Salem City Schools
Return to Learn Instructional Plan
Spring 2021

Revised and Approved
March 9, 2021

Introduction

We believe that most students learn best under the direction of a caring and committed educator. We are also committed to providing a healthy and safe environment in accordance with state and federal guidelines for in-person instruction, but we understand that it is not possible to provide a "no risk" environment.

For the foreseeable future, these two division priorities (desire for in-person instruction and providing a healthy and safe environment) require a range of responses based on local data and trends. COVID-19 transmission rates in our region and state and federal guidance for reopening schools all seem to change on a regular basis. In addition, the perspectives and opinions of staff, students, families, and the community about the pandemic and how it should be handled are extremely diverse. Planning and preparation for an ever-changing set of circumstances in an environment with extremely diverse opinions and perspectives are very difficult and are not likely to meet the individual expectations of all stakeholders.

Rates of community transmission and evolving state and federal guidelines will be monitored closely. Because of the high likelihood for continued change in circumstances, the Salem City School Division plan for operating schools will include a range of options that can be scaled up or down as necessary based on the CDC indicators for dynamic school decision making.

Considerable planning has gone into the development of the health plans to operate schools, but public health experts have made it clear that there is no way to eliminate all risk. For this reason, families have choices regarding the level of risk they elect to assume.

Lowest Risk - 100% Remote Learning
- ○ Families have the option of keeping their child at home and participating in remote learning exclusively
- ○ Students may receive meals via midday lunch delivery

Low Risk - Families Provide Transportation & Hybrid Instruction on a Modified School Schedule
- ○ Families will conduct health screenings at home before school each day
- ○ Students will be transported to school by private vehicle
- ○ School schedules and procedures will promote physical distancing
- ○ Students who are not at school will receive meals via midday lunch delivery
- ○ Face coverings will be worn

More Risk - Transportation by School Bus & Hybrid Instruction on a Modified School Schedule
- ○ Families will conduct health screenings at home before school each day
- ○ Face coverings will be worn on the bus at all times
- ○ Students will be seated to promote physical distancing on the bus
- ○ Students from the same household will be allowed to sit in the same seat
- ○ School schedules and procedures will promote physical distancing
- ○ Students who are not at school will receive meals via midday lunch delivery
- ○ Face coverings will be worn

State Guidance on the Reopening of Schools

On February 5, 2021, Governor Northam called on Virginia school divisions to provide in-person learning options for students by March 15, 2021, consistent with the Commonwealth's *PreK-12 Interim Reopening Guidance issued on January 14, 2021*.

In Virginia, school divisions are not independent. Each is a "division" of the State Board of Education (BOE) as administered by the Department of Education (DOE). BOE/DOE guidance has informed much of the response to the current closure and a number of DOE Task Forces have provided educational guidance for use in planning for the operation of schools. Ultimately, however, BOE, DOE, and Salem City Schools are education agencies and COVID-19 is a

matter of public health. [Guidance from the CDC](#) and the [Virginia Department of Health](#) will govern the state-wide response. For matters that may be determined locally, our guidance will come from the [Roanoke-Alleghany Health District](#).

SCS considerations for the continued operation of schools

The Salem City School Division's top priority for the remainder of the 2020-21 school year is the safety of our students and staff. Recognizing that in-person instruction is the most effective instructional method for the majority of students, we are committed to bringing all students back to school for in-person instruction as quickly as possible while adhering to the safety guidelines provided by the CDC, VDH, VDOE, WHO, and AAP. The division also understands and is considering the importance of social & emotional support for students and families, the importance of meeting the needs of our most vulnerable students, equity of instruction, and childcare concerns when children are not in school.

With these considerations in mind, the CDC Framework for Dynamic Decision Making allows for in-person instruction using layered mitigation strategies in conjunction with community core metrics. These mitigation strategies include consistent and correct use of face coverings, physical distancing, hand hygiene and respiratory etiquette, cleaning and disinfecting, health screenings, and contact tracing. Physical distancing, both in classrooms and on the school bus is the most limiting factor in our ability to provide in-person instruction.

