Halifax County Public Schools:
A Comprehensive Educational and Operational Plan
2020-2021

Halifax County Public Schools
Region 8
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Executive Summary:

Halifax County’s Comprehensive Educational and Operational Plan is designed to provide a framework for the leadership and oversight that will aide in meeting the needs and goals of our students. The goals and procedures that Halifax County Public Schools have implemented during these unchartered waters have been incorporated to address the diverse needs of all students, schools, and stakeholders.

As we prepare to embark on our 2020-2021 school year, our primary focus for the students and staff of Halifax County Public Schools is their safety and well-being. We have developed strategic plans in order to provide safe environments inclusive of instruction, support programs, operations, and communication. We believe that all students deserve an equitable education and it is our mission to create and carry that belief out for our students. Instructional teams have been established in order to plan for various teaching and learning scenarios. Support programs will focus on the specific instructional needs of our students, as well as the social and emotional needs of our students and staff. Operational teams have created plans and established protocols so that our facilities are safe, clean, and able to deliver information as needed to all stakeholders. Lastly, our communication team has worked diligently to provide information to our students, parents, community members, and other stakeholders in order to provide guidance on our newly implemented guidelines; effective communication is a key piece to making Halifax County Public Schools successful.

It is our goal to ensure that the Halifax County Public School System provides an equitable educational experience for all of our students at all times. This comprehensive plan provides guidance and explanations to ensure an equitable experience is shared with the students and families of Halifax County.

Mission Statement:

The mission of Halifax County Public Schools is to provide for students an educational environment that is stable and safe with caring and well-trained teachers and to provide resources needed to enable the students to compete in a global community.
Research:

The COVID-19 pandemic has changed the landscape of education more dramatically than any other phenomenon in the history of our country. This event has impacted how we will provide education to our students, in turn creating a new normal school routine that will operate much differently than before this pandemic.

Reduced class size is a strategy that we have implemented in Halifax County in order to meet safety requirements, while still providing the best education to our students. Other strategies for the reopening of our schools include holding classes outdoors (weather permitting), maintaining a safe desk-distance of six feet apart, limiting hallway travel, arranging classroom furniture, and developing new routines for food services.

Also, in accordance with the Virginia Department of Education and the Continuity for Learning Task Force, we have aligned our curriculum with “Virginia Learns Anywhere.” This plan reinforces the commitment of our educators to work alongside their students, both in the classroom and virtually through distance learning. The “Virginia Learns Anywhere” plan also utilizes information received from the Virginia Department of Health, the Centers for Disease Control, local community officials, families, and staff as we navigate through this new learning process together.

The response to quickly changing situations will also require creative planning supported by research. The plans and methods our staff have developed will allow students to receive instruction in a way that safely “picks back up” where students left off last spring, while maintaining appropriate guidelines for the health and safety of all students and staff.

Instruction and the Continuity of Learning:

The priority of Halifax County Public Schools is to ensure all students are meeting their educational goals, while minimizing any loss of learning. In order to promote academic achievement for all students, educational leaders have identified the following objectives:
Goals for the Continuity of Learning
1. Meet the needs of students first
2. Maintain a safe learning environment
3. Ensure equitable access of learning and support

As a part of the goals that Halifax County Public Schools has established during this new learning curve, each academic area has established critical parameters for the success of all students.

**Elementary Instruction:**

Halifax County Public Schools (HCPS) will address learning objectives not taught during the 2019-2020 school year prior to the closing of school due to the COVID-19 pandemic by integrating concepts and skills with correlated skills taught in the next grade level’s curriculum. It is the goal of this plan to integrate the untaught objectives in a way that students will use prior knowledge to understand and learn the new material.

In early May 2020, all elementary teachers were asked to complete the subject area VDOE Tracking Logs indicating which Virginia Standards of Learning had not been instructed prior to March 13, 2020, the date schools closed because of COVID-19. Teachers were also instructed to include any notes on these forms that would benefit future instruction or give clarification to 2020-2021 teachers.

Upon completion of these tracking logs, instructional coaches and math specialists reviewed the logs from all elementary schools to identify the objectives that would need to be taught by the next grade level’s teachers in the 2020-2021 school year. In late May, a curriculum and pacing team which included instructional coaches, math specialists, and grade level teachers worked to develop the county’s curricula and pacing guides for the 2020-2021 school year. The findings of the VDOE Tracking Forms were shared with grade level teams to ensure that any instructional concepts and skills not taught in the 2019-2020 school year would be incorporated into the instruction for 2020-2021.

As the HCPS elementary curriculum and pacing teams worked to develop the K-5 grade level curriculum and pacing guides for 2020-2021, any objectives not instructed in 2019-2020 were documented in red type in the subject areas of math, science, and social studies. These objectives were placed in the pacing guide with the current grade level objectives that most naturally fit with the untaught objective. In this way, the teacher can
draw from the student’s background knowledge of the content or skill to teach both the objective from the 2019-2020 grade level and the objective of the 2020-2021 grade level. With the untaught objectives identified in this way, teachers will refer to the essential skills and knowledge in VDOE documents to ensure their instruction aligns with SOL standards in content and cognition. The only subject area where this was not the case was reading. 

Upon completion of the analysis of the tracking logs, it was determined that the majority of reading learning objectives had been covered in all grade levels. Since the English Standards of Learning Objectives are spirally reviewed each year, and the majority of standards have been taught, it was decided that these objectives would be taught thoroughly using the students’ current 2020-2021 grade level objectives. Teachers will provide the differentiation of instruction which is consistently provided in the classroom to fill any student learning gaps.

During preschool workdays, teachers will be guided through the 2020-2021 HCPS Elementary Curriculum and Pacing Guide documents. The format and content will be explained at this time, and guidance will be given on how to combine objectives from the previous grade level with the current grade level to support students in filling any learning gaps. At this same time, notes teachers provided on the VDOE Tracking Forms will also be shared. Throughout the year, instructional coaches and math specialists will be available to support teachers.

Teachers, instructional coaches, math specialists, and principals will closely monitor the progress of all students. SOL tracker sheets, formative assessments, teacher observations, etc. will be used to guide remediation. Each school will determine the best methods to offer their students and families. Remediation methods to be discussed include: VTSS/RTI, before school, after school, one on one instruction, and small group review.

**Secondary Instruction:**

The secondary schools conduct testing of students (not unlike benchmark tests) at the beginning of each school year to assess the gap between the normal "learning loss" during summer. This testing will be especially important this year with the additional lost time due to Covid-19. This is normal as all teachers need to assess student mastery of previous subject matter especially at the sixth-grade and the ninth-grade levels.
It will be easier for the middle school to track what was not covered per class as the students are teamed in grades 6-8. At the high school, it is more difficult as there are no teams. The mathematics curriculum is more sequential if a student moves from Algebra I to Algebra II. However, traditionally, students move from Algebra I to Geometry, then to Algebra II. In history, there really is no sequence from World History to US History (just parallels in timelines). A biology teacher may receive students who took earth science and/or environmental science, neither of which are sequential, although there are parallels in learning. High school English teachers used the VDOE Tracking Logs to communicate objectives that were not covered due to Covid-19. Teachers writing new curriculum were able to track sequencing of learning, and incorporate material not covered between March 13 and the end of the school year into pacing guides for 20-21.

Pacing and curriculum guides have been developed (in teams) headed by the core area department leaders while related arts teachers have been modifying and expanding their subject area curriculum to address the incorporation of new material. Teachers considered how this year's curriculum might be presented in a modified schedule (A/B days-face-to-face" alternating with "distant home learning"). The final decision to implement the middle school modified block schedule and the high school cohort schedule has just been finalized. These teams will be coming together in the next two weeks to finalize curriculum pathways and pacing guides. However, these plans will continue to be fluid and flexible as there will undoubtedly be additional revision to school opening status over the next few months. When schools return to normal operation, teachers will adjust pacing guides.

**Technology Support and Distance Learning**

We acknowledge distance learning cannot substitute for daily in-person instructional programs; we are not trying to replicate the regular school day experience. While our educators are eager to engage with students and help advance their academic and social-emotional learning, we recognize that student-teacher and student-student interactions at a distance are not equivalent to the invaluable social interactions that foster learning within our normal school setting. Still, we are committed to partnering with our families and community to make the best possible learning experiences under our current circumstances.
HCPS intentionally uses the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that across grade levels and across our county’s geography, students have differing levels of access to reliable technology and the internet as a learning tool.

Second, we assert that quality learning can and will happen remotely with and without computers. With that being said, we have seen that technology can be a powerful learning tool and that virtual collaboration platforms help maintain a degree of the connections felt among students within a traditional classroom. Teachers will be offered training and preparation time prior to and throughout the school year to practice distance learning platforms and to emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

**Role of Technology Tools**

Seeking to leverage technology to further learning opportunities and options, an important component of our distance learning plan is to mitigate inequities in technology and internet access. All high school and middle school students already have an assigned Chromebook through the HCPS 1:1 initiative. Our distance learning plan further expands student access to Chromebook distribution to elementary school students.

For students with access to the internet, teachers will provide direct instructional experiences in a virtual learning environment. This includes a component of digital learning for all high school courses and digital resources and enhancements wherever feasible in elementary and middle school grades. However, at elementary and middle school, the possible lack of consistent technology access for students means teachers should not be wholly reliant on digital experiences to continue student learning.

Through distance learning, students will continue to receive instruction and make progress in all enrolled courses using teacher-led synchronous and asynchronous digital learning experiences. Synchronous teaching allows the instructor(s) and students to gather in real time via a virtual online meeting, such as Zoom, in order to engage, review, and discuss material and assignments. Asynchronous learning is the
idea that students learn the same material at different times and locations. Canvas through Virtual Virginia in conjunction with Google Classroom will be the learning management system used. Students and teachers will also communicate directly with each other through Zoom, email, and/or telephone.

Wi-Fi will be available in each school parking lot for student devices. Students and parents who do not have internet access may also be aware of other free and accessible Wi-Fi opportunities (churches, libraries, and willing neighbors, or businesses) closer to their home. Students will also be allowed to come to school to download content to their Chromebook. Teachers and technology staff will be available for assistance. Troubleshooting times will be established at each school site on a weekly basis.

**Role of Distance Learning Packets**

In recognition of the technology access challenges for students and families across our schools, curriculum experts are developing and distributing learning packets to ensure students have consistent access to appropriate, high-quality learning materials for the essential standards and skills for their grade level content. Learning packets reflect a blend of review and reinforcement for previous learning and introduction of new learning. All learning packets have an embedded lens to foster students’ advancement of Portrait of a Graduate attributes and skills and integrate scaffolds to support students with English Language Development, Special Education, and Advanced Academic learning needs.

Learning packets in grades PreK-5 focus on literacy and mathematics, with interdisciplinary connections in science and social studies, extensions, and choices to develop and maintain key concepts and skills in music, art, health, and physical education.

In grades 6-8, packets address all four core content areas (language arts, mathematics, science, and social studies), while maintaining connections, extensions, and choices to continue development in fine arts, health, and physical education. In grades 6-8, middle school mathematics content is differentiated through Algebra 1,
based on course enrollment. Middle school students enrolled in high school world language courses receive additional packets to support continued development of their language skills.

Across grades PreK-12, instructional packets for students with disabilities receiving an adapted curriculum reflect this specialized curriculum. Two supplemental resource packets will be provided at the beginning of distance learning to support students with disabilities receiving a general curriculum in grades K-8.

**Role of Student Monitoring and Support**

Checking for understanding, monitoring student progress, and providing feedback are important parts of face-to-face instruction and are even more important within distance learning. Teachers across grade levels and content areas will continue to check in and monitor student learning using the tools available to them. In addition, a team at each school is tasked to identify, support, and monitor students who may need additional support beyond what they receive within their normal classroom instruction.

