to their home school and may engage in other school-related programming, such as digital extracurricular clubs, digital assemblies, counseling, social/emotional supports, and special, school-based initiatives and events. As a result of student choice and teacher placement, students who select Option 2, the VLC, might not be taught by a teacher from their home school. Additionally, as a result of family choice, scheduling and health guidelines, class sizes in Option 2 (100 percent virtual [VLC]) will be larger than class sizes in Option 1.
Virtual Learning in Options 1 and 2
The following outlines the support and action steps VBCPS will implement for effective teaching and learning during the 2020–21 school year.

- Curriculum and instruction will be more robust than what was provided during the Emergency Learning Phase (ELP), with a focus on recovery and deeper learning.

- Curriculum coordinators and specialists have identified all standards that may have been impacted from the extended closure. Curriculum revisions and enhancements have been implemented to ensure teacher clarity.

- A data-driven instructional approach following the division’s Teaching and Learning Framework will be the foundation of instruction and professional learning will be provided to support teachers and administrators in identifying learning gaps. Small group instruction, especially at the elementary level, will be part of the classroom teacher’s approach to ensure all learners’ needs are met.

- Social and emotional learning will be integrated into daily instruction.

- Learning experiences will be assessed using a balanced assessment approach and ongoing feedback will be provided to students and families.

- Students will receive grades.

- Attendance will be required and monitored.

- Professional learning aligned to best practice for in-person and virtual instruction will be provided to teachers and staff. VBCPS began providing virtual instruction professional learning each Monday during the 2019–20 school year closure. During that time, teachers and staff were provided professional learning sessions by instructional technology specialists, literacy leaders and math specialists, library media specialists and gifted resource teachers.

- During the summer of 2020, the Department of Teaching and Learning began to provide additional professional learning sessions on the science of reading, balanced assessment, best practices for virtual learning, e-coaching strategies, curriculum updates, additional digital teaching tools and instructional technology training.

- Mondays will be utilized for the purpose of instructional planning, professional learning and engaging in professional learning communities with coaching support. Instructional coaches will play a critical role in providing student-centered professional learning and coaching cycles. Mondays will also be used to reinforce core content through flexible, small-group instruction.

- Synchronous learning support for students with disabilities, English learners, struggling readers, gifted learners and students in transition grades (pre-K, K, grade 6 and grade 9) will be provided.

- Specialists and other instructional support staff will provide synchronous small group lessons in addition to the classroom teacher when data indicate a need.
• The division will continue to use the learning management system, Schoology, and based on feedback from students, parents and staff, the structure of Schoology will have consistency of organization across levels.

• Career and Technical electives will be available to all students. Where possible, virtualization of software, simulations and kits will be provided. Class fees normally charged for student projects will be suspended with the exception of certain CTE Center programs (ex. Nursing, Cosmetology, etc.). Co-op and work experience courses should be offered in the spring semester only.

• The Virtual Learning Center will include teachers of individual grade levels at the elementary level, English language arts (ELA), math, science, social studies secondary instructors, as well as certain elective courses required for graduation. VLC teachers will be VBCPS teachers; however, students may have teachers from other schools in addition to teachers from their home school.

• Individual schools may offer specific world languages, honors courses and electives. The elective and language courses will be determined based on the registered and accepted students in the program.

• The chart below identifies similarities and differences between the Spring 2020 Emergency Learning Plan and the Fall 2020 Instructional Plan.
## Emergency Learning Plan and Fall 2020 Plan
### Similarities and Differences

<table>
<thead>
<tr>
<th>EMERGENCY LEARNING PLAN</th>
<th>FALL 2020 INSTRUCTIONAL PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive new instruction</td>
<td>Students receive new instruction</td>
</tr>
<tr>
<td>Curriculum, instruction and pacing revised in response to recovery</td>
<td>Curriculum, instruction, assessment and pacing created in response to recovery and learning loss</td>
</tr>
<tr>
<td>Accommodations for specialized instruction for students with disabilities, English learners, gifted learners</td>
<td>Continued accommodations and consistent schedules for specialized instruction for students with disabilities, English learners, gifted learners</td>
</tr>
<tr>
<td>Students with disabilities served according to their IEP</td>
<td>Students with disabilities will continue to be served according to their IEP</td>
</tr>
<tr>
<td>Attendance monitored</td>
<td>Attendance will count and be monitored</td>
</tr>
<tr>
<td>Schedule for elementary, middle and high school will be communicated with parents that align to VDOE instructional minutes</td>
<td>Schedule for elementary, middle and high school will be communicated with parents that align to VDOE instructional minutes</td>
</tr>
<tr>
<td>Consistent staff office hours</td>
<td>Consistent staff office hours</td>
</tr>
<tr>
<td>Embedded opportunities for social and emotional learning</td>
<td>Embedded opportunities for social and emotional learning</td>
</tr>
<tr>
<td>Remediation and acceleration will be expected to meet student needs and embedded into schedules</td>
<td>Remediation and acceleration will be expected to meet student needs and embedded into schedules</td>
</tr>
<tr>
<td>Graded assignments with feedback provided. Assignments will be used to determine grades or proficiency scores and feedback will be provided on all student work to align to our division grading practices.</td>
<td>Graded assignments with feedback provided. Assignments will be used to determine grades or proficiency scores and feedback will be provided on all student work to align to our division grading practices.</td>
</tr>
<tr>
<td>Assignments will be more rigorous</td>
<td>Assignments will be more rigorous</td>
</tr>
<tr>
<td>Synchronous (live) Instruction to interact with teachers</td>
<td>Synchronous (live) Instruction to interact with teachers</td>
</tr>
<tr>
<td>Consistent staff expectations</td>
<td>Consistent staff expectations</td>
</tr>
<tr>
<td>Essential Professional Learning for staff</td>
<td>Essential Professional Learning for staff</td>
</tr>
</tbody>
</table>
2020–21 Curriculum