SCS Return to Learn Plan Fall 2020
Operational Infrastructure:

School Safety Measures	SCS Health Plan
Transportation	Physical distancing will be implemented on school buses to the maximum extent possible. Students will be required to wear face coverings to maximize bus capacity. Bus windows will be opened when weather permits. Families will be encouraged to transport students to and from school when possible.
Technology	Chromebooks 1:1 K-12 Learning Management System (LMS)-Canvas for all students Public WIFI available in certain areas in Salem City Technology support provided to families in need through virtual or in-person consultation as needed. Assistive Technology Extensions for Chromebook
Community Engagement and Communication	● Dedicated Return to Learn web page with FAQ and the division's Instructional Return to Learn plan ● Translation of communication into native languages as indicated on the home language survey. ● Utilize the UDL phone line as well as live interpreters ● School Messenger utilized for consistency. ● Students and families have access to the Who to See for What information. ● List of community resources in case of food scarcity ● Collaborate with regional programs for consistency of plan development and implementation.
Attendance	Students are expected to engage and participate in remote and/or in-person learning daily. Student and parental contact made for students not participating. SCS maintains a process for monitoring attendance in the student information system and addresses issues before it reaches chronic absenteeism. Students and staff will be required to stay home when sick (Any new COVID-19 symptoms or contact with someone who has COVID-19). SCS will not promote or celebrate perfect attendance.
New Student Enrollment	New students will be enrolled utilizing the following guidance from the VDH: Conditionally admit students transferring from another school in the U.S. (other Phase 2 state) dependent on student's current health and travel history. At the school's discretion and in collaboration with local health department recommendations, a 14-day quarantine period may be required. Conditionally admit students transferring from another country dependent on CDC travel guidelines, student's current health status, and travel history. At the school's discretion and in collaboration with local health care department recommendations, a 14-day quarantine period may be required.

School Schedules (Based on current guidelines that place limits on bus and classroom capacity to accommodate physical distancing): The Salem City School Division's instructional plan provides scalable options for in-person instruction at 100%, 50%, 25%, or 0% capacity based on the CDC Framework for Dynamic Decision Making.

The CDC Framework for Dynamic Decision Making will be used to determine student attendance levels. Student attendance is scalable based on the following options.

Remote Learning (100% Online Instruction Program)

K-12 all parents will have the option to choose a 100% remote learning option for their child(ren). Students/Families who choose this option will receive asynchronous instruction using the Canvas Learning Management System.

(100% Remote Learning) If the CDC Framework for Dynamic Decision Making indicates a need to close schools, the division is prepared to transition to a program of online learning for students in grades PK-12.

Remote Learning & Hybrid Instruction Program

- PK-2 Students will attend school 5 days a week.
  - Additional classrooms and staff will be used to reduce class sizes to ensure physical distancing.
  - Students will be required to wear masks
  - PK-2 students will be released at 1:15 PM in order to maintain physical distancing requirements on the bus and to provide time for teacher planning.
- 3-12 Students will work remotely from home.
  - Synchronous learning sessions will be scheduled to avoid conflicts.
  - Students will be expected to attend all scheduled synchronous learning sessions.
  - Students will be expected to complete assignments as directed.
  - Teachers will provide feedback on completed assignments.
  - School lunches will be delivered by bus to elementary bus stops throughout the community. (TBD)
- Students who receive special education and English language instruction will be scheduled to attend school as needed.

(Grades 3-12 25% Attendance)- If the CDC Framework for Dynamic Decision Making indicates the need for reduced levels of attendance, the division can operate under the following conditions:

Remote Learning & Hybrid Instruction Program

- PK-2 Students will attend school 5 days a week.
  - Additional classrooms and staff will be used to reduce class sizes to ensure physical distancing.
  - Students will be required to wear masks
  - PK-2 students will be released at 1:15 PM in order to maintain physical distancing requirements on the bus and to provide time for teacher planning.
- 3-12 Students will attend school 1 day a week in person with remote learning 4 days a week.
  - Students will be required to wear masks
  - Wednesdays will be used for targeted in-person/online synchronous instruction as needed, deep cleaning and sanitization, planning, professional development, collaboration, and to manage remote learning.

Remote Learning & Hybrid Instruction Program

- PK-2 Students will attend school 5 days a week.
  - Additional classrooms and staff will be used to reduce class sizes to ensure physical distancing.
  - Students will be required to wear masks
  - PK-2 students will be released at 1:15 PM in order to maintain physical distancing requirements on the bus and to provide time for teacher planning.
- 3-12 Students will attend 2 days a week in person with remote learning 3 days a week.