School teams will monitor and address needs of students with potential risk factors, including the following types of learners:

- Students already receiving additional supports
- Students with whom teachers are unable to connect
- Students with inconsistent attendance or non-participation in virtual sessions
- Students who demonstrate learning needs through informal assessments during virtual learning
- Students who are not receiving delivery of distance learning materials
- Students at risk of retention or course failure
- Seniors at risk of not graduating
- Students who request additional support (or whose parents request additional support)

School teams will monitor existing data, including English language proficiency (English and home language literacy), special education needs, social-emotional wellness, and health as well as specific factors that are of increasing importance during distance learning. These additional factors include technology access and connectivity,
family support and availability, and other home commitments of students (e.g., work commitments, caring for siblings). Central office staff are available to assist school teams in the process of identifying, supporting, and monitoring students. Collaboratively, school and central staff will work to ensure specific areas of need are met, including parent outreach, special education, language proficiency, social-emotional wellness, and technology resources. Additionally, HCPS will collaborate with county and community partners to provide support and connect families to additional resources.

**Wi-Fi Expansion**

As we move to uncharted territory for the 2020-2021 school year, the following improvements will be implemented to extend the current Wi-Fi for HCPS.

1. Hotspots can be accessed in school parking lots in order to extend internet services to the community. Students and teachers can access Wi-Fi on their school issued devices in all school parking lots.

<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>Rear Parking</td>
</tr>
<tr>
<td>MS</td>
<td>Lower Teacher Lot</td>
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<tr>
<td>MS</td>
<td>Upper Teacher Lot</td>
</tr>
<tr>
<td>MS</td>
<td>Front Circle</td>
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<tr>
<td>MS</td>
<td>Bus Parking Lot</td>
</tr>
<tr>
<td>HS</td>
<td>Front Circle</td>
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<tr>
<td>HS</td>
<td>Teacher Lot</td>
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<tr>
<td>Site</td>
<td>Location</td>
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</tr>
<tr>
<td>HS</td>
<td>Bus Parking Lot</td>
</tr>
<tr>
<td>HS</td>
<td>Back Parking Lot</td>
</tr>
<tr>
<td>STEM</td>
<td>Back Parking Lot</td>
</tr>
<tr>
<td>SBE</td>
<td>Teacher Lot</td>
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<tr>
<td>SBE</td>
<td>Front Circle</td>
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<tr>
<td>CLA</td>
<td>Parking Lot</td>
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<tr>
<td>MEA</td>
<td>Parking Lot</td>
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<td>SCO</td>
<td>Parking Lot</td>
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<tr>
<td>SIN</td>
<td>Parking Lot</td>
</tr>
<tr>
<td>CSE</td>
<td>North Teacher Lot</td>
</tr>
<tr>
<td>CSE</td>
<td>South Teacher Lot</td>
</tr>
<tr>
<td>SYD</td>
<td>Front Parking Lot</td>
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<tr>
<td>SBELC</td>
<td>School Front</td>
</tr>
</tbody>
</table>

2. Remove the current Adaptrum equipment located on our old school towers and replace it with LTE CBRS Ready equipment. This will provide about 6 miles radius around the tower and each antenna will provide up to 100 customers. This will be an agreement with B2X Online.

3. Purchase additional hotspots as needed in areas that can support them. Users must have a cell phone signal for hotspots to work.
4. Provide a list of free internet site locations that already exist to our stakeholders. This would include businesses, churches, fire departments, etc.

**Distance Learning**

A survey was developed by ITRTs and sent to all teachers. The teachers were asked their comfort level with Google Classroom. Another question asked which format they prefer the PD - Zoom with a Group, Zoom one-on-one, or video and question format independently. The PD sessions are being planned according to the survey results.

The survey links are listed below:

- [Elementary Survey](https://docs.google.com/spreadsheets/d/1oTwOGml7SS3f9fjrP5Cv6Hofb_HC8Ejxwl9iS EVQUXw/edit?ts=5ed57cad#gid=0)
- [Middle School Survey](https://docs.google.com/spreadsheets/d/1Ge7gIL6hIlByhgchQ0orPR4TgJuzr1Xy6Pa5 4lVzWQ/edit?ts=5ed6610a#gid=0)
- [High School Survey](https://docs.google.com/spreadsheets/d/1bYyWzTwFazTyvpyLF_1Yde82MMcODW8v- Bch9TFzVWHU/edit?ts=5ed66122#gid=0)

**Professional Development Delivered by ITRTs:**

Susan Elliott:  
[https://docs.google.com/spreadsheets/d/1oTwOGml7SS3f9fjrP5Cv6Hofb_HC8Ejxwl9iS EVQUXw/edit?ts=5ed57cad#gid=0](https://docs.google.com/spreadsheets/d/1oTwOGml7SS3f9fjrP5Cv6Hofb_HC8Ejxwl9iS EVQUXw/edit?ts=5ed57cad#gid=0)

Marcia Crowder  
[https://docs.google.com/spreadsheets/d/1Ge7gIL6hIlByhgchQ0orPR4TgJuzr1Xy6Pa5 4lVzWQ/edit?ts=5ed6610a#gid=0](https://docs.google.com/spreadsheets/d/1Ge7gIL6hIlByhgchQ0orPR4TgJuzr1Xy6Pa5 4lVzWQ/edit?ts=5ed6610a#gid=0)

[https://docs.google.com/spreadsheets/d/1bYyWzTwFazTyvpyLF_1Yde82MMcODW8v- Bch9TFzVWHU/edit?ts=5ed66122#gid=0](https://docs.google.com/spreadsheets/d/1bYyWzTwFazTyvpyLF_1Yde82MMcODW8v- Bch9TFzVWHU/edit?ts=5ed66122#gid=0)

Marjorie Bowers  
[https://docs.google.com/spreadsheets/d/1764TkGyw0TXTlEKdXQ5nvX_tHk8KNg6xtiA1 Ji1Kgfvw/edit?ts=5ed7e4f1#gid=0](https://docs.google.com/spreadsheets/d/1764TkGyw0TXTlEKdXQ5nvX_tHk8KNg6xtiA1 Ji1Kgfvw/edit?ts=5ed7e4f1#gid=0)

1. Free [SimpleK12 PD](https://www.simplek12.com) is being shared via Facebook and email to all certified staff.

2. ITRTs are developing or locating training videos and resources to offer PD and assistance to parents/guardians.
Resources for Parents

3. IRTTs are continuing to gather resources by content area.

4. Teachers and technology staff will be available for assistance. Troubleshooting times will be established at each school site on a weekly basis.