VBCPS will continue to monitor the VDOE guidelines and recommendations to adjust curriculum and instruction accordingly to meet the needs of our students, teachers and families. Modifications and enhancements to VBCPS curriculum have been made to support teachers in providing effective instruction and identifying student learning gaps.

The following are examples of adjustments and enhancements that have been made to VBCPS curriculum:

- Revised elementary language arts vertical and quarterly sequence documents to ensure teacher clarity.

- Updates to the division’s small-group reading resources website were made to better align to the science of reading, include virtual learning resources, and provide explicit evidence-based instruction to support readers.

- Pre-assessments were added to the curriculum to provide more clarity on student needs and inform small group instruction.

- Vertically articulated math standards are highlighted, so teachers can access resources with ease and identify which standards may need more instructional time.

- Elementary science curriculum will include additional resources, including virtual labs, 15-minute inquiries and self-paced activities that support hands-on, minds-on learning at home.

- Enhancement and restructuring of elementary social studies curriculum to provide more clarity around content for teachers.

- Highlighted opportunities for content integration within the curriculum.

- An SEL Unit and Parent Resource Site has been added to the math curriculum.

- The 4x4 schedule structure for middle and high school will be used to minimize student course load, teacher-student load, and transitions during the in-person phase.
2020–21 Instruction

VBCPS will continue to provide rigorous instructional opportunities. Students will engage in consistent synchronous and asynchronous learning activities daily. Elementary teachers will provide a daily morning message to support the parents, caregivers and our youngest learners in understanding the expectations for the day and how to receive support, if needed. Student assignments in the virtual and in-person setting will be rigorous and assignments will be scored to determine grades and proficiency. Opportunities for remediation and accelerated learning will be embedded in the schedule and instructional coaches and specialists will be leveraged to enhance instructional delivery and increase student achievement.

VBCPS is committed to providing a balance of digital and non-digital learning experiences during virtual learning. For example, performance tasks, real-world projects, follow up written responses, hands on math games, independent reading and inquiry based models will be used to enhance the student learning experience.

Synchronous and Asynchronous Instruction

| What is Synchronous Learning? | Synchronous learning is the kind of learning that happens in real time. This means that students, their classmates, and their teacher interact in a specific virtual place, through Google Meet or Zoom, at a specific time. In other words, it’s not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include small group differentiated instruction, video conferencing, teleconferencing, live chatting and live-streaming lectures. |
| What is Asynchronous Learning? | Asynchronous learning happens on the students’ schedule. While the instructor will provide materials, lectures, assignments and exams, the student has the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video, virtual libraries, posted lecture notes and discussion boards or social media platforms. |

Grading

Unlike the Emergency Learning Plan in spring 2020, both virtual learning and in-person learning will be assessed and graded. Teachers will assess student readiness in September based on diagnostic and formative assessments. VBCPS will support staff to identify where students are academically and create academic plans to support all of our students.

Attendance

Attendance in 100 percent virtual learning during the 2020-21 school year is compulsory, and participation in synchronous and asynchronous activities is required. Attendance will be taken during synchronous learning sessions with the teacher and student participation will be monitored by the teacher during synchronous lessons and through Schoology. Flexibility will be provided for students who, for whatever reason, are not available to participate when synchronous instruction is occurring.
2020–21 Assessment

Pre-Assessment for Gap Identification
For the 2020–21 school year, mandatory assessments and the assessment schedule have been adjusted in consideration of factors related to COVID-19 school closures, school reopening plans and student learning needs. Adjustments to the assessment calendar were designed to reduce the testing burden on students, to purposefully identify strengths and remediation needs in student skills and to maximize instructional time at the beginning of the year. Purposeful, division-created assessments will be used to gauge student understanding, address gaps and promote enrichment opportunities. Teachers will use the data from assessments to inform instructional decisions, such as small groups.

Performance-based assessments are integrated into the curriculum throughout each unit. Social Studies US I and US II assessments will be implemented to meet the VDOE Locally Developed Alternative Assessment and will follow the Inquiry Design model.