- ○ Students will be required to wear masks
- ○ Wednesdays will be used for targeted in-person/online synchronous instruction as needed, deep cleaning and sanitization, planning, professional development, collaboration, and to manage remote learning.

Remote Learning & Hybrid Instruction Program
- ● PK-2 Students will attend school 5 days a week.
  - ○ Additional classrooms and staff will be used to reduce class sizes to ensure physical distancing.
  - ○ Students will be required to wear masks
  - ○ PK-2 students will be released at 1:15 PM in order to maintain physical distancing requirements on the bus and to provide time for teacher planning.
- ● 3-12 Students will attend 2̶ 4 days a week in person with remote learning 3̶ 1 day̶s̶ a week.
  - ○ Students will be required to wear masks
  - ○ Wednesdays will be used for targeted in-person/online synchronous instruction as needed, deep cleaning and sanitization, planning, professional development, collaboration, and to manage remote learning.

100% Remote Suggested Schedules:

Time	Suggested Activity
8:00 –9:00	**Wake Up and Morning Routines**
9:00 – 9:40	**Reading**
9:40-10:00	**Brain Break**
10:00-11:00	**Reading and Writing**
11:00-12:00	**Math**
12:00-1:00	**Lunch**
1:00-2:00	**Science or Social Studies**

Hybrid Instruction- 25% attendance in grades 3-5 due to moderate community transmission. Students in grades PK-2 will attend school 5 days per week and dismiss at 1:15 pm.

25%	Monday	Tuesday	Wednesday	Thursday	Friday
Groups	PreK-2 ALL Group A K-5 Targeted SWD Targeted EL	PreK-2 ALL Group B K-5 Targeted SWD Targeted EL	PreK-2 ALL Small-Group Targeted Support and Enrichment	PreK-2 ALL Group C K-5 Targeted SWD Targeted EL	PreK-2 ALL Group D K-5 Targeted SWD Targeted EL
Arrival/Dismissal	Stagger	Stagger	Stagger	Stagger	Stagger
Lunches	Grab and Go	Grab and Go	Grab and Go	Grab and Go	Grab and Go
Encore on a weekly rotation	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE	Small-Group Work	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE
Recess	Scheduled time	Scheduled time	Scheduled time	Scheduled time	Scheduled time

Elementary Attendance 50 % Hybrid-Learning Schedule (Low Community Transmission). Students in grades PK-2 will attend school 5 days per week and dismiss at 1:15 pm.

50%	Monday	Tuesday	Wednesday	Thursday	Friday
Groups	PreK-2 ALL Group A/C K-5 Targeted SWD Targeted EL	PreK-2 ALL Group B/D K-5 Targeted SWD Targeted EL	PreK-2 ALL Small-Group Targeted Support and Enrichment	PreK-2 ALL Group A/C K-5 Targeted SWD Targeted EL	PreK-2 ALL Group B/D K-5 Targeted SWD Targeted EL
Arrival/Dismissal	Stagger	Stagger	Stagger	Stagger	Stagger
Lunches	Grab and Go	Grab and Go	Grab and Go	Grab and Go	Grab and Go
Encore on a weekly rotation	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE	Small-Group Work	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE
Recess	Scheduled time	Scheduled time	Scheduled time	Scheduled time	Scheduled time

Elementary Attendance Four-Day Hybrid-Learning Schedule (Low Community Transmission). Students in grades PK-2 will attend school 5 days per week and dismiss at 1:15 pm.

4 Day	Monday	Tuesday	Wednesday	Thursday	Friday
Groups	PreK-2 ALL Group ABCD K-5 Targeted SWD Targeted EL	PreK-2 ALL Group ABCD K-5 Targeted SWD Targeted EL	PreK-2 ALL Small-Group Targeted Support and Enrichment	PreK-2 ALL Group ABCD K-5 Targeted SWD Targeted EL	PreK-2 ALL Group ABCD K-5 Targeted SWD Targeted EL
Arrival/Dismissal	Stagger	Stagger	Stagger	Stagger	Stagger
Lunches	Grab and Go	Grab and Go	Grab and Go	Grab and Go	Grab and Go
Encore on a weekly rotation	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE	Small-Group Work	PE ART MUSIC LIBRARY GUIDANCE	PE ART MUSIC LIBRARY GUIDANCE
Recess	Scheduled time	Scheduled time	Scheduled time	Scheduled time	Scheduled time

