

#ReopenWithLove

Richmond Public Schools Fall 2020 Virtual Reopening Plan

8.3.20 Version

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Introduction

#ReopenWithLove

Why have we called this plan #ReopenWithLove?

Our motto at RPS is Teach with Love, Lead with Love, and Serve with Love. So we thought it would only be fitting to also Reopen with Love. By that, we mean we will do everything humanly possible to provide an outstanding academic and social-emotional experience for all 25,000 RPS students this fall.

- Out of love, we will collectively work around the clock, think more creatively than ever before, stretch every last resource, and always keep our most vulnerable learners front and center.
- Out of love, we will keep our expectations high – even during this virtual semester.
- Out of love, we will invest even more time, energy, and money into our students' social and emotional well-being.
- And out of love, our top priority for students, families, and staff will always be health and safety.

This is one of the most challenges periods RPS has ever faced. But if we continue to Teach with Love, Lead with Love, Serve with Love, and now Reopen with Love, we will not just survive, we will thrive.

How did RPS gather feedback for this plan?

We are incredibly grateful to the hundreds of students, teachers, principals, division and support staff, parents, caregivers, and community members who helped craft this plan. We are especially grateful for the feedback we received during our weekly Reopening Committee Meetings, weekly Principal Meetings, monthly Teacher Advisory Council Meetings, and nearly daily small-group teacher and instructional specialist meetings.

Reopening Committee:

- Andrea Jewett (Director of Education - Richmond Alternative School)
- Andria Impson (Teacher – Boushall)
- Angela Dews (Teacher – Armstrong)
- Anith Stith (Teacher – Armstrong)
- Charlotte Hayer (Teacher - Richmond Community)
- Cierra Sowers (Teacher – Boushall)
- Coretta (Cory) Adkins (Teacher – Reid)
- Dearsley Vernon (Community Member - Communities in Schools)
- Dianne Callender (Social Worker - Richmond Alternative School)
- Elizabeth Jorgensen-Best (Teacher - Westover Hills)
- Elizabeth Wait (Teacher – Armstrong)

- Gustavo Angeles (Community Member - Sacred Heart Center)
- James Pickren (Parent), James Wagner (Teacher - Richmond Community)
- Jason Roberts (Teacher – Woodville)
- K. Richardson (Teacher – Obama)
- Kai Banks (Parent)
- (Kathryn) Margi Roseberry (Teacher – Fisher)
- Katina Harris (Teacher – Boushall)
- Kelly Cannon (Parent)
- Keri Treadway (Teacher – Fox)
- Ketia Singleton (Teacher – Cary)
- Kristi Remkus (Parent)
- Laura White (Teacher – Westover Hills)
- Leigh Young (Teacher – Mumford and Cary)
- Luis Luna (Teacher – Huguenot)
- Margo Buchanan (Community Member - SCAN)
- Marybeth Ryan (Teacher – Woodville)
- Meghan McPherson (Teacher – Boushall)
- Monique Emde (Parent)
- Natasha Thomas (Teacher – Southampton)
- Nicole Glover (Teacher – Huguenot)
- Phillip Moorhouse (Teacher – Armstrong)
- Ralph Stuckey (Community Member - Richmond Redevelopment and Housing Authority)
- Ramah Johnson (Counselor – TJHS)
- Robin Majer (Teacher – Cary)
- Rosemary Hardwich (Teacher – Mary Scott and Holton)
- Sarah Kindig (Parent)
- Tiana Addai-Mensah (Teacher – Miles Jones)
- Tichi Eppes (Community Member)
- Tiffany Floyd (Teacher – Blackwell, Carver and Fox)
- Timmy Nguyen (Community Member)
- Zelma Lee (Staff Member – Redd)

Section 1

Academic Office Plan

Section 1.1 – Introductory Academic Notes

At a high level, what will the school day look like?

The school day for students will start at 9:15 am to accommodate meal delivery/pick-up, which will occur between 7:00 am and 9:00 am for grades K-12. (Note that Pre-K students and students who require door-to-door transportation will receive meal delivery between 11:30 am and 1:30 pm. They will have a break in their schedule then.)

Students will experience a full instructional day, albeit one with ample physical and mental breaks. This does not mean that students will be “on screen” all day. They will experience a mix of live instruction by their teacher, independent work on and off their Chromebook, and small group or 1:1 check-ins.

Similar to a traditional school experience, Pre-K and elementary students will have a teacher of record who provides the majority of instruction; and middle school and high school students will have a subject-specific schedule with multiple teachers.

What are the different types of virtual learning that students will be engaged in?

There are three types of virtual instruction our students will experience:

- “Synchronous” refers to when a teacher is working with students in real-time via an online video application.
- “Asynchronous” refers to when a student is working on assigned work independently of the teacher. It is very important to note that asynchronous learning could be on the computer (e.g., 15 minutes on Flocabulary or Reflex Math) or off the computer (15 minutes reading a physical book that RPS has provided as part of the curriculum).
- “Blended” refers to when students experience both synchronous and asynchronous learning in a lesson.

What hardware and software will RPS students be using?

Every RPS student will receive an RPS-issued Chromebook (more detail in Section 5.3 below) and access their instruction through Google Classroom, using their RPS email address. Each day, students will logon and access their instructional software using Clever, our single sign-on.

Will there be training for RPS families on how to use the Chromebooks and access the instructional software?

Yes. We are working on a series of virtual orientations sessions that will be available to all families and caregivers.

Will parents/caregivers need to sit with their students throughout the day?

Our goal is to ensure that this is not necessary, except for very young students. We are working to provide in-home instructional aides to students who need constant supervision due to a severe learning disability. We will have more details on this shortly.

Will teachers be able to use their classroom for their virtual teaching?

Unfortunately, they will not for three reasons. First, opening our buildings for staff to use would undermine our commitment to doing everything humanly possible to safeguard the health and safety of our employees. It is quite possible that allowing in-classroom teaching would lead to several dozen adults being in a building at the same time. This would increase the risk of transmission precisely at a time when everyone is making extraordinary sacrifices to lower it. Second, if we were to permit in-classroom teaching, we would need other staff – namely custodians, nurses, and some administrators – to report physically as well. That would violate our commitment that no one would be forced to work in-person. Third, using our buildings even in this limited way would significantly increase costs, as we would be morally (if not legally) obligated to conduct health screenings, perform daily cleanings, and take other precautions. Right now, we need to direct as much money as possible toward creating the very best virtual experience for our students.