Homebound Instruction:

Homebound Instruction is defined as academic instruction provided to students who are confined at home, or in a health care facility for a period of time that would prevent normal school attendance. Eligibility must be verified by certification of need by a licensed physician, or licensed clinical psychologist. For students with identified disabilities, the IEP, and/or 504 Plan team(s) must determine the delivery and hours of services.

- **Home-based Instruction** – services delivered in the home setting (or other agreed upon setting) in accordance with the child’s Individualized Education Program (8 VAC 20-80-10). The student’s IEP team makes this placement decision based upon the student’s educational needs and consideration of the least restrictive environment. Medical certification is not necessary for such a placement, and no reimbursement will be provided for these services. Also known as administrative homebound, this type of instruction may be provided to students who are removed from school by the division for disciplinary or other reasons.

Students may become eligible for Homebound Instructional services as recommended for placement by:

- A licensed physician or a licensed clinical psychologist
- IEP Team
- HCPS (Discipline Committee, or School Board)

Instruction will be provided the following ways:

- In-home – (If parent and teacher are in agreement)
- At the Halifax County/South Boston Public Library – (will be open by 9-8-2020 with restrictions)
- Zoom meetings
- Virtual Virginia
Support Programs:

Special Education

HCPS recognizes that students with disabilities may experience increased distress and negative educational consequences due to the changes in instructional method and environment. HCPS will focus on the severity of need and the unique circumstances of individual students to determine scheduling. IEP teams will consider students with mild disabilities, moderate disabilities and significant disabilities and make decisions based on individual needs. For example, students with mild disabilities may only need to follow their general education cohort. However, IEP teams may consider all special education students to participate in the hybrid model for four full instructional days. It is recognized that students with disabilities may need four days of instruction each week to compensate for loss of skills. Those services (academic and related) will be offered based upon the student’s IEP. The IEP documents will be revised, if necessary, to appropriately address the services and accommodations being rendered. Remediation will be offered to those students who require it. Despite the method of instruction, IEP accommodations and services will be rendered based on the IEP team’s decision and student needs. Related services personnel will provide their services in the manner that parents select. For example, if the student will be a distant learner- his related services will take place virtually. If the student is participating face to face, his related services will also be face to face. If HCPS moves to all distant learning, special education students will still be offered face-to-face instruction.

Social distancing will be strongly encouraged and modeled for students who require such instruction. Students with significant disabilities may not fully comprehend social distancing, and their teachers will take that into consideration and offer skill-training in their classrooms to address that need. This training will also include practicing safety protocols-such as face covering (if student appropriate), face shield wearing, and hand washing. Specific protocols following health and safety guidelines will be followed for face covering exceptions and in consultation with parents and treating physicians. Individual protocols will be developed to assist all students to tolerate face coverings and
other safety protocols unless there is a clear medical prohibition from doing so such as a student with a trach or other physical or medical considerations. The district views this as a life skill learning opportunity. Individual amendments to IEPs may be considered to include this goal. The IEP team will determine appropriate placement for students who cannot tolerate a face covering or a face shield due to developmental, medical, or sensory considerations.

**Special Education Testing and Eligibility Process:**
Per Governor Northam’s mandate and CDC guidelines, HCPS will implement the following procedures:

- Individuals who serve as SPED LEA will travel to each individual school if they cannot participate virtually.
- Student support specialists, special education liaisons, school psychologists, and school social workers will travel to each building as needed to test students, interview parents, or provide services and support.
- Occupational therapists, speech therapists, physical therapists, hearing impaired teachers, and vision impaired teachers will travel to each individual school to provide services based on the students’ IEPS.
- Temperature checks and health screenings will be completed by all individuals prior to entering the school building and initiation of testing.
- Testing will be completed, when possible, in the child’s school building. If this is not feasible, arrangements will be made for testing to be completed at the school board office.
- If a parent must bring a child to the testing location, only one parent/caregiver is able to enter the building. We will strongly encourage parents/caregivers to wait in the car during the testing session.
- Adults will wear a face covering and/or face shield at all times.
- Children will wear a face covering when appropriate.
- Plexiglass Sneeze Guards will be used when appropriate.
- Physical contact and sharing of materials will be minimized to the extent possible and allow for testing to remain valid and reliable.
- Social distancing will be practiced to the extent possible and allow for testing to remain valid and reliable.
- All testing materials, tables, chairs, etc. will be cleaned prior to and after testing.

Eligibility/IEP meetings will be conducted at the child’s school. The number of participants physically present will be reduced. Those not in physical attendance will participate virtually or via phone. Due to restraints in conference room size, participants physically present will be required to wear a face covering at all times and social distancing will be practiced if possible.
School Reopening Plan for Hybrid and Distance Learning:

<table>
<thead>
<tr>
<th>Type</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
</table>
| Hybrid  | • All PK-2 and SPED PK - 5  
  Monday - Thursday  
  Friday - Distance  
  Learning/planning/PD for teachers  
  • Grades 3-5  
  Full day on rotating A/B schedule  
  *A Days* - Monday and Wednesday  
  *B Days* - Tuesday and Thursday  
  Distance Learning on remaining three days | • All SPED 6-12  
  Monday - Thursday  
  Friday - Distance Learning/planning/PD for teachers  
  • Grades 6-12  
  Full day on rotating A/B schedule  
  *A Days* - Monday and Wednesday  
  *B Days* - Tuesday and Thursday  
  Distance Learning on remaining three days |
| Distance | • PK-5  
  Monday – Friday | • Grades 6-12  
  Monday – Friday |

HCPS staff have worked assiduously to coordinate schedules so that siblings attend school on the same days to help our families have schedules and also assist with child care in the home. Regardless of the level of the students-elementary, middle, or high school, siblings will attend school on the same days.