Program Support
Academies Programs: VBCPS is committed to enabling students to maintain a connection to their academy program. It is an expectation that regardless of the option selected by a family, academy students will maintain their standing within the academy. Families are expected to work closely with the academy coordinator with regard to scheduling options and other concerns. Academy coordinators will work directly with all students to provide the necessary supports in order to maintain a connection to the academy.

Advanced Technology Center (ATC): ATC programs will be offered as advertised. The Hospitality and Tourism Management program will be offered online only through Tidewater Community College for the fall semester. Students at the ATC will engage in online learning in the same manner as their core classes. To support virtual learning, students in CTE electives will be able to access Windows and Mac workstations in ATC computer labs using their ChromeBook as a terminal to connect remotely. This will allow students access to more complex software and environments necessary to prepare for industry credentials. ATC students are encouraged to choose Option 1, and may choose Option 1 for the ATC and Option 2 (VLC) for core classes.

Advancement Via Individual Determination (AVID): The Office of Student Support Services will continue to provide guidance for the designated K–12 VBCPS AVID System for schools, teachers and students. The VBCPS AVID District Team, consisting of directors, coordinators, instructional specialists, administrators, teachers, school counselors and tutors, will collaborate with AVID Center to provide resources to serve sites during Option 1 and Option 2 for the 2020–21 school year. The AVID elective teachers will continue to have access to the digital curriculum from AVID Center and the curriculum delivery will be adjusted in the event a 4x4 schedule is created.

During 2020–21, the K–12 VBCPS AVID System and the Secondary AVID Elective classes will use tutors through a virtual model. Further, the AVID District Team will offer Virtual Professional Learning Communities (PLCs) to support an inclusive AVID schoolwide community where everyone feels safe to learn.

Career and Technical Education: Students in career and technical education (CTE) electives will engage in online classes in the same manner as their core classes. To support virtual learning, high school students will be able to access Windows and Mac workstations in CTE computer labs using their ChromeBook as a terminal to connect remotely. This will allow students access to more complex software and environments necessary to prepare for industry credentials. Material kits will be available for pick up for some courses to further enrich the virtual learning experience. CTE teachers will receive PLP on new digital resources added to support virtual learning. These include the
CITRIX lab access platform, simulations, online texts and eResources, and online industry credential preparation.

Electives Courses: To the degree possible, elective courses will be offered through the VLC based on student enrollment and staffing. Additionally, elective courses for Option 1 will use the 4x4 schedule for both middle and high schools. Art, music and physical education will be part of the elementary schedule for both Option 1 and Option 2.

English Learners: English learners will receive direct instruction through their English as a Second Language (ESL) teacher. At the elementary level, in addition to pushing into classes, the ESL teacher will use small-group, pull-out instruction when necessary, as determined by proficiency level and formative assessment data.

Environmental Studies Program (ESP): The Environmental Studies program will be offered as advertised. Students in the ESP will engage in online learning in the same manner as their core classes. ESP students are encouraged to choose Option 1, and may choose Option 1 for the ESP and Option 2 (VLC) for core classes.

Gifted Education: For Option 2, when possible, Old Donation School (ODS) students will receive instruction from an ODS teacher. When not possible, all gifted students will be clustered to the extent possible and will receive instruction through classes taught by teachers at the VLC. They will receive gifted support by a GRT assigned to the VLC. GRTs will develop extension activities that align to the ODS curriculum available for ODS students to access.

Art and dance pull-out programs will remain virtual for all students through the first semester. These students will receive art and dance synchronous instruction on Mondays.

Pre-Kindergarten: Teachers will receive professional learning commensurate to K-5 teachers to support their planning and instruction for the new school year. The virtual learning schedule designed for pre-K teachers and students focuses on a developmental balance of asynchronous and synchronous instruction as well as hands-on, screen-free opportunities for learning. In a virtual setting, we will provide students the opportunity to receive instruction from their classroom teacher, as well as opportunities for students to participate in motor and kinesthetic learning. Students will be given activities with at-home materials to demonstrate their learning and practice the foundational skills of literacy and mathematics.

The Title I office has purchased pre-K workbooks and other instructional materials/manipulatives to support hands on learning. In addition to whole group asynchronous and synchronous instruction, teachers will schedule small group instruction with students on the basis of differentiated academic and social needs. This will occur within the outlined virtual instructional schedule both in literacy and math. Opportunities for brain breaks and physical movement will be integrated throughout each day.

Section 504: The Section 504 teams at each school will continue to support students who are eligible for Section 504. There is a Section 504 administrator (assistant principal) and Section 504 coordinator (school counselor) assigned to each school. On an as-needed basis, the Section 504 Administrator/Section 504 coordinator will convene a team of knowledgeable individuals, including parents and guardians, to discuss accommodations needed for Option 1 or Option 2. Accommodations written in the Section 504 Plan should be followed in accordance with the instruction option in use. The Section 504 Administrator, Section 504 Coordinator and teachers will provide guidance and support to the students and determine if accommodations previously used will need to be adjusted for the upcoming school year.
Parents and guardians should contact the school to discuss concerns and schedule a meeting. Section 504 Eligibility Meetings, Annual Review Meetings, Update Meetings and Triennial Meetings should continue for the 2020-21 school year.