Section 1.2: Student Schedules

Are the schedules included below the exact ones students will have?

No. They are just samples. Principals will use these to create their school's "master schedule," which will determine, for example, when each elementary student goes to art or music and when each receives specialized support, as necessary. Similarly, while the sample schedules for middle school show English Language Arts (ELA) as the first class, not every middle school student will have ELA as their first period.

Is the start time of the day flexible?

No. This is because we need two hours (7 am – 9 am) to deliver meals to more than 1,000 bus stops daily. That is why our start time is 9:15 am. Our neighboring school divisions have a much lower percentage of students who need meal delivery, which is why they are able to start earlier each morning (and thus end earlier).

Will teachers have flexibility in the balance of synchronous and asynchronous teaching during in each instructional block?

Yes. We will provide more detailed guidance to teachers at a grade-specific level, but of course recognize that teachers will need to find the right balance for their students.

Will students be on-screen all day?

Absolutely not. Being on-screen all day is neither healthy nor pedagogically appropriate. That is why we have included breaks throughout the instructional day; why we will be encouraging teachers to incorporate off-screen activities and assignments, such as independent reading and writing, in their lessons; and why we are providing students with physical novels, textbooks, workbooks, and other items for non-computer based learning.

Will there be time for individualized student support?

Yes. While this will look differently at each level (elementary, middle, and high), every student will have time during the day for individualized support. This support may include small group instruction, dedicated time with an academic interventionist, and/or the use of "adaptive" instructional software (e.g., i-Ready and Dreambox) than can provide learning activities tailored to individual student needs.

Will there be time for teacher planning and professional development built into the schedule?

Yes. Every Wednesday, the synchronous parts of the instructional day will end at noon. Students will have asynchronous work to complete in the afternoon, along with enrichment activities that we are working to develop with several partners. During that time, teachers will have a block for planning, and for professional development. More details on this are in Section 1.5 below.

Sample Pre-K Student Schedule*

Time	Activity	Type of Learning
9:00 – 9:20	Morning Meeting	Synchronous
9:20 – 9:50	Literacy, Music, and Movement**	Synchronous
9:50 – 10:10	Brain Break, Bathroom Break	
10:10 – 10:30	Read Aloud	Synchronous
10:30 – 11:00	Independent Work Related to the Skill of the Day/Week	Asynchronous
11:00 – 1:30	Lunch, Recess, Nap	
1:30 – 2:00	Math**	Synchronous
2:00 – 2:30	Creative Play / Choice Time	Asynchronous
2:30 – 2:45	Social-Emotional Lesson and Afternoon Close-Out	Synchronous

*The times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of each may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners.

Sample K-2 Student Schedule*

Time	Activity	Type of Instruction
9:15 – 9:30	Community Circle	Synchronous
9:30 – 10:30	English Language Arts Block – Part A**	Blended
10:30 – 10:45	Brain Break, Bathroom Break	
10:45 – 11:15	English Language Arts Block – Part B**	Blended
11:15 – 11:45	Math Block – Part A**	Blended
11:45 – 12:45	Lunch, Recess, Rest	
12:45 – 1:30	Math Block – Part B**	Blended
1:30 – 2:00	Social Studies/Science**	Blended
2:00 – 2:30	Encore Rotation (Art, Music, PE, Library)**	Blended
2:30 – 3:00	Personalized Support Time / Creative Play <ul style="list-style-type: none"> • Academic Small Group Support • ESL and IEP-Related Services • Counseling • 1:1 Check-Ins 	Blended

*The times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of the sections may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners. As this is a “blended” instructional block, students will experience a combination of “synchronous” (live) instruction and “asynchronous” (not live) instruction. Asynchronous instruction may be on the computer (e.g., independent time on one of our educational software programs) or off the computer (e.g., reading a physical book, completing a set of math problems in a workbook, or practicing a new art technique).

Sample 3-5 Student Schedule*

Time	Activity	Type of Learning
9:15 – 9:30	Community Circle	Synchronous
9:30 – 11:15	English Language Arts Block**	Blended
11:15 – 11:30	Brain Break, Bathroom Break	
11:30 – 12:00	Math Block – Part A**	Blended
12:00 – 1:00	Lunch, Recess, Rest	
1:00 – 2:00	Math Block – Part B**	Blended
2:00 – 2:30	Social Studies/Science (Alternating Days)**	Blended
2:30 – 3:00	Encore (Art, PE, Music, Library, or Spanish)**	Blended
3:00 – 3:30	Personalized Support Time <ul style="list-style-type: none"> • Academic Small Group Support • ESL and IEP-Related Services • Counseling • 1:1 Check-Ins 	Blended

* The times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of the sections may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners. As this is a “blended” instructional block, students will experience a combination of “synchronous” (live) instruction and “asynchronous” (not live) instruction. Asynchronous instruction may be on the computer (e.g., independent time on one of our educational software programs) or off the computer (e.g., reading a physical book, completing a set of math problems in a workbook, or practicing a new art technique).

Sample 6-8 Student Schedule (4 Period Day)*

Time	Activity	Type of Learning
9:15 – 9:30	Community Circle in Virtual Homeroom	Synchronous
9:30 – 11:00	English Language Arts**	Blended
11:00 – 11:10	Transition	
11:10 – 12:40	Math**	Blended
12:40 – 1:10	Lunch	
1:10 – 2:40	Science or History (Alternating Days)**	Blended
2:40 – 2:50	Transition	
2:50 – 4:20	Electives 1 and 2 (Alternating Days)**	Blended

*The times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of the sections may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners. As this is a “blended” instructional block, students will experience a combination of “synchronous” (live) instruction and “asynchronous” (not live) instruction. Asynchronous instruction may be on the computer (e.g., independent time on one of our educational software programs) or off the computer (e.g., reading a physical book, completing a set of math problems in a workbook, or practicing a new art technique).

Sample 6-8 Student Schedule (6-Period Day)*

Time	Activity	Type of Learning
9:15 – 9:30	Community Circle in Virtual Homeroom	Synchronous
9:30 – 10:30	English Language Arts**	Blended
10:30 – 10:35	Transition	
10:35 – 11:35	Math**	Blended
11:35 – 12:05	Lunch	
12:05 – 1:05	Science**	Blended
1:05 – 1:10	Transition	
1:10 – 2:10	History**	Blended
2:10 – 2:15	Transition	
2:15 – 3:15	Elective 1**	Blended
3:15 – 3:20	Transition	
3:20 – 4:20	Elective 2**	Blended

*The times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of the sections may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners. As this is a “blended” instructional block, students will experience a combination of “synchronous” (live) instruction and “asynchronous” (not live) instruction. Asynchronous instruction may be on the computer (e.g., independent time on one of our educational software programs) or off the computer (e.g., reading a physical book, completing a set of math problems in a workbook, or practicing a new art technique).

