

# Application to DHCD Submitted through CAMS

Cumberland Plateau PDC

Cumberland Plateau Broadband Expansion 2021

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**Application ID:** 75707252020102023

**Application Status:** Pending

**Program Name:** Virginia Telecommunications Initiative 2021

**Organization Name:** Cumberland Plateau PDC

**Organization Address:** 224 Clydesway Drive  
Lebanon, VA 24266-0548

**Profile Manager Name:** Jim Baldwin

**Profile Manager Phone:** (276) 889-1778

**Profile Manager Email:** jimbaldwin@bvumet.edu

**Project Name:** Cumberland Plateau Broadband Expansion 2021

**Project Contact Name:** Jim Baldwin

**Project Contact Phone:** (276) 889-1778

**Project Contact Email:** jimbaldwin@bvumet.edu

**Project Location:** 224 Clydesway Dr  
Lebanon, VA 24266-4275

**Project Service Area:** Buchanan County, Dickenson County, Russell County, Tazewell County

**Total Requested Amount:** \$16,285,217.00

**Required Annual Audit Status:** Accepted

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## Budget Information:

Cost/Activity Category	DHCD Request	Other Funding	Total
<b>Telecommunications</b>	<b>\$16,285,217.00</b>	<b>\$29,206,614.00</b>	<b>\$45,491,831.00</b>
Construction	\$16,285,217.00	\$29,206,614.00	\$45,491,831.00
<b>Total:</b>	<b>\$16,285,217.00</b>	<b>\$29,206,614.00</b>	<b>\$45,491,831.00</b>

## Budget Narrative:

The project consists of 14,019 passings across ~1312 miles of fiber for a total project cost of \$45,491,831, and a total cost per passing of \$3,245.01. VATI's total cost per passing is \$1,161.65. CPC is contributing \$1,000,000 to the project and Point Broadband is contributing \$10,020,782 of private funds, \$16,978,367 of CAF funds [REDACTED]. By leveraging federal CAF funds awarded to Point Broadband we are able to lower the non-CAF cost per passing by over \$1000. Point Broadband is accelerating the CAF area builds by half with this project proposal as the CAF must be built in 6 years and this projects designed for 3 years of construction. The CAF award is given out over a 10 year period, further magnifying Point Broadband's capital commitment to this project.

## Questions and Responses:

### 1. Project Description and Need

Describe why and how the project area(s) was selected. Describe the proposed geographic area including specific boundaries of the project area (e.g. street names, local and regional boundaries, etc.). Attach a copy of the map of your project area(s). Label map: Attachment 1 – Project Area Map.

#### Answer:

The project area covers multiple communities across Buchanan, Dickenson, Russell and Tazewell Counties in the Cumberland Plateau Planning District. It will bring service to over 14,000 addresses that are currently under or unserved. The project area was chosen to maximize the leverage of the CAF award and take a large step towards universal coverage in the 4 counties. The Project Area Map is attached as Attachment 1.

The four Cumberland Plateau counties are located in the Virginia coalfields and offer some of the most mountainous terrain in the state. This makes for a very challenging geography for infrastructure development, including telecommunications.

The Cumberland Plateau communities joined together in partnership with Bristol Virginia Utilities in the early 2000's to initiate an ambitious fiber optic backbone project to bring 21<sup>st</sup> century technology to its four member counties. As a result, through some \$60 million in federal and state funding, a robust fiber network was built over about a six-year period that enabled two major new telecommunications giants, CGI and Northrup Grumman, to locate in the District.

As a result of the purchase of BVU Authority in 2018 by Point Broadband, the CP/Point system can now offer residential service, something that was prohibited by EDA prior to the purchase. Because of this unique partnership, the Cumberland Plateau Board of Directors identified this district-wide project service area as the best avenue to provide high-speed IT services to a major portion of the unserved and underserved communities in the District. With schools and businesses struggling in the middle of the COVID-19 pandemic, the need for virtual learning and telework opportunities in this rural community is critical.

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In Buchanan County, this project covers communities in and around Hurley from Wolford northwest to the Kentucky state line including State Routes 653, 652, 2205, 649, 650, 194, 648, 647, 676, 694, 711, and associated lateral county roads along these routes as shown in the map. In and around the communities of Big Rock, Conaway, Harman, Maxie and the Breaks, the project includes all or parts of State Routes 608, 604, 714, 765, 617, 609, 610, 700, 631, 733, 645, 699, 691, 601, 664, 614, 615, and associated lateral county roads along these routes as shown in the map. In and around the communities of Whitewood, Jewell Valley, Patterson, Stacy, Hale Creek, Peapatch, Bearwallow, the project includes State Routes 635, 636, 638, 613, 500, 629, 680, 715, 639, 628, 640, 641, 616, and associated lateral county roads along these routes as shown in the map.

In Dickenson County it covers communities in and around Nora, McClure, Clinchco, Bee, Trammel, Bearpen, Bartlick, Breaks, lower Haysi, Birchleaf, Sandlick, west along the north side of the Pound River from John Flanagan Dam to the Wise County line, including all or parts of State Routes 611, 607, 744, 843, 770, 695, 701, 796, 759, 870, 683, 615, 840, 754, 653, 729, 631, 621, 622, 623, 624, 713, 721, 83, 708, 737, 633, 633, 634, 635, 636, 637, 665, 711, 641, 830, 641, 648, 708, 644, 649, 640, 646, 659, 771, 643, 644, 645, 651, 652, 63, 654, 661, 607, 656, 657, 600, 625, 650, 651, 627, 669, 769, 667, 668, 730, 678, 764, 797, 792, 892, 680, 608, 732, and associated lateral county roads along these routes as shown in the map.

In Russell County it serves communities in and around West Dante, Gravel Lick, East Dante, Carterton, Back Valley, Upper Swords Creek, Lynn Spring, Dye, Wysor Valley, Finney, Dry Branch, Loop, Hansonville, Crossroads, and Clarks Valley including all or parts of State Routes 679, 613, 614, 606, 680, 678, 602, 609, 682, 684, 611, 676, 802, 673, 808, 614, 640, 628, 615, 63, 666, 754, 720, 700, 616, 600, 621, 745, 601, 722, 712, 620, 738, 631, 650, 648, 645, 646, 651, 740, 640, 619, 80, 603, 774, 644, 794, 779, 637, 624, 622, 632, 633, 634, 635, 629, 67, 714, 726, 772 and associated lateral county roads along these routes as shown in the map.

In Tazewell County it serves communities in and around Burkes Garden, Tannersville, Jewell Ridge, Bandy, north from Raven to Shortt Gap, Frog Level, the Cove, Upper Thompson Valley including all or parts of State Routes 61, 666, 623, 625, 667, 727, 646, 602, 611, 602, 601, 604, 91, 16, 675, 608, 609, 637, 626, 630, 624, 612, 627, 622, 621, 620, 616, 67, 617, 629, 617, 460, 618, 669, 618, 687, 618, 797, 671, 629, 684 and associated lateral county roads along these routes as shown in the map.

This project brings together many parts of unserved or underserved rural communities across 4 counties. Leveraging the partnership of the PDC and being able to see past county lines allows this project to be competitive. Communities partnering together allow for a more efficient use of broadband funds.

2. List existing providers in the proposed project area and the speeds offered. Please do not include satellite. Describe your outreach efforts to identify existing providers and how this information was compiled with source(s).

**Answer:**

Verizon offers DSL service to most of the area. It is widely known that DSL does not offer a consistent and reliable bandwidth of 25/3. We have confirmed this thru customer contact, field audits and form 477 reviews. The closest primary cable provider for each area is as follows: Buchanan County - Spectrum; Dickenson County - Comcast; Russell County - Shentel; and Tazewell County - Spectrum. We have confirmed less than 10% overlap with their service and the project area. Scott County Telephone offers service in western Russell and Dickenson Counties. There is a small regional cable operator, Cable Plus, that serves small parts of the project area. Cable Plus does not file a 477 form and our research shows they are not able to offer consistent 25/3 service. Our designs do not plan any VATI funds to be spent in those service areas. Point Broadband (Sunset on the 477) does have backbone and middle mile in some of the project areas built by BVU (and show up on the 477), but we have removed any existing residential coverage from the project footprint. It is well established that the 477 is severely flawed and is one of the largest hurdles to serving some of the areas most in need. Point Broadband has received over 2590 service requests in and around the project area over the past 2 years.

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3. Describe if any areas near the project have received funding from federal grant programs, including but not limited to Connect America Funds II (CAF II), ACAM, ReConnect, and Community Connect. If there have been federal funds awarded near the project, provide a map verifying the proposed project area does not conflict with these areas. Describe if there are Rural Digital Opportunity Fund (RDOF) eligible census blocks located in the proposed project area. Label Map: Attachment 2 – Documentation on Federal Funding Area.

**Answer:**

Point Broadband accepted a CAF award for this area in 2019. Attachment 2 shows the proposed fiber to be built in the CAF areas with CAF and Point Broadband funds only. The total CAF support over 10 years that is leveraged in this application is \$16,258,600. There are 6,764 CAF passings associated with this award in the 4 counties in this application. The total cost estimate to build the CAF area is \$21,430,612. Currently Point Broadband has 2 active and 1 completed construction projects that serve 1,354 of these passings at a cost estimate of \$3,011,084. This leaves 5,410 passings at a cost estimate of \$19,419,528. By using a design and engineering approach that allows us to leverage the cost of the CAF build, we can add 8,609 additional under and unserved passings for an additional \$26,045,686. These incremental passings on their own would cost an estimated 35% more to construct. By leveraging the CAF award, we can bring the cost per passing down by over \$1000. This allows the aggregate 14,019 passings to be economically feasible when leveraged with the private funds of Point Broadband and the VATI program.

Attachment 2 is attached showing CAF funding, as well as the fiber plan color coded by funding source.

4. Overlap: To be eligible for VATI, applicants must demonstrate that the proposed project area(s) is unserved. An unserved area is defined as an area with speeds of 25/3 mbps or less and with less than 10% service overlap within the project area. Describe any anticipated service overlap with current providers within the project area. Provide a detailed explanation as to how you determined the percentage overlap. Label Attachment: Attachment 3 – Documentation Unserved Area VATI Criteria.

**Answer:**

We did a comprehensive review of the eligibility of the project area using the following tools and methods: review of the FCC 477 form, review of the CIT coverage mapping, review of the Southwest Virginia Broadband study, field audit of pole attachments in the project area, door to door surveys within the project area and review of project area addresses on the cable provider website(s). The results of these efforts confirm the project area is primarily served by Verizon DSL and various satellite services. Our design is centered around avoiding overlap with the closest cable provider completely, and we are confident the overlap is less than the required 10% (1400 passings). Point Broadband may spend its own funds to build into those areas beyond the grant construction. Documentation of Unserved Area VATI Criteria is found in Attachment 3.

5. Total Passings: Provide the number of total serviceable units in the project area. Applicants are encouraged to prioritize areas lacking 10 Megabits per second download and 1 Megabits per second upload speeds, as they will receive priority in application scoring. For projects with more than one service area, each service area must have delineated passing information. Label Attachment: Attachment 4 – Passings Form

a. Of the total number of passings, provide the number of residential, business, non-residential, and community

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anchors in the proposed project area. Describe the methodology used for these projections.

b. Provide the number of serviceable units in the project area that have 10/1 mbps or less. Describe the methodology used for these projections.

**Answer:**

1. Representatives from Point Broadband and CPPDC did a comprehensive review of the project area and determined the passings as defined by the categories on the Passings Form chart in Attachment 4. This included digital review, business license review, field audit, review with local leadership and review of county data for business and anchor institution existence. The business community in this project area is served well by the original BVU fiber that was constructed for economic development only. This is an opportunity to extend fiber to the home in rural SWVA.
2. Given that we identified the primary provider for the project area is Verizon DSL, we feel that an overwhelming majority of the project has 10/1 or less. Verizon DSL advertises a range of service on the FCC 477 form from 1.5/.512 to 60/5. We can find no evidence of any DSL ever providing speeds of 60/5. Our field audit has the average DSL speed at less than 10/1.

6. For wireless projects only: Please explain the ownership of the proposed wireless infrastructure. Please describe if the private co-applicant will own or lease the radio mast, tower, or other vertical structure onto which the wireless infrastructure will be installed.

**Answer:**

N/A

7. Speeds: Describe the internet service offerings, including download and upload speeds, to be provided after completion of the proposed project. Detail whether that speed is based on dedicated or shared bandwidth, and detail the technology that will be used. This description can be illustrated by a map or schematic diagram, as appropriate. List the private co-applicant's tiered price structure for all speed offerings in the proposed project area, including the lowest tiered speed offering at or above 25/3 mbps.

**Answer:**

Package Name & Speed	Package Price per Month
Lite 25 Mbps X 5 Mbps	\$ 54.95
Basic 50 Mbps x 25 Mbps	\$ 65.95
Perform 100 Mbps x 50 Mbps	\$ 70.95

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Performance Plus 200 Mbps x 100 Mbps	\$ 80.95
Ultra 500 Mbps x 250 Mbps	\$ 100.95
Extreme 1 Gbps x 500 Mbps	\$ 130.95

The bandwidth will be dedicated and not shared. The broadband will be delivered on a fiber to the home connection carried over a GPON network.

8. Network Design: Provide a description of the network system design used to deliver broadband service from the network’s primary internet point(s) of presence to end users, including the network components that already exist and the ones that would be added by the proposed project. Provide a detailed explanation of how this information was determined with sources. If using a technology with shared bandwidth, describe how the equipment will handle capacity during peak intervals. For wireless projects, provide a propagation map for the proposed project area with a clearly defined legend for scale of map. Label Map: Attachment 5 – Propagation Map Wireless Project.

**Answer:**

Point Broadband of Bristol, Virginia operates a Gigabit Passive Optical Network (GPON) to deliver triple play services to the communities of Southwest Virginia. GPON has the advantage of being able to support multiple users through a single optical fiber reducing equipment and satisfying both high density and rural areas (GPON.com, n.d.). Furthermore, Wang Zhaoqing of the IEEE denotes, “besides the transmission characteristics of good quality, large capacity, and long distance, GPON has the advantages of low maintenance cost, high confidentiality, and strong anti-jamming capability” (Zhaoqing, 2011). The following sections describe how Point Broadband uses this technology to provide superior broadband service to the consumers of Southwest Virginia.

Point Broadband’s broadband Internet services originate from two geo-redundant locations at Equinix in Ashburn, Virginia, and Digital Realty in Atlanta, Georgia. Within each diverse location Point Broadband is provided access to the Internet from both XO Communications, and Level3 (Century Link) service providers. Furthermore, the customer experience is enhanced by the connection to each location’s Internet Peering Exchange (Equinix Internet Exchange, Digital Realty Internet Exchange). An Internet exchange allows Internet Service Providers (ISPs) to directly interconnect networks and exchange Internet Protocol (IP) traffic. The exchanges provide the Point Broadband end user with a lower latency network, and increased redundancy through the availability of more paths and improved routing.

Traveling from each redundant location, for increased reliability Point Broadband has chosen transport partners offering three diverse paths over 10 Gigabit fiber links. For example, from the origination point in Atlanta, traffic is delivered through one of two 10 Gigabit paths of which both terminate in the Central Office located in Bristol, VA. Ashburn traffic passes through a 10 Gigabit path and terminates in Point Broadband’s Disaster Recovery Point of

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Presence located in Wytheville, VA. Each of the 10 Gigabit optical paths from Atlanta terminate into an edge routing device.

The 10 Gigabit transport data terminating in Wytheville travels along Point Broadband's Dense wavelength division multiplexing (DWDM) fiber ring. The implementation of the DWDM ring affords Point Broadband the ability to transport high capacity, low latency, protected broadband data amongst 19 different POP locations. The ring allows for the East/West flow of up to 200 Gigabits per second. Customer traffic from Ashburn to Wytheville travels along this ring finally terminating at Bristol's North POP on another edge routing device. The edge routing devices provide another distinct advantage to customers through the connection of content caching servers implemented from large providers like Google. Caching servers save both Point Broadband and the consumers from having traffic return to their origination points for content. By traffic not having to continuously flow back to the origin it decreases the overall bandwidth required at the origination point (Atlanta or Ashburn).

Point Broadband's protection and redundancy continues as traffic from each edge router flows into one of two Service Router devices. These devices, one located within the Bristol CO, and the other at the North POP are interconnected with each other through a 20 Gigabit Link Aggregation Group (LAG). The multiple chassis along with the LAG (MC-LAG) allow for more efficient use of bandwidth and sub-second failover in case one of the two chassis were to fail. Each service router uses a physical port or more to feed the customer facing network or Optical Line Termination (OLT).

The OLT is the origination point for the definition of the GPON network as described previously. OLTs much like network switches contain cards with ports and each port represents a PON. 10 Gigabits of available broadband traffic is spread amongst cards containing from four to eight individual PON ports. Point Broadband has chosen to keep the customer per PON ratio in the customer's favor for a 32 to 1 standard. This standard means simply Point Broadband allows up to 32 customers per PON port. This is in direct comparison to the 64 or even 128 to 1 ratio, which reduce the overall bandwidth capabilities to each customer. Traffic flows from these PON ports connecting to a passive optical splitter located close to the customer within a fiber cabinet.

Each of the 32 splitter ports connects directly to a customer premise device or Optical Network Terminal (ONT). ONTs are attached directly to the customer's home or business. A single fiber connects to the ONT and from the ONT Category 3, Category 5/6 Ethernet, and even Radio Frequency connections are available. The ONT facilitates the transmission of data into customer's devices such as telephones, computers, routers, and video devices. Each customer can receive up to a 1 Gigabit per second service.

Sources GPON.com. (n.d.). Why GPON. Retrieved from Gigabyte Passive Optical Network (GPON): <http://www.gpon.com/why-gpon> Zhaoqing, W. (2011). Research on the Application of GPON Technologies.

Retrieved 12 13, 2018, from <http://ieeexplore.ieee.org/xpl/abstractauthors.jsp?reload=true&arnumber=5957468&punumber=5955409>

## 9. Project Readiness

Describe the current state of project development, including but not limited to: planning, preliminary engineering, identifying easements/permits, status of MOU or MOA, and final design. Prepare a detailed project timeline or

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construction schedule, identifying specific tasks, staff, contractor(s) responsible, collection of data, etc., and estimated start and completion dates. Applicants must include Memorandums of Understanding (MOUs) or Memorandums of Agreement (MOAs) between applicants (drafts are allowable). Label Attachments: Attachment 6 – Timeline/Project Management Plan; Attachment 7 – MOU/MOA between Applicant/Co-Applicant.

**Answer:**

This project is designed to be constructed in 3 phases. Preliminary engineering has been completed for all 3 phases of the project. All poles have been identified and pole permit applications are ready to be submitted upon award for phase 1. Attachment 6 shows the proposed preliminary project schedule for all 3 phases. The applicant and co-applicant have an executed operating agreement in place for the network. A copy is attached as Attachment 7. Phase 1 will primarily be in Dickenson County and the Breaks portion of Buchanan County and will consist of 429 miles of fiber construction and 5,205 passings. Phase 2 will primarily be in Russell County and western Tazewell County and will consist of 444 miles of fiber and 4258 passings. Phase 3 will primarily be central and eastern Tazewell County and western Buchanan County and will consist of 449 miles of fiber and 4,556 passings. Attachment 16 shows approximate geographical areas of each phase of construction.

10. Matching funds: Complete the funding sources table indicating the cash match and in-kind resources from the applicant, co-applicant, and any other partners investing in the proposed project (VATI funding cannot exceed 80 percent of total project cost). In-kind resources include, but are not limited to: grant management, acquisition of rights of way or easements, waiving permit fees, force account labor, etc. Please note the a minimum 20% match is required to be eligible for VATI, the private sector provider must provide 10% of the required match. If the private co-applicant's cash match is below 10% of total project cost, applicants must provide financial details demonstrating appropriate private investment. Label Attachments: Attachment 8 - Funding Sources Table; Attachment 9 – Documentation of Match Funding.

**Answer:**

The Cumberland Plateau Company, 501(c)4 arm of the CPPDC, is contributing \$1,000,000 to the project. The remaining matching funds of \$28,223,497 will come from the co-applicant, Point Broadband via private funds, CAF award [REDACTED]. See Attachments 8 and 9. Point Broadband's balance sheet is provided. Audited financial statements are available if needed but will require a FOIA exemption. The applicant, along with leadership from Buchanan, Dickenson, Russell, and Tazewell counties, will provide in kind services relating to grant management, easement acquisition, permit acquisition, digital literacy efforts and local event organization for customer sign up. A letter is included in Attachment 10 documenting CPC's financial commitment.

11. Leverage: Describe any leverage being provided by the applicant, co-applicant, and partner(s) in support of the proposed project.

**Answer:**

The Cumberland Plateau Company, 501(c)4 arm of the CPPDC, is contributing \$1,000,000 to the project. Point Broadband accepted a CAF award for this area in 2019. The total CAF support over 10 years that is leveraged in this application is \$16,258,600. There are 6764 CAF passings associated with this award in the 4 counties in this application. The total cost estimate to build the CAF area is \$21,430,612. Currently Point Broadband has 2 active and 1 completed construction projects that serve 1354 of these passings, at a cost estimate of \$3,011,084. This leaves 5410 passings at a cost estimate of \$19,419,528. By using a design and engineering approach that allows us to leverage the cost of the CAF build, we can add 8,609 additional



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under and unserved passings for an additional \$26,045,686. These incremental passings on their own would cost an estimated 35% more to construct. By leveraging the CAF award, we can bring the cost per passing down by over \$1000. This allows the aggregate 14019 passings to be economically feasible when leveraged with the private funds of Point Broadband and the VATI program. [REDACTED]

12. Marketing: Describe the broadband adoption plan.

a. Explain how you plan to promote customer take rate, including marketing activities, outreach plan, and other actions to reach the identified serviceable units within the project area. Provide the anticipated take rate and describe the basis for the estimate.

b. Describe any digital literacy efforts to ensure residents and businesses in the proposed project area sufficiently utilize broadband. Please list any partnering organizations for digital literacy, such as the local library or cooperative extension office.

**Answer:**

a. Point Broadband's strategic marketing plan is based upon our unique selling proposition of Fiber to the Home. Using this core strategy, we will differentiate our company, products, and services significantly enough to achieve and exceed our planned market share. Our objective is to consistently deliver the fastest, most reliable high-speed internet service with best in class customer service as we build and promote our brands as quality based. We aim to gain customers through the strength of our fiber to the premise network and the benefit of doing business with a local company.

Our approach is to completely alter the local landscape of telecommunications services. We are not a cable company or a telephone company. We are a fiber broadband company. We are the "experts" in this industry. And we bring a unique regional partner, Cumberland Plateau Company, to the table to help market our products with the added incentive that 8.71 percent of all revenues generated by Point will be returned to their counties for reinvestment in local and regional economic development projects.

Our goal is to be known as an active local community asset, both commercially and charitably. We achieve this by maintaining a year around awareness of community events in each territory, contributions to specific educational or cultural programs and our own self-promotional events. Realistically, when breakdowns do occur, we will be known as the company who responds with alacrity and integrity, taking responsibility and fixing the problem graciously. It is all about service, and we are specially trained to serve.

#### Anticipated Take Rate

Point Broadband has built their financial model based on a 60% take rate over a 36-month period post construction. This is based on our tracking of sign ups in rural projects with similar demographics in the past 2 years. We completed the Treadway project in 2019 in rural Tennessee. There were 1046 total passings and we have 685 total customers in the project cabinets as of 7/1/2020 (65%). Our Cove Creek project in Tazewell County, VA, was completed in May 2020 and added 155 new passings. We have 68 customers there as of 7/1/2020, (43%), in less than 100 days post construction.

#### Marketing Strategy/Marketing Communications

At Point Broadband, we compete against telecommunications, ISP's and entertainment companies. To win and keep customers we must focus on our distribution channels and service goals. Our most critical tactical tool is our people – they understand that in every interaction they have with the customer, they determine Point Broadband's success. We support them with the following concrete tactical tools.

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## Digital Advertising:

Point Broadband will optimize its brand presence using digital media, SEO, SEM and Social Media. Strategic email campaigns will be used to target B2B clients and SMS messaging will be used to target residential customers.

## Print Advertising

1. Direct Mail: Utilizing targeted mailing areas, we will utilize direct mail to announce new service areas and special promotions to drive in-bound potential customer activity.

2. Newspaper: Promotion and seasonal driven, Point Broadband supports local direct mail and radio promotions with tactical newspaper ads to enhance the promotion.

## Advertising

1. Television: both Point Broadband focused and coop advertising on local broadcast stations as well as cross channel on cable inventory will be used to create awareness and promote offers to drive in-bound activity.

## Event Marketing

1. Upon the launch of a particular area Point Broadband will send direct mail to each newly serviceable address inviting the residents to a local community event where they can learn about all products and services provided by Point Broadband and will have the opportunity to order service at that time as well.

2. Community events are key to Point Broadband's success in converting customers and supporting the local community. Each event, both commercial and residential, will be staffed with quality brand ambassadors who can answer questions and sign up new customers.

3. B2B events will be scheduled and coordinated with local chambers of commerce, business groups, networking events, industry specific events etc....

4. Residential Community events will be scheduled and held in centralized area locations such as Volunteer Fire Departments, Convenience Stores, etc.

## Direct Sales

1. Direct sales: Our Door-to-Door sales program is designed to sell based on value and addressing the customer's needs. Upon the launch of a new area, Point Broadband's street force penetrates new build areas and makes in person presentations. Our Business Account executives focus on high value commercial & enterprise customers with strong revenue potential with long term relationships.

## b. Digital Literacy Efforts

1. Point Broadband is committed to promoting and marketing digital literacy programs provided by the Applicant and the counties. DLP options may include County Library online programs, agriculturally based DLP education from the county's Agricultural Cooperative Extension office and DLP courses offered through the public-school systems in each county.

13. Project Management: Identify key individuals who will be responsible for the management of the project and

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provide a brief description of their role and responsibilities for the project. Present this information in table format. Provide a brief description of the applicant and co-applicant’s history and experience with managing grants and constructing broadband communication facilities. Please attach any letters of support from stakeholders. If applicant is not a locality(s) in which the project will occur, please provide a letter of support from that locality. Attachment 10 – Letters of Support.

**Answer:**

Name	Title & Organization	Duties/Responsibilities	Background
Jim Baldwin	Executive Director – Cumberland Plateau PDC/CPC	All Applicant activities and coordinating leverage assistance including but not limited to community promotion, mapping, permitting and digital literacy campaigns.	Nearly 50 years of experience in the Cumberland Plateau PDC in grant management, and 20 years in constructing fiber backbone and wireless 4G projects.
Joseph Puckett	General Manager – Point Broadband SWVA/NET	Overall project deliverable for the co-applicant. Grant reimbursement, tracking and reporting.	10 years of management across multiple industries, including 3 years of leadership in the telecommunications industry in this market.
Noah Maden	Senior Operations Manager – Point Broadband	All construction, splicing and installation activities for the project.	15 years of operations experience in the telecommunications industry.
Mark Alldredge	Director of OSP Engineering – Point Broadband	All engineering, final design and permitting for the project.	25 years of engineering and design experience in the telecommunications industry.
Tim Nutter	Construction Supervisor – Point Broadband	All construction activities including but not limited to project schedule, planning and execution.	16 years of construction management experience in the telecommunications industry.

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Taylor Nipper	VP of Marketing – Point Broadband	All marketing activities associated with customer acquisition.	25 years of marketing and sales experience in the telecommunications industry.
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Attachment #10 has all letters of support

## 14. Project Budget and Cost Appropriateness

Budget: Applicants must provide a detailed budget that outlines how the grant funds will be utilized, including an itemization of equipment, construction costs, and a justification of proposed expenses. If designating more than one service area in a single application, each service area must have delineated budget information. For wireless projects, please include delineated budget information by each tower. Expenses should be substantiated by clear cost estimates. Include copies of vendor quotes or documented cost estimates supporting the proposed budget. Label Attachments: Attachment 11 – Derivation of Costs; Attachment 12 - Documentation of Supporting Cost Estimates.

### Answer:

Point Broadband has completed a detailed cost estimate based on preliminary engineering and design. The cost estimate is based on the data in Attachment 12 and Attachment 11 is based on that cost estimate.

## 15. The cost benefit index is comprised of three factors: (i) state share for the total project cost, (ii) state cost per unit passed, and (iii) the internet speed. From these statistics, individual cost benefit scores are calculated and averaged together to create a point scale for a composite score. Provide the following:

- a. Total VATI funding request
- b. Number of serviceable units
- c. Highest residential speed available in proposed project area

### Answer:

Total VATI Funding Request	\$16,285,617
Number of Serviceable Units	14,019
Highest Residential speed available in proposed Project area	1000 Mbps x 500 Mbps

## 16. Commonwealth Priorities

Additional points will be awarded to proposed projects that reflect Commonwealth priorities. If applicable, describe the following:

- a. How the proposed project fits into a larger plan to achieve universal broadband coverage for the locality. Explain

# Application to DHCD Submitted through CAMS

Cumberland Plateau PDC

Cumberland Plateau Broadband Expansion 2021

---

the remaining areas of need in the locality and a brief description of the plan to achieve universal broadband coverage.

b. Businesses, community anchors, or other passings in the proposed project area that will have a significant impact on the locality or region because of access to broadband.

c. Unique partnerships involved in the proposed project. Examples include electric utilities, universities, and federal/state agencies.

d. Digital equity efforts to ensure low to moderate income households in the proposed project area will have affordable access to speeds at or above 25/3 mbps.

## Answer:

1. Attachment 14 is a Telecommunications Needs Assessment for the project area. The project area addresses parts of 12 priority areas identified in the Telecommunications Needs Assessment: Lower Haysi, Gratton Area, Conaway, Big Rock, Jewell Ridge, Jewell Valley, Whitewood, Breaks, Hurley, Bearwallow, Lick Creek and Tannersville. The project adds over 14,000 new serviceable addresses. 2018 census projections in the Assessment show a population of 105,122 in the 4 counties. That is ~45,705 households at 2.3 people per household. This project would provide coverage for over 30% of those households, and the largest step ever taken towards universal coverage by the VATI program.

2.

There were 197 Businesses, Anchor Institutions and others were identified in the passings form. This was a combination of field audit, online review, and review with local leaders. There were 7 community centers that will receive free data service for at least 1 year. There were over 70 places of worship that also often serve as community shelters in times of disaster. We identified 41 businesses and at least 11 home-based businesses. Lack of access to broadband often is the prohibiting factor to a home-based business, as well as working from home. Also Attachment 3 includes documentation of the need for Tele-med and Tele-education services, and how critical broadband access is to both.

3.

Point Broadband has submitted the project map to AEP for consideration for their second project in the pilot program created by HB 2691. The Cumberland Plateau Company, 501(c)4 arm of the CPPDC, is contributing \$1,000,000 to the project. Point Broadband is leveraging 2 federal programs to lower the cost per passing for over 14,000 addresses currently under and unserved.

4.

Point Broadband offers our lifeline data package at 25/5 for \$54.95. Point Broadband will also offer a year of

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free data service to community centers in the project area and first responders in the project area. We also have a discount program for faith-based organizations within the project area that allow them the upload speed to broadcast their services online. Point Broadband also provides at least one free Wi-Fi hotspot within each county in the project area. CPC has partnered with Point to provide at least eleven (11) more hotspots at no cost to localities.

## 17. Additional Information

17. Provide any other information that the applicant desires to include. Applicants are limited to four additional attachments.

Label Additional Attachments as:

- a. Attachment 13 – Two most recent Form 477 submitted to the FCC or equivalent
- b. Attachment 14 – XXXXXXXX
- c. Attachment 15 – XXXXXXXX
- d. Attachment 16 – XXXXXXXX
- e. Attachment 17 – XXXXXXXX

### Answer:

Attachment 14 shows how our application fits into a broader plan.

Attachment 15 outlines the grant experience for the applicant and the co-applicant.

Attachment 16 shows the geographical representation of the construction phases.

Attachment 17 is additional support for Attachment 3 due to size limitations of the CAMS system.

### Attachments:

Map(s) of project area, including proposed infrastructure

Attachment1Mapofprojectareaincludingproposedinfrastructure817202082631.jpg

Documentation of Federal Funding (CAF/ACAM/USDA, etc...) in and/or near proposed project area.

Attachment2DocumentationofFederalFundinginorneartheproposedprojectarea817202082638.jpg

# Application to DHCD Submitted through CAMS

Cumberland Plateau PDC

Cumberland Plateau Broadband Expansion 2021

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Documentation that proposed project area is unserved based on VATI criteria

Attachment3DocumentationthatproposedprojectareaisunservedbasedonVATIcriteria817202090513.pdf

Passings Form (Please use template provided)

Attachment4PassingsForm817202082740.docx

Timeline/Project Management Plan

Attachment6TimelineProjectManagementPlanPhase1817202082749.pdf

MOU/MOA between applicant/co-applicant (can be in draft form)

Attachment7MOUMOAbetweenapplicantcoapplicant817202082802.pdf

Funding Sources Table

Attachment8VATIFundingSourcesTable817202082810.docx

Documentation for match funding

Attachment9Documentationformatchingfunding817202024457.pdf

Letters of Support

Attachment10LettersofSupport817202034245.pdf

Derivation of Cost (Project Budget)

Attachment11DerivationofCostsProjectBudget817202082828.xlsx

Documentation supporting project costs (e.g. vendor quotes)

Attachment12VendorQuotes817202082841.pdf

Two most recent Form 477 submitted to FCC

Attachment13477Filings817202082847.pdf

Optional

Attachment14CommonwealthPrioritiesSWVABroadbandStudyandPlan817202082853.pdf

# Application to DHCD Submitted through CAMS

Cumberland Plateau PDC

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Optional

Attachment15ApplicantandCoapplicantGrantExperience817202082900.docx

Optional

Attachment16MapofConstructionPhases817202082905.jpg

Optional

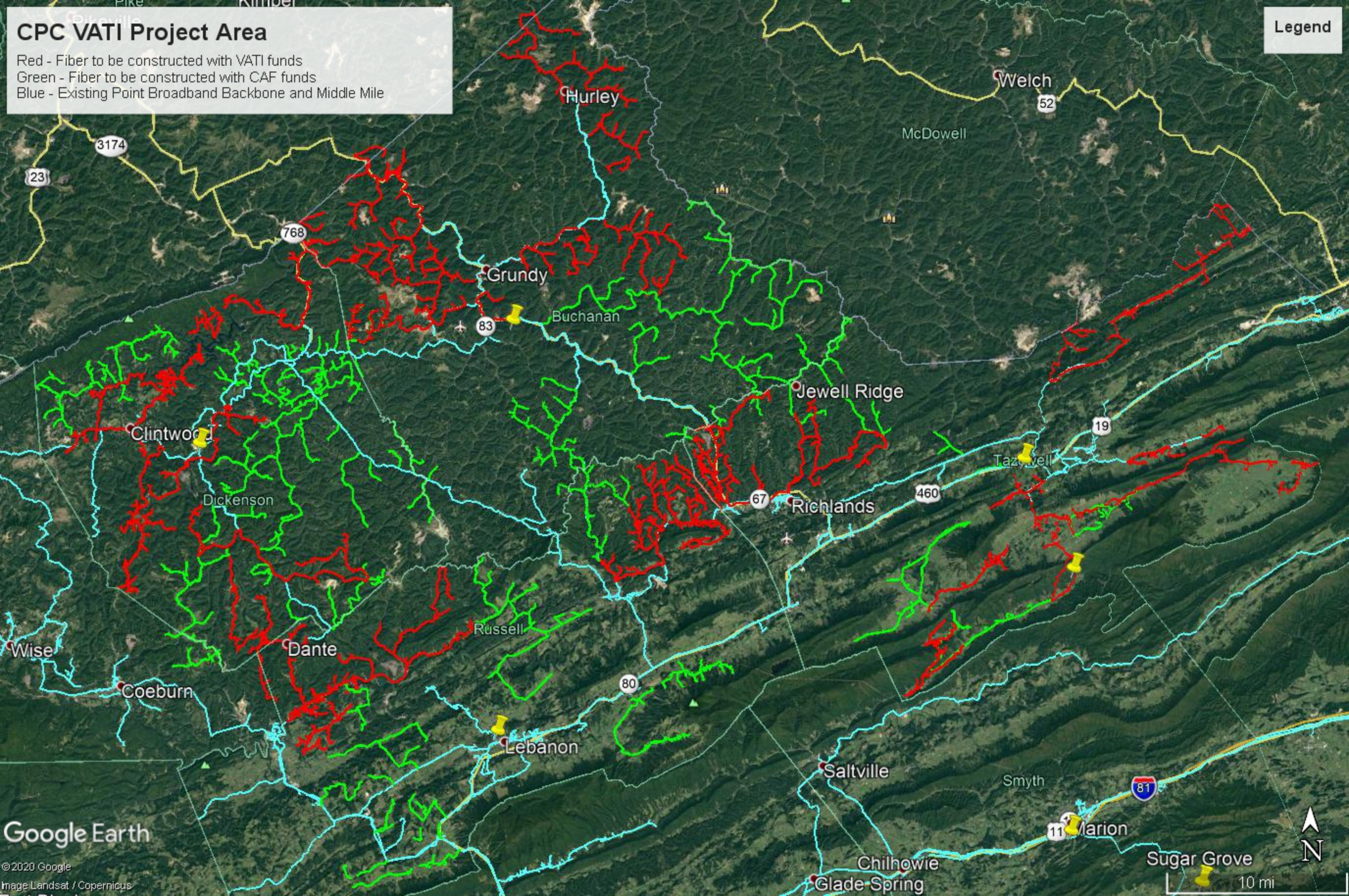
Attachment17Additionalupportforattachment3817202090802.pdf



# CPC VATI Project Area

Red - Fiber to be constructed with VATI funds  
Green - Fiber to be constructed with CAF funds  
Blue - Existing Point Broadband Backbone and Middle Mile

Legend



Google Earth

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Image Landsat / Copernicus



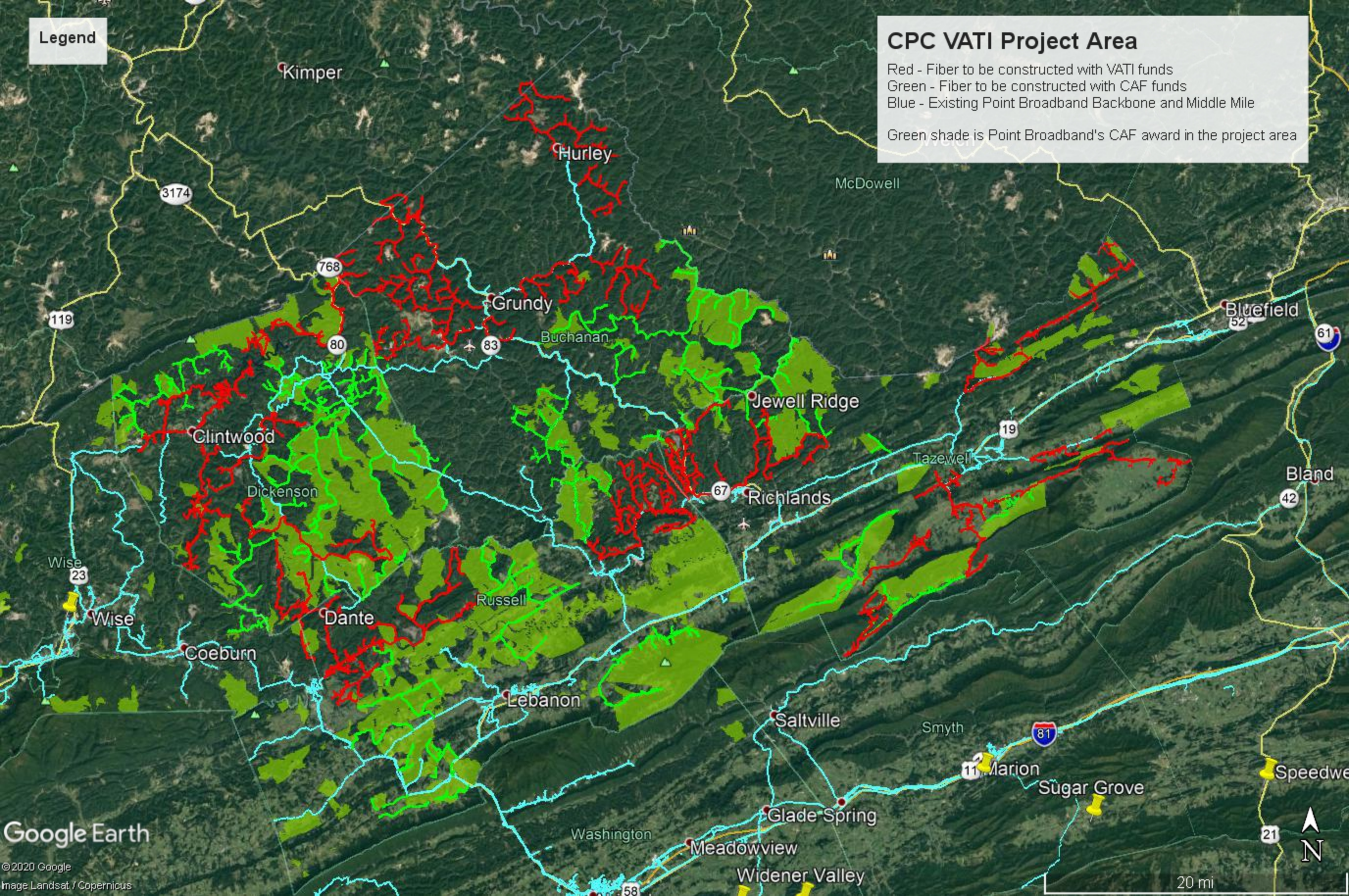
10 mi

Legend

**CPC VATI Project Area**

Red - Fiber to be constructed with VATI funds  
 Green - Fiber to be constructed with CAF funds  
 Blue - Existing Point Broadband Backbone and Middle Mile

Green shade is Point Broadband's CAF award in the project area



Google Earth

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20 mi



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Adco Industrial Supply Inc - Google

google.com/maps/place/Adco+Industrial+Supply+Inc/@37.047222,-82.2407348,500m/data=!3m1!1e3!4m5!3m4!1s0x8851da0e945c8635:0x86a7e14c3be1da14!8m2!3d36.8802718!4d-81.332...

Adco Industrial Supply

Adco Industrial Supply Inc  
Industrial equipment supplier

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(276) 686-6122

VMJ8+4R Rural Retreat, Virginia

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Four O Mining Corporation - Google Maps

google.com/maps/place/Four+O+Mining+Corporation/@37.0450441,-82.2609832,718m/data=!3m1!1e3!4m5!3m4!1s0x884554d000000001:0x5c3c63471f468811!8m2!3d37.0437114!4d-82.2...

Four O Mining Corporation  
Mining company

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  - Breaks VA fiber.kmz

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6JPP+MM Haysi, Virginia

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McCoy Chapel - Google Maps

google.com/maps/place/McCoy+Chapel/@36.9856804,-82.3525856,501m/data=!3m1!1e3!4m5!3m4!1s0x885aad82d08bb75:0xf33706b15843c8f5!8m2!3d36.9862158!4d-82.3534781?hl=en

McCoy Chapel

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McCoy Chapel - Google Maps

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McCoy Chapel

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4.5 ★★★★★ (19) Festival

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2124 ft

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Home  
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google.com/maps/@37.041779,-82.4599348,972m/data=!3m1!1e3?hl=en

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Work Set location

No traffic information to display

Search this area 74°

- Groceries
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Map

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Google Earth

Imagery Date: 4/21/2019 37°02'41.15" N 82°26'36.38" W elev 0 ft eye alt 30703 ft

I WANT TO

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Google Maps

google.com/maps/@37.0557534,-82.4461185,394m/data=!3m1!1e3?hl=en

Search Google Maps

Thurman N Reithia McCoys Ol Home Place Poker Flat...

State Route 697 Nora, VA

Home 20993 Cheyenne Trail, Abingdon, VA 24211

Work Set location

No traffic information to display

Search this area 72°

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Map

State Rte 645 Coeburn, VA 24230 37.055391, -82.443573

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- 3D Buildings
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Google Earth

Imagery Date: 4/21/2019 37°06'07.38" N 82°25'33.24" W elev 0 ft eye alt 30703 ft

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google.com/maps/@37.0861304,-82.4484572,972m/data=!3m1!1e3?hl=en

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State Route 697 Nora, VA

Home  
20993 Cheyenne Trail, Abingdon, VA 24211

Work  
Set location

No traffic information to display

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Rockhouse Rd  
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37.087289, -82.447527

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  - Temporary Places
    - Mt Rogers Area.kmz
    - Dickenson\_Co\_Grant\_Fiber\_REVISED\_08\_1...

Layers

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Imagery Date: 4/21/2019 37°11'06.66" N 82°28'01.37" W elev. 0 ft eye alt. 2725 ft

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Bear Pen Public Swimming Pool

google.com/maps/place/Bear+Pen+Public+Swimming+Pool/@37.1844288,-82.4702343,565m/data=!3m1!1e3!4m5!3m4!1s0x88454ea2521fcd9:0x639496caf98298ad!8m2!3d37.1840443!4d-...

Bear Pen Public Swimming Pool

4.8 ★★★★★ (12) Swimming pool

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Brush Creek Rd  
Pound River  
Bearpen Branch  
Company Graveyard

Bear Pen Public Swimming Pool

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Layers

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I WANT TO

Bear Pen Public Swimming Pool

google.com/maps/place/Bear+Pen+Public+Swimming+Pool/@37.189078,-82.4207529,676m/data=!3m1!1e3!4m5!3m4!1s0x88454ea2521fcd9:0x639496ca98298ad18m2!3d37.1840443!4d-8...

Bear Pen Public Swimming Pool

4.8 ★★★★★ (12)

Swimming pool

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Clintwood, VA 24228

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STREET ADDRESS: wolfpfen branch  
UNIT: Unit  
ZIP CODE: 24228

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I WANT TO

Bear Pen Public Swimming Pool

google.com/maps/place/Bear+Pen+Public+Swimming+Pool/@37.1874484,-82.4207833,676m/data=!3m1!1e3!4m5!3m4!1s0x88454ea2521fcd9:0x639496caf98298ad!8m2!3d37.1840443!4d-...

Bear Pen Public Swimming Pool

4.8 ★★★★★ (12)

Swimming pool

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Verify info with this place

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Imagery Date: 4/21/2019 37°11'21.40" N 82°24'09.32" W elev 0 ft eye alt 2317 ft

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Bear Pen Public Swimming Pool

google.com/maps/place/Bear+Pen+Public+Swimming+Pool/@37.1894201,-82.4073453,676m/data=!3m1!1e3!4m5!3m4!1s0x88454ea2521fcd9:0x639496caf98298ad!8m2!3d37.1840443!4d-...

Bear Pen Public Swimming Pool

4.8 ★★★★★ (12)

Swimming pool

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- Dickenson\_Co\_Grant\_Fiber\_REVISED\_08\_1...

Layers

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Bear Pen Public Swimming Pool

google.com/maps/place/Bear+Pen+Public+Swimming+Pool/@37.1942334,-82.4054576,810m/data=!3m1!1e3!4m5!3m4!1s0x88454ea2521fcd9:0x639496caf98298ad!8m2!3d37.1840443!4d-...



Bear Pen Public Swimming Pool

4.8 ★★★★★ (12)

Swimming pool

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Verify info with this place

Hours or services may differ due to COVID-19

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Unfortunately, Xfinity service is not available at this address.

We are unable to locate deals for **230 CHAPEL LN, 24256**. To find a local provider, please contact SmartMove for assistance.

Try a different address, including apartment number

We couldn't find an online match for your address.

Please call the SmartMove Hotline toll-free at (844) 544-5181 to find your service provider.....

If you want to search another address, please enter your info below.

230 CHAPEL LN	APT/UNIT	24256	Get Connected →
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    - Breaks VA fiber.kmz

Layers

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Google Earth

Imagery Date: 4/21/2019 37°14'19.78" N 82°21'53.65" W elev 0 ft eye alt 13020 ft

Tivis School - Google Maps

google.com/maps/place/Tivis+School/@37.2374538,-82.3755765,1667m/data=!3m1!1e3!4m5!3m4!1s0x88455a96ec90a51b:0x6a828803b3a15ba0!8m2!3d37.236675114d-82.3633057?hl=en

Tivis School

School

Directions Save Nearby Send to your phone Share

Verify info with this place  
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- 230 Chapel Ln, Haysi, VA 24256
- 6JPP+MM Haysi, Virginia
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- Add a label

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    - Breaks VA fiber.kmz

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Imagery Date: 4/21/2019 37°13'56.39" N 82°22'42.35" W elev 0 ft eye alt: 8691 ft

I WANT TO

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Tivis School - Google Maps

google.com/maps/place/Tivis+School/@37.2287154,-82.3905731,676m/data=!3m1!1e3!4m5!3m4!1s0x88455a96ec90a51b:0x6a828803b3a15ba0!8m2!3d37.2366751!4d-82.3633057?hl=en

Tivis School

School

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37.230014, -82.388315

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    - Breaks VA fiber.kmz

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  - Weather
  - Gallery
  - More
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975 ft

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Imagery Date: 10/18/2015 37°09'06.77" N 82°21'24.27" W elev 0 ft eye alt 4435 ft

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google.com/maps/place/Tivis+School/@37.1553665,-82.357009,811m/data=!3m1!1e3!4m5!3m4!1s0x88455a96c90a51b:0x6a828803b3a15ba0!8m2!3d37.236675!4d-82.3633057?hl=en

Airplane mode off

Tivis School

Tivis School School

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6JPP+MM Haysi, Virginia

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Map

Gilmore St  
Clinchco, VA 24226  
37.156333, -82.357397

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    - Breaks VA fiber.kmz

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  - Places
  - Photos
  - Roads
  - 3D Buildings
  - Weather
  - Gallery
  - More
  - Terrain

Google Earth

Imagery Date: 10/18/2015 37°09'26.84" N 82°19'26.15" W elev 0 ft eye alt 1737 ft

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Tivis School - Google Maps

google.com/maps/place/Tivis+School/@37.1555118,-82.3275711,811m/data=!3m1!1e3!4m5!3m4!1s0x88455a96ec90a51b:0x6a828803b3a15ba0!8m2!3d37.2366751!4d-82.3633057?hl=en

Tivis School

School

Directions Save Nearby Send to your phone Share

Verify info with this place  
Hours or services may differ due to COVID-19

230 Chapel Ln, Haysi, VA 24256

6JPP+MM Haysi, Virginia

Claim this business

Add a label

Suggest an edit

Chevy Dr  
Clinchco, VA 24226  
37.156981, -82.323398

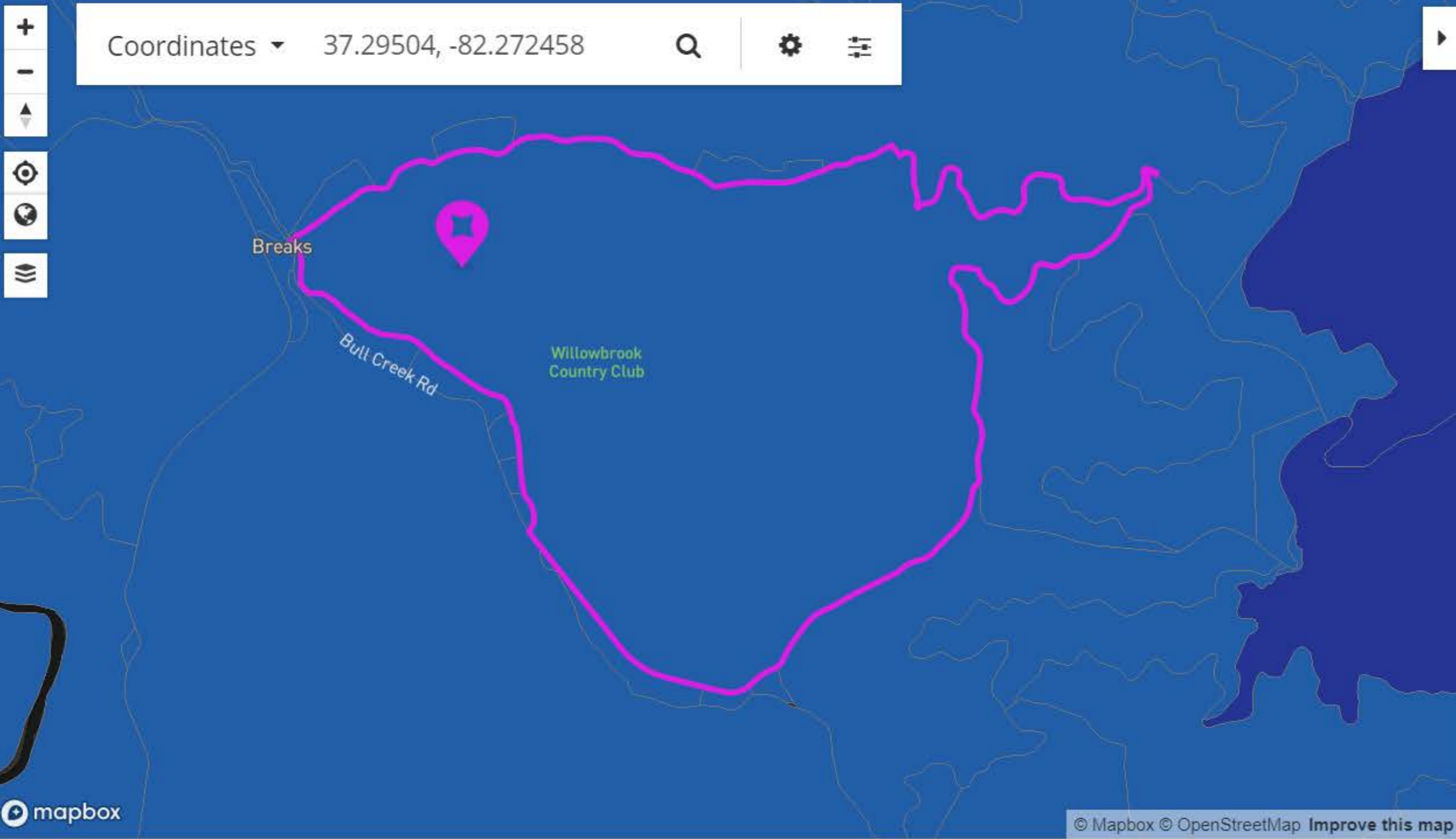
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Coordinates ▾ 37.29504, -82.272458 🔍 ⚙️ 🗖️



### ▶ All Providers Reporting Service 🔗 ⓘ

Census block ID: 510270103002029

#### Number of Fixed Residential Broadband Providers

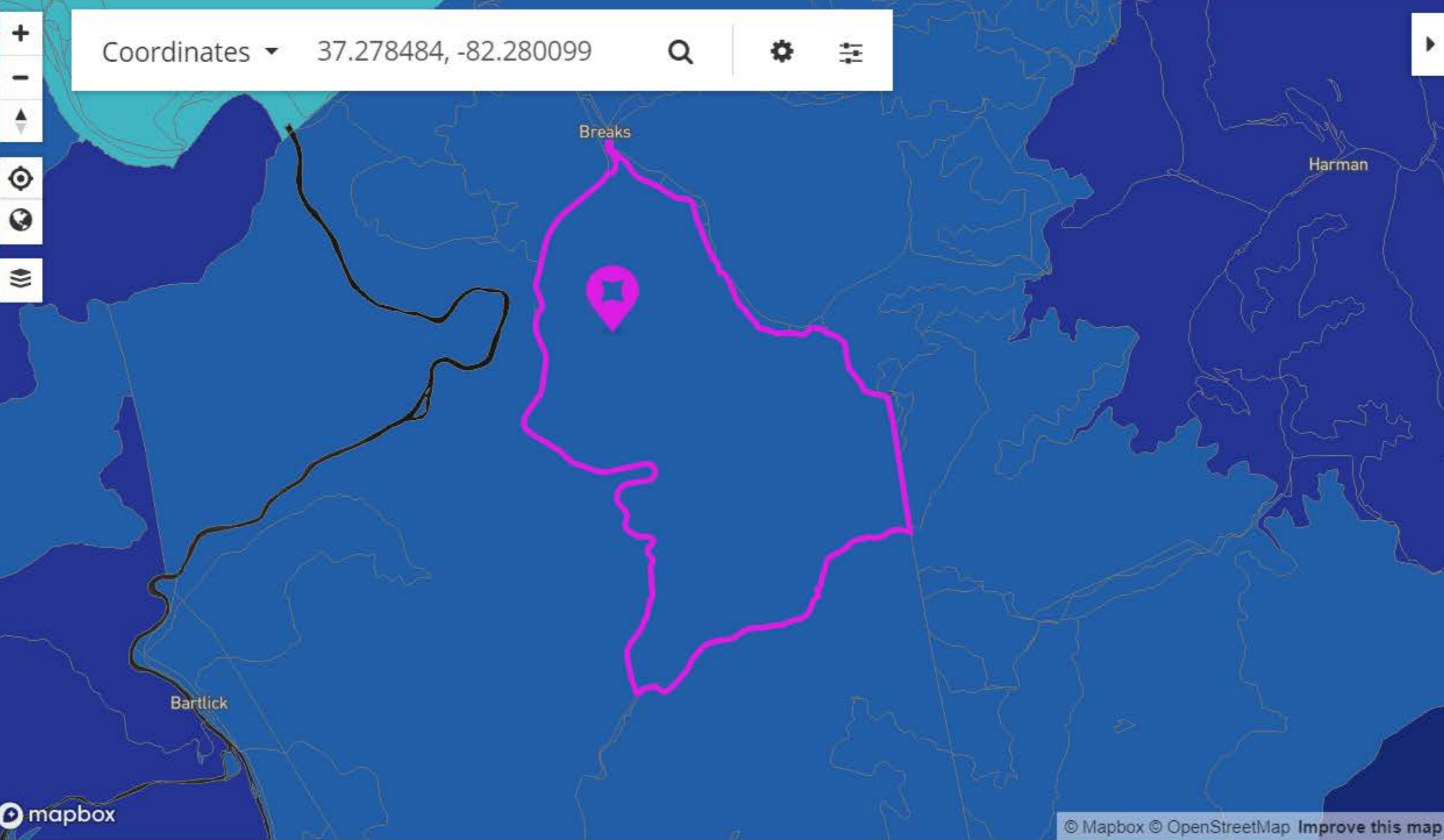


#### Broadband ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps) ▾	Up (Mbps)
⊕ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
⊕ ViaSat, Inc.	Satellite	35	3
⊕ Hughes Network Systems, LLC	Satellite	25	3
⊕ iGo Technology, Inc.	Fixed Wireless	20	2
⊕ VSAT Systems, LLC	Satellite	2	1.3

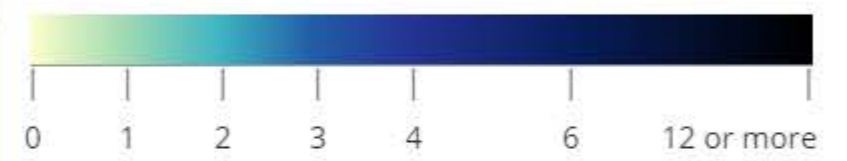
Coordinates ▾ 37.278484, -82.280099 🔍 ⚙️ 📄



### All Providers Reporting Service

Census block ID: 510510401002016

#### Number of Fixed Residential Broadband Providers

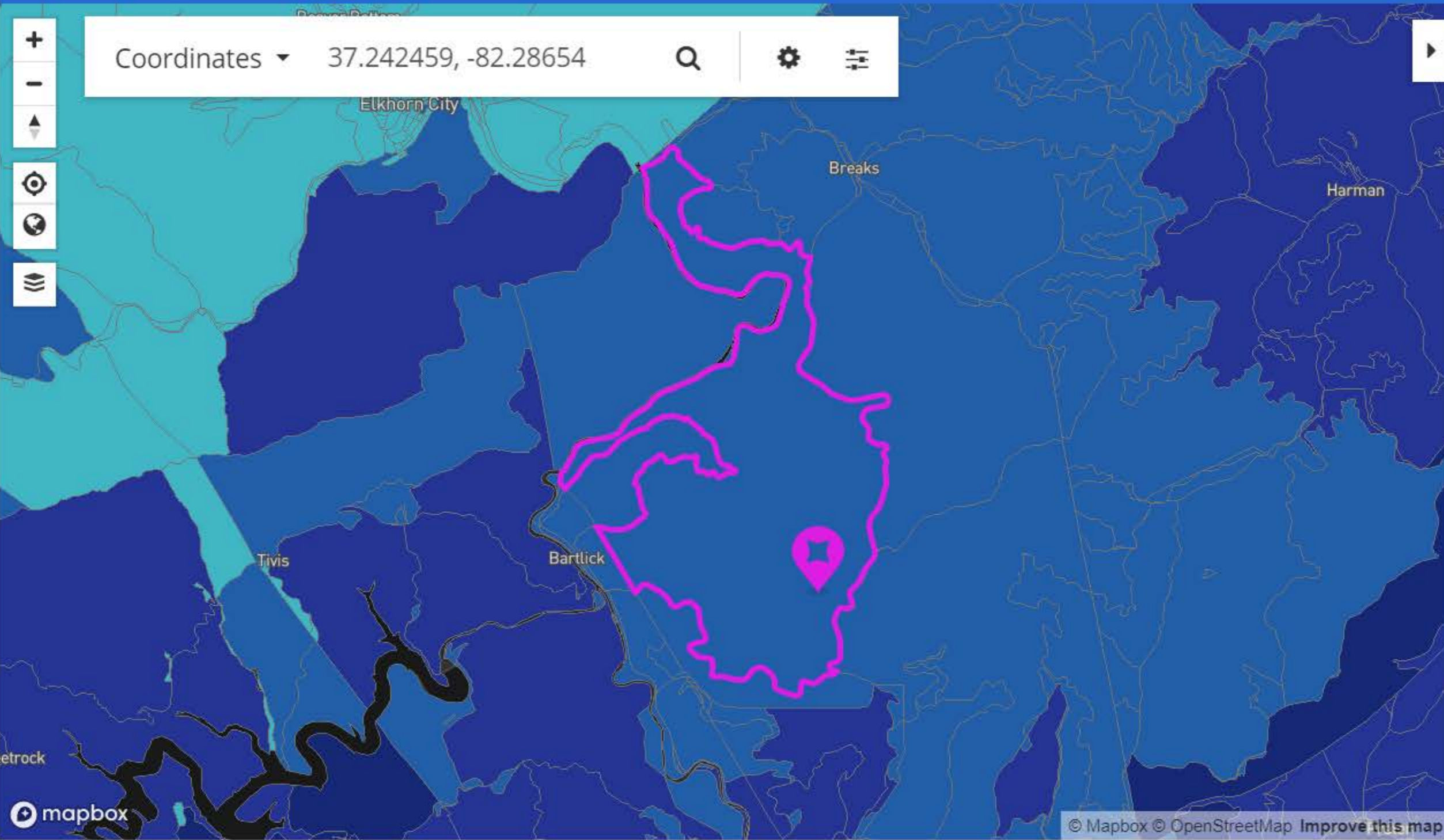


#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
☑️ ViaSat, Inc.	Satellite	35	3
☑️ Hughes Network Systems, LLC	Satellite	25	3
☑️ iGo Technology, Inc.	Fixed Wireless	20	2
☑️ VSAT Systems, LLC	Satellite	2	1.3

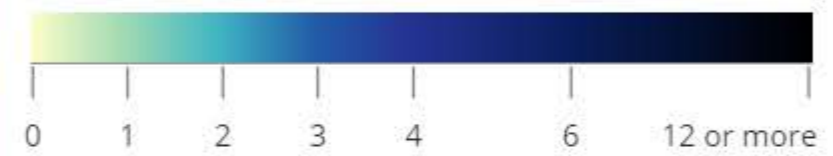




## All Providers Reporting Service

Census block ID: 510510401002003

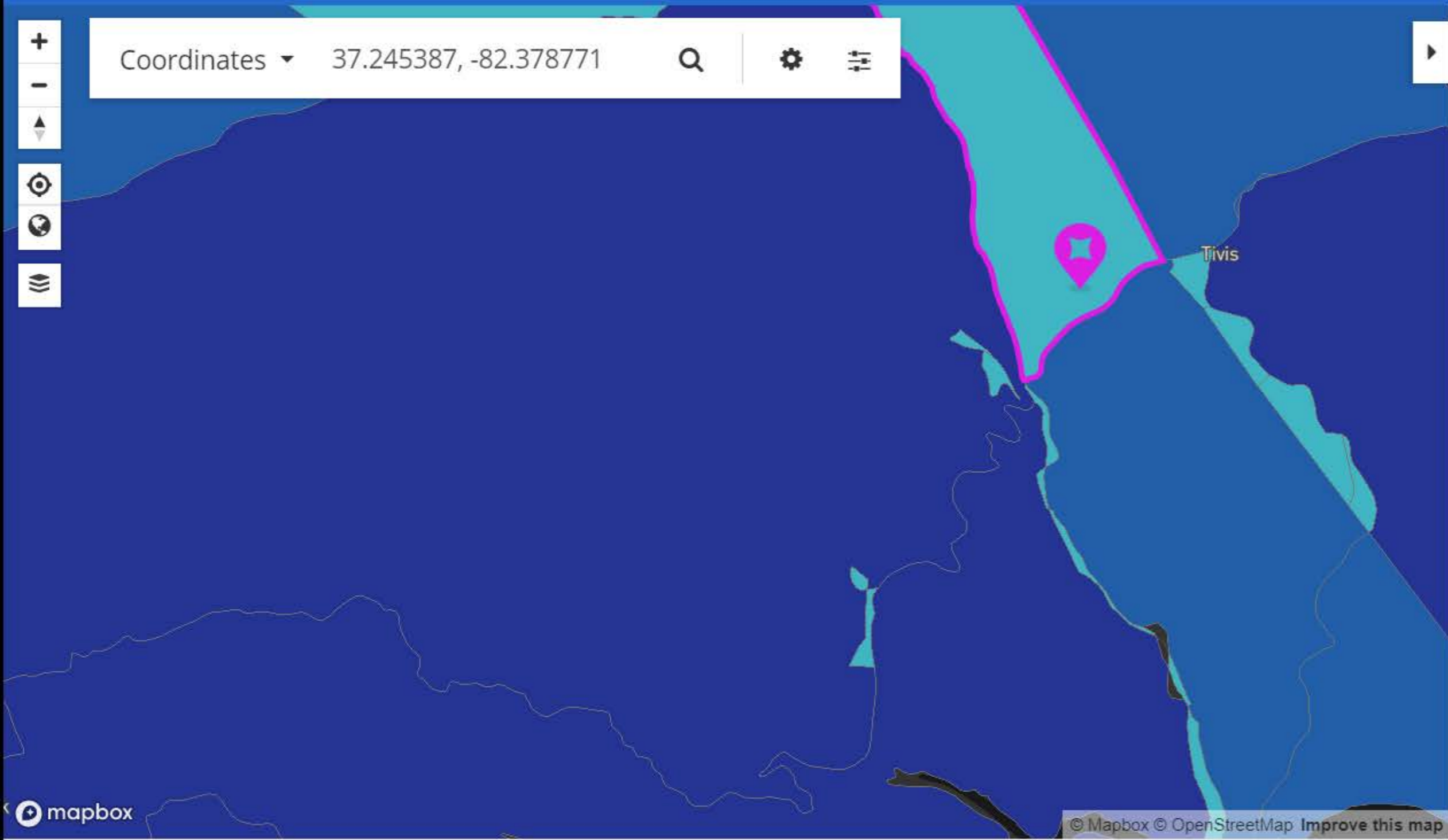
### Number of Fixed Residential Broadband Providers



### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 510510402001000

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

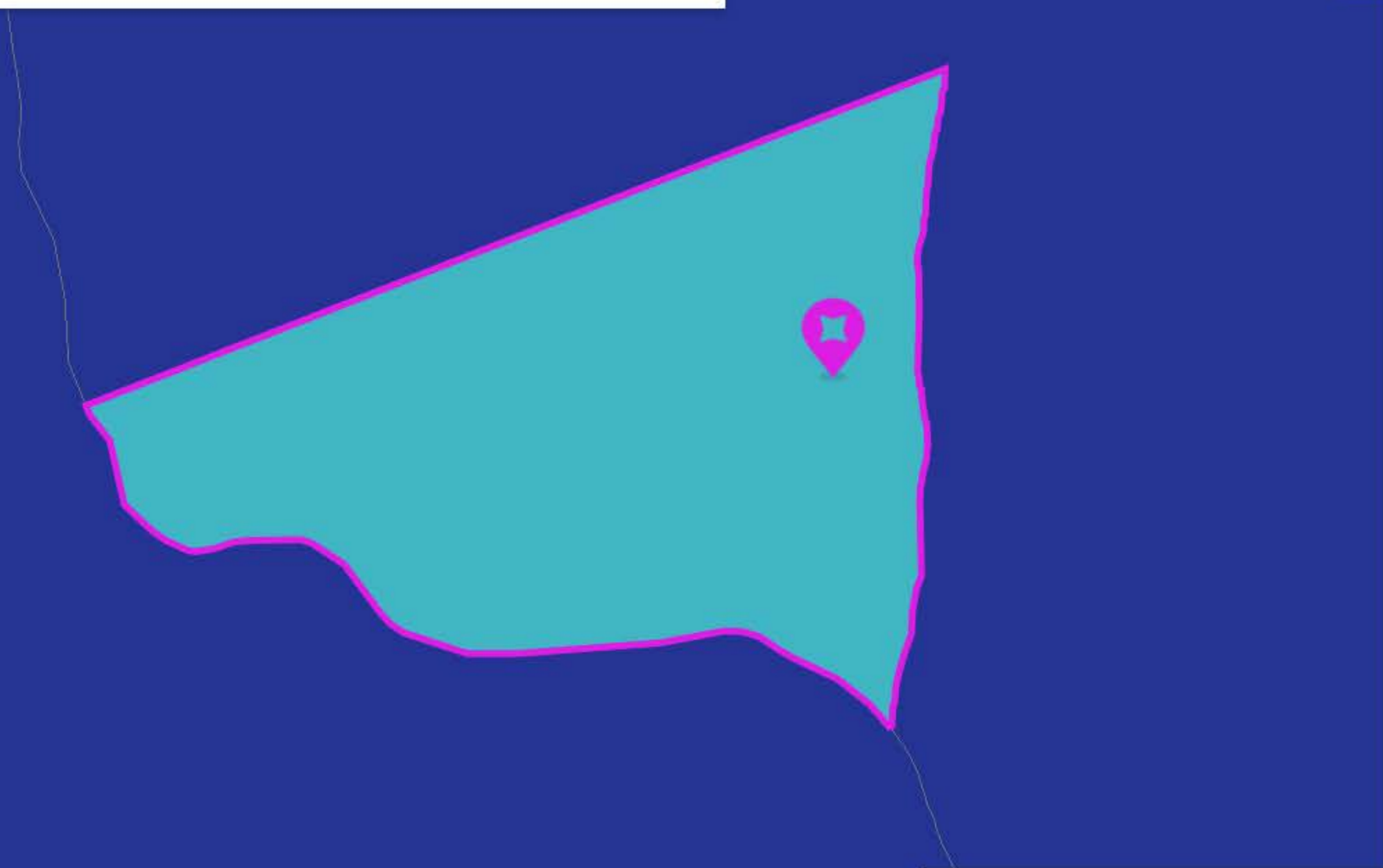
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
➕ ViaSat, Inc.	Satellite	35	3
➕ Hughes Network Systems, LLC	Satellite	25	3
➕ VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 37.215023, -82.433762

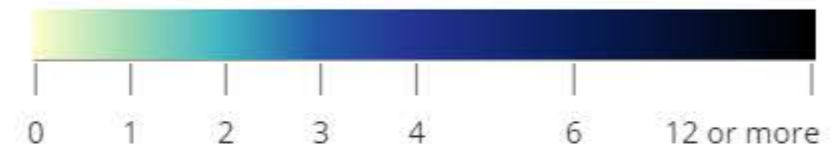


All Providers Reporting Service



Census block ID: 510510402001014

Number of Fixed Residential Broadband Providers



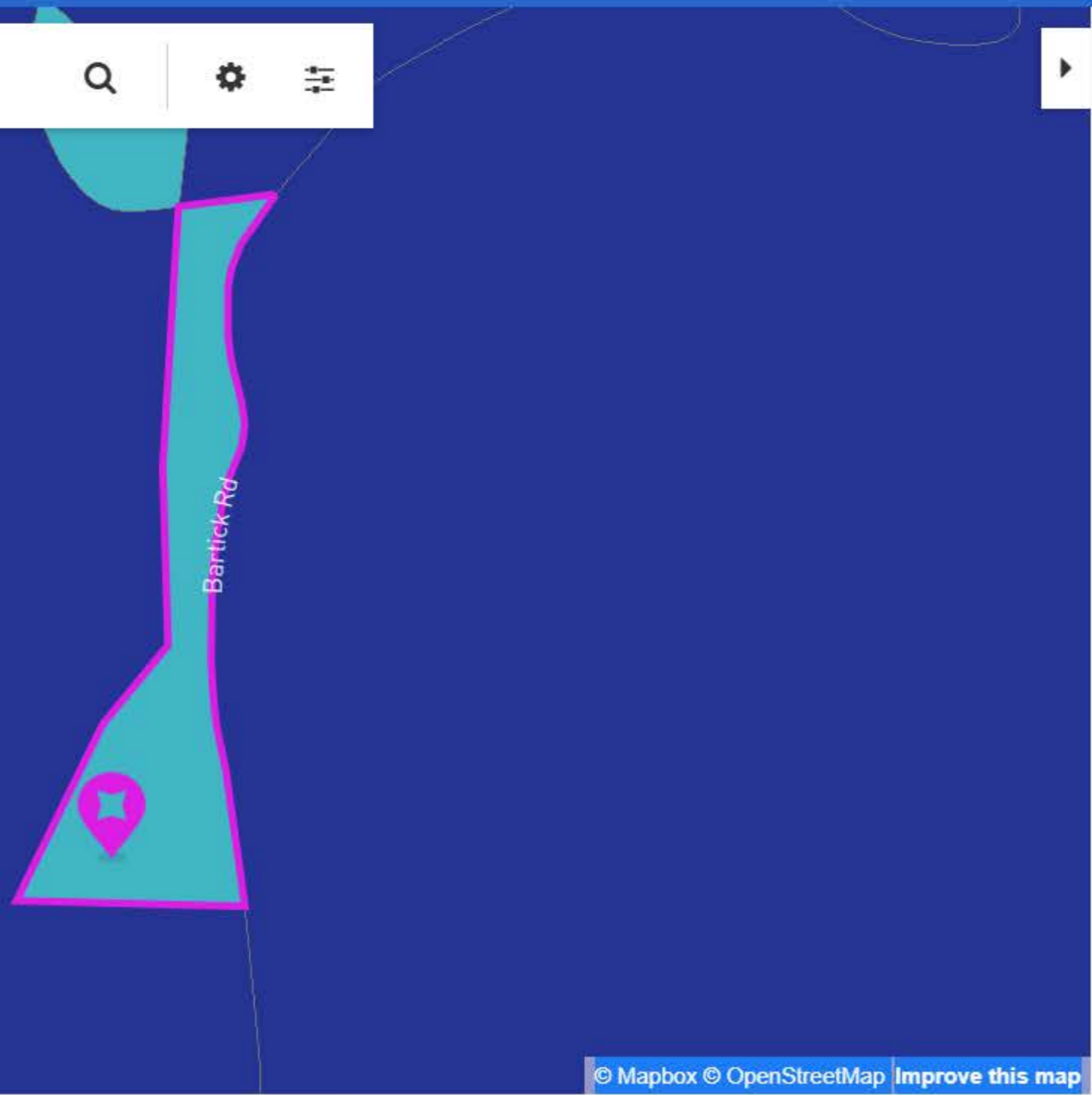
Broadband



Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
 Speed ≥ 25/3 Mbps  
 Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3

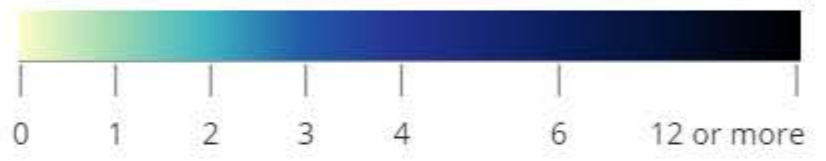
Coordinates ▾ 37.231804, -82.388938 🔍 ⚙️ 🗨️



### ▶ All Providers Reporting Service 🔗 ⓘ

Census block ID: 510510402001002

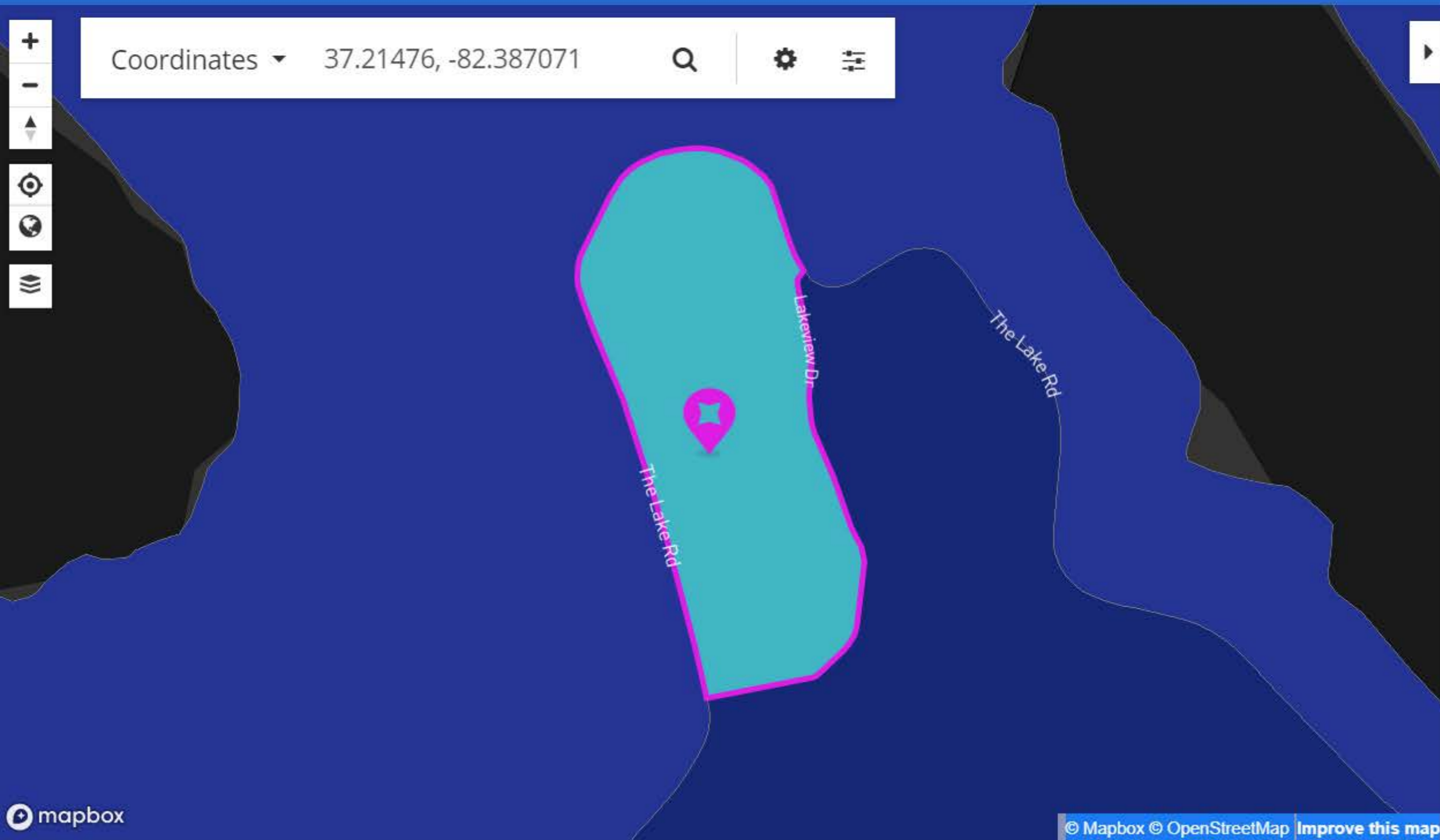
#### Number of Fixed Residential Broadband Providers



#### Broadband ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps) ▾	Up (Mbps)
➕ ViaSat, Inc.	Satellite	35	3
➕ Hughes Network Systems, LLC	Satellite	25	3
➕ VSAT Systems, LLC	Satellite	2	1.3



### All Providers Reporting Service 🔗 ℹ️

Census block ID: 510510402001050

#### Number of Fixed Residential Broadband Providers



#### Broadband ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
📍 ViaSat, Inc.	Satellite	35	3
📍 Hughes Network Systems, LLC	Satellite	25	3
📍 VSAT Systems, LLC	Satellite	2	1.3

Coordinates



## All Providers Reporting Service

Census block ID: 510510402003025

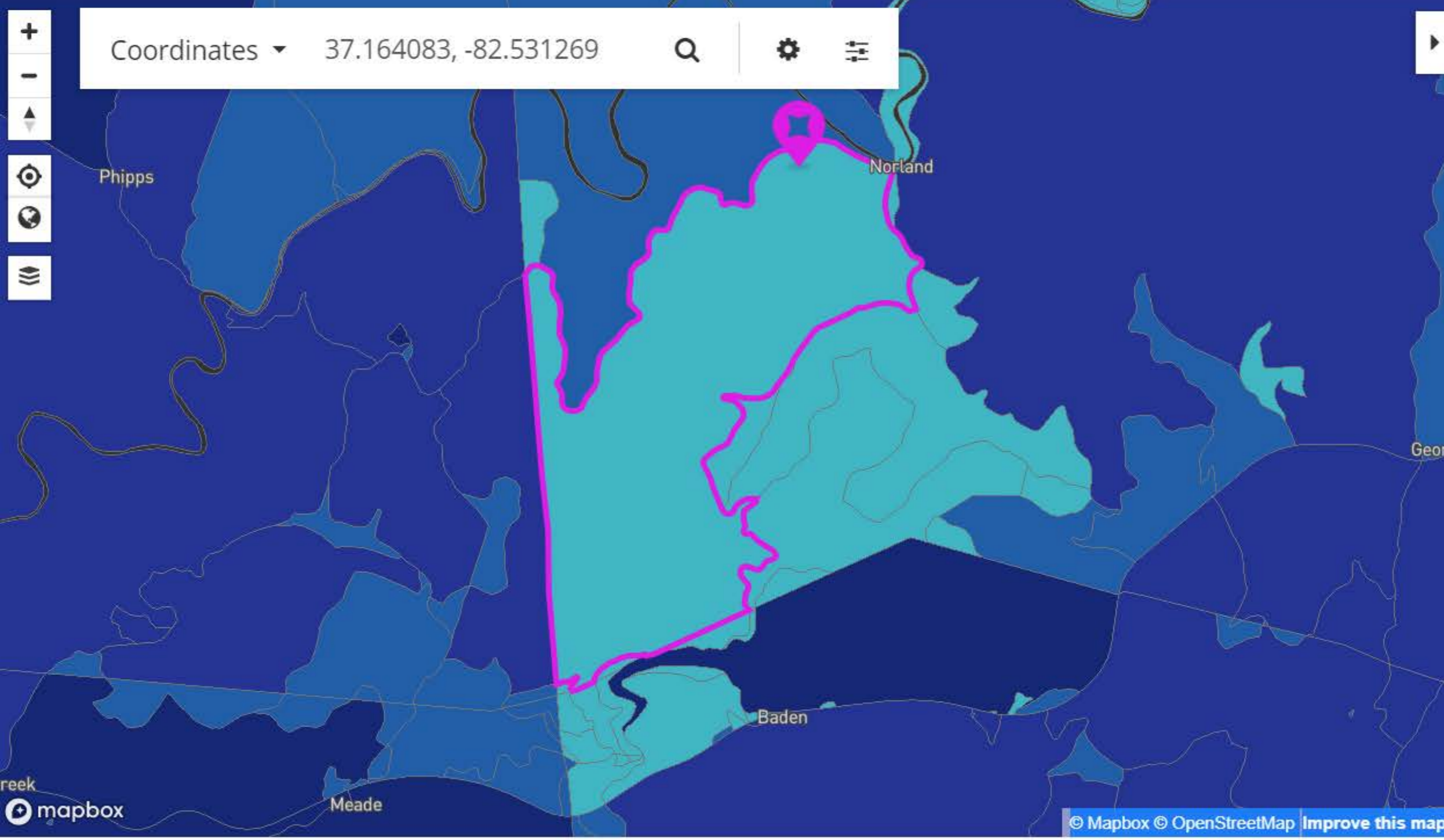
### Number of Fixed Residential Broadband Providers



### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
<input type="button" value="+"/> ViaSat, Inc.	Satellite	35	3
<input type="button" value="+"/> Hughes Network Systems, LLC	Satellite	25	3
<input type="button" value="+"/> VSAT Systems, LLC	Satellite	2	1.3



### All Providers Reporting Service

Census block ID: 510510402003049

#### Number of Fixed Residential Broadband Providers



#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3

Coordinates 37.122462, -82.530278



### All Providers Reporting Service

Census block ID: 510510403004040

#### Number of Fixed Residential Broadband Providers



#### Broadband

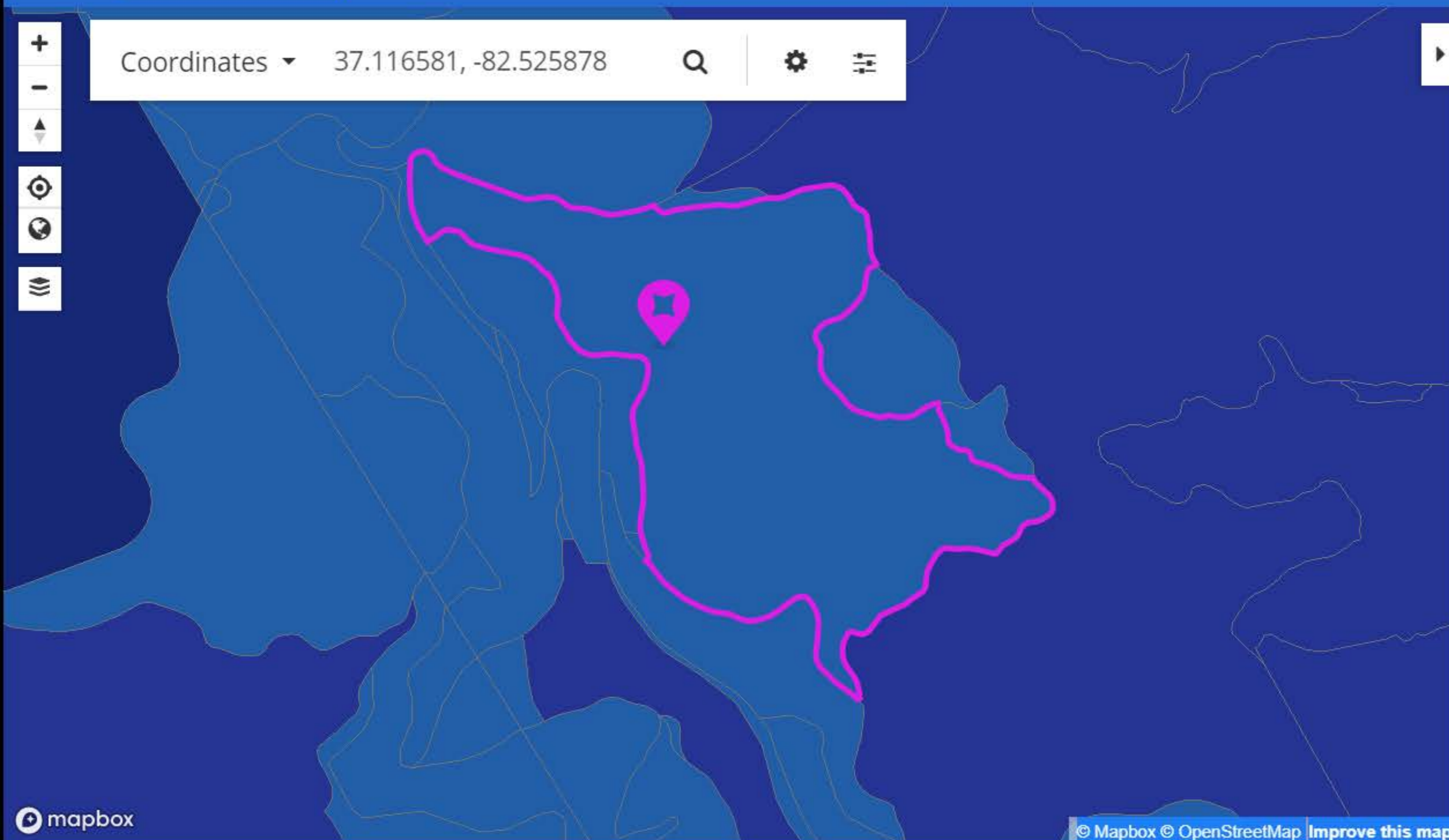
Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
Speed ≥ 25/3 Mbps  
Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3





Coordinates ▾ 37.116581, -82.525878 🔍 ⚙️ 🗺️



## All Providers Reporting Service [🔗](#) [ℹ️](#)

Census block ID: 510510403004038

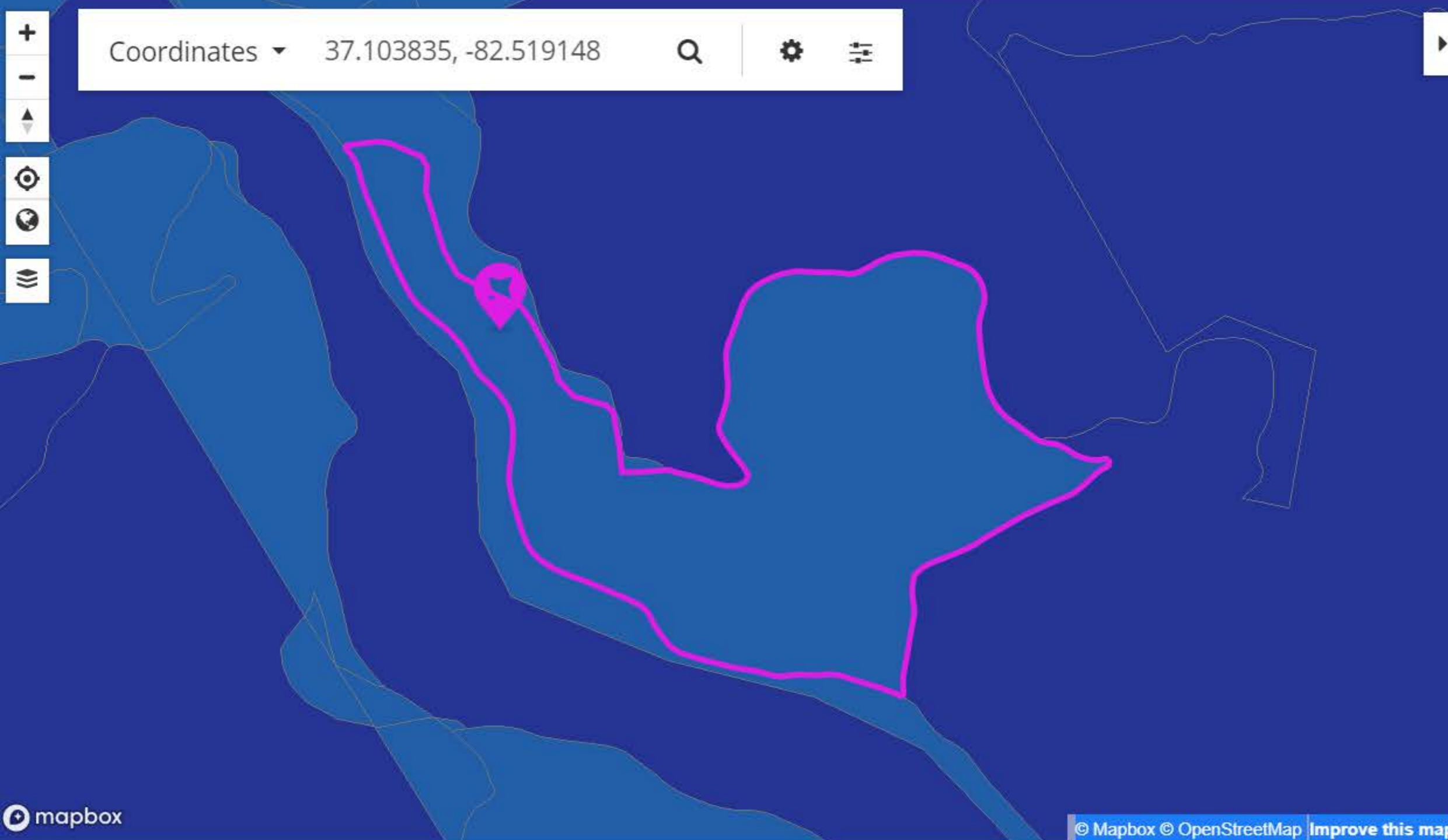


### Broadband [⚙️](#)

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
➕ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
➕ ViaSat, Inc.	Satellite	35	3
➕ Hughes Network Systems, LLC	Satellite	25	3
➕ VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▾ 37.103835, -82.519148 🔍 ⚙️ 📏



### All Providers Reporting Service

Census block ID: 510510403004033

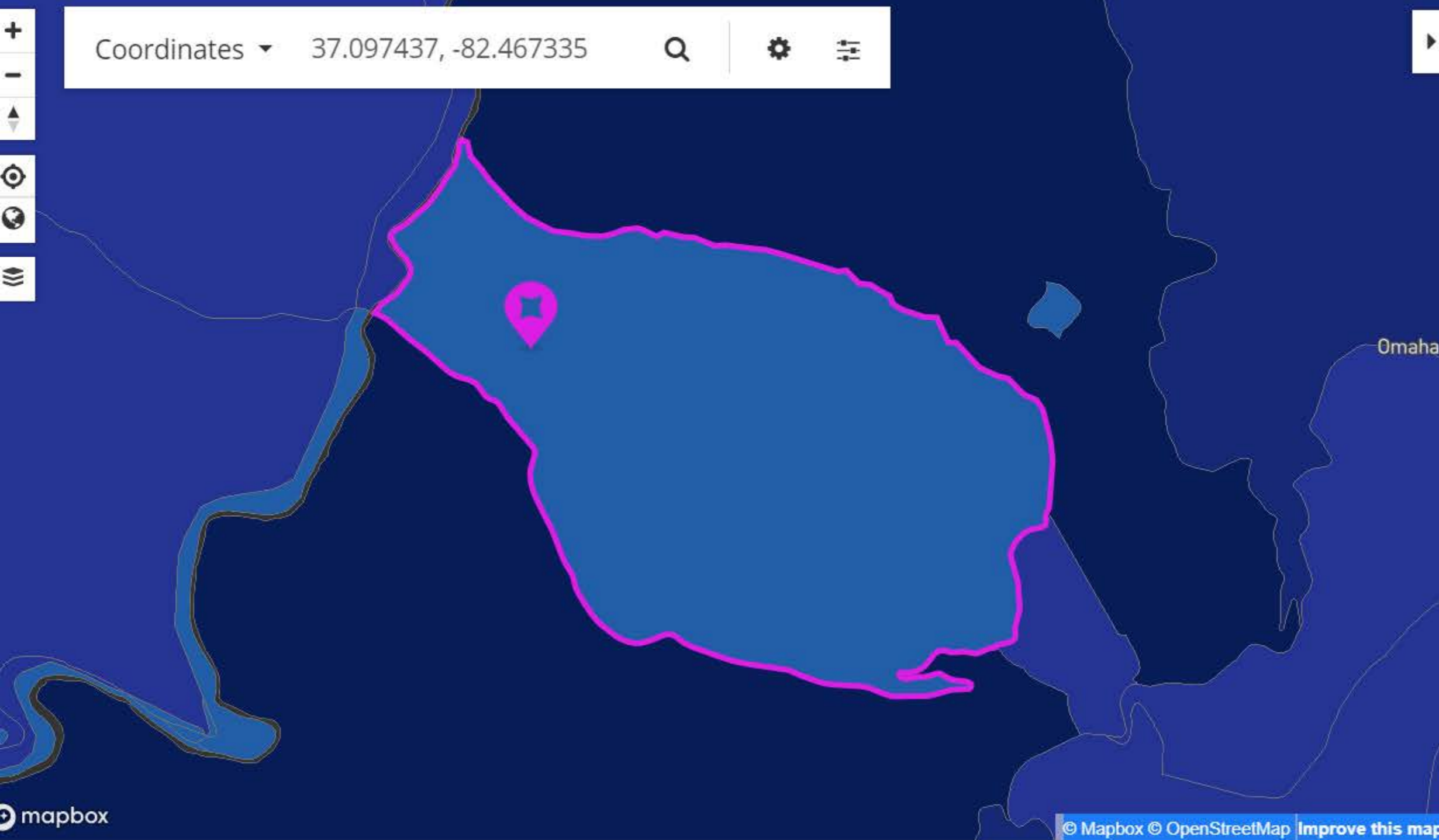
#### Number of Fixed Residential Broadband Providers



#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
+ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
+ ViaSat, Inc.	Satellite	35	3
+ Hughes Network Systems, LLC	Satellite	25	3
+ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 510510403003061

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
☑️ ViaSat, Inc.	Satellite	35	3
☑️ Hughes Network Systems, LLC	Satellite	25	3
☑️ VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▼ 37.061136, -82.481722 Q ⚙️ ☰



Stemp Hollow

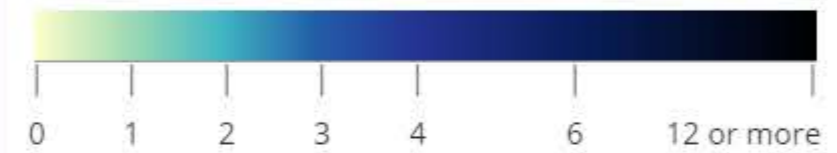
Tempes Brace



**All Providers Reporting Service**

Census block ID: 510510403005025

**Number of Fixed Residential Broadband Providers**

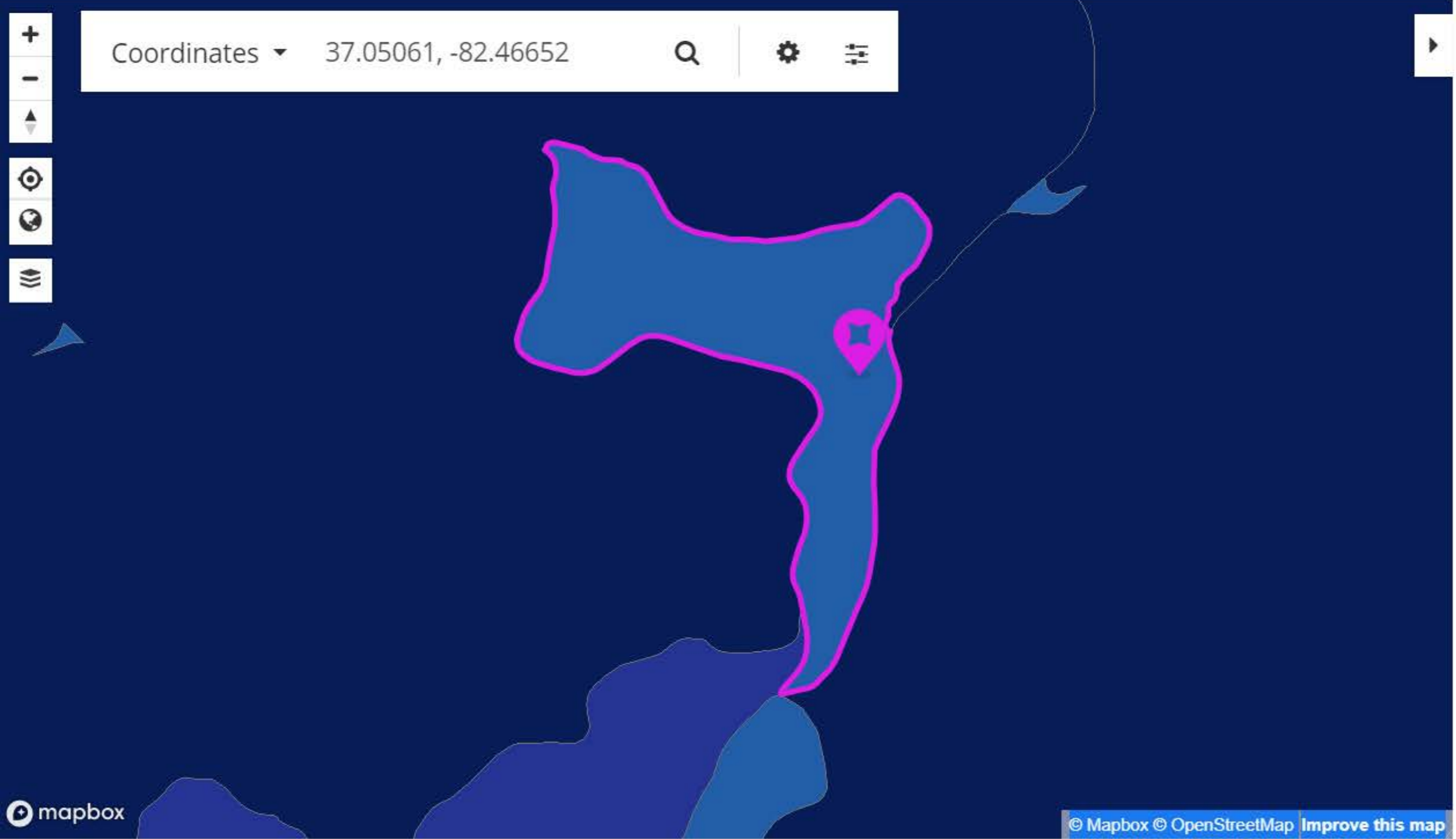


**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down <span>▼</span> (Mbps)	Up (Mbps)
+ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
+ ViaSat, Inc.	Satellite	35	3
+ Hughes Network Systems, LLC	Satellite	25	3
+ VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▾ 37.05061, -82.46652 🔍 ⚙️ 📄



### All Providers Reporting Service

Census block ID: 510510403005031

#### Number of Fixed Residential Broadband Providers

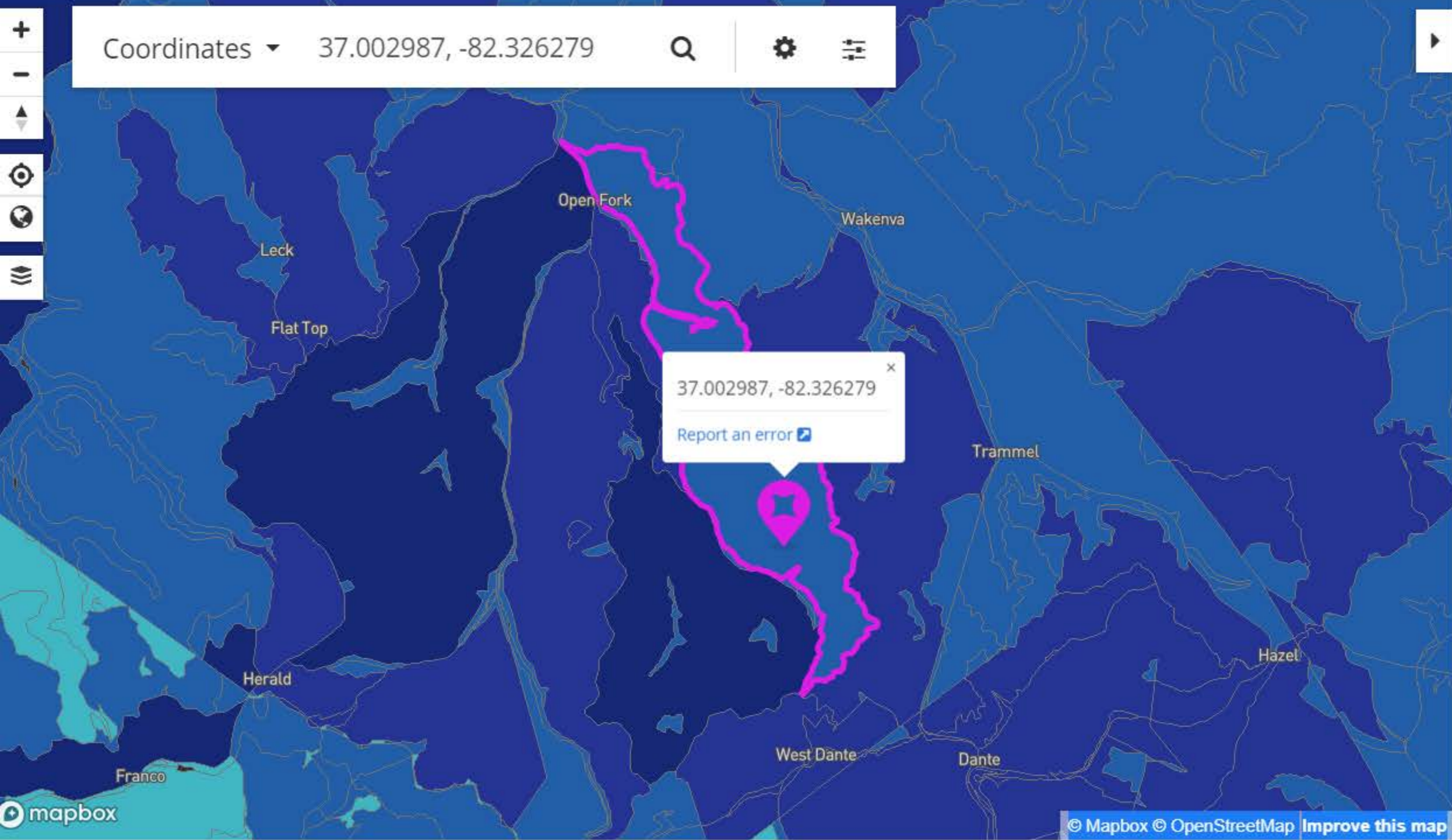


#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ <a href="#">Sunset Digital Communications, Inc./Sunset Fiber, LLC</a>	Fiber	1000	50
☑️ <a href="#">ViaSat, Inc.</a>	Satellite	35	3
☑️ <a href="#">Hughes Network Systems, LLC</a>	Satellite	25	3
☑️ <a href="#">VSAT Systems, LLC</a>	Satellite	2	1.3

Coordinates ▾ 37.002987, -82.326279 🔍 ⚙️ 📏



### All Providers Reporting Service [🔗](#) [📄](#)

Census block ID: 510510404002003

#### Number of Fixed Residential Broadband Providers

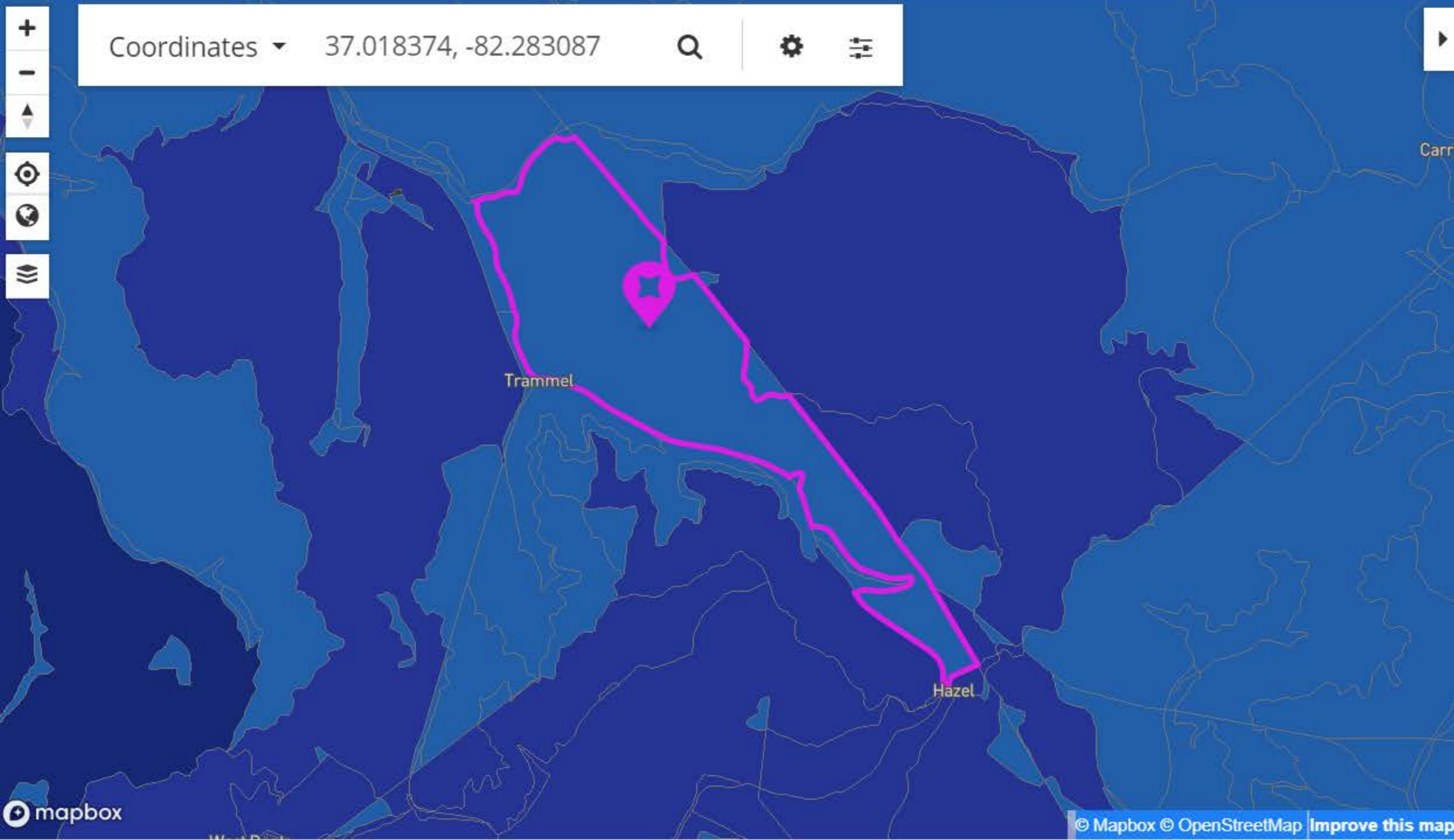


#### Broadband [⚙️](#)

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (*latest public release*)

Provider	Tech	Down (Mbps)	Up (Mbps)
<a href="#">+</a> Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
<a href="#">+</a> ViaSat, Inc.	Satellite	35	3
<a href="#">+</a> Hughes Network Systems, LLC	Satellite	25	3
<a href="#">+</a> iGo Technology, Inc.	Fixed Wireless	20	2
<a href="#">+</a> VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▾ 37.018374, -82.283087



### All Providers Reporting Service

Census block ID: 510510404001091

### Number of Fixed Residential Broadband Providers

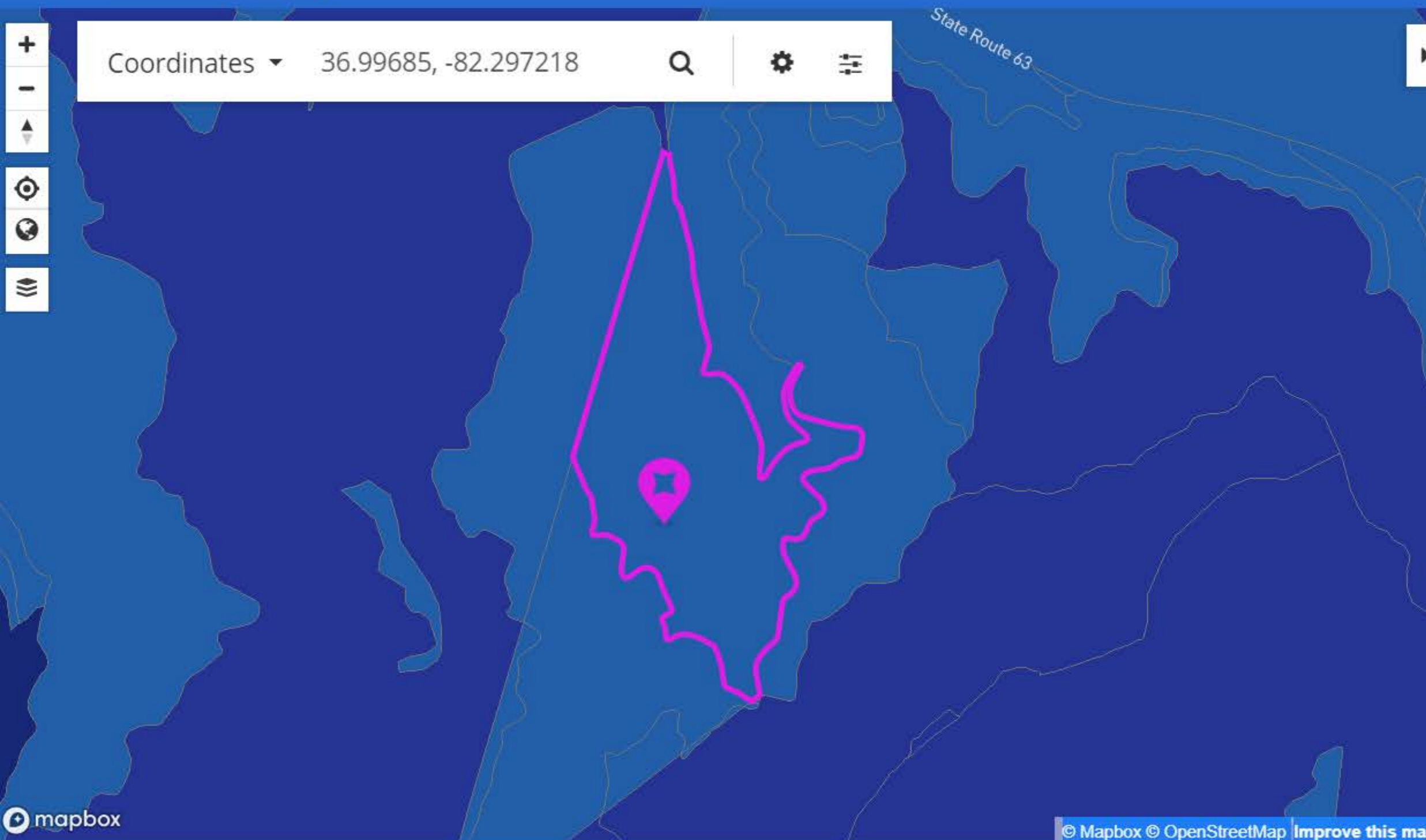


### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	(M...
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	
☑️ ViaSat, Inc.	Satellite	35	
☑️ Hughes Network Systems, LLC	Satellite	25	
☑️ iGo Technology, Inc.	Fixed Wireless	20	
☑️ VSAT Systems, LLC	Satellite	2	

Coordinates ▾ 36.99685, -82.297218 🔍 ⚙️ 📏



## All Providers Reporting Service [🔗](#) [ℹ️](#)

Census block ID: 510510404002119

### Number of Fixed Residential Broadband Providers



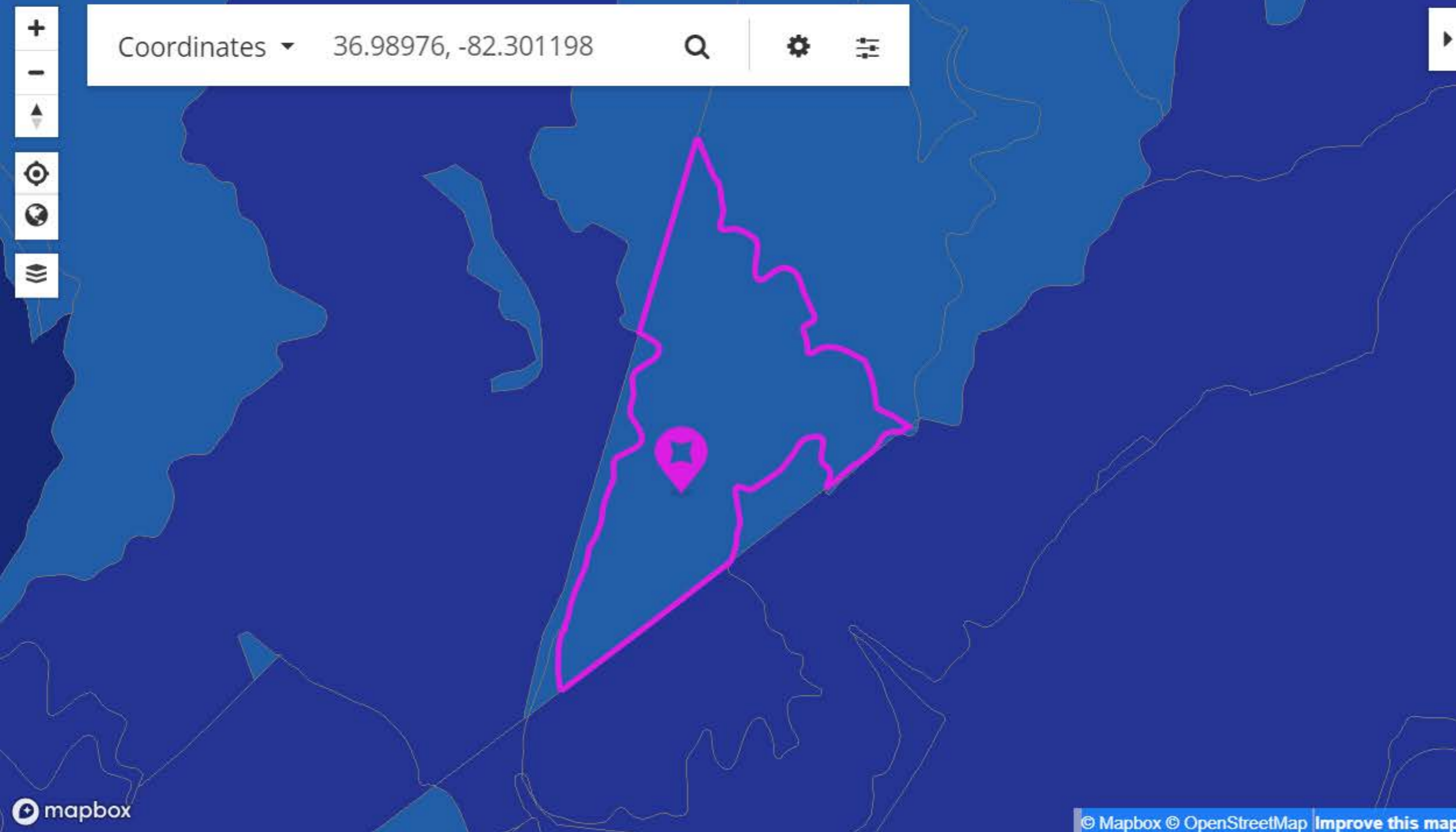
### Broadband [⚙️](#)

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

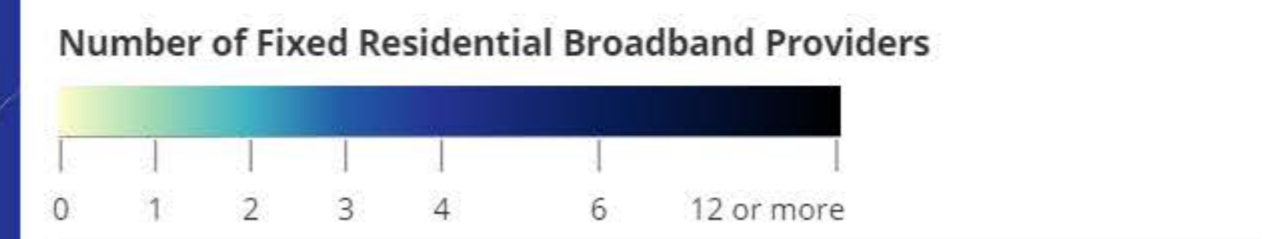
Provider	Tech	Down (Mbps)	Up (Mbps)
+ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
+ ViaSat, Inc.	Satellite	35	3
+ Hughes Network Systems, LLC	Satellite	25	3
+ iGo Technology, Inc.	Fixed Wireless	20	2
+ VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 36.98976, -82.301198 🔍 ⚙️ 📏



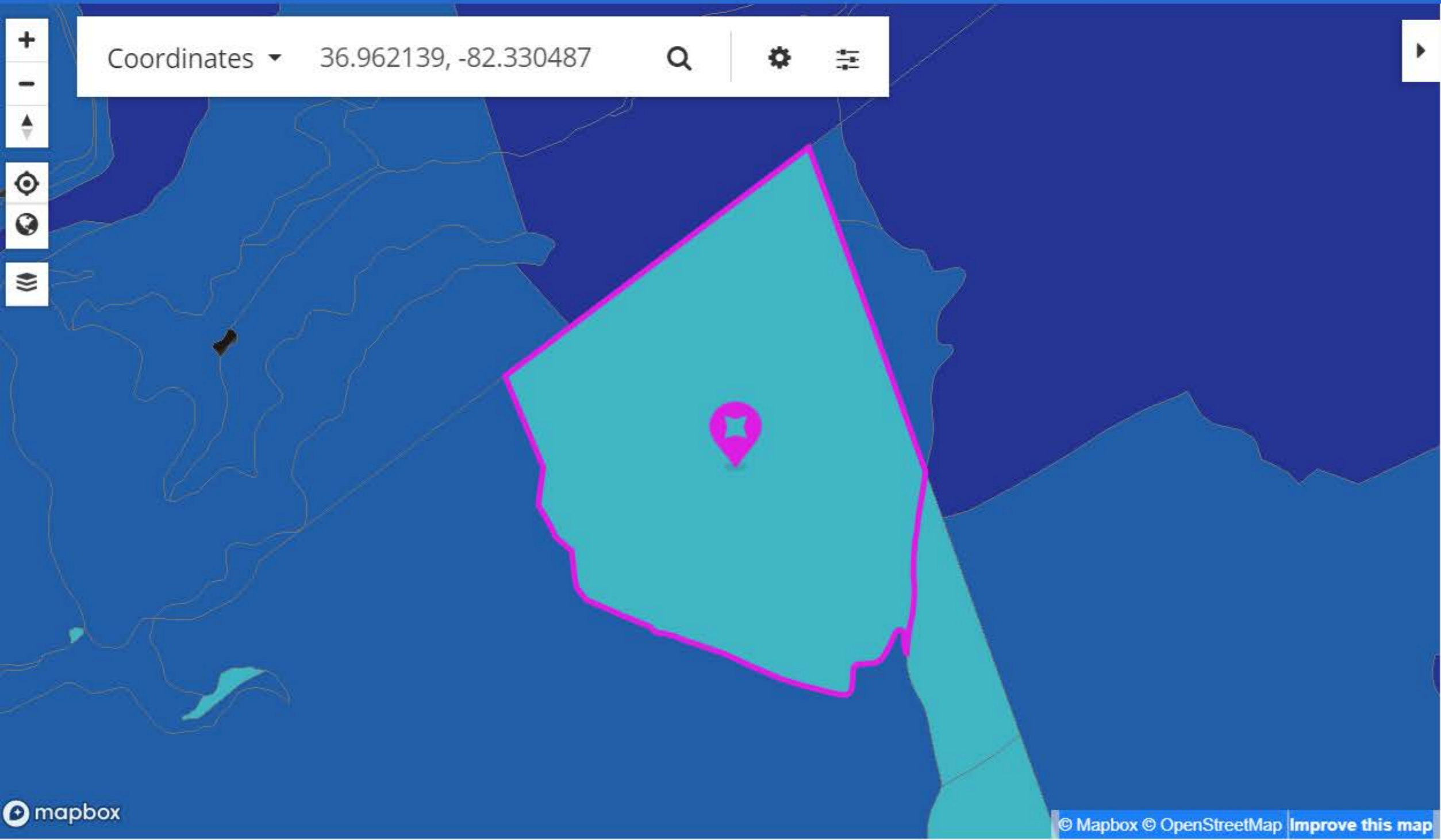
▶ **All Providers Reporting Service** 🔗 ⓘ  
Census block ID: 510510404002120



**Broadband** ⚙️  
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
➕ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
➕ ViaSat, Inc.	Satellite	35	3
➕ Hughes Network Systems, LLC	Satellite	25	3
➕ iGo Technology, Inc.	Fixed Wireless	20	2
➕ VSAT Systems, LLC	Satellite	2	1.3

Coordinates 36.962139, -82.330487



**All Providers Reporting Service**

Census block ID: 511959317001000

**Number of Fixed Residential Broadband Providers**

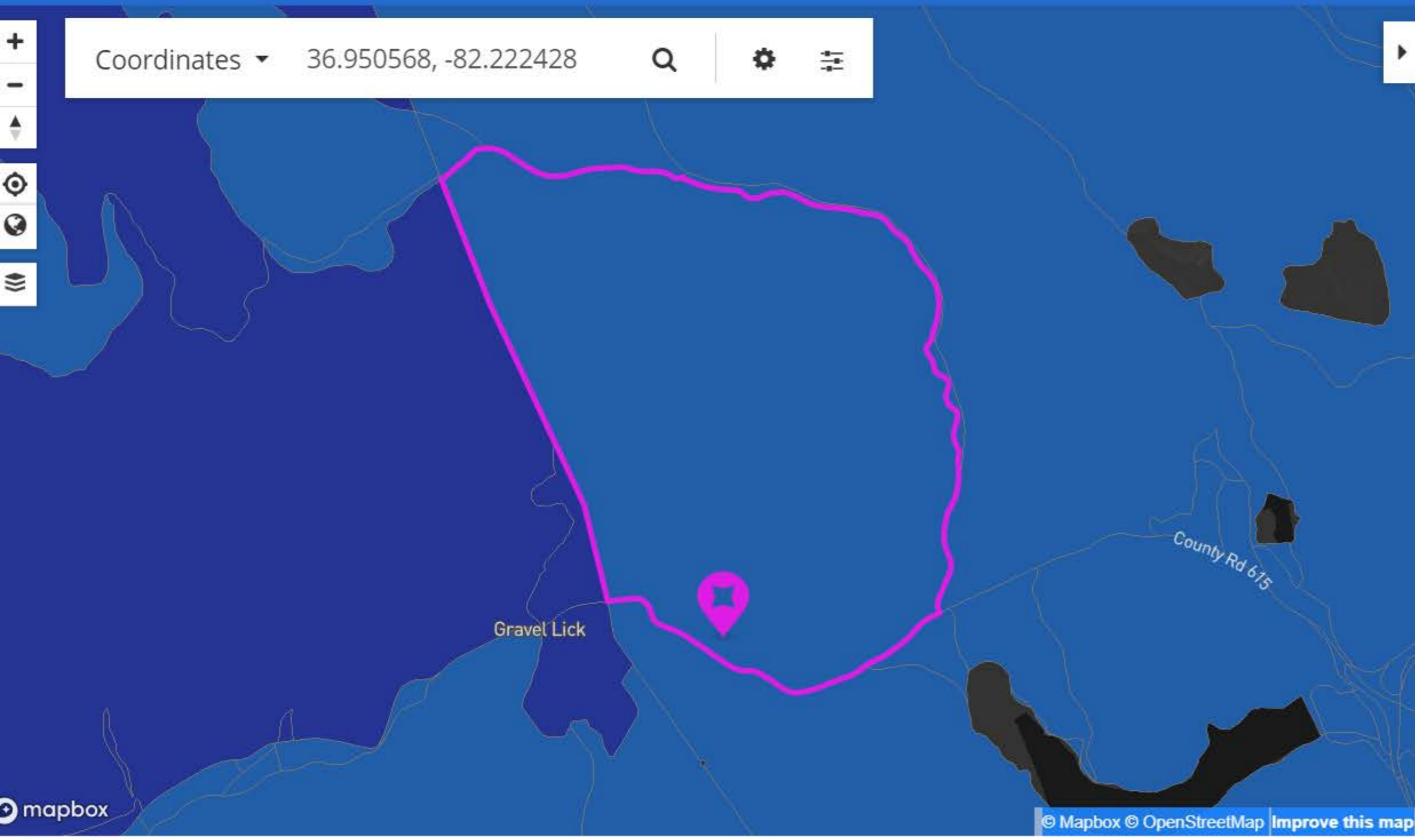
0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

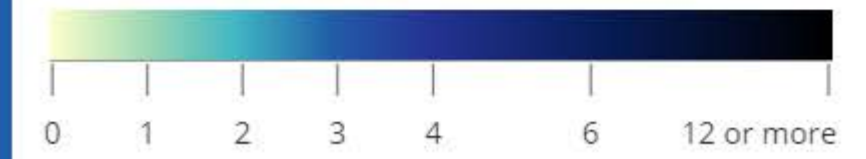
Coordinates 36.950568, -82.222428



### All Providers Reporting Service

Census block ID: 511670302002190

#### Number of Fixed Residential Broadband Providers



#### Broadband

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
Speed ≥ 25/3 Mbps  
Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▾ 36.945947, -82.215296

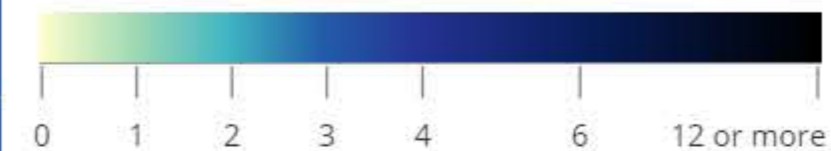


## All Providers Reporting Service



Census block ID: 511670302003065

### Number of Fixed Residential Broadband Providers



### Broadband



**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

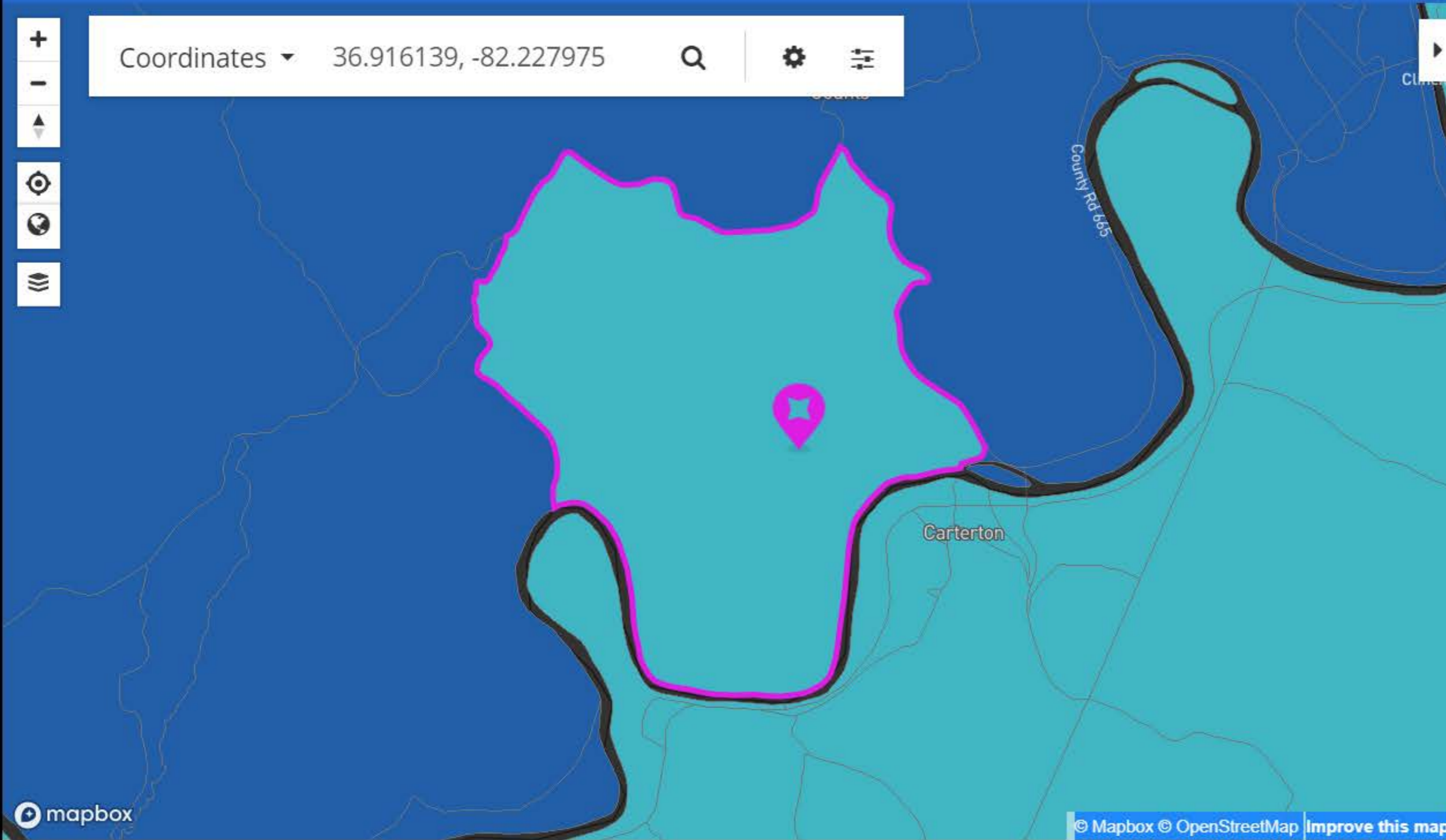
**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
<a href="#">Sunset Digital Communications, Inc./Sunset Fiber, LLC</a>	Fiber	1000	50
<a href="#">ViaSat, Inc.</a>	Satellite	35	3
<a href="#">Hughes Network Systems, LLC</a>	Satellite	25	3
<a href="#">iGo Technology, Inc.</a>	Fixed Wireless	20	2
<a href="#">VSAT Systems, LLC</a>	Satellite	2	1.3



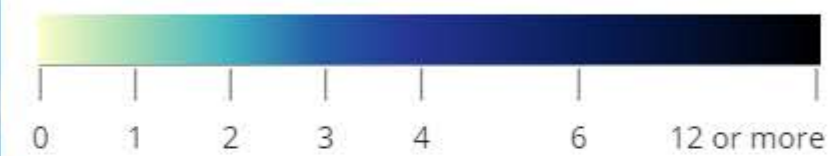
Coordinates ▾ 36.916139, -82.227975



**All Providers Reporting Service**

Census block ID: 511670306001031

**Number of Fixed Residential Broadband Providers**

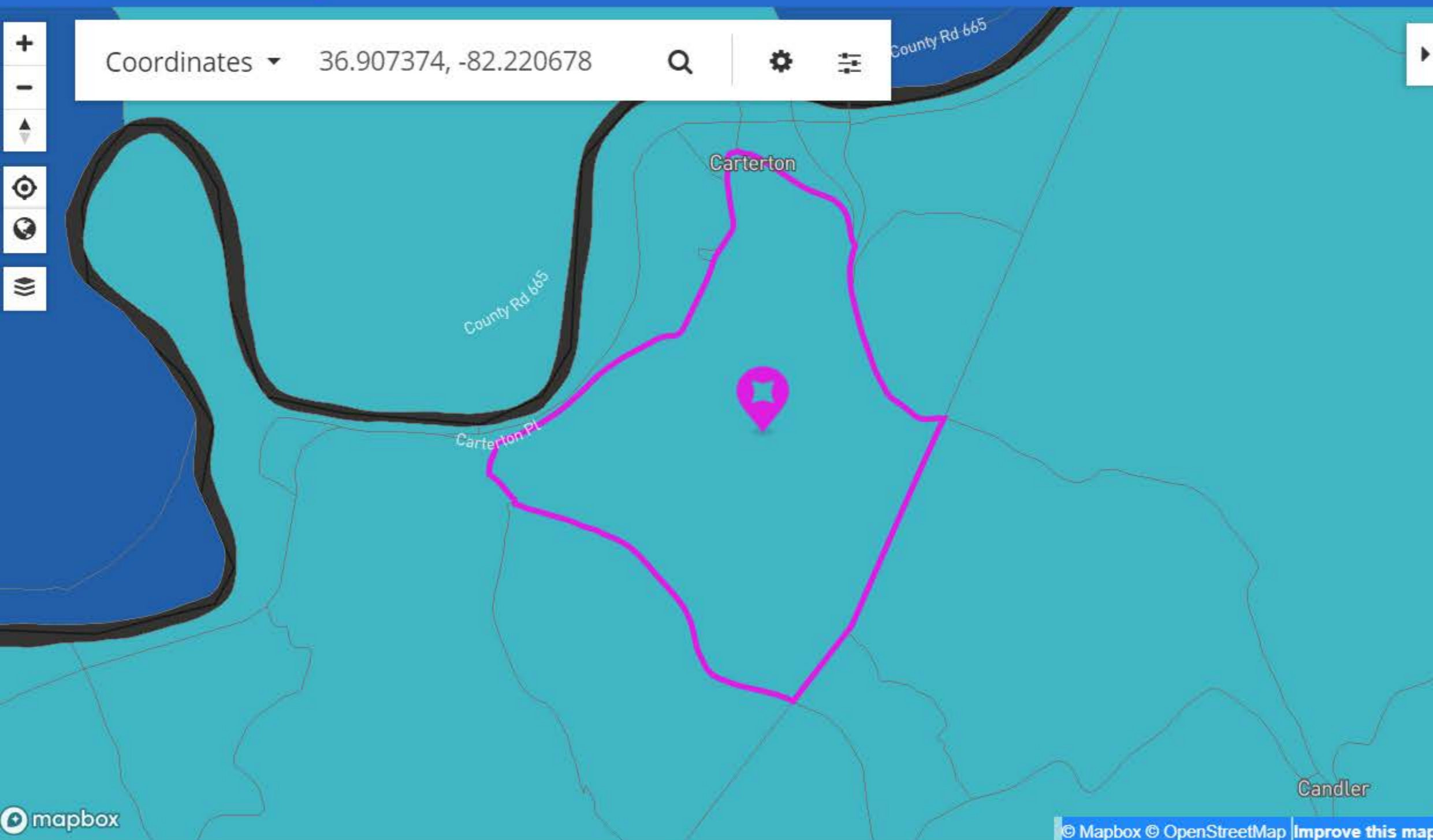


**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

Coordinates 36.907374, -82.220678



### All Providers Reporting Service

Census block ID: 511670306001027

#### Number of Fixed Residential Broadband Providers



#### Broadband

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
Speed ≥ 25/3 Mbps  
Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



### All Providers Reporting Service

Census block ID: 511670306002060

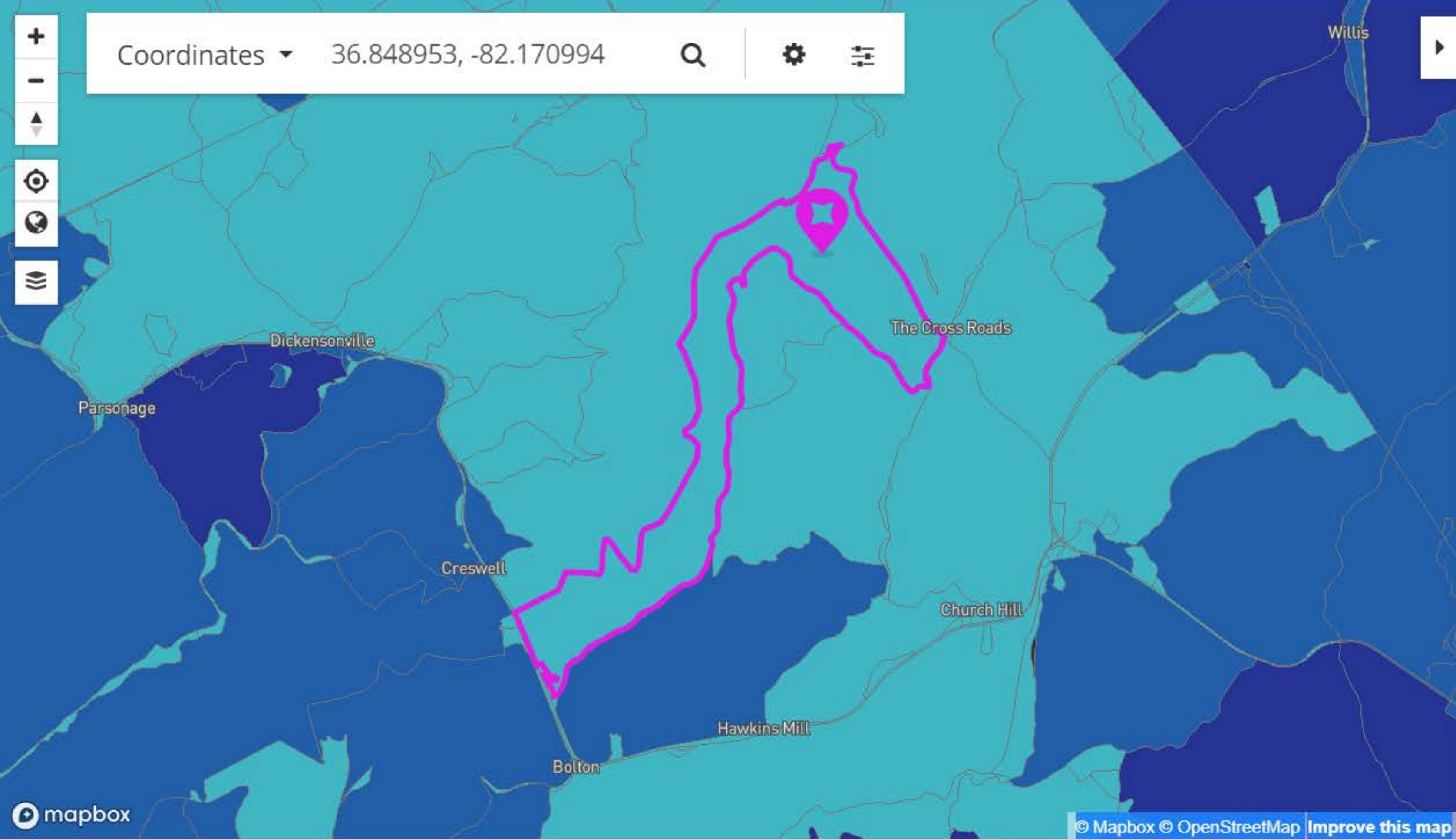
### Number of Fixed Residential Broadband Providers



### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
+ ViaSat, Inc.	Satellite	35	3
+ Hughes Network Systems, LLC	Satellite	25	3
+ iGo Technology, Inc.	Fixed Wireless	20	2
+ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511670306002075

**Number of Fixed Residential Broadband Providers**

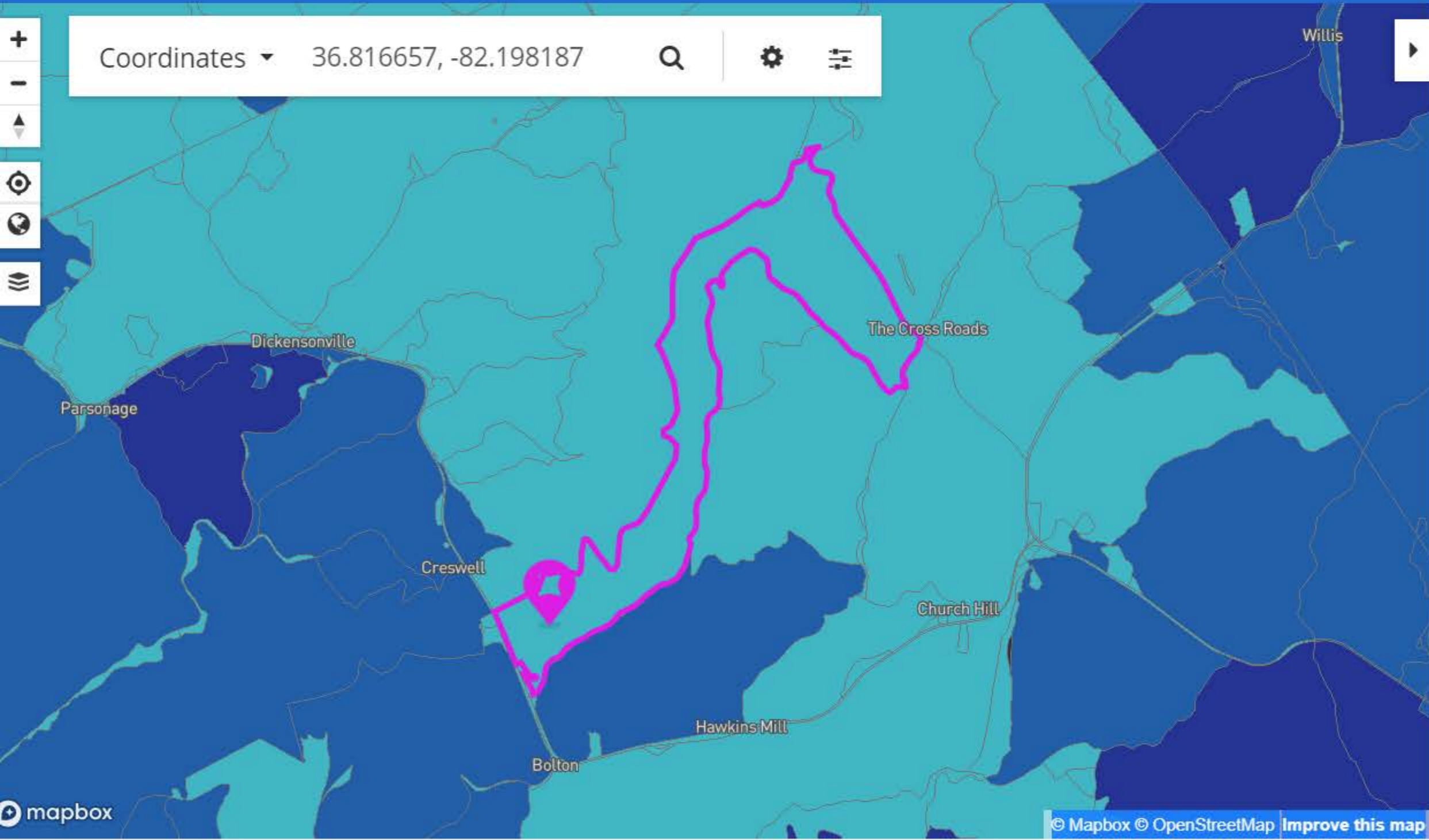
0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3





Coordinates 36.816657, -82.198187

### All Providers Reporting Service

Census block ID: 511670306002075

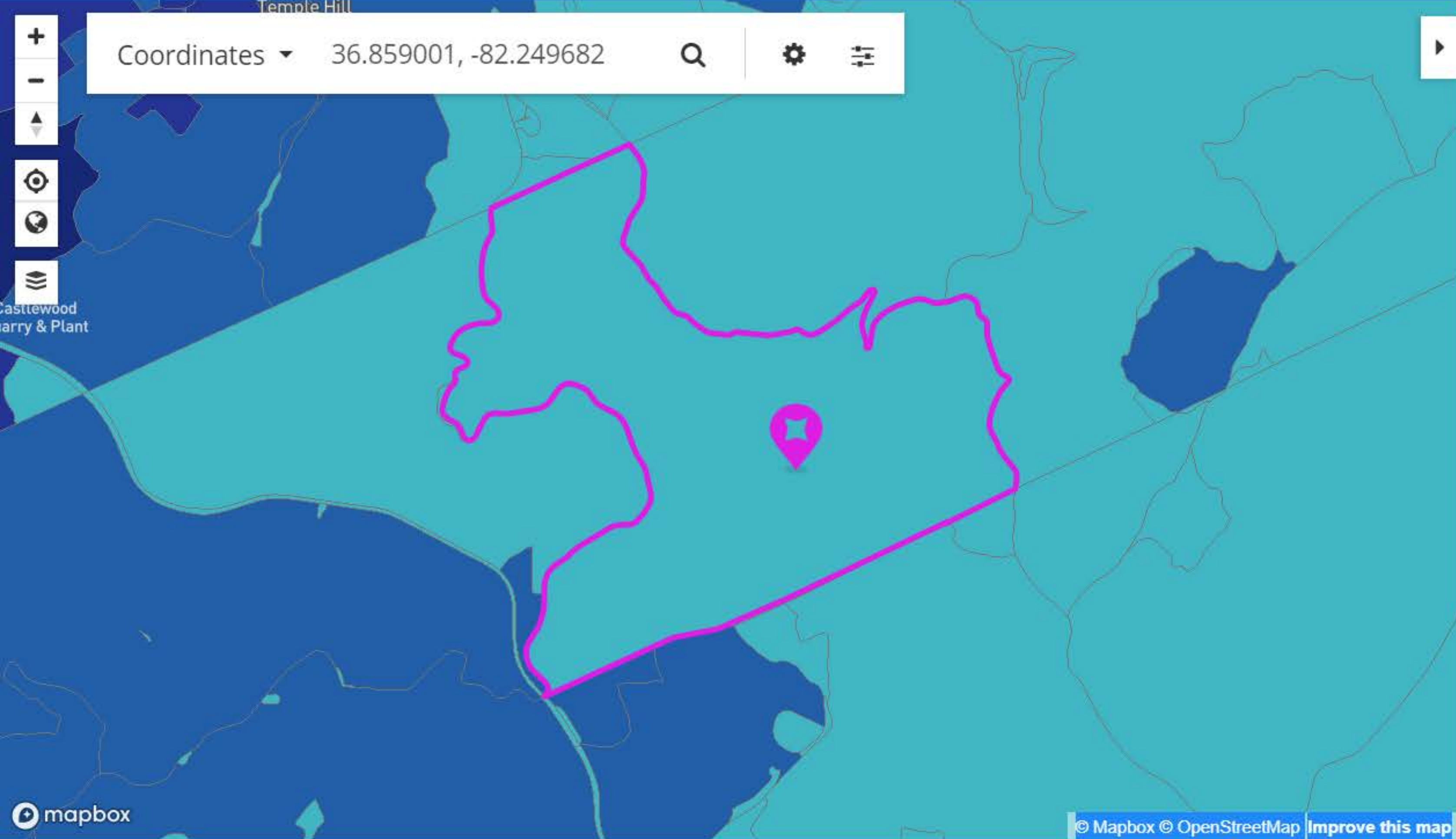
#### Number of Fixed Residential Broadband Providers



#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670306003045

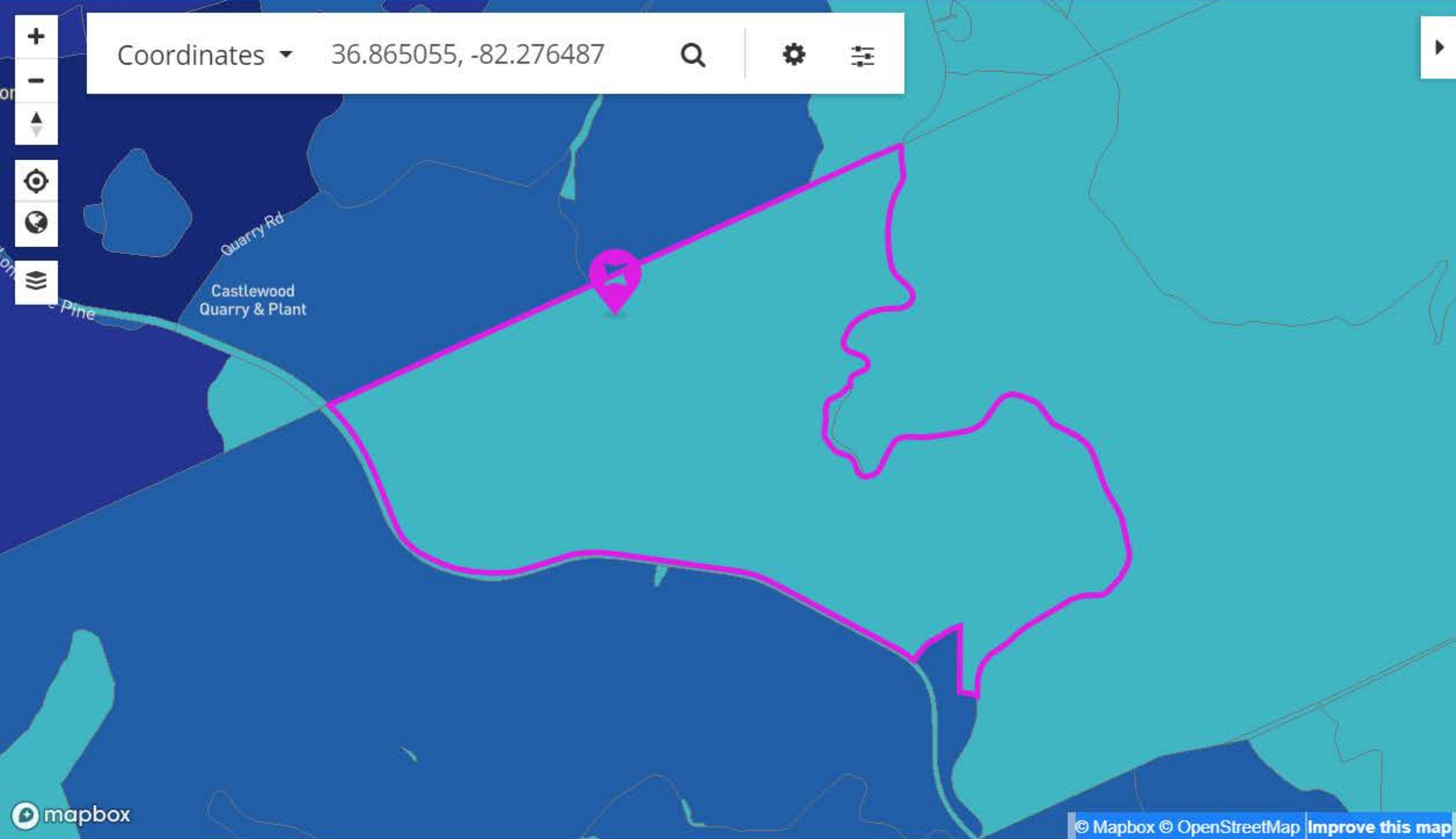
**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
Verizon Communications Inc.	ADSL	10	1
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511670306003040

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

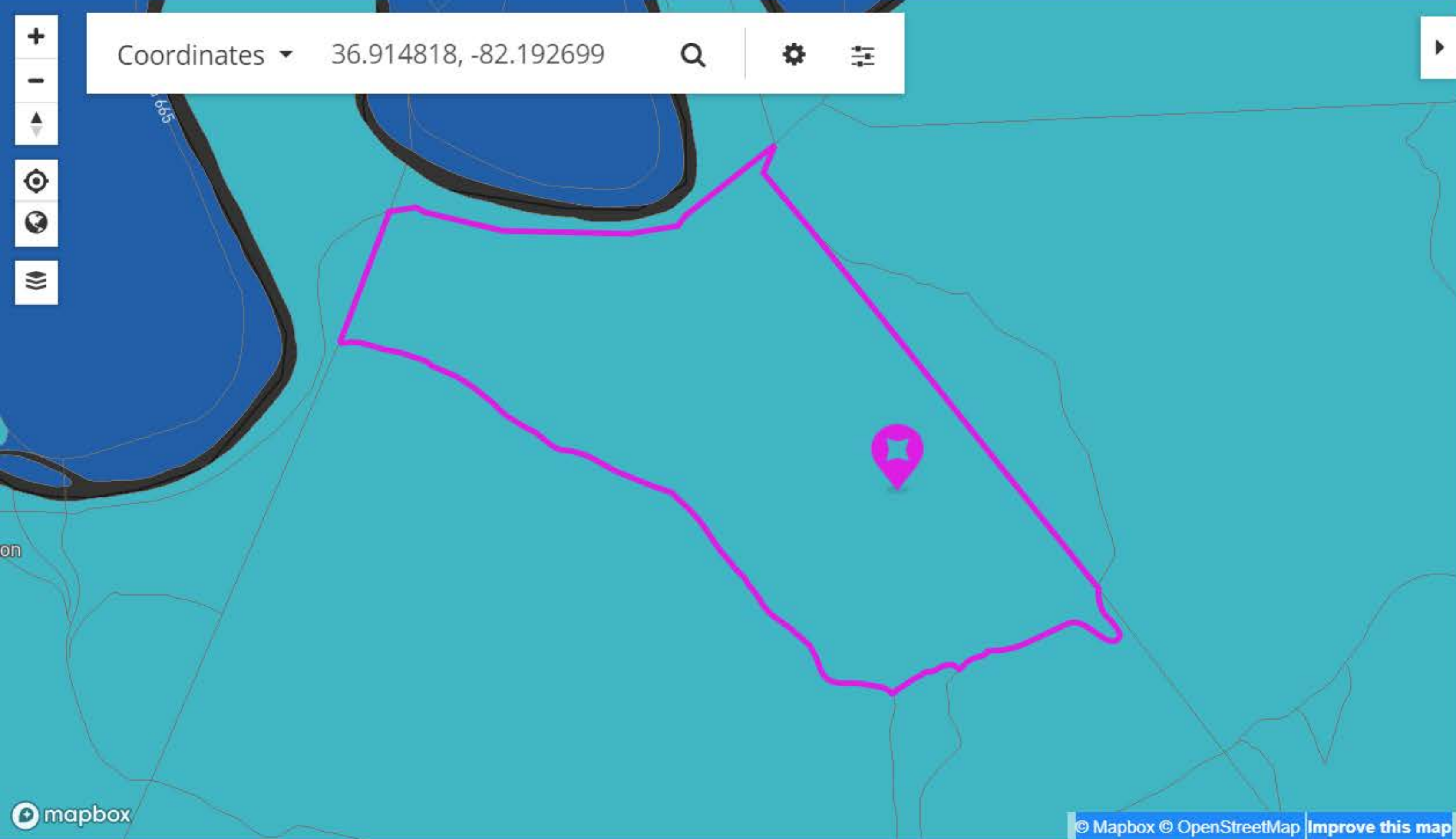
**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670306001017

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

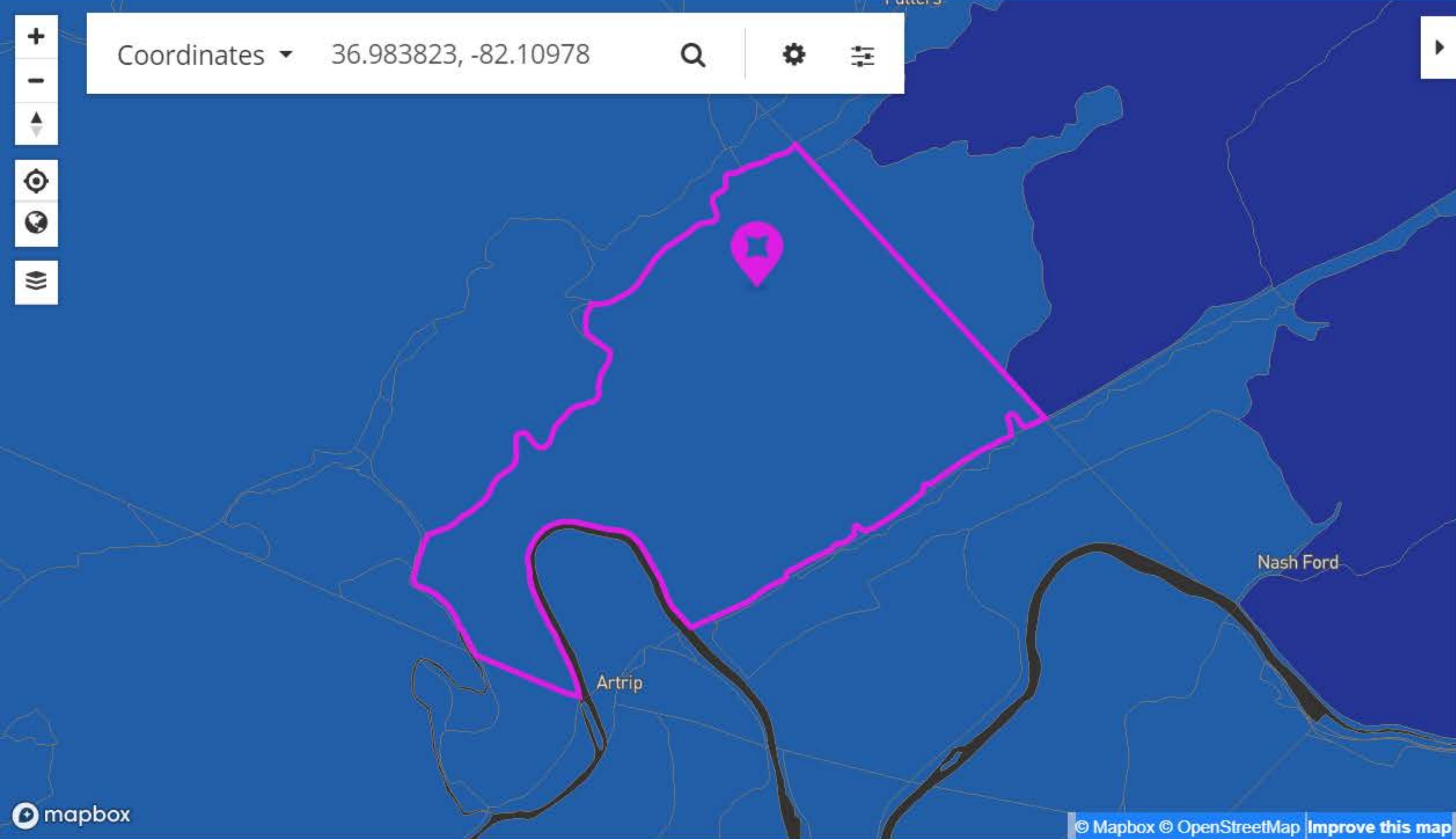
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	35	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ iGo Technology, Inc.	Fixed Wireless	20	2
➤ VSAT Systems, LLC	Satellite	2	1.3



Coordinates 36.983823, -82.10978

**All Providers Reporting Service**

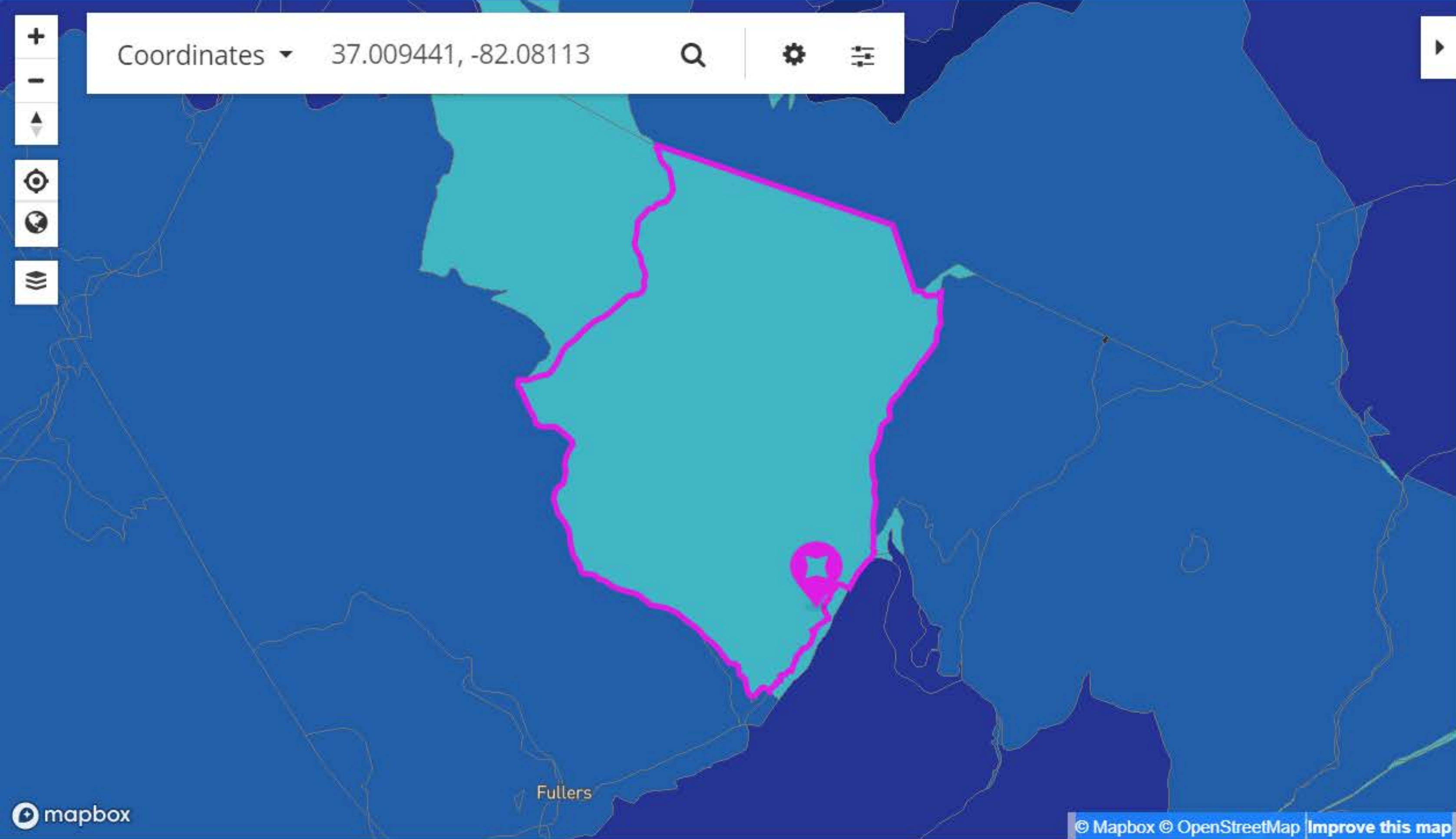
Census block ID: 511670302004015

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670305001022

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

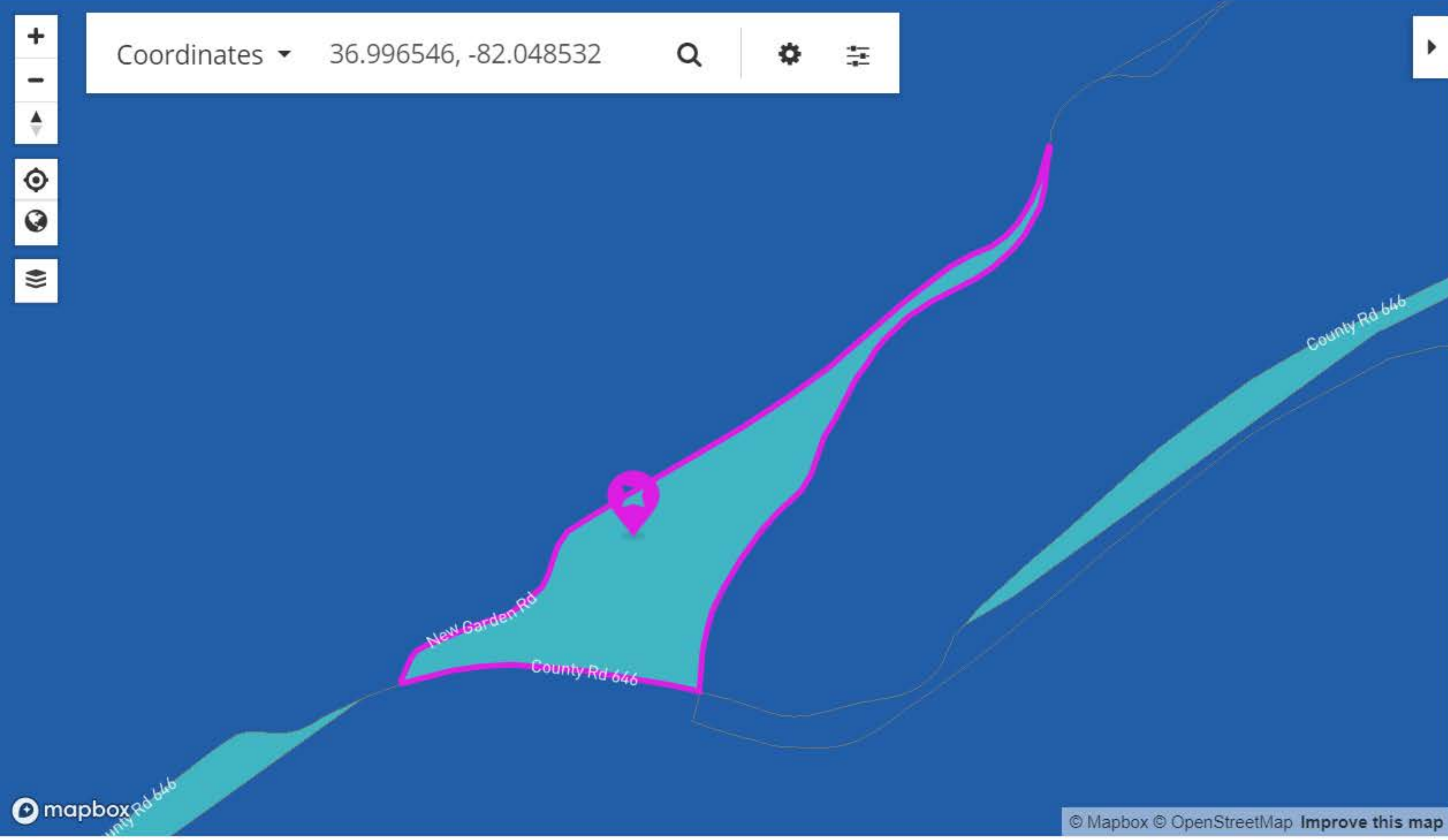
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	35	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ iGo Technology, Inc.	Fixed Wireless	20	2
➤ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

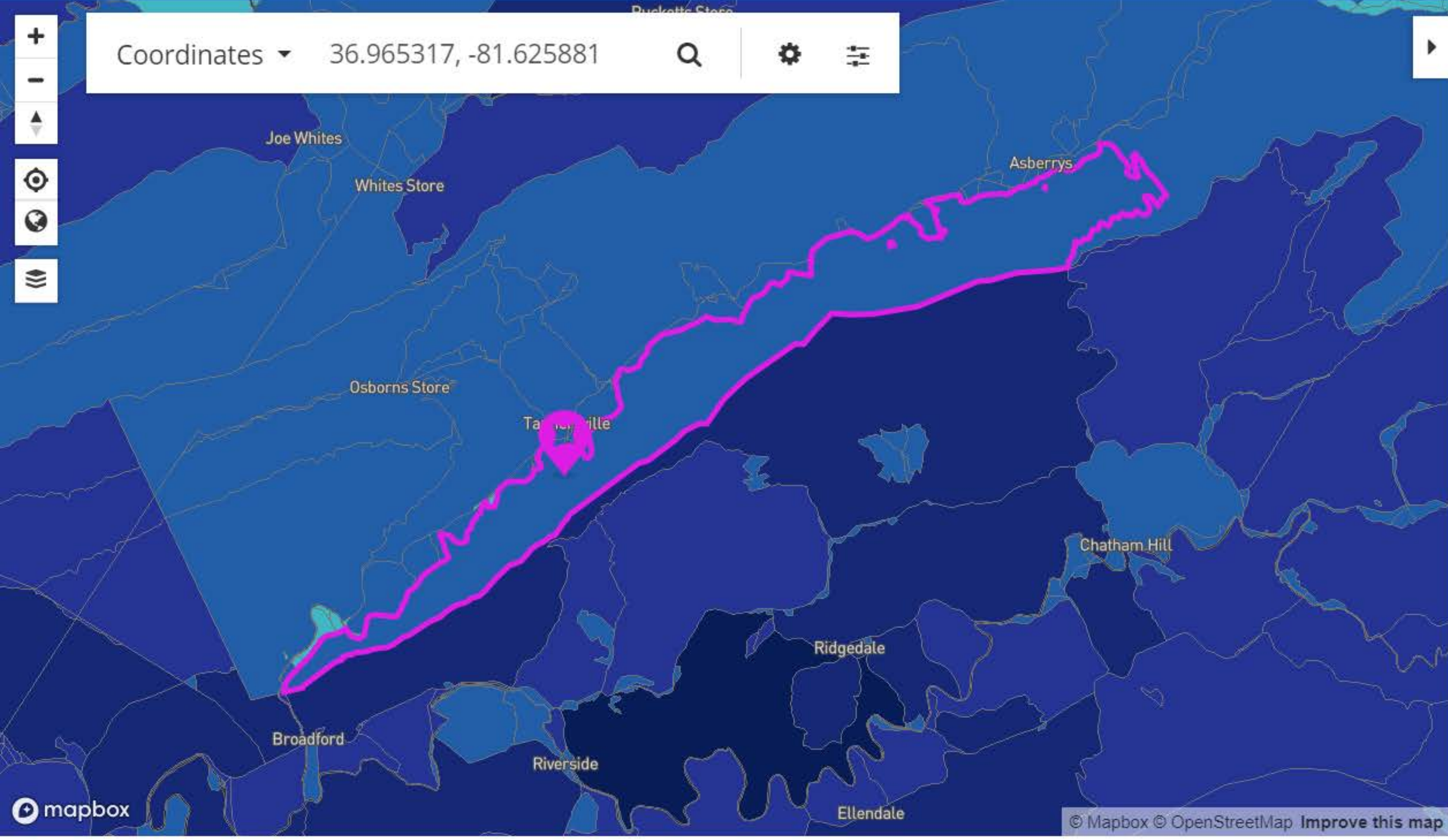
Census block ID: 511670305001030

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511850206003057

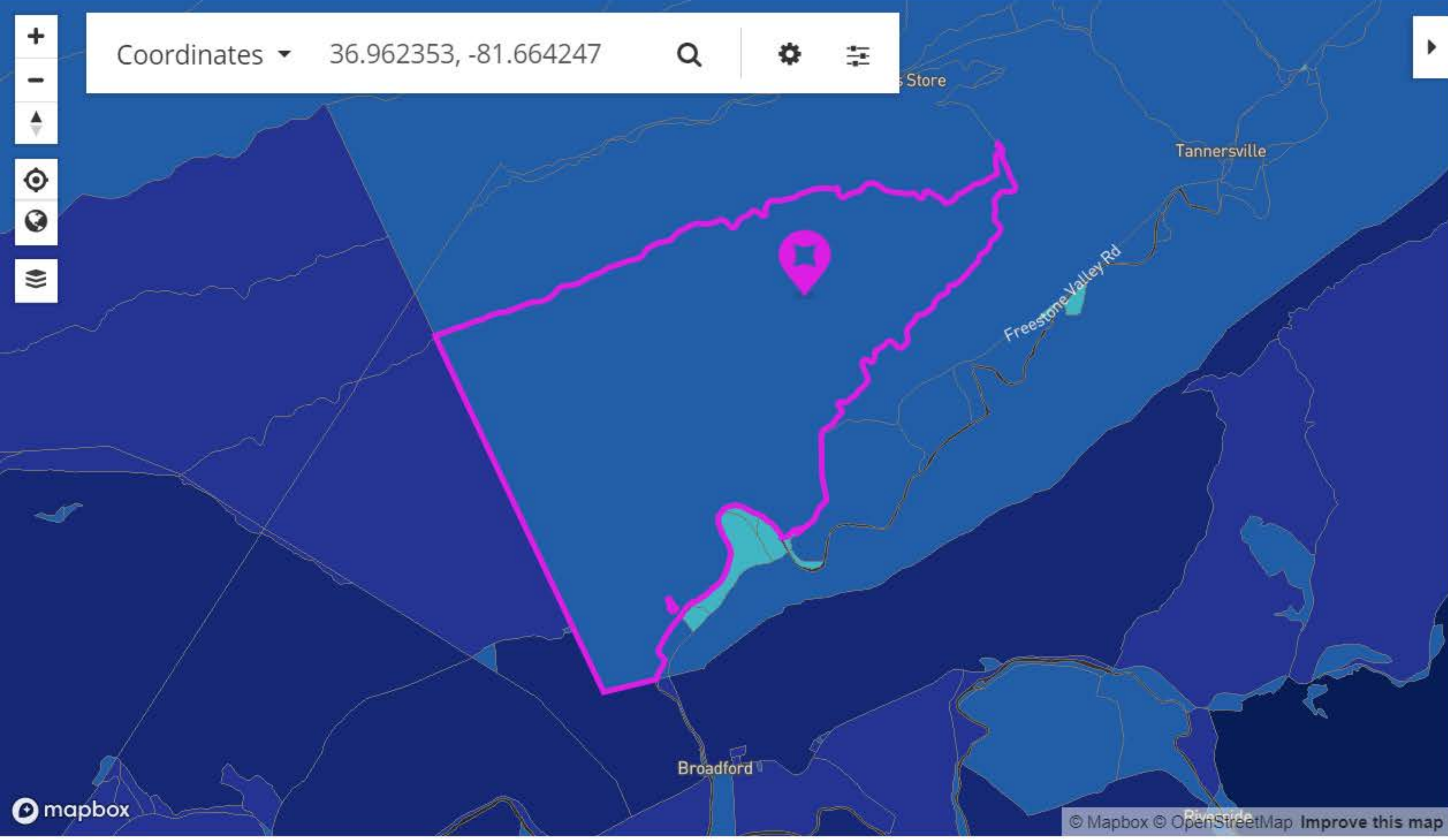
**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
CenturyLink, Inc.	ADSL	10	1
Telephone and Data Systems, Inc.	Fixed Wireless	2	2
VSAT Systems, LLC	Satellite	2	1.2





Coordinates ▾ 36.962353, -81.664247 🔍 ⚙️ 📏

▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850206003085

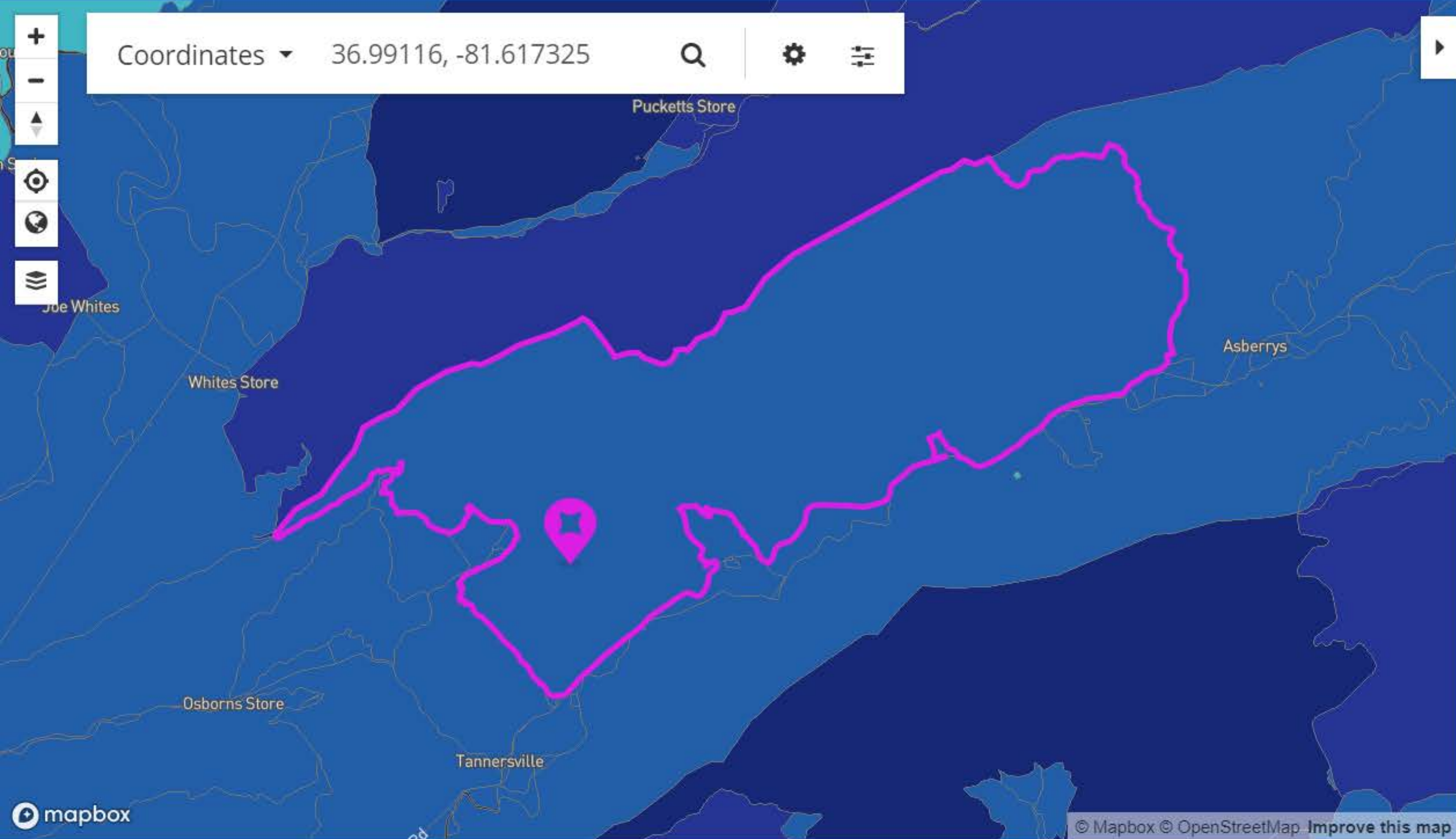
**Number of Fixed Residential Broadband Providers**



**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
WVVA.net Inc.	Fixed Wireless	50	3
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
CenturyLink, Inc.	ADSL	10	1
Telephone and Data Systems, Inc.	Fixed Wireless	2	2
VIA SAT Systems, LLC	Satellite	2	1.2



Coordinates 36.99116, -81.617325

All Providers Reporting Service

Census block ID: 511850206003024

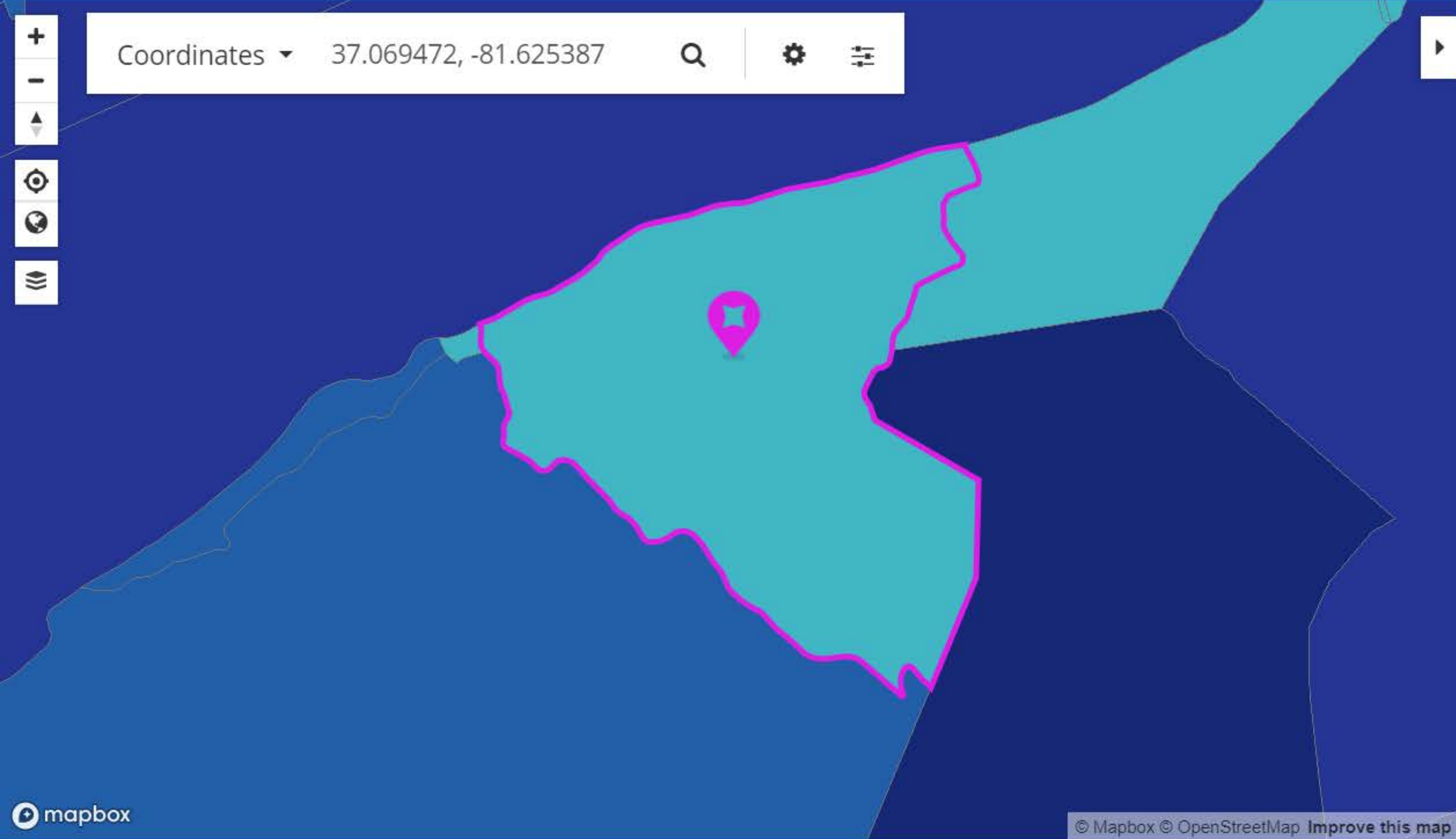
Number of Fixed Residential Broadband Providers



Broadband

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other
Speed ≥ 25/3 Mbps
Date June 2019 (latest public release)

Table with 4 columns: Provider, Tech, Down (Mbps), Up (Mbps). Rows include ViaSat, Inc., WWVA.net Inc., Hughes Network Systems, LLC, and VSAT Systems, LLC.

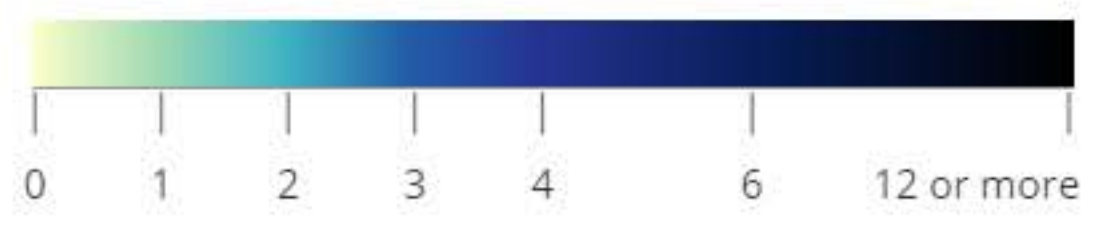


Coordinates ▾ 37.069472, -81.625387 🔍 ⚙️ 📏

▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850206002013

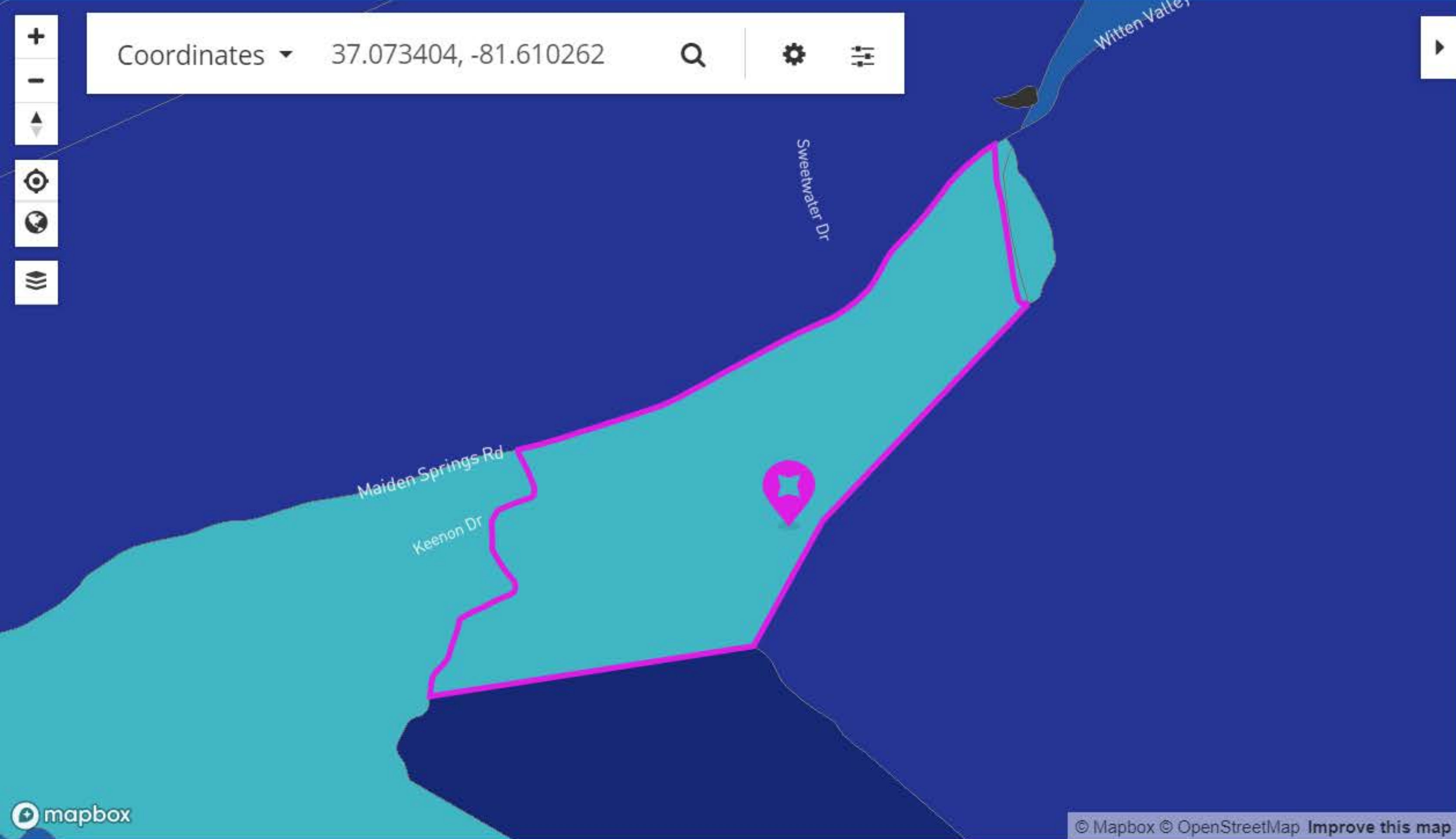
**Number of Fixed Residential Broadband Providers**



**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3
Verizon Communications Inc.	ADSL	1	0.384



Coordinates ▾ 37.073404, -81.610262 🔍 ⚙️ 📏

▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850206002006

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	100	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ VSAT Systems, LLC	Satellite	2	1.3



© Mapbox © OpenStreetMap Improve this map



Coordinates 37.044461, -81.662398

**All Providers Reporting Service**

Census block ID: 511850206002058

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850206001216

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

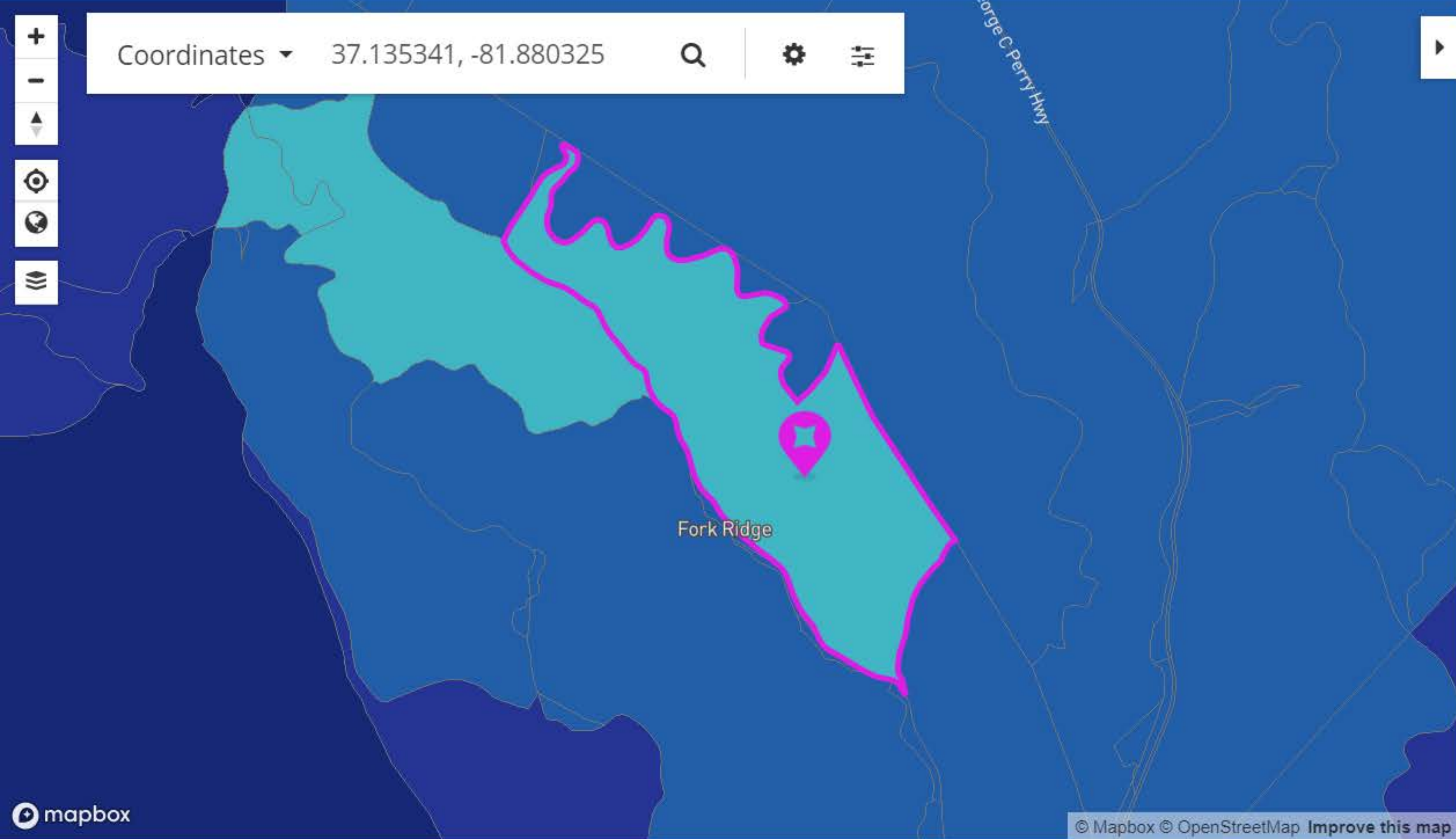
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	35	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 511850205002022

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

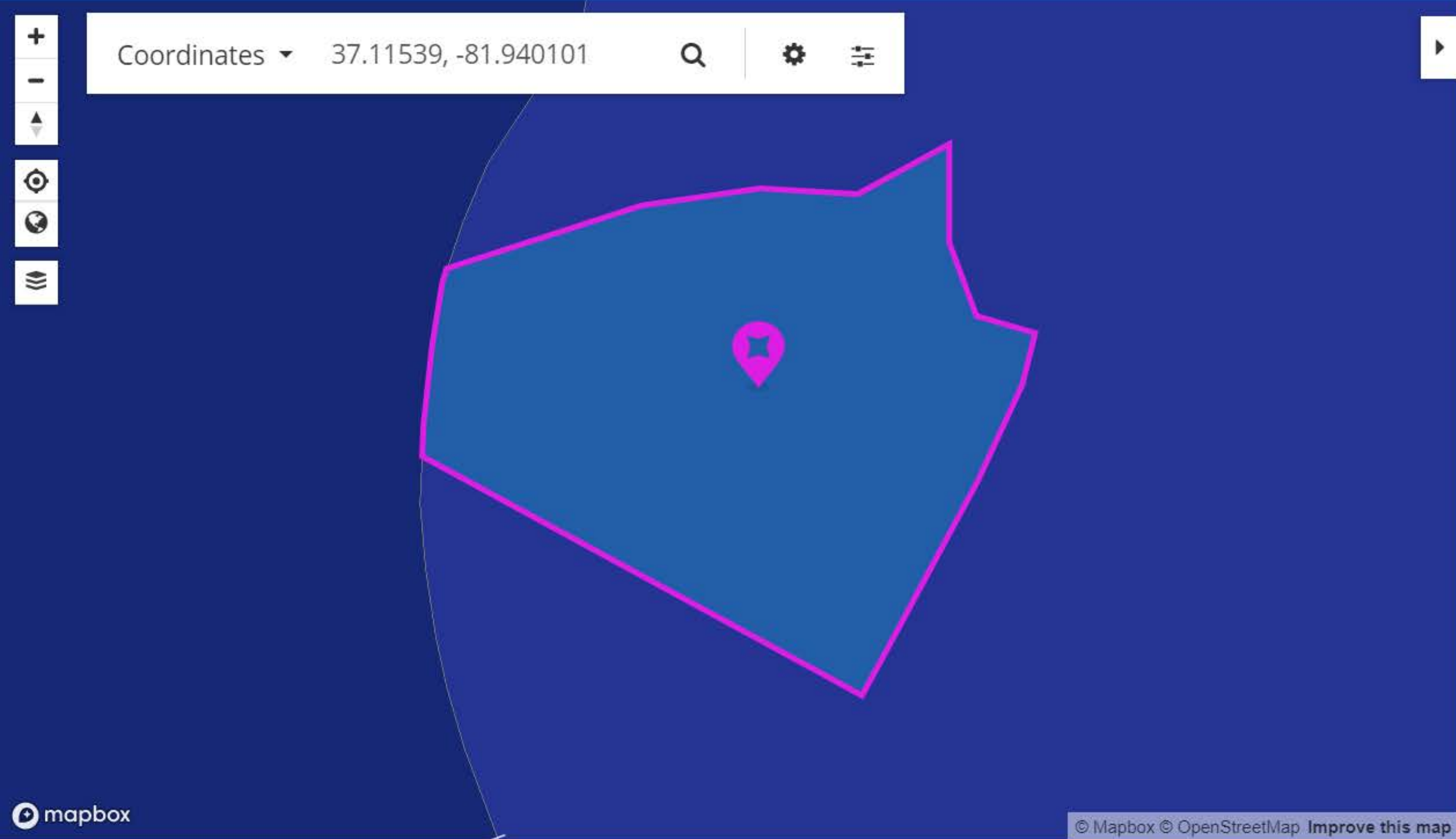
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
Verizon Communications Inc.	ADSL	5	0.768
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511670301001054

**Number of Fixed Residential Broadband Providers**

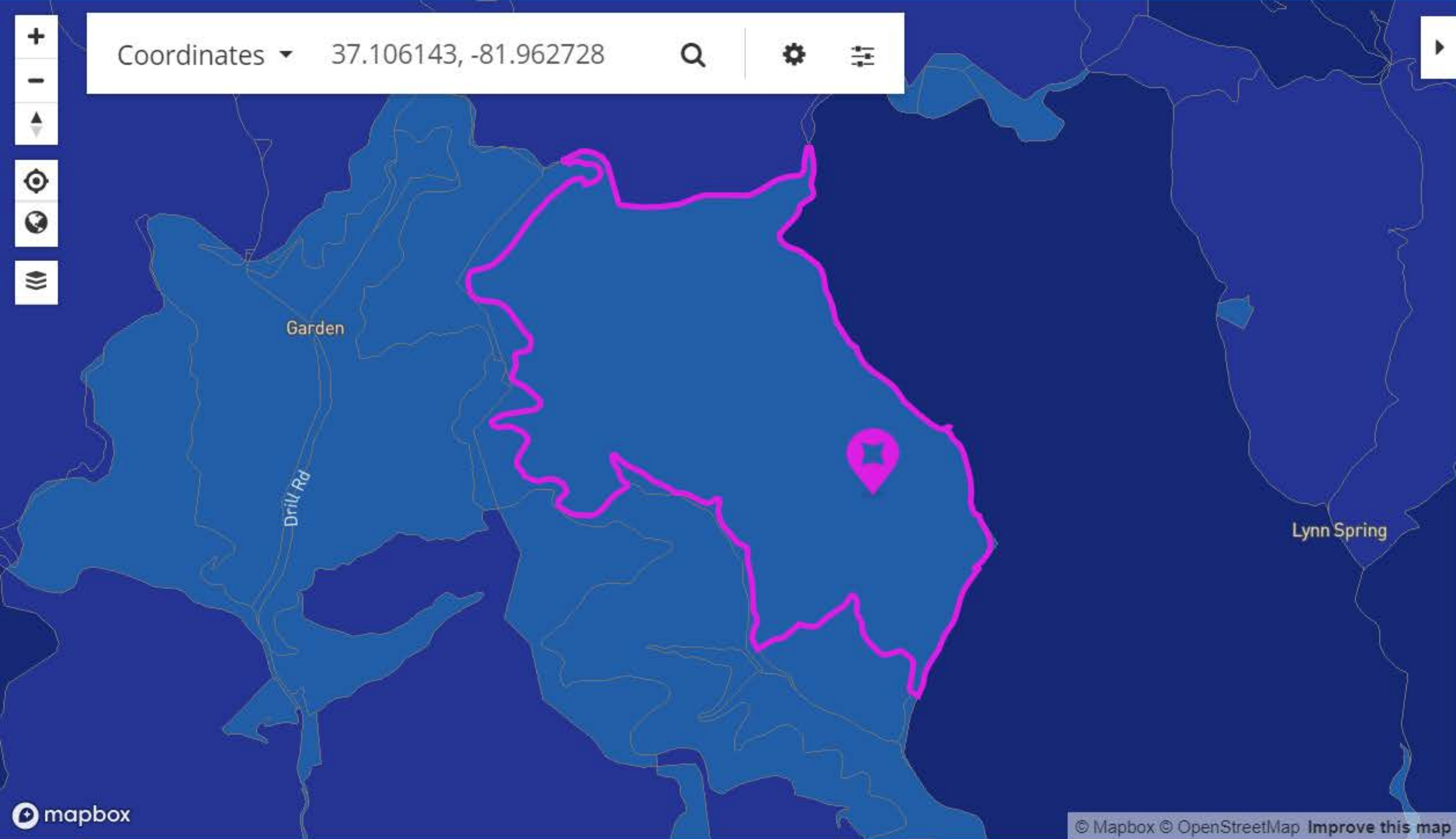
0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3





**All Providers Reporting Service**

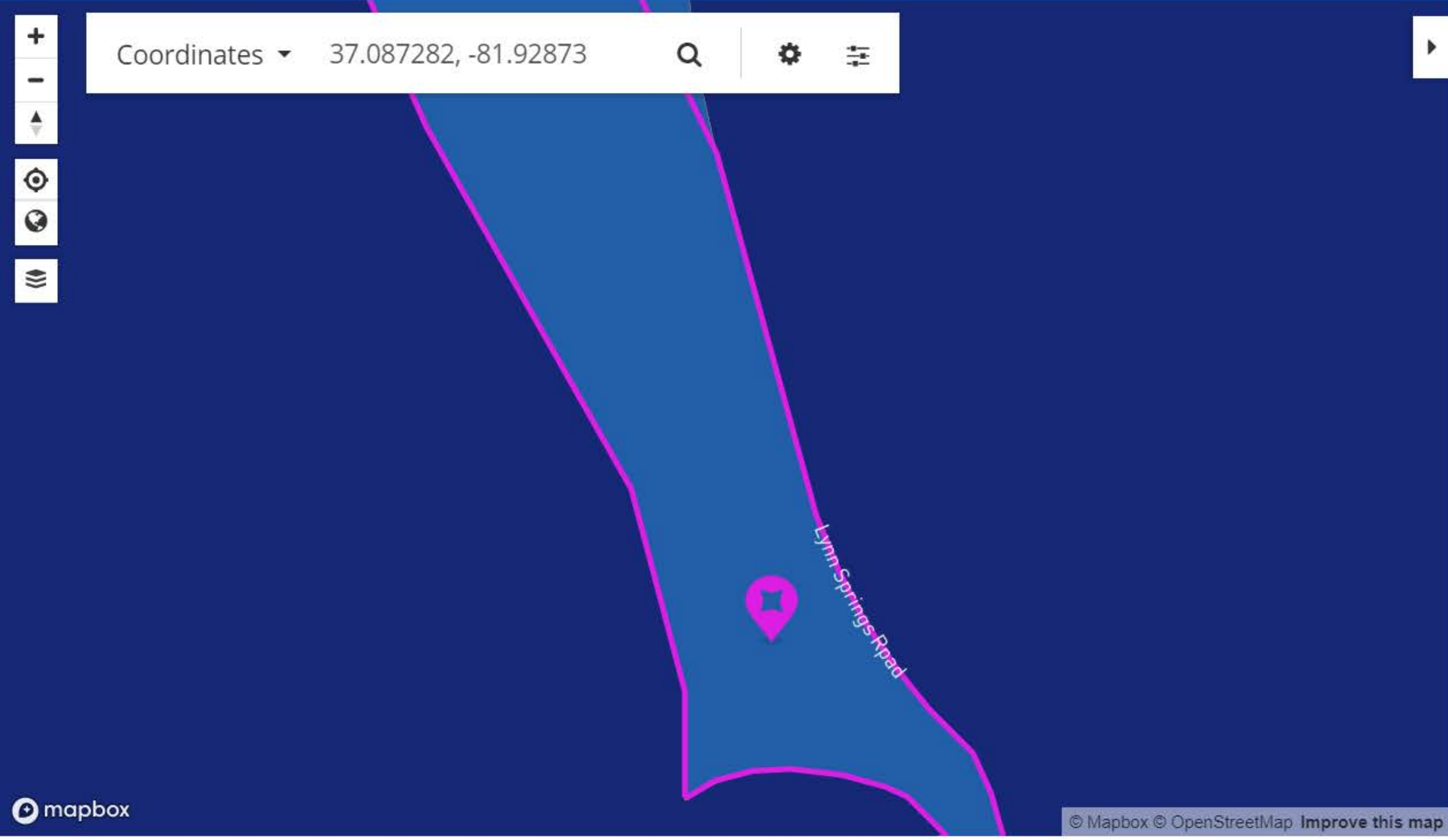
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511670301001047

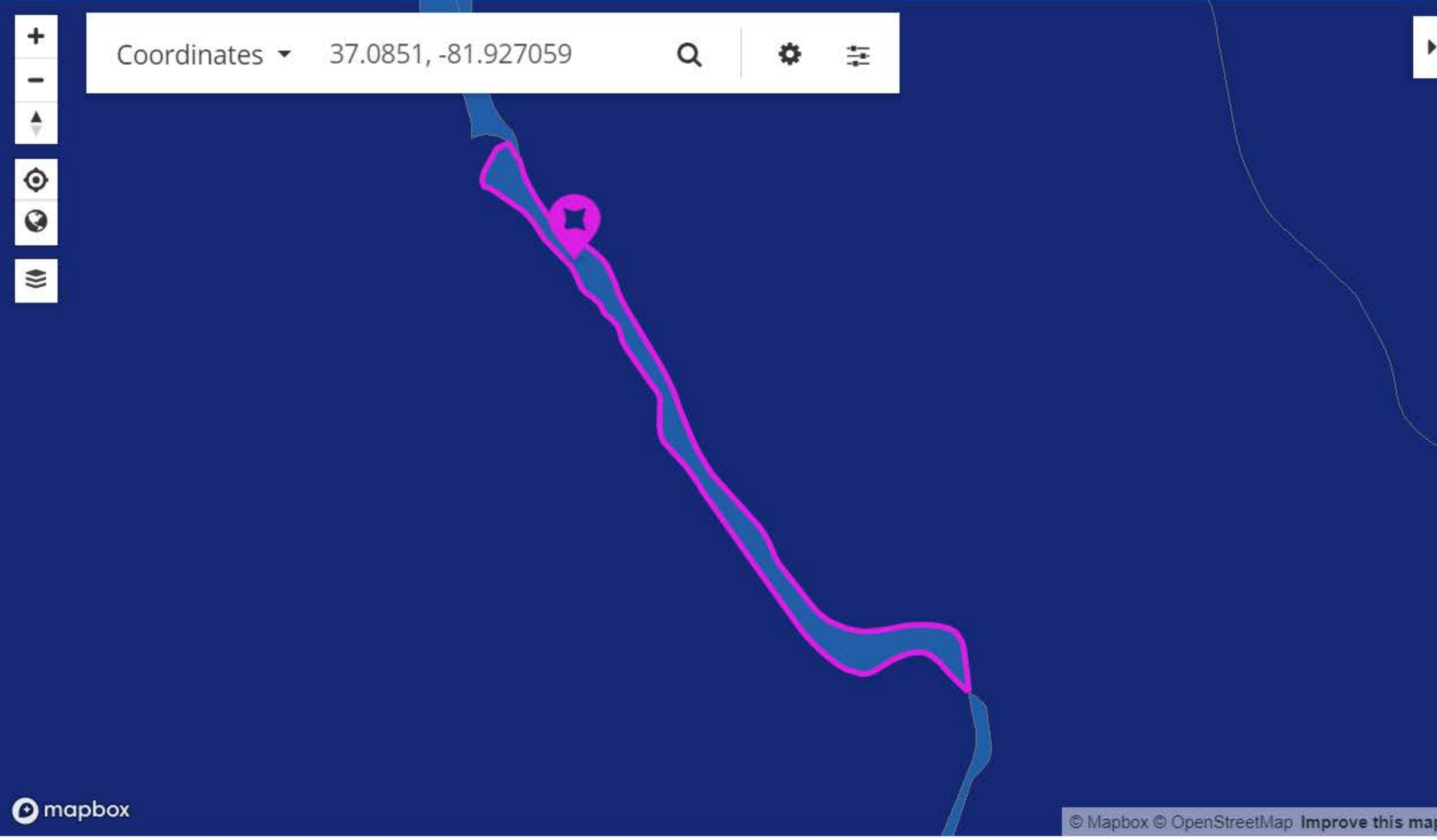
**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511670301001045

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



Coordinates 37.056787, -81.873944

**All Providers Reporting Service**

Census block ID: 511670301002010

**Number of Fixed Residential Broadband Providers**

**Broadband**

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
 Speed ≥ 25/3 Mbps  
 Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



Coordinates 37.060891, -81.858469

**All Providers Reporting Service**

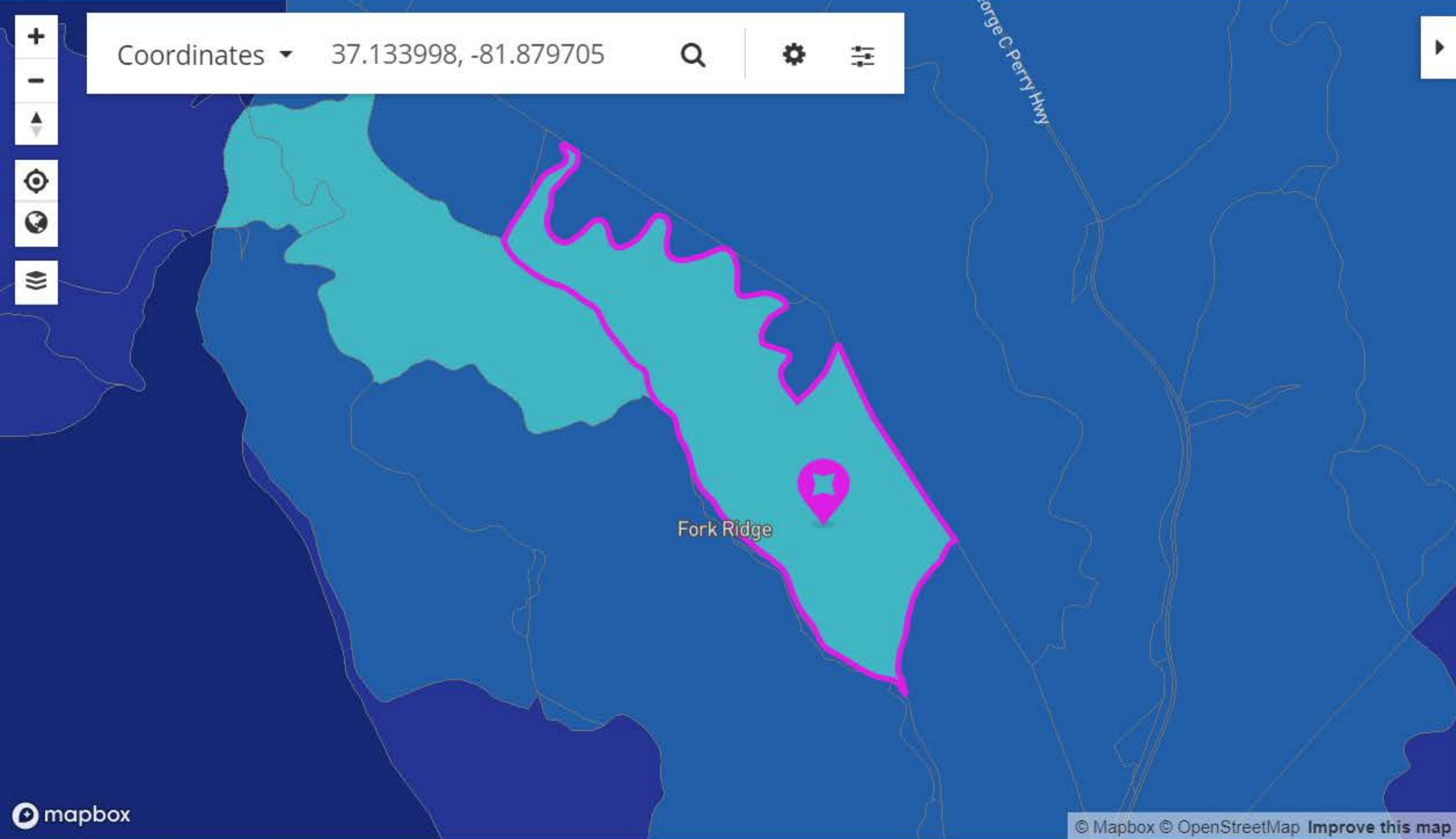
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850205002022

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

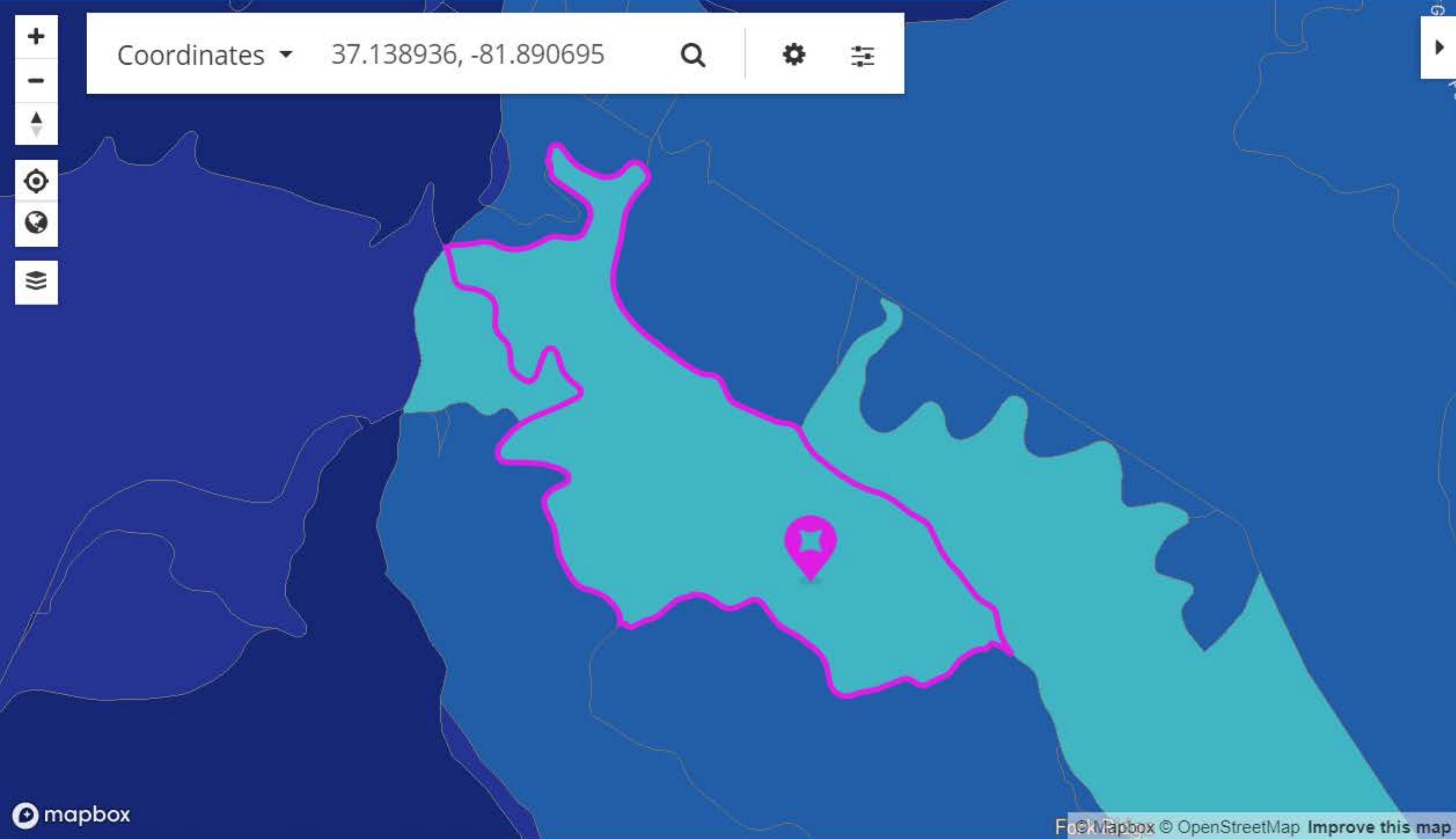
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
Verizon Communications Inc.	ADSL	5	0.768
VSAT Systems, LLC	Satellite	2	1.3



Coordinates 37.138936, -81.890695

**All Providers Reporting Service**

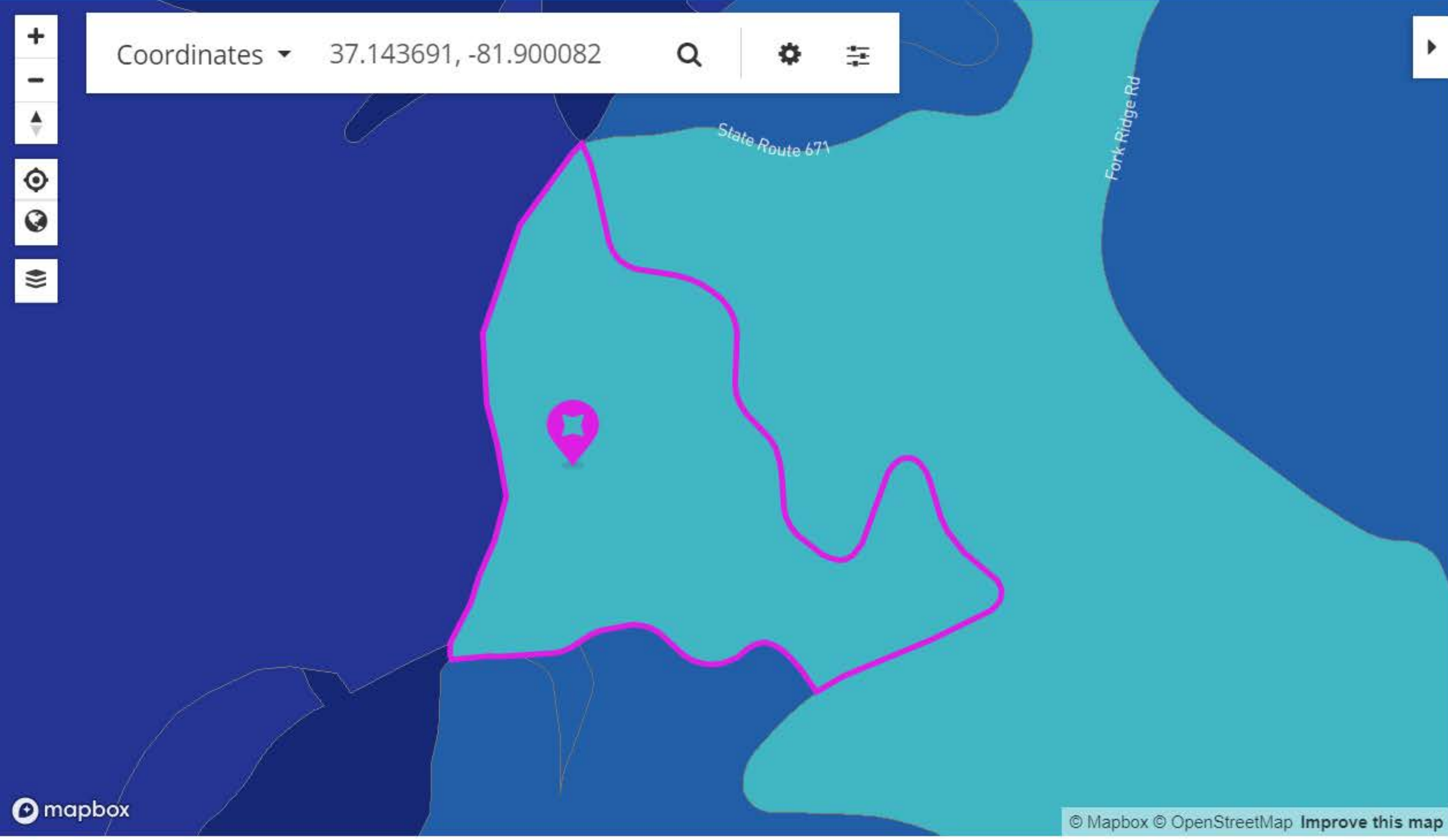
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3
Verizon Communications Inc.	ADSL	1.5	0.384



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 511850205002036

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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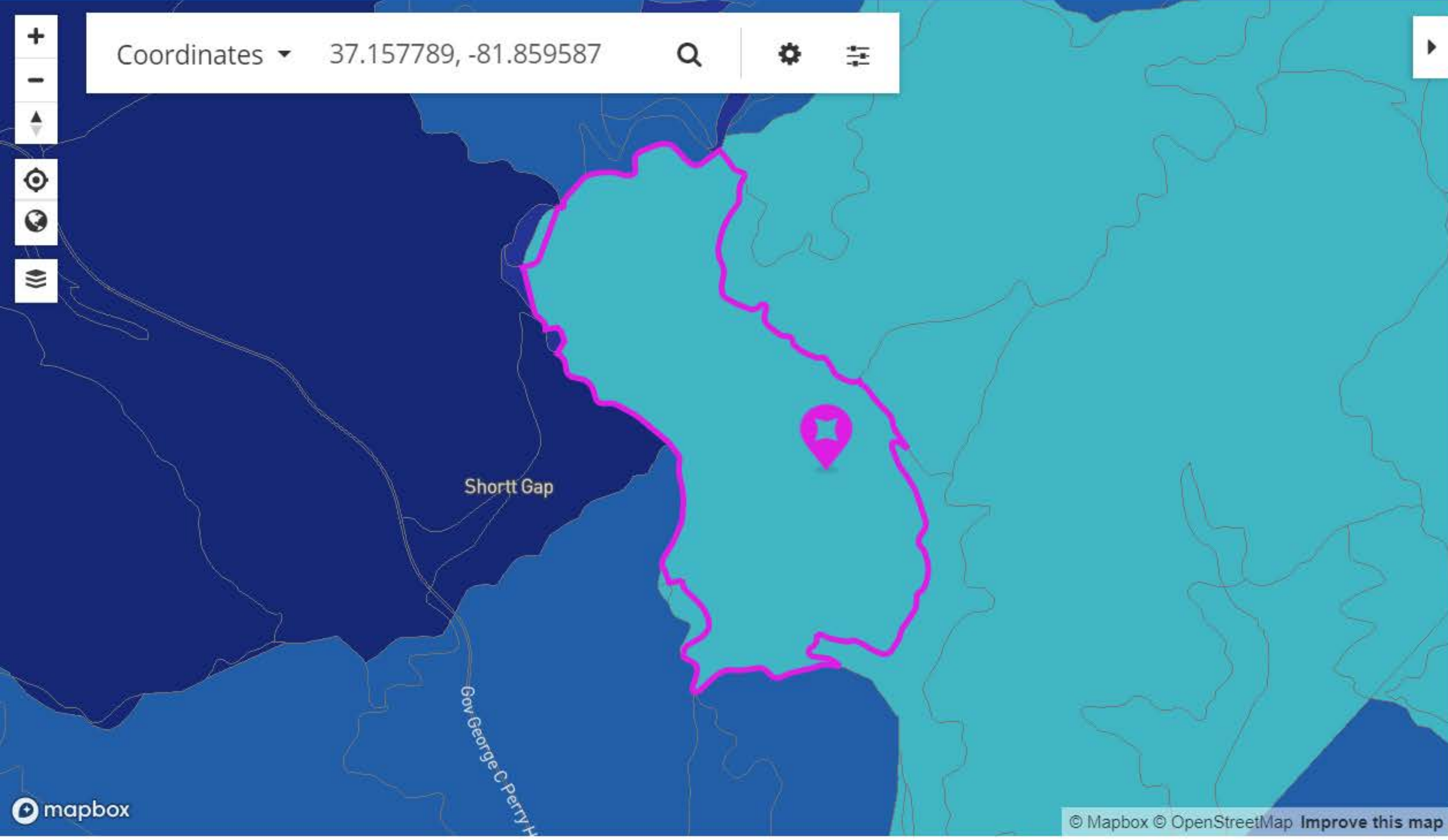
**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
🇺🇸 ViaSat, Inc.	Satellite	35	3
🇺🇸 Hughes Network Systems, LLC	Satellite	25	3
🇺🇸 iGo Technology, Inc.	Fixed Wireless	20	2
🇺🇸 Verizon Communications Inc.	ADSL	15	1
🇺🇸 VSAT Systems, LLC	Satellite	2	1.3





**All Providers Reporting Service**

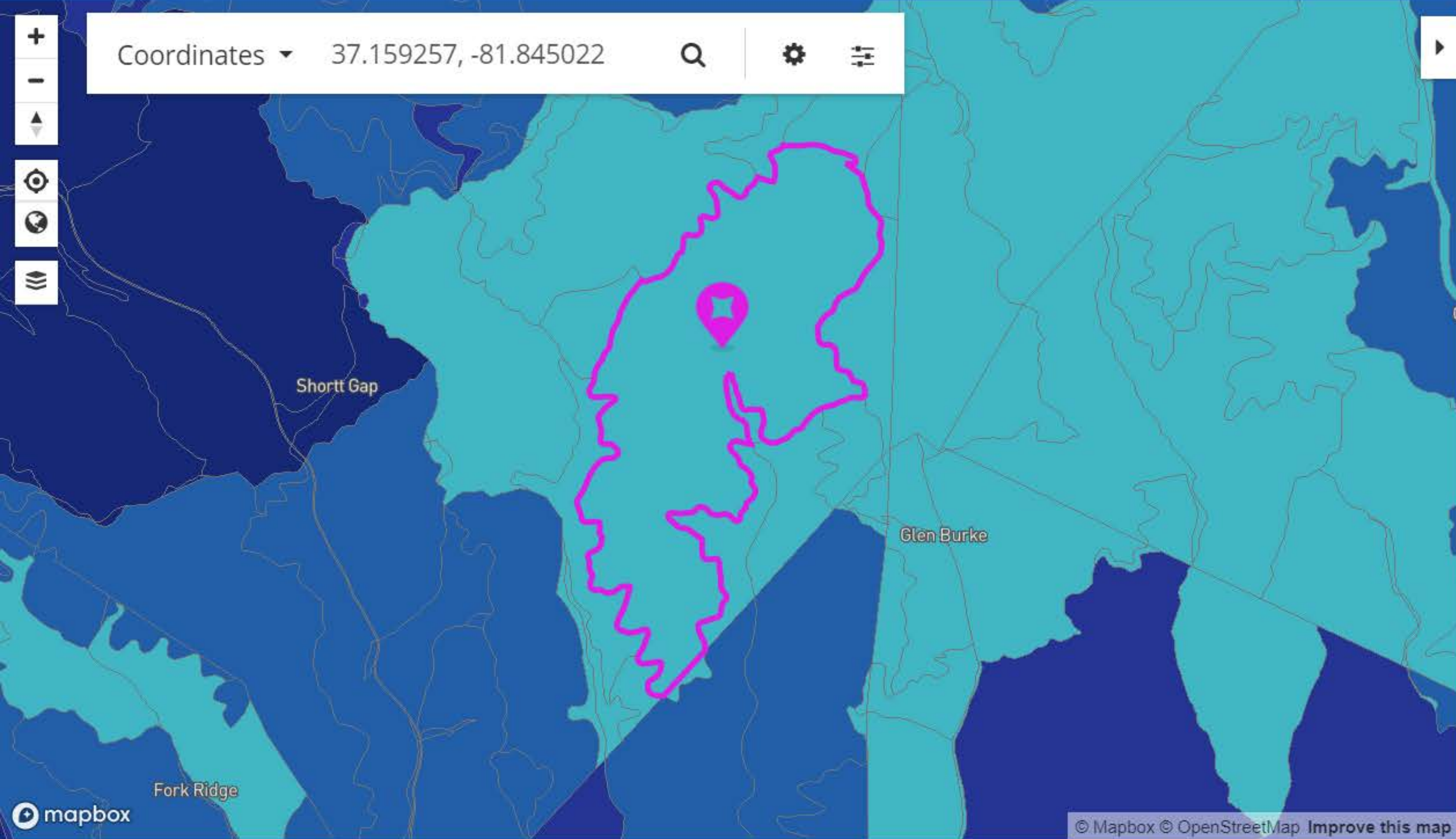
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3
Verizon Communications Inc.	ADSL	1	0.384



**All Providers Reporting Service**

Census block ID: 511850209002006

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

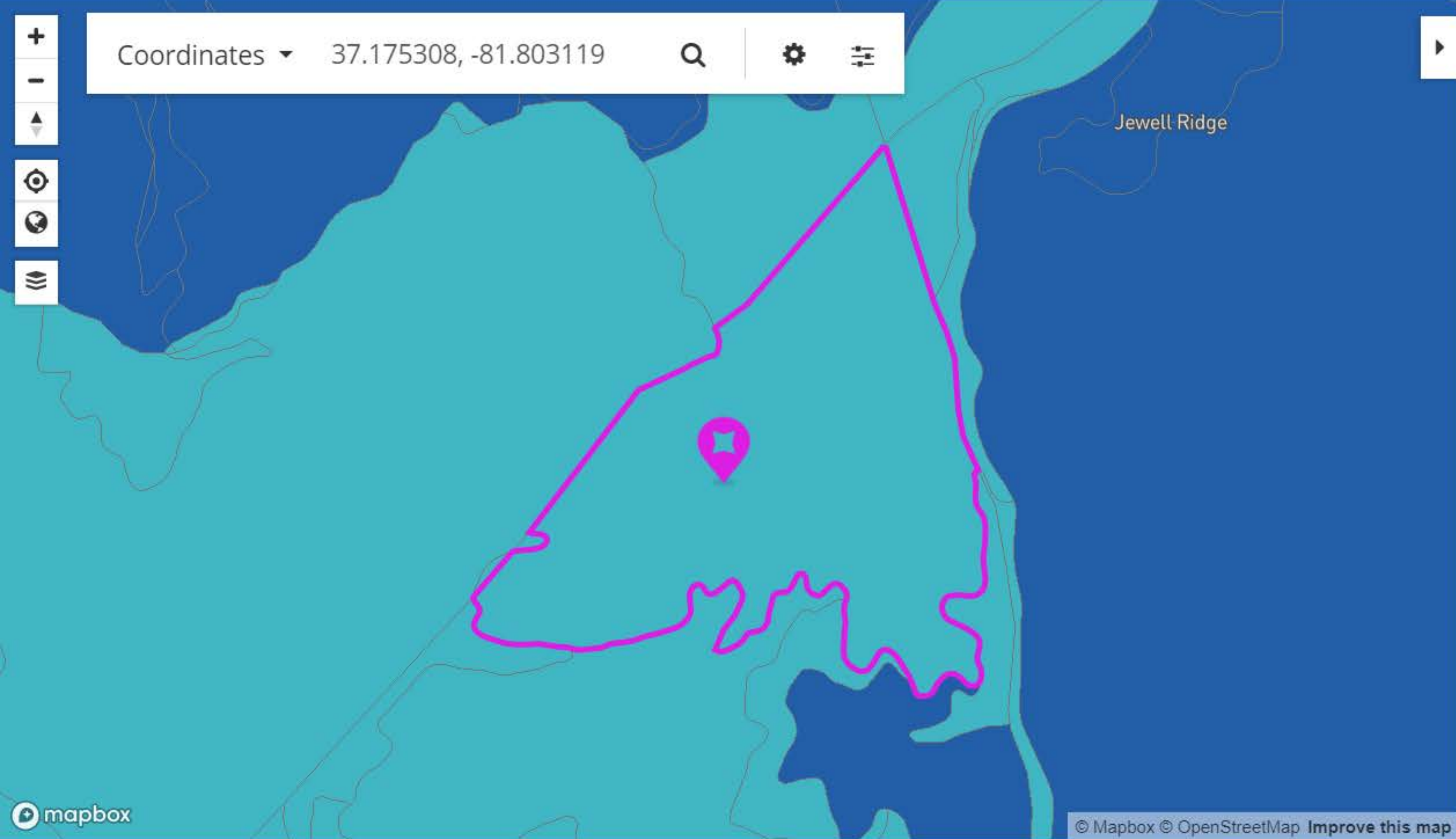
**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850209001004

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

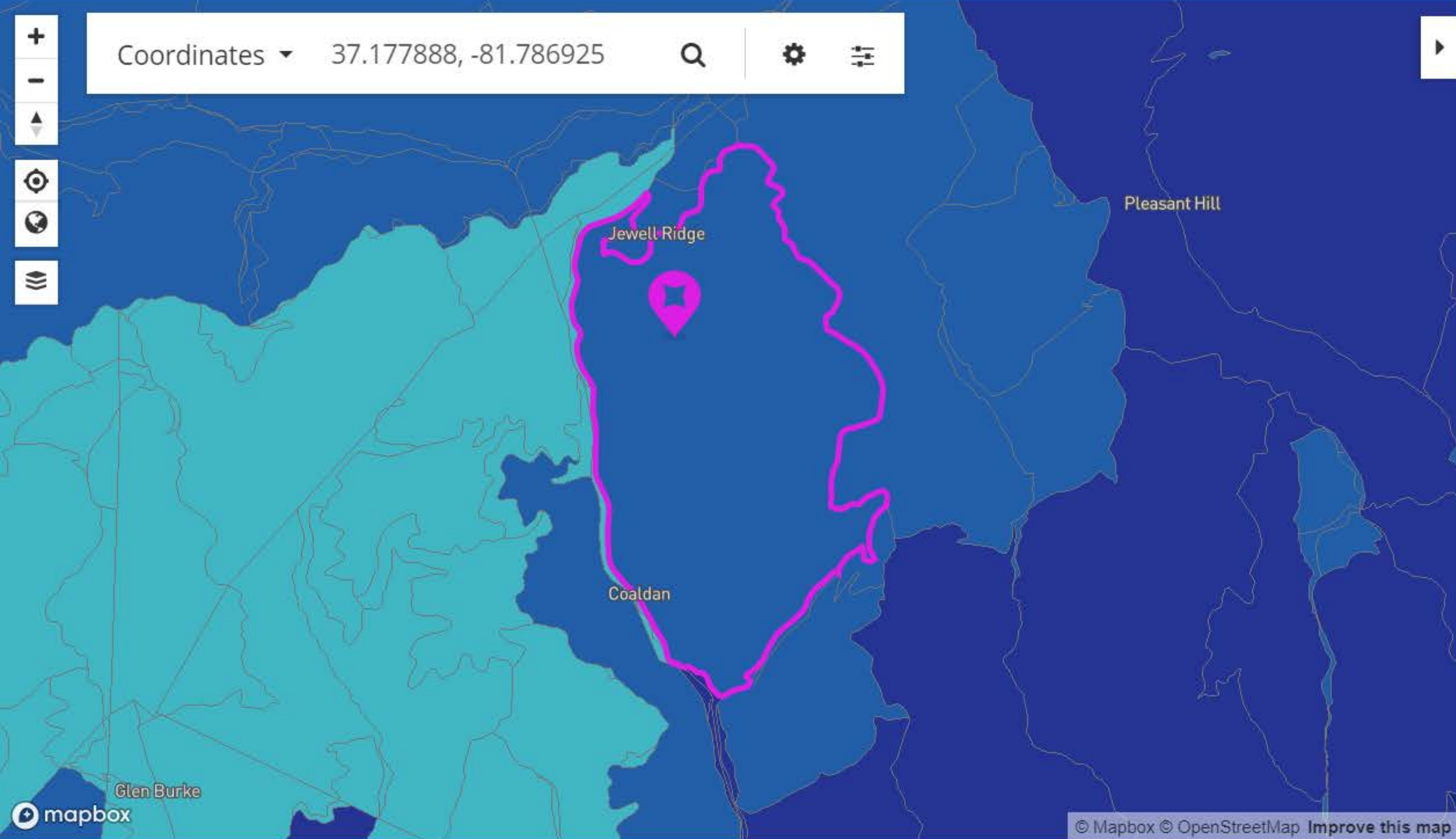
**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	35	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ iGo Technology, Inc.	Fixed Wireless	20	2
➤ Verizon Communications Inc.	ADSL	7	0.768
➤ VSAT Systems, LLC	Satellite	2	1.3



▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850204004144

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

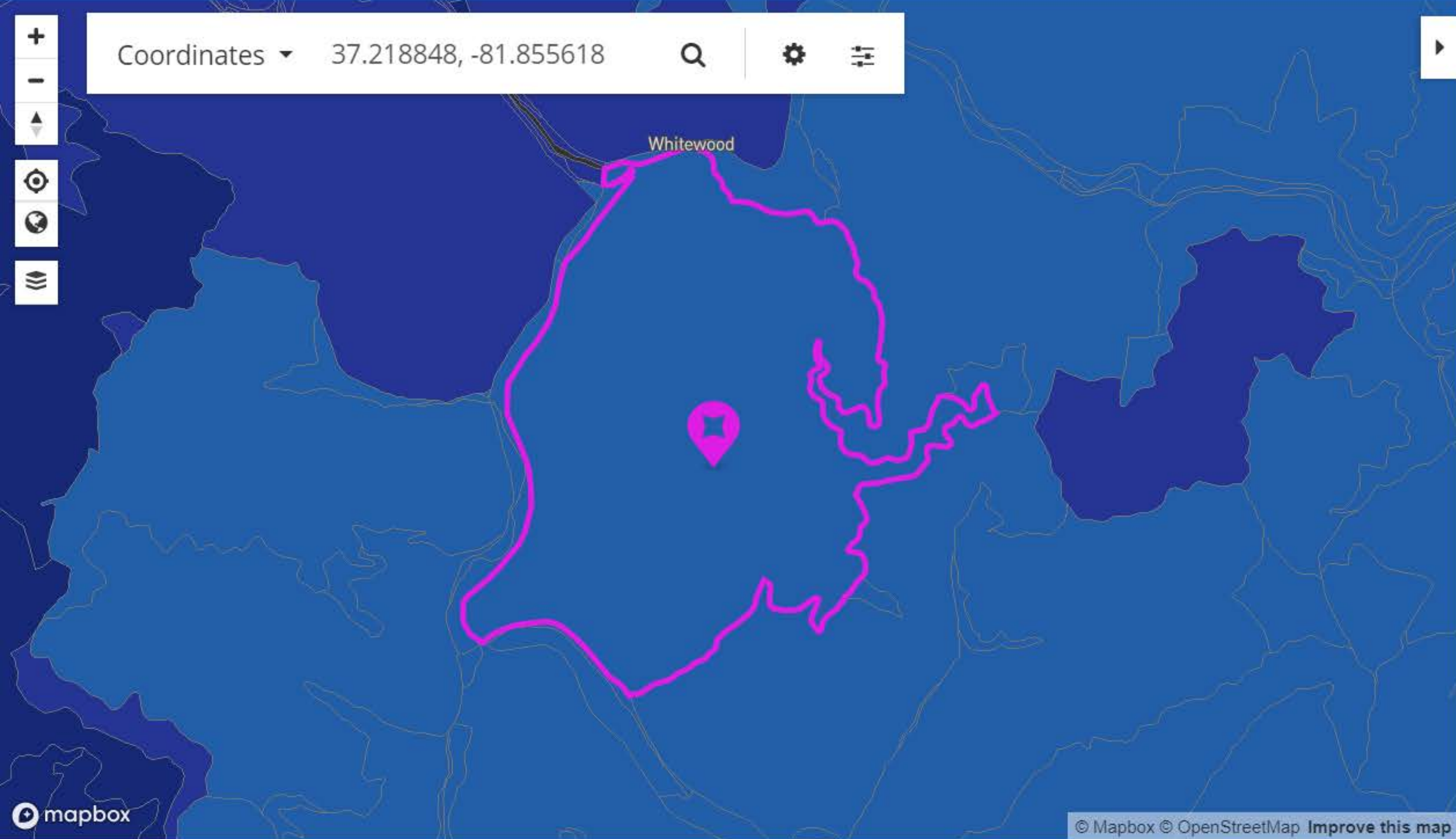
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

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Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
☑️ ViaSat, Inc.	Satellite	35	3
☑️ Hughes Network Systems, LLC	Satellite	25	3
☑️ iGo Technology, Inc.	Fixed Wireless	20	2
☑️ Verizon Communications	ADSL	15	1



**All Providers Reporting Service**

Census block ID: 510270105002041

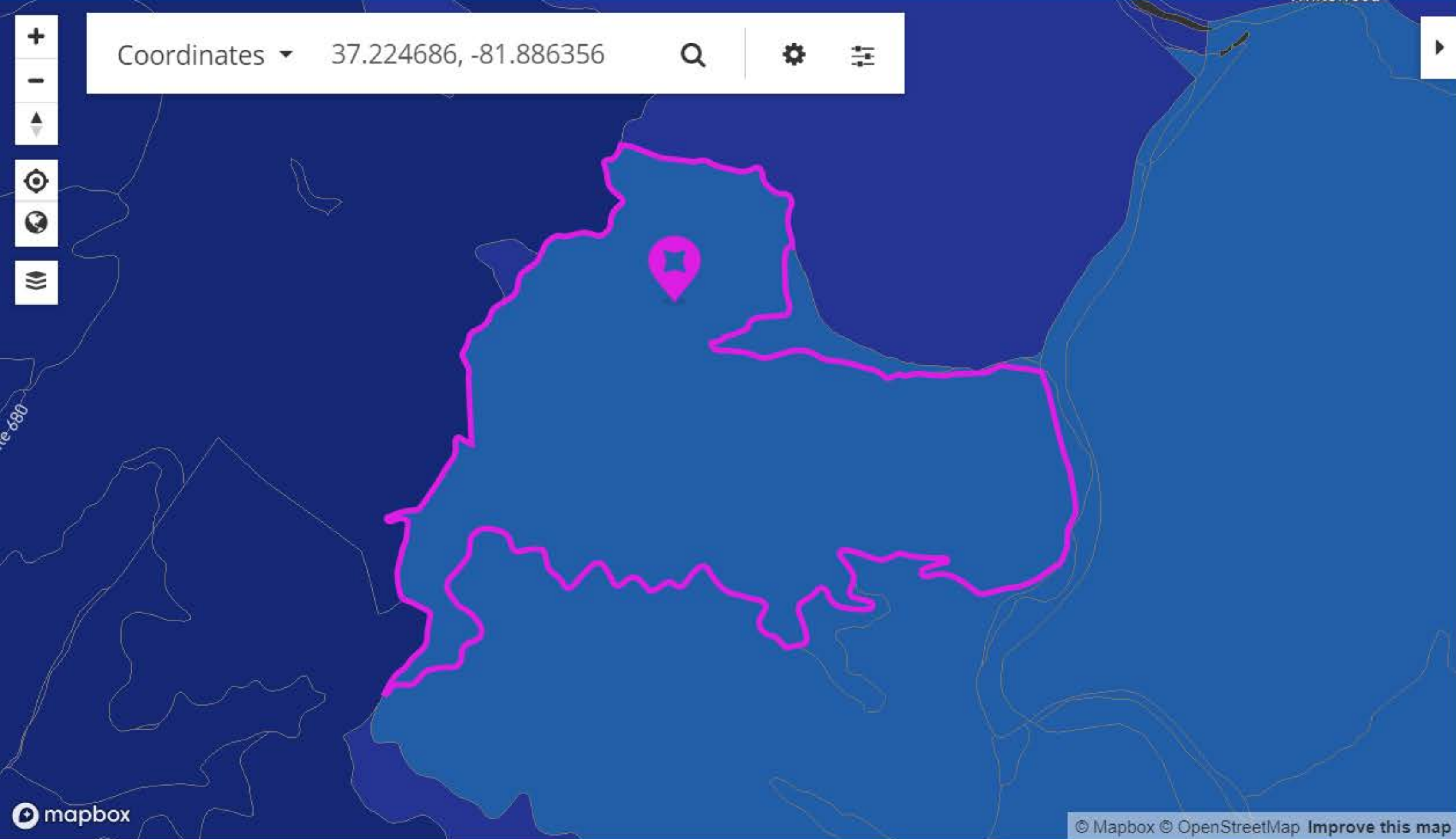
**Broadband**

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

Speed ≥ 25/3 Mbps

Date June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 510270105002059

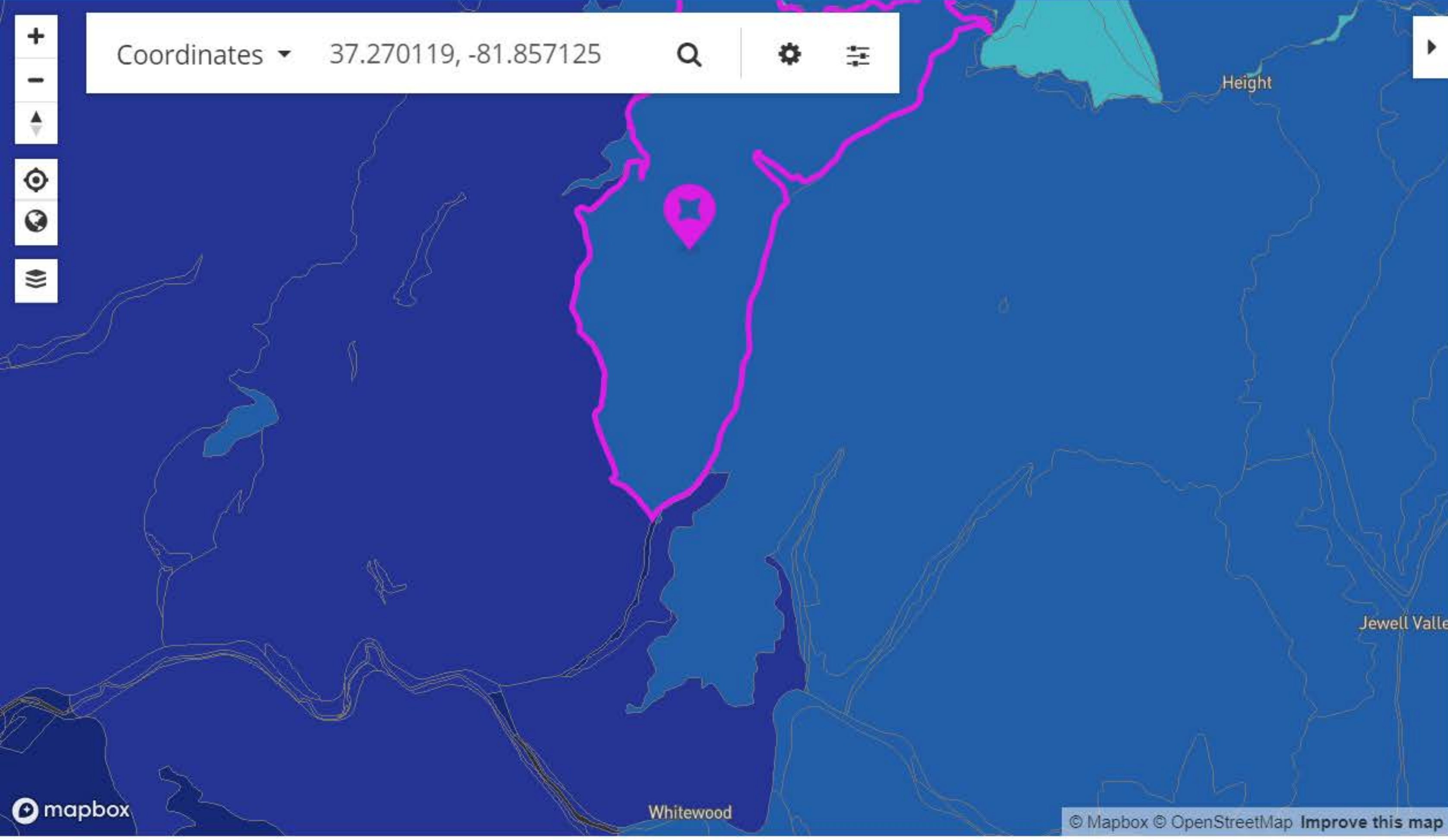
**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
☑️ ViaSat, Inc.	Satellite	35	3
☑️ Hughes Network Systems, LLC	Satellite	25	3
☑️ iGo Technology, Inc.	Fixed Wireless	20	2
☑️ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

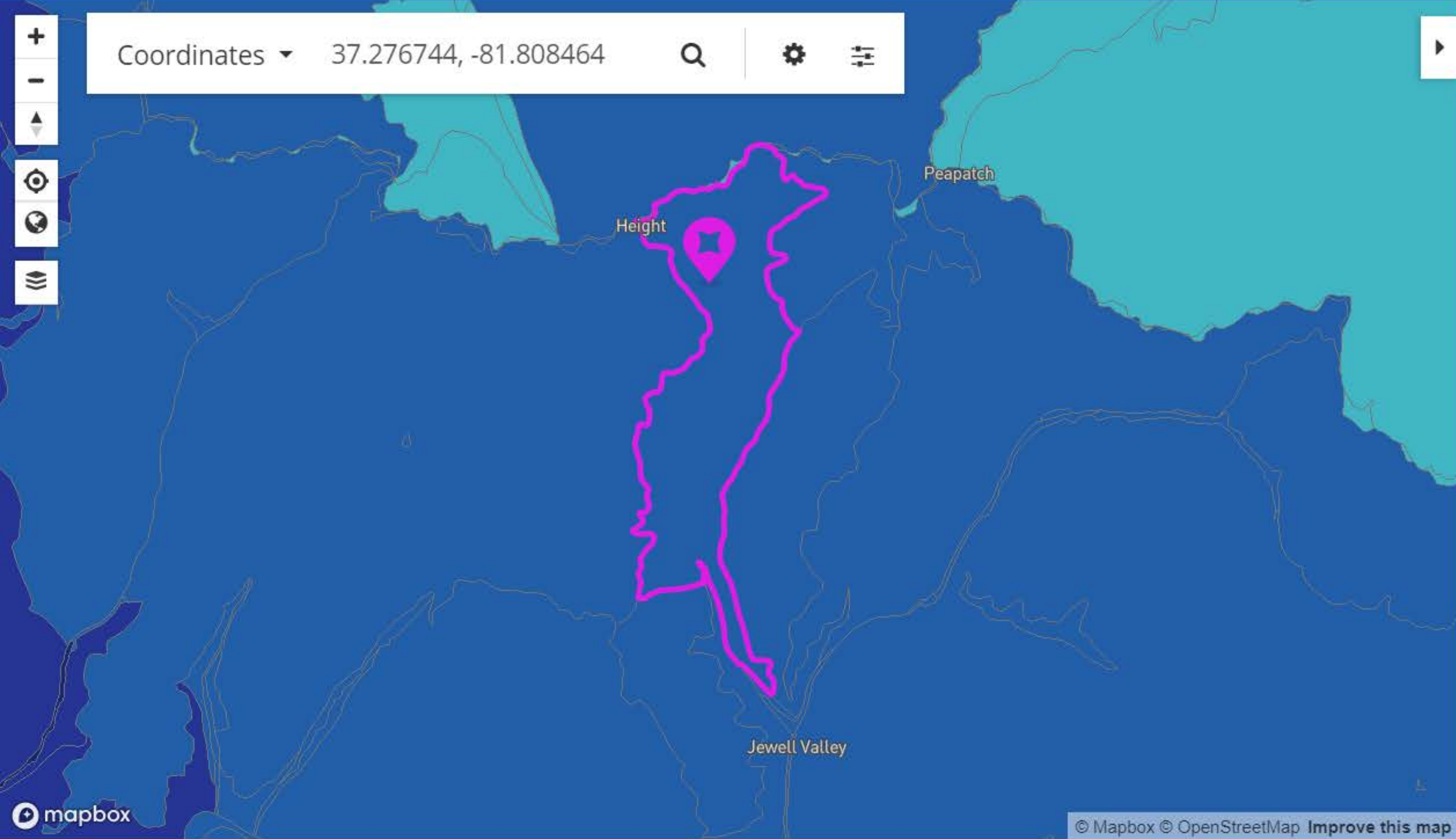
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 510270105001091

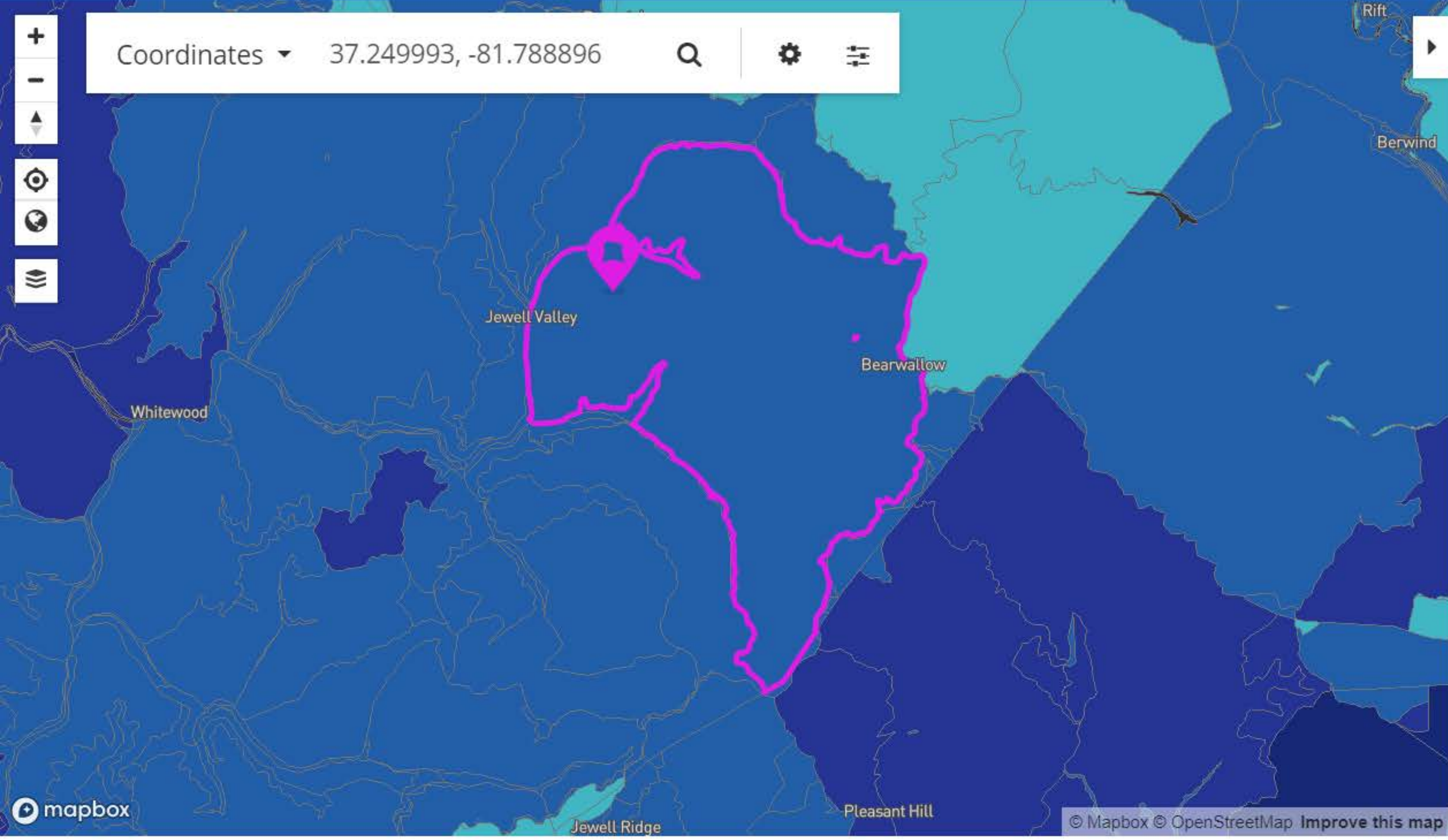
**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3





Coordinates 37.249993, -81.788896

All Providers Reporting Service

Census block ID: 510270105002003

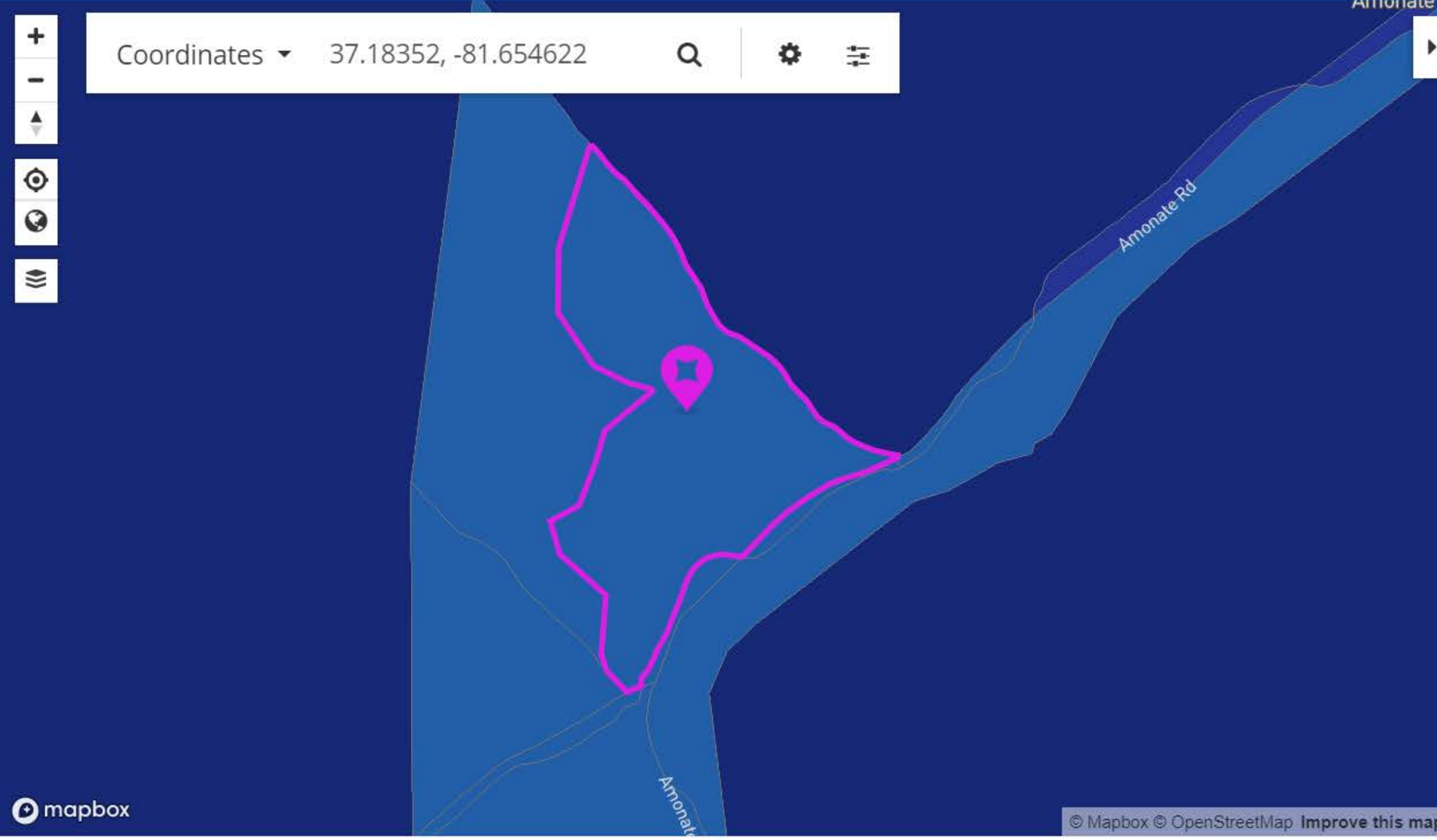
Number of Fixed Residential Broadband Providers



Broadband

Technology ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other
Speed >= 25/3 Mbps
Date June 2019 (latest public release)

Table with 4 columns: Provider, Tech, Down (Mbps), Up (Mbps). Rows include Sunset Digital Communications, Inc./Sunset Fiber, LLC; ViaSat, Inc.; Hughes Network Systems, LLC; iGo Technology, Inc.; and VSAT Systems, LLC.



**All Providers Reporting Service**

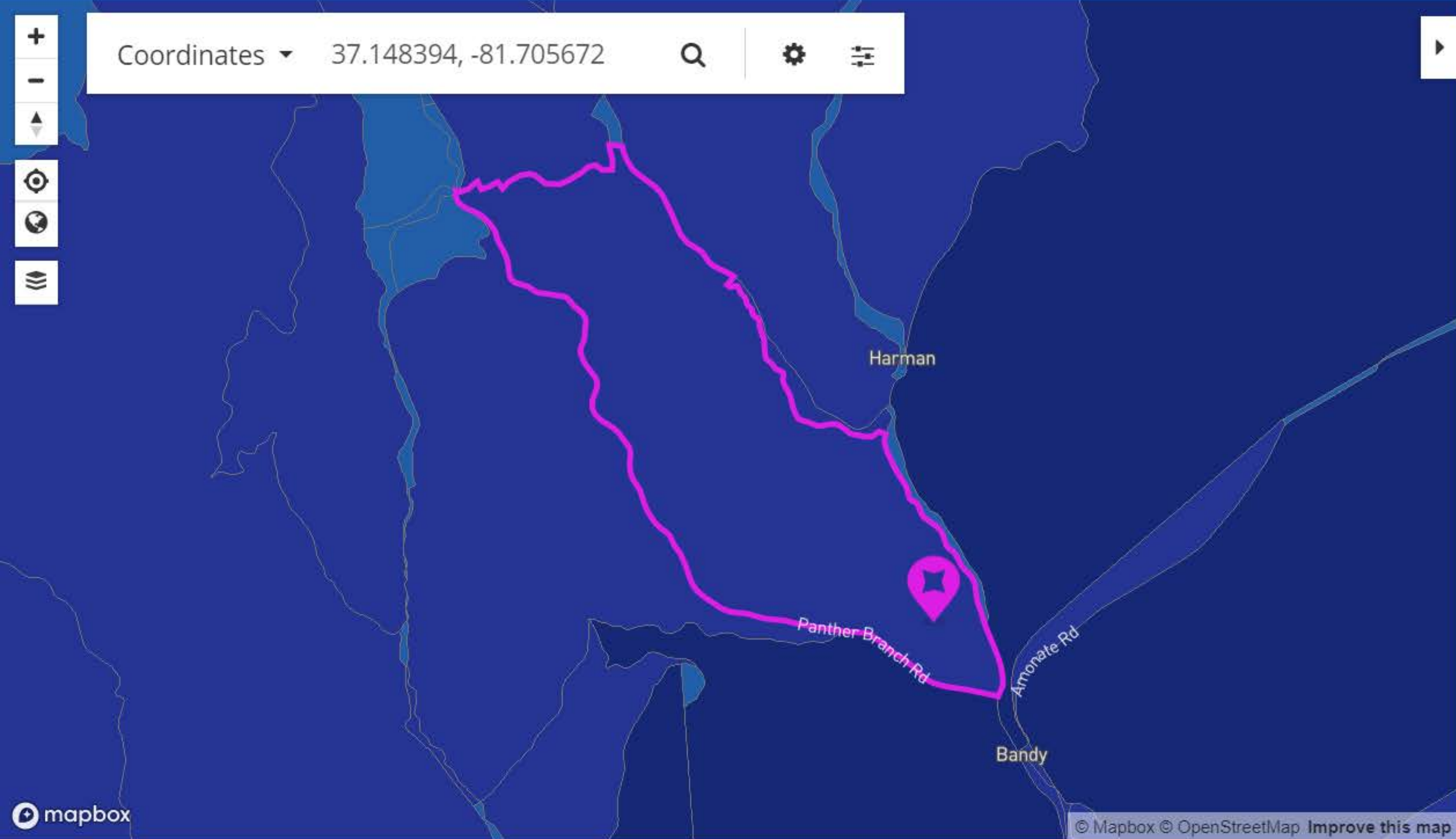
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**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

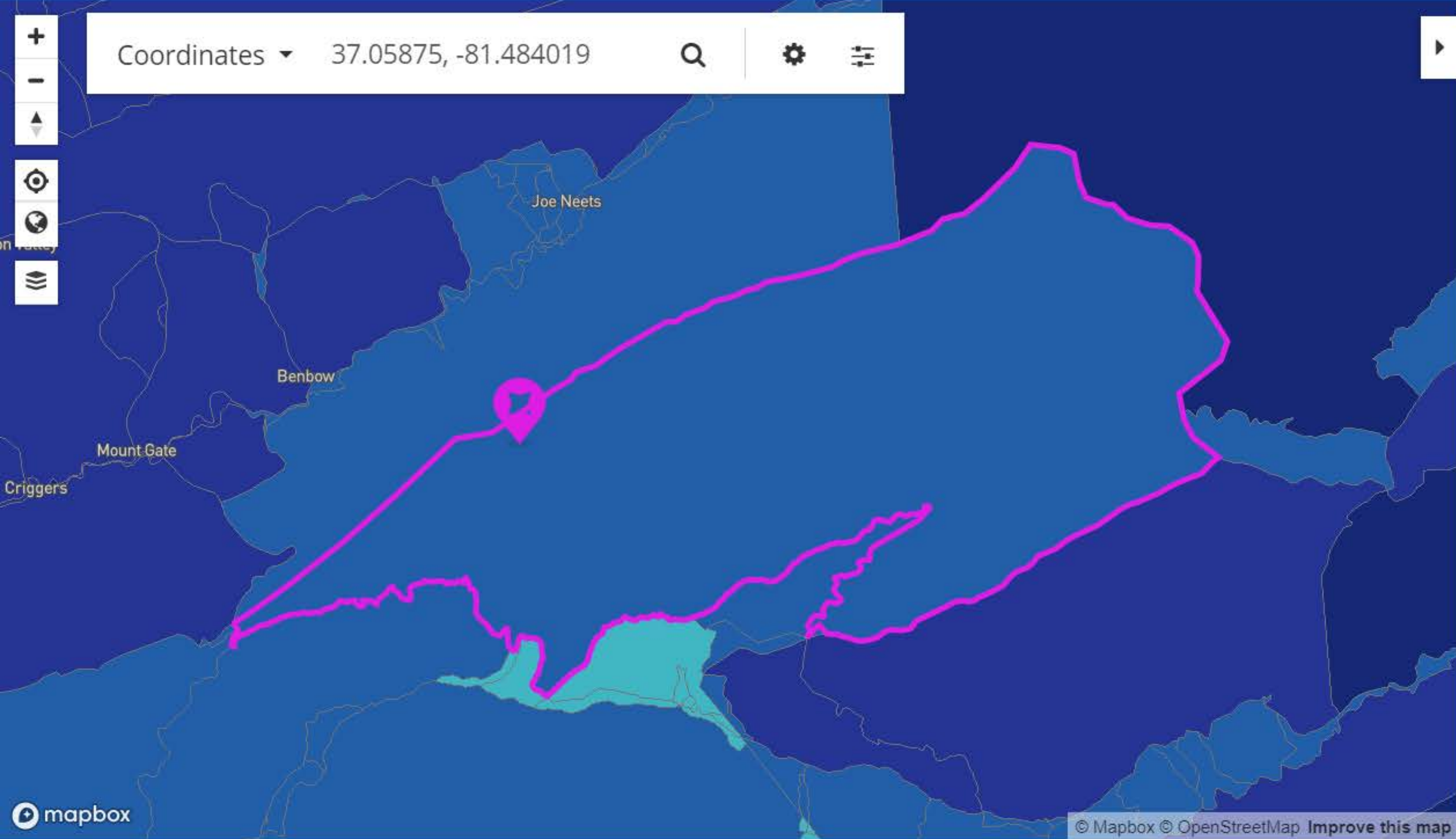
Census block ID: 511850204004083

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed	20	2



Coordinates 37.05875, -81.484019

**All Providers Reporting Service**

Census block ID: 511850207001119

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 37.036636, -81.46897 🔍 ⚙️ ☰

**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850207001142

---

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

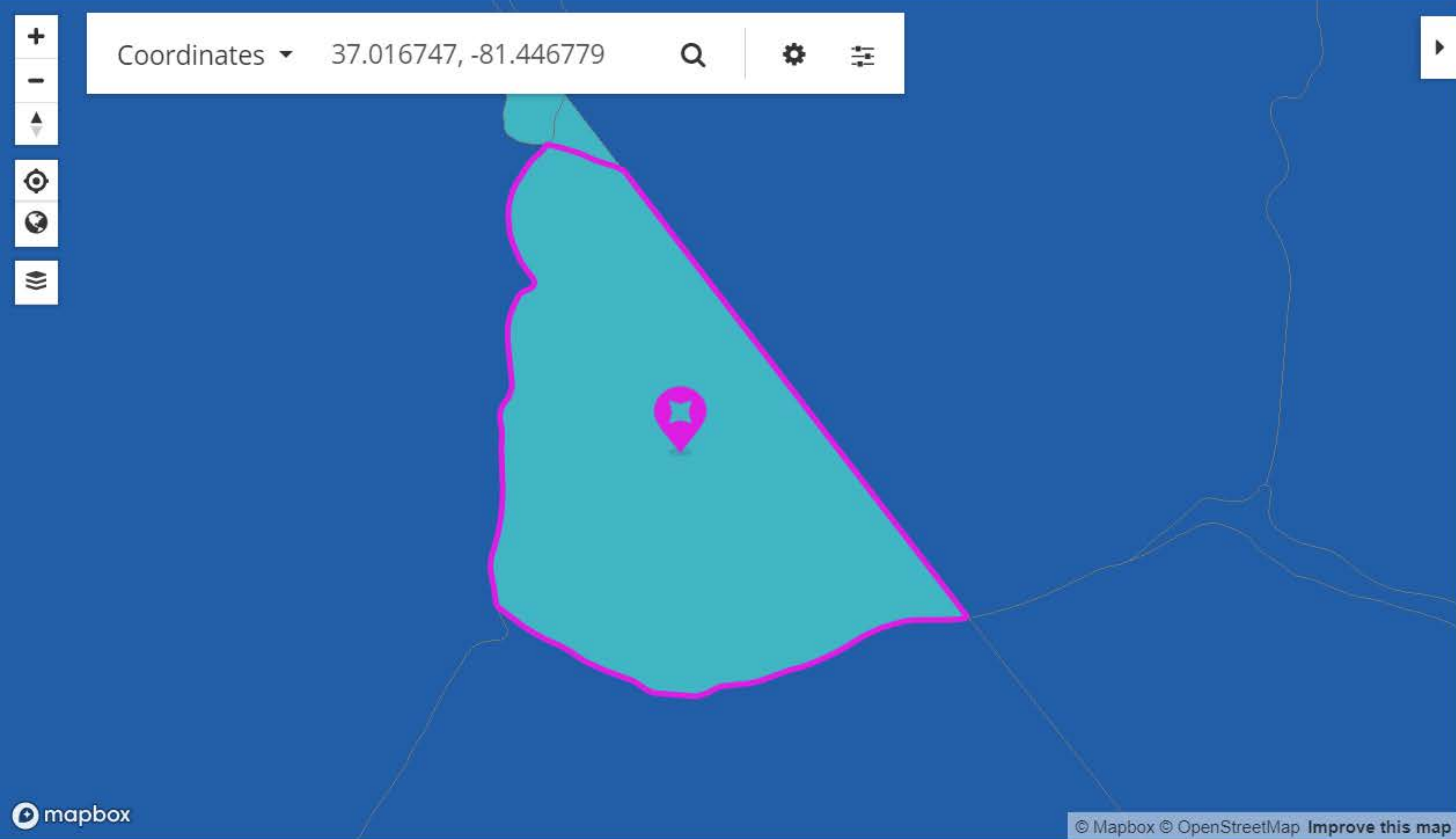
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 37.016747, -81.446779 🔍 ⚙️ ☰

▶ **All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850207001162

---

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

---

**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



Coordinates 37.119681, -81.337364

**All Providers Reporting Service**

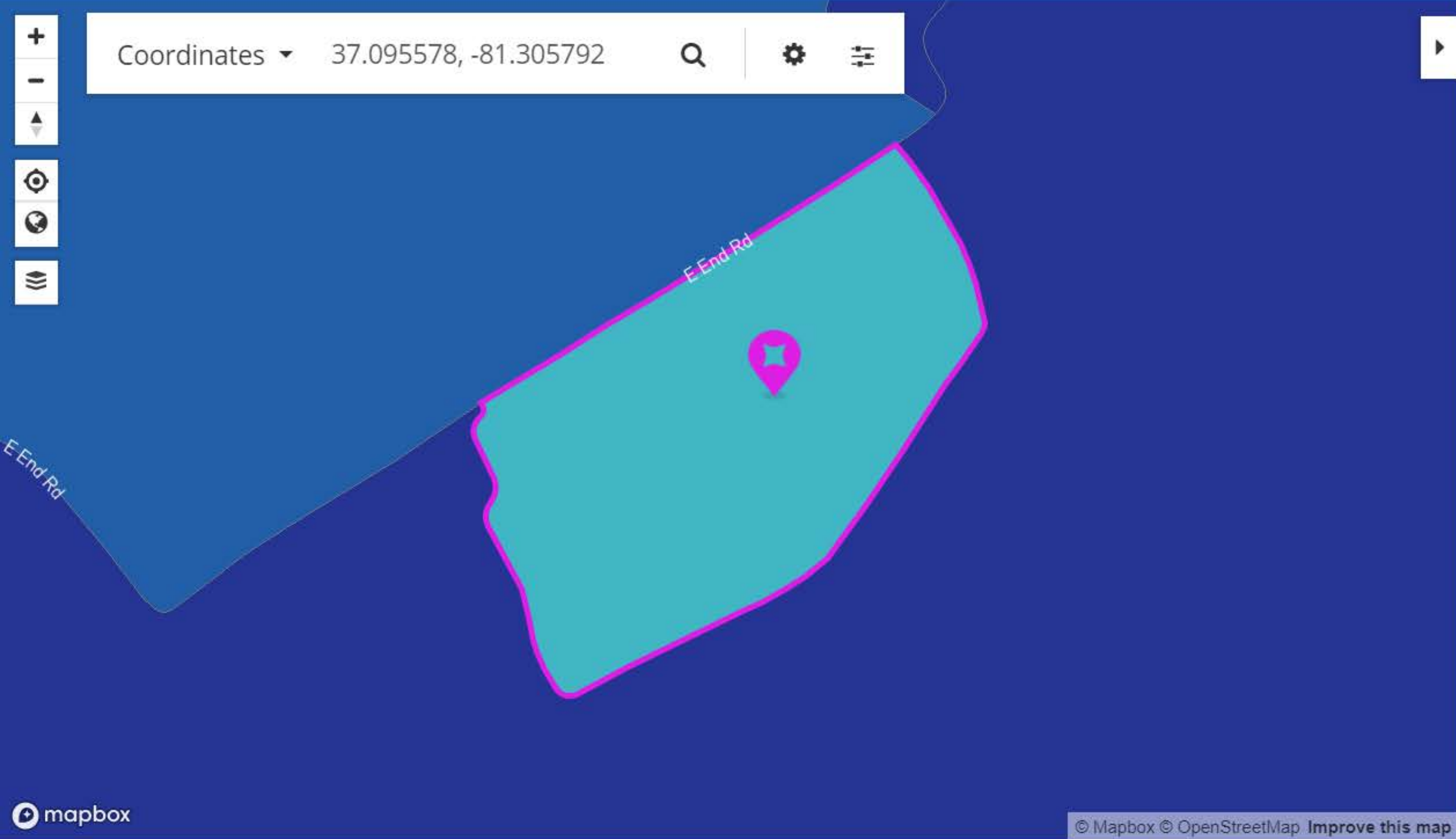
Census block ID: 511850207001059

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 511850207001057

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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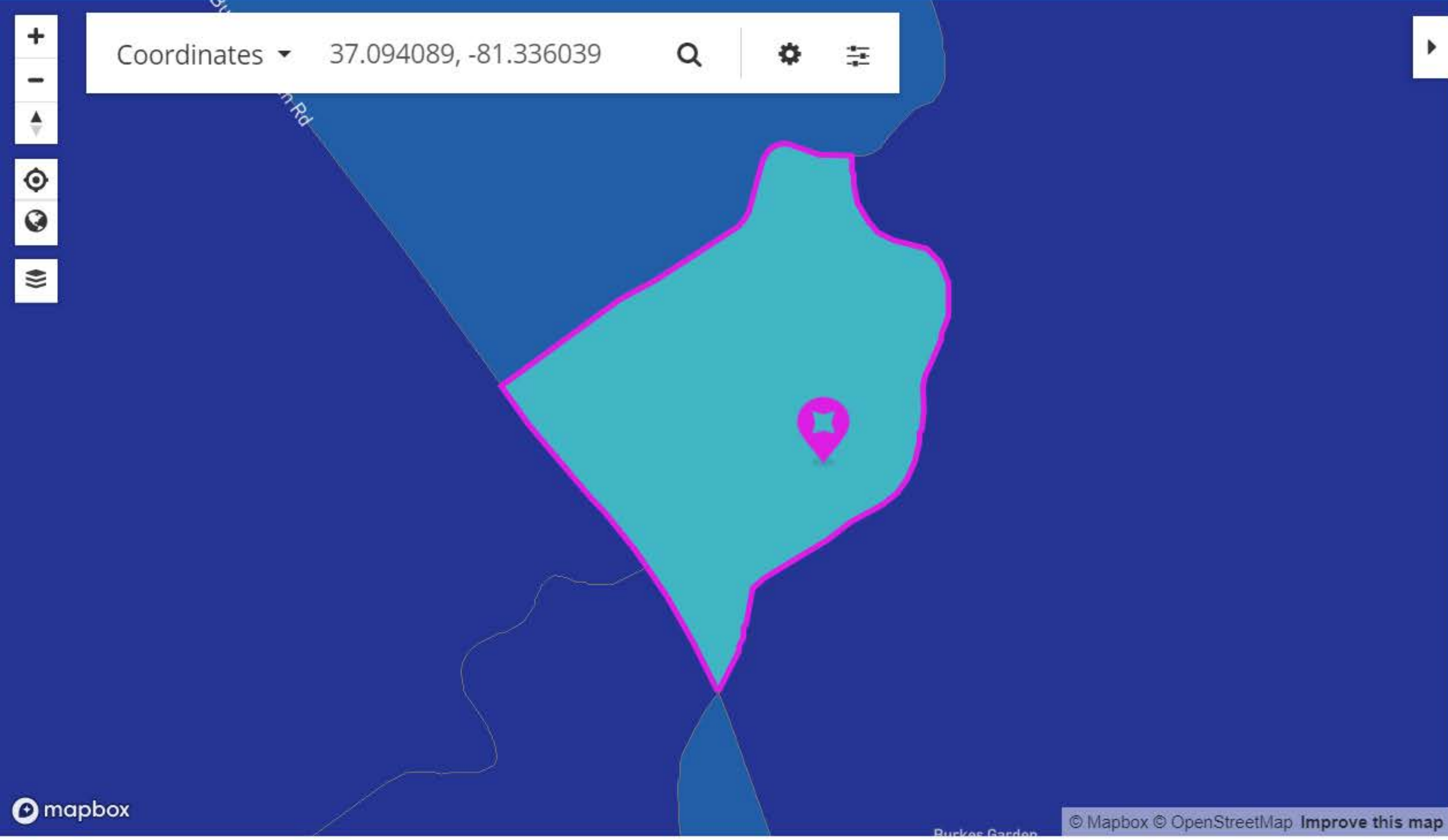
**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3





**All Providers Reporting Service**

Census block ID: 511850207001136

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

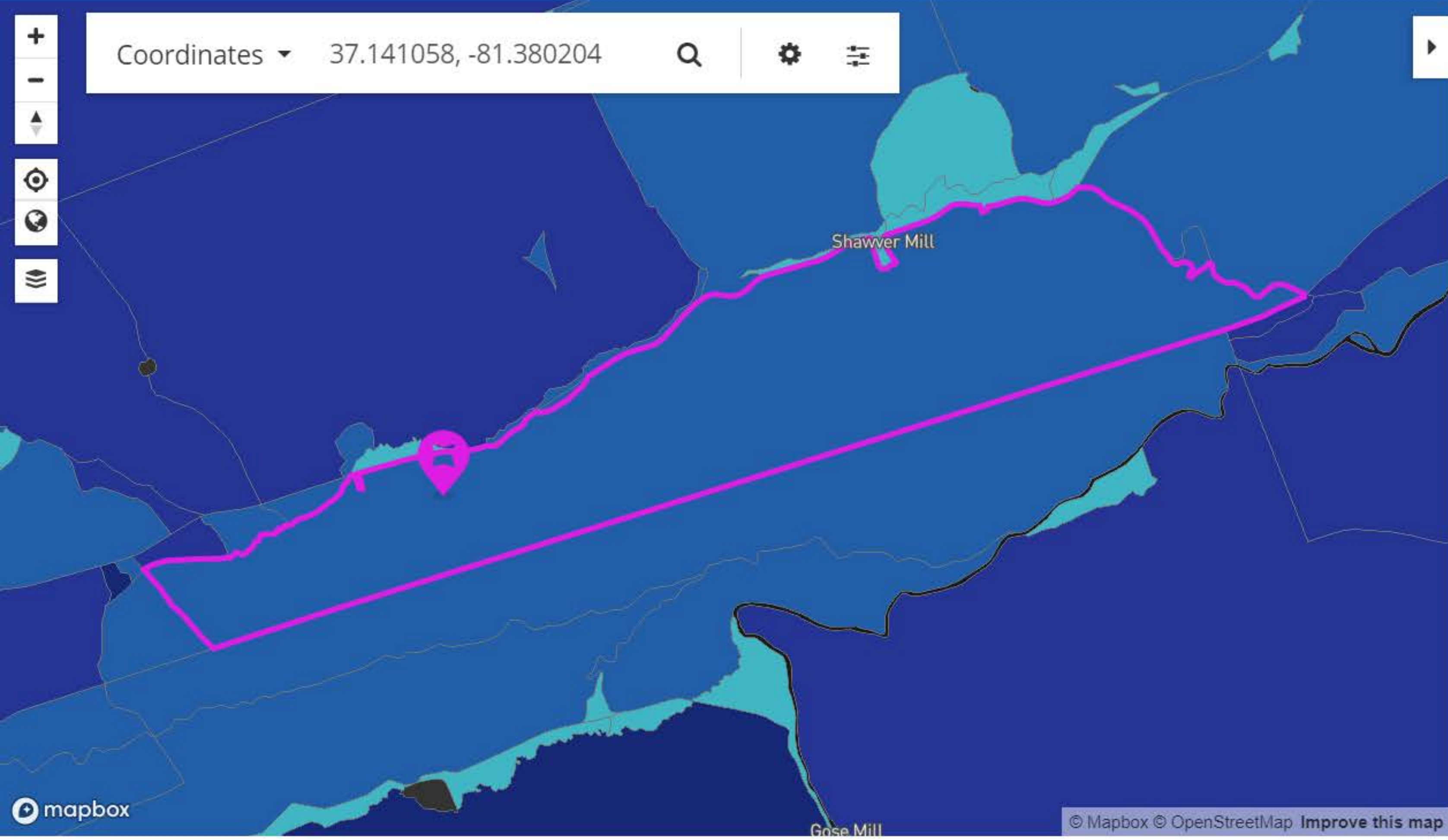
Census block ID: 511850207001034

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

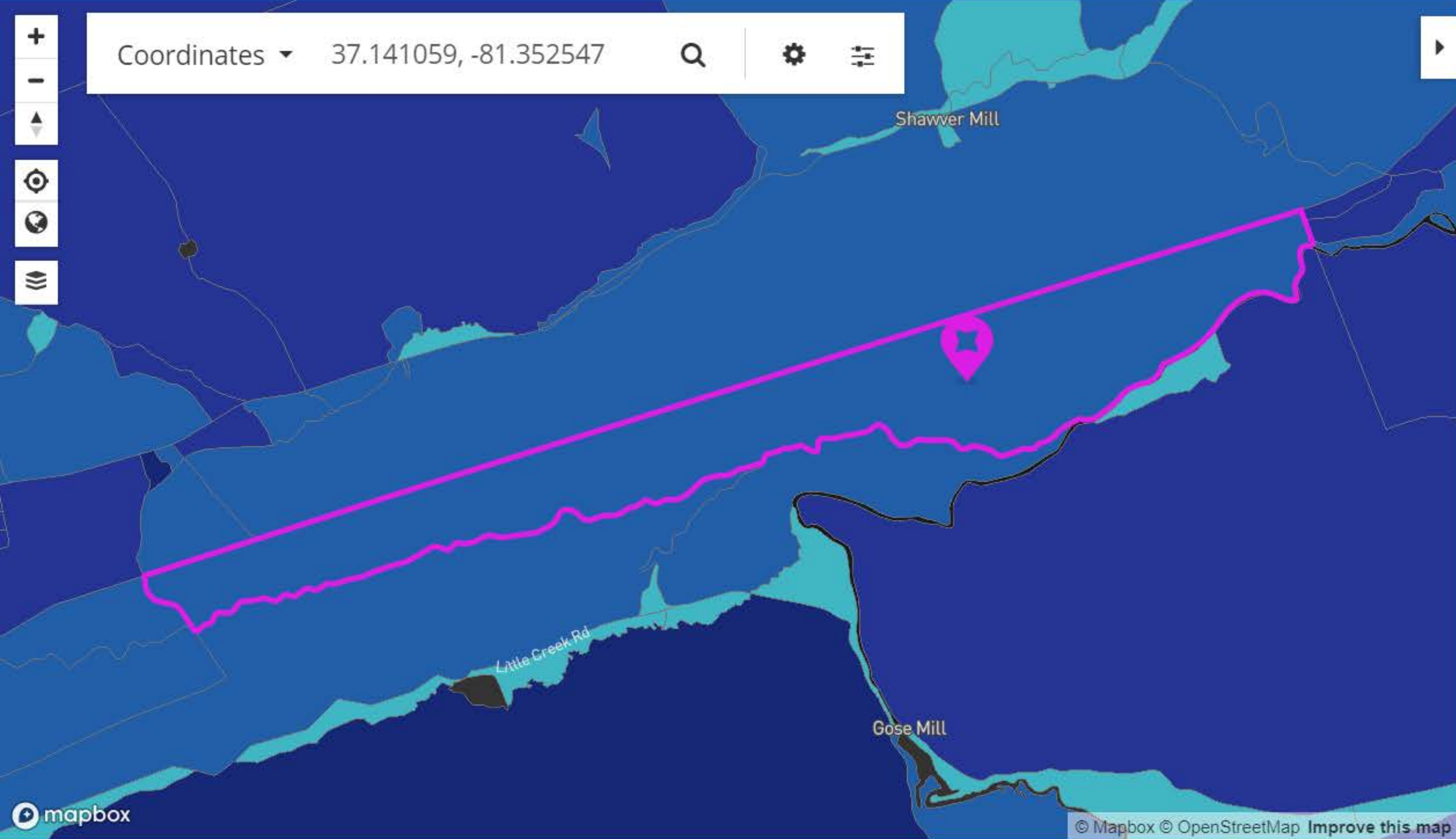
Census block ID: 511850207001018

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
WVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
Verizon Communications Inc.	ADSL	15	1
VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 37.141059, -81.352547 🔍 ⚙️ 📌

**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511850207001026

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

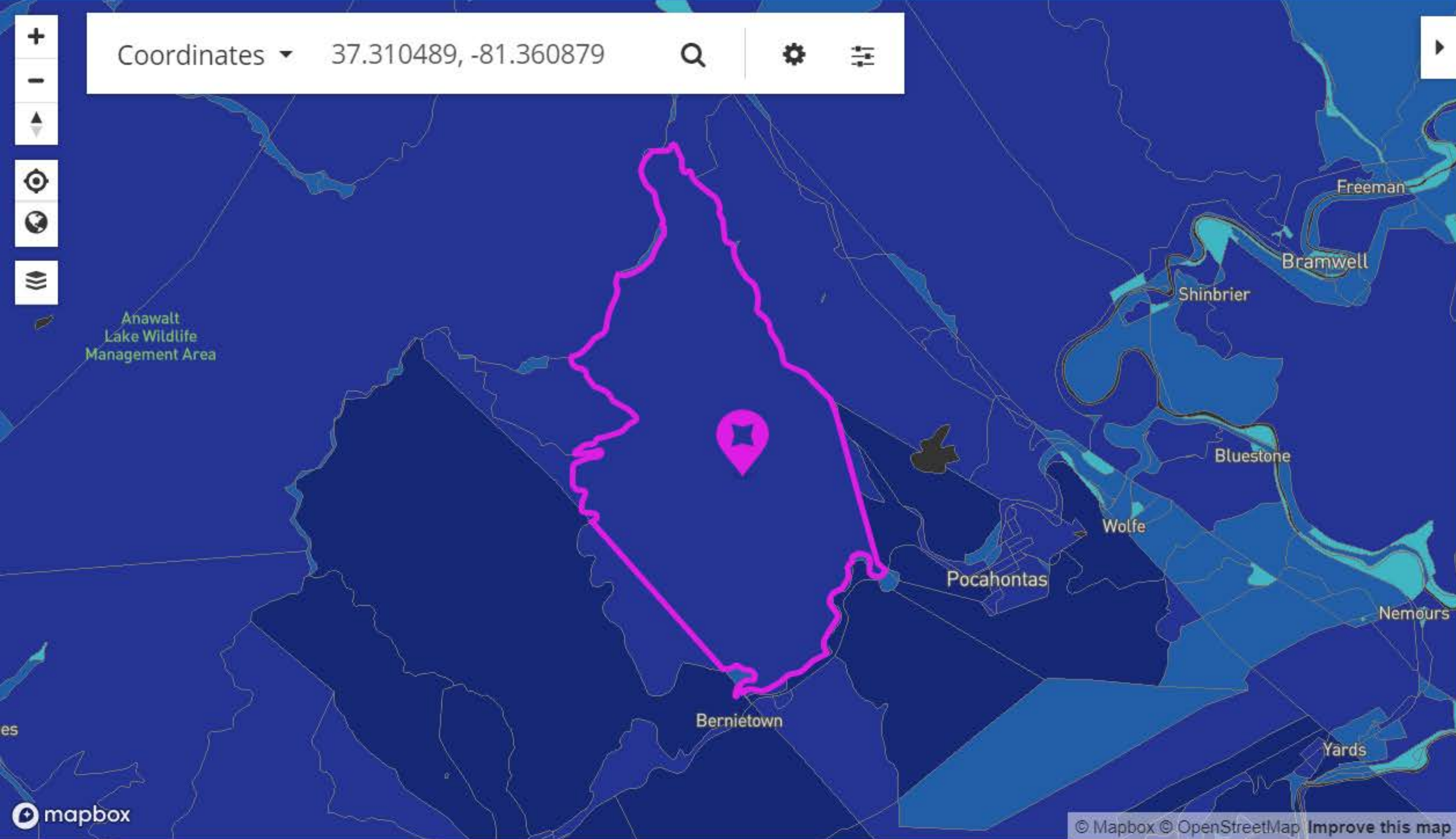
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
WVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 511850201001002

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

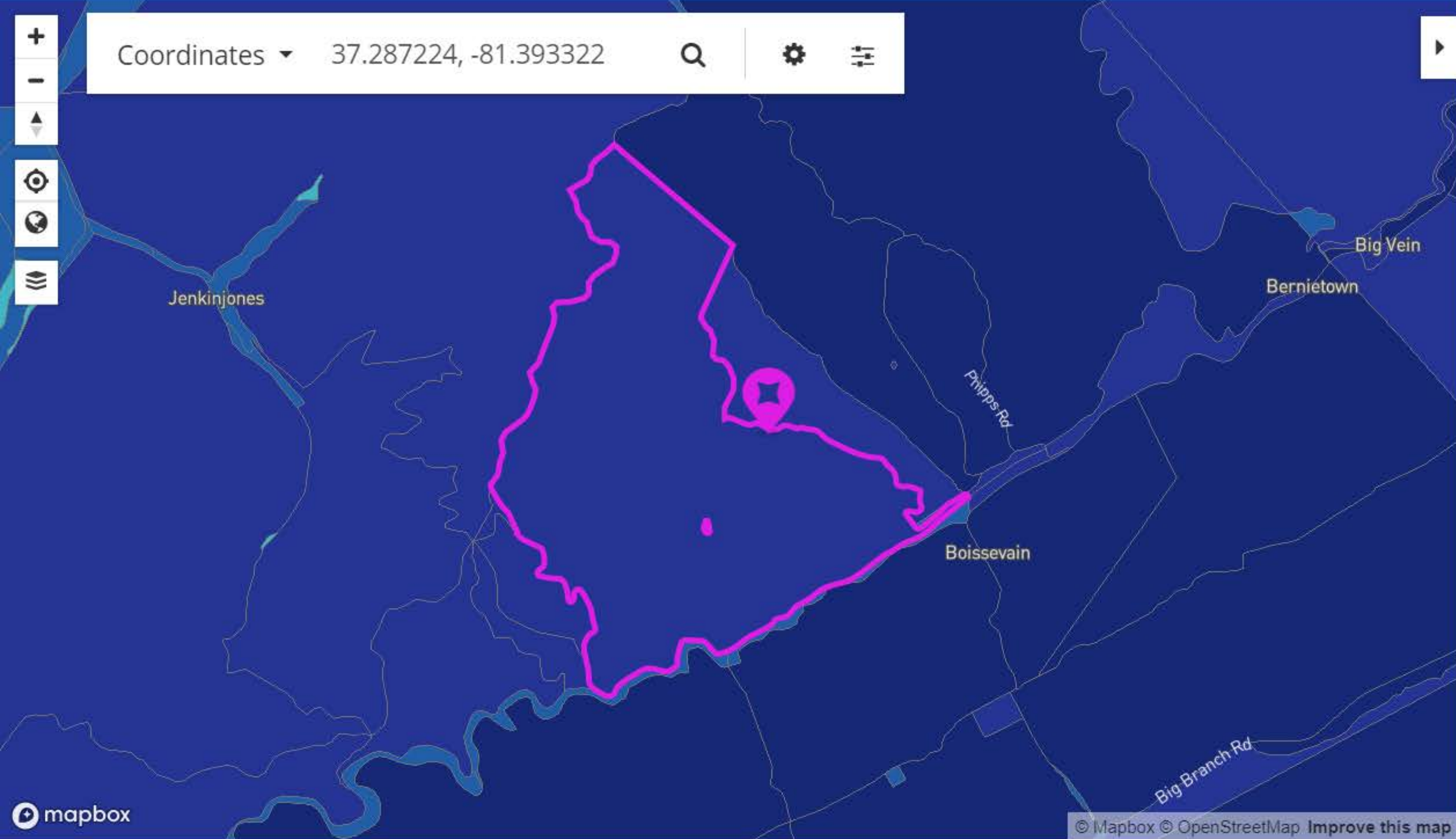
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
☑️ Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
☑️ ViaSat, Inc.	Satellite	100	3
☑️ WVVA.net Inc.	Fixed Wireless	50	3
☑️ Hughes Network Systems, LLC	Satellite	25	3
☑️ Verizon Communications	ADSL	10	1



**All Providers Reporting Service**

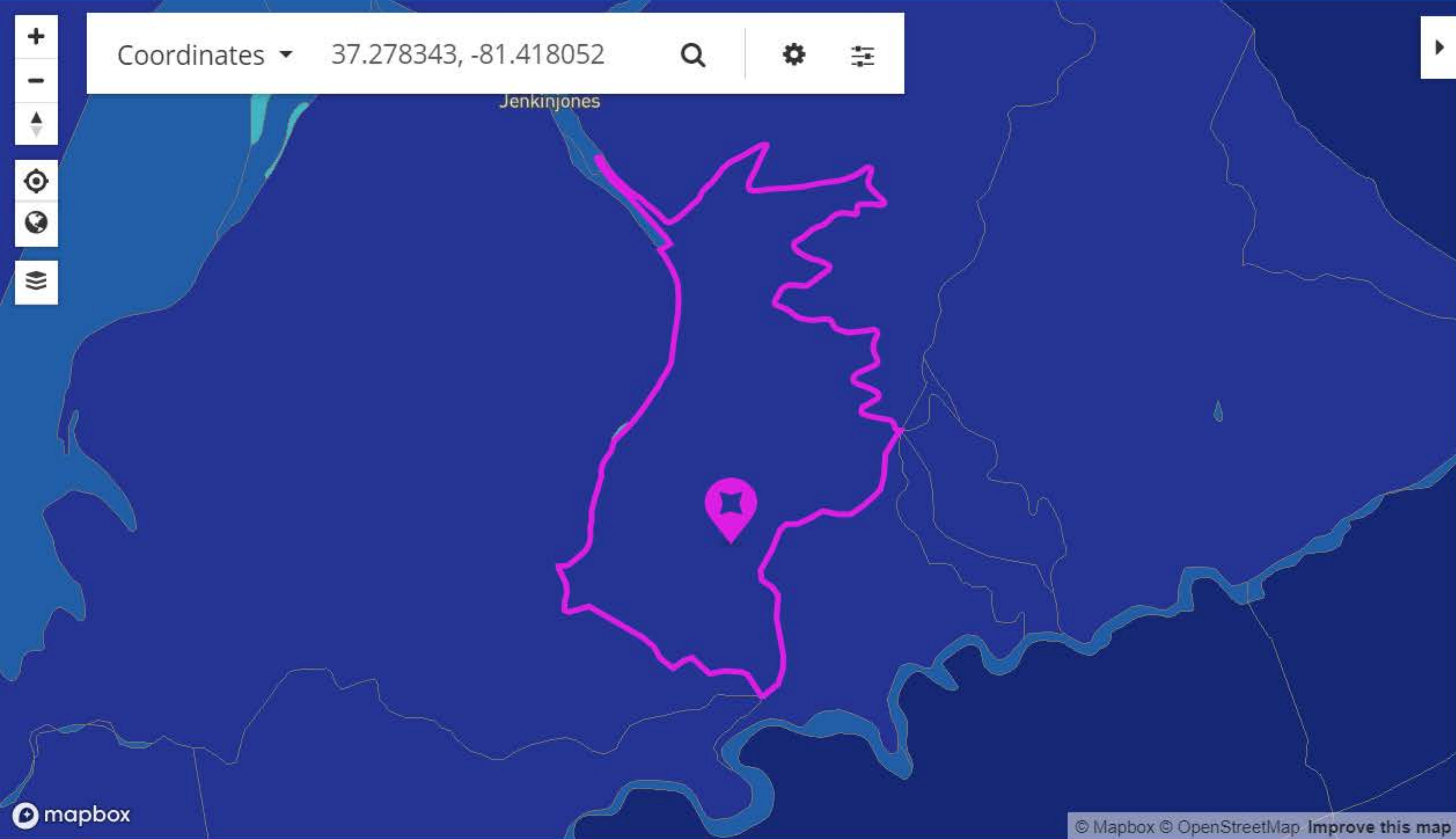
Census block ID: 511850201001126

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 540479545012162

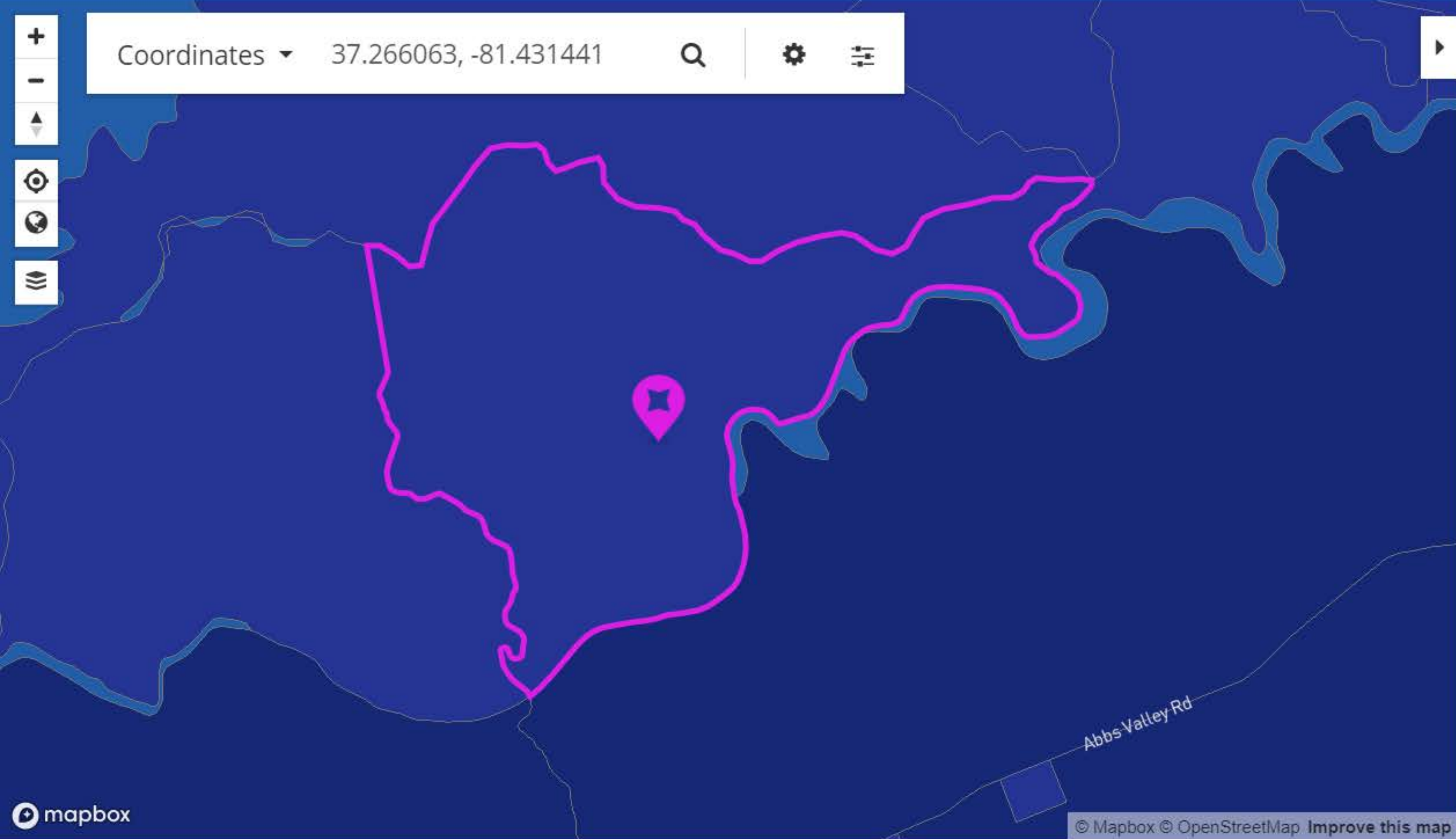
**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Shenandoah Telecommunications Company	Fiber	150	10
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511850201002014

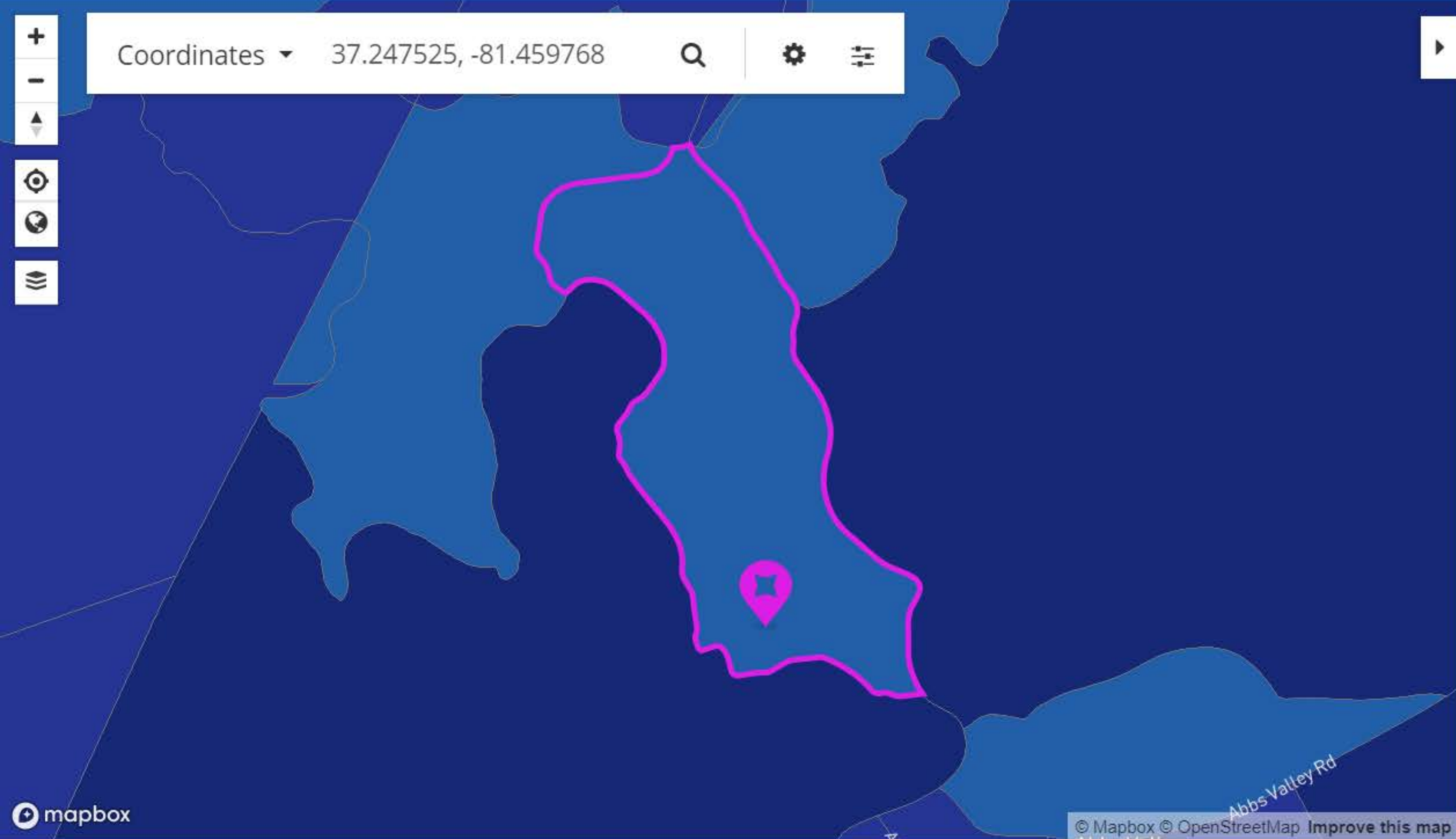
**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
WVVA.net Inc.	Fixed Wireless	50	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3





**All Providers Reporting Service**

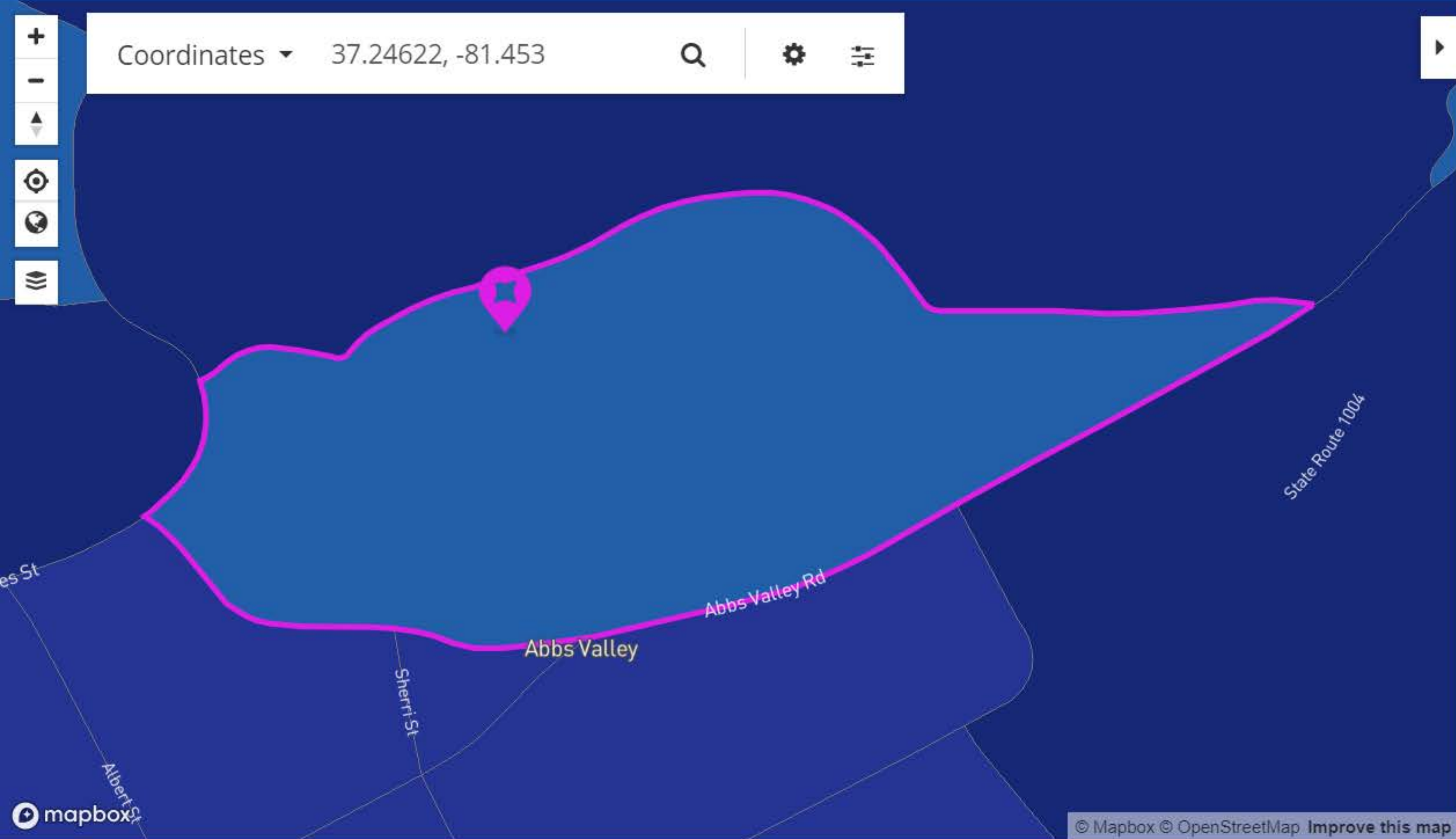
Census block ID: 511850203001005

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511850201002017

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

Census block ID: 511850203001016

**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

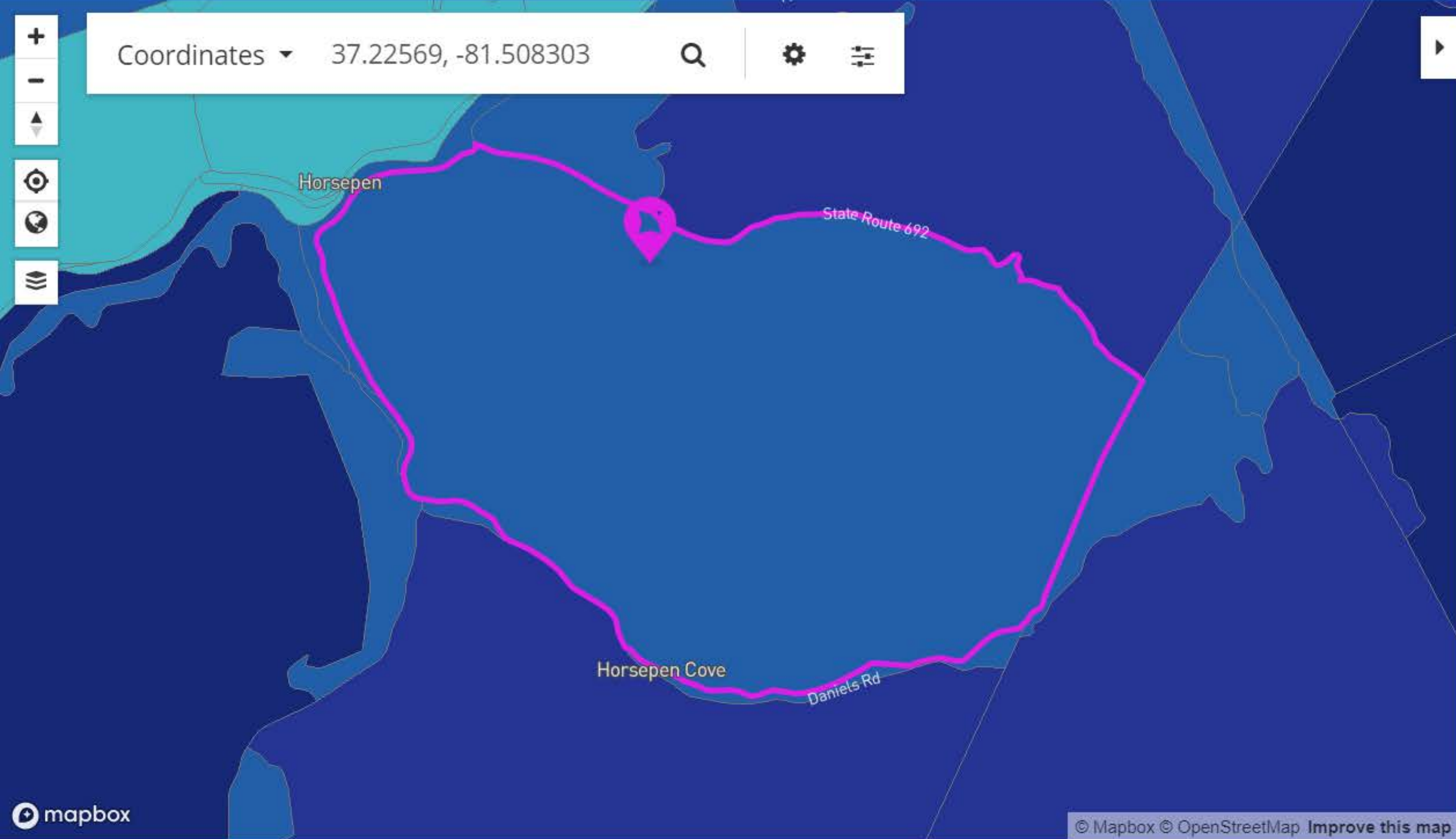
**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service**

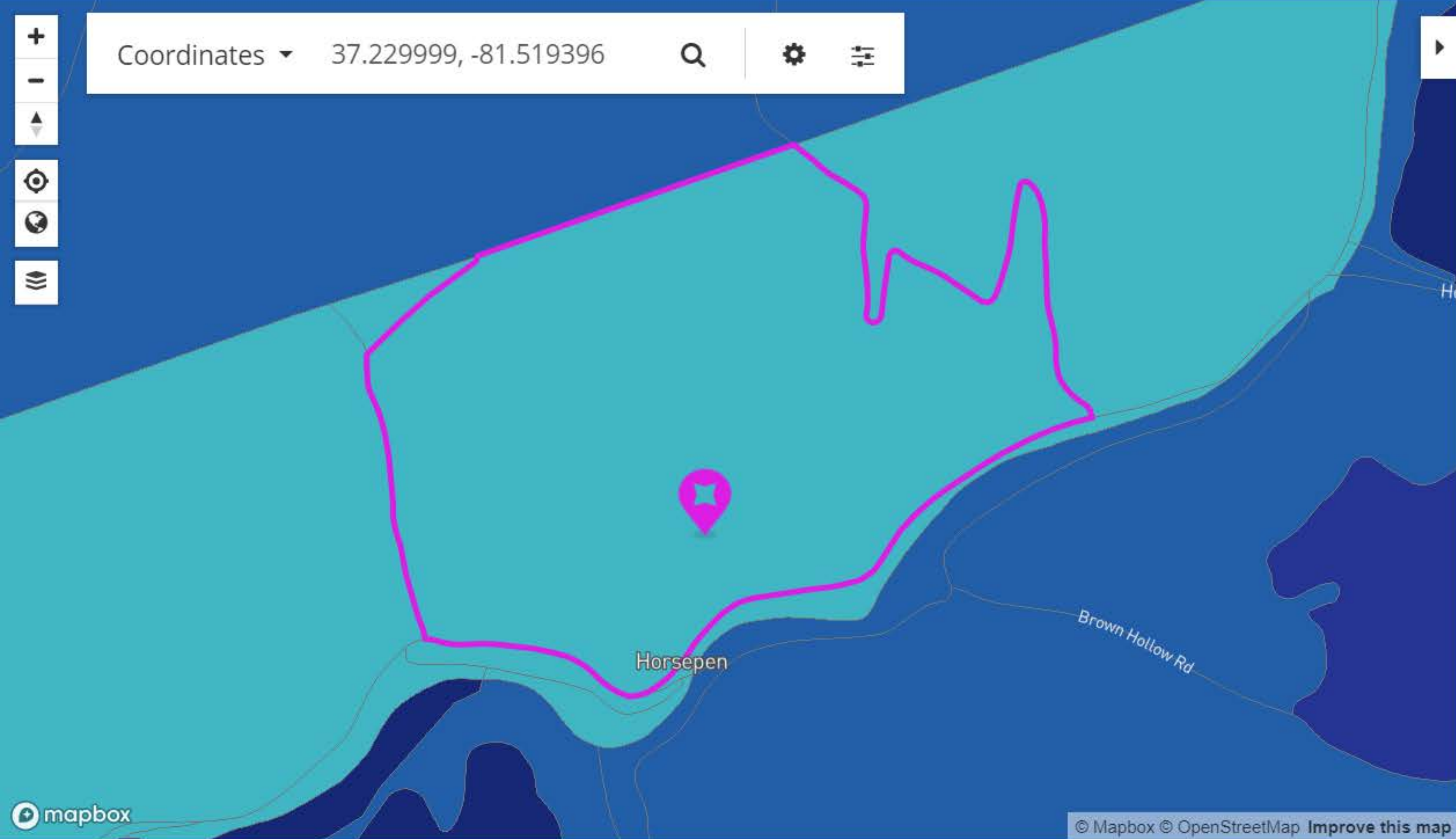
Census block ID: 511850203001030

**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
Verizon Communications Inc.	ADSL	10	1
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 540479542001103

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

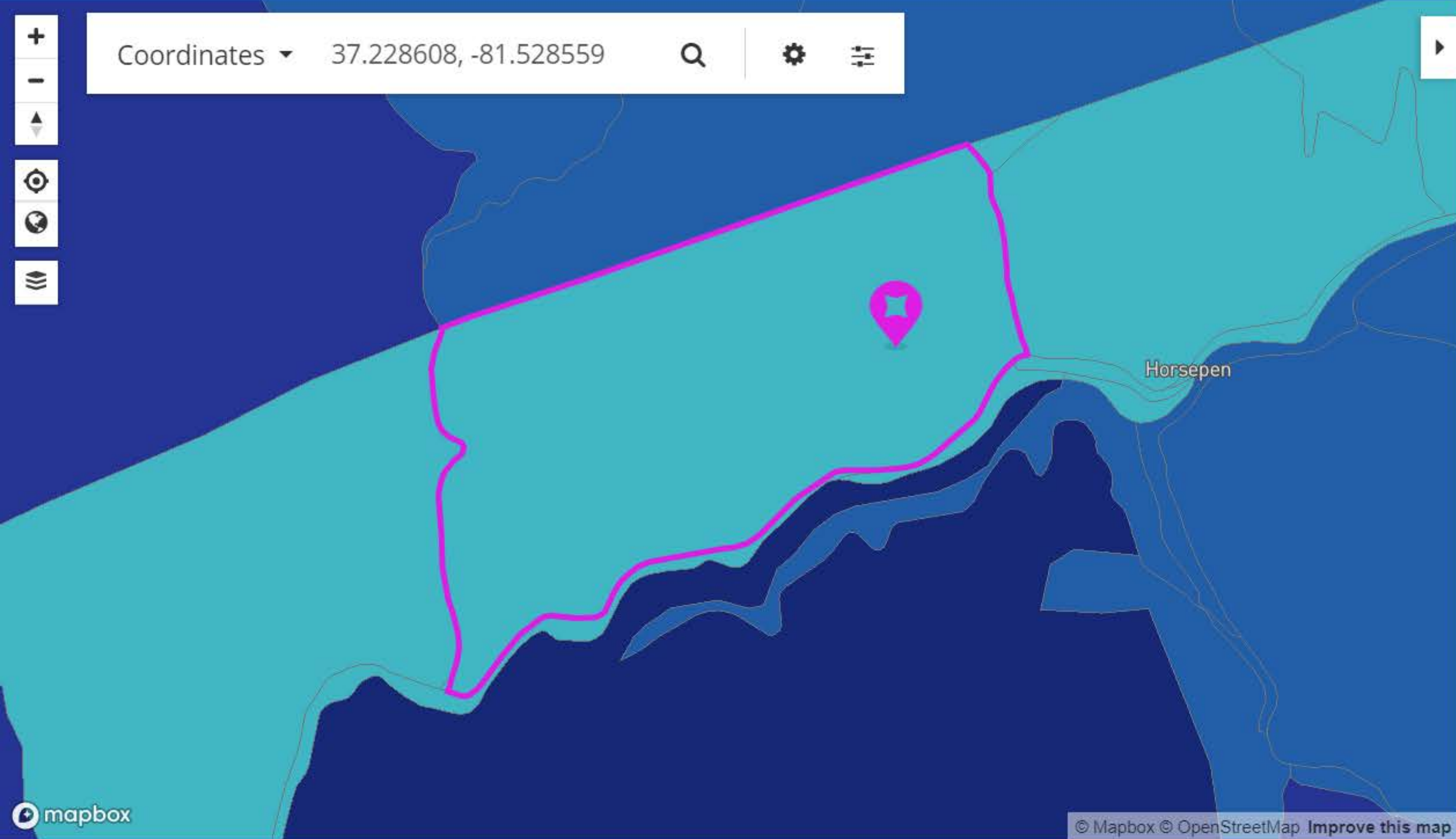
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
➤ ViaSat, Inc.	Satellite	100	3
➤ Hughes Network Systems, LLC	Satellite	25	3
➤ VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 540479542001102

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

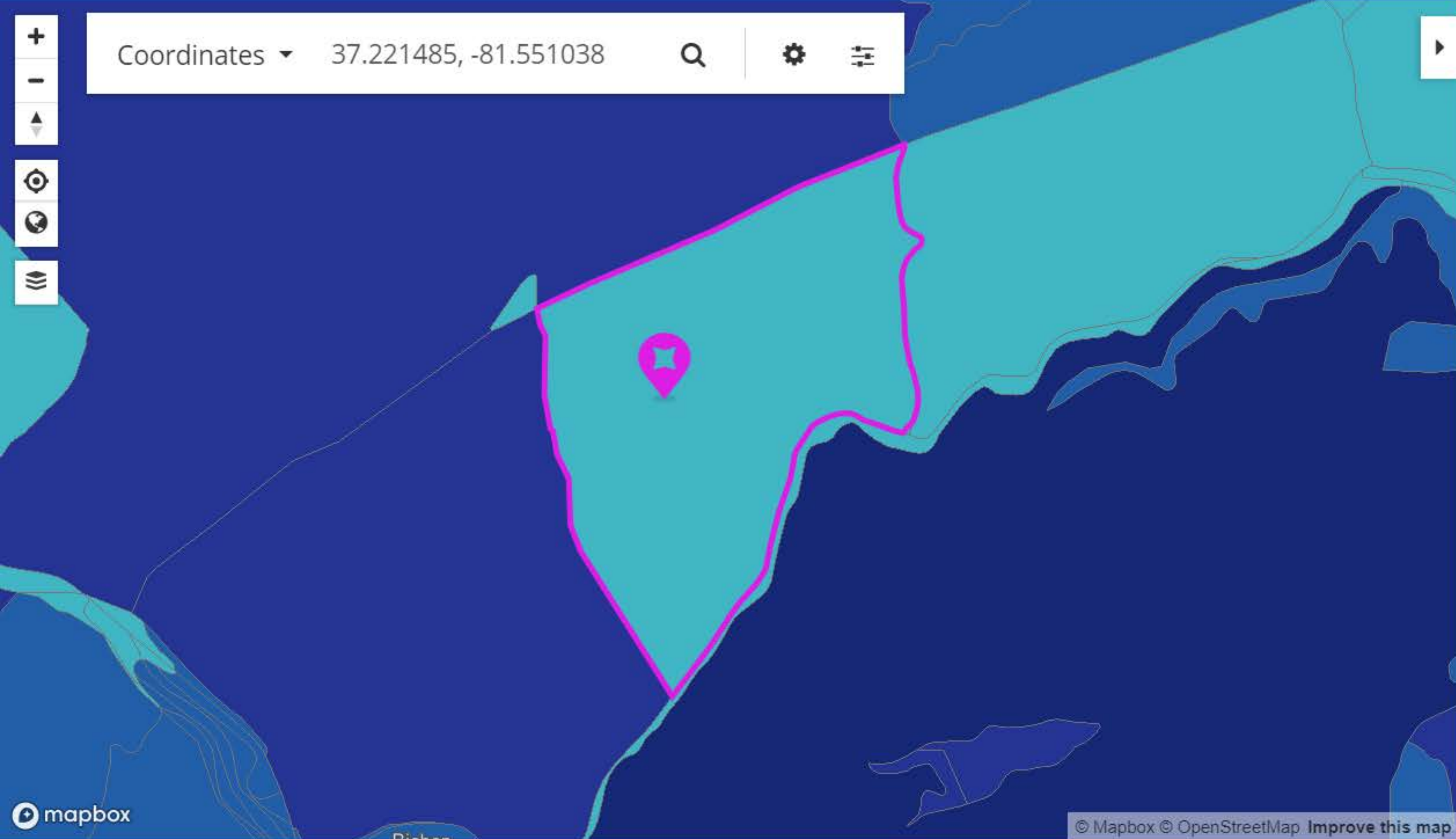
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 540479542001121

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

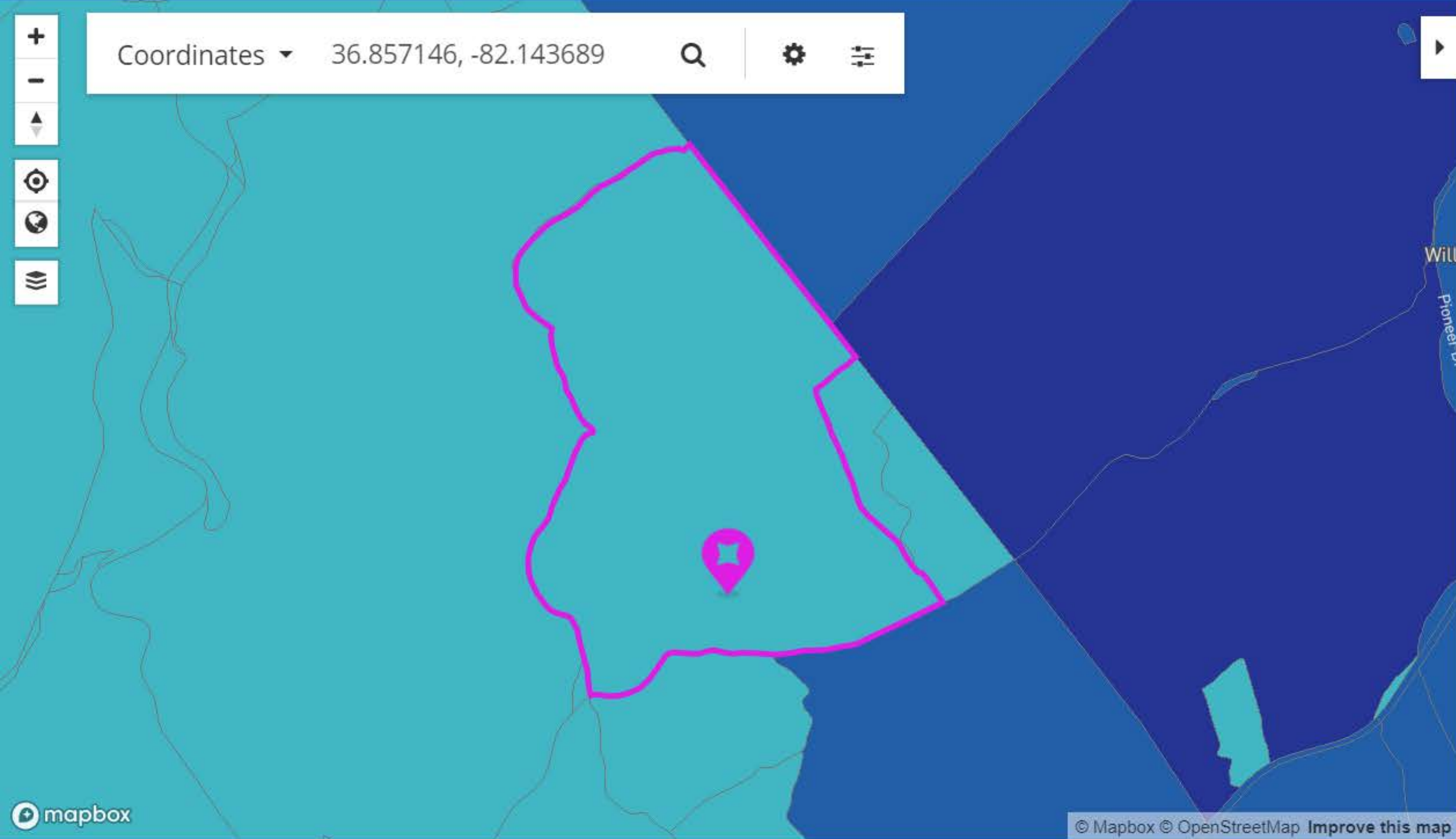
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	100	3
Hughes Network Systems, LLC	Satellite	25	3
VSAT Systems, LLC	Satellite	2	1.3



Coordinates ▾ 36.857146, -82.143689 🔍 ⚙️ 📏

**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670304013027

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

---

**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3





**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670304013011

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

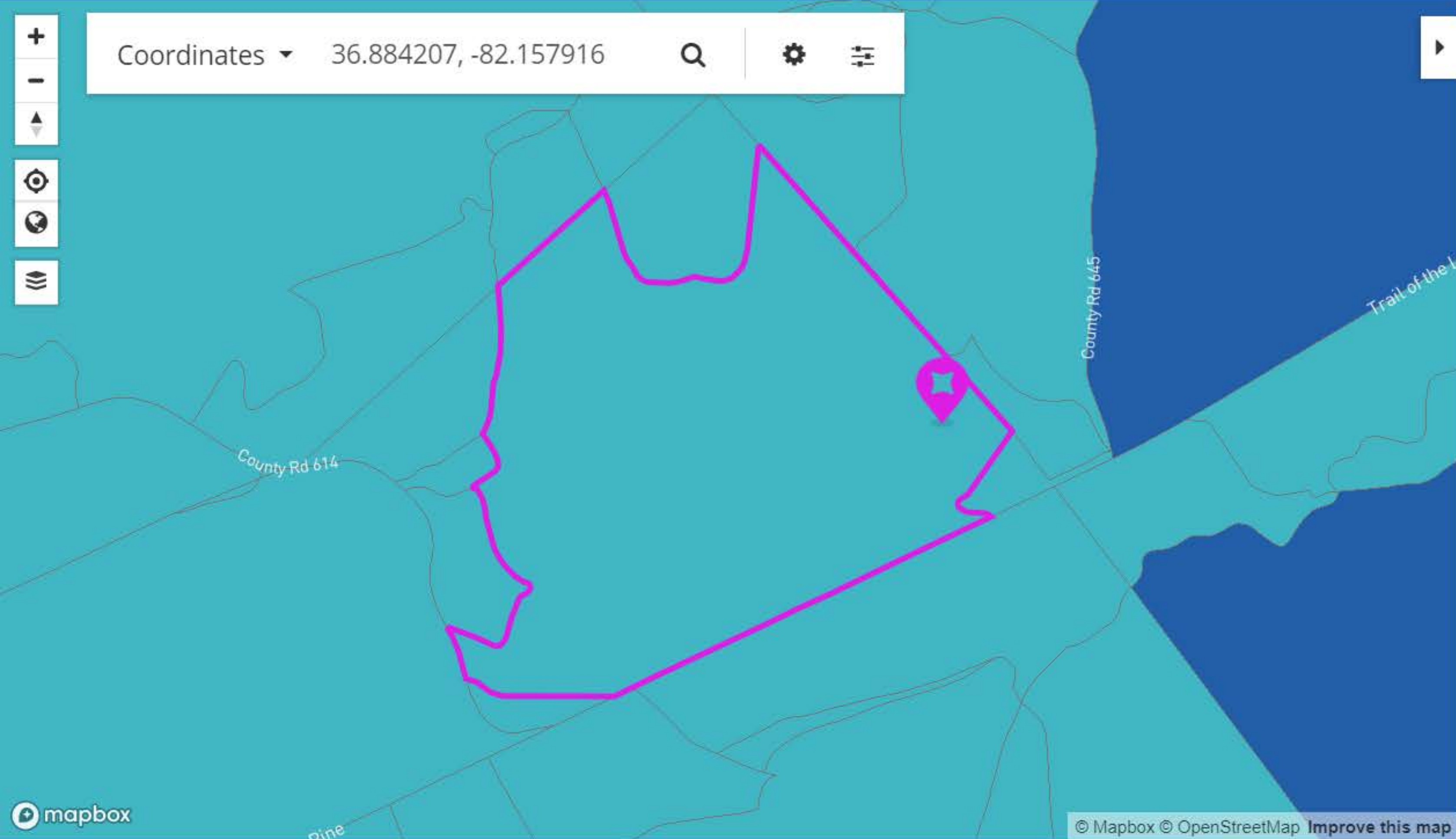
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ⓘ

Census block ID: 511670304014019

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

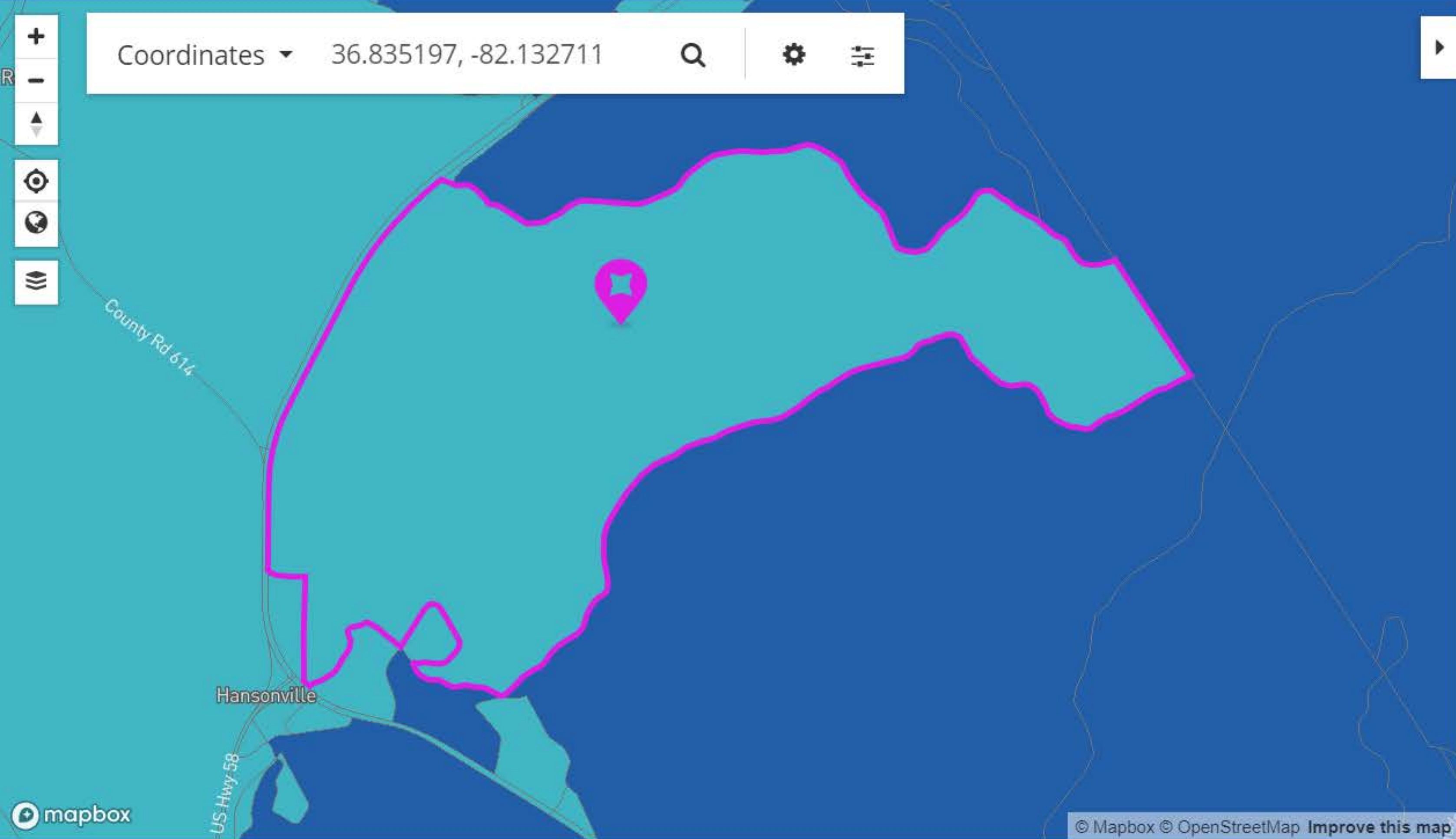
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**Broadband** ⚙️

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



**All Providers Reporting Service** 🔗 ℹ️

Census block ID: 511670304011100

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**Number of Fixed Residential Broadband Providers**

0 1 2 3 4 6 12 or more

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**Broadband** ⚙️

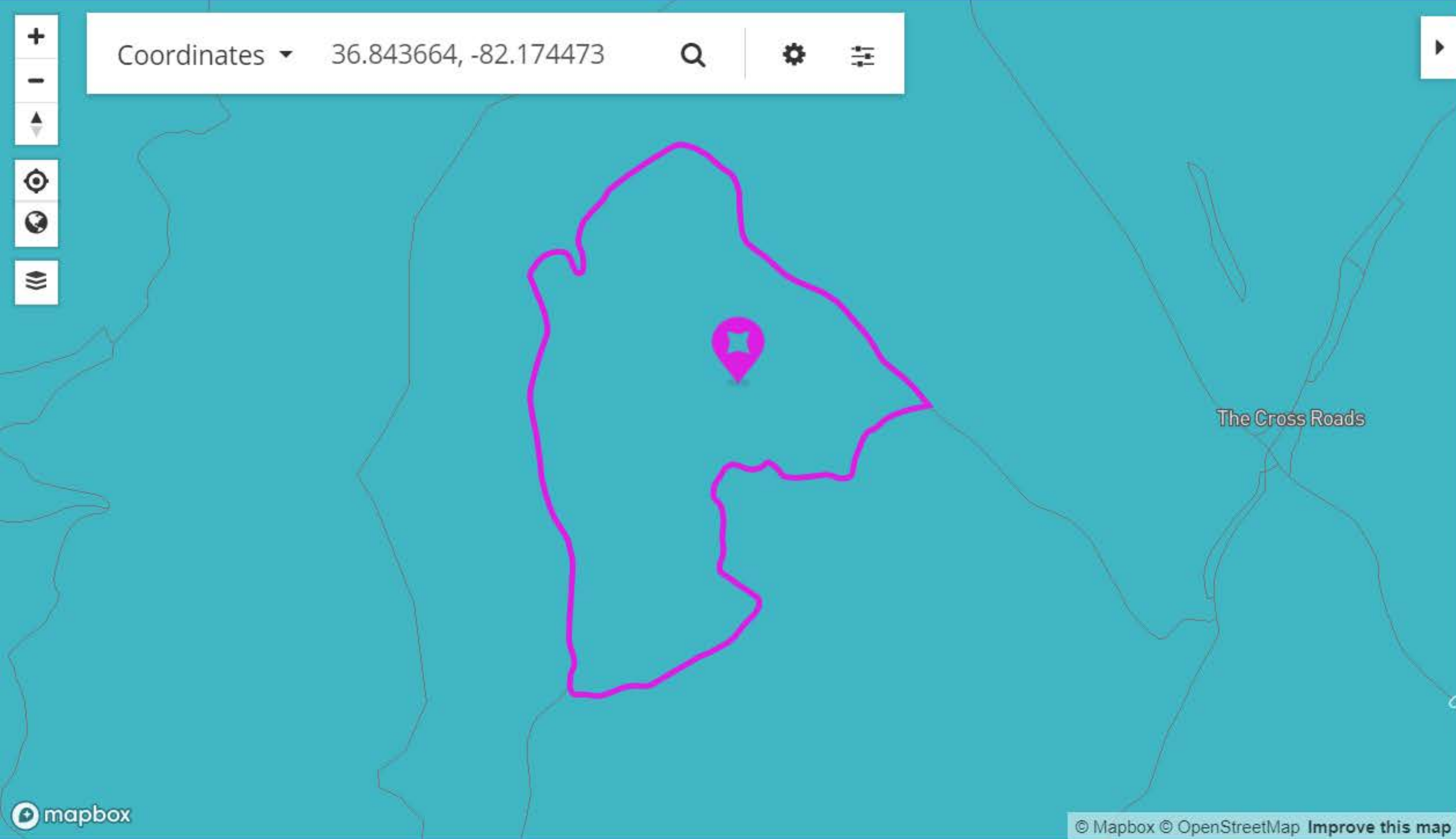
**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other

**Speed** ≥ 25/3 Mbps

**Date** June 2019 (latest public release)

---

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



Coordinates 36.843664, -82.174473

**All Providers Reporting Service**

Census block ID: 511670306002078

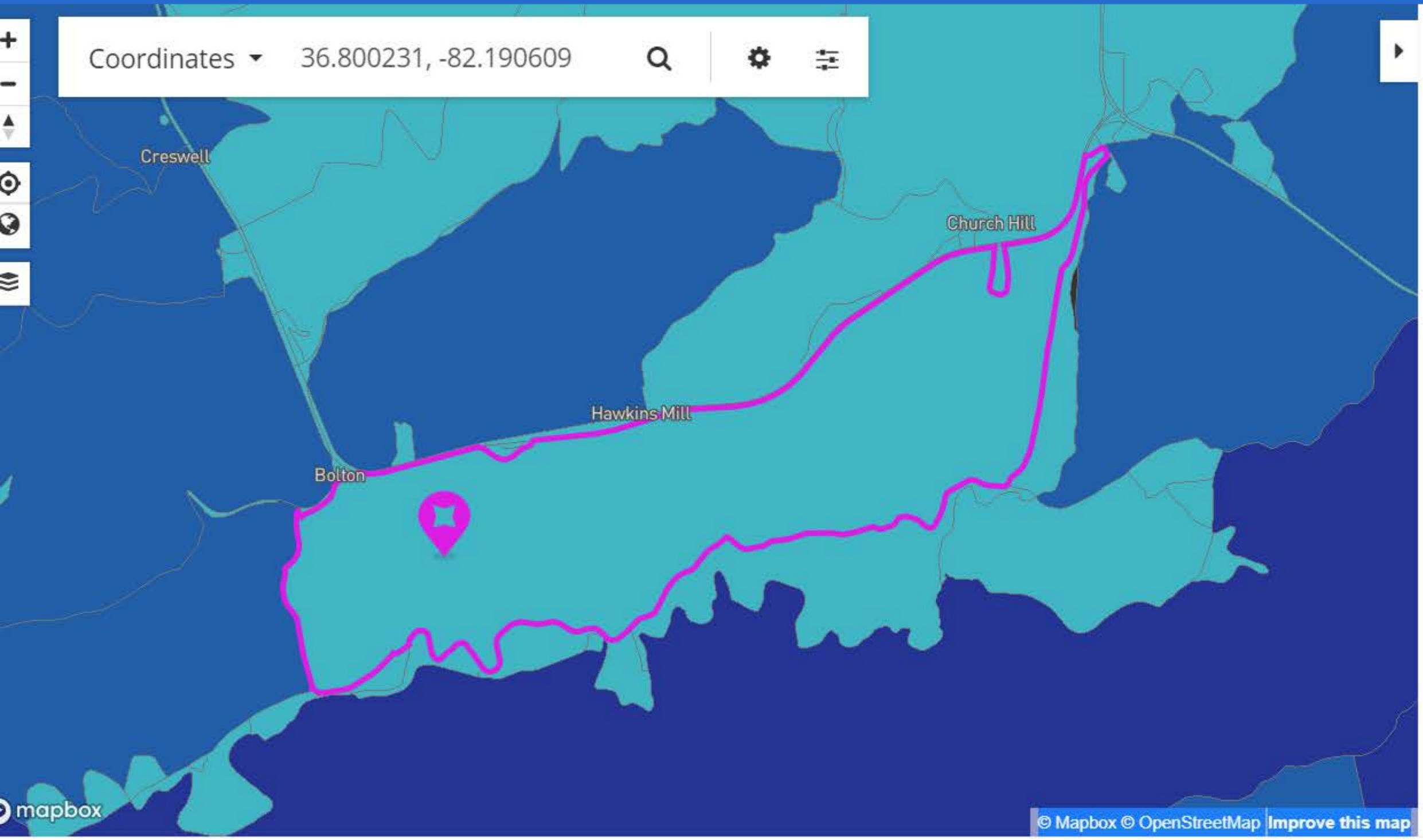
**Number of Fixed Residential Broadband Providers**

**Broadband**

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

Coordinates 36.800231, -82.190609



### All Providers Reporting Service

Census block ID: 511670303004034

#### Number of Fixed Residential Broadband Providers

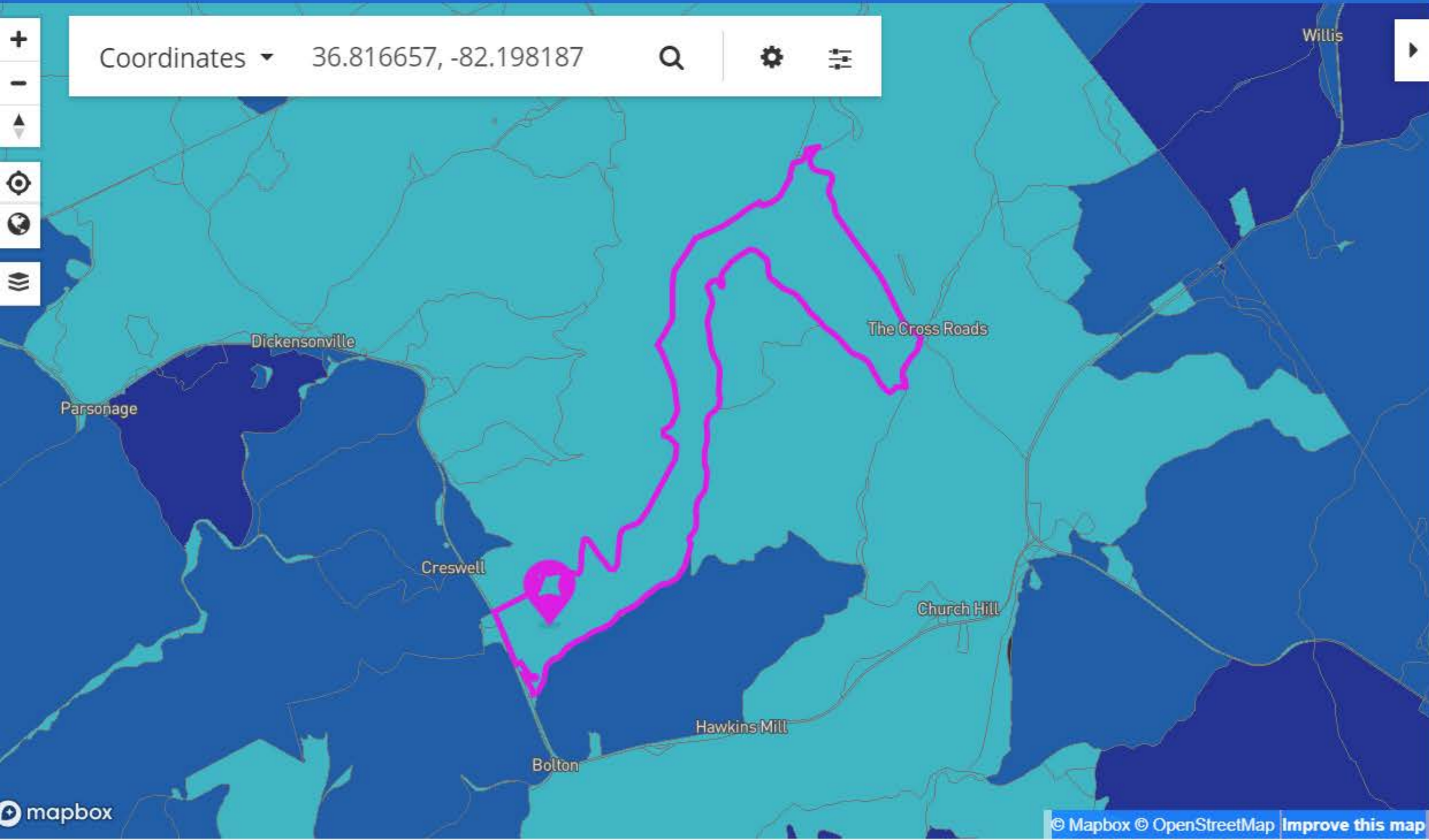


#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

Coordinates ▾ 36.816657, -82.198187 🔍 ⚙️ ☰



### All Providers Reporting Service

Census block ID: 511670306002075

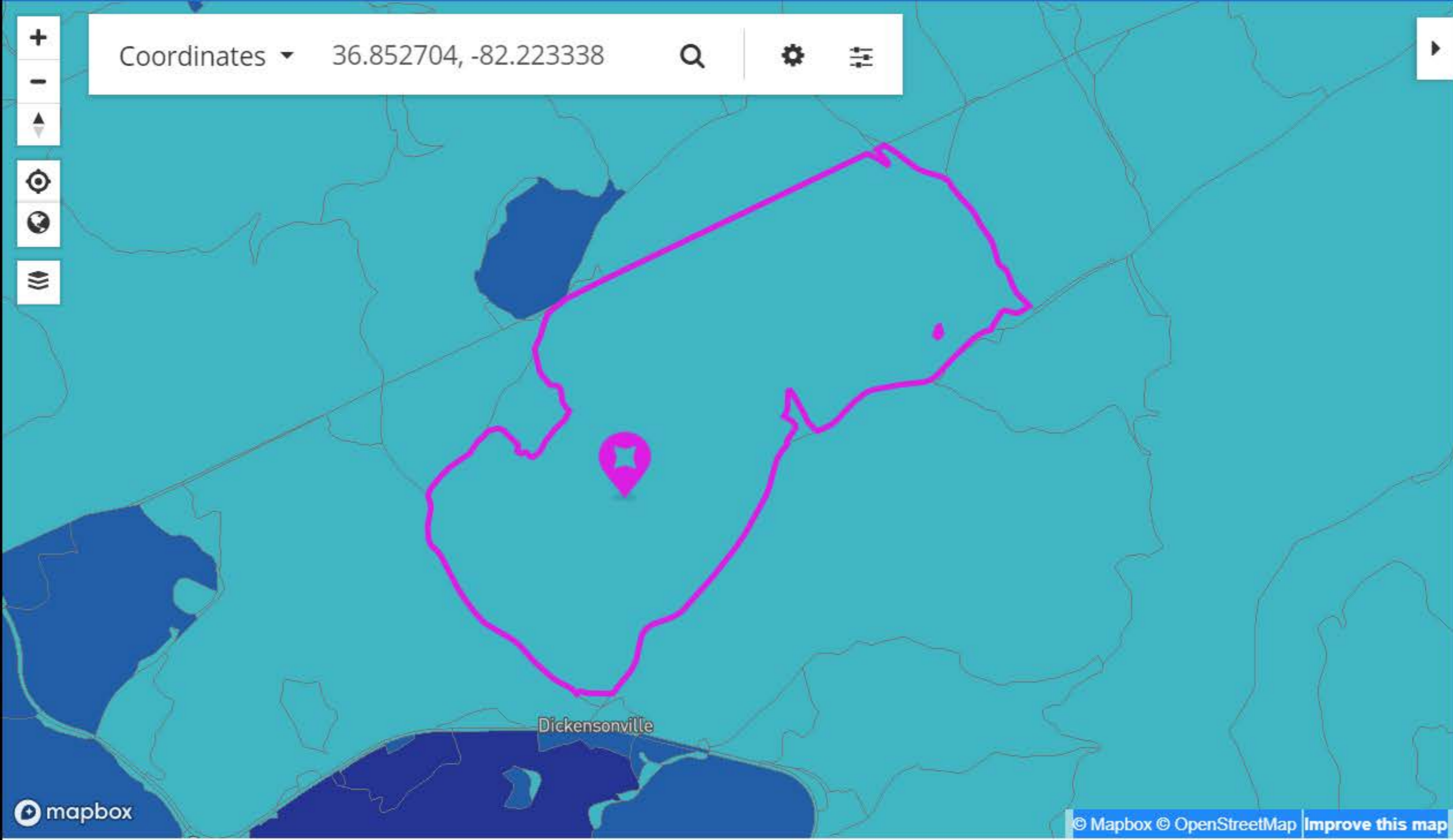
#### Number of Fixed Residential Broadband Providers



#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3



### All Providers Reporting Service

Census block ID: 511670306002060

#### Number of Fixed Residential Broadband Providers



#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

## 2021 Virginia Telecommunication Initiative (VATI) Passing Form

Type of Passings	Total Number in Project Area	Number with Speeds at 10/1 or below in Project Area
<b>Residential</b>	13822	13822
<b>Businesses (non-home based)</b>	71	71
<b>Businesses (home-based)</b>	11	11
<b>Community Anchors</b>	41	41
<b>Non-residential</b>	74	74
<b>Total Number of Passings</b>	14019	14019

**Note:** The Total Number of Passings **MUST** be equal to the Residential, Business (non-home based), Non-residential and Community Anchors sum.

### Definitions

**Passing** – any structure that can receive service.




















**Business** – An organization or entity that provides goods or services in order to generate profit. Businesses based in residential homes can count if they are a registered business (BPOL, LLC, etc.).

































**Community Anchor** - schools, libraries, medical and health care providers, public safety entities, community colleges and other institutions of higher education, and other community support organizations and agencies that provide outreach, access, equipment, and support services to facilitate greater use of broadband service by vulnerable populations, including low-income, unemployed, and the aged.

**Non-Residential Passing** – places of worship, federal, state, or local facilities or other potential customers that are neither a residence, business or a community anchor as defined above.






















ID		Task Mode	Task Name	Duration	Start	Finish
1			Phase 3 CPC	375 days	Tue 11/2/21	Mon 4/10/23
2			<b>Field Engineering</b>			
3			Field Data Collection	5 days	Tue 11/2/21	Mon 11/8/21
4			Site Survey	3 days	Fri 11/5/21	Tue 11/9/21
5			Permitting Applications	5 days	Wed 11/10/21	Tue 11/16/21
6			Pole Data	3 days	Tue 11/16/21	Thu 11/18/21
7			Make Ready Summary	1 day	Wed 11/17/21	Wed 11/17/21
8			Easements Identified	1 day	Thu 11/18/21	Thu 11/18/21
9						
10			<b>Facilities</b>			
11			Splice Package	1 day	Wed 2/2/22	Wed 2/2/22
12			Rainbows BOM	5 days	Mon 2/14/22	Fri 2/18/22
13			Estimate Workbook	1 day	Mon 2/14/22	Mon 2/14/22
14			Job Approval	1 day	Mon 2/14/22	Mon 2/14/22
15						
16			<b>Permits &amp; Make-Ready</b>			
17			Permit Application & Invoicing	1 day	Thu 11/18/21	Thu 11/18/21
18			Towns or City Permit	0 days		
19			Make Ready Construction	1 day	Thu 11/18/21	Thu 11/18/21
20			AEP	1 day	Thu 11/18/21	Thu 11/18/21
21			Verizon	1 day	Thu 11/18/21	Thu 11/18/21
22			PVEC			
23			ODP			

Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration-only		Deadline	
	Summary		Manual Summary Rollup		Progress	
	Project Summary		Manual Summary		Manual Progress	
	Inactive Task		Start-only			
	Inactive Milestone		Finish-only			

ID		Task Mode	Task Name	Duration	Start	Finish
24						
25			<b>Construction Task</b>			
26			Review Job Package	1 day	Mon 2/14/22	Mon 2/14/22
27			Assigned Contractor	1 day	Mon 2/14/22	Mon 2/14/22
28			Create PO	0 days		
29			Stage Job Materials	1 day	Wed 1/5/22	Wed 1/5/22
30			Materials Requested	1 day	Mon 2/14/22	Mon 2/14/22
31			Consturction Start/Finish	375 days	Mon 2/14/22	Fri 7/21/23
32			Make Ready	50 days	Fri 3/4/22	Thu 5/12/22
33			Strand	100 days	Sun 4/24/22	Thu 9/8/22
34			Lash Fiber	120 days	Thu 9/8/22	Wed 2/22/23
35			Cabinet Set	2 days	Wed 2/22/23	Thu 2/23/23
36			Splicing	103 days	Fri 11/18/22	Tue 4/11/23
37			Redlines	1 day	Tue 10/25/22	Tue 10/25/22
38			OTDR Results	1 day	Tue 10/25/22	Tue 10/25/22
39			Addresses for Project	1 day		
40						
41			<b>Closeout</b>			
42			Invoice			
43			Permits			
44			Materials Report			
45			Construction Manager Approval			

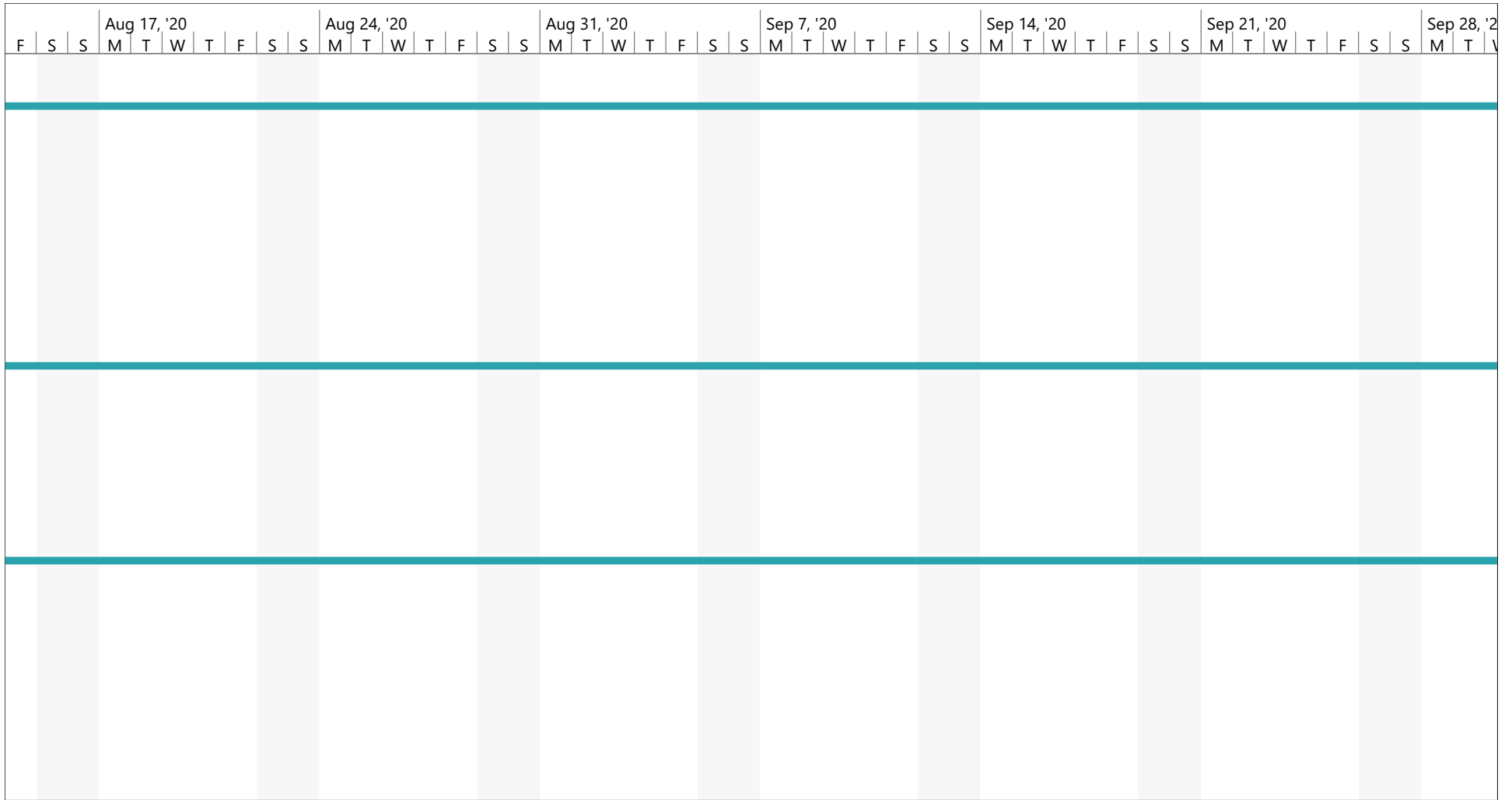
Project: Phase 3 CPC  
Date: Tue 8/11/20

Task		Inactive Summary		External Tasks	
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Milestone		Duration-only		Deadline	
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Inactive Milestone		Finish-only			

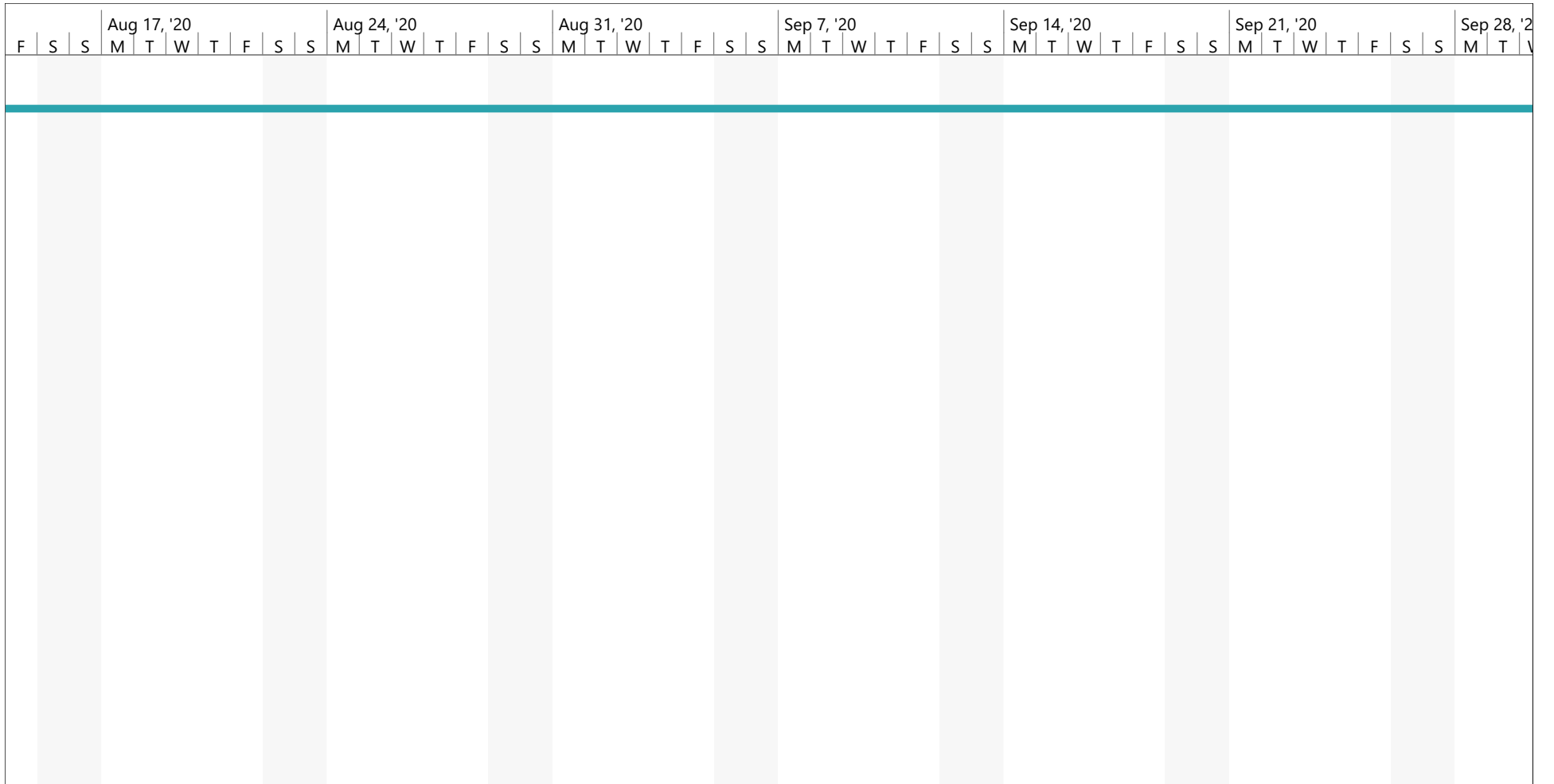


Resource Names	% Complete	Comments	27, '20							Aug 3, '20							Aug 10, '20						
			T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F			
	<b>0%</b>																						
Barton John,Tim Nutter	0%																						
Barton John,Tim Nutter	0%																						
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Barton John	0%																						
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Barton John,Gillenwater Tyler,Trent Tommy	0%																						
Barton John	0%																						
Barton John	0%																						
Trent Tommy	0%																						
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Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration-only		Deadline	
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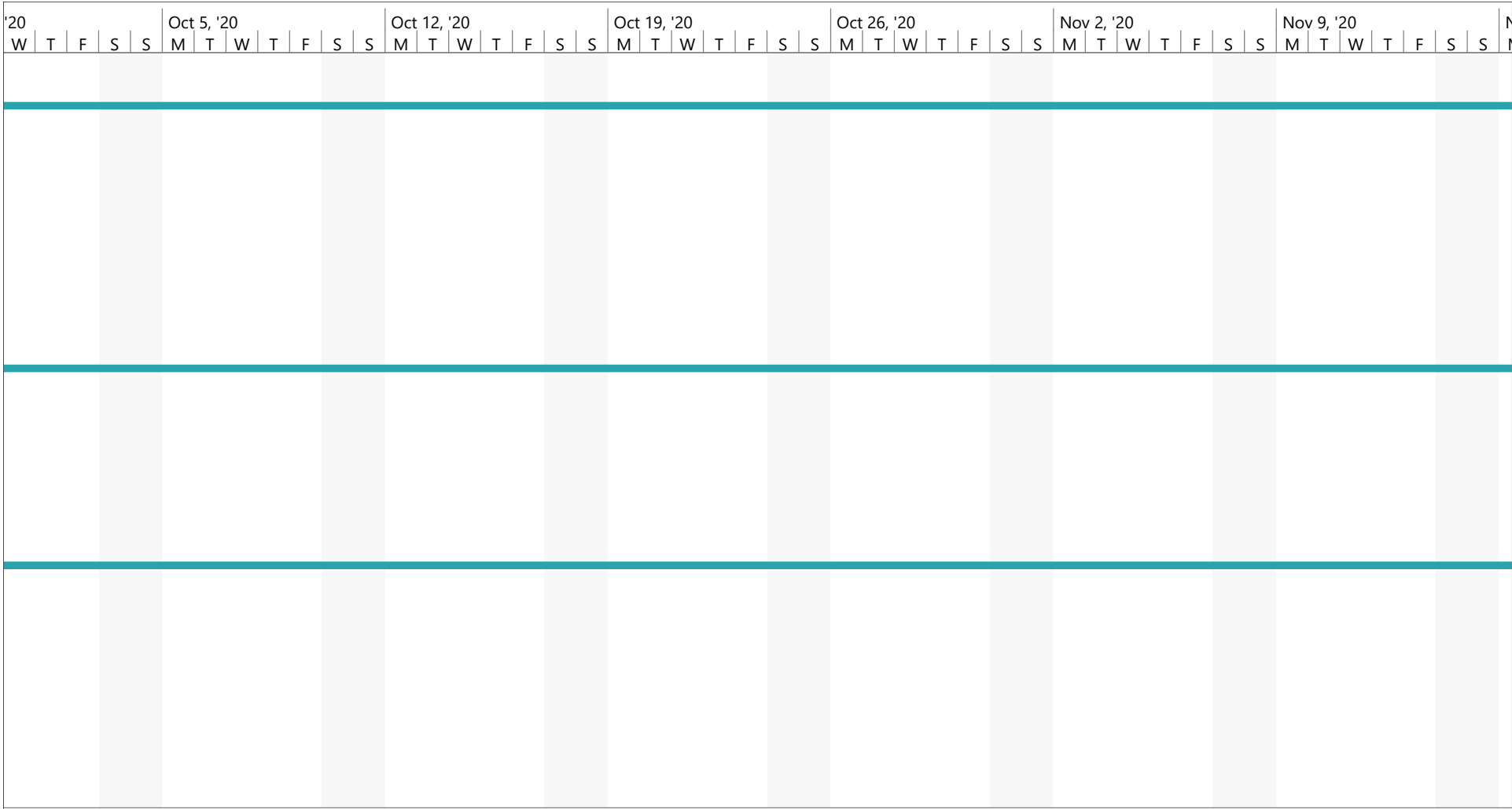
Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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	Summary		Manual Summary Rollup		Progress	
	Project Summary		Manual Summary		Manual Progress	
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	Inactive Milestone		Finish-only			



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Project: Phase 3 CPC  
Date: Tue 8/11/20

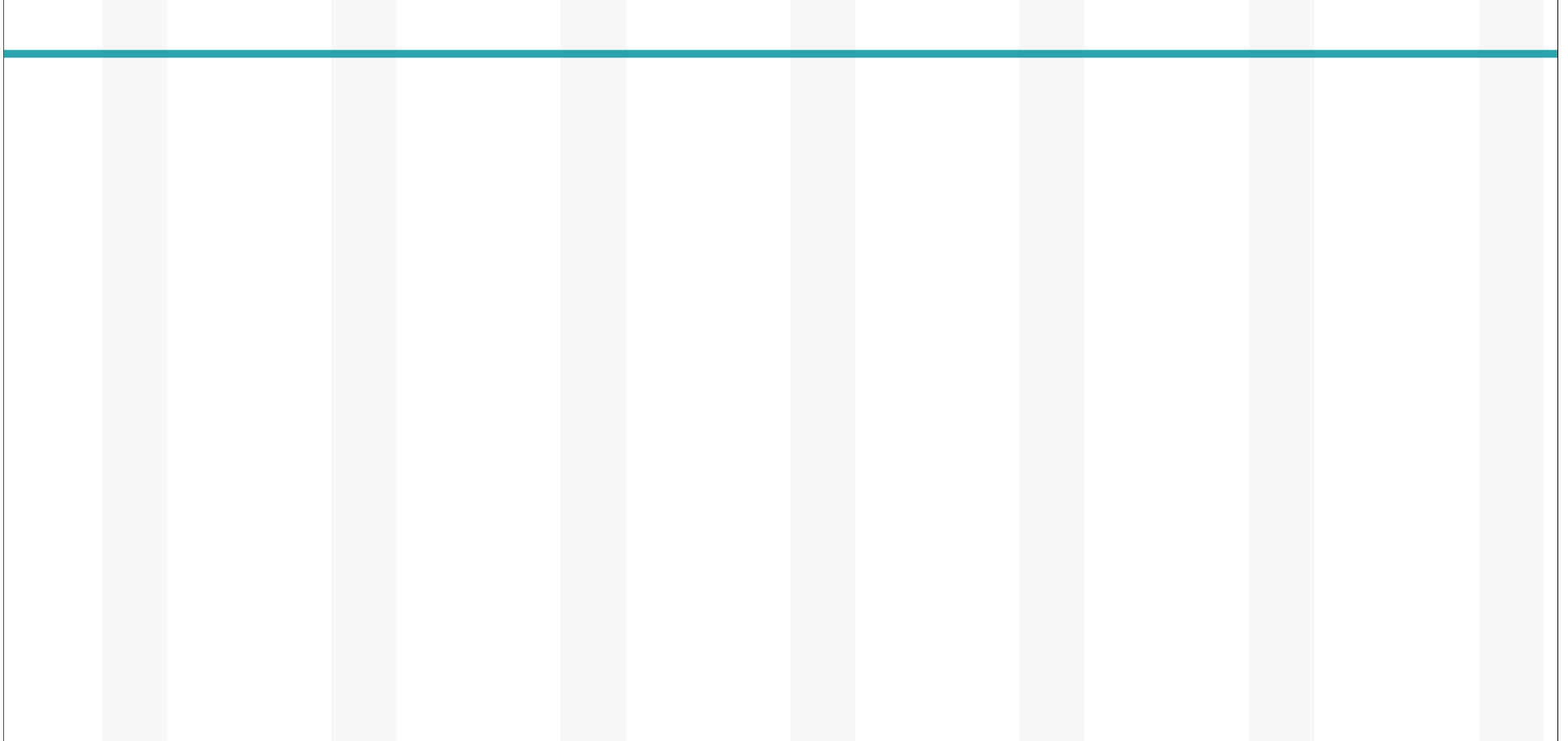
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Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
Project Summary		Manual Summary		Manual Progress	
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Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
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	Summary		Manual Summary Rollup		Progress	
	Project Summary		Manual Summary		Manual Progress	
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	Inactive Milestone		Finish-only			

'20      Oct 5, '20      Oct 12, '20      Oct 19, '20      Oct 26, '20      Nov 2, '20      Nov 9, '20      N

W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M



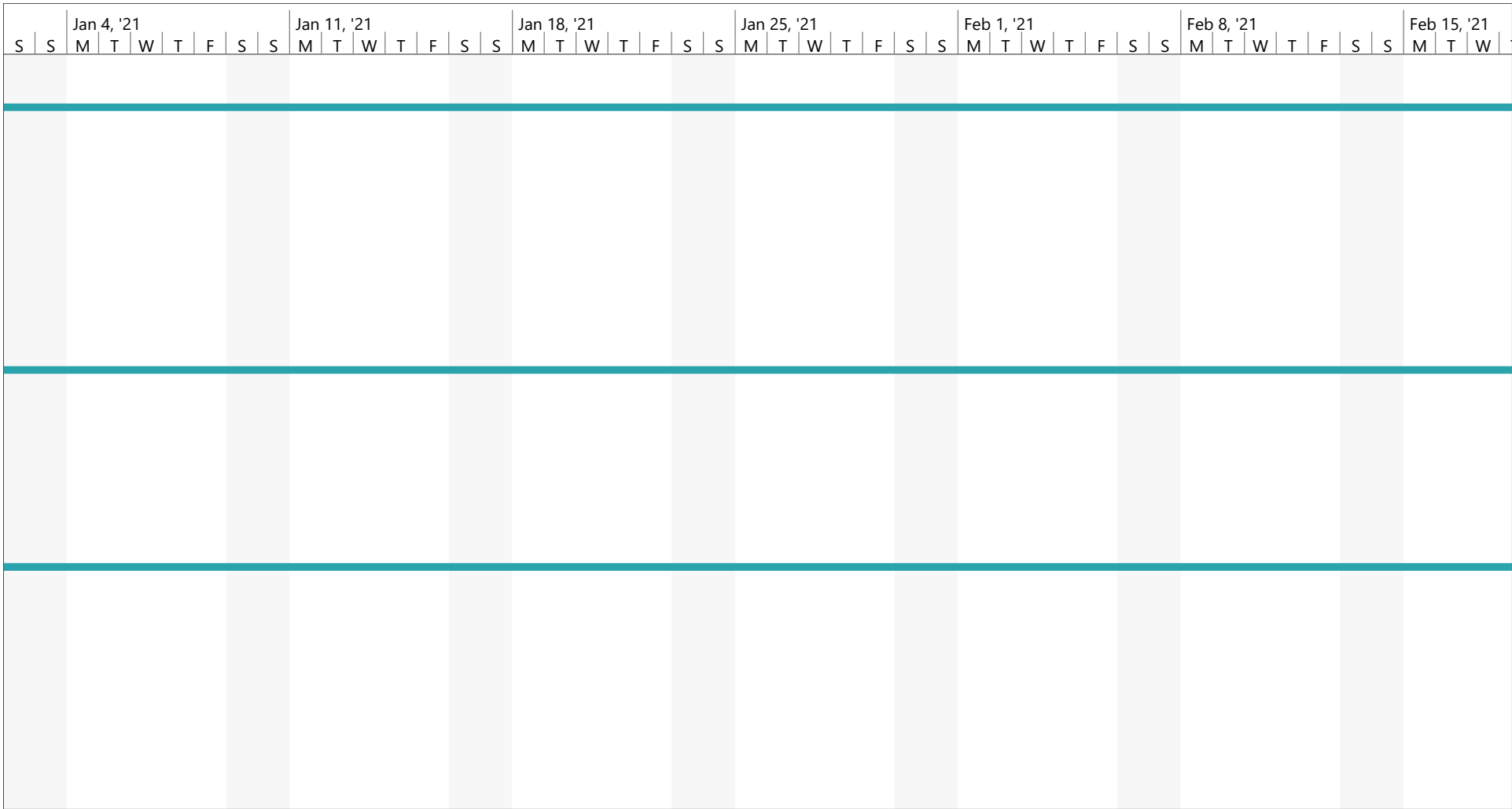
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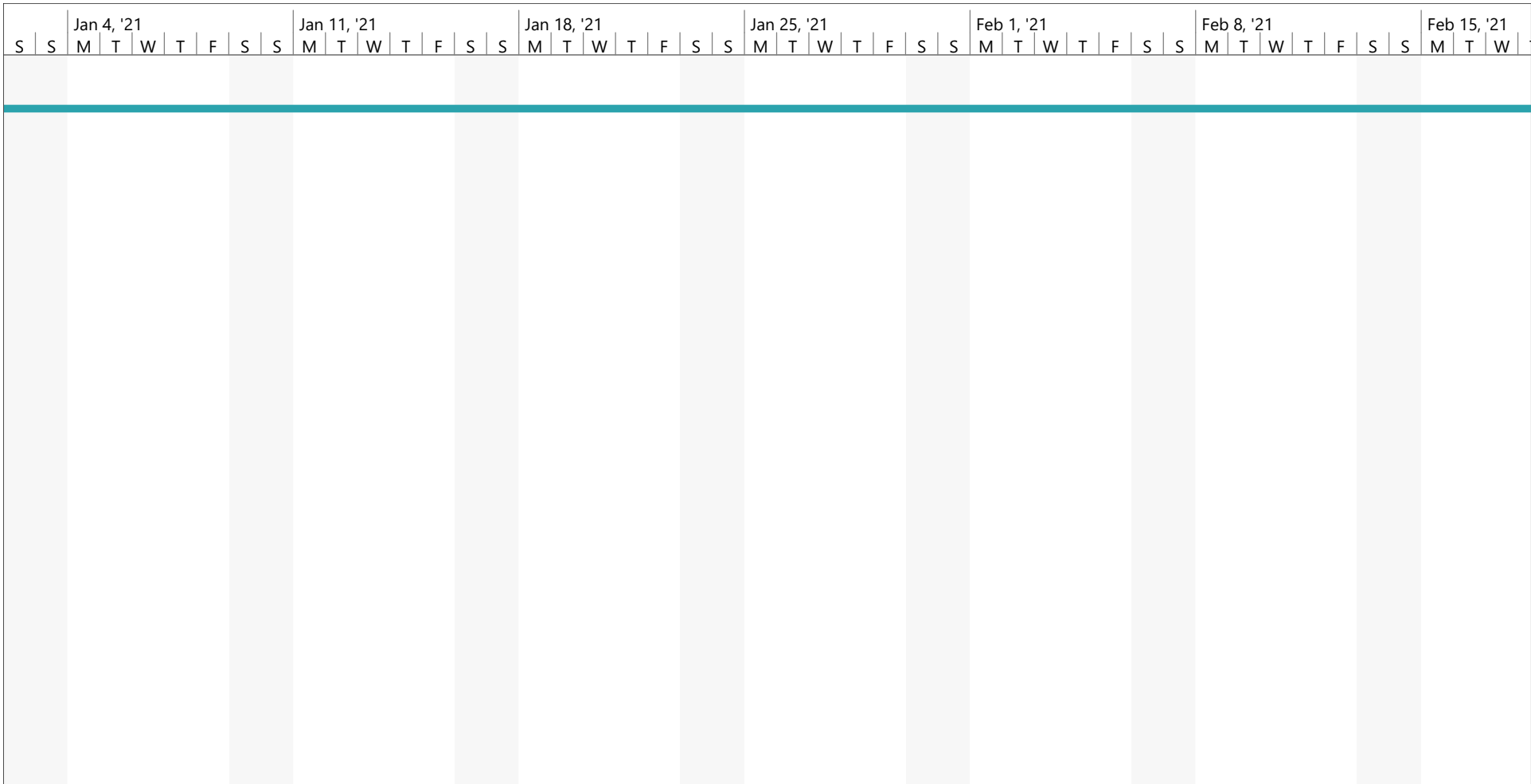




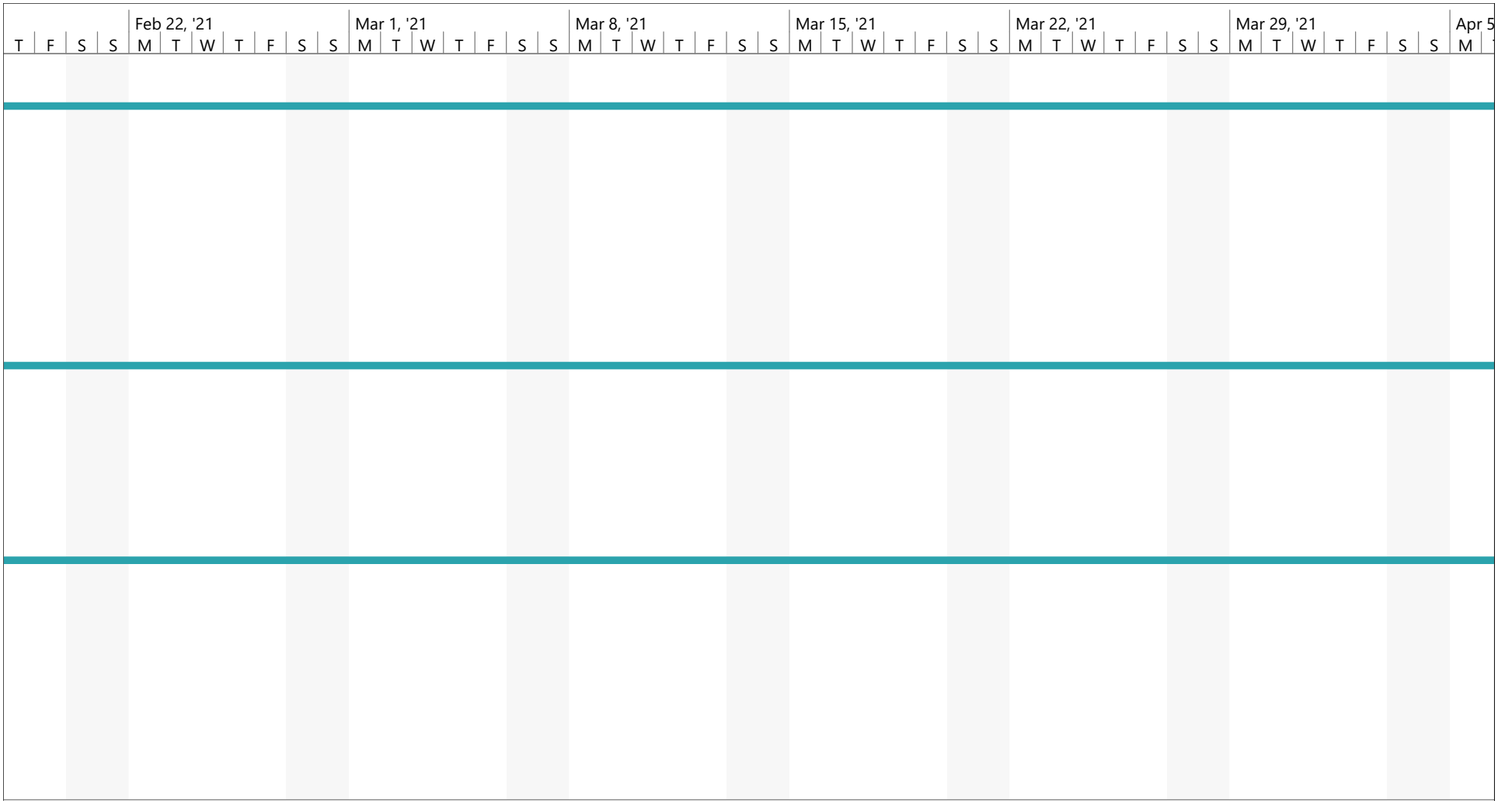
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	Inactive Task		Start-only			
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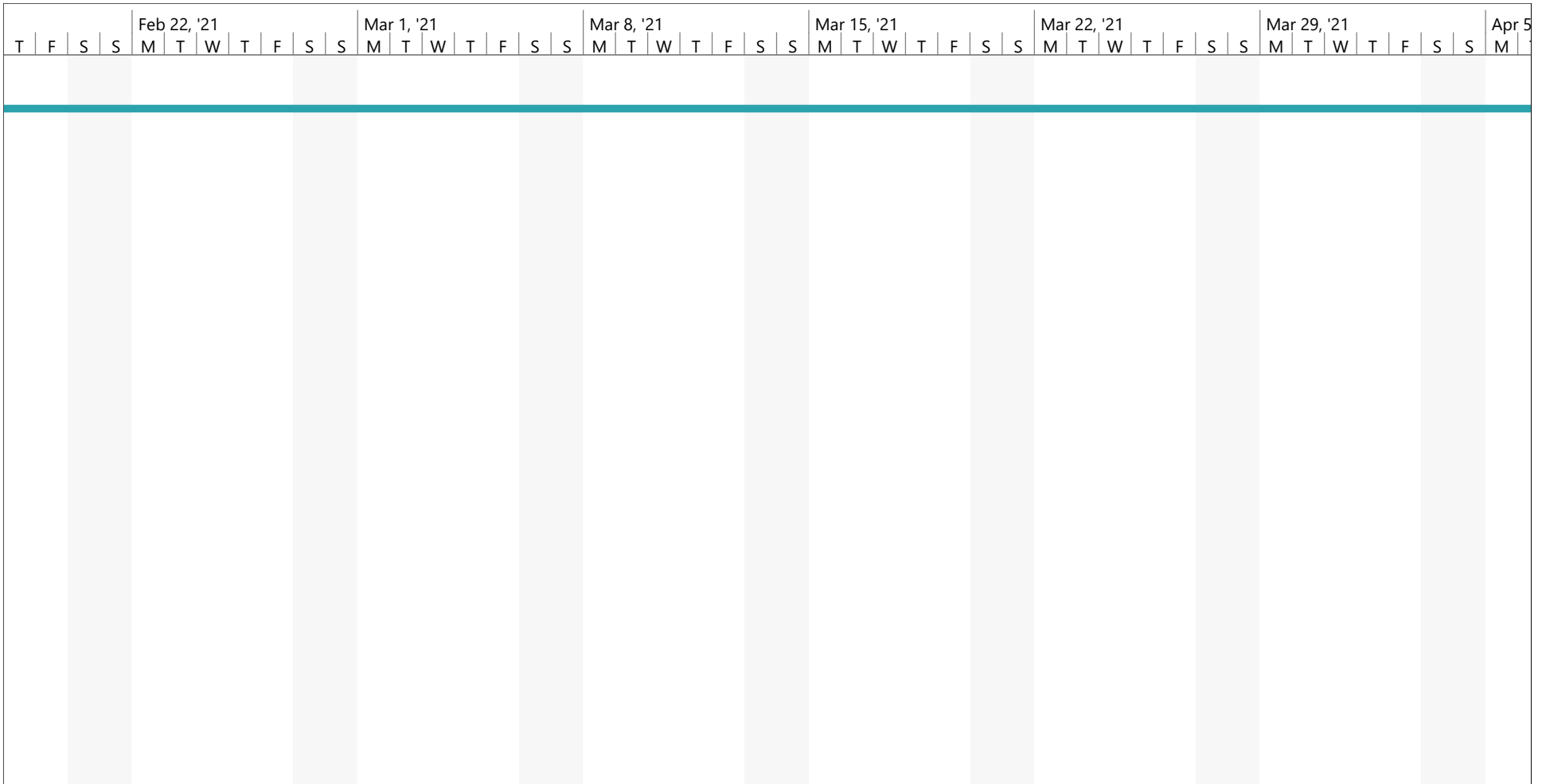
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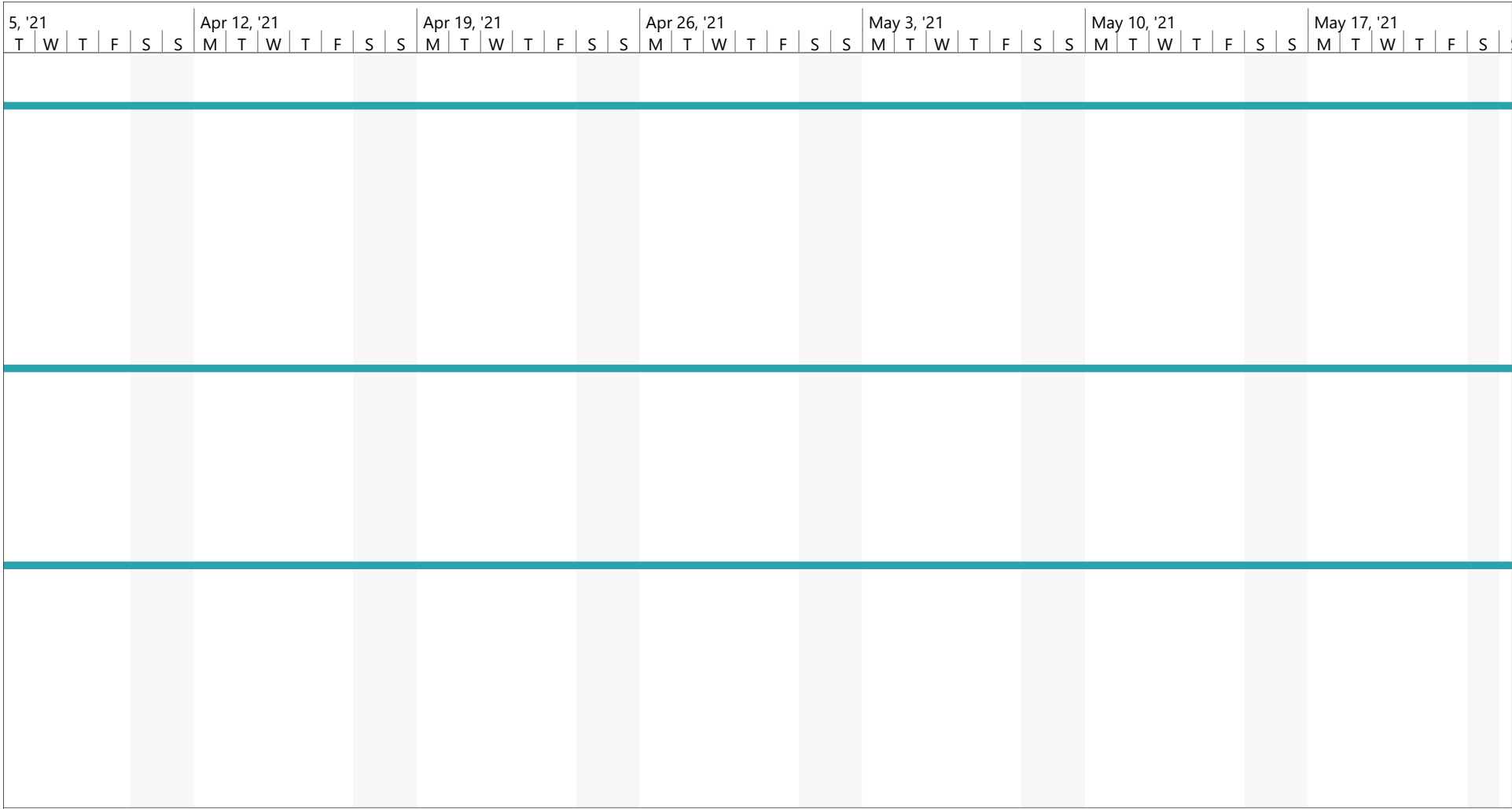
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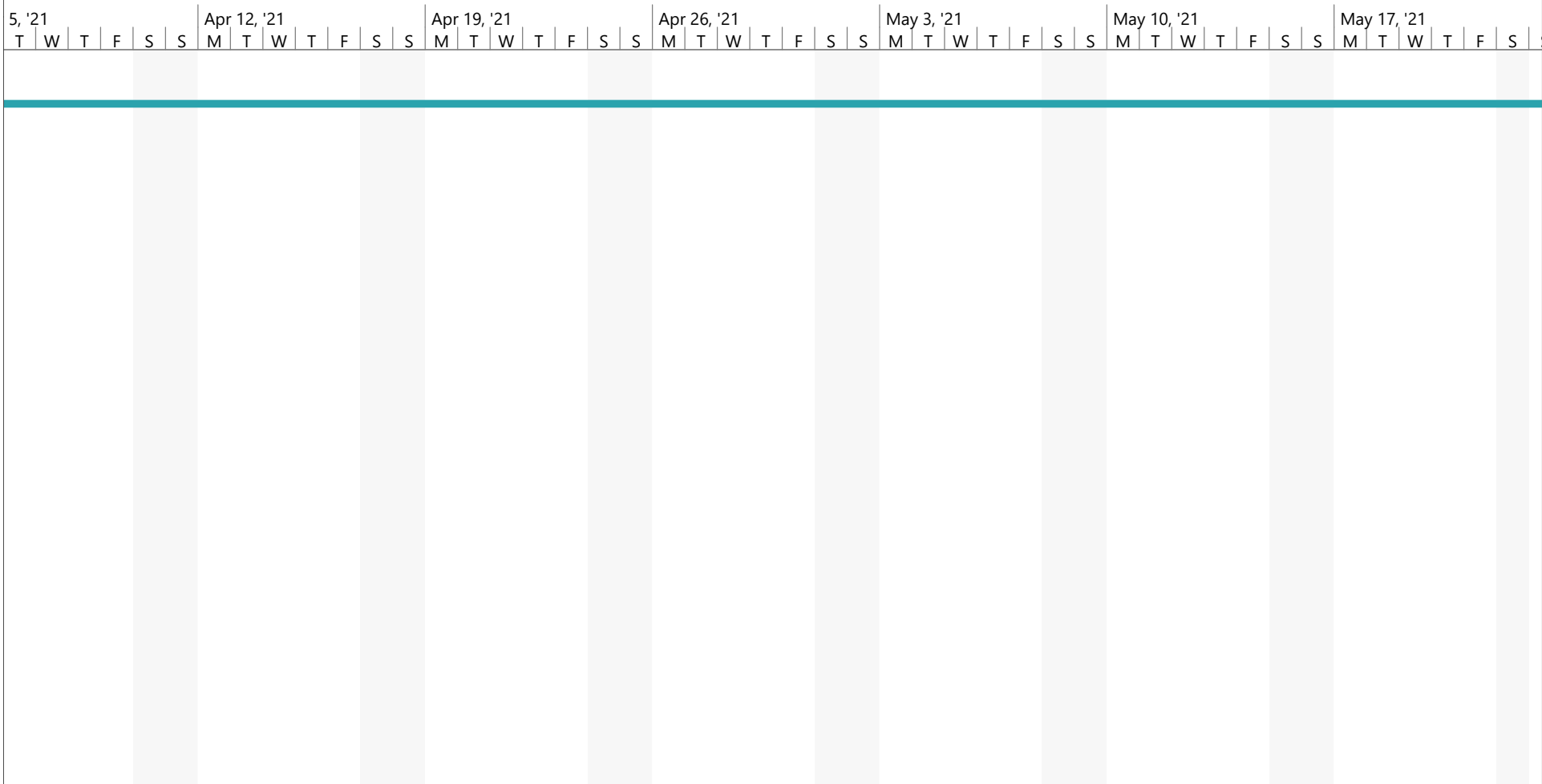
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Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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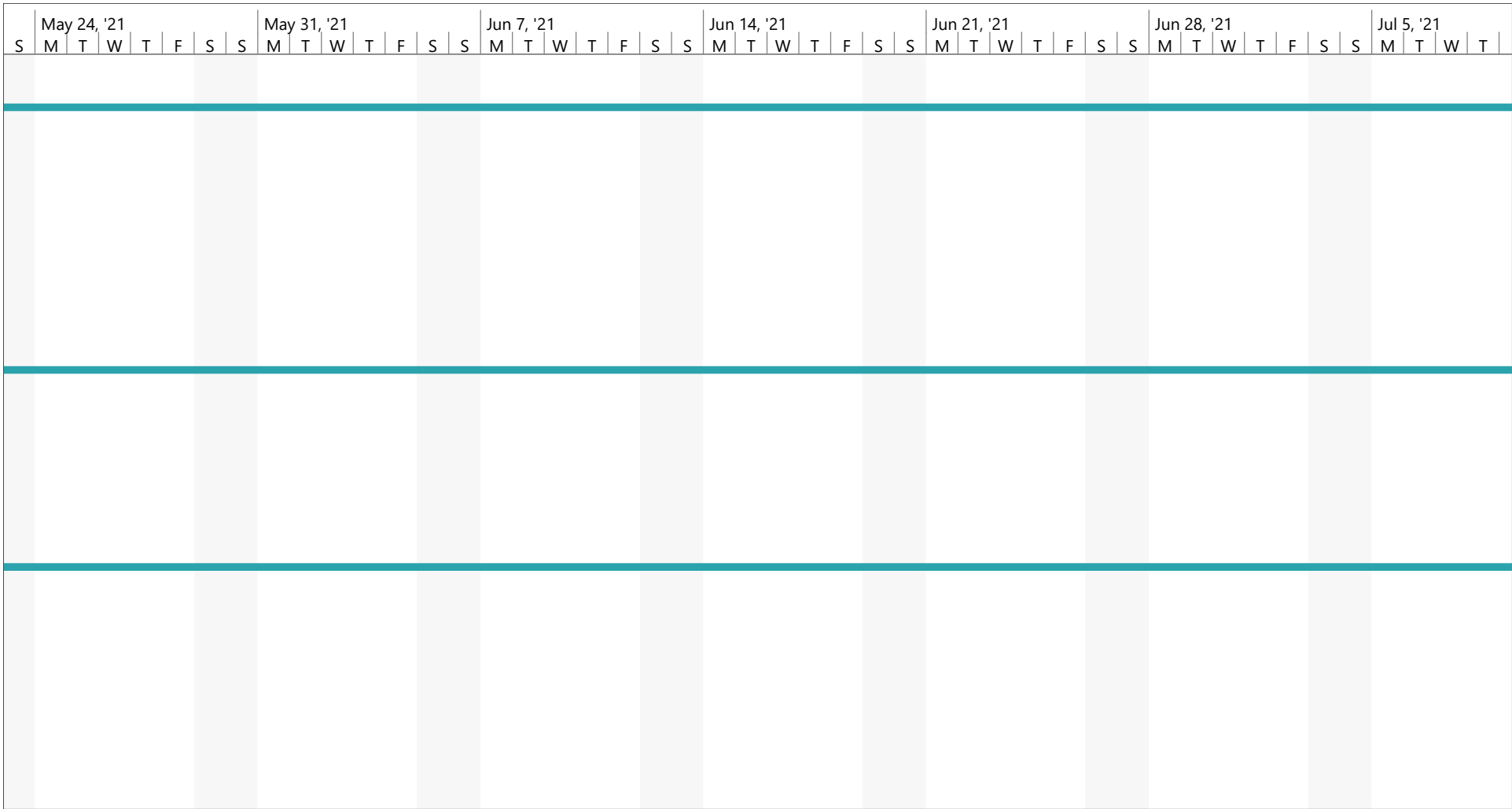


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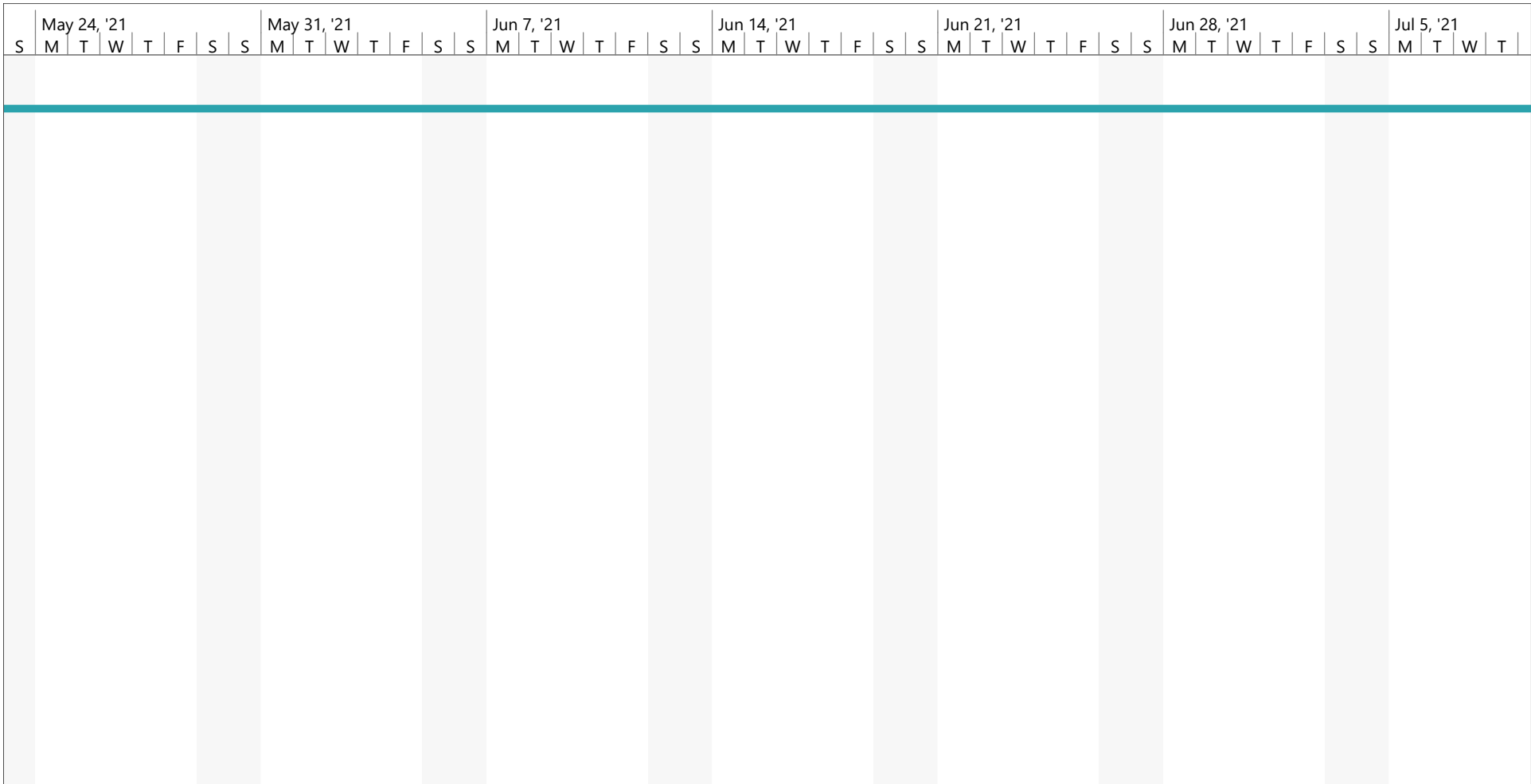


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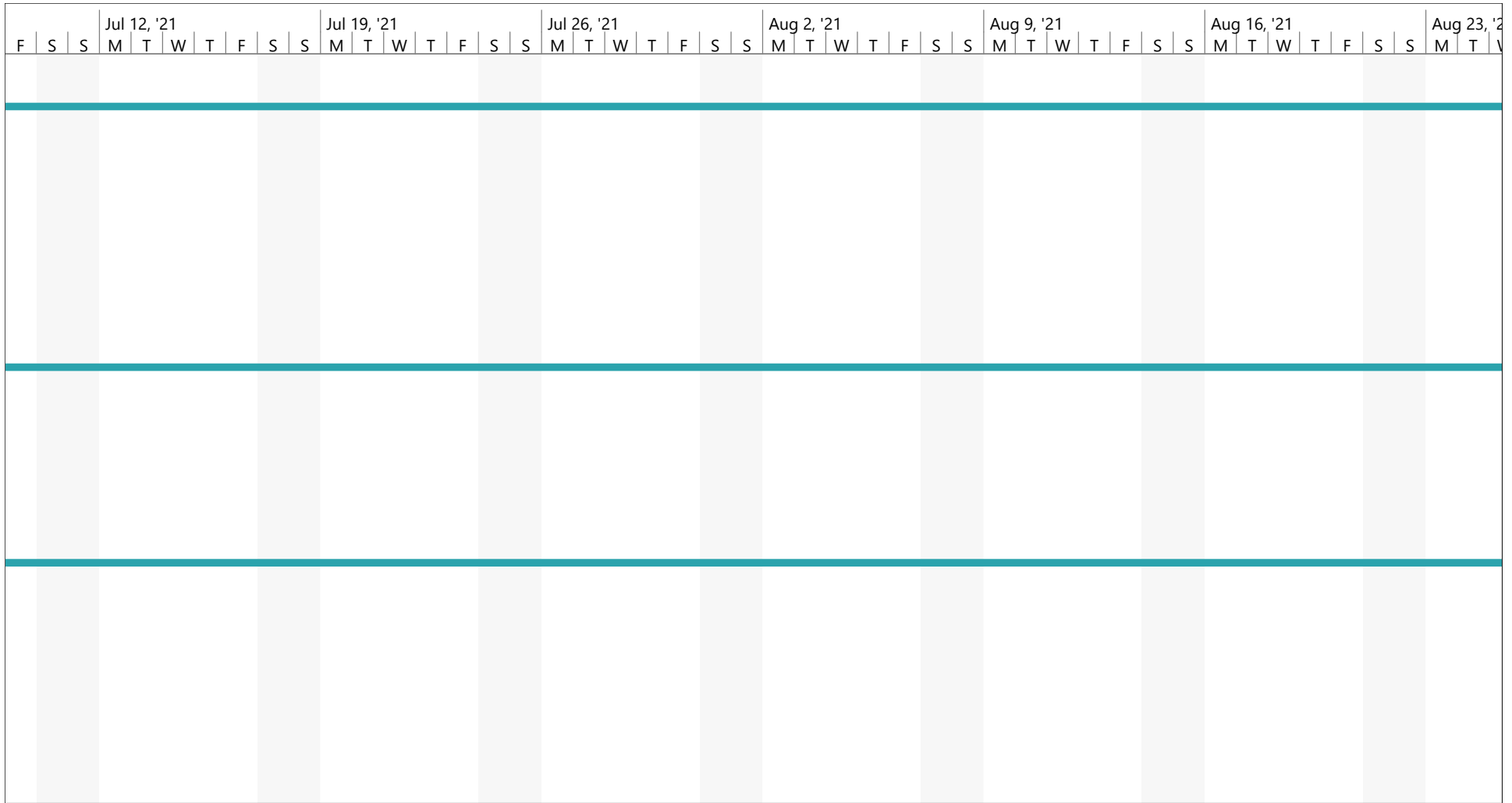




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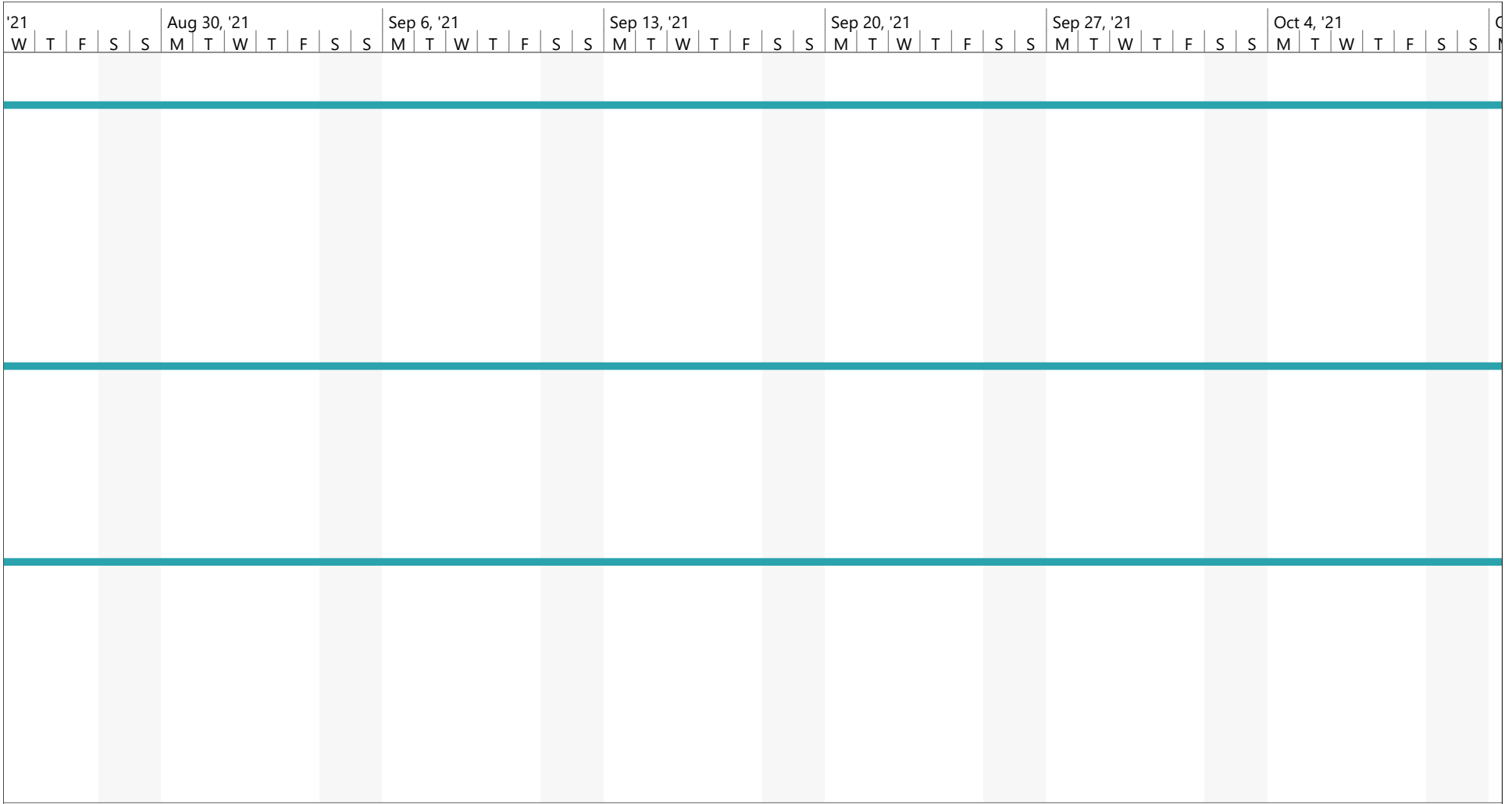


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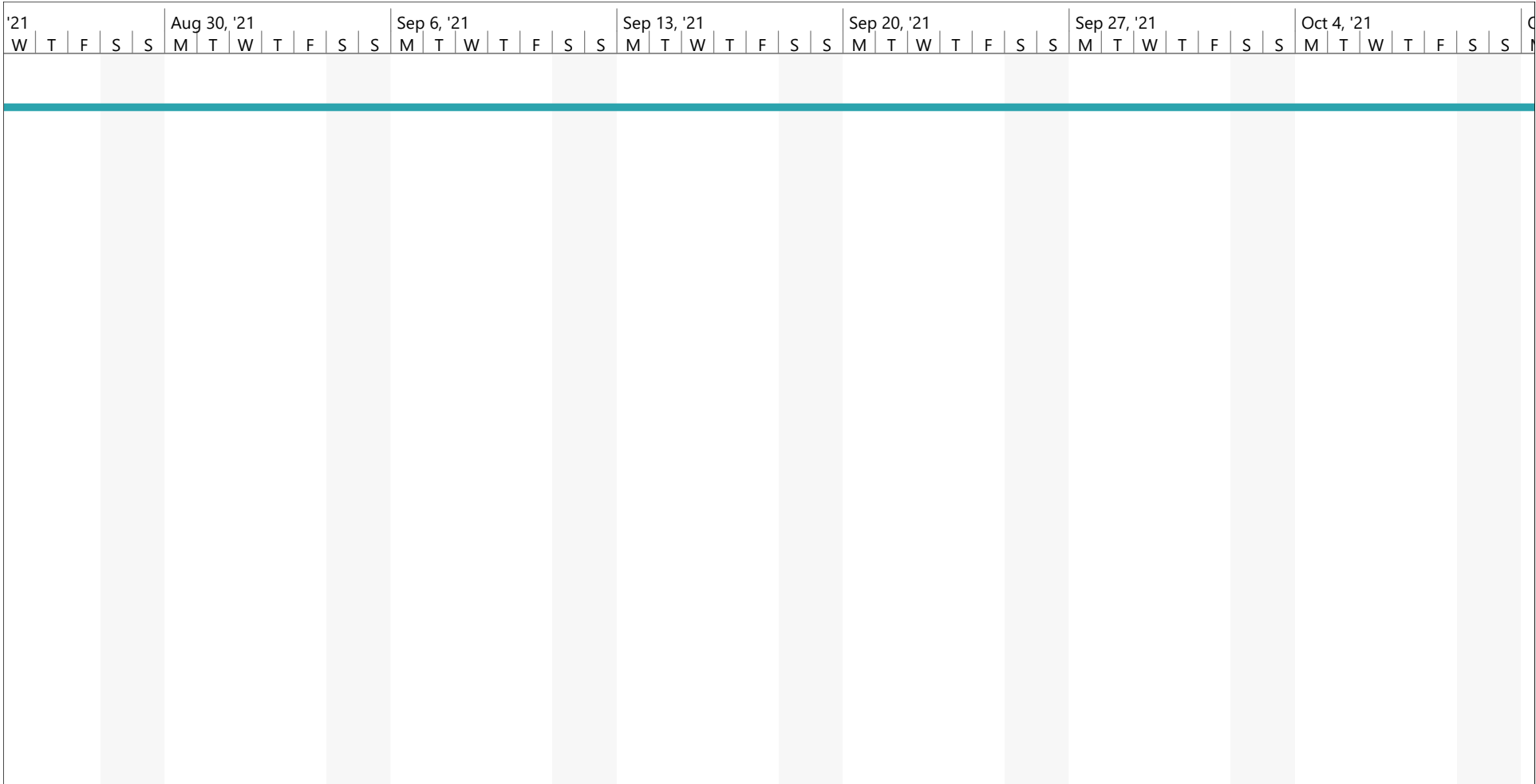


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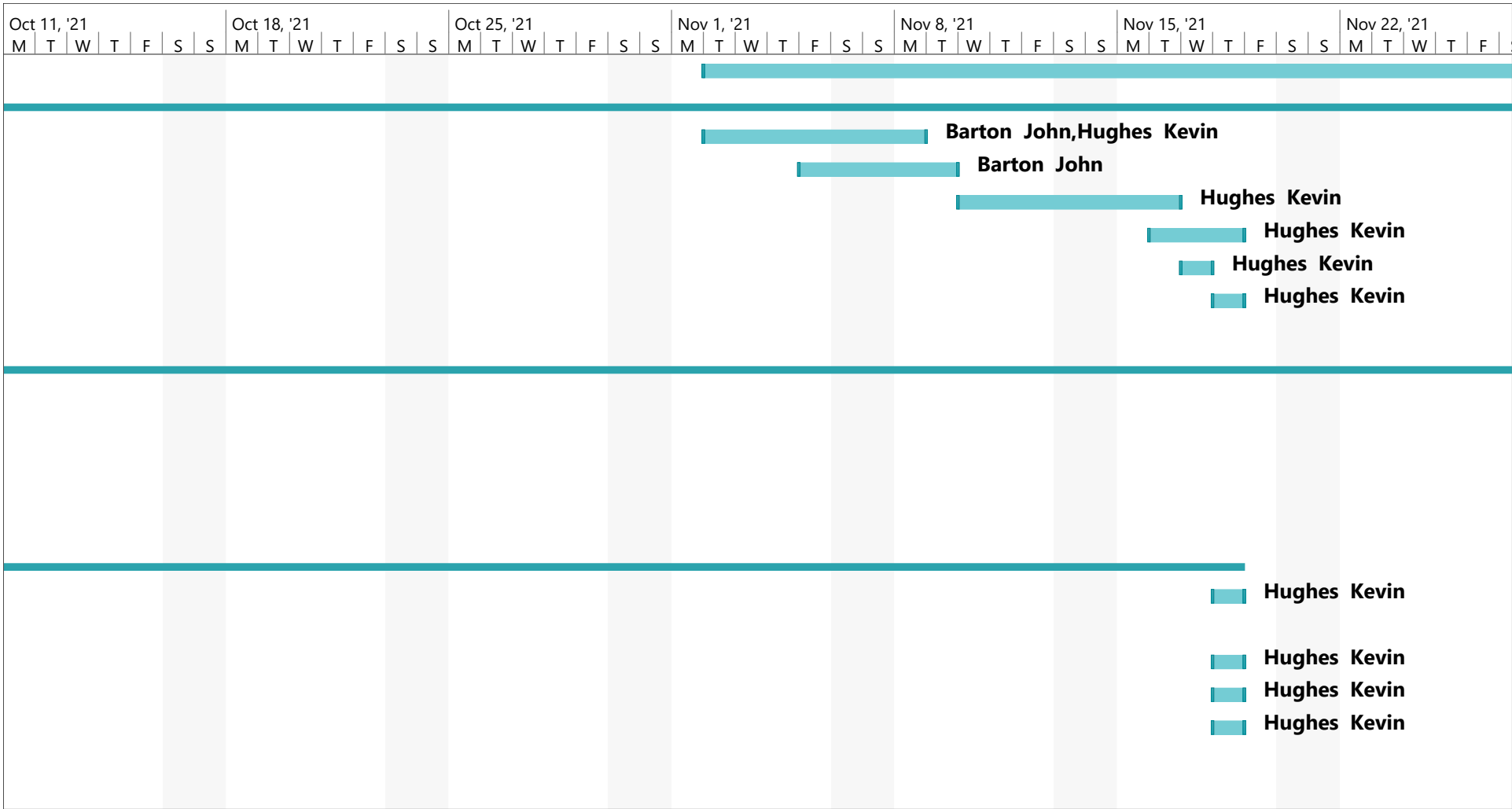




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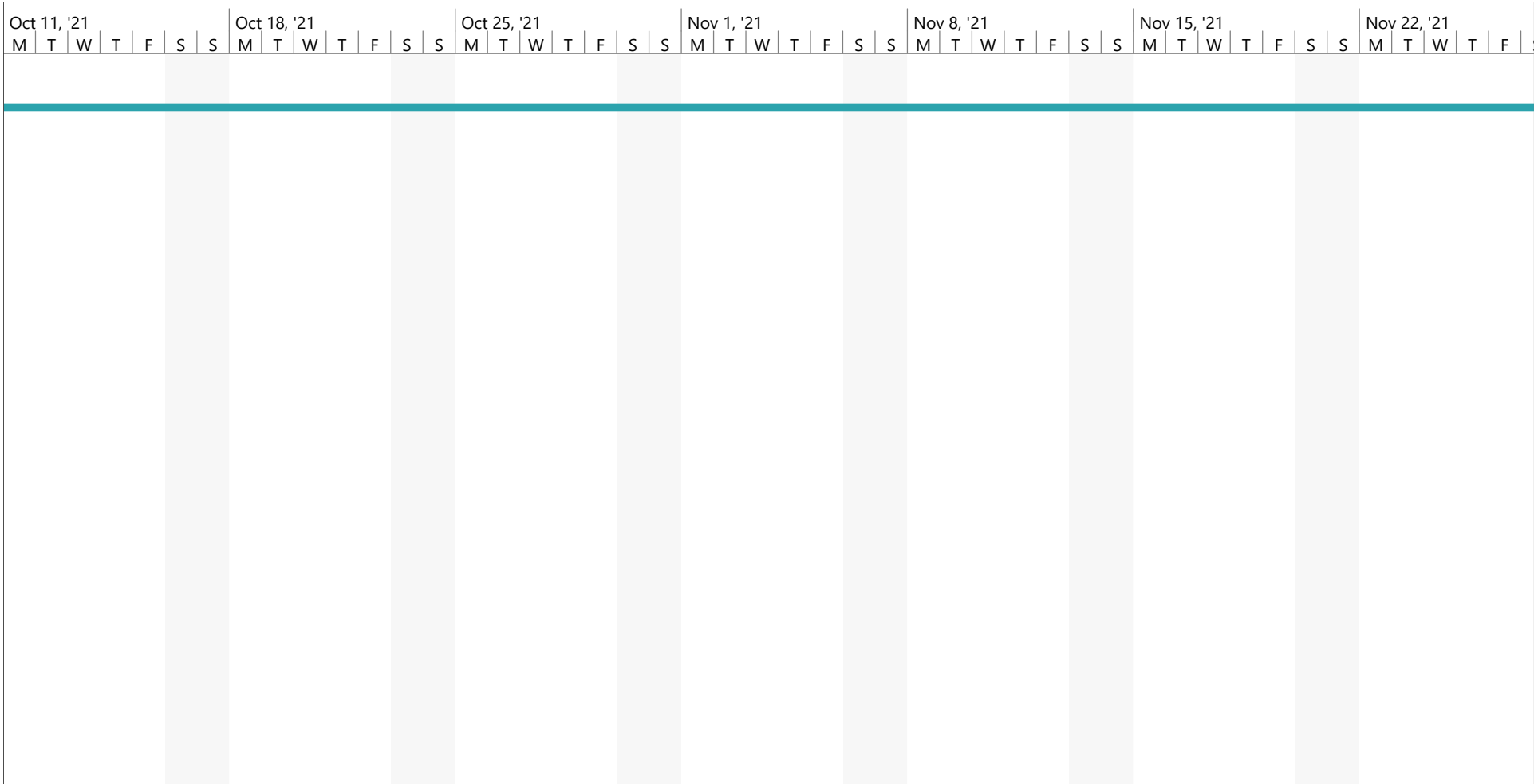


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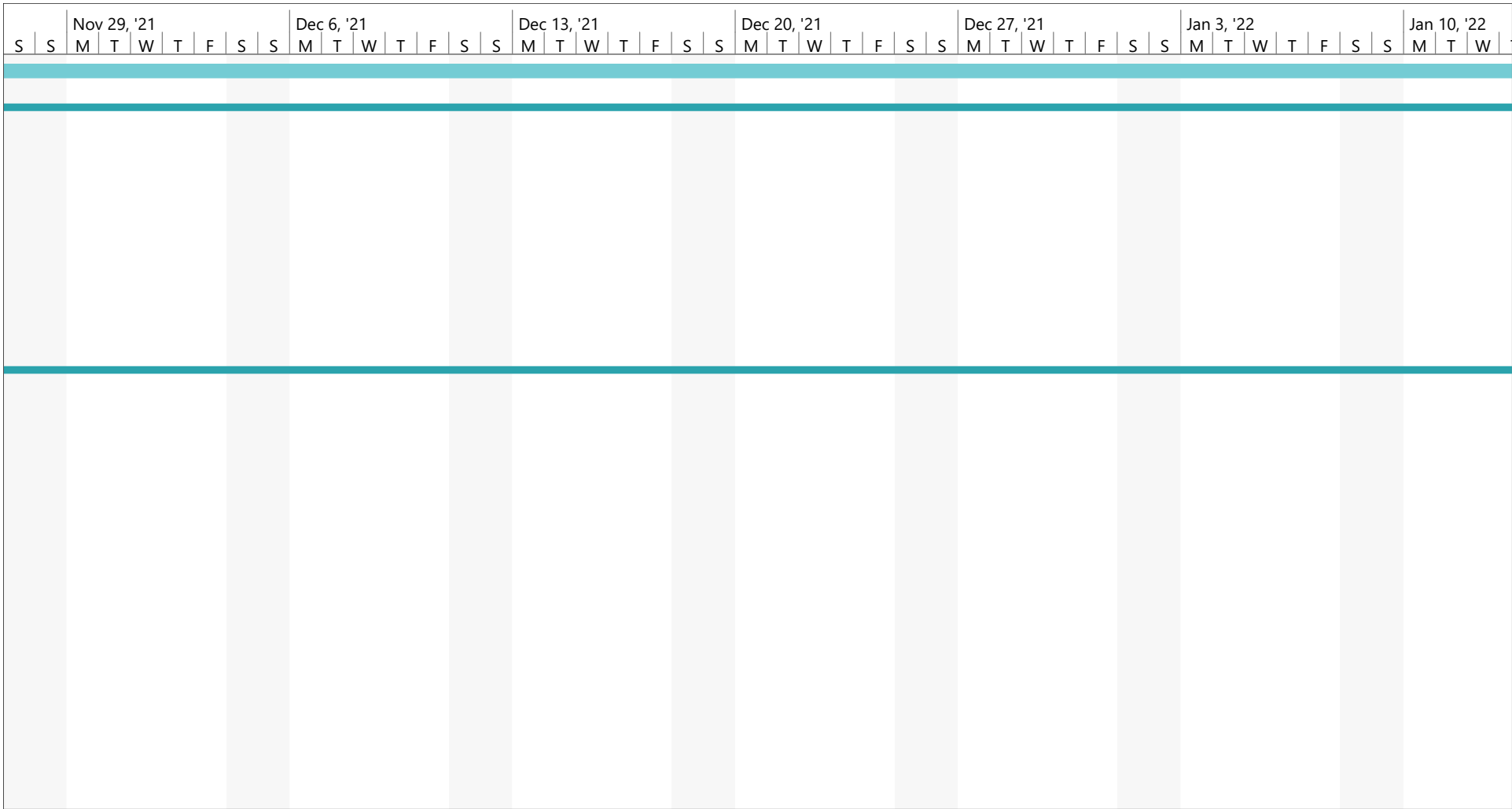
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Date: Tue 8/11/20

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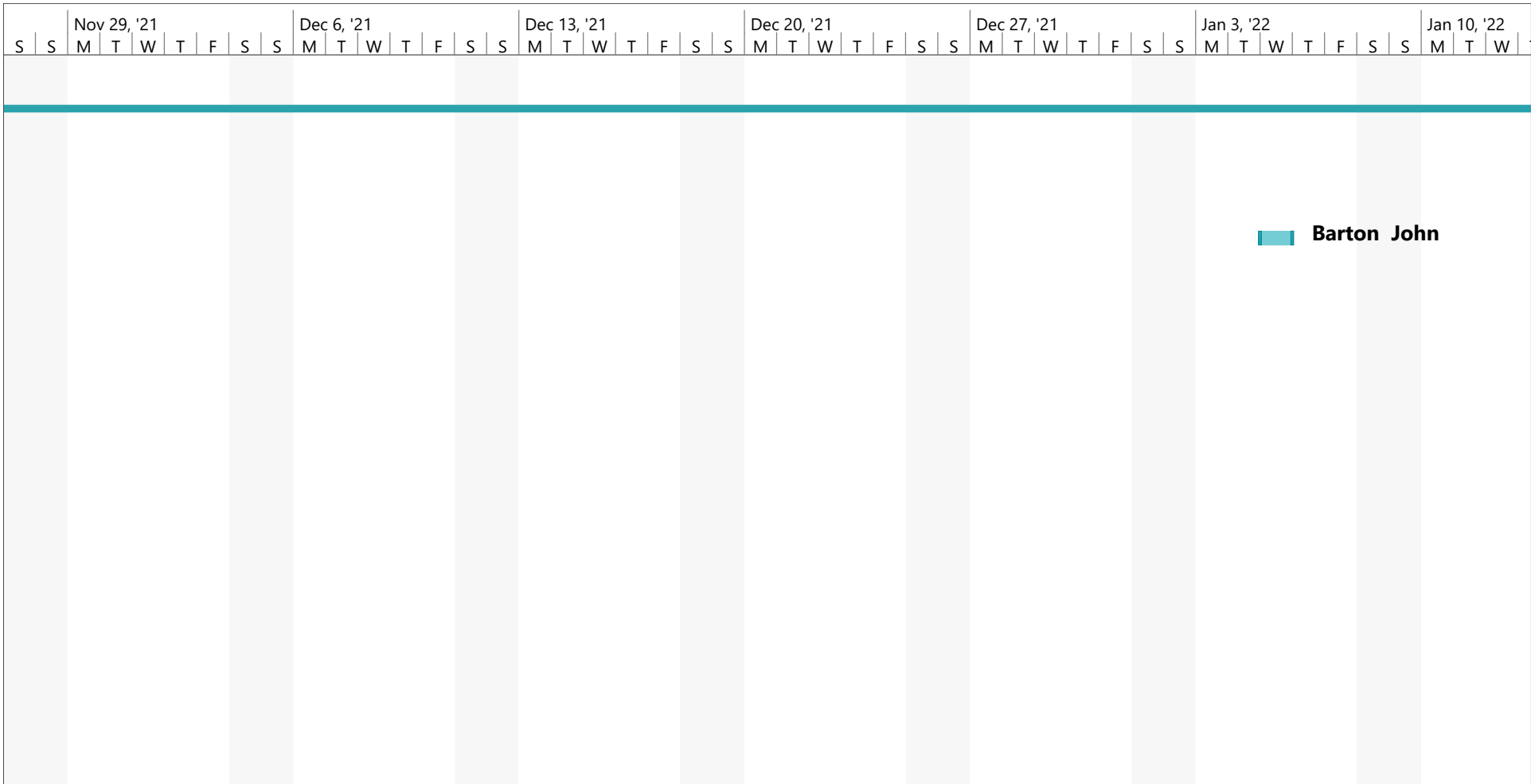


Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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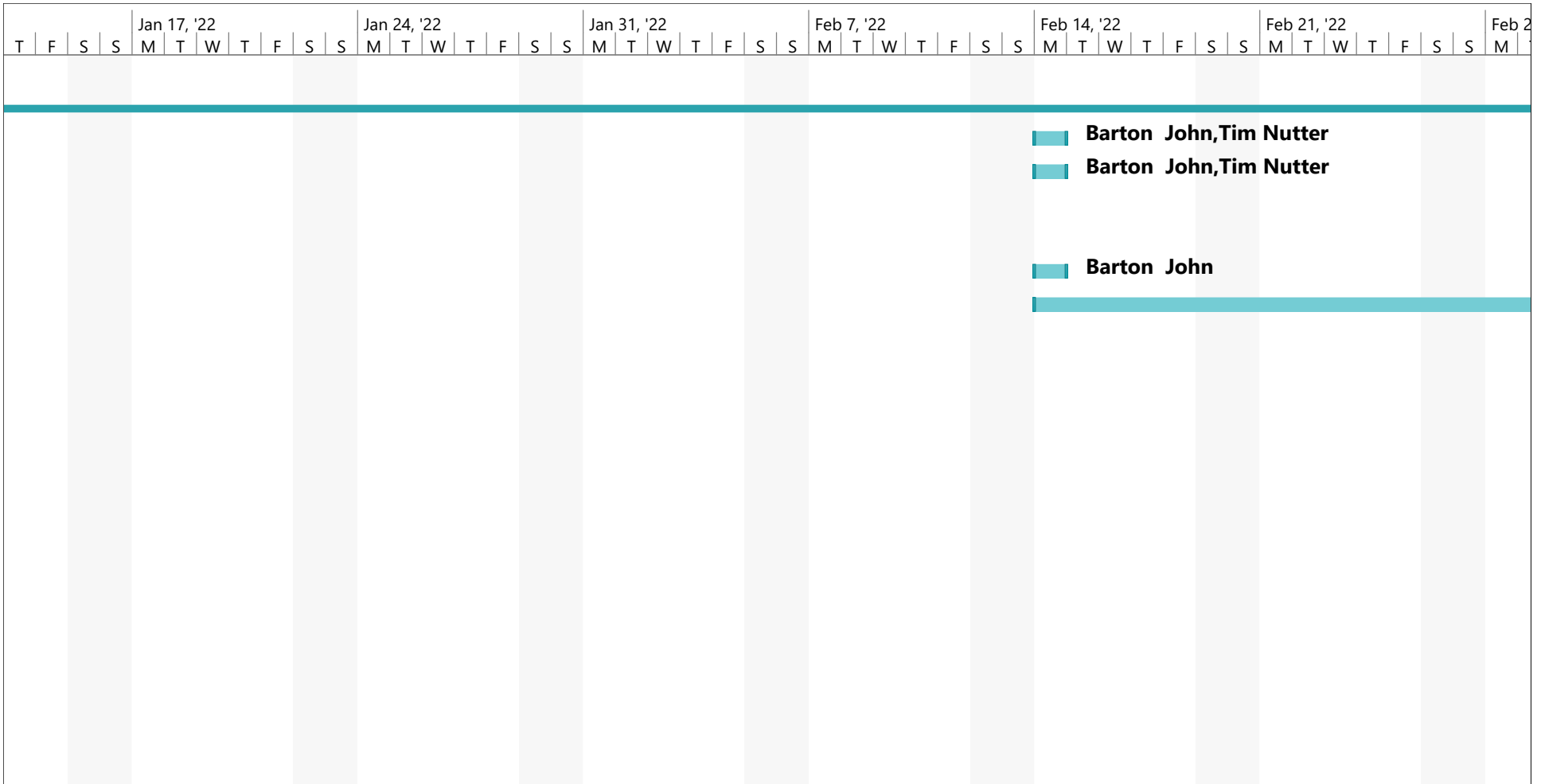


Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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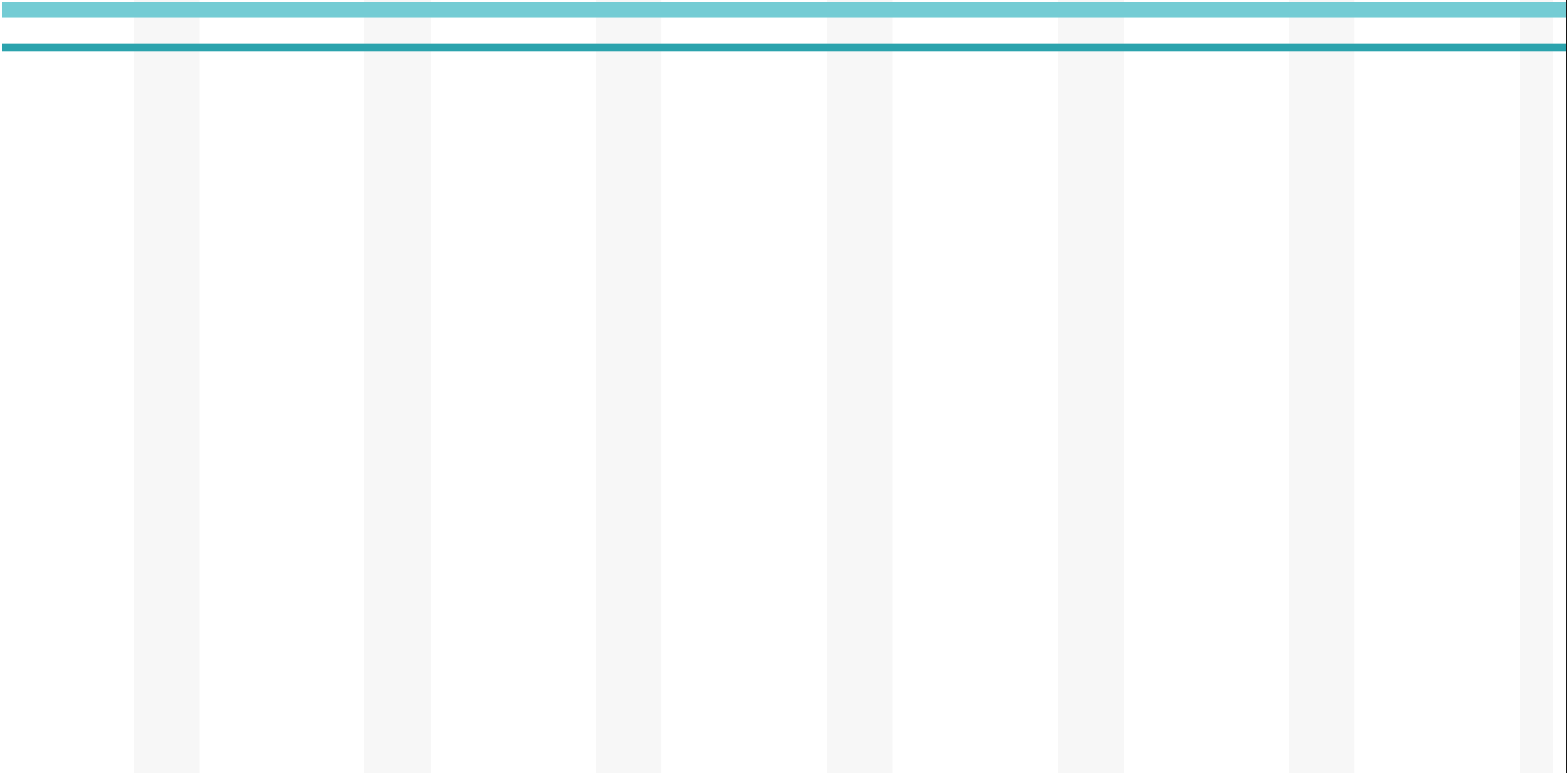
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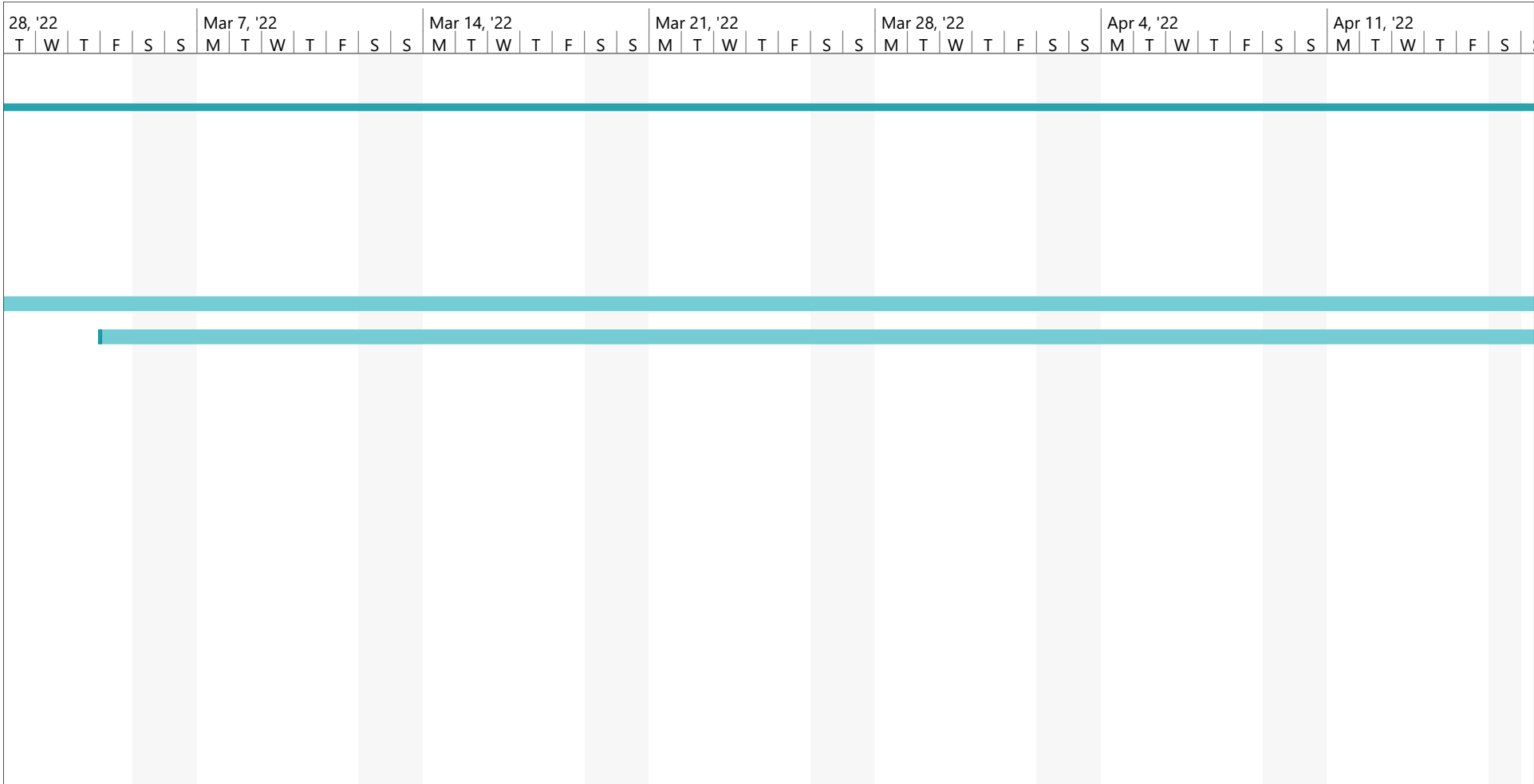
Project: Phase 3 CPC  
Date: Tue 8/11/20

28, '22      Mar 7, '22      Mar 14, '22      Mar 21, '22      Mar 28, '22      Apr 4, '22      Apr 11, '22  
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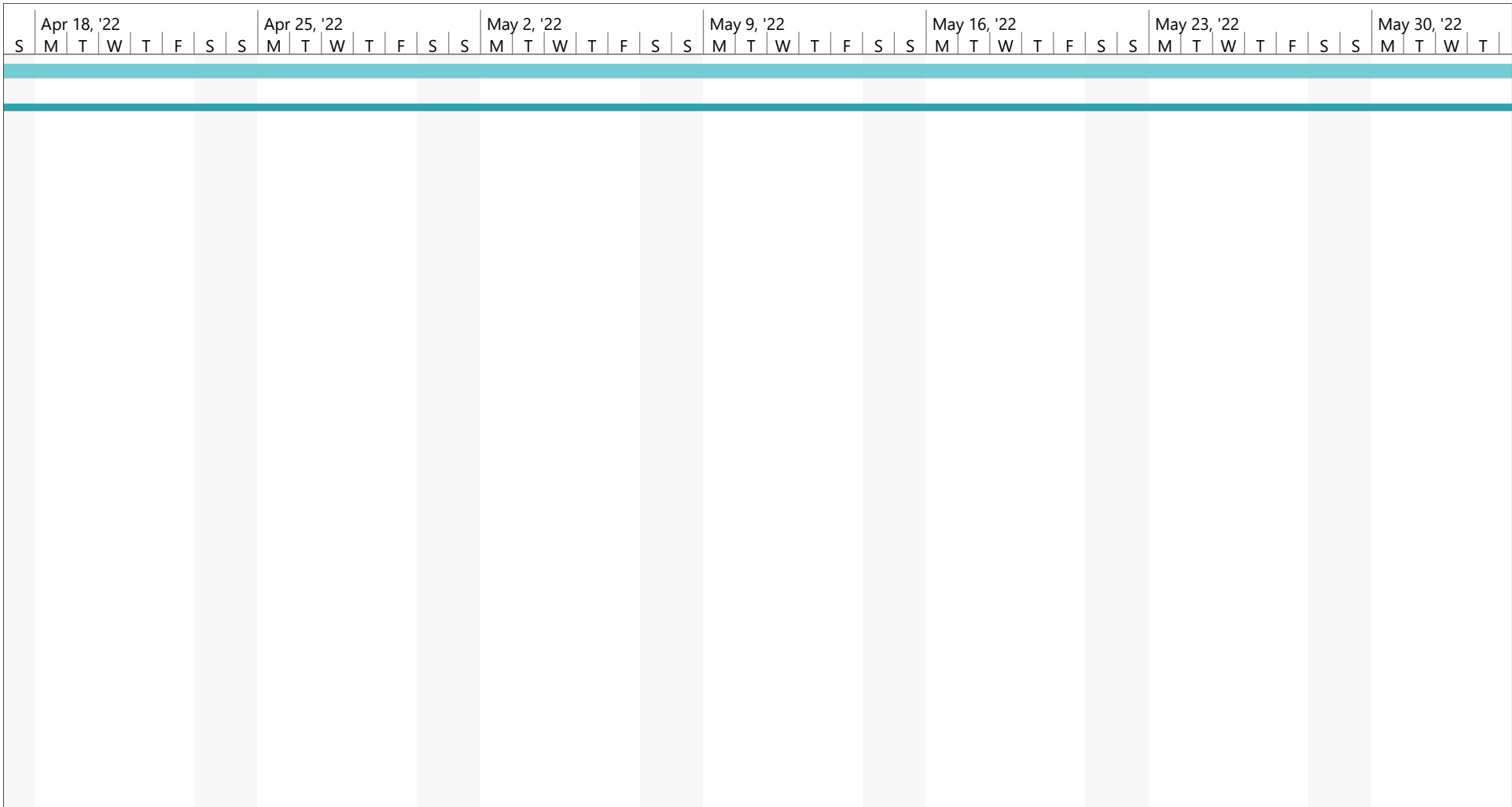


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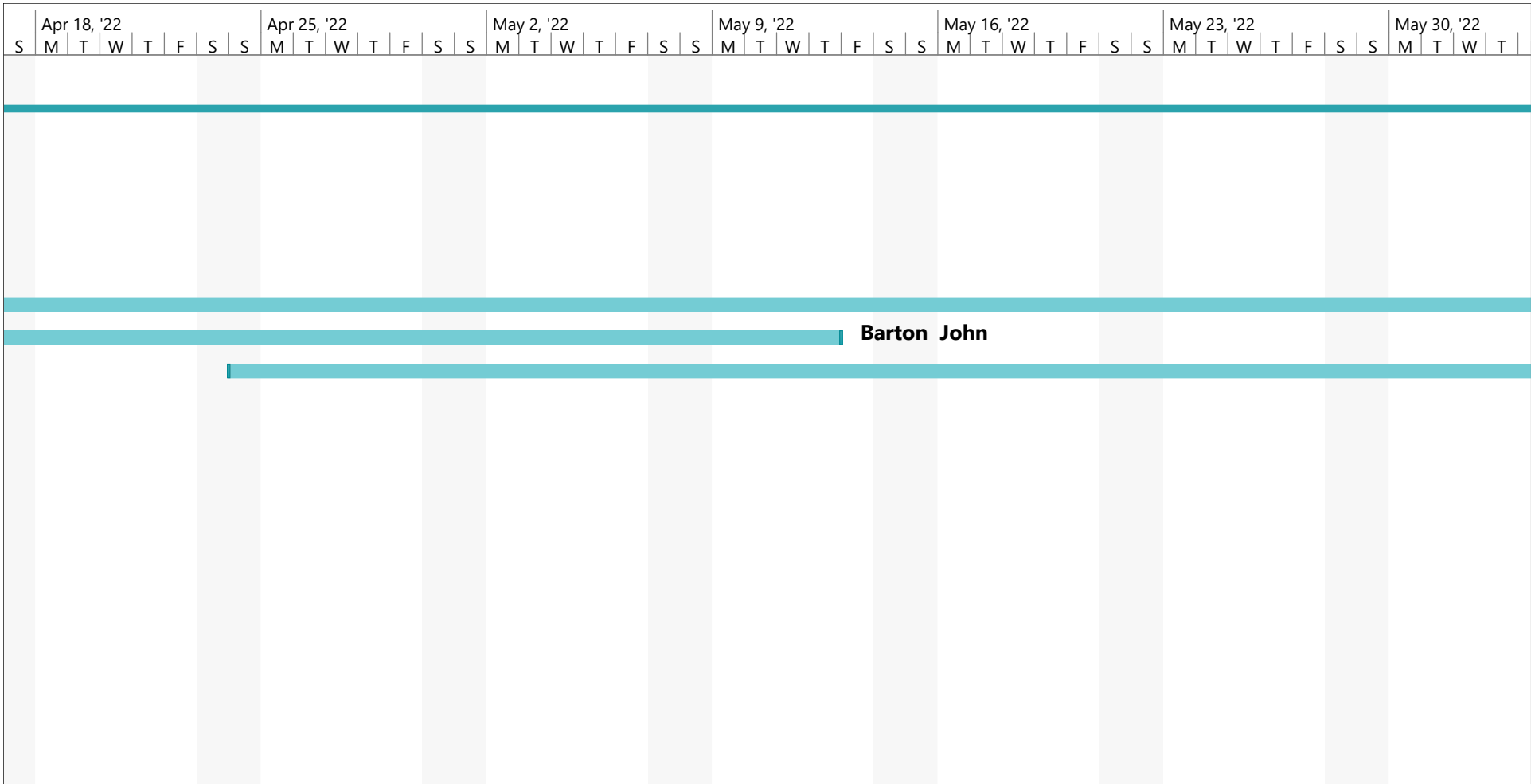
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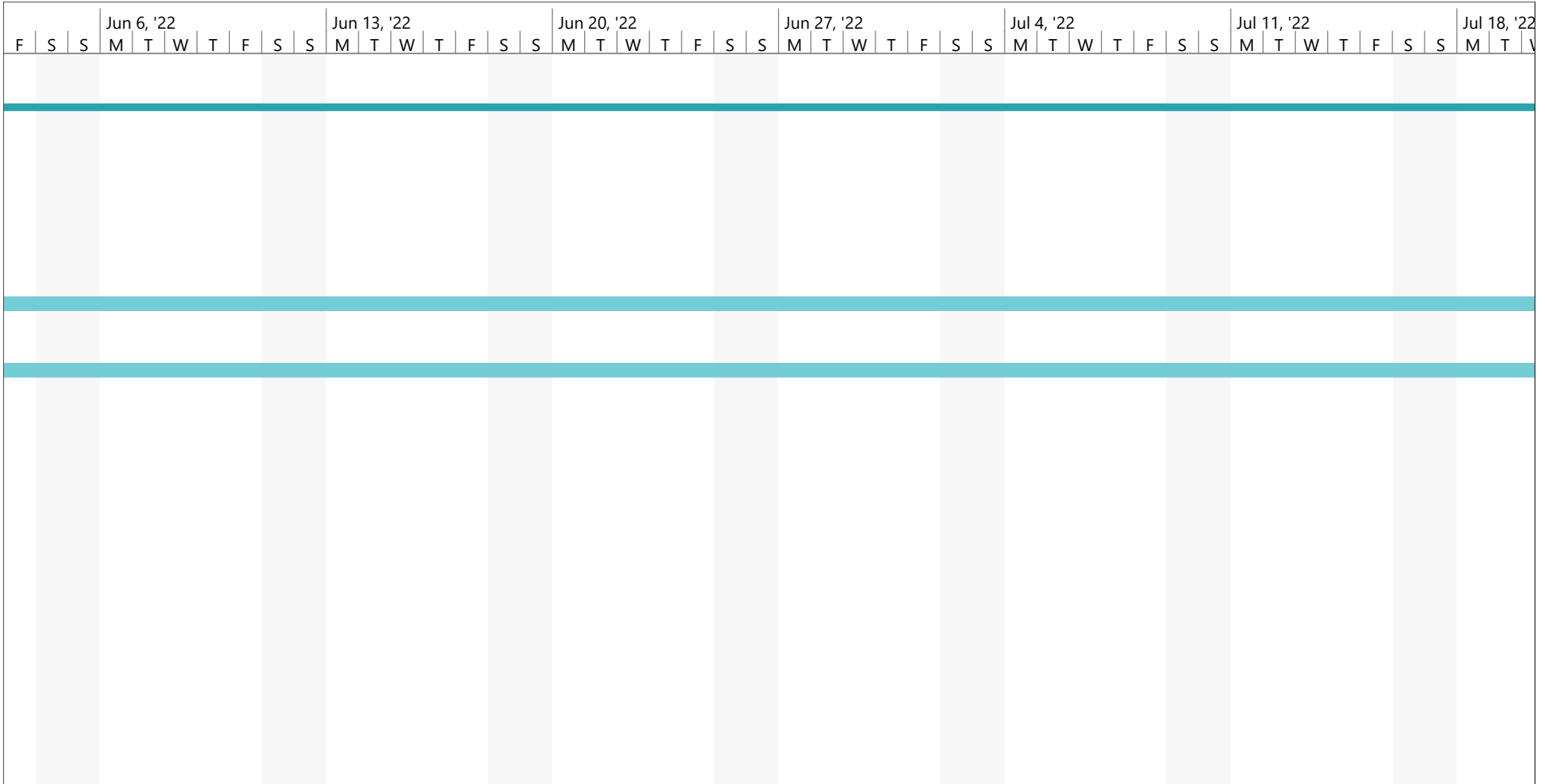


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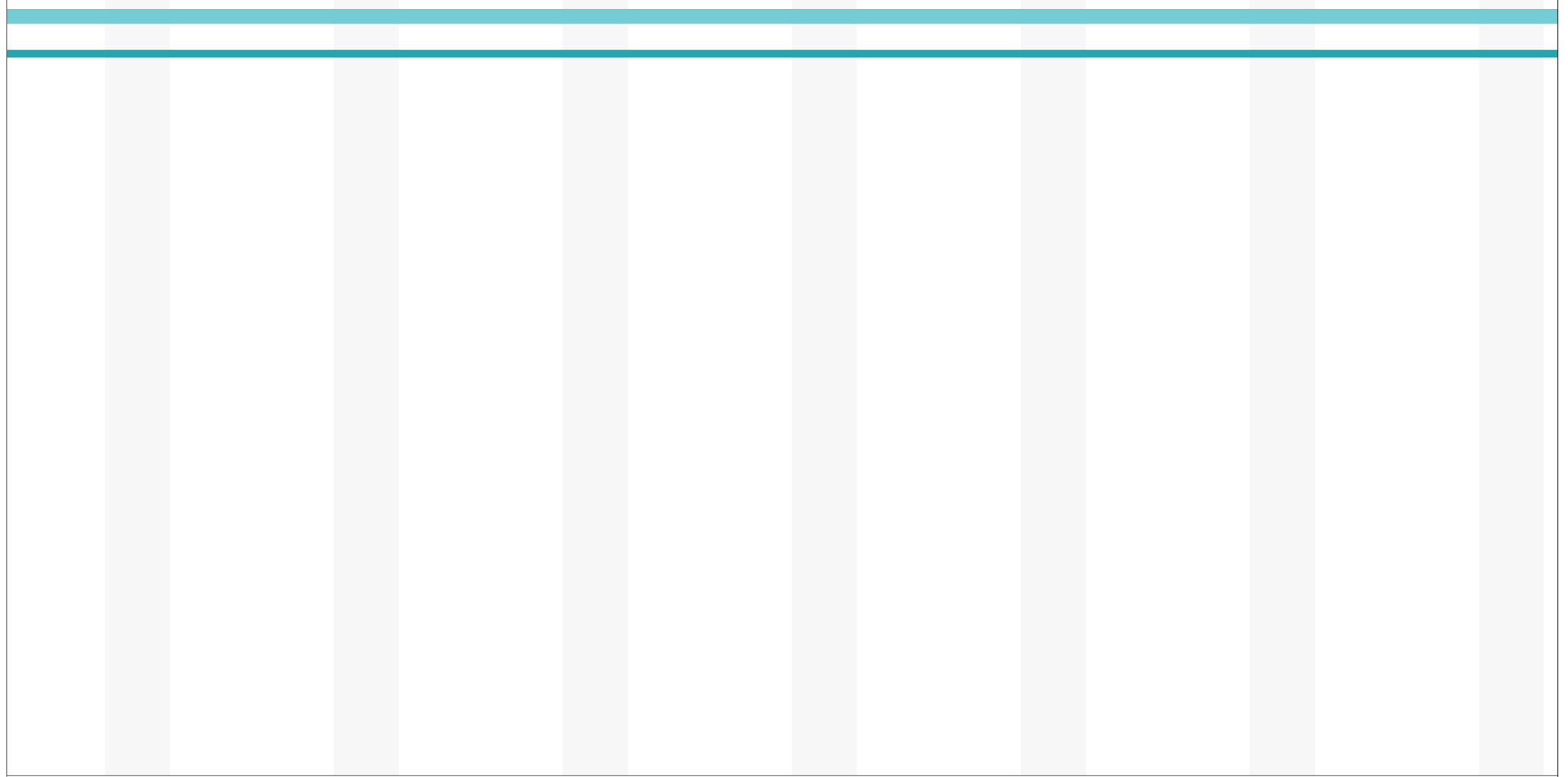


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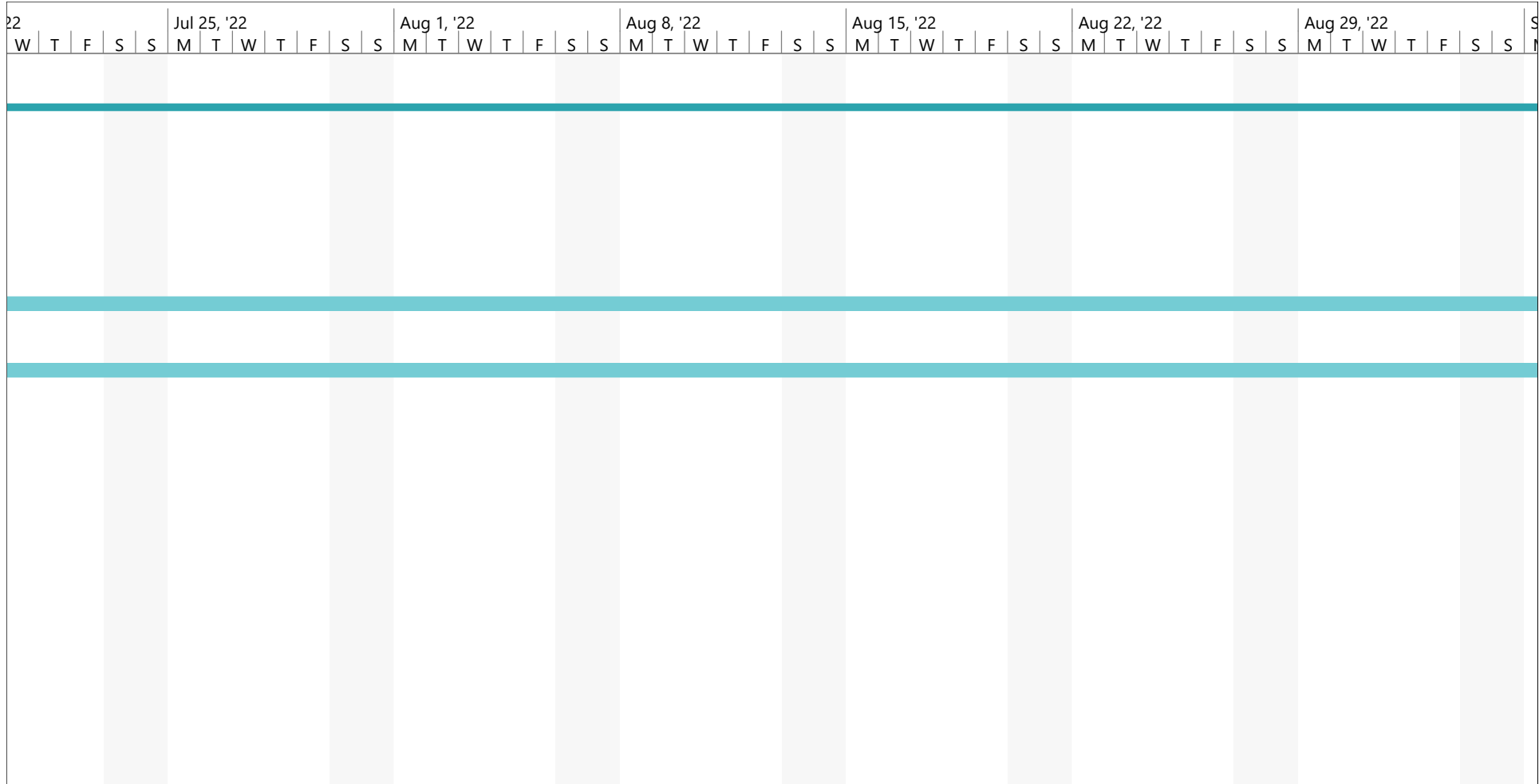


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22 | W | T | F | S | S | Jul 25, '22 | M | T | W | T | F | S | S | Aug 1, '22 | M | T | W | T | F | S | S | Aug 8, '22 | M | T | W | T | F | S | S | Aug 15, '22 | M | T | W | T | F | S | S | Aug 22, '22 | M | T | W | T | F | S | S | Aug 29, '22 | M | T | W | T | F | S | S | S | M

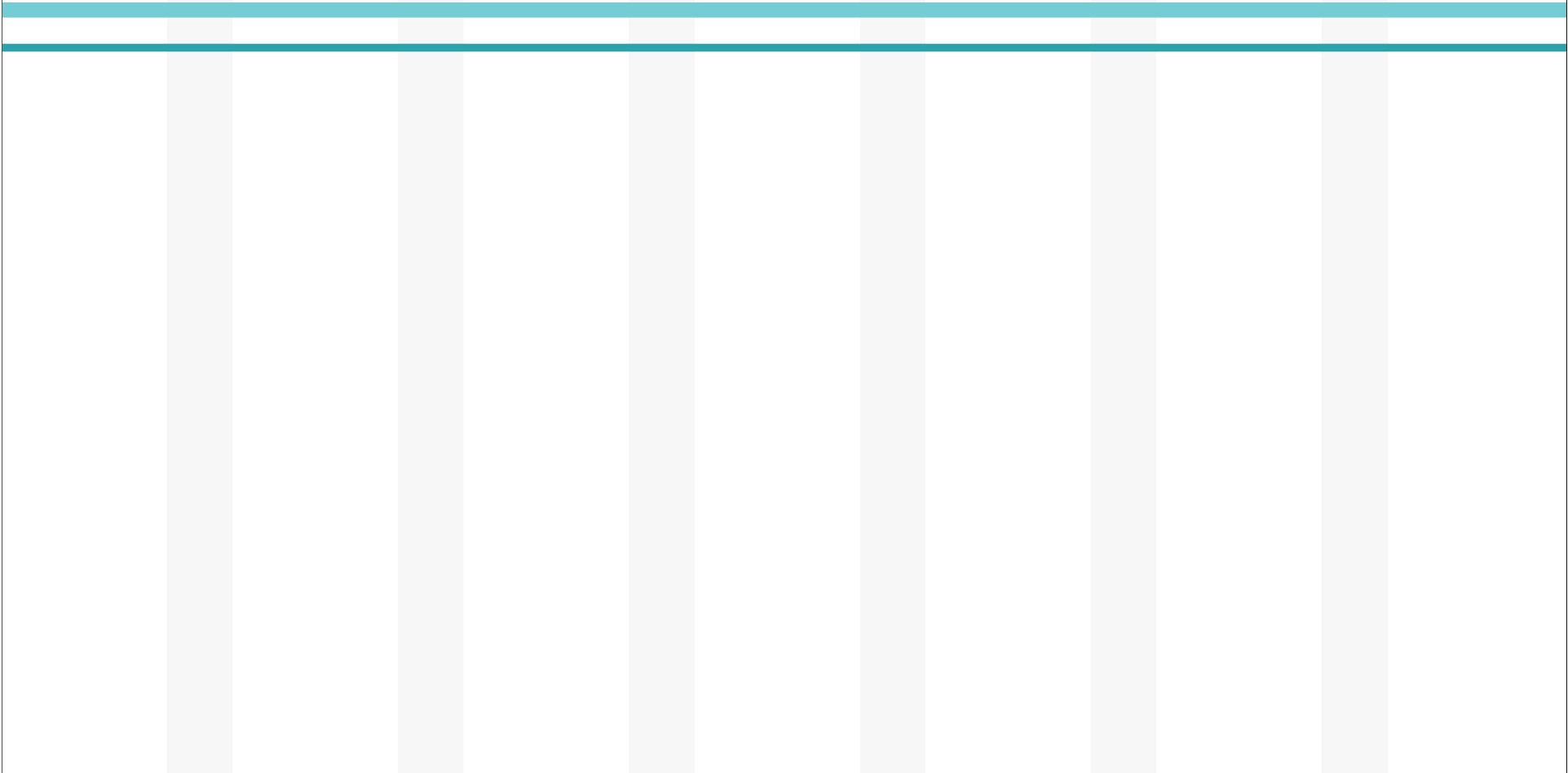


Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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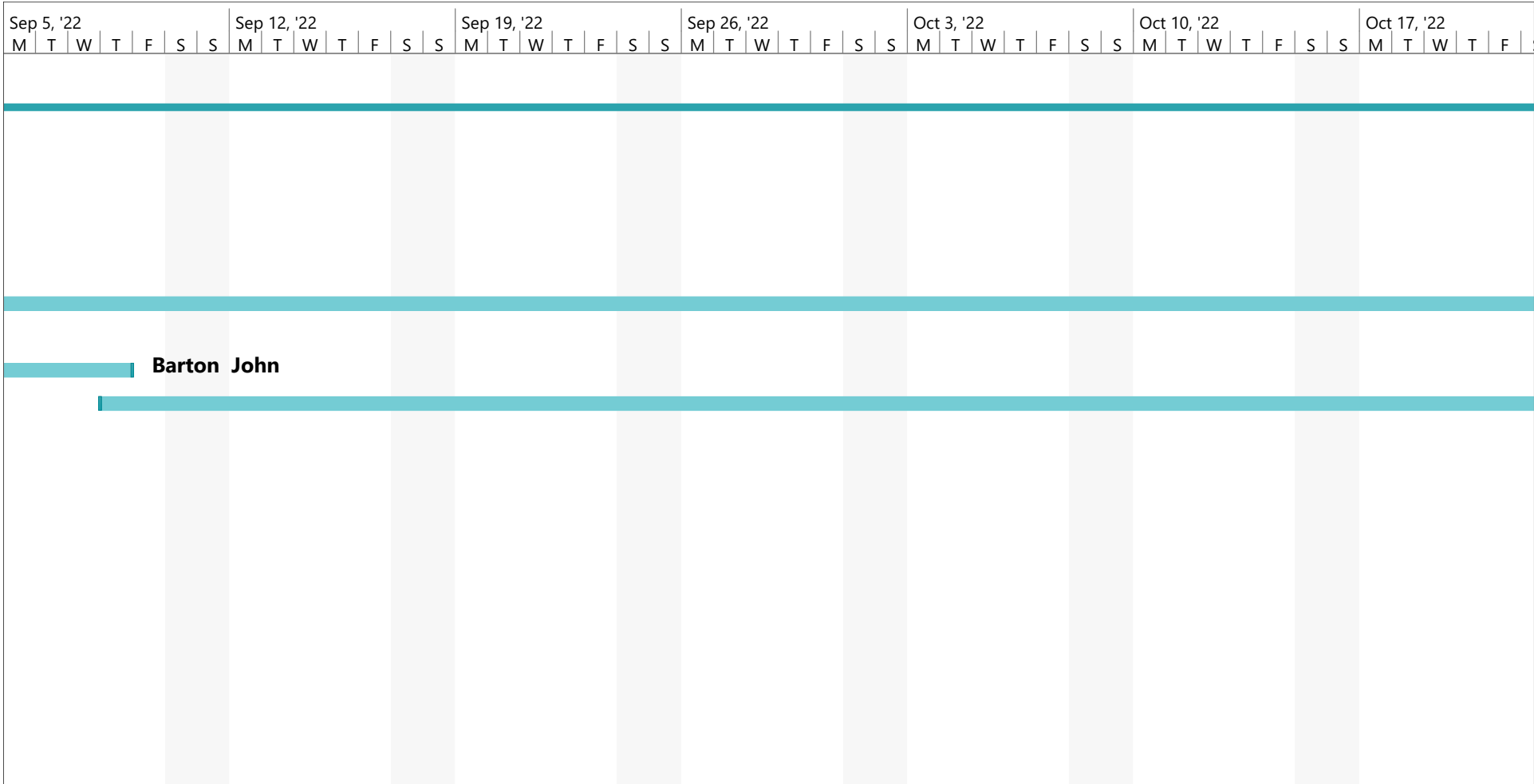
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Sep 5, '22      Sep 12, '22      Sep 19, '22      Sep 26, '22      Oct 3, '22      Oct 10, '22      Oct 17, '22  
M | T | W | T | F | S | S    M | T | W | T | F | S | S    M | T | W | T | F | S | S    M | T | W | T | F | S | S    M | T | W | T | F | S | S    M | T | W | T | F | S | S    M | T | W | T | F | S | S



Project: Phase 3 CPC  
Date: Tue 8/11/20

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
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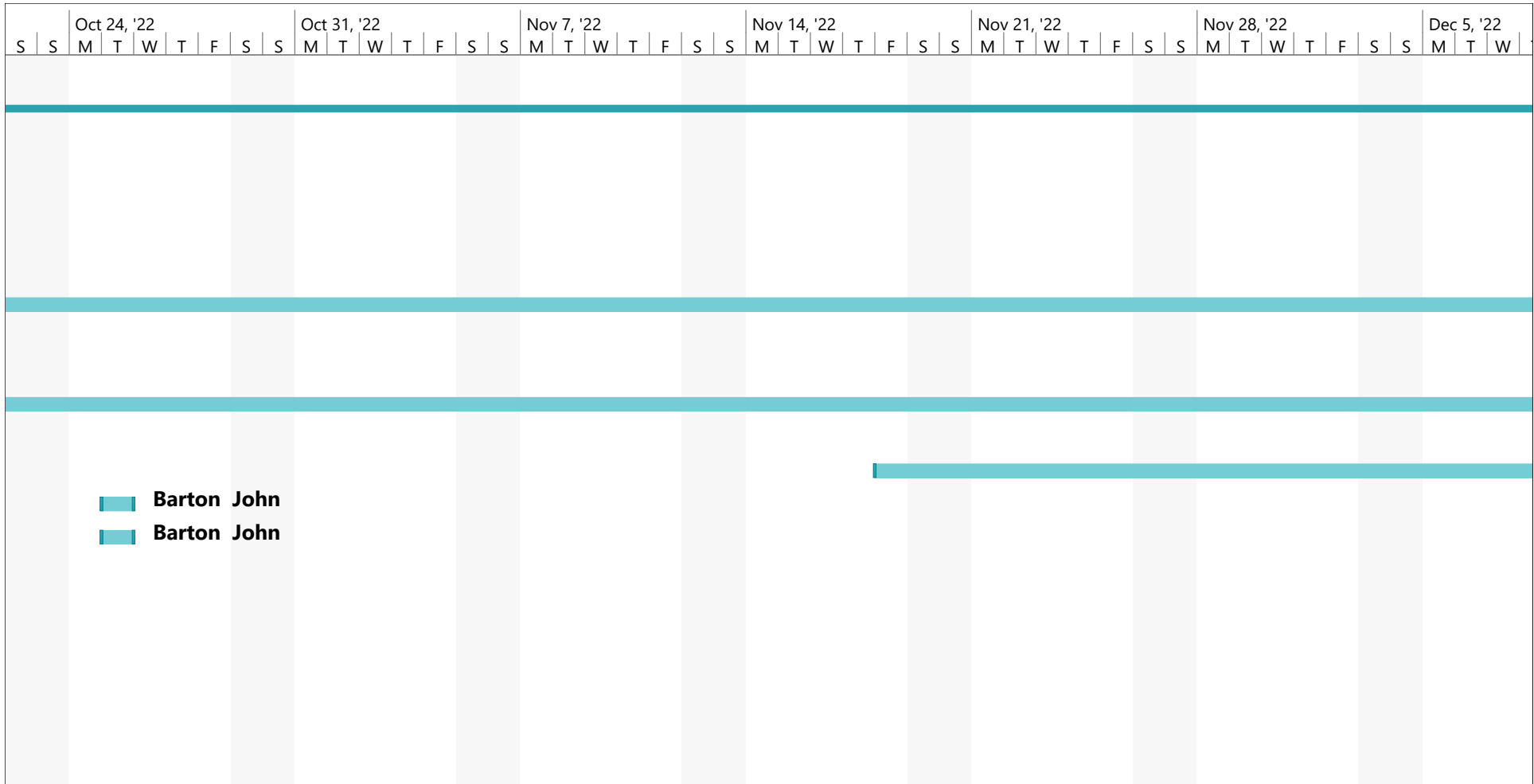


Project: Phase 3 CPC  
Date: Tue 8/11/20

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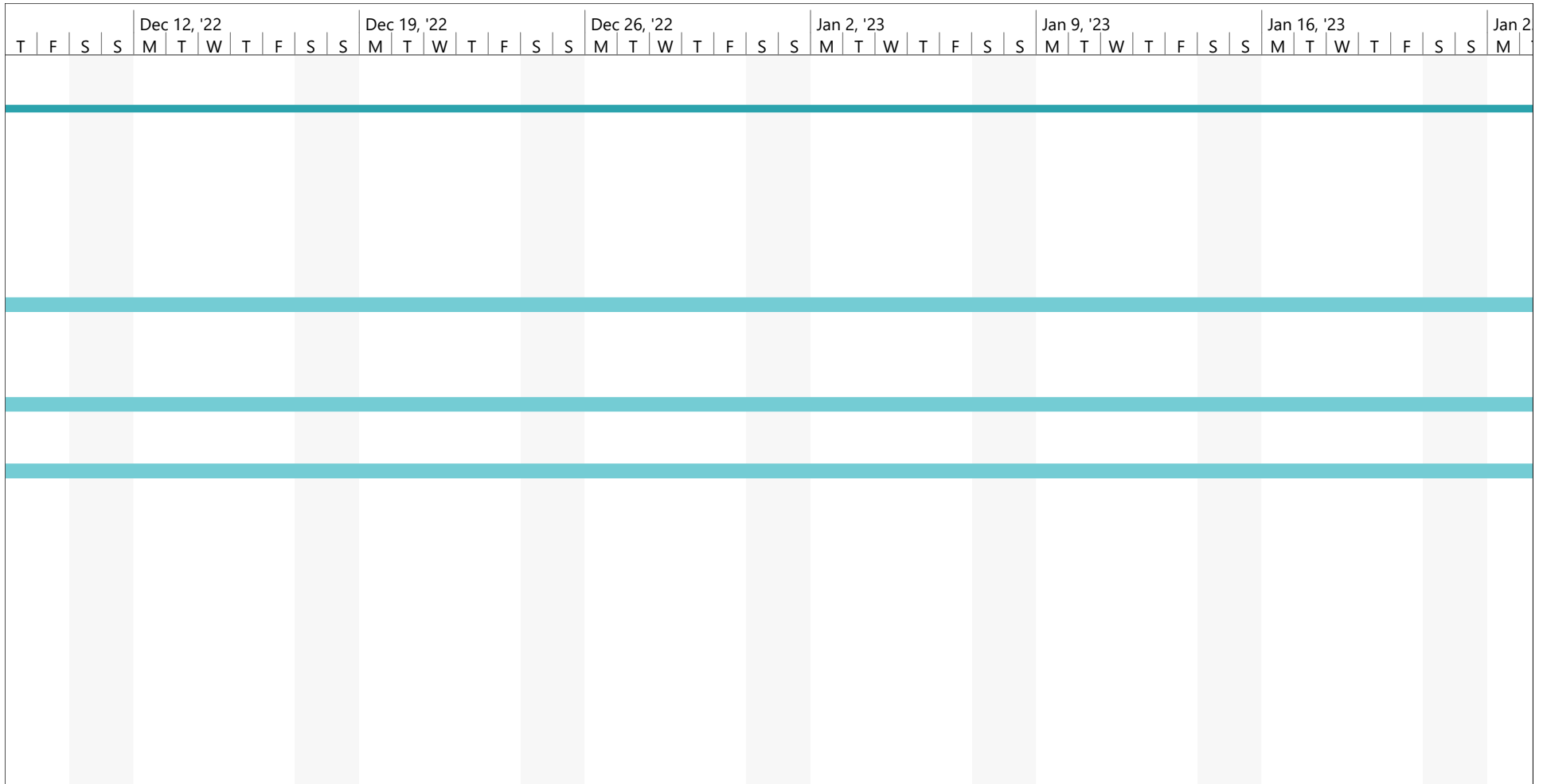


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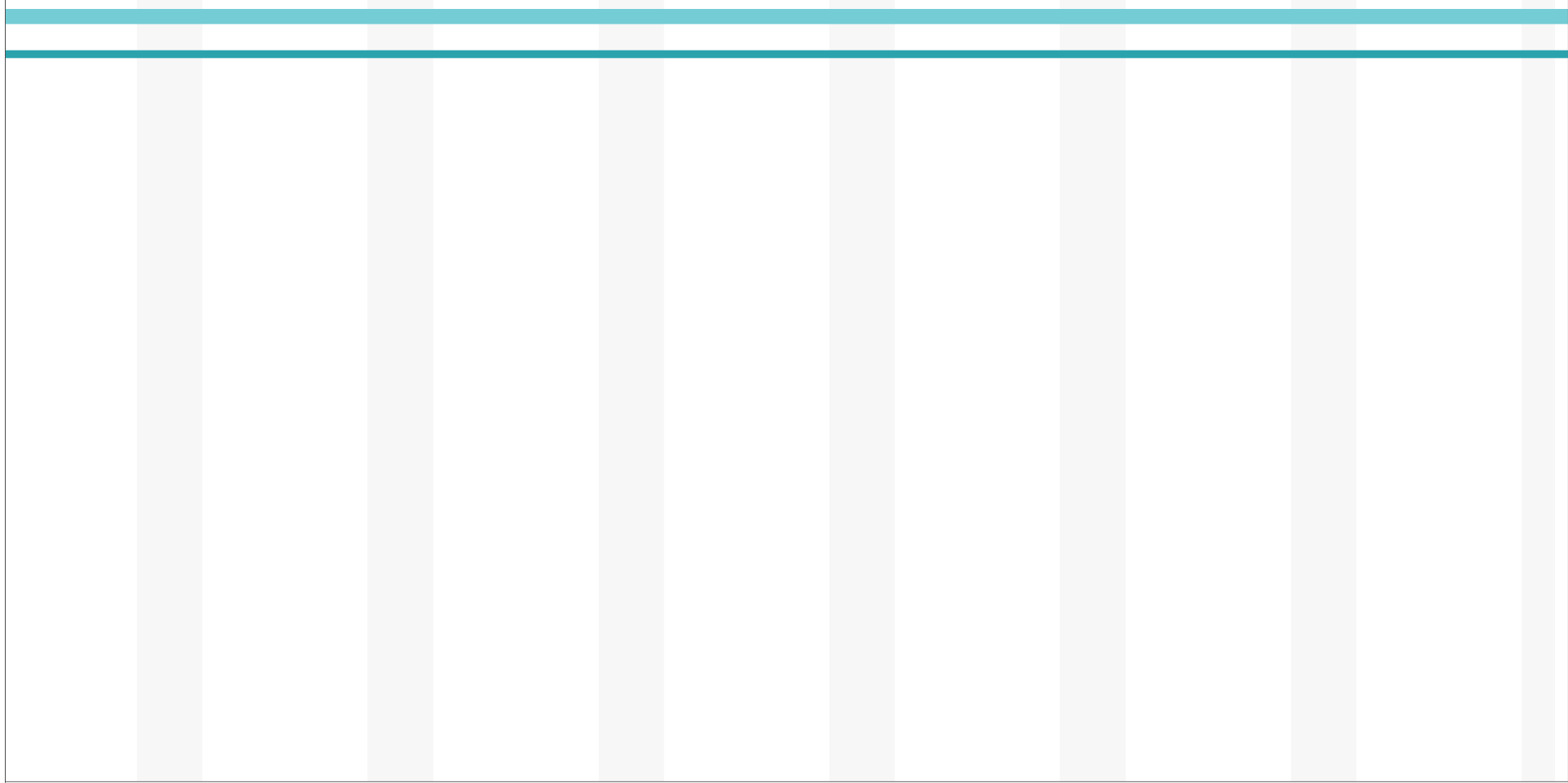
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	Project Summary		Manual Summary		Manual Progress	
	Inactive Task		Start-only			
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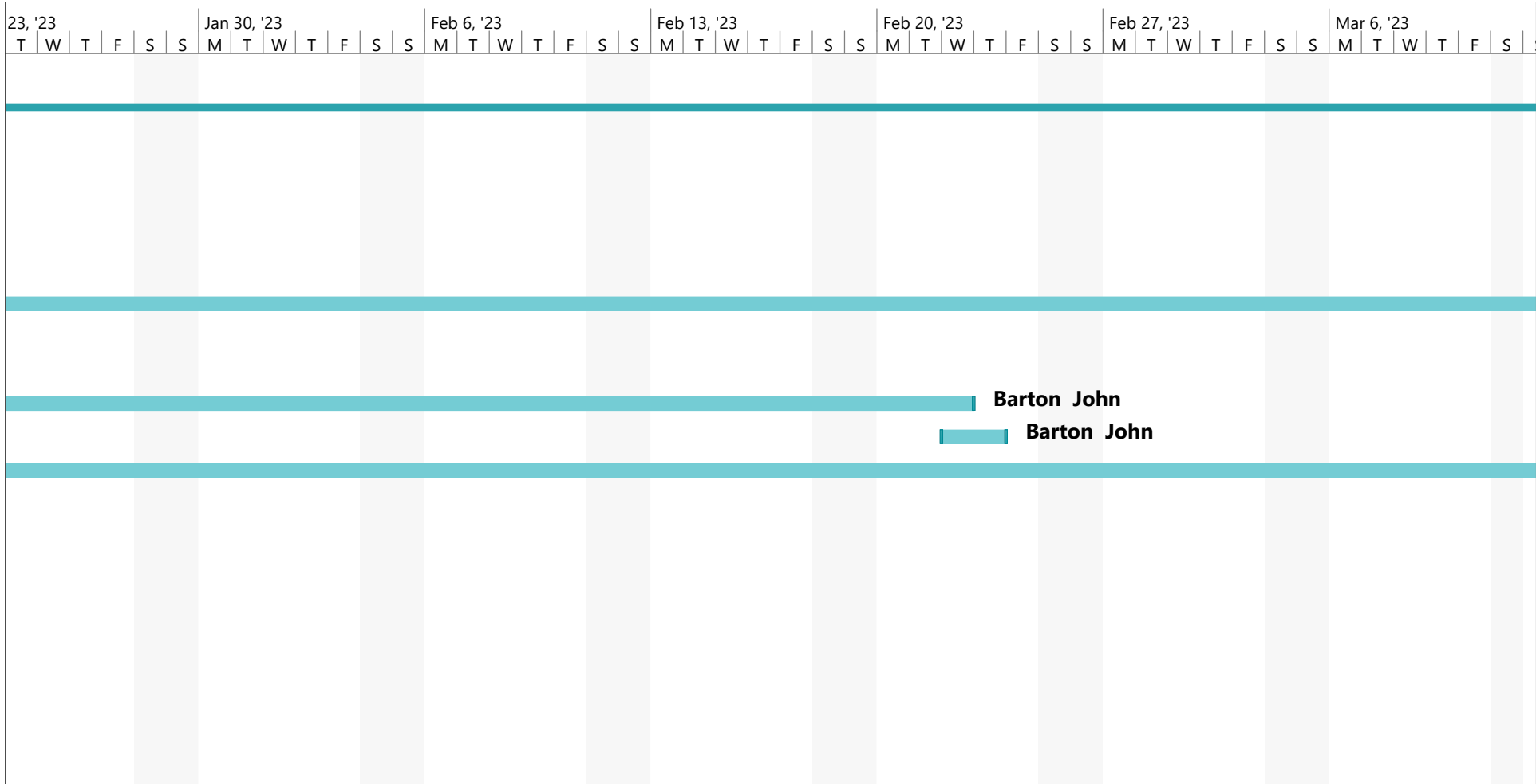
Project: Phase 3 CPC  
Date: Tue 8/11/20

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
Project Summary		Manual Summary		Manual Progress	
Inactive Task		Start-only			
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23, '23      Jan 30, '23      Feb 6, '23      Feb 13, '23      Feb 20, '23      Feb 27, '23      Mar 6, '23  
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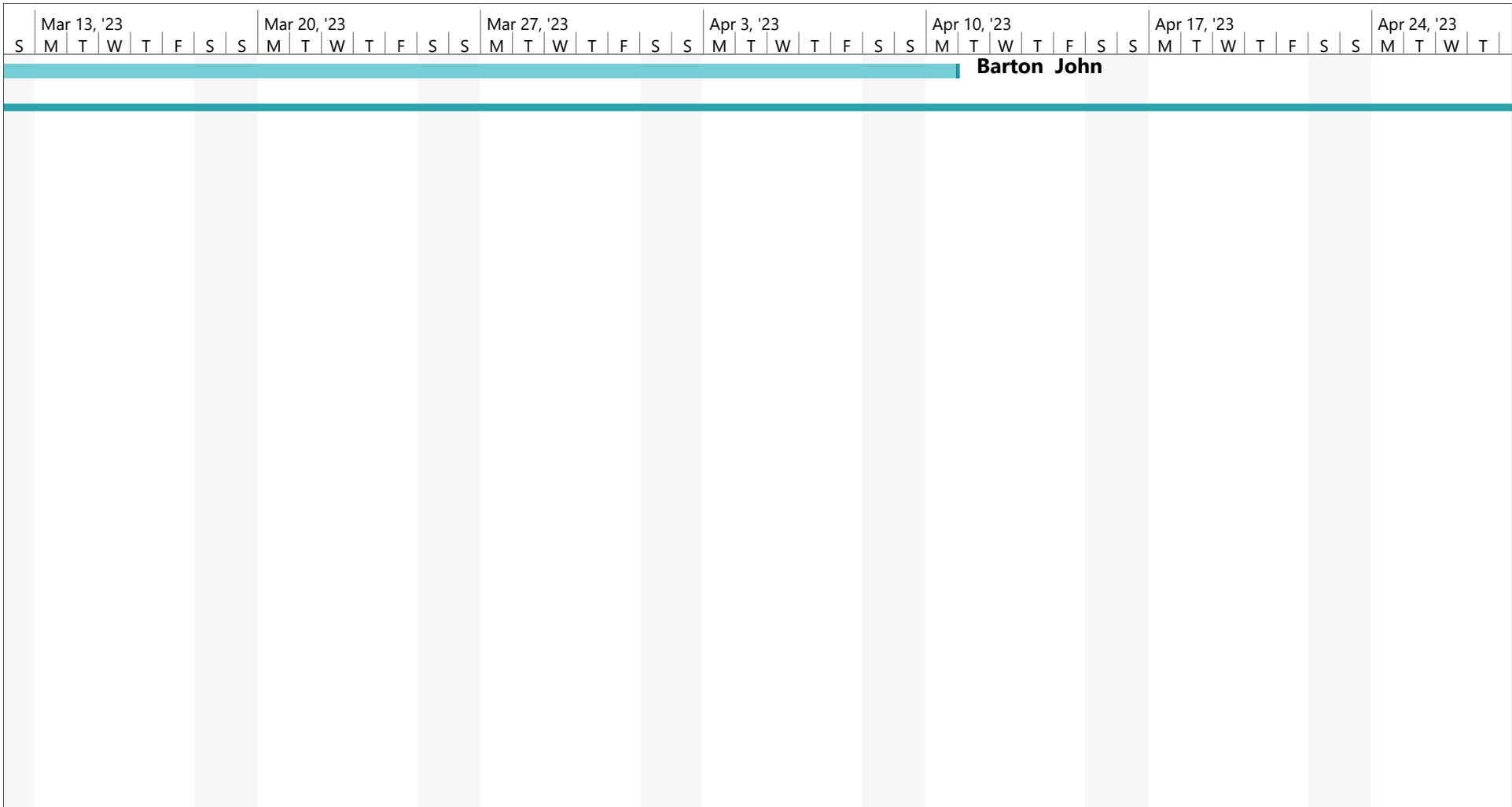


Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration-only		Deadline	
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	Inactive Task		Start-only			
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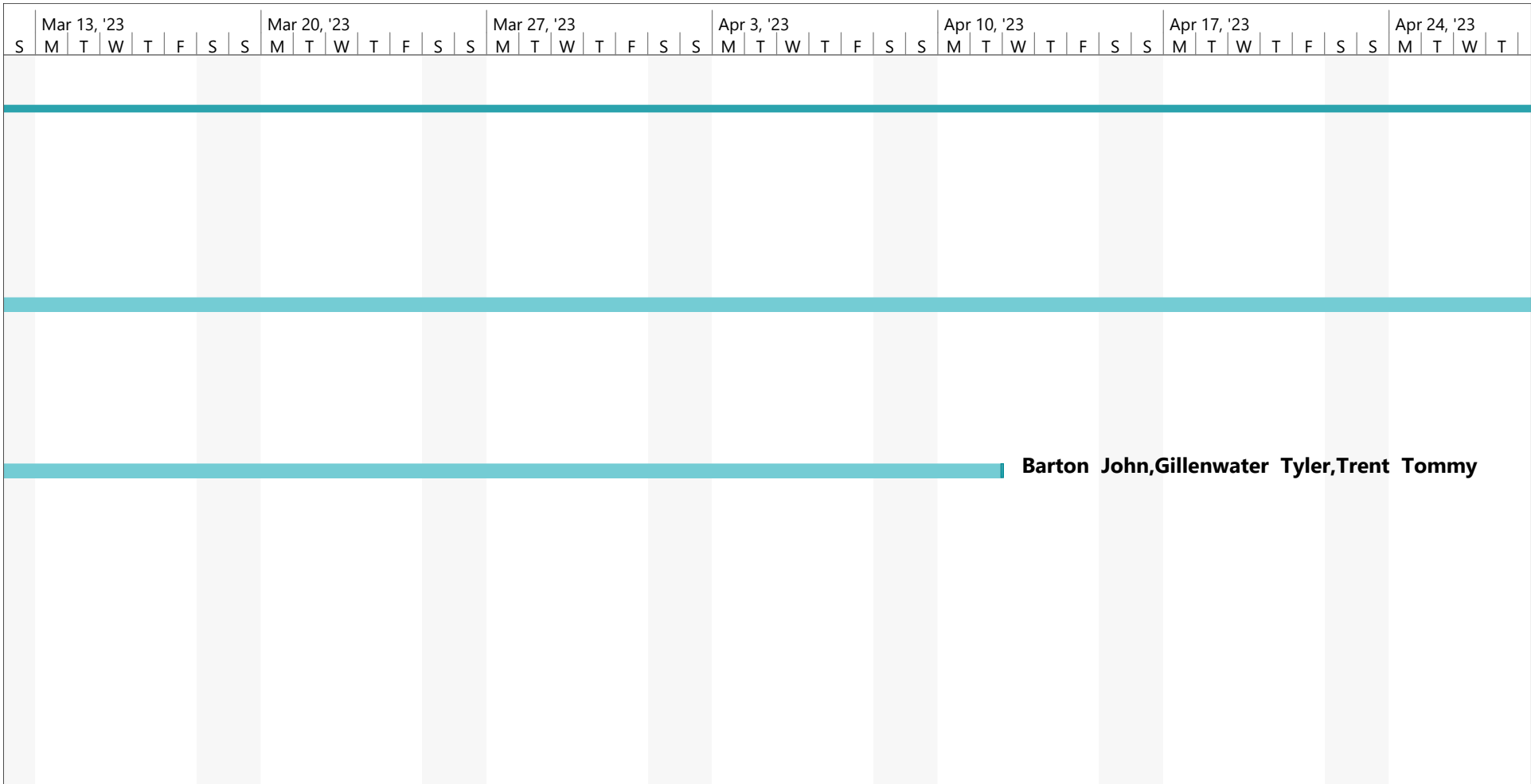


Project: Phase 3 CPC  
Date: Tue 8/11/20

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
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Inactive Task		Start-only			
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Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
	Milestone		Duration-only		Deadline	
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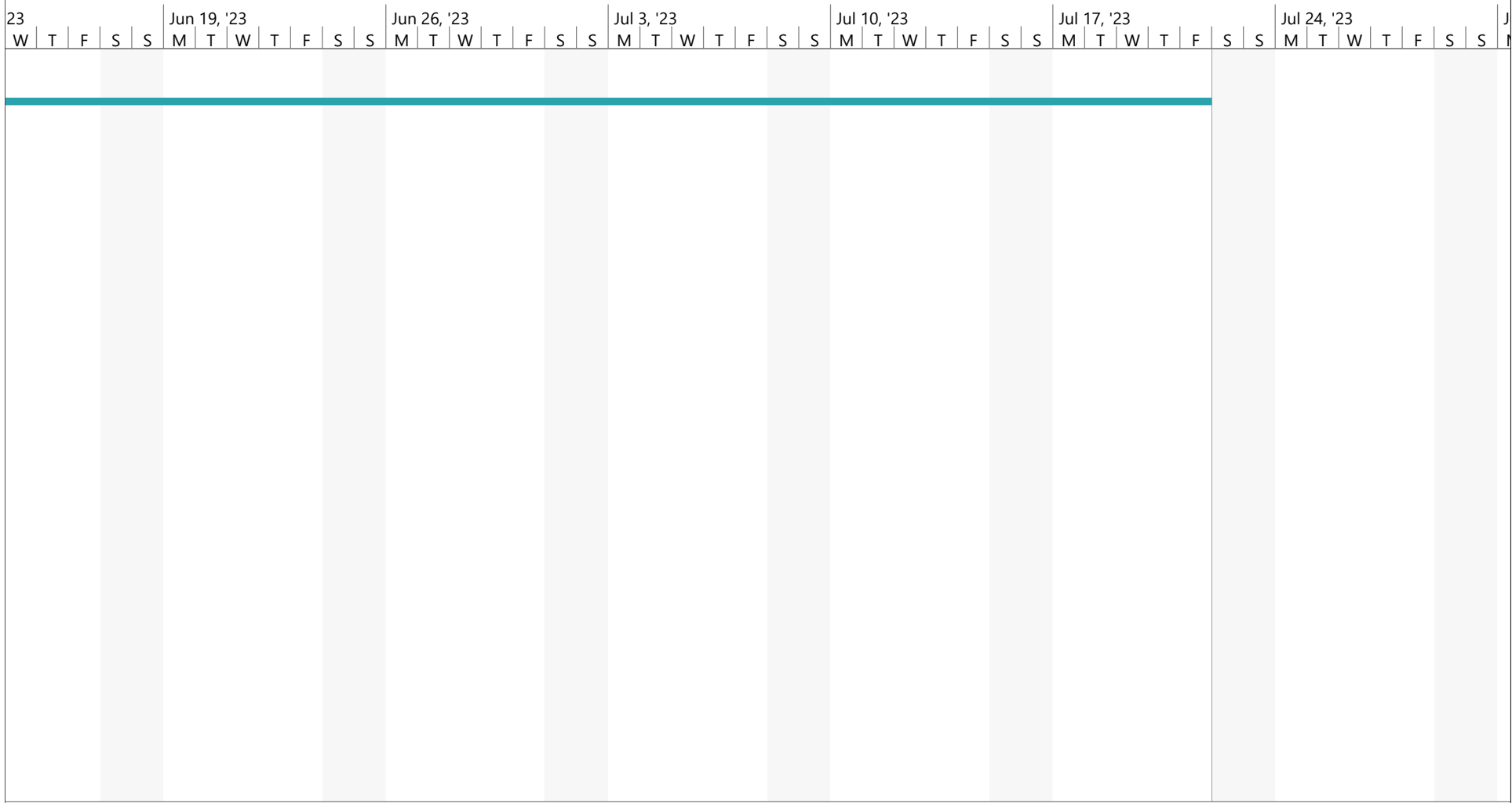


Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
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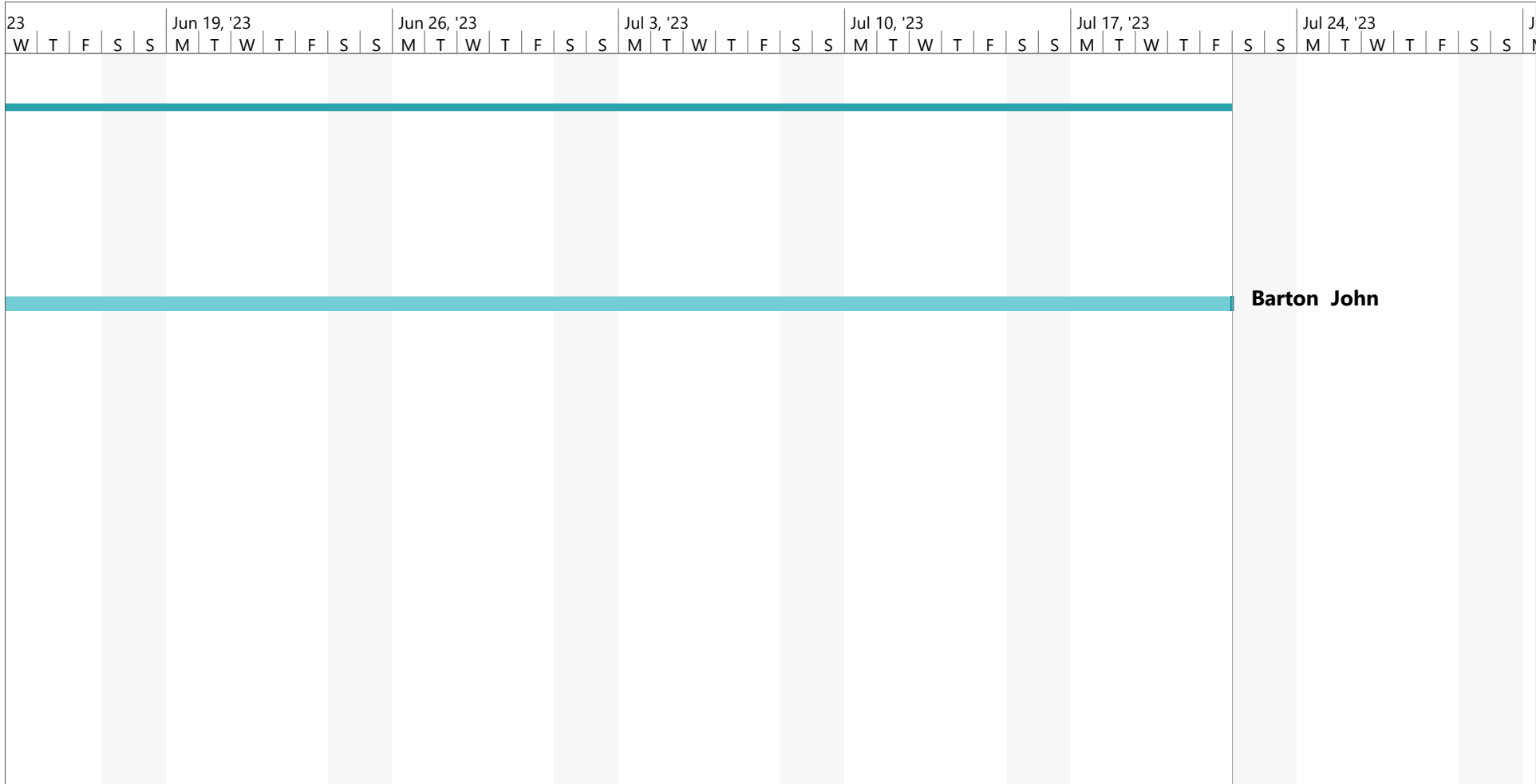








Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
	Split		Manual Task		External Milestone	
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Project: Phase 3 CPC Date: Tue 8/11/20	Task		Inactive Summary		External Tasks	
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	Project Summary		Manual Summary		Manual Progress	
	Inactive Task		Start-only			
	Inactive Milestone		Finish-only			

**EXECUTION VERSION**

**CPC OPTINET OPERATOR AGREEMENT**

**BY AND AMONG**

**CUMBERLAND PLATEAU PLANNING DISTRICT COMMISSION,**

**CUMBERLAND PLATEAU COMPANY, INC.,**

**SUNSET DIGITAL HOLDING, LLC,**

**SUNSET DIGITAL COMMUNICATIONS, LLC**

**AND**

**SUNSET FIBER, LLC**

**DATED**

**AUGUST \_\_, 2018**

## CPC OPTINET OPERATOR AGREEMENT

This CPC OptiNet Operator Agreement (the “**Agreement**”) dated as of August \_\_, 2018 and effective as of the closing of the Transaction (defined below) (the “**Effective Date**”), by and among the Cumberland Plateau Planning District Commission, a planning district commission and political subdivision of the Commonwealth of Virginia organized pursuant to Section 15.2-4200 *et seq.* of the Code (“**CPPDC**”), the Cumberland Plateau Company, Inc., a nonstock corporation organized under the laws of the Commonwealth of Virginia by CPPDC (“**CPC**”) (CPPDC and CPC, collectively the “**Cumberland Plateau Parties**”), Sunset Digital Holding, LLC, a Delaware limited liability company (“**Sunset Holding**”), Sunset Digital Communications, LLC, a Delaware limited liability company (Sunset Digital”) and Sunset Fiber, LLC, a Delaware limited liability company (collectively “**Sunset**”) (CPPDC, CPC, Sunset Holding, Sunset Digital and Sunset Fiber each a “**Party**”, collectively, the “**Parties**”), provides as follows:

### RECITALS

**WHEREAS**, the Cumberland Plateau Parties together with the BVU Authority, a political subdivision of the Commonwealth of Virginia (“**BVU Authority**”), constructed a broadband fiber optic backbone (the “**CPC OptiNet**”) for the delivery of telephone, data, and other telecommunications services to the four Virginia Counties of Buchanan, Dickenson, Russell, and Tazewell and certain adjoining counties and communities (collectively, the “**Cumberland Plateau Region**”); and,

**WHEREAS**, the Cumberland Plateau Parties and the BVU Authority entered into that certain CPC OptiNet Agreement dated August 26, 2004, as amended March 21, 2006, as amended and restated August 26, 2010 (the “**2010 Agreement**”), and as further amended February 23, 2012 (collectively the 2010 Agreement, as amended, the “**CPC OptiNet Agreement**”); and,

**WHEREAS**, the Virginia Tobacco Region Revitalization Commission (“**Tobacco Commission**”) has invested significant resources into the development of the CPC OptiNet within the Cumberland Plateau Region, including Grant Numbers 501, 962, 1185, 1303, 1471, 1768, 1811, 2070, and 2391 and desires to see the continued growth and operation of the CPC OptiNet; and,

**WHEREAS**, the Virginia Coalfield Coalition, Inc., a Virginia nonstock corporation (“**VCC**”), the board of directors of which is appointed one-half by CPPDC and one-half by the LENOWISCO Planning District Commission, served as a grant recipient for certain funds deployed to build a portion of the CPC OptiNet; and,

**WHEREAS**, as a result of the purchase of the assets of the OptiNet division of the BVU Authority by Sunset (the “**Transaction**”), a portion of the CPC OptiNet is now jointly co-owned by Sunset and the Cumberland Plateau Parties (recognizing that a portion of the CPC OptiNet was funded by the EDA-VCC Grant and is owned by the VCC), the Parties now desire to establish the terms and conditions for the operation of the CPC OptiNet recognizing that certain specific conditions related to the grants utilized to construct the CPC OptiNet continue to apply to portions of the CPC OptiNet; and,

**WHEREAS**, the Parties desire to confirm the ownership of the assets comprising the CPC OptiNet both on the date of this Agreement and in the future; and,

**WHEREAS**, the Parties desire to reaffirm the goal of deploying the CPC OptiNet for job creation and economic development while beginning to connect residential customers; and,

**WHEREAS**, Sunset and the Cumberland Plateau Parties desire to replace the CPC OptiNet Agreement with this Agreement;

**NOW THEREFORE**, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

**SECTION 1. DEFINITIONS.**

**"Adjustment Rate"** has the meaning set forth in Section 8(b).

**"Backbone"** means the transmission trunk line over which signals travel from one POP to another POP, and from which Distribution lines are deployed.

**"BTOP Grant"** means that certain grant by the NTIA pursuant to Grant Number NT10BIX5570066 as set forth in that certain Financial Assistance Award dated July 1, 2010 for the project known as *"The Southwest Virginia Middle Mile Project."*

**"BVU Authority"** has the meaning set forth in the Recitals.

**"Business Day"** means a day other than a Saturday, Sunday or other day on which commercial banks in the Commonwealth of Virginia are authorized or required by law to close.

**"CFO Certification"** has the meaning set forth in Section 10(A)(1).

**"Code"** means the Code of Virginia of 1950, as amended.

**"Confidential Information"** means all written and verbal proprietary or confidential communications among the Parties and all plans, documents, materials and data provided by each Party to another Party in connection with and related to the CPC OptiNet, including the existence of discussions about the improvement of the CPC OptiNet or deployment of the CPC OptiNet, from time-to-time; *provided, however,* Sunset shall identify which written or verbal communications are proprietary and/or confidential and which provision(s) of the Virginia Freedom of Information Act is/are applicable to such proprietary and/or confidential information upon the delivery of confidential information to the Cumberland Plateau Parties.

**"CPC"** has the meaning set forth in the Recitals.

**"CPC Electronics"** has the meaning set forth in Section 2(B)(1)(a).

**"CPC Fibers"** has the meaning set forth in Section 2(B)(1)(a).

**"CPC OptiNet"** has the meaning set forth in the Recitals.

**"CPC OptiNet Agreement"** has the meaning set forth in the Recitals.

**"CPPDC"** has the meaning set forth in the Recitals.

**"Cumberland Plateau Interest"** has the meaning set forth in Section 2(B)(1)(a).

**"Cumberland Plateau Parties"** has the meaning set forth in the Recitals.

**"Cumberland Plateau Region"** has the meaning set forth in the Recitals.

**"Distribution"** means the fiber or line which links the Backbone to neighborhoods or businesses, and over which signals travel from the Backbone to the Last Mile.

**"EDA"** means the United States Economic Development Administration.

**“EDA Grants”** means the following:

(i) EDA grant number 01-79-07886 issued to the BVU Authority and CPC pursuant to that certain Financial Assistance Award dated May 28, 2003 in an amount not to exceed One Million Six Hundred Fifty-Five Thousand Dollars (\$1,655,000.00) for the installation of fifty-one (51) miles of fiber optic backbone through the Virginia Counties of Russell and Tazewell, (**“EDA Grant 07886”**);

(ii) EDA grant number 01-01-08480 issued to the BVU Authority and CPC pursuant to that certain Financial Assistance Award dated June 20, 2007 in an amount not to exceed One Million Five Hundred Fifty Thousand Dollars (\$1,550,000.00) for the installation of forty-five (45) miles of advanced fiber optic backbone cable through the Virginia Counties of Buchanan and Dickenson (**“EDA Grant 08480”**); and,

(iii) EDA grant number 01-01-08739 issued to the BVU Authority and CPC pursuant to that certain Financial Assistance Award dated September 18, 2009 in an amount not to exceed One Million Two Hundred Eighty-Seven Thousand Dollars (\$1,287,000.00) for the installation of the forty (40) mile expansion of the fiber optic backbone through the Virginia Counties of Dickenson and Russell (comprised of two sections: (1) a twenty-six (26) mile segment from St. Paul, Virginia to Fremont, Virginia and (2) a fourteen (14) mile segment from Honaker, Virginia to Raven, Virginia (**“EDA Grant 08739”**)) (collectively, EDA Grant 07886, EDA Grant 08480, and EDA Grant 08739, the **“EDA Grants”**).

**“EDA Letter”** means that certain letter from Linda Cruz-Carnall to Don Bowman dated December 21, 2016 (re: Release of EDA Federal Interest in Three Grant Awards to Bristol Virginia Utilities Authority (EDA Grant Nos. 01-79-07886, 01-01-08480, and 01-01-08739) attached hereto as Exhibit A.

**“EDA-VCC Grant”** means the funds the VCC received from the EDA for the construction of a portion of the CPC OptiNet pursuant to that certain grant number 01-01-08271 of the EDA issued to VCC pursuant to that certain Financial Assistance Award dated December 20, 2005 in an amount not to exceed Three Million Dollars (\$3,000,000.00) for the installation of One Hundred Fifty-Five (155) miles of fiber optic backbone through the City of Norton, Virginia and six Southwest Virginia counties and commonly referred to as EDA grant number two.

**“Effective Date”** has the meaning set forth in the Preamble.

**“Extraordinary Connection Request”** means a new installment request that does not have a financial break-even return on investment (*i.e.*, taking into consideration the cost of connection as reasonably determined by Sunset) by the end of Twenty-Four (24) months or that has a capital investment requirement that is not commercially reasonable based upon market standards.

**“FCC”** means the United States Federal Communications Commission.

**“Federal Share”** means the current fair market value of real, personal or mixed property in the CPC OptiNet that is attributable to EDA’s investment in the CPC OptiNet via the EDA Grants and any program income generated and reinvested from that investment, as more fully described in 13 CFR § 314.5.

**“Force Majeure”** has the meaning set forth in Section 24(J).

**“Grant Funds”** means funds provided by the EDA, NTIA, Tobacco Commission, and certain federal and state agencies through grants to the VCC and the Cumberland Plateau Parties.

**“Gross Revenue”** means the total of any and all funds from sales and services received from customers utilizing the CPC OptiNet, including receipts from customers connected to the CPC OptiNet by Sunset-owned infrastructure, less any chargebacks, rebates, cash discounts, surcharges, taxes (unrelated to local property taxes), or local, state or federal regulatory fees and charges. For the sake of clarity, Gross Revenue shall include receipts from customers of the CPC OptiNet on the portion of the CPC OptiNet from the Point of Presence located at the

intersection of Main Street and Routes 58 and 19 in the Town of Abingdon, Virginia, continuing to the Russell County, Virginia line, including the Brumley Gap area customers.

“**ITC**” means ITC Capital Partners, LLC, a Delaware limited liability company.

“**ITC Commitment Letter**” means that certain letter attached hereto as Exhibit B.

“**Immediate Family**” shall mean a spouse, lineal descendant, father, mother, brother, or sister, including “in-laws” and adopted children.

“**Initial Rate**” has the meaning set forth in Section 8(A)(1).

“**Intellectual Property Rights**” means worldwide common law and statutory rights associated with: (i) patents and patent applications; (ii) works of authorship, copyrights, copyright applications, copyright registrations and other rights; (iii) the protection of trade and industrial secrets and confidential information; (iv) trademarks, service marks, slogans, logos, sound marks, motion marks, trade dress, domain names, trade names, corporate names, or indicia of the same; (v) other proprietary rights relating to the rights to items (i) through (iv); and (vi) divisions, continuations, renewals, re-issuances and extensions of the rights set forth in items (i) through (v), now existing or hereafter filed, issued, or acquired.

“**IPTV**” means Internet Protocol television.

“**IRU**” has the meaning set forth in Section 2(B)(5)(c).

“**Last Mile**” means the line or other medium through which signals travel in the neighborhood or business area from the Distribution line to the end user’s premises.

“**LENOWISCO**” means the LENOWISCO Planning District Commission, a planning district commission and political subdivision of the Commonwealth of Virginia organized pursuant to Section 15.2-4200 *et seq.* of the Code for the Virginia Counties of Lee Wise and Scott, and the City of Norton, Virginia.

“**New Connection Commitment**” has the meaning set forth in Section 4(C)(1).

“**NTIA**” means the National Telecommunications and Information Administration.

“**NTIA Letter**” means that certain letter from Arlene Simpson Porter to Cameron S. Bell dated December 29, 2016 (re: BTOP Grant Award Number: NT10BIX5570066 Bristol Virginia Utilities Authority Request to Transfer BTOP-Funded Equipment) attached hereto as Exhibit C.

“**Operating Responsibilities**” means all pre-grant allocation planning, including business plan evaluation and technical project architecture decisions, engineering, including preliminary engineering, procurement, including procurement for grants awarded to or administered by the Cumberland Plateau Parties, Sunset or the VCC, advertisement, signage, acquisitions, construction contracts, materials acquisition contracts, construction and construction supervision, pole attachment and fiber burying contracts and permits acquisition, equipment maintenance contracts and acquisition and construction of fiber system, including Backbone, Distribution, Last Mile, POP and equipment maintenance, and provision of all services provided over and through the system, including cable provided directly or indirectly when permitted and economically feasible and all and any other acts that are done in the creation and operation of any part of the fiber system and any services provided through said system in the Cumberland Plateau Region.

“**Point of Presence**” or “**POP**” means a location housing electronics, where signals originate and terminate, to and from Backbone lines and or Distribution lines.

**“Premises”** means a residence, commercial building, multi-dwelling unit, or buildable lot that can be feasibly and reasonably served by the CPC OptiNet.

**“Project”** means the construction, maintenance and provision of services over equipment and fiber paid for by any single grant or loan.

**“Qualified and Documented”** with respect to any potential customer of the CPC OptiNet shall mean a credit worthy potential customer who has provided written documentation of such interest by execution of a contract for service.

**“Quarterly Payment”** has the meaning set forth in Section 8(A)(3)(a).

**“Rate”** has the meaning set forth in Section 8(A)(3).

**“Standard Rate”** has the meaning set forth in Section 8(A)(3).

**“Sunset”** has the meaning set forth in the Recitals.

**“Sunset EDA Interest”** has the meaning set forth in Section 2(B)(3)(a).

**“Sunset NTIA Assets”** has the meaning set forth in Section 2(B)(3)(b).

**“Sunset Services”** has the meaning set forth in Section 6(A)(2).

**“Term”** has the meaning set forth in Section 11(A).

**“Threshold Event”** means the deployment by Sunset of Three Million Two Hundred Fifty Thousand Dollars (\$3,250,000.00) of the New Connection Commitment.

**“Tobacco Commission”** means the Virginia Tobacco Region Revitalization Commission, a political subdivision of the Commonwealth of Virginia chartered by Section 3.2-3100 *et seq.*

**“Transaction”** means the purchase of the ownership interests, