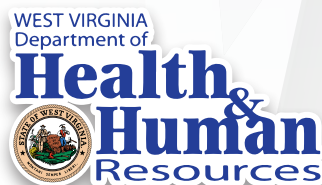


West Virginia Schools'

# ROADMAP TO RECOVERY





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2020-2021**

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# MESSAGE FROM THE SUPERINTENDENT

School matters. It matters in the lives of the children, families and communities of West Virginia. COVID-19 has disrupted the daily operations of our lives, and in-person instruction has been among the most significant casualties. If we only talked about the importance of education it would be enough, but the pandemic has proven that school is about so much more than academics. Without in-person instruction, children may fall behind academically, socially/emotionally, physically, and in other indicators of childhood growth and development.

***We know more about COVID-19 than we did 10 months ago.*** We understand the importance of rigorously implemented and practiced mitigations, and we have seen the results that tell the story best: National data confirms schools do not contribute to the spread of the virus and schools are among one of the safest places for children.

Additionally, child protective service referrals have hit an all-time low, which means the adults who report child abuse and neglect are not able to do so because children are not in school. One-third of our children are failing core content areas compared to this time last year and the social/emotional trauma children are suffering threatens to have a lasting impact on their learning and overall development. Additionally, many of our children rely on one caring adult to connect them to the school system that serves as their only pillar of stability.

***Data from the West Virginia Department of Health and Human Resources (DHHR) proves that schools are safe for in-person instruction even when counties and communities experience elevated transmission rates.***

Why? When masks are worn, and other protocols are practiced, the virus does not travel from host to host. With data, science, and recommendations from state health officials, the WVBE must uphold the constitutional duty to provide a quality, equitable education to all students.

The purpose of this document, The West Virginia Schools' Roadmap to Recovery, is to share lessons learned and outline how we can collectively restore learning, development, and progress for our children. With the data telling the story best, the Roadmap to Recovery will guide efforts to provide consistent in-person learning and a pathway for schools, students and communities to rebuild a sustainable educational growth model for our students.



W. Clayton Burch  
West Virginia Superintendent of Schools

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# THE DETAILS BEHIND THE DECISION: LESSONS LEARNED

West Virginia has learned important lessons during the COVID-19 pandemic. The top priority remains to offer consistent and effective instruction while preserving the option for in-person instruction for those students who need it most.

Best practices and protocols to guard the health and safety of educators, staff, and students have changed since the beginning of the pandemic. The revised WVDE guidance incorporates the updated protocol and mitigation practices supported by the state DHHR, state health leaders, and the Center for Disease Control (CDC).

According to the Center for Infectious Disease Research and Policy, three studies demonstrated low risk to COVID-19 infection and spread in schools in North Carolina, Sweden and Norway. **Each study concluded when mitigations are followed, it is safe for students to return to school.** Heightened transmission rates, experienced in communities, are not reflected within the schools. The data indicates students are safer in school during the pandemic, and when schools are shut down, spikes are often seen in the community.<sup>1</sup>

According to the study *Incidence and Secondary Transmission of SARS-CoV-2 Infections in Schools*, published by the American Academy of Pediatrics, researchers clearly indicated the cohort studied demonstrated that enforcing mitigation policies such as masking, physical distancing, and hand hygiene, resulted in minimal clusters of infection and low rates of secondary transmission in schools, which did not cause a larger community infection burden. The data from the study indicated schools can reopen safely if they develop and adhere to specific SARS-CoV-2 prevention policies. The West Virginia Schools' Roadmap to Recovery outlines these new mitigations, protocols, and best practices that make in-person instruction possible. It also provides guidance in key areas to assist with a continuity of operations within our counties and schools.

## What We Know Now About School Safety

When schools moved to remote learning on March 13, 2020, little was known about protecting the general population against COVID-19. Schools, businesses, and much of society closed down and isolated people from one another.

Protocols established conservative mitigations as the best response to keep outbreaks minimal.

The state, much like the nation, has learned from past months of living with COVID-19. The most reliable lessons are from the data which tell a compelling story.

- » Schools do not reflect transmission rates occurring in the community.
- » Transmission rates in West Virginia schools during the first semester was 0.02 percent among students and 0.3 percent among teachers and staff.

<sup>1</sup>Three studies highlight low COVID-19 risk of in-person school | CIDRAP (umn.edu). <https://www.cidrap.umn.edu/news-perspective/2021/01/three-studies-highlight-low-covid-risk-person-school>

Many teachers relied on remote learning that included online lessons, virtual teaching, paper packets, phone calls and other types of outreach to keep students engaged. The challenges were formidable and included:

- » Inconsistent virtual and remote learning platforms;
- » Technology limitations leading to unequal access to quality education based on families' socio-economic status, geographic location, and ability to assist students with assignments;
- » Reports from DHHR of a reduction of child protective service referrals by 50 to 54 percent per month because of the lack of in-person instruction;
- » Virtual learning models that do not provide instruction from a teacher from a child's school which are less conducive to learning for most students;
- » Student social-emotional well-being suffering as the exposure to trauma increases due to the isolation caused by COVID-19 and students being separated from the nurturing school environment; and
- » Students and communities relying on school-based health clinics missing well-child visits, scheduled vaccinations, and other healthcare benefits offered by the clinic.

## WHAT WE CAN DO NOW

### VACCINE ROLLOUT FOR GRADES PRE-K THROUGH 12

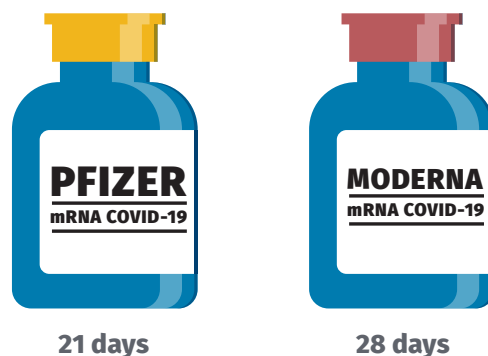
Health officials are administering the Pfizer and Moderna vaccines in West Virginia to help protect against COVID-19. Vaccines are important to:

- » Protect population against virus spread, especially the most vulnerable;
- » Reduce deaths and hospitalizations; and
- » Maintain critical services and acute care.

According to information from the DHHR, while the vaccines will eventually boost large-scale immunity, it is still very important that the public continue to wear masks at all times and adhere to public health practices to the extent possible to guard against the spread of the virus.

Designated as a high priority by Governor Jim Justice, school employees, age 50 years and older, are scheduled to receive both doses of the vaccine ahead of most of the general population to assist in the return of in-person instruction. The two vaccines authorized in the U.S. and administered in West Virginia require two rounds of shots.

#### Vaccine Second Dose Administration:



It is not possible to get COVID-19 from the vaccine because it does not contain a live virus. Instead, it causes the body to produce antibodies against the virus.

Upon receiving the second dose, immunity usually occurs after 10 to 14 days. It is possible for an individual to be infected until full immunity occurs, and therefore, mask-wearing must continue. Additionally, health officials recommend the continued use of masks and safety mitigations until the general population reaches herd immunity, which is thought to be 60 to 70 percent.

West Virginia schools will continue to follow the mitigations of the Roadmap to Recovery until further notice by the WVDE.

For complete vaccine information provided by the DHHR, visit <https://dhhr.wv.gov/COVID-19/Pages/Vaccine.aspx> or contact the COVID-19 Vaccine Info Line at 1-833-734-0965 with questions.

# RECOVERY PROTOCOLS AND KEY MITIGATIONS

## Recovery Protocols

The Saturday Education Map will no longer be used to determine in-person instruction in West Virginia schools. Instead, the DHHR County Alert System Map (DHHR Daily Map) will guide the new approach to school closures at the high school level.