Sample 9-12 Student Schedule*

Time	Activity	Type of Learning
9:15 – 9:30	Community Circle in Virtual Homeroom	Synchronous
9:30 – 11:00	Course 1**	Blended
11:00 – 11:05	Transition	Off
11:05 – 12:35	Course 2**	Blended
12:35 – 1:10	Lunch	Off
1:10 – 2:40	Course 3**	Blended
2:40 – 2:45	Transition	Off
2:45 – 4:20	Course 4**	Blended

*This fall, all RPS high schools will be using a “4x4” schedule, meaning that students will take four courses each semester. Also, the times listed in this sample schedule are only for illustration purposes. While the total number of minutes allocated to each section will be consistent across schools, the start and end times of the sections may vary based on each school’s master schedule.

**This time will include a mix of whole group, small group, and individualized instruction. As appropriate, teachers and interventionists will also provide support for students with IEPs and English Learners. As this is a “blended” instructional block, students will experience a combination of “synchronous” (live) instruction and “asynchronous” (not live) instruction. Asynchronous instruction may be on the computer (e.g., independent time on one of our educational software programs) or off the computer (e.g., reading a physical book, completing a set of math problems in a workbook, or practicing a new art technique).

Section 1.3: Specialized Supports

How will students with learning disabilities be supported during the virtual semester?

RPS has approximately 3,800 students with Individual Education Programs (IEPs) or 504 plans for students with learning disabilities. Most of these students (about 3,400) typically receive supports within the general education classroom setting. That will continue during the virtual semester.

How will supports for children with more intensive needs be provided?

About 400 RPS students with IEPs require more intensive supports. For example, they may benefit from learning in a class specifically tailored for students with their particular disability (a “self-contained” class), attending a private day school, or receiving homebound instruction. Most of these students will receive instruction and support virtually from their specially education teachers and related service providers.

Are there services that cannot be provided virtually? If so, how will children receive those?

Some services (e.g., certain kinds of speech therapy, occupational therapy, or physical therapy) cannot be effectively provided remotely. For students who require these unique services, we will arrange for in-person, at-home support using our contractors (with PPE and physical distancing).

In addition, some students who receive functional and/or adaptive instruction may require in-person, at-home support. For example, some may require an instructional aide to assist with accessing the virtual platform and other daily instruction, along with assistive technology. We will provide these supports, as necessary.

How will families know if their students qualify for in-person, at-home services?

Services are determined by a student’s IEP, which is set by the IEP Team (which includes parents/caregivers). As IEPs are renewed this August, IEP teams will identify students for whom unaided virtual instruction is not possible given their cognitive and/or physical disabilities.

If an IEP Team determines a student would benefit from in-person, at-home services, are families obligated to accept those service?

No. If families have concerns about service providers entering their homes during the pandemic – even with PPE and physical distancing – they can decline those services.

Where can families of students with intensive IEPs obtain additional information?

We encourage those families to contact Francina Simmons (fsimmons@rvaschools.net) in our Department of Exceptional Education.

How will English Learners be supported during the virtual semester?

RPS has about 3,300 English Learners (ELs), who span a range of proficiency levels. Some of these students are recent immigrants to the United States and may have academic needs beyond just learning English. In addition, many of these students require social-emotional support adapting to their new environment. Supports for all these students will be provided virtually in the following ways:

- Throughout the virtual day, Language Instruction Education Program (LIEP) teachers will partner with general education teachers to provide small-group instruction and support, and may at times co-teach.
- In addition, all ELs will participate in an English Language Development (ELD) block, utilizing online platforms such as Imagine Learning, Read 180, or Language Live. LIEP teachers will facilitate this learning.
- English Learners at schools who have very low numbers of ELs will virtually join co-taught ELA classes and ELD elective classes. We will make special scheduling accommodations to ensure all our English Learners have access to the services they require.

How do families who are new to RPS (including those who are new to the United States) find out if their student qualifies as an English Learner?

We encourage all such families to visit our Welcome Center, where staff can provide language screening services and other supports. It is located at the Southside Community Services Center at 4100 Hull Street. All staff will be wearing PPE and will follow physical distancing guidelines as best as possible. Families must wear face coverings when they visit the Welcome Center.

How will Pre-K and primary grade students be supported in a virtual environment?

We acknowledge that virtual learning for our youngest students will be challenging. That is why we have taken a number of steps to make it as accessible and developmentally-appropriate as possible. For example, in our Pre-K schedules, we have included:

- Dedicated time for creative play, which will be supported by a menu of suggested activities and supplies that will be provided in student learning kits;
- Dedicated time movement breaks, outdoor play, and rest; and
- Short bursts of synchronous (live) whole-group instruction, followed by small-group activities.

Section 1.4: Assessment & Grading

Why is it important to assess students at the start of our virtual semester?

To best meet the individual needs of students, teachers must know the specific learning needs of their students. Following our spring closure, it is even more important for our educators to fully understand where our students are starting so that we tailor instruction and supports accordingly.

How will RPS be assessing students' academic skills?

To the extent possible, we will conduct grade and subject-specific assessments virtually. We are in the process of working out all the details with our assessment providers. In a few cases, some in-person testing may be necessary. We will provide additional details on this shortly.

Which assessments will be given at the beginning of the year?

- For Kindergarten: VKRP (Virginia Kindergarten Readiness Program)
- For Grades K-3: PALS (Phonological Awareness Literacy Screening)
- For Grades 2-9, ELA and Math: NWEA MAP (Northwest Evaluation Association Measures of Academic Progress)
- For Grades 10-12 and for Subjects Other Than ELA and Math: Teacher-created assessments
- For all English Learners: WIDA Screener (World-Class Instructional Design and Assessment)

Will there still be SOLs this year?

SOLs are governed by the Virginia Department of Education. As of now – though this may change – the VDOE has scheduled SOLs for the 2020-21 school year.

Will students receive grades for work completed during the virtual semester?

Yes. All assignments will be required and graded. Students will receive report cards and transcripts, as normal.

Section 1.5: Professional Development

How will RPS be training teachers for the virtual semester?

All RPS teachers have six days of virtual pre-service training as well as two planning days to prepare for the start of the year. Teachers who are new to RPS will also have a two-day New Teacher Orientation.

Monday 8/24	Tuesday 8/25	Wednesday 8/26	Thursday 8/27	Friday 8/28
New Teacher Orientation	New Teacher Orientation	Pre-Service Day 1	Pre-Service Day 2	Teacher Planning

Monday 8/31	Tuesday 9/1	Wednesday 9/2	Thursday 9/3	Friday 9/4
Pre-Service Day 3	Pre-Service Day 4	Pre-Service Day 5	Pre-Service Day 6	Teacher Planning

During pre-service, RPS will provide a wide variety of virtual training sessions focused on the both the technical aspect of virtual instruction (e.g., how to use the software platforms) as well as the pedagogical aspects (e.g., how to build strong student relationships remotely). We will also have curriculum and role-specific sessions.

Will teachers have some choice in the trainings they attend virtually during pre-service?

Yes. Based on our survey data, we know that teachers have widely varying needs when it comes to virtual instruction. In light of that, we encourage our educators to select the trainings that will best equip them given their current skill set.

Will some of the trainings be required?

Yes. Examples:

- RPSStrong@Home Session: An overview of the RPS vision and expectations for virtual teaching
- Curriculum Sessions: For K-8 ELA and math teachers or leaders who did not attend the sessions this summer
- Role-Specific Sessions: For specific content areas, intervention programs, exceptional education supports, and English Learner supports

Will instructional assistants and substitutes be included in the training that teachers receive?

Yes.

What training will school leaders receive?

Throughout the summer, RPS principals have participated in weekly professional development. By the start of school, they will have received training on:

- Leading through crisis and change;
- Implementing the new ELA and math curricula (K-8);
- Coaching and supporting teachers in a virtual environment;
- Developing strong school culture in a virtual environment; and
- Using new software tools to effectively manage their school operations remotely.

Section 1.6: Instructional Resources

What resources will RPS provide to students to help with virtual learning?

Prior to the start of school, each student will receive a #ReopenWithLove Kit that will include instructional materials to support their learning. We will share more details about the contents of the student kits shortly.

What resources will RPS provide to teachers to help with virtual teaching?

Teachers will have the opportunity to bring supplies home from their classrooms prior to the start of school. In addition, on top of the \$150 Amazon supply card, they will receive an #RPSReopenWithLove instructional kit, which will include the following items.

Item	Pre-K	K-2	3-5	6-8	9-12
Assorted instructional-related office supplies	✓	✓	✓	✓	✓
Blue light filter glasses	✓	✓	✓	✓	✓
Document camera with flexible neck	✓	✓	✓	✓	✓
Dry erase board easel + markers/eraser	✓	✓	✓	✓	✓
Noise reduction headset with microphone	✓	✓	✓	✓	✓

Will RPS be adding any online software tools for the virtual semester?

Yes, pending Virginia Department of Education approval given our MOU. Please see below for a list of the online tools we are hoping to provide for our students and teachers.

Item	Subject	Additional Detail
Adobe Creative Suite	CTE	Graphic design
ASE	CTE	Virtual automotive curriculum
CareerSafe	CTE	Virtual OSHA course

Creative Curriculum Cloud	All	Virtual version of the existing RPS Pre-K curriculum
Creative Learning Systems	STEM	Virtual STEM Academy exploratory course
Dreambox	Math	Number sense and equivalence
Flocabulary	ELA	Song-based practice
Ford ACES	CTE	Virtual automotive curriculum
Form Limiter	All	Limits responses to forms
Google FLAT	Music	Music notation editor
Google Meet Grid View	All	Enables teachers to see all students in class
Google Meet Waiting Room	All	Creates a waiting room for online classes
iCEV	CTE	Virtual curriculum for most CTE courses
IXL	Math	Online math software for upper grades
Kami	All	Annotate text, e-books, PDFs
Legends of Learning	Science	Online science content
Lucid Chart & Press	All	Enables teachers to create virtual graphs and charts
Meet Attendance	All	Enables teachers to take attendance
Method Prep	Future Center	Online SAT and PSAT prep
Milady	CTE	Virtual curriculum for cosmetology and barbering
Mindtap	CTE	Virtual curriculum for a variety of CTE courses
MyTeachstone	All	Allows for virtual observation
NASM	CTE	Virtual curriculum for sports medicine
NCCER	CTE	Virtual curriculum for carpentry, electricity, welding
Nearpod	All	Enables teachers to create engaging online lessons
Newsela	ELA	Online ELA non-fiction content
No Red Ink	ELA	Online grammar and writing
PioneerRx Online	CTE	Virtual curriculum for pharmacy tech

Plug-In	Exceptional Ed	Enables teachers to enhance courses
Quaver	Music	Virtual music curriculum
Quizzlet	All	Enables teachers to create online quizzes
RAZKids	ELA	Interactive, leveled e-books spanning 29 levels
School Link	Counseling	Online tool to track college and career planning
SP2	CTE	Virtual automotive curriculum
Tab Resize	All	Enables teachers to resize tabs and split screens
TumbleBooks	ELA	E-book collection

Section 2

Talent Office Plan

2.1 Hiring

How close is RPS to being fully staffed for the start of our virtual semester?

As of July 31, we had filled 90% of our teacher vacancies, with only 38 remaining (see chart below). At the same time last year, we had filled 80% of our vacancies.

Level	Vacancies	# Filled	% Filled	# Remaining	% Remaining
Elementary	201	189	94%	12	6%
Middle	106	88	83%	18	17%
High	63	55	87%	8	13%
Total	370	332	90%	38	10%

Is RPS doing anything different to onboard new staff for our virtual semester?

Yes. All new employees will receive an email with a link for a virtual onboarding. In addition, the Talent Office will individually connect with all new hires to address any questions or concerns. New employees who still need support setting up their RPS email account should contact Tonya Leigh at lleigh@rvaschools.net.

What will New Teacher Orientation look like this year?

New Teacher Orientation (NTO) will take place on August 24 and 25 per the School Board approved calendar. NTO will be fully online and will include training specifically tailored to new teachers. Topics will include both the technical (e.g., learning how to access to ASPEN and other RPS platforms) and the pedagogical (e.g., understanding the basic of our new ELA and math curricula).

2.2: Personnel Policies

Will RPS employees be laid off or furloughed as a result of the virtual semester?

No. There are no plans to lay off or furlough RPS employees with contracts for the 2020-2021 school year due to the virtual semester.