Students eligible under Section 504 will be given appropriate accommodations based upon the documented disability. Students with Section 504 Plans will be supported by the Office of Student Support Services, the designated Section 504 Administrator and Section 504 Coordinator at the building level. Teachers will be given Section 504 Plans at the beginning of the academic school year and will communicate regularly with Section 504 administrators and coordinators on any needed revisions. Programs offered to all students in the general education environment in-person or virtually, will also be offered to students under Section 504 (equal access). When necessary, virtual or in-person meetings will be convened as noted in the Section 504 Guidelines to include eligibility, annual review and re-evaluation meetings.

Spanish Immersion: It is expected that regardless of the option chosen by families, Spanish Immersion students will maintain their standing within the program throughout this year. Students will have access to various synchronous and asynchronous Spanish opportunities in order to help them keep up with their Spanish skills.

Students with Disabilities: Special education teachers will provide specially designed instruction that adapts, as appropriate, the content, methodology or delivery of instruction to meet the needs of students with disabilities and to ensure access to the general curriculum.

Students with disabilities will receive special education services to address IEP (Individualized Education Program) goals as determined by the IEP team. Explicit instruction with clear expectations and practice will be provided to support any student receiving virtual instruction. In addition, students will receive access to instructional materials and assistive technology tools, as required by the IEP, for use at home. Collaborative teaching practices and supports will be implemented to ensure students with disabilities continue to be educated in the least restrictive environment.

The IEP team will meet to discuss any needed modifications to the IEP based on parent/legal guardian selection of instructional options. For those parents and legal guardians who selected Option 1 (in-person learning), the IEP team will also discuss needed modifications to the IEP, which may be required due to a transition to temporary virtual instruction based on health metrics.

Technical and Career Education Center (Tech Center): Tech Center programs will be offered as advertised. Students at the Tech Center will engage in online learning in the same manner as their core classes. Where required to support virtual learning, students will be able to access Windows and Mac workstations in Tech Center computer labs using their ChromeBook as a terminal to connect remotely. This will allow students access to more complex software and environments necessary to prepare for industry credentials. Simulations will be used to replace hands-on-learning until students can safely return to the Tech Center. In order to access the labs as soon as possible, students are encouraged to choose Option 1. Students may choose Option 1 for the Tech Center and Option 2 (VLC) for core classes.
Elementary Schedules

Teachers will provide elementary students who register for or participate in a virtual learning option a schedule outlining students’ core (language arts, math, social studies and science) and elective (art, music and physical education) classes. In addition, data-driven small group reading and math lessons will be provided to students during the language arts and math blocks to ensure the individual needs of each child are addressed. Teachers will provide the small group lesson times to parents in advance of any instructional time change. A balance of asynchronous, synchronous and hands-on learning experiences will be provided to students in elementary school. Breaks will be weaved into the schedule so elementary aged students have plenty of time to play, exercise and put their screens down in between lessons.

The table below includes the range of core instructional minutes students will be provided each day in elementary school, depending on the grade level (e.g. primary grades have greater language arts time because social studies and science are integrated through literacy).

<table>
<thead>
<tr>
<th>Elementary Language Arts</th>
<th>Elementary Math</th>
<th>Elementary Social and Science (Content classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>120-165 minutes per day</td>
<td>75 minutes per day</td>
<td>25-60 minutes per day</td>
</tr>
</tbody>
</table>

It is important to note that the above minutes will be met using a balance of digital and hands-on learning experiences. Synchronous and asynchronous instruction will be used in addition to independent learning activities. Professional learning will help teachers identify appropriate and aligned experiences to ensure students have the opportunity to engage in learning digitally and non-digitally.
Sample Elementary School Schedule: Virtual Only

<table>
<thead>
<tr>
<th>Monday</th>
<th>Time</th>
<th>Tuesday - Friday</th>
</tr>
</thead>
</table>
| **Students:**  
Asynchronous learning, synchronous gifted lessons, small group, personalized, specialized instruction | AM | Teacher Asynchronous Morning Message Posted |
| | AM | Synchronous Morning Meeting |
| | AM | Synchronous or Asynchronous Core Content |
| | AM | Screens Down! Recess/Physical Activity |
| | AM | Language Arts Block: mini-lesson, 30-minute synchronous reading small group lessons provided and independent learning |
| | AM/PM | Screens Down! Lunch and Recess/Physical Activity  
Elective lesson (art, music, P.E.) |
| | PM | Math Block: mini-lesson, 20- to 30-minute synchronous math small group lessons and independent learning |
| | PM | Synchronous Core Content and Synchronous Closing Circle |

*Times will vary according to school, teacher and grade level in order for specialists and interventionists to support students effectively, especially during math and language arts blocks. Schools will communicate with parents in advance of the school year to ensure parents have time to structure their child’s day. Adjustments to small group lesson times may also occur due to students’ pre-assessment data. Teachers will communicate with parents in advance if there is a time shift.*
## Sample Elementary Electives Schedule: Virtual Only