**Pre-K - Grade 8: Students will return to school, five days each week, regardless of the county color on the DHHR Daily Map.**

- » Data indicate there is limited transmission among younger students.
- » Stronger mitigations, when implemented, are shown to decrease incidents of virus spread.
- » County and school leaders are expected to support the measures fully to keep the school community safe.

**Grades 9 - 12: Students will attend in-person instruction as long as the county is not red on the DHHR daily map.**

- » Data indicate older students transmit the virus similar to adults.
- » Stronger mitigations, when implemented, are shown to decrease incidents of virus spread.
- » County and school leaders are expected to support the measures fully to keep the school community safe.

The Roadmap to Recovery relies on data to guide school system and student learning recovery with an emphasis on what we know now in regard to school safety and the impact of virtual and remote instruction on student learning and well-being.

## Six Key Mitigations



Consistent and correct use of masks



Hand hygiene and coughing/  
sneezing etiquette



Social distancing to the  
largest extent



Eliminate large gatherings outside  
of classroom/core groups



Cleaning and disinfecting



Contact tracing in collaboration  
with local health departments

If a layered approach of mitigation is used consistently and correctly, schools have been able to continue in-person learning regardless of community COVID-19 rates of infection. This includes consistent, correct use of masks, remaining in core groups, strategic contact tracing, and social distancing. The attached article describes the success story of a Florida School District<sup>2</sup>.

<sup>2</sup> "Florida district becomes trendsetter for in-person learning" found at <https://districtadministration.com/florida-district-leads-the-way-on-in-person-learning/>



## **Six Key Mitigation Strategies**

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### **Consistent Correct Use of Face Masks**

- » According to the CDC, correct and continuous mask wearing allows in-person instruction to continue when six feet distancing is not feasible. Also, research from Brown University School of Public Health recommends three feet social distancing for young learners at all levels of community spread.
- » Face masks are required of all staff.
- » Masks are required for grades 3 and above at all times, and on buses, masks are recommended for ALL students.
- » Face masks must be worn covering both the nose and mouth to reduce spread.
- » Schools should make masks available; however, students are encouraged to bring their own.
- » Any student who cannot wear a mask or face shield due to a medical condition, including those with respiratory issues that impede breathing, a mental health condition, or disability, and students who would be unable to remove a mask without assistance are not required to wear face masks.
- » Individuals who are communicating or seeking to communicate with someone who is hearing impaired or who has another disability, where the ability to see the mouth is essential to communication, are not required to wear a mask; however, individuals should consider using another type of face covering such as a plastic face shield or a face covering with a clear panel.
- » School and county leadership must monitor and ensure the consistent, correct, and continuous use of face masks at all times.



### **Eliminate Large Gatherings Outside of Classrooms/Core Groups**

- » Suspend activities that involve bringing together large groups of people or activities that do not allow for social distancing, including assemblies, large groups using playground equipment simultaneously, etc.
- » Develop plans in consultation with local public health officials regarding after-school or community events.



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## **Cleaning and Disinfecting**

- » Audit necessary materials and supply chain for cleaning, sanitizing, disinfecting, and preventing spread of disease.
- » Assign duties and responsibilities regarding cleaning and disinfecting to ensure consistency.
- » Provide adequate supplies to support healthy hygiene behaviors (e.g., paper towels, tissues, soap, and hand sanitizer with at least 60% alcohol) for safe use by staff and older children.
- » Provide hand sanitizer with at least 60% alcohol for safe use by staff and older children at entrances, exits, classrooms, and the cafeteria.
- » Ensure proper cleaning and disinfecting of high-touch surfaces occurs frequently throughout the day. Establish a schedule for and perform ongoing and routine environmental cleaning and disinfecting of high-touch areas (e.g., door handles, stair rails, faucet handles, toilet handles, playground equipment, light switches, desks, tables, chairs, kitchen countertops, cafeteria and service tables, carts, and trays) with an EPA Approved Disinfectant for SARS-CoV-2 (the virus that causes COVID-19) and increase frequency of disinfecting during high-density times.
- » Disinfect all shared objects (e.g., gym or physical education equipment, art supplies, toys, games) between use. Paper-based materials, such as books and loose-leaf paper, are not considered high-risk for COVID-19 transmission and do not require additional cleaning or disinfecting procedures.
- » Ensure safe and correct use and storage of cleaning and disinfecting products, including securely storing and using products away from children, and allowing adequate ventilation when staff use such products.
- » Develop processes to keep students' personal items separate and limit shared spaces (i.e., lockers).
- » Limit sharing of personal items and classroom materials to small groups and disinfect between uses or provide adequate supplies for individual student use.

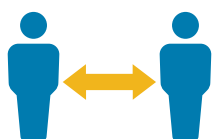


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## **Hand Hygiene and Coughing/Sneezing Etiquette**

- » Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer with at least 60% alcohol by staff and older children.
  - › Before
    - *Eating or preparing food*
    - *Touching your face*
  - › After
    - *Using the restroom*
    - *Coughing, sneezing, or blowing nose*
    - *Handling cloth face covering*
    - *Changing a diaper*
    - *Caring for someone sick*
    - *Touching animals*

- » Increase monitoring to ensure adherence to safety measures among students and staff.
- » Supervise use of hand sanitizer by students.
- » Ensure children with skin reactions to hand sanitizer use soap and water.
- » Reinforce handwashing during key times such as, before, during, and after preparing food; before eating food; after using the toilet; after blowing nose, coughing, or sneezing; after using bare hands to touch objects that have been handled by other individuals.
- » Require hand cleaning when entering each classroom.
- » Systematically and frequently check and refill hand sanitizers.
- » Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue.
- » Ensure that used tissues are thrown in the trash and hands are washed immediately with soap and water for at least 20 seconds or cleaned with hand sanitizer.



## ***Social Distancing***

- » Keep students and teachers in small core groups as much as possible during the day, and from day-to-day. Limit mixing between core groups (e.g., during recess, lunch, arrival, and dismissal).
- » Social distance to the extent possible and require correct, consistent use of masks to reduce transmission of aerosolized droplets. According to the CDC, correct and continuous mask wearing allows in-person instruction to continue when six feet of distancing is not feasible. Also, research from Brown University School of Public Health recommends three feet of social distancing for young learners at all levels of community spread.
- » Review current practices for arrival and departure to determine if changes will be required to manage potentially larger groups.
- » Design appropriate bus loading and unloading procedures to minimize contact between students. When feasible, utilize procedures for loading and unloading buses to limit the number of students entering/exiting the building at one time, such as multiple loading and unloading points, staggered times and/or only one bus loading, and unloading at a time (social distancing to the extent possible along with correct, consistent use of face masks).
- » Use appropriate parent loading and unloading zones to minimize contact between students and separate from bus loading and unloading zones.
- » Seating Arrangement Considerations
  - › When it is not possible to socially distance, physical barriers such as sneeze guards or partitions that meet fire marshal regulations may be considered.
  - › All students should face the same direction to the extent possible.
  - › Have students sit in the same assigned seat every day.
  - › Consider working with administrators and teachers to standardize seating charts across classes to identify possible exposure.

- › Remove extra furniture, equipment, and materials in the room to expand distance and seating ability.
- › Utilize larger non-instructional spaces for instruction to allow for greater social distancing and/or to accommodate larger class size.
- » Utilize policies and procedures to address appropriate social distancing to accommodate essential parent/guardian meetings, such as IEPs, disciplinary action, etc.
- » If needed, revise plans for class change and other transition times.
- » Conduct events such as field trips, parent/family meetings, assemblies, and performances virtually.
- » Limit visitors and activities involving external groups or organizations.