Secondary Online Learning Schedule Grades 6-12 (No School Attendance)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 –9:00	Wake Up & Morning Routines				
9:00-10:00	1st Period	2nd Period	Complete Assigned Tasks	1st Period	2nd Period
10:00 – 12:00	Work on School Assignments, Eat Lunch, Go Outside				
12:00 – 1:00	3rd period	4th period	Complete Assigned Tasks Targeted Intervention Collaboration	3rd period	4th period
1:00 – 2:00	5th period	6th period		5th period	6th period
2:00-3:00	7th Period	A-day Club Sports/Activities		7th Period	B-day Club Sports/Activities

Secondary Learning Schedule (25% attendance)

Andrew Lewis and SHS Sample Schedule - 25% Daily Attendance				
Mon	**Tues**	**Wed**	**Thurs**	**Fri**
Group A	Group B	As Needed	Group C	Group D
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
Lunch	Lunch	Lunch	Lunch	Lunch
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
Approximately 25% of students will attend school each day. Teachers will have the opportunity to provide enrichment and targeted support through synchronous and face-to-face instruction on Wednesdays.				

Secondary Learning Schedule (50% Attendance Hybrid)

Andrew Lewis and SHS Sample Schedule - 50% Daily Attendance				
Mon	**Tues**	**Wed**	**Thurs**	**Fri**
Group A & C	Group B & D	As Needed	Group A & C	Group B & D
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
Lunch	Lunch	Lunch	Lunch	Lunch
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
Approximately 50% of students will attend school each day. Teachers will have the opportunity to provide enrichment and targeted support through synchronous and face-to-face instruction on Wednesdays.				

Secondary Learning Schedule (4 Day/Week Attendance Hybrid)

Andrew Lewis and SHS Sample Schedule - 50% Daily Attendance				
Mon	**Tues**	**Wed**	**Thurs**	**Fri**
Group A,B,C,D	Group A,B,C,D	Online Student Support	Group A,B,C,D	Group A,B,C,D
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
Lunch	Lunch	Lunch	Lunch	Lunch
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
Students will attend school days per week.. Teachers will have the opportunity to provide enrichment and targeted support through synchronous and face-to-face instruction on Wednesdays.				

General Instruction Plan Components for ALL Students

- New instruction will be provided for all students.
- Remote instruction will include mandatory assignments and feedback will be provided.
- The focus for learning will be on grade-level content, areas not covered during in-person instruction during the 2019-20 school year will be incorporated into instructional plans based on the identified needs of students.
- Pacing and the curriculum will be modified as needed to address learning gaps.
- Students will be assessed to develop personalized instructional plans.
- All K-12 students will be provided with a Chromebook that they will use in class and for remote learning.
- All teachers will implement remote learning using the Canvas Learning Management System.
- Additional instructional support will be provided as needed to targeted student populations including SWD, EL, and students who are not engaging or struggling with remote learning.
- Competencies will be identified for each course and will be utilized to build each course's curriculum.
- Looping will be utilized in elementary grades when appropriate to provide continuity for students.
- Course completion will be based on a personalized approach to competency attainment.

Instructional Supports for Students:

Recognizing the importance of providing equitable supports for students, SCS is committed to taking a proactive approach to determine the learning needs of students due to the COVID-19 school closures. We will continue to reflect and revise our plans as we work together with stakeholders to navigate these uncharted waters. We are committed to providing all students with a meaningful education that equips them with the knowledge and skills needed for a successful future.