<table>
<thead>
<tr>
<th>All electives will integrate core standards</th>
<th>P.E.</th>
<th>Music</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asynchronous per grade level</strong></td>
<td><strong>30</strong> 1–2 asynchronous lessons per week, posted by Monday</td>
<td><strong>15–30</strong> 1–2 asynchronous lessons per week, posted by Monday</td>
<td><strong>15–30</strong> 1–2 asynchronous lessons per week, posted by Monday</td>
</tr>
<tr>
<td><strong>Synchronous per grade level</strong></td>
<td><strong>60</strong> (Two 30-minute sessions; TAs can lead groups after teacher modeling is provided)</td>
<td><strong>30–40</strong> Every two weeks</td>
<td><strong>30–40</strong> Every two weeks</td>
</tr>
</tbody>
</table>
Middle and High School Virtual Schedules

Middle school students will have 2-3 hours of synchronous instruction per course each week. High school students will have 3–4 hours of synchronous instruction each week per course. Students also receive weekly synchronous Social and Emotional Learning lessons.

The 4x4 schedule structure has been identified as the best way to minimize student course load, teacher-student load, and transitions during the in-person phase. Middle school students will take three core classes and a literacy/numeracy remediation and enrichment block per semester as part of their schedule. Students in high school will take up to four courses per semester.

The virtual school schedule will closely resemble the in-person schedule in order to support programming such as the gifted program at Old Donation School, Academy Programs, Career and Technical Education, Advanced Technology Center and Dual Enrollment courses.

Teachers are expected to begin every lesson synchronously (live). Doing so allows teachers to check-in with students, take attendance, review online norms/expectations, the day’s purpose, agenda and work expectations.

Synchronous instruction for each course will be approximately 45–60 minutes per class period. Teachers are expected to remain available during the entire class period. When appropriate, teachers will create small-group learning opportunities or collaborative exercises through use of the video conferencing tool. Synchronous lessons will be recorded so students who are unable to attend at that time will have access to the lesson.

Sample Middle School Schedule: Virtual Only – 4x4

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Times</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> Asynchronous Learning</td>
<td>AM</td>
<td>Zero Bell</td>
<td>Zero Bell</td>
<td>Zero Bell</td>
<td>Zero Bell</td>
</tr>
<tr>
<td></td>
<td>AM</td>
<td>SEL/Advisory</td>
<td>SEL/Advisory</td>
<td>SEL/Advisory</td>
<td>SEL/Advisory</td>
</tr>
<tr>
<td><strong>Teachers:</strong> Planning, Professional Learning, Preparation, PLCs, Office Hours</td>
<td>AM</td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 1</td>
<td>Block 1</td>
</tr>
<tr>
<td></td>
<td>AM</td>
<td>Block 2</td>
<td>Block 2</td>
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<td>Block 2</td>
</tr>
<tr>
<td></td>
<td>AM/PM</td>
<td>Lunch/Break</td>
<td>Lunch/Break</td>
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</tr>
<tr>
<td></td>
<td>PM</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
<td>Block 3</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Literacy/Numeracy Support and Enrichment</td>
<td>Literacy/Numeracy Support and Enrichment</td>
<td>Literacy/Numeracy Support and Enrichment</td>
<td>Literacy/Numeracy Support and Enrichment</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Asynchronous learning activities, extracurricular activities, conference with teacher by appointment, work</td>
<td>Asynchronous learning activities, extracurricular activities, conference with teacher by appointment, work</td>
<td>Asynchronous learning activities, extracurricular activities, conference with teacher by appointment, work</td>
<td>Asynchronous learning activities, extracurricular activities, conference with teacher by appointment, work</td>
</tr>
</tbody>
</table>
Sample High School Schedule: Virtual Only – 4x4 Schedule

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Times</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
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<td>1A</td>
<td>1A</td>
<td>1A</td>
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</tr>
<tr>
<td>Asynchronous Learning</td>
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<td>2A</td>
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<td>2A</td>
<td>2A</td>
</tr>
<tr>
<td>Teachers:</td>
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<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning,</td>
<td>AM/PM</td>
<td>3A</td>
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<td>3A</td>
</tr>
<tr>
<td>Professional</td>
<td>PM</td>
<td>4A</td>
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<tr>
<td>Learning,</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Preparation,</td>
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<td></td>
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<tr>
<td>PLCs, Office Hours</td>
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</tbody>
</table>

**Teacher Responsibilities**

- Teachers will use Google Meet, Zoom or the Big Blue Button in Schoology to hold synchronous learning opportunities daily.

- Teacher-created, synchronous lessons should be recorded as appropriate. Previously recorded lesson video should be made available to students who are absent from the synchronous session.

- Teachers will participate in training that focuses on:
  - Best instructional practices in teaching in a virtual classroom
  - Setting up class structure in Schoology
  - Virtual classroom management
  - Assessing students in a virtual classroom environment
  - Balanced assessment practices to include a feedback cycle

- Grade-level instruction may include synchronous or asynchronous lessons, modeling, videos and presentations aligned to standards and objectives identified via IEPs and English learner supports.