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### ***Contact Tracing with Local Health Department***

- » For cases requiring quarantining, review class, bus, and cafeteria seating charts, and only quarantine students who were within six feet of an infected person as opposed to quarantining an entire class and sending students home unnecessarily.
- » Consider hiring someone (service employee, part-time, or contract with health department or other agency) at the school to collaborate/coordinate with the local health department and the central office to conduct school level contact tracing. This could free up the principal to focus on other important responsibilities.

## Alternative to the 14-Day Quarantine Guidance

- » On December 2, 2020, the CDC released guidance for acceptable alternatives to the 14-day quarantine period for individuals who might have been exposed to COVID-19. Due to the very low transmission rate in schools, the WVDE and DHHR recommend Options 1 and 2 from the CDC guidance be used for school students and employees.

<p><b>Option 1</b></p> <p>Quarantine period can end after Day 10 without testing and if no symptoms have been identified during daily self-monitoring. Post-quarantine transmission risk: 1%-10%</p>	<ul style="list-style-type: none"> <li>» Day 0*-10 quarantine for close contacts can end if no symptoms develop during daily self-monitoring without testing.</li> <li>» Self-monitoring and mask wearing should be continuous.</li> <li>» If an individual develops symptoms within the quarantine period, immediately isolate and contact the local health department to report change in clinical status.</li> <li>» Persons should be educated on correct and consistent mask use, social distancing, cough hygiene, environmental cleaning and disinfecting, avoiding crowds, ensuring adequate indoor ventilation, and self-monitoring for symptoms.</li> </ul>
<p><b>Option 2</b></p> <p>Quarantine period can end after Day 7 if someone tests negative (PCR or antigen test) and if no symptoms have been identified during daily self-monitoring. Post-quarantine transmission risk: 5%-12%</p>	<ul style="list-style-type: none"> <li>» Day 0*-7 quarantine for close contact can end if COVID-19 test is negative and if no symptoms develop during daily self-monitoring.</li> <li>» Specimen may be collected and tested within 48 hours before the time of planned quarantine discontinuation.</li> <li>» Self-monitoring and mask wearing should be continuous.</li> <li>» If an individual develops symptoms within the quarantine period, immediately isolate and contact public health to report change in clinical status.</li> <li>» Persons should be educated on correct and consistent mask use, social distancing, cough hygiene, environmental cleaning and disinfecting, avoiding crowds, ensuring adequate indoor ventilation, and self-monitoring for symptoms.</li> </ul>

*\*Duration of quarantine applies from the last date of exposure to an infectious case (Day 0).*

# WEST VIRGINIA SCHOOLS INSTRUCTIONAL OPTIONS

The West Virginia Board of Education's (WVBE) action on January 13, 2021, outlining parameters for in-person instruction supports options for families when deciding the best learning model for their children.

The data is the basis for decisions local health officials and many national health leaders are making that support a return to in-person instruction. The transmission rate of COVID-19 in our schools does not correlate with or to community transmission rates.

Based on information from health experts, the WVBE's action preserves in each county an in-person learning option. The Board's action did not take away the county virtual option(s). These options may look different from county to county, and families should contact their schools and county offices regarding the virtual options available.

Counties may use a variety of titles for their local virtual offerings, however, during the COVID-19 crisis, families have two decisions to make regarding their children's public education.

- » In-person instruction in which the child is physically in the school.
- » Virtual instruction in which the child receives their education at home.



## ***In-person Instruction***

This preferred instructional model is the most effective in supporting student learning and overall well-being.

- » Counties bring students back to the classroom for live, in-person instruction.
- » Strict adherence to the mitigation protocols is required

## ***Blended In-person Instruction***

As a part of their in-person offering, counties may choose a blended instruction model.

- » Students attend two-to-five days each week, often with portions of the student body attending school on alternating days.
- » All county school boards have the option to offer blended models to students.



## ***Virtual Instruction***

Families have made the decision not to physically attend school and instead to receive instructional support from a West Virginia-certified teacher through an electronic medium. This is a choice made by families, it is not a choice dictated by the county.

- » Every county offers a full-time virtual learning option for students, although the delivery, framework, terminology, and platforms utilized by each county differs.
- » Online instruction options include the self-paced WVDE Virtual School or county-provided virtual learning platforms such as Teams, Schoology, Zoom or Google.
- » This mode of instruction requires reliable internet connectivity.

## **Remote Learning**

This is not a learning model that families choose; it is only required if:

- » The county is red, for grades 9-12 students, on the daily West Virginia Department of Health and Human Services County Alert System Map; or
- » If individual classrooms or schools need to be closed to in-person instruction because of a specific health need related to that classroom or school is identified irrespective of the county's color on the DHHR Map.

In the case of remote learning, students remain in their homes and receive instruction online, via paper packets or other lines of communication, with inconsistent interaction between teachers and students that may be related to connectivity issues.

For additional information for Instructional Options' Strengths and Considerations, visit <https://wvde.us/strengths-considerations>.

# LOOKING FORWARD: ADDRESSING PANDEMIC LEARNING LOSS

## Introduction

Without question, the closing of schools due to the COVID-19 pandemic has had a devastating impact on student learning and achievement. As students return to in-person learning, it is critical that schools be prepared to address learning loss and bridge achievement gaps students may have experienced because of the pandemic. It is important to rely on the research-based West Virginia Standards for Effective Schools that promote this implementation of high-yield instructional strategies and assure educators respond and adjust instruction to ensure students reach mastery. This section provides guidance and resources to help counties and schools address the academic needs of all students.

- » [West Virginia Standards for Effective Schools Self-Reflection Tool \(Pre-K–12\)](#)
- » [West Virginia Early & Elementary Learning Implementation Guide and Companion Document to the West Virginia Standards for Effective Schools Document \(Pre-K–Grade 5\)](#)
- » [West Virginia Middle & Secondary Learning Implementation Guide and Companion Document to the West Virginia Standards for Effective Schools Document \(Grades 6-12\)](#)

## Bridging the Achievement Gap Through High-Quality, Just-In-Time Instruction

Bridging the achievement gap means students consistently receive grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible.

***More specifically, instead of sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they are needed. This includes “just-in-time” instruction that focuses on prioritizing skills to best meet individual children’s learning needs.***

Counties and schools may consider how to focus their time and energy to bridge the achievement gap. See [Appendix A](#).

Additional resources to address learning loss for all students and to support the needs of students with exceptionalities can be found at <https://wvde.us/wp-content/uploads/2021/01/Special-Education-Services-v1.pdf>.

### Goals to Bridge the Achievement Gap:

- » All students have access to quality instruction that addresses learning gaps.
- » All students have access to grade-appropriate assignments focused on prioritized skills and content.
- » All students demonstrate mastery of grade-level standards.
- » All students and families have the resources they need to meaningfully engage in school, regardless of the delivery model (i.e., in-person, virtual, etc.).
- » All students have a sense of belonging as it relates to their school experience.
- » All students and families are treated as authentic partners.



## **Best Practices During and Beyond the School Day**

Findings from Hanover Research indicate several best practices to support learning loss recovery. These include:

- » District- or school-wide high-dosage tutoring programs.
- » In-school strategies including adding time to learning, individualized learning plans, cross-grade collaboration, and looping.
- » Integrating school-day instruction into after-school programs.
- » Using community partnerships to implement tutoring and after-school programs.

## **Summer 2021 and Beyond**

Students in grades K – 12 will need additional support through school or community-based summer learning programs designed to engage students in core academic content, the arts, physical activity, and social-emotional supports. Features of these programs include making learning fun, hands-on activities, real-world context, and integration of the content standards. High school students will need summer opportunities for earning credits needed for graduation.