	Elementary	Andrew Lewis Middle School	Salem High School
Determining Learning Needs For all Students	NWEA MAP Pre-assessments Formative Assessments Grades 3-5 additional remediation will be provided to students with identified needs on Wednesdays via in-person learning and/or synchronous video conferencing. Access to past student data in Performance Matters Salem Assessment Plans	NWEA MAP Pre-assessments Formative assessments Additional remediation will be provided to students with identified needs on Wednesdays via in-person learning and/or synchronous video conferencing. Access to past student data in Performance Matters Salem Assessment Plans	NWEA MAP Pre-assessments Formative assessments Additional remediation will be provided to students with identified needs on Wednesdays via in-person learning and/or synchronous video conferencing. Access to past student data in Performance Matters Salem Assessment Plans
Identifying and Monitoring Social-Emotional Supports	VTSS, Therapeutic Day Treatment, Student Support Team, Division-wide trauma training, TFI completed and used to inform the VTSS team School counselors reach out to disenfranchised families as identified and/or referred through parents, teachers, and administrators Individual and small group work to target SEL needs	VTSS, Therapeutic Day Treatment, Student Support Team, Beyond Anger Management(BAM), Signs-of-Suicide (SOS) Curriculum, Division-wide trauma training, TFI given used to inform the VTSS team School counselors reach out to disenfranchised families as identified and/or referred through parents, teachers, and administrators Individual and small group work to target SEL needs	Therapeutic Day Treatment, Student Support Team, Beyond Anger Management (BAM), Signs-of-Suicide (SOS) Curriculum, Division-wide trauma training School counselors reach out to disenfranchised families as identified and/or referred through parents, teachers, and administrators Individual and small group work to target SEL needs
Instructional Focus to Assist Students with Learning Loss	Determine and assess the knowledge and skills needed for each unit. Students will receive scaffolded support for prerequisite skills in the context of new learning. Just in time remediation will be provided in the context of new learning.	Determine and assess the knowledge and skills needed for each unit. Students will receive scaffolded support for prerequisite skills in the context of new learning. Just in time remediation will be provided in the context of new learning.	Determine and assess the knowledge and skills needed for each unit. Students will receive scaffolded support for prerequisite skills in the context of new learning. Just in time remediation will be provided in the context of new learning.
Students with Disabilities	SWD teachers will have regular contact with all SWDs ECSE/K-2 students will have the option to receive daily in-person instruction 3-5 SWD will be targeted for additional in-person instruction opportunities as determined by the IEP team IEP teams will meet to determine	SWD teachers will have regular contact with all SWDs 6-8 SWD will be targeted for additional in-person instruction opportunities as determined by the IEP team IEP teams will meet to determine services, testing accommodations, and LRE for Phase I, II, III and/or possible school closure which may include distant learning as a	SWD teachers will have regular contact with all SWDs 9-12 SWD students will be targeted for additional in-person instruction opportunities as determined by the IEP team IEP teams will meet to determine services, testing accommodations, and LRE for Phase I, II, III and/or possible school closure which may include distant learning as a component

		component	Learning Goals will be adjusted as appropriate
	services, testing accommodations, and LRE for Phase I, II, III and/or possible school closure which may include distant learning as a component Learning Goals will be adjusted as appropriate	Learning Goals will be adjusted as appropriate	
Gifted Students	Students assessed to see readiness for new content and pacing adapted for accelerated content as appropriate.	Students assessed to see readiness for new content and pacing adapted for accelerated content as appropriate.	Students assessed to see readiness for new content and pacing adapted for accelerated content as appropriate.
EL Students	EL teachers will have regular contact with all EL students 1-4.3 K-2 students1-4.3 will have the option to receive daily in-person instruction 3-5 EL students with identified needs will have the option to attend 3 to 5 days a week in person WIDA data will be used to inform instruction EL Parent Teachers Resource center will be used to educate families on the availability of classes in language acquisition.	EL teachers will have regular contact with all EL student 1-4.3 6-8 EL students1-4.3 will be targeted for additional in-person instructional opportunities WIDA data will be used to inform instruction EL Parent Teacher Resource Center will educate families on the availability of English classes	EL teachers will have regular contact with all EL students1-4.3 9-12 EL students 1-4.3 will be targeted for additional in-person instructional opportunities WIDA data will be used to inform instruction EL Parent Teacher Resource Center will educate families on the availability of English classes l
Preschool	Assess each student's background knowledge and skill levels and personalize learning accordingly.		
504 Plans	Plans reviewed and updated to address learning goals due to loss instruction as appropriate Case manager to maintain regular and consistent contact	Plans reviewed and updated to address loss instruction as appropriate Case manager to maintain regular and consistent contact	Plans reviewed and updated to address loss instruction as appropriate Case manager to maintain regular and consistent contact
Homebound	PPE equipment will be provided to homebound teachers Students will be screened prior to face-to-face instruction. Distant learning will be encouraged when possible	PPE equipment will be provided to homebound teachers Students will be screened prior to face-to-face instruction. Distant learning will be encouraged when possible	PPE equipment will be provided to homebound teachers Students will be screened prior to face-to-face instruction. Distant learning will be encouraged when possible

Remote Learning Contingency Plan

SCS is prepared to revert to a 100% remote learning experience for all students in the event schools are closed by the VDH due to COVID-19.