Social and Emotional Wellness:

While much uncertainty remains regarding the return to school, HCPS knows that focusing on social-emotional wellness will be critical to re-engage students, rebuild relationships and school communities, and create equitable learning environments for all students. It is imperative that HCPS plan for the social-emotional needs of all students. This will involve not only considering how to provide interventions for students with demonstrated higher levels of concern but will also entail providing services for every student.

As such, it is recommended that plans for the reopening of schools include the following 6 Key Factors:

1. Quality over Quantity
2. Comprehensive Development
3. Dedicated Teams
4. Student Voice Input
5. Teacher Social Emotional Wellness
6. Two-way Communication between Families and Schools
In an effort to address the 6 Key Factors, HCPS has established 4 Social and Emotional Objectives:

1. Educate staff, students, and families about the importance of mental health awareness.
2. Update and distribute local mental health resources to staff, students, and families.
3. Provide appropriate mental health training to school staff, with a focus on the inclusion of trauma informed strategies.
4. Create a dedicated time in master schedules for the delivery of social/emotional learning curriculum and supports.

Operations:

Health and Safety:

Seasonal influenza, typically called “the flu,” is a contagious respiratory illness caused by flu viruses that infect the respiratory system (nose throat, lungs). Symptoms range from fever, dry cough, runny nose and muscle aches that could potentially lead to pneumonia, acute respiratory distress, and other more severe complications. Influenza can cause illness in all ages and in some cases can cause severe illness and life-threatening complications.

A pandemic flu occurs when a new influenza virus (Covid-19) for which people have no immunity spreads among the populations around the world. If an influenza pandemic should occur, the incidence of serious illness and death from influenza will likely increase significantly. Because it is a new virus, it may take six months or longer to develop a pandemic flu vaccine. Flu can spread quickly, especially when large groups of individuals gather, like in the educational setting. School staff and students are often in close contact, sharing the same space, supplies and equipment for long periods of time. Therefore, they are at risk of spreading flu and other illnesses to each other. In the event of a health crisis such as a pandemic flu, it will become necessary to modify school operations in order to keep the school divisions facilities clean and safe.

Difference between Seasonal and Pandemic Viruses

<table>
<thead>
<tr>
<th>Seasonal Virus</th>
<th>Pandemic Virus</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Happens annually and peaks between December and February</td>
<td>- Rarely happens: 3 times in 20th century</td>
</tr>
<tr>
<td>Seasonal Virus</td>
<td>Pandemic Virus</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Usually there is some immunity from previous exposures and influenza vaccines</td>
<td>- Most people have little or no immunity because they have no previous exposure to the virus or similar viruses</td>
</tr>
<tr>
<td>- Certain people are at risk for flu complications – elderly, infants, people with chronic health conditions</td>
<td>- Even healthy people are at risk for serious complications</td>
</tr>
<tr>
<td>- Health care providers can meet the needs of patients easily</td>
<td>- Health care providers and hospitals are overwhelmed, and it is very difficult to meet the needs of the exposed public</td>
</tr>
<tr>
<td>- Vaccines are updated annually, and one dose is sufficient</td>
<td>- The overwhelming need of vaccines may not be available</td>
</tr>
<tr>
<td>- Usually cause minor impact on schools and the public.</td>
<td>- May cause major impact on the general public. May cause travel restrictions, school and business closings</td>
</tr>
<tr>
<td>- Sick people should stay home</td>
<td>- Antiviral drugs will still be prescribed but will be less readily available and more difficult to come by</td>
</tr>
<tr>
<td>- Antiviral drugs are readily available and help within the first 48 hours of presenting symptoms</td>
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</tbody>
</table>

The purpose of this Pandemic Safety plan is to increase the communication with our HCPS staff and students in the event of an outbreak. Protecting the health of students, staff, teachers, and administration from highly contagious, infectious diseases like Covid-19 is a high priority for Halifax County Public Schools (HCPS). The HCPS Pandemic Safety Plan provides a framework for the school division to prepare for and respond to a pandemic outbreak. These guidelines are focused on Halifax County Public Schools facilities such as schools, offices, and community centers.

This guidance provides safety procedures for our administration, teachers, and staff on cleaning, disinfecting, and social distancing. Halifax County Public schools must implement strong safety and social distancing precautions in order to reduce transmission, minimize risk to students and staff, and promote community health and well-being. These procedures will be updated if additional information becomes available.

This plan is based on guidance from the Virginia Department of Health (VDOH) and the Centers for Disease Control and Prevention (CDC). The plan was created in May 2020 and reviewed by the HCPS School Board.

In Virginia, and locally in the Town of South Boston and Halifax County, various agencies and public officials have overlapping authority when it comes to protecting public health and safety. Should a pandemic (Covid-19) event take place, HCPS will
work collaboratively with state and local health experts, emergency management staff from the Town of South Boston and Halifax County, and state and federal officials to

- Limit (as possible) the spread of illness;
- Provide continuity of school functions; and
- Minimize the loss of instruction.

According to the Code of Virginia § 44-146.17(7), the Governor of Virginia has authority to declare a state of emergency when the safety and welfare of the people of Virginia require emergency measures due to a threat of or actual disaster.

According to the Code of Virginia § 32.1-43, the State Health Commissioner has the authority to require quarantine and/or isolation under exceptional circumstances when any communicable disease becomes a public health threat.

Local school boards and superintendents have the power to close school (inherent in Article VIII, Section 7 of the Constitution of Virginia).)

**Pandemic Safety Plan Command Chart**

![Pandemic Safety Plan Command Chart](image)

**Definitions**
**Cleaning** removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but removing them, lowers their numbers and the risk of spreading infection.

**Disinfecting** kills germs on surfaces or objects through the use of chemicals. This process does not necessarily clean dirty surfaces or remove germs but killing germs on a surface after cleaning can further lower the risk of spreading infection.

**Sanitizing** lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to reduce the risk of spreading infection.

Custodians will follow the HCPS Custodial Training Manual for standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often. Standard procedures often call for disinfecting specific areas of the school like bathrooms, door knobs, push-bars, drinking fountains, etc. Custodial staff will immediately clean surfaces and objects that are visibly soiled. It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu-like virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of a virus. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a pandemic outbreak), extra cleaning and disinfecting is recommended. Flu like viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and wall lockers, are not necessary.