## **Assessments**

Assessment is an essential part of instruction available to counties and schools to help them determine if their instructional goals are being met. It can help teachers understand if students are learning what they are teaching, and it can help identify gaps in learning. Assessment inspires teachers to ask these challenging questions:

- » Why are we teaching what we think we are teaching?
- » Are students learning what they are supposed to be learning?
- » Is there a way to teach the subject better, thereby promoting better learning?

Source: <https://www.edutopia.org/assessment-guide-importance>

## **Special Education Services**

Students with disabilities receiving special education and related services are entitled to procedural safeguards and a Free Appropriate Public Education (FAPE) as outlined in the Individuals with Disabilities Education Act of 2004 (IDEA) and West Virginia Board of Education (WVBE) Policy 2419: Regulations for the Education of Students with Exceptionalities. Districts must continue to comply with all federal and state regulations and policies. Individualized Education Programs (IEPs) for students with disabilities transitioning from one learning environment to another (e.g., virtual to in-person) may need to be revised to reflect a change in the mode of instruction and/or services.

Providing a continuum of services to meet the needs of all students is paramount regardless of the learning environment. Some considerations for services are:

- » Enhanced delivery models for instruction
- » High-Leverage Practices
- » Classroom routines and expectations
- » Extended Learning Opportunities

### **References:**

Edutopia (2008). Why is Assessment Important?, <https://www.edutopia.org/assessment-guide-importance>

Hanover Research (2020). How to Succeed in Distance Learning: 5 Tips for Students. Prepared for Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education.

TNTP Reimagine Teaching (2020, November). Learning Acceleration Guide. Accelerating Learning in the 2020-2021 School Year. <https://tntp.org/covid-19-school-response-toolkit>

## **Post-Secondary Financial Aid Information**

Superintendent Burch has persistently stated, “We cannot put our students’ futures on hold.” Unfortunately, the pandemic has resulted in unforeseen circumstances regarding our high school seniors and their plans for the future.

### **Promise Scholarship Applications and Completion of FAFSA**

Now is the time for high school seniors to complete the FAFSA, fill out the Promise Scholarship application, and plan for what’s next.

At this time last year, more than 7,200 WV high school seniors had completed Promise applications; currently, a little more than 2,700 seniors have completed the application – a difference of more than 4,500. The Promise Scholarship application is due by March 1, and students have until August 31 to earn qualifying ACT or SAT test scores. The Promise Scholarship application is available at [cfwv.com/promise](http://cfwv.com/promise).

The Free Application for Federal Student Aid (FAFSA) is the form you need to fill out to receive financial aid from the federal government to help pay for college. Each year, over 13 million students who file the FAFSA get more than \$120 billion in grants, work-study, and low-interest loans from the U.S. Department of Education. More than 5,300 West Virginia seniors had completed the FAFSA at this time last year, compared to just over 3,600 today. The FAFSA is free and available through the U.S. Department of Education at [fafsa.gov](http://fafsa.gov).

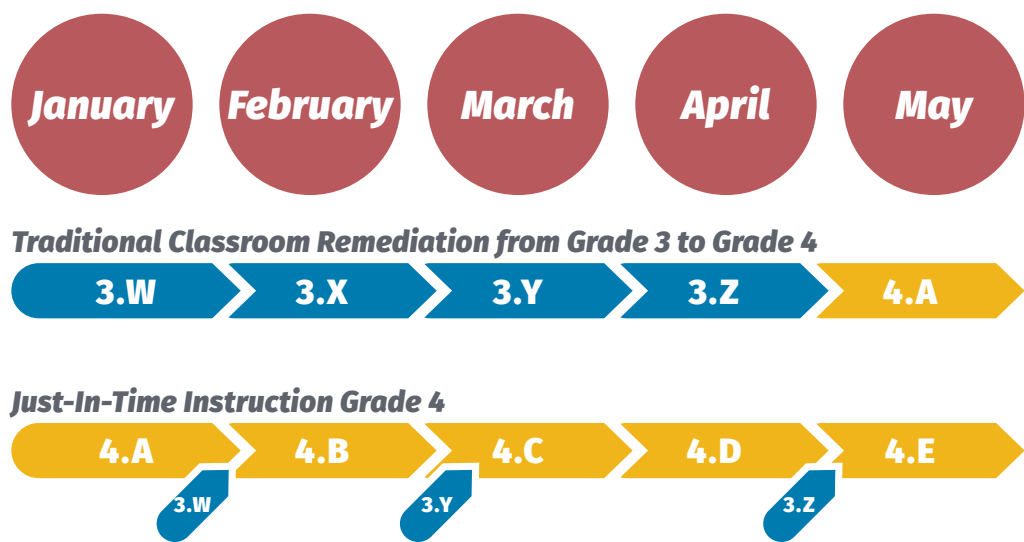
For assistance with applications, students and families are encouraged to call the state’s financial aid hotline at 877-987-7664. Students are also encouraged to sign up for West Virginia’s text-message college counseling program, “Txt 4 Success,” by visiting <http://www.cfwvconnect.com/txt-4-success/>.

# APPENDICES

## Appendix A Bridging the Achievement Gap

Bridging pandemic learning loss gaps includes teaching grade-level standards while integrating previous grade-level standards into the curriculum, as needed, to help ensure children have the opportunity to achieve mastery of current grade-level standards.

**Support grade-level work by only teaching students what they need to know, when they need to know it.**



Secondary teachers may also consider using this process as a model to integrate “just-in-time” learning for students in English language arts and mathematics in all content areas.

### Prioritizing Skills Vertical Teaming and Identifying Learning Skills and Progressions

Teachers can reflect individually and engage collaboratively through vertical teaming at their schools and/or feeder schools regarding their students’ progress to address instructional achievement gaps that may have resulted from pandemic learning loss.

The following tools were created by West Virginia teachers to help implement just-in-time instruction that will allow students to develop the skills needed to be successful.

Prioritizing Learning Skills: Provides a template and samples for teachers to identify and bridge learning skills and instructional gaps.

- » [Pre-K through Grade 5](#)
- » [6-12 English Language Arts](#)
- » [6-12 Mathematics](#)
- » [6-12 Science](#)
- » [6-12 Social Studies](#)

Learning Progressions: Provides a vertical alignment for educators to identify content-focused skills and concepts in English language arts and mathematics.

- » [K-12 English Language Arts](#)
- » [K-5 Mathematics](#)
- » [6-12 Mathematics](#)

West Virginia Tiered System of Support (WVTSS): Provides guidance and a framework for addressing pandemic learning loss for all students. Assessment is an essential component of WVTSS (See Interim and Diagnostic Assessments).

Source: <https://wvde.us/wvtss>

***The WVDE is pleased to offer a variety of optional assessment tools:***

**For Grades 3-8**

**English Language Arts and Mathematics**

- » Computer-Adaptive Comprehensive Interim Assessments (CA CIAs)
  - › Computer-adaptive, quasi-secure comprehensive interim assessments that have the same test blueprint as the West Virginia General Summative Assessment (WVGSA), and report group and individual student data on content standard mastery.
- » Fixed-Form Comprehensive Interim Assessments (FF CIAs)
  - › Fixed-form, quasi-secure comprehensive interim assessments that have the same test blueprint as the WVGSA and report group and individual student data on content standard mastery. While the fixed-form test does not provide the preferred level of student performance data as the CA CIA, it can be accessed in the Teacher Item Previewer and offers item-level data.
- » Interim Module Assessments (IMAs)
  - › Short fixed-form module tests that assess groups of related clusters from the content standards and measure student progress throughout the year. IMAs focus on specific clusters and take less time to complete.
- » Diagnostic Assessments (DIAs)
  - › Short fixed-form tests, written by West Virginia educators, that assess individual clusters of content standards and measure student progress throughout the year.