	Elementary	Andrew Lewis Middle School	Salem High School
Learning Management System	Canvas with Virtual Virginia and teacher created content will provide the opportunity for 100% remote learning.		
Chromebook Access	K-12 Students will be issued Chromebooks to facilitate remote learning.		
Connectivity	Public WIFI is available in areas in the city. Low-cost Comcast Essential discounts continue to be available. LMS has available options to download at school or public WIFI and work offline as needed.		

Professional Development

SCS recognizes that schools opening in such a unique fashion will require a robust professional development plan. The plan will need to include components that address the needs of all stakeholders. Below is a chart of Professional Development topics that will be given during the 2020-21 school year.

Groups	Remote Learning	Utilizing Resources	Privacy	Student Agency	SEL	COVID	Data
Teachers	Best Practices in Remote and Blended Learning including assistive technology and accommodations.	Learning Management System	Student Privacy and FERPA	Student Pacing	Social & Emotional Needs	COVID Safety Processes and Procedures	Using Data to Differentiate and Personalize Instruction.
Administrators	Best Practices in Remote and Blended Learning	Learning Management System	Student Privacy and FERPA			COVID Safety Processes and Procedures	
Parents & Guardians	Strategies for being Successful in Remote and Blended Learning	Learning Management System	Student Internet Safety at Home				
Students	Strategies for being Successful in Remote and Blended Learning	Learning Management System	Internet Safety				

Calculating Classroom & Bus Capacities

The following online calculator will be used to determine the arrangement of desks to promote physical distancing to the maximum extent possible.
https://www.omnicalculator.com/other/classroom-spacing

New Bus Diagram:

In situations where more than 31 students are on the bus, siblings will be seated together to address physical distancing.

X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	Empty Seat	
Door	**Driver**	

VDH VIRGINIA DEPARTMENT OF HEALTH

WHEN IT IS SAFE TO BE AROUND OTHERS:
ENDING QUARANTINE AND RETURN TO WORK FOR EXPOSED PERSONS

A potential exposure means having close contact with a person with COVID-19: being within 6 feet for at least 15 minutes starting from 2 days before the person became sick (or 2 days before specimen collection if asymptomatic) until the person was isolated.
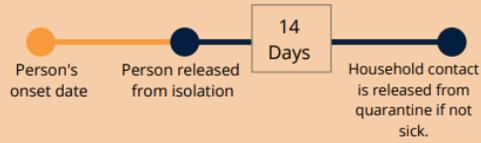
HOUSEHOLD CONTACTS

Self-quarantine (stay home) and monitor for symptoms while the person is home and for 14 days after the person has been released from isolation (because exposure is considered ongoing within the house)*.

Note: This means that the household contacts may need to remain at home longer than the initial person with COVID-19

*If you are able to have **complete separation** from the person in your house with COVID-19 (this means no contact, no time together in the same room, no sharing of any spaces, such as same bathroom or bedroom), then follow time frame for non-household contact

Person's onset date — Person released from isolation — **14 Days** — Household contact is released from quarantine if not sick.

NON-HOUSEHOLD CONTACTS

Self-quarantine (stay home) and monitor for symptoms until 14 days after the date of last contact with the person infected with COVID-19.

Date of last contact with person — **14 Days** — Non-household contact is released from quarantine if not sick.
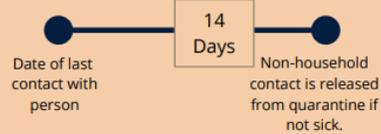
HEALTHCARE PERSONNEL

Asymptomatic healthcare personnel (HCP) with potential exposure to patients, visitors, or other HCP with COVID-19 may be assessed for exposures and advised on work restrictions for 14 days after their last exposure. Exposures include close contact when appropriate PPE is not used, especially for aerosol-generating procedures. If staffing shortages occur, it might not be possible to exclude exposed HCP from work; see CDC strategies to mitigate HCP staffing shortages.

CRITICAL INFRASTRUCTURE WORKERS

Personnel filling essential critical infrastructure roles (as defined in CISA Framework) should self-quarantine for 14 days after their last exposure, but may continue to work if they do not have any symptoms and additional precautions are taken to protect them and the community. Follow VDH recommendations for critical infrastructure workers (non-healthcare) potentially exposed to COVID-19.