Will RPS employees continue to be paid their normal compensation during the virtual semester?

Yes. All RPS employees will continue to be paid their normal compensation during the virtual semester.

Will all contractors continue to be utilized?

No. RPS will continue working with contractors and subcontractors who are able to support our students during their virtual semester. We are in the process of evaluating all of our contracts.

What are the work expectations for RPS employees during the virtual semester?

Employees will be expected to perform all of their typical duties, although in a virtual environment. For some roles, modifications to work responsibilities will be necessary as a result of RPS opening virtually. The Talent Office will be publishing guidance for these roles in the coming weeks. Please also note that all employees will continue to be evaluated throughout the year, including during the virtual semester.

Will any RPS employees be required to work in-person?

No. Employees who opt out of working in-person or who cannot perform their typical duties in a virtual environment will be assigned other responsibilities, as appropriate.

Will RPS employees still be able to use their leave during our virtual semester?

Yes. How employees accrue and use leave will remain the same for the 2020-21 school year. Employees who are directly impacted by COVID-19 will have access to enhanced leave benefits under the Families First Coronavirus Response Act (FFCRA). Employees who would like to discuss FFCRA should contact Michelle Owens at mowens2@rvaschools.net for further information.

Will RPS have substitutes during the virtual semester?

Yes. As always, RPS will need the support of substitute staff next year, and the process for requesting a substitute will be the same. Substitute teachers will be included in our August trainings and will have access to the #ReopenWithLove teacher kits to assist them with virtual teaching.

Will RPS still have an open enrollment process for benefits during the virtual semester?

Yes. The open enrollment period will run from October 12 to October 30 this year, with benefits selections going into effect on January 1, 2021. During the enrollment period, employees will be able call (844) 379-0069 during normal operating hours to make changes to their benefits. They can also do so online [here](#).

Section 3

Schools Office Plan

3.1: School Leadership

What is the role of the principal during the virtual semester?

Principals will continue to lead their schools and perform all of their normal duties during the virtual semester. For example, among many other responsibilities, principals will:

- conduct classroom observations to provide support to teachers by joining online lessons;
- hire, onboard, and support staff using remote tools;
- hold virtual faculty meetings to share information, gather feedback, and align with staff on key priorities;
- support virtual school culture efforts by helping lead morning Community Circles on a weekly basis;
- meet remotely with parents and caregivers about any concerns they may have; and
- ensure the efficient execution of all operational matters – from facility upgrades to daily cleaning at meal distribution hubs.

3.2: ConnectRPS

What is ConnectRPS?

ConnectRPS is our strategy to ensure that our most vulnerable students and their families stay connected to their school community and receive any supports they need during our virtual semester. ConnectRPS has three main components: 1) tiering students based on a variety of academic and social-emotional factors; 2) contacting students at a frequency determined by their tier; and 3) connecting students and their families with any counseling, city services, or supplies that they need to stay healthy and happy during our virtual semester.

How will students be tiered?

The goal is to ensure that students and families who need the most support actually receive the most support. To achieve this, we will begin by tiering students into three groups based on a variety of data points as well as the qualitative input from teachers, counselors, social workers, psychologists, and school leaders.

Example of data points that will be considered for tiering:

- Attendance
 - Tier 1: 0 – 10% of days absent
 - Tier 2: 10 – 20% of days absent
 - Tier 3: 20% or more of days absent
- Academics
 - Elementary and Middle School
 - Tier 1: Mostly grades of A and B
 - Tier 2: Mostly grades of B and C
 - Tier 3: Mostly grades of C and lower
 - High School
 - Tier 1: GPA of 3.0 or higher
 - Tier 2: GPA of 2.0 – 2.9
 - Tier 3: GPA of 1.9 or lower
- Suspensions
 - Tier 1: No days lost due to suspension
 - Tier 2: 1 – 5 days lost due to suspension
 - Tier 3: 6 or more days lost due to suspension

What will be the frequency of the contact between RPS and students/families?

RPS staff, along with contracted partners, will contact students by phone, video chat, or, if necessary, home visit at a frequency determined by their tiering.

- Tier 1 (Low Concern / Low Support): Students/families in Tier 1 will be contacted within the first 45 days of school to determine if any support is needed.
- Tier 2 (Medium Concern / Medium Support): Students/families in Tier 2 will be contacted within the first 15 days of school to determine what supports are needed and what frequency of contact would be helpful.
- Tier 3 (High Concern / High Support): Students/families in Tier 3 will be contacted on a daily basis and connected with the most intensive supports.

Mental health professionals from both RPS and external partners, along with additional RPS staff who will be assigned to this effort during our virtual semester, will each have a caseload of students that they will be responsible for contacting on the appropriate basis and tracking needs for follow up.

What kinds of supports will be provided?

RPS personnel and external partners will provide direct support and/or connect families to the appropriate outside resources. Below are some examples:

- RPS Personnel
 - Counselor: Engages in individual or small group counseling sessions with Tier 2 and Tier 3 students
 - Social Worker: Connects Tier 2 and Tier 3 students/families to community resources
 - Family Liaison: Makes no-contact home visits to Tier 2 students/families
 - Other (e.g., School Security Officer, as normal duties do not apply in a virtual environment): Calls Tier 3 students before school to ensure they eat breakfast and log onto their Chromebook
- Contracted Partners
 - Communities in Schools (CIS) Coordinator: Connects with Tier 2 students after school to debrief the day with them
 - Child Savers Licensed Clinician: Provides intensive individual counseling to Tier 3 students
 - Richmond Behavioral Health Authority (RBHA) Therapeutic Day Treatment (TDT) Employee: Connects with teacher to determine how to best support Tier 3 students during the virtual day
 - Stop Child Abuse Now (SCAN) Trauma-Informed Specialist: Provides professional development and coaching to non-mental health RPS staff who are a part of ConnectRPS

3.3: Social-Emotional Learning (SEL)

What is social and emotional learning (SEL)?

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) is the leading source of information, research, and guidance about SEL in schools. CASEL defines SEL as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Why is SEL important during our virtual semester?

Social and emotional learning may be even more important now than ever before – precisely because we are physically closed and students have such limited social interaction. As CASEL’s president noted in a recent letter to the SEL community: “Like most Americans and people around the globe, I’ve been in seclusion and limiting my physical interaction with others. I do not consider this “social distancing.” In this time of crisis, we need physical distancing, of course. But that doesn’t mean we must be islands unto ourselves. When physical distancing is deemed necessary, social and emotional connectedness is even more critical.”