## Science

- » Science Interim Assessments (SIAs)
  - › Grade-band, fixed-form tests that assess related content standards in elementary and middle school science and measure student progress throughout the year.

## For High School

- » College Board offers several instructional resources for high school students and teachers, including Khan Academy SAT Prep and the SAT Suite Question Bank.

### **Recommendations for Using Assessment Tools to Monitor Achievement Gaps**

The following recommendations are based on input provided by members of an Assessment Subcommittee stakeholder group that consisted of county administrators, principals, and teachers. County and school leadership should consider the recommendations regarding the use of optional interim and diagnostic assessment tools as they address student achievement gaps.

**Recommendation 1:** Develop a comprehensive plan for how your county, school, and classroom will use results before assessing students.

- » Considerations: Having assessment data will not be meaningful unless you take the time to review and analyze the data, reflect on the results, and create actionable plans based on the results to improve student knowledge and understanding.

**Recommendation 2:** Incorporate multiple means – including the use of the formative assessment process as well as interim and diagnostic assessments – to obtain data about what students know and can do.

- » Considerations: Teachers have a variety of ways to obtain data about their students. They can use assessment tools, such as the interim and diagnostic assessments or their own self-created classroom assessments. They also can use the formative assessment process during instruction to provide actionable feedback and adjust ongoing teaching and learning.

**Recommendation 3:** Clearly explain to teachers, students, and families the purpose of the assessments and how the results will be used.

- » Considerations: It is important to provide a clear explanation of why students are tested and how the results inform instruction. Assessment results should not be used for grading or advancement, and this information must be communicated clearly.

**Recommendation 4:** Choose which assessment tools will provide the information you want to obtain about students.

- » Considerations: The WVDE provides interim and diagnostic assessment tools aligned to the state’s content standards in English language arts (ELA), mathematics, and science. Counties also may choose to use their own county-selected assessment tools.

**Recommendation 5:** Consider how best to communicate results to students and their parents/guardians.

- » Considerations: Typically, interim and diagnostic assessment results inform teachers how well students mastered the content standards being taught and allows them to reflect on their instructional practices. However, parents/guardians are encouraged to discuss assessment results with their student’s teacher(s) to ensure they have a clear understanding why the assessment was given, what the results mean in the context of returning to school, and how the teacher will address any gaps in learning the assessment results show.

Additional Resources: <https://wvde.us/assessment-resources>

## **Appendix B**

### **Monitoring and Handling of Presumptive, Suspected, and Confirmed Cases**

Schools and counties are required to:

- » Post signage at the main entrance requiring people who have been symptomatic with fever and/or cough not enter. Signage will be provided by the West Virginia Department of Education.
- » Educate staff, students, and their families about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school.
- » Establish and enforce wellness policies to prevent the spread of disease, including requiring staff to stay home if sick.
- » Establish a dedicated space for symptomatic individuals that will not be used for other purposes.
  - › Immediately isolate symptomatic individuals to the designated area at the school and send them home to isolate.
  - › Ensure symptomatic students are isolated for a short period of time, in a non-threatening manner and under the visual supervision of a staff member who is socially distanced to the greatest extent possible while wearing appropriate PPE.
  - › Require the symptomatic person to wear a cloth face covering or a surgical mask while waiting to leave the facility when age and health appropriate.
- » Cloth face coverings should not be placed on:
  - › Anyone who has trouble breathing or is unconscious;
  - › Anyone who is incapacitated or otherwise unable to remove the face covering without assistance; and/or
  - › Anyone who cannot tolerate a cloth face covering because of developmental, medical, or behavioral needs.
- » Conduct symptom screening of any visitors entering the building, including family members, vendors, and others. Screening may be provided at the main entrance or the main office.
  - › Individuals waiting to be screened must stand six feet apart from each other. Use tape or other markers on the floor for spacing.
  - › The staff member responsible for screening temperatures must wear a cloth face covering and must stay three feet apart unless screening temperature.
  - › Use a touchless thermometer if one is available.
  - › If not available, use a tympanic (ear), digital axillary (under the arm), or temporal (forehead) thermometer. Use disposable thermometer covers that are changed between individuals.
  - › Do not take temperatures orally (under the tongue) because of the risk of spreading COVID-19 from respiratory droplets from the mouth.
  - › Staff member must wash hands or use hand sanitizer before touching the thermometer.
  - › Staff member must wear gloves if available, change between direct contact with individuals, and must wash hands or use hand sanitizer after removing gloves and between direct contact with individuals.
  - › Staff member must clean and sanitize the thermometer using manufacturer's instructions between each use.

## **Appendix C**

### **Logistics: School Operations**

#### **Student Scheduling**

- » Evaluate class time to stagger transition times, if possible.
- » Review master schedule to ensure course offerings are maximized.
- » Outside of required planning time for teachers, utilize additional time for instructional support and to create smaller class sizes.
- » Consider providing morning and afternoon sessions daily to accommodate half of the students in each session.

#### **Use of Personnel**

- » Ensure staff members are utilized in the master schedule in a manner to maximize course offerings to minimize class size.
- » Supplemental contracts may be offered for teachers to provide additional sections to reduce class size.
- » Designate staff person in each school assigned to respond to COVID-19 concerns.
- » Consider utilizing ESSERF funds to add additional course sections, if feasible.
- » Increase custodial shifts or personnel for cleaning needs

#### **Substitutes**

- » Utilize teachers on a voluntary basis when a lack of substitutes exist (stipends for covering during planning, etc.). When it is necessary to combine small classes due to lack of substitutes, consider utilizing larger areas (cafeteria, common areas, gym) to maintain social distancing.
- » Consider using substitute teachers or instructional aides to monitor students in classrooms when asymptomatic quarantined teachers provide distance instruction to students from home utilizing Microsoft Teams, Zoom, etc.

#### **Meal Service**

- » The DHHR has no plans to change current guidance regarding seating capacity in school cafeterias.
- » Current cafeteria capacity is set at a 50% maximum threshold in line with statewide guidelines for food service establishments.
- » On-site meals must be served in supervised settings that enable social distancing guidelines to be followed.
- » Self-service stations (such as salad bars) will remain discontinued.
- » Utilize procedures to ensure all school staff involved in meal service is aware of basic food safety principles and the differences between cleaning, sanitizing, and disinfecting.
- » Review and edit, as appropriate, existing Hazard Analysis Critical Control Points (HACCP) plans.
- » Utilize procedures and protocols to ensure students have access to school meals during unanticipated and announced school closures. Remote students must continue to have access to meal service. Plans should include at a minimum the following topics:
  - › Procurement of food
  - › Food distribution options
  - › Staffing and volunteers
  - › Transportation
- » Students with special dietary needs must receive reasonable accommodations in accordance with federal regulation.
- » Produce menus that adhere to United States Department of Agriculture (USDA) meal pattern regulations that do not rely on students self-serving (i.e. salad bar) items.
- » Adhere to USDA Civil Rights regulations.
- » Examine menu expansion or new recipe development under USDA guidelines.
- » Utilize USDA food entitlement dollars (commodities).