Always follow label directions on cleaning products and disinfectants. Wash surfaces with an EPA-registered disinfectant cleaner (PH7Q) to kill germs. Read the label to make sure it states that EPA has approved the product for effectiveness against the influenza virus. If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for 3 to 5 minutes). Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes.
Cleaning and disinfecting products:
- Store disinfectant spray bottles in a safe location in the classroom.
- Use soap and water or another detergent to clean dirty items.
- Use an EPA-registered household disinfectant (PH7Q) and follow the manufacturer's instructions to ensure safe and effective use of the product.

Product Recommendations:
- Keep the surface wet for a period of time (see the product label).
- Wear gloves and ensure good ventilation during use of the product.
- Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
- Leave solution on a surface for at least 1 minute.

Safety Actions Related to a Pandemic

Staff Responsibilities (Custodians)  See Attachment A
- Adjust cleaning schedule from basic schedule to advanced disinfecting schedule. (Advance schedule involves along with routine cleaning schedule, deep cleaning of restrooms, and disinfecting high touched areas daily)
- Custodians have been properly trained on cleaning and disinfecting procedures.
- Post information signs on cough etiquette, proper hand-washing procedures, and social distancing throughout schools at highly visible locations (lobbies, restrooms, cafeteria, etc.).
- Mark lanes in hallways and place social distancing floor decals outside of high traffic areas.
- Concentrate on disinfecting all high traffic areas (handrails, door knobs, push bars, drinking fountains, restrooms, faucets, desk, etc.) consistently throughout school hours.
- Damp mop floors of high traffic areas.
- Disinfect all large areas (cafeteria, library, gym, hallways) as needed, after school hours. Use electrostatic misters if available.
- Deep clean restrooms after school hours.
- Empty all trash.
- Ensure that all restrooms have anti-bacterial soap and paper products.
- Place hand sanitizer stands/dispenser in high traffic areas, as in entrances to lobbies, cafeteria, library, and gym.
- Clean all equipment and ensure that they are operating properly.
- Refill spray bottles in classrooms and on buses, as needed.
- Assist teachers during any incident.
- Follow any/all guidance given by the school Principal.
- Follow HCPS Custodial Training Manual.

Staff Responsibilities (Maintenance Department)
- Ensures all custodians have proper cleaning chemicals, cleaning supplies, cleaning equipment, and proper protective equipment (PPE).
- Cleans or replaces air filters to ventilation systems.
- Ensure nurses station has proper protective equipment (PPE).
- Ensure best practices for cleaning and disinfecting schools and buses are being followed daily.
- Store cleaning chemicals, cleaning supplies, and PPE.

**Administration Staff Responsibilities (Teachers/Principals/Office Staff) See Attachment B**

- Secretaries/administration to deny entrance to visitors exhibiting flu like symptoms.
- Encourage social distancing to students and visitors.
- Allow a limited number of students in the restroom at one time for social distancing.
- Distance desks 6 feet apart.
- If social distancing cannot be maintained, use face coverings.
- Teach and reinforce face coverings. Face coverings may be very challenging for younger students to wear in all-day settings. (Face coverings are meant to protect other people in case the wearer is unknowingly infected. Cloth mask not medical personal protective equipment)
- Wash hands more often (before lunch, after using the restroom, or after coughing in hand), avoid touching your eyes, nose, or mouth.
- Educate and reinforce to students the importance of hand-hygiene and proper cough/sneeze etiquette.
- Keep classrooms clean and avoid clutter.
- Use disinfectant spray, provided by school custodians, to disinfect high contact areas in classrooms:
  - Door knobs and handles
  - Classroom desks and chairs
  - Countertops
  - Light switches
  - Handles on equipment (e.g., athletic equipment)
  - Shared toys
  - Shared electronic devices
  - Shared telephones
  - Faucets, if classroom has a sink.
  - Flush handles, if classroom has a water closet.

**Note:** Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys. It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material. Contact your custodian to clean the carpet.

- Store disinfectant spray bottles in a safe location in the classroom.
- Staff and teachers who are sick should stay home from work or school until cleared.
- Broadcast regular announcements over the PA system regarding the reduction of virus spread.
- If you see a rise in illness from students, please report to the principal.
- Debrief with Administration on protocols and procedures to improve all safety and health procedures.
**Student Responsibilities**

- Assist teachers in keeping desk areas/learning space clean.
- Wash hands often.
- Socially Distance.
- Wear masks.

When a student or staff member develops any symptoms of illness consistent with COVID-19 (e.g., new onset or worsening cough OR shortness of breath OR **at least two** of the following symptoms: fever of 100.4°F, chills, muscle ache, headache, sore throat, loss of taste or smell) in a school or child care setting:

- Isolate the person in a separate room while he waits to be picked up or until he is able to leave the facility on his own. Ensure that they have hygiene supplies available including a cloth mask, facial tissues, and alcohol-based hand rub.
- Remind staff who are monitoring the student or staff member with symptoms to practice social distancing when possible.
- Close off the space used for isolation after the ill person leaves. Open it only after proper cleaning and disinfecting.
- Clean and disinfect high-contact surfaces, focusing on areas where the person is known to have been and items he has touched (e.g., individual desk, cot, recently used toys, shared equipment).
- Wear gloves when cleaning, and wash hands after removing gloves.

**When a student or staff member is suspected of or has tested positive for COVID-19**

As long as routine cleaning and disinfection have been done regularly, additional cleaning and disinfection may not be necessary. Depending on when a person with COVID-19 was last in the facility, it may be difficult to know what areas he was in and what objects or surfaces he may have touched after he became sick.

**General precautions for the cleaning staff after an ill student has been in your facility**

The risk of getting COVID-19 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of COVID-19 is occurring:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning.
- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work.
- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home.
• Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.
• Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to thoroughly clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine.
• All custodians have been trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication Standard 29 CFR 1910.1200

A pandemic influenza event (Covid-19) will have widespread effects on the entire school division of HCPS. Because each event will be unique, this plan provides a framework for HCPS staff while still allowing flexibility to react to ever-changing conditions.