How will RPS be approaching SEL during our virtual semester (and beyond)?

At the elementary and middle school levels, RPS will be using [Second Step](#), an evidence-based SEL program that has been found to produce “gains in empathy, impulse control, anger management, self-reliance, positive approach-coping, caring-cooperative behavior, suppression of anger, consideration of others, and social competence” according to a [2017 Harvard Graduate School of Education study](#). Second Step lessons will occur during the daily morning Community Circles that we have built into all K-8 schedules for our virtual semester. See below for one example of Second Step lesson.

GRADE
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Lesson 11: Introducing Emotion Management

Lesson Concepts

- When you feel strong feelings it's hard to think clearly.
- Focusing attention on your body gives you clues about how you're feeling.
- Thinking about your feelings helps the thinking part of your brain get back in control.

Objective

Students will be able to identify physical clues that can help them name their own feelings.

At the high school level, students will participate in a morning Community Circle centered on the five core SEL competencies articulated above.

3.4: Enrollment

How will enrollment work for new students given that our buildings are closed?

New to RPS students will enroll via the [Enroll RPS](#) platform. Once their enrollment form is submitted, a member of their new school's team will review the form for completeness, reaching out if there are any missing documents, information, or otherwise have questions. Once the enrollment form is complete (including all required documentation establishing proof of residency, up to date immunizations and a recent physical), the student will be enrolled for the new school year.

Is RPS moving forward with its new zones for the virtual semester?

Yes. Moving forward with the new zones is important for a number of reasons. Most notably, we want to ensure that all of the relationships that students develop during the virtual semester are maintained during the spring in-person semester. If we were to use the old zones for the virtual semester and the new zones for the in-person semester (which would be necessary given the new schools and other factors), maintain relationships would not be possible.

If a family is still unsure of their new zone for next year, how can they obtain that information?

Families who want to verify their new zone school should visit the [school locator](#) and enter their address.

Section 4

Engagement Office Plan

4.1: Communication and Outreach

How will RPS be communicating to families and staff about our reopening plans?

Starting the week of August 3, we will be launching our #ReopenWithLove campaign, designed to ensure that all of our stakeholders have the information they need to start the year successfully.

What are the main ways RPS will communicate our #ReopenWithLove plan?

- Starting the Week of August 3
 - RPS Website: We will have a new #ReopenWithLove section of our website, which will serve as a one-stop shop for all reopening information.
 - RPS Direct, RPS Live!, and RPS Social Media Platforms: Superintendent Kamras will continue to provide daily updates in his RPS Direct newsletter (which now goes to over 20,000 members of the RPS Family). In addition, we will focus all of our August and September RPS Live! Episodes on reopening. Finally, we will use our Facebook, Instagram, and Twitter accounts to push out critical updates.
- Starting the Week of August 10
 - Parent Link: All RPS families will receive a weekly Parent Link call with reopening updates.
 - School-Based Communication: Principals will provide weekly updates (at a minimum) to their schools communities via email and robocalls.
 - Family Support Line: We will be increasing the number of people answering phones for the RPS Family Support Line (804-7806196) and will respond to all messages within 24 hours.
 - Food Distribution Sites: Informational flyers about reopening (in both English and Spanish) will be distributed at all food distribution sites on a weekly basis.
 - Radio/Television: RPS will continue to reach out to local media outlets to share information about our reopening plan and to highlight the work of our employees, volunteers, and community partners.
 - Physical Mail: All families will receive a letter informing them about key elements of our reopening plan.
 - Community Walks: Teams of RPS staff and volunteers will be doing Community Walks to pass out flyers and door hangers about school reopening. See next page for schedule.

Community Walk Schedule

Region	Date	Neighborhood	Time
North/West	August 6	Lincoln Mews	8:00 am – 9:30 am
	August 6	Lakeview Manor	10:30 am – 12:00 pm
	August 13	Old Brook Square	8:00 am – 9:30 am
	August 13	Randolph Village Apartments	10:30 am – 12:00 pm
	August 20	Hotchkiss Field Area	8:00 am – 9:30 am
	August 20	Highland Park Area	10:30 am – 12:00 pm
	August 27	Colorado Manor	8:00 am – 9:30 am
	August 27	Essex Village (Front)	10:30 am – 12:00 pm
	September 3	Newman Village	8:00 am – 9:30 am
	September 3	Gilpin Court	10:30 am – 12:00 pm
South	August 3	Hillside Court	8:00 am – 9:30 am
	August 3	Afton	10:30 am – 12:00 pm
	August 10	Residences at Brookside	8:00 am – 12:00 pm
	August 17	Walmsley Apartments	8:00 am – 9:30 am
	August 17	Midlothian Village	10:30 am – 12:00 pm
	August 24	Southwood Apartments	8:00 am – 12:00 pm
	August 31	Lafayette Garden	8:00 am – 9:30 am
	August 31	Blackwell Area	10:30 am – 12:00 pm
East	August 5	Mosby Court	8:00 am – 9:30 am
	August 5	Whitcomb Court	10:30 am – 12:00 pm
	August 12	Fairfield Court	8:00 am – 9:30 am
	August 12	Creighton Court	10:30 am – 12:00 pm
	August 19	Broad Street & 25th–38th Street	8:00 am – 9:30 am
	August 19	Bellevue Zone	10:30 am – 12:00 pm
	August 26	Chimborazo Zone	8:00 am – 9:30 am
	August 26	Rainbow/Fulton	10:30 am – 12:00 pm
	September 2	Townsend Square Apartments	8:00 am – 9:30 am
September 2	Fairmount Avenue Area	10:30 am – 12:00 pm	

What additional outreach will RPS be doing for families who may not be fluent in English?

In addition to the overarching strategies listed above, we will take the following steps to support these families:

- Translate all reopening materials into Spanish, French, Arabic, and Swahili
- Make personal phone calls to each family in their native language
- Include all reopening content to RPSenEspañol and RPSenVivo
- Appear weekly on Spanish radio
- Utilize existing networks (e.g., Sacred Heart) to pass out flyers to families
- Share reopening information in-person at school registration events throughout the community

What additional outreach will RPS be doing for families who may have unstable housing?

In addition to the overarching strategies listed above, we will take the following steps to support these families:

- Share reopening flyers at shelters and transitional housing centers
- Make personal phone calls to each family
- Leverage partners (e.g., Department of Social Services) to share reopening information

What additional outreach will RPS be doing for families in RRHA or other highly-populated apartment complexes?