- » Explore opportunities to support local communities by purchasing local products (i.e. farm-to-school).
- » Utilize alternative serving models and consider the following:
  - › Classroom service/classroom dining
  - › Serving meals in the cafeteria (at reduced occupancy levels, consistent with statewide guidelines) with strategies to comply with safe social distancing practices. Examples include:
    - *Spacing serving lines (marked on floors)*
    - *Spacing seating (utilize outdoor space as practicable and appropriate)*
    - *Creating meal periods for more staggered meal delivery*
    - *Adding additional lunch periods to accommodate social distance*
    - *Staggering meal service periods so that the arrival and dismissal times limit the amount of contact between students in high-traffic situations*
    - *Assigning seats to students during mealtimes*
    - *Arranging chairs to face the same direction*
    - *Installing clear plastic countertop shields at points of service stations or at tables*

## Transportation

- » Bus drivers must wear face masks while on the bus.
- » Face masks are required on buses for all students, if there are no medical or developmental constraints that prevent use.
- » Develop procedures to ensure social distancing and use of face masks for all transportation personnel while in the transportation facilities.
- » Clean and disinfect frequently touched surfaces and any adaptive equipment in the vehicle before all routes.
- » Provide hand sanitizer (with at least 60% alcohol) to support healthy hygiene behaviors on all buses.
- » Utilize seating arrangements that require siblings and/or students who cohabitate to sit together. Students who live in the same household may be permitted to sit three to a seat, when possible.
- » Design appropriate bus loading and unloading procedures to minimize contact between students.

## Sources:

### Key Mitigation and Logistics

- » <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds>
- » <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>
- » [https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How\\_Do\\_I\\_Set\\_Up\\_My\\_Classroom.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/How_Do_I_Set_Up_My_Classroom.pdf)

### Additional Logistical Considerations

- » <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- » <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>
- » <https://www.fns.usda.gov/disaster/pandemic/covid-19>
- » <https://www.fns.usda.gov/disaster/pandemic/covid-19/west-virginia#cn>
- » <https://dhhr.wv.gov/COVID-19/Pages/Schools.aspx>

\* Source documents are not to be construed as binding requirements for counties.



## **Appendix D**

### **Social-Emotional Wellness**

The WVDE recognizes educating a child goes beyond instruction. During these particularly challenging times, we work closely with national and state health officials to provide guidance to address the child's entire well-being. Research confirms students perform better when they are in school, and their social-emotional and mental health wellness is appropriately addressed.

#### **Maintain a school environment where students feel safe, welcome, and connected.**

- » All students are connected to at least ONE CARING ADULT in the school.
- » School culture focuses on assets as opposed to deficits.
- » School procedures utilize a trauma-informed approach.
  - › Discipline – Supportive vs. Punitive  
Ensure discipline practices are trauma-informed. Understanding a lack of demonstration of social skills does not always indicate willful disobedience or purposeful insubordination.
  - › Attendance – Supportive vs. Punitive  
Ensure attendance efforts address root causes of absences rather than focusing on a behavior to be punished.
- » Communication supports the well-being of staff, students, and families to help with minimizing worries and concerns.

#### **Utilize data to make informed decisions to support social-emotional and mental health wellness.**

- » Needs Assessment
- » Zoom WV and WVEIS (Attendance/Discipline/Academics)
- » Surveys
- » Child Welfare Services (CPS) Referrals

#### **Provide social-emotional learning and supports for all students.**

- » Assess, identify, and prioritize social-emotional needs.
- » Establish an intentional focus on social-emotional skill building, mental and behavioral health, and self-regulatory capacity, which may have regressed due to a lack of social interactions.
- » Identify instructional programs/resources to teach social-emotional competencies explicitly.
- » Ensure curriculum and resources promote social justice and equity for all students.
- » Provide an integrated delivery of social-emotional standards ([\*WV College and Career Readiness Dispositions and Standards for Student Success\*](#)).
- » Coordinate ongoing education with families, educators, and community partners (after-school/summer programs) regarding the benefits of social-emotional learning and development in school and at home.

## **Ensure mental health and well-being supports are in place to address needs for students, staff, and families.**

- » Evaluate current resources such as [\*professional student support personnel\*](#) (school counselors, school psychologists, school nurses, social workers, Communities In Schools Coordinators, etc.) and current community partners (Expanded School Mental Health ([\*ESMH\*](#)) providers, Greater Recovery and Community Empowerment ([\*GRaCE\*](#)), other community partners, etc.) to determine the need for additional support.
- » Establish partnerships for additional wellness supports and mental health services so the school is able to offer a continuum of school and community supports.
- » Communicate the referral system for individuals who need targeted support or access to school-employed or community mental health and wellness professionals.
- » Ensure school staff, students, families, and community members have access to resources and information related to trauma, substance misuse prevention, suicide prevention, child abuse/neglect, social-emotional health, and mental health.
- » Establish and maintain an organized system for outreach to connect with at-risk students (those with previously identified mental health issues and/or those most impacted by COVID-19).
- » Ensure all school staff is provided training on mandatory reporting and understand the required procedures for filing a report with West Virginia Child Protective Services (CPS) should the need arise.
- » Provide support and resources for staff for self-care to address compassion fatigue.

## **Resources**

### School Environment

- » [\*Relationship Mapping Strategy \(New Version!\) — Making Caring Common \(harvard.edu\)\*](#)
- » [\*Addressing Chronic Absence \(Attendance Works\)\*](#)
- » [\*West Virginia Positive Behavioral Interventions and Supports\*](#)
- » [\*West Virginia Center for Children's Justice \(handlewithcarewv.org\)\*](#)
- » [\*Trauma Informed Practice Resources \(handlewithcarewv.org\)\*](#)
- » [\*TSA | Guidelines for developing a trauma-informed school \(traumaawareschools.org\)\*](#)
- » [\*Essential Elements for a Trauma-Informed School System \(nctsn.org\)\*](#)
- » [\*Examining Your School's Climate\*](#)
- » [\*The National Center on Safe Supportive Learning Environments Resource Guide\*](#)
- » [\*Request for Training - Behavior and Mental Health TAC \(marshall.edu\)\*](#)

### Data Driven Decision Making to Support Social-Emotional and Mental Health Wellness

- » [\*COVID-19 Social-Emotional Wellness Questionnaire\*](#)
- » [\*Zoom WV-E & Early Warning Information System – Training Modules\*](#)
- » [\*WVDE School Climate Survey\*](#)
- » [\*US Ed School Climate Surveys\*](#)
- » [\*National School Climate Center\*](#)
- » [\*School Health Assessment and performance Evaluation System \(SHAPE\) \(schoolmentalhealth.org\)\*](#)

## Social-Emotional Learning and Supports

- » [The Importance of Social-Emotional Learning for All Students Across All Grades \(nea.org\)](#)
- » [Benefits of SEL \(casel.org\)](#)
- » [Cultural Responsiveness to Racial Trauma \(nctsn.org\)](#)
- » [TT Difficult Conversations web.pdf \(tolerance.org\)](#)
- » [Recovery Resources to address Physical, Social-Emotional, and Mental Health](#)

## Mental Health and Well-Being Supports

- » [Well-being in School Environments \(medstarwise.org\)](#)
- » [Creating a Healthier Life, A Step-By-Step Guide to Wellness \(samhsa.gov\)](#)
- » [National Center for School Mental Health \(University of Maryland School of Medicine\)](#)
- » [ReClaimWV-Resources Booklet.pdf](#)
- » [Recovery Resources to address Physical, Social-Emotional, and Mental Health \(wvde.us\)](#)

\* Unless specified therein, resource documents are not to be construed as binding requirements for counties.

## Appendix E

### Attendance

#### Clarification of Daily Attendance Guidelines

Since the beginning of the 2020-2021 school year, WVDE guidance has emphasized the importance of monitoring and recording student attendance/engagement for in-person and virtual learning scenarios. High-quality attendance data for all students is critically important.

As a reminder:

- » Schools, districts, and the WVDE are required to report attendance data for all students, including reports produced for state and federal purposes.
- » Teachers and administrators need accurate and reliable data to help them monitor student progress and determine needed supports.
- » Currently, we must rely on attendance data to determine students' eligibility for P-EBT benefits.

It is imperative that attendance data be recorded for all students in a way that provides accountability and recognizes student efforts to engage in the educational process. At this time, instead of focusing on physical presence during instruction, it is necessary to track meaningful engagement in the virtual learning environment. Virtual learning models provide more flexibility for students and more individual accountability for the completion of work.

Please consider the following guidance to inform decisions about whether students should be coded as present for or absent from virtual learning:

- » If a virtual or remote student misses a virtual class meeting but is completing assignments, it is appropriate to code them as present/engaged (V1).
  - › Rationale: There are many circumstances that could lead to a student not participating in a virtual class meeting, the V1 code acknowledges the student's engagement in the learning process.
- » If a virtual or remote student misses a virtual class meeting, is not completing assignments, and does not provide an excuse, it is appropriate to code them as absent/unengaged (Z1).
  - › Rationale: Students in virtual or remote settings have flexibility in when they choose to engage in their learning activities. The Z1 code provides a way for schools to hold students accountable for the completion of work in a virtual environment.
- » In those cases where students may log in for virtual class meetings but are not engaged in class discussions or are not turning in their work, you can choose to give them credit for showing up (V1) or you may decide to hold them accountable for failing to engage in their work (Z1).
  - › Rationale: Consider the following example. A student is physically present in a class but sleeps the entire time. That student—although they were not engaged in learning in any meaningful way—would still be counted as present. Potentially, this scenario is happening in virtual class meetings, as well. Counties may determine which code to use in these types of scenarios.

## COVID-19 Virtual Presence/Absence Scenarios – Updated

Scenario	Appropriate Code	Notes/Rationale
Student is in quarantine for two (or more) weeks due to a positive COVID-19 test or contact with someone who has tested positive; student is participating in learning activities as assigned during the quarantine period	V1 (Virtual Learning/Engagement)	<b>Presence:</b> Students in quarantine are unable to participate in school-based learning due to extraordinary health-related circumstances and must participate virtually from a home location.
Student is in quarantine due to a positive COVID-19 test or contact with someone who has tested positive; student is not participating in learning activities or making progress on assignments during the quarantine period	Z1 (Virtual Non-Engagement/Non-Participation)	<b>Absence:</b> Learning activities are available to the student through virtual means, but he/she is absent (not participating or making progress) while excluded from in-school learning.
Student is participating/engaged in learning activities in an other-than-school location as part of a planned virtual learning/non-traditional instructional day or a full-time virtual learning option; student is progressing as expected or in other ways meeting expectations for participation	V1 (Virtual Learning/Engagement)	<b>Presence:</b> Students who are participating in virtual learning as part of a planned hybrid schedule or a full-time virtual enrollment option should be coded as present if they are participating in learning activities and/or are completing assignments as expected.
Student is supposed to be engaged in learning activities in an other-than-school location as part of a planned virtual learning/non-traditional instructional day or a full-time virtual learning option, but student is not engaged/participating in learning activities (or making progress on assignments)	Z1 (Virtual Non-Engagement/Non-Participation)	<b>Absence:</b> Students engaged in learning in virtual settings/formats have flexibility in when they choose to engage in their learning activities and should be accountable for the completion of work, including being coded as non-participants/non-engaged in available learning opportunities.

## Appendix F

### West Virginia Schools' Pandemic Relief Funding

County	ESSERF 1 Allocation	Education Stabilization Funds for Career Centers	WVDE Competitive Grant* Allocation	ECEF Allocations	ESSERF 2 Allocation	Child Nutrition Federal Disbursements	Total Awarded
Barbour County	858,084.00		322,457.70	32,050.00	3,335,323.25	722,170.84	\$5,270,085.79
Berkeley County	3,943,220.00		285,987.99	289,950.00	15,181,513.33	4,730,054.64	\$24,430,725.96
Boone County	1,243,840.00		110,892.90	52,050.00	4,563,593.20	2,524,048.82	\$8,494,424.92
Braxton County	820,010.00		450,000.00	26,000.00	3,095,438.33	828,667.87	\$5,220,116.20
Brooke County	607,649.00		195,727.04	44,800.00	2,378,882.84	305,086.81	\$3,532,145.69
Cabell County	4,986,882.00	160,620.00	411,404.29	176,650.00	17,637,157.20	7,092,392.66	\$30,465,106.15
Calhoun County	367,333.00		262,673.00	13,450.00	1,427,800.47	1,402,578.04	\$3,473,834.51
Clay County	731,161.00		450,000.00	26,150.00	2,729,527.05	1,128,068.97	\$5,064,907.02
Doddridge County***	297,037.00			16,100.00	1,106,573.28	518,567.27	\$1,938,277.55
Fayette County	2,305,679.00	106,163.00	331,000.00	80,950.00	8,962,039.04	3,087,465.55	\$14,873,296.59
Gilmer County**	245,822.00			11,650.00	927,794.63	728,268.03	\$1,913,534.66
Grant County	392,838.00		83,816.00	24,300.00	1,526,937.16	1,017,249.47	\$3,045,140.63
Greenbrier County	1,395,998.00		324,456.04	70,000.00	5,322,830.38	2,537,779.93	\$9,651,064.35
Hampshire County	989,407.00		221,684.20	43,550.00	4,549,570.68	1,235,780.27	\$7,039,992.15
Hancock County	854,815.00	15,141.00	450,000.00	58,850.00	3,322,614.12	638,024.67	\$5,339,444.79
Hardy County	516,519.00		450,000.00	33,750.00	1,972,111.78	889,619.44	\$3,862,000.22
Harrison County	2,724,153.00		412,852.05	152,350.00	11,953,952.77	4,928,530.92	\$20,171,838.74
Jackson County	1,203,502.00		320,088.72	64,250.00	4,726,660.83	1,199,418.23	\$7,513,919.78
Jefferson County	1,064,066.00		450,000.00	135,900.00	3,998,586.64	2,493,385.53	\$8,141,938.17
Kanawha County	8,351,034.00	553,238.00	391,934.37	387,450.00	34,165,102.53	10,547,034.64	\$54,395,793.54
Lewis County	688,434.00		266,879.13	35,900.00	2,759,104.05	1,407,109.52	\$5,157,426.70
Lincoln County**	1,429,829.00			45,850.00	5,043,396.54	1,289,415.53	\$7,808,491.07
Logan County	2,106,680.00	73,861.00	374,454.95	85,200.00	7,864,661.50	3,307,023.46	\$13,811,880.91
Marion County	2,041,044.00		268,849.00	112,150.00	8,381,427.32	1,764,570.29	\$12,568,040.61
Marshall County	1,181,460.00		20,000.00	61,450.00	4,181,990.40	1,777,188.95	\$7,222,089.35
Mason County	1,232,270.00		325,450.15	56,600.00	4,693,847.01	2,356,078.73	\$8,664,245.89
Mercer County	3,232,246.00	105,541.00	303,205.00	38,650.00	17,752,160.85	1,820,052.01	\$23,251,854.86