- Teachers will use a combination of digital and print resources from the VBCPS curriculum to adequately cover standards and objectives.

- Teachers will provide grade-level instruction, use pre-assessment data from division-created assessments to implement appropriate accommodations and/or modifications provided to students with diverse learning needs as necessary.

- Determining which virtual learning, synchronous option is best for them in collaboration with their leader.
• Using the curriculum and instructional materials available in Schoology.

• Setting office hours to connect with students.

• Participating in professional learning communities and attending virtual learning sessions that support virtual teaching.

• Monitoring VBCPS communication for up-to-date information regarding school closures and virtual learning plans.

• Working with their building leader and families to determine their synchronous class schedule following division guidelines.

• If teaching virtually, employees must be able to do so without interference or distractions. Working remotely is not a substitute for dependent care.

Student Responsibilities
• Attend classes regularly.

• Engage in learning daily and complete assignments.

• Be familiar with guidelines and expectations in their school environment.

• Follow guidelines in the student handbook.

• Seek help when needed.

• Embody the characteristics of a successful virtual learner.

Characteristics of a Successful Virtual Learner

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>TIME MANAGEMENT</th>
<th>COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take the lead on their own learning process. Online learners must demonstrate responsibility to keep up with the demands of an online course.</td>
<td>Students must be organized in setting a schedule that allows them to meet due dates. This requires a balance of priorities among online courses, in-person courses, extracurricular activities, etc. Students average around eight hours per week working on their virtual course.</td>
<td>Students have strong motivation and commitment to complete the necessary tasks of an online course. Our students are committed to adhering to policies/regulations, teacher-led schedule, self-led schedule, completing assignments on time, and participating in live lessons and group discussions. Students are committed to reaching their full potential.</td>
</tr>
</tbody>
</table>
Administrator Responsibilities

- Provide social-emotional support.
- Create and support a positive school culture.
- Support teachers to determine which synchronous virtual learning option is best for them.
- Be familiar with and review district-supplied virtual learning materials.
- Ensure staff create office hours to connect with parents to support virtual learning for students.
- Participate in leader professional learning and attend virtual learning sessions intended to support leading in a virtual environment.
- Monitor the instructional program and division communication for up-to-date information regarding virtual learning plans.
- Leverage all academic support resources that can effectively be used in a virtual environment.
- Closely monitor instructional expectations and experiences to ensure students in the Virtual Learning Center are receiving comparable quality instruction as offered in the in-person model.
- Ensure teachers and school leaders participate in professional learning aligned to the instructional framework, including strategies to support implementation of instructional expectations for both in-person and virtual learning environments. This content will help teachers and leaders ensure equity and access to quality instruction for all students.
- Ensure leaders from the Departments of School Leadership; Teaching and Learning; Planning, Innovation and Accountability; and Professional Growth and Innovation continue to serve on an interdepartmental team to support schools during the 2020-21 school year.
- Ensure school leaders, teachers and staff participate in professional development sessions to gain skills, review resources and prepare for an intensive focus on social emotional development, community and relationships, mental health and trauma at the start of school. School leaders will also receive training on systems and practices that support staff wellness.
Parental Support
Ongoing workshops, resources and support will be provided to families and child care providers who need help navigating technology and digital resources. Additionally, students and families will be offered live instructional support in the evenings to assist with success in the virtual environment.

Technology and Internet Access
All students receive a Chromebook (grades K–12) or iPad (pre-K) from their home school to complete virtual assignments. Students will use Schoology as the learning management system from which teachers will communicate assignments.

We are committed to ensuring that all students have internet access. It is clear that there is no one-size-fits-all internet access solution for all students. In addition to expanding outdoor Wi-Fi access at all school buildings, we have and will continue to provide Wi-Fi Hotspots where appropriate for families who qualify. We are also partnering with local internet providers to connect families to low cost, high-speed internet access. Finally, we have also partnered with local libraries to expand access to hotspots for students. We continue to update internet access options for the Virginia Beach community at our website.

Partnerships with Microsoft and Citrix have allowed us to provide students with access to software that would typically only be available onsite in a computer lab. Students will have access to virtual desktop environments running software that would typically not be available on Chromebooks. This allows students to engage in a wide variety of instruction that would normally not be available in a virtual classroom.

In order to ensure adequate technology support for families, extended support hours will be provided Monday-Thursday from 7:30 a.m.–6:30 p.m., and Fridays from 7:30 a.m.–4:30 p.m.
Contingency Planning

VBCPS will begin the 2020–21 school year virtually for all students. Students in Option 1 will shift to in-person learning when it is safe to do so. Should students and teachers in Option 1 have to temporarily shift back to teaching and learning virtually, we are prepared to do so and will consider the following:

- Scheduling transitions
- Communication with families and child care providers
- Adjustments in transportation needs
- Creating protocols to shift from in-person to virtual.