In addition to the overarching strategies listed above, we will take the following steps to support these families:

- Conduct Community Walks to pass out flyers and answer questions in each of the apartment complexes (see dates, locations, and times above)
- Leverage existing community events (e.g., COVID-testing) to share reopening information

4.2: Community Hubs

What are Community Hubs?

Starting this fall, we will be launching four “Community Hubs” around the city (1 for East End, 2 for Southside, and 1 for Northside/West End) to deepen our connection to and partnership with families and community partners.

The hubs will be staffed by “Family Liaisons,” whose responsibilities will include communicating critical information to RPS families, connecting them with social services, intervening in cases of chronic absenteeism, making home visits, and providing other supports. Three “Regional Hub Coordinators” (East End, Southside, and Northside/West End) will oversee the day-to-day operations of the hubs.

Where will the Community Hubs be located?

- East End Hub
 - Location: BGC Metro Richmond (1815 North 30th Street; former East Lawn Shopping Center)
 - Schools Served: Armstrong HS, Bellevue ES, Chimborazo ES, Fairfield Court ES, Franklin Military Academy, Marsh ES, MLK MS, Woodville ES
 - Neighborhoods Served: Brauers/Peter Paul/Woodville, Chimborazo/Oakwood/Church Hill/Union Hill, Creighton Court, Fairfield Court, Fulton/Fulton Hill/Montrose Heights, Mosby Court, Whitcomb Court/Eastview
 - Number of Family Liaisons: 7
- Southside Hub 1 (East of Hull Street)
 - Location: Oak Grove Community Center (1800 Lynhaven Avenue)
 - Schools Served: Blackwell ES, Broad Rock ES, Boushall MS, Cardinal ES, Francis ES, Oak Grove-Bellemeade ES
 - Neighborhoods Served: Afton/Bellemeade/Oak Grove/Jefferson Terrace, Blackwell/Manchester, Castlewood/Davee Gardens/Cullenwood, Hillside Court, Lafayette Gardens/Rudd Trailer Park, Walmsley Terrace/Cherry Gardens/Hickory Hill
 - Number of Family Liaisons: 5
- Southside Hub 2 (West of Hull Street)
 - Location: Southside Community Center (6255 Old Warwick Road)
 - Schools Served: Brown MS, Fisher ES, Huguenot HS, Miles Jones ES, Patrick Henry ES, Redd ES, Reid ES, River City MS, Southampton ES, Swansboro ES, Westover Hills ES

- Neighborhoods Served: Beaufont/Hioaks/Worthington, Brookbury/Broad Rock/Swansboro, Farms/Chippenham Place, Forest Hill/Westover Hills/Westlake, Midlothian Village, Southwood
- Number of Family Liaisons: 5
- Northside/West End Hub
 - Location: Randolph Community Center (1415 Grayland Avenue)
 - Schools Served: Binford MS, Carver ES, Cary ES, Community HS, Fox ES, Ginter Park ES, Henderson MS, Hill MS, Holton ES, Jefferson HS, Marshall HS, Munford ES, Obama ES, Open HS, Overby-Sheppard ES, Richmond Alternative School/ASPIRE, Tech Center
 - Neighborhoods Served: Battery Park/Edgewood/Ginter Park, Carver/Jackson Ward, Gilpin Court, Highland Park, Randolph/Maymont/Byrd Park, Southern Barton Heights/Brookland Park
 - Number of Family Liaisons: 6

How will the Community Hubs support students and families during the virtual semester?

The Family Liaisons will perform their duties virtually or in-person but physically distanced. For example, they will make no-contact home visits, call families of students who are not attending their virtual classes and connect them with any necessary supports, and push out critical information through flyer distributions and other means.

Section 5

Operations Office Plan

5.1: Health and Safety Protocols

Even though RPS will be virtual this fall, will there be health and safety protocols for any staff or volunteers who are participating in meal delivery and other necessary in-person activities?

Yes. The health and safety of RPS staff is our top priority. Specific guidelines are below.

What will daily health checks look like?

Upon arrival at their work site, all staff and volunteers will review the CDC screening questions to check for symptoms. In addition, all staff and volunteers will also receive a temperature check. Anyone who has a fever (per the CDC, the fever threshold is 100.4) will need to immediately return home and contact their medical provider.

Will masks or other face coverings be required?

Yes. All staff and volunteers will be required to wear a face covering at all times while at an RPS site or on an RPS bus. Staff and volunteers will be asked to bring their own masks, but RPS will provide one if needed. RPS will provide N95 masks for all nurses.

Will gloves be required? Will goggles be available?

Yes. All staff and volunteers will be required to wear gloves if interacting directly with other individuals at an RPS site or on an RPS bus. Gloves will be provided by RPS. Goggles will be available to staff who wish to wear them.

Will hand sanitizer be available?

Yes. Hand sanitizer (at least 70% alcohol content, per CDC guidelines) will be available for all staff and volunteers. In addition, they will have access to a sink and hand soap at every RPS work site.

What will be the physical distancing requirements?

To the extent possible, all staff and volunteers will be required to maintain at least six feet between them at all times. Plexiglass barriers will be installed in all front offices in schools and central office sites to promote distancing.

How often will RPS sites (e.g., meal distribution hubs) and buses be cleaned?

Every day buses will be cleaned thoroughly/high touch services will be disinfected.

Will RPS continue with other health and safety steps in preparation for an in-person second semester?

Yes. We are installing Plexiglass barriers at all front offices and hand sanitizer stations in all classrooms and all common areas; ensuring all bathrooms have fully functional sinks, soap dispensers, and paper towel dispensers; hiring six additional nurses; and creating student-friendly informational signage for all schools.

5.2: Meal Distribution

How will meal distribution work during our virtual semester?

We will be using our transportation fleet to deliver meals to over 1,095 stops daily via two delivery runs: the first will occur between 7 am and 9 am for K-12 students; and the second will occur between 11:30 AM and 1:30 PM for Pre-K students and other students who need door-to-door service (e.g., medically fragile students). Twelve schools will serve as meal distribution hubs, where food will be packed on buses each morning. Families will also be able to obtain food directly at these sites. The hubs are:

- For Northside routes
 - Henderson MS
 - Overby-Sheppard ES
 - MLK MS
- For Southside routes
 - Blackwell ES
 - Boushall MS
 - Broad Rock ES
 - Brown MS
 - Miles Jones ES
 - Oakgrove-Bellemeade ES
- For East End routes
 - Armstrong HS
 - Chimborazo ES
- For West End routes
 - Holton ES

Run	Delivery Time	Students Served	Number of Routes	Number of Stops
First	7 am – 9 am	K-12	47	160
Second	11:30 am – 1:30 pm	Pre-K + Students Who Require Door- to-Door Service	26	935

What are the details of the first run?