HCPS is committed to ensuring continuity of student learning and providing a safe and secure environment for students, staff, and teachers. As such, this plan will be reviewed frequently to reflect current practices, technology, virus spread, and available resources to support coordinated planning and response to a pandemic.

**Transportation:**

The following procedures will be implemented in order to mitigate the spread of the Covid-19 virus:

• Prior to the opening of schools, the interior of all school buses, vans, and sedans used to transport students will be deep cleaned and disinfected with a CDC certified disinfectant.

• Students must maintain physical distancing on school buses. Seating will support social distancing and will be marked by decals. Only these seats may be occupied. Only siblings may sit together on bus seats.

• Increasing the numbers of riders by utilizing each seat with a single occupant is possible if students wear face coverings. Siblings may still sit together on the same seat and will be required to wear a face covering. The driver and bus aide will also be required to use PPE as face coverings.

• Aides will be assigned to each bus and will be required to perform temperature checks on each student before she is allowed to board. Those students who indicate an elevated temperature of 100.4 degrees, or higher, will not be allowed to board the vehicle. These students will be returned to the care of their parent/guardian. In the event that there is not a parent/guardian present to receive the child, efforts will be made to contact those responsible for the
student. If contact cannot be with the parent/guardian, Child Protective Services will be notified.

- Students boarding the bus will be seated back to front, therefore eliminating students walking past each other on the bus. Students are not allowed to move from seat to seat.

- Drivers will disinfect the bus after each run with CDC certified disinfectant. In the event that buses have multiple routes, the driver must disinfect the vehicle prior to the second run. Drivers must pay particular attention to high touch areas, such as handrails and the tops and edges of seats.

- Drivers of special needs sedans and vans will disinfect their vehicles after each run. Child safety seats will be included in the disinfection process and will be child specific.

**Food Services:**

Halifax County Public Schools understands the importance of food services and delivery to the students and families within our district. Various nutrition programs provide a multitude of ways to assist our families during a time of need. Collaborating with other partnerships within our community also helps to prepare and distribute food during these unprecedented times.

HCPS plans to have breakfast and lunch meals prepared at approved sites and will make them available at no charge for children eighteen years of age and younger. Our district is also planning a variety of other delivery methods, such as utilizing buses to drop off meals at bus stops, grab-and-go stations, and home-deliveries as needed during our virtual learning experience.

**Human Resources:**

The COVID-19 pandemic and any other similar health emergency may impact all employees. The Halifax County Public School System is concerned about the safety of the workplace for all employees. This addendum has been added to the employee handbook in order to provide guidance and to address issues relating to COVID-19 and any other similar health emergency.

All employees will follow CDC guidance with regard to face coverings and social distancing in order to decrease the spread of COVID-19 and increase health and safety
in the workplace. Social distancing means “increasing the physical space between individuals to at least 6 feet, to avoid spreading illness.” When social distancing measures cannot be followed, face coverings will be worn. Face coverings will be provided to all employees, and thereafter may be mandated by the employee’s immediate supervisor or human resources as needed. Employees not following the above guidelines may be subject to disciplinary actions.

In maintaining a safe workplace, it is important that all employees recognize the symptoms associated with COVID-19.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Nausea or vomiting
- Congestion or runny nose
- Diarrhea

This list does not include all possible symptoms. As the Center for Disease Control learns more about COVID-19, the list will be updated. All employees are expected to conduct self-checks prior to arrival.

**Employees are not to come to work if they are experiencing symptoms.**

**Employee Self-Reporting:**

*What to do if you have symptoms of COVID-19, and/or have been exposed to any confirmed case involving COVID-19, or have a family member diagnosed with COVID-19?*

Notify your direct supervisor and Human Resources immediately of your illness, or exposure.

*When will an employee be allowed to return to work following an illness or exposure?*

Human Resources will provide further instructions. The school division’s head nurse will coordinate with the local Health Department to determine when it is safe for the employee to return to work. The employee should not return until clearance has been provided.

**Employee Rights**
The Families First Coronavirus Response Act (FFCRA or ACT) requires certain employers to provide their employees with paid sick leave and/or expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020, unless further extended.

► PAID LEAVE ENTITLEMENTS
Generally, employers covered under the Act must provide employees: Up to two weeks (80 hours, or a part-time employee’s two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to $511 daily and $5,110 total;
- 2/3 for qualifying reasons #4 and 6 below, up to $200 daily and $2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at 2/3 for
  - Qualifying reason #5 below for up to $200 daily and $12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

► ELIGIBLE EMPLOYEES
In general, employees of public sector employers are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below. These special leave entitlements are concurrent with, not in addition to, regular FMLA leave, so total leave will not exceed 12 weeks (unless an employee has more than 12 weeks of sick leave accrued but unused).

► QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19
An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.

**Enforcement**

The U.S. Department of Labor’s Wage and Hour Division (“WHD”) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.

**Plans for Potential Shortage of Employees**

In order to expand the existing pool of substitutes, online orientation for potential substitutes will be offered. The substitute pool will be frequently updated throughout the academic year. In emergency situations, administrators and central office staff will be on standby to substitute as needed.

**Social and Emotional Needs of Employees**

All employees are eligible to participate in the Employee Assistant Program (EAP). The EAP is a confidential workplace service provided by employers to help employees dealing with life events, workplace issues, and other personal problems and challenges.

**Employee Travel During Covid-19 Pandemic**

Non-essential business travel is discouraged. All business travel must be pre-approved by immediate supervisor and submitted in My Learning Plan (mylearningplan.com) for prior approval. Travel is restricted in locations considered high risk for COVID-19 infections based on CDC guidelines.

**Employee Assignments**

Employees will be assigned teaching duties based on the needs of our school division. If employees have health conditions that put them or their families at risk, then duties will be assigned if applicable and available. *As per HCPS Professional and Classified Employment Contract(s).
Who is at risk for severe illness from COVID-19?

- Older Adults
- People of any age with the following conditions
  - Chronic kidney disease
  - COPD (chronic obstructive pulmonary disease)
  - Immunocompromised state (weakened immune system) from solid organ transplant
  - Obesity (body mass index [BMI] of 30 or higher)
  - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
  - Sickle cell disease
  - Type 2 diabetes mellitus

Based on what the CDC knows at this time, people with the following conditions might be at risk for severe illness from COVID-19.

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Smoking
- Thalassemia (blood disorder)
- Pulmonary fibrosis (damaged or scarred lung tissue)

Accommodations

An employee with temporary disabilities due to COVID-19 or whose existing qualified medical conditions cause the employee or a family member to be at risk for COVID-19 complications may be approved for reasonable accommodations under the Americans with Disabilities Act. Employees may be assigned a remote working arrangement, a staggered work schedule to reduce contact with others, or an alternate work assignment. Certain qualifying leave may be approved. A request for such accommodations must be supported with medical documentation. The employee may qualify for and request certain leave. Requests for consideration for accommodations must be submitted to the employee’s immediate supervisor, who will review and submit directly to the Assistant Superintendent for Human Resources for disposition.

Employees Fearful of Returning to Work
Supervisors, or Human Resources, should conference with employees who are fearful of returning to work to determine the underlying reasons for the fear. The supervisor should share all that has been done to make the workplace safe. Options should be explored to accommodate the employee so that the employee can perform her job. If the employee is still fearful, the employee may be eligible to take eligible leave such as sick, vacation, FMLA or leave of absence.

**Childcare for Employees:**
Meeting the needs of our employees during this time is critical; one major area of concern for so many is the need for childcare for school-aged children. Halifax County Public Schools understands this critical need in order to allow its employees the best opportunity to serve our students. In alignment with the US Department of Labor, Halifax County Public Schools offers the following options for those employees who need assistance with childcare for school-aged children at this time:

- Paid leave under the Families First Coronavirus Response Act
- Serving distance learning students from a remote location, other than the school building
- Establishing a modified hybrid schedule for school aged children once some groups of students begin to enter the school building
- Partnerships with community childcare facilities

Additional information on these options for employees with school-aged children can be obtained from the Human Resources Office. Halifax County Public Schools believes in the well-being of our families and our goal is to ensure a safe environment for everyone.

**Communication:**

Halifax County Public Schools is committed to providing students with the best possible learning environment and opportunities. To achieve this, we must consider a multi-tiered approach to education. Included in this approach is the need to establish and maintain open and efficient communications. It is imperative that the public understands the school systems’ efforts in order to support educational programming.
Principles
This plan is designed to assure:
1. All communications support Halifax County Public Schools’ goals and objectives
2. Two-way communication with all stakeholders and constituents
3. Transparency in school district operations

Audiences
Internal
- School Administration
- School Board Members
- Students
- Teachers
- Support Staff

External
- Parents/Guardians
- Community businesses/non-profit organizations
- Media
- Halifax County/Town of South Boston governing bodies
- Halifax County/Town of South Boston town agencies
- Citizens

Goals, Objectives, and Strategies

I. Community
Facilitate meaningful and open communications with the Halifax County/South Boston community.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>A. Build connections with community members</td>
<td>1. Utilize social media to promote school systems’ initiatives</td>
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<tr>
<td>B. Facilitate two-way communication</td>
<td>2. Host “town-hall” events or forums when appropriate</td>
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<tr>
<td>C. Facilitate community engagement opportunities</td>
<td>3. Create of a COVID -19 community task force</td>
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<tr>
<td>D. Responsibly utilize a variety of media platforms.</td>
<td>4. Create video blogs on specific topics to be shared with the community</td>
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II. Students/Parents
Facilitate meaningful and open communications with the Halifax County Public Schools’ students and parents
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>A. Develop meaningful communications with parents and students to assure their voices are heard</td>
<td>1. Host “town-hall” events or forums when appropriate</td>
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<tr>
<td>B. Responsibly distribute school information to students and parents</td>
<td>2. Notify parents through the Parent notification system (Alert Now)</td>
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<td>3. Organize focus groups as appropriate</td>
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<td>4. Include stakeholders in the strategic planning process</td>
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<td>5. Expand the use of social media</td>
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<td>6. Direct teacher contact with students and parents</td>
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### III. Media
Establish and maintain collegial relationships with media outlets to disseminate pertinent information to the community and families.

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<tr>
<th>Objectives</th>
<th>Strategies</th>
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<tr>
<td>A. Partner with media to share pandemic recovery plans for Halifax County Public Schools</td>
<td>1. Press-releases, briefings and photo opportunities</td>
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<tr>
<td>B. Establish and expand professional relations with the media</td>
<td>2. Publications in the local newspapers</td>
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<tr>
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<td>3. Scheduled interviews with the local radio and television stations</td>
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### IV. Staff
Enhance communication making information acquisition and dissemination more frequent, efficient, and uniform.

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<th>Objectives</th>
<th>Strategies</th>
</tr>
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<tbody>
<tr>
<td>A. Provide necessary, resources and professional development</td>
<td>1. Expand use of parent notification system (Alert Now)</td>
</tr>
<tr>
<td>B. Utilize effective communications strategies for students and parents</td>
<td>2. Direct teacher contact with students and parents (i.e. telephone call, face-to-face meeting, and etc.)</td>
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<tr>
<td>C. Streamline administrative and communications processes</td>
<td>3. Conduct video-conferencing sessions with students</td>
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Halifax County Public Schools is committed to providing clear communication in a timely manner to ensure that the school community receives important updates.

**District / Superintendent**
The Superintendent will continue to send districtwide updates to keep the school community informed.

**Building Principals / Teachers**
Building principals and teachers will continue to communicate directly with their school communities and students.

**Website**
The district website at [www.halifax.k12.va.us](http://www.halifax.k12.va.us) contains a wealth of information and resources, including a COVID-19 webpage ([http://www.halifax.k12.va.us/coronavirus](http://www.halifax.k12.va.us/coronavirus)). Please visit often.

**Social Media**
Please follow us on Facebook @Halifax County Public Schools Virginia.