Safe Learning Centers for School-Aged Children

Virginia Beach City Public Schools is working with Virginia Beach Parks and Recreation and community organizations to plan Safe Learning Centers (SLC) for students enrolled in grades K–5 for the 2020–21 school year. The SLCs are being designed to be a temporary measure to assist some VBCPS and City of Virginia Beach staff with safe monitoring of their children while they are working. The centers will not be a substitute for virtual learning. They will be a location where students are able to participate in their home schools’ virtual learning under the supervision of an adult.
Transportation

- During the yellow/yellow phase, transportation services will be available for all pre-K–grade 6 and grade 9 students, and select student groups in grades 7, 8, 10, 11 and 12, including ESL and identified special needs student groups.

- During the yellow/yellow phase school bus seating will be limited to one per seat whenever possible but up to two per seat when necessary.

- The intent is for any two-per-seat situations in the yellow/yellow phase to be limited to elementary students only.

- In situations where two-per-seat are necessary, siblings and close neighbors will be seated together first whenever possible to maintain close cohorts.

- Assigned bus stops and seating will be enforced on all buses.

- All students will be required to wear a mask at the bus stop and on the bus.

- School bus drivers and assistants will wear masks (and other PPE when required). Drivers may remove masks while driving if it interferes with the safe operation of the school bus.

- School bus drivers will clean high-touch areas between bus runs and thoroughly clean other areas after morning and afternoon runs.

- Student “during the day” school-to-school transfers and pull-outs will be limited to keep students in the smallest possible cohorts.

- Student field trips and activities limited to necessary travel only with pre-approval.

- As additional student groups transition to in-person instruction during yellow/green and green/green zones, seating on buses may increase to two per seat.
COVID-19 Facility Protocols

Public Health Signage

- Post signage in classrooms, hallways, office spaces and entrances to communicate the following:
  - COVID-19 symptoms
  - How to stop the spread and preventative measures (including staying home when sick)
  - Good hygiene
  - School and district specific protocols

- Provide physical guides to promote physical distancing:
  - Tape on floors
  - Signs
  - One-way routes in hallways
  - Lanes in hallways

Physical Mitigation/Additional Signage

- Protective partitions placed in strategic locations in school buildings
- Directional signage at building entrances

When we each do our part to be SAFE, we can be #VBSafeTogether

Stay home if you are sick.
Use the Virginia Beach City Public Schools screening tool.

Allow for physical distance.
Maintain space between yourself and others. Keep your materials and belongings separate from others.

Face coverings are a must.
Cloth face coverings must be worn within all school buildings, facilities, bus stops and buses.

Ensure proper hand washing.
Wash your hands often with soap and water or use hand sanitizer when soap and water are not available.
COVID-19 Cleaning Protocols

Fall 2020 Return-to-School Disinfection

Providing clean and safe buildings for students and staff members remains a top priority. The arrival of COVID-19 has ushered in a “new norm” for cleaning school facilities. This “new norm” of enhanced cleaning/sanitizing protocols for all schools has now become the new standard. VBCPS enhanced cleaning/sanitizing protocols relies on guidance and direction from:

- Centers for Disease Control and Prevention (CDC)
- Virginia Health Department (VHD)
- Virginia Beach City Health Department

What is being done to ensure all VBCPS facilities are safe, clean and ready for the return of students and staff?

Enhanced Cleaning/Sanitizing Protocols

Based on the guidance provided by the CDC, the following best practices and cleaning/sanitizing measures have been added to both day and evening custodians’ responsibilities:

- Wearing disposable gloves while cleaning
- Wearing face masks while in the school facility
- Using washable cleaning cloths
- Increased cleaning of high frequency touch points
- Using CDC approved cleaners (hospital grade)
- Using new disinfecting technologies (*misters and sprayers*)
- Disinfecting playground equipment
- Training all cleaning staff
- Deep cleaning school facilities (*late nights, weekends, in the event of reported sickness*)

School Re-Entry Enhanced Cleaning Protocols

In the effort to combat COVID-19 and other airborne illnesses, VBCPS has altered specific cleaning practices and upgraded sanitizing chemicals that adhere to the recommendations of the VHD, CDC and the Environmental Protection Agency. All sanitizing chemicals are quaternary-based and manufactured to kill viruses, bacteria, fungi and mold. These are the same types of chemicals used in hospital environments. These disinfectants will be used in strict compliance with manufacturers’ specifications and Occupational Safety and Health Administration (OSHA) regulations. A complete list of safety data sheets for cleaning supplies can be found at schools.

VBCPS will train all custodians on the latest cleaning best practices and industry standards for COVID-19. Training topics include, but are not limited to:

- Proper use of Personal Protection Equipment (PPE) such as gloves, face masks and goggles
- Proper use of all disinfectants (*using mixing dispensers, chemical interactions, effect time*)
- Proper use of misters and sprayers
- Proper documentation of cleaning (*date and time room was cleaned*)
- Proper training and documentation on all applicable OSHA regulations/requirements.
VBCPS will use several new technologies to disinfect school buildings. “FOAM IT” misters and “Victory” disinfecting machines will be used daily to treat each school with a quaternary-based disinfectant. These machines are designed to disinfect all surfaces regardless of their material makeup. Disinfecting solution causing it to stick to all surfaces of an object (360 degrees of coverage). This allows objects to be entirely sanitized in a relatively short period of time by producing a fine consistent mist that allows for surface disinfecting. This equipment will be used to sanitize large areas of school buildings. These areas will include, but are not limited to:

- Hallways
- Libraries
- Cafeterias
- Locker doors
- Auditoriums
- Gymnasiums/bleachers

This type of equipment allows for entire sections of schools to be sanitized in a fraction of the time of conventional cleaning methods, yet provide for more coverage.