County	ESSERF 1 Allocation	Education Stabilization Funds for Career Centers	WVDE Competitive Grant* Allocation	ECEF Allocations	ESSERF 2 Allocation	Child Nutrition Federal Disbursements	Total Awarded
Mineral County	1,131,755.00	40,808.00	424,553.35	117,050.00	4,264,662.38	3,737,948.79	\$9,716,777.52
Mingo County	1,868,906.00	59,512.00	100,000.00	58,100.00	7,264,328.28	1,870,210.39	\$11,221,056.67
Monongalia***	1,808,942.00	93,681.00		53,250.00	7,031,249.34	2,403,834.32	\$11,390,956.66
Monroe County	527,689.00		94,782.28	170,000.00	2,031,611.96	2,014,995.61	\$4,839,078.85
Morgan County	488,104.00		364,098.61	22,550.00	1,905,936.71	1,346,682.57	\$4,127,371.89
McDowell County	2,267,898.00		138,000.00	35,100.00	8,391,531.26	1,006,413.02	\$11,838,942.28
Nicholas County	1,268,267.00		218,500.00	51,450.00	4,635,489.40	1,829,663.63	\$8,003,370.03
Ohio County	1,324,556.00		301,000.00	75,550.00	4,964,485.47	2,839,281.78	\$9,504,873.25
Pendleton County	236,939.00		302,639.71	13,500.00	881,855.68	709,721.20	\$2,144,655.59
Pleasants County	190,344.00		100,000.00	15,700.00	718,006.35	500,048.98	\$1,524,099.33
Pocahontas County	359,067.00		192,840.32	14,100.00	1,395,670.29	610,524.13	\$2,572,201.74
Preston County	1,078,383.00		57,000.00	60,450.00	4,396,869.07	2,151,171.59	\$7,743,873.66
Putnam County***	1,115,117.00	106,383.00		147,000.00	4,632,897.71	2,957,442.42	\$8,958,840.13
Raleigh County	3,409,195.00	174,170.00	450,000.00	157,750.00	13,251,338.75	4,140,753.17	\$21,583,206.92
Randolph County	1,441,179.00	36,561.00	450,000.00	56,550.00	5,097,141.68	3,077,674.67	\$10,159,106.35
Ritchie County	469,821.00		101,940.00	21,600.00	1,689,335.37	696,225.17	\$2,978,921.54
Roane County**	837,265.00			31,250.00	3,254,397.86	1,791,891.88	\$5,914,804.74
Summers County***	937,137.00			20,550.00	3,498,411.92	803,438.80	\$5,259,537.72
Taylor County	639,907.00		309,935.37	33,650.00	2,487,282.28	686,960.53	\$4,157,735.18
Tucker County	226,882.00		267,957.00	15,150.00	828,464.12	641,855.72	\$1,980,308.84
Tyler County	316,721.00		99,463.64	16,950.00	1,231,073.88	533,175.86	\$2,197,384.38
Upshur County	1,082,696.00		102,200.00	54,800.00	4,135,815.44	3,687,304.85	\$9,062,816.29
Wayne County	2,015,674.00		182,031.20	95,200.00	7,663,967.39	2,273,968.17	\$12,230,840.76
Webster County	754,431.00		61,110.00	17,350.00	2,911,098.70	974,357.60	\$4,718,347.30
Wetzel County	726,422.00		223,200.00	38,250.00	2,792,080.14	1,273,205.31	\$5,053,157.45
Wirt County	275,127.00		110,451.31	13,950.00	1,120,728.30	914,948.88	\$2,435,205.49
Wood County	4,137,531.00	37,341.00	225,329.77	181,000.00	14,552,941.75	3,234,500.12	\$22,368,643.64
Wyoming County	1,229,459.00		148,190.55	54,450.00	4,539,617.34	3,590,130.14	\$9,561,847.03
Non-public Schools	2,263,514.50*			140,600.00			\$2,404,114.50
Subtotal	80,239,940.50	1,563,020.00	12,509,035.64	3,958,850.00	305,128,886.00	114,573,960.39	\$517,973,692.53

School	Education Stabilization Funds for Career Centers	MCVC Sanitation & COVID-19 Preparedness Allocations****	WVDE Competitive Grant* Allocation	ESSERF 2 Allocation	Total Awarded
Calhoun-Gilmer Career Center		30,000.00	61,356.11	70,000.00	\$161,356.11
Fred W. Eberle Technical Center	121,970.00	30,000.00	98,693.00	100,000.00	\$350,663.00
James Rumsey Technical Institute	138,292.00	30,000.00	106,200.00	120,000.00	\$394,492.00
Mid-Ohio Valley Technical Institute		30,000.00	58,130.00	100,000.00	\$188,130.00
Roane-Jackson Technical Center	73,406.00	30,000.00	68,700.00	100,000.00	\$272,106.00
South Branch Career & Technical Center		30,000.00	93,900.00	90,000.00	\$213,900.00
United Technical Center	57,801.00	30,000.00	108,000.00	120,000.00	\$315,801.00
WVSDB			41,063.00	70,000.00	\$111,063.00
WVSDT				206,000.00	\$206,000.00
<i>Subtotal</i>	391,469.00	210,000.00	636,042.11	976,000.00	\$2,213,511.11
<b>Total Allocated</b>					<b>\$520,187,203.64</b>

■ Priority 1 – Social Emotional

■ Priority 2 – Technology

■ Priority 3 – Achievement Gap

\*Competitive grants were funded from state and federal sources

\*\*Funding available from other sources

\*\*\*Did not submit grant application

\*\*\*\*Funding available from state sources

\*Funding from GEERF 1 Allocations



## **Appendix G**

### **Recovery Resources**

It is important that education staff, families, students, and communities receive information from reputable and reliable sources. Credible information is available at [wvde.us/COVID19](http://wvde.us/COVID19), [coronavirus.wv.gov](http://coronavirus.wv.gov) and [cdc.gov](http://cdc.gov).

#### **Resources for Protecting Vulnerable Populations:**

- » [Centers for Disease Control and Prevention](#)
- » [National Association of School Nurses Coronavirus Disease 2019 Resources](#)
- » [West Virginia Department of Health & Human Resources \(COVID-19\)](#)

#### **Resources for Social-Emotional Wellness**

- » Collaborating for Student Success: [Understanding the Roles of Student Support Personnel](#)
- » [Social-emotional Learning for Parents \(CASEL video\)](#)
- » West Virginia Department of Education: [ReClaimWV](#)
- » [West Virginia Positive Behavioral Interventions and Supports](#)
- » [West Virginia Behavior and Mental Health Technical Assistance Center](#)
- » [West Virginia Safe Schools Toolkit](#)
- » [West Virginia Handle With Care](#)

#### **Resources for School Food Service**

- » [West Virginia Food Code](#): Permit holders are required to follow directives of the regulatory authority in response to public health emergencies. 8-304.11
- » [West Virginia Code 21-3A-1A](#) (Article 3: Safety and Welfare of Employees)

#### **Resources for General Public Health and Safety Protocols**

- » [The American Academy of Pediatrics](#)
- » [The Journal of the American Medical Association](#)

## Centers for Disease Control Resource Links

The CDC provides the following resources which may be helpful to school administrators, staff, students, and families. These resources serve as guidance only and are not bonding on West Virginia county school districts. Counties should assess local risk levels in accordance with DHHR data to determine how to best apply the WVDE Roadmap to Recovery.

- » [\*Indicators for School Decision-Making\*](#)
- » [\*Guidance for k-12 School Administrators on the Use of Cloth Face Coverings in Schools\*](#)
- » [\*Back to School Decision Checklist\*](#)
- » [\*Guidance for Disinfecting Your Facility\*](#)
- » [\*Coping with Stress\*](#)
- » [\*Reducing Stigma\*](#)
- » [\*Helping Children Cope\*](#)

## Posters and Messaging

- » [\*How to Protect Yourself and Others\*](#)
- » [\*Stop the Spread of Germs\*](#)
- » [\*Handwashing Posters\*](#)
- » [\*Face Coverings Do's and Don'ts\*](#)
- » [\*COVID-19 Videos\*](#)
- » [\*Sample Public Service Announcements\*](#)
- » [\*Social Media Resources\*](#)

**For complete details, visit [wvde.us/covid19](https://wvde.us/covid19).**





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