Region	Hubs	Number of Routes	Number of Stops
North	Henderson MS	10	26
	MLK MS		
	Overby Sheppard ES		
South	Blackwell ES	26	104
	Boushall MS		
	Broad Rock ES		
	Brown MS		
	Miles Jones ES		
	Oak Grove ES		
East	Armstrong HS	8	21
	Chimborazo ES		
West	Holton ES	3	9

What are the details of the second run?

Region	Hubs	Number of Routes	Number of Stops
North	Henderson MS	6	206
	MLK MS		
	Overby Sheppard ES		
South	Blackwell ES	13	502
	Boushall MS		
	Broad Rock ES		
	Brown MS		
	Miles Jones ES		
	Oak Grove ES		
East	Armstrong HS	6	180
	Chimborazo ES		
West	Holton ES	1	47

Who will be staffing the meal preparation and distribution?

RPS food and nutrition staff, bus operators, bus monitors, and other employees who opt into in-person work will prepare the meal bags and delivery them each day. Those who choose not to work in-person will be assigned other duties.

What will RPS do to protect the health and safety of these personnel?

We will conduct daily health screenings (to include a temperature check and symptom questions) of all staff involved in the preparation, packing, and distribution of meals prior to work each day. In addition, we will provide Personal Protective Equipment (PPE) to those who need it (face coverings, gloves, and goggles). In addition, each bus will be cleaned on a daily basis.

How many meals will be delivered in each bag?

Two: one breakfast and one lunch. Each Friday, students will receive two bags (four meals) for the weekend.

Did RPS consider delivering multiple bags of food just once or twice a week to reduce the amount of time/effort needed for delivery?

Yes. However, we decided against this for three reasons. First, the bags are heavy and it would be difficult for some students to carry several of them home from a bus stop. Second, some of our families do not have sufficient refrigeration space to keep multiple bags of food. Third, the daily delivery has proven to be an important human touchpoint for many families, as our drivers and volunteers have taken on the role of quasi-social workers as well. We are concerned that removing this would have a negative impact on students and families alike.

Are there any changes from the summer and spring deliveries that families should know about?

Yes. Per USDA regulations, detailed tracking of who the meals are delivered to will be required for RPS to receive reimbursement from the federal government. To assist with this, we will be deploying a new mobile platform that will allow our distribution team to log each meal distributed in real time.

5.3: Technology Distribution

How many Chromebooks and Wi-Fi hotspots has RPS distributed thus far?

Over the spring and summer, RPS distributed approximately 16,000 Chromebooks and 6,000 Wi-Fi hotspots.

Will every RPS students, regardless of economic need, be receiving a Chromebook?

Yes. Having all of our students on the same device will make it easier for students, families, and teachers, as we will be able to standardize our tech support and instructional training. In addition, having all devices on our “console” means we can easily push out software updates to all devices. Finally, all RPS devices are pre-loaded with internet security software, which will help protect our students while online.

When will the next batch of Chromebooks be distributed?

We have placed orders for another 8,000 devices. As soon as they are in hand, we will configure them, and begin distribution. For this round of distributions, we will not be using hub locations. Instead, students/families will go to their school. We will publish additional details once we receive the devices. All RPS students, regardless of economic need, will have a Chromebook by the end of September. We will prioritize students with economic need who do not have a personal device.

If a family still needs a hotspot, what should they do?

Any family that did not come to one of the technology distribution days the spring/early summer will receive a call from their school to review their technology needs. If a family does not receive a call by August 15, they should contact their school directly.

Will teachers be provided with a laptop if they did not initially receive one when they started? Or if the one they have is not functioning properly?

Yes. We recently sent a technology survey to the RPS email accounts of all teachers. We encourage everyone to complete this survey as soon as possible so we can order the necessary devices.

Will teachers be provided with a Wi-Fi hotspot if they do not have access to the Internet?

Yes. Teachers can note this need in the technology survey.

Will other staff receive Chromebooks and/or Wi-Fi hotspots?

Yes. Some staff that do not typically receive devices will receive them so that they can perform their duties virtually. For example, instructional assistants will receive a Chromebook to support online learning and nurses will receive a laptop to conduct virtual health check ins with students. Managers will speak with staff about technology needs for remote work. All staff can receive a Wi-Fi hotspot if they do not have access to the Internet in their home (or their Internet is spotty).

5.4: Facilitated Learning Childcare

What should an RPS family do if they need childcare for their students?

The City of Richmond, in partnership with a variety of community organizations, is developing “facilitated learning” childcare centers, which will be housed at several of our school sites. Staffed by non-RPS personnel, these centers will ensure that students have a responsible adult caring for them while they are virtually learning for the day.

In addition, we are working with the City to develop a full listing of community partners who are hosting facilitated learning at their own sites, as well as working to provide information on how families can partner together to support one another with childcare. We will have more details on this soon.

5.5: Budget

How will RPS be using its federal CARES Act funding (\$12.5 million) to support our reopening?

- Cleaning (contracted services to deep clean all RPS buildings over the summer): \$1.5M
- Health and Safety Measures (temperature scanners for all buildings, cleaning equipment, hand sanitizer stations in classrooms, signage): \$800K
- Non-exempt Personnel Costs (to cover “straight-time” pay for meal distribution staff during spring closure): \$1.5M
- Other Supplies (e.g., replacing library books that were given to students this spring): \$230K
- Social-Emotional Learning Supports (expanded contracts with community partners to support ConnectRPS): \$2.5M
- Staff (six new nurses to ensure that all schools have a dedicated licensed nurse when we return in person): \$800K
- Technology (student Chromebooks, staff laptops, hotspots for staff and students, tablets and software for meal distribution, basic network infrastructure, software upgrades): \$5.3M

Will additional funds be necessary for reopening? If so, where is the Administration proposing they come from?

Yes. We will need approximately \$2.5 million in addition funding for the items listed below. The Administration proposes transferring \$2.5M from our contracted transportation budget line, as we will be physically closed for half the year.

- Student and Teacher Virtual Teaching/Learning Kits: \$1M
- Instructional Software to Support Virtual Instruction: \$1M
- Adult Technology to Support Remote Work (phones/data plans, Wi-Fi hot spots, Go2MyPC licenses): \$500K