Frequently touched areas within the school buildings will receive extra attention. These “Frequent Touch Points” will be sanitized with quaternary-based disinfectant. Identified “Frequent Touch Points” include, but are not limited to:

- Door handles
- Water fountains
- Counters, tables/desktops
- Light switches
- Keyboards (electronics)
- Chairs
- Cafeteria tables
- Bathrooms
- Playground equipment

Handwashing signage has been placed throughout each school building to encourage students and school personnel in this effort. Hand sanitizer stations have been added to various locations within each school. All hand sanitizer will meet the CDC requirements for alcohol content. All classrooms will be provided a bottle of hand sanitizer and disinfectant for teachers to sanitize student workstations.

Deep cleaning protocols will be used nightly. Cleaning measures will include, but are not limited to:

- Power washing bathrooms and locker rooms with quaternary-based disinfectant
- Removing all items from flat surfaces for thorough disinfection
- Thorough disinfection of surfaces throughout school buildings
- Deep cleaning over the weekends, when needed
COVID-19 Response: Cleaning Protocols
What cleaning/disinfecting procedures occur if an actual/suspected case of COVID-19 is reported?

The following measures will be taken once a report of a confirmed/suspected COVID-19 case is reported:

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use of cleaning and disinfection products and store products securely away from children
- All areas that the individual came into contact with will be cleaned and sanitized
- Transportation will be notified for additional measures to be taken for vehicle disinfecting

Is there any difference in the cleaning procedures given the various school operating/attendance phases?

Option 1: In-Person Learning
In-person learning will occur with physical distancing and other public health strategies whereby ALL students will be participating in a blended learning model (in-person learning on a limited basis combined with virtual/at-home learning).

- This school operating model would not create any change in the new enhanced cleaning/sanitizing protocols for Virginia Beach City Public Schools.

Option 2: Virtual Learning Center
VBCPS will operate a virtual model to provide instruction for some students. Option 2 provides enhanced distance learning resources (technology, connectivity, curriculum).

- This school operating model would not create any change in the new enhanced cleaning/sanitizing protocols for VBCPS.
COVID-19 HVAC Preventative Maintenance

**Maintain HVAC Systems Operation**
Continue to respond to emergency calls, work orders and building manager inspection reports. Dedicate teams to respond to calls while other craftsmen are executing initiatives.

**Maintain Filter Changes**
Continue to replace filters as planned based on scheduled execution.

**Extend Daily Building Operation to Increase Ventilation (Flush)**
Start buildings earlier than occupied and extend operations post occupancy. Current operation does this now. Buildings have excess ventilation daily based on reduced occupancy when in occupied mode.

**Operate Buildings 24-7 for 72 Hours Prior to Fall Occupancy to Increase Ventilation (Flush)**
Schedule the entire district to operate in the occupied mode, continuously, 24-7 during the 72-hour unoccupied period before teachers return on August 24.

**Analyze Summer Operation & Humidity Assessment**
HVAC Specialists and Energy Managers develop operational changes for buildings and select buildings that are most susceptible to high humidity issues (mostly package terminal air conditioning unit buildings). Implement control changes for the summer.

**Preventative Maintenance, Operational Verification & Coil Cleaning: “Units in the class” (PTACs, Consoles)**
Continue to perform preventative maintenance. Dedicate the night mechanical HVAC craftsmen to perform preventative maintenance, schedule craftsmen five days per week starting June 8, 2020.

**Preventative Maintenance, Operational Verification, Coil Cleaning & Outdoor Air Damper Assessment: “Units on roof” (RTUs 10 tons & larger)**
Establish a dedicated crew to verify operation of large roof top HVAC units, clean coils and assess outdoor air dampers. Two six-person dedicated crews will execute initiatives at two schools at a time. This initiative used to be executed but has not been in a number of years due to staff limitations.

**Guide on When to Naturally Ventilate**
Provides an easy to read guide showing when to naturally ventilate.

**Air Handling Unit Coil Cleaning & Disinfection**
Contract to perform coil cleaning.
Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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for Virginia Beach City Public Schools.

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Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 1413 Laskin Road, Virginia Beach, Virginia 23451, (757)263-2020, Mary.Deve@vbschools.com (student complaints) or the VBCPS Department of Human Resources, Office of Employee Relations, 2512 George Mason Drive, Municipal Center, building 6, Virginia Beach, Virginia, 23456 (757) 263-1133, Edie.Rogan@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools’ policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division’s website. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student’s school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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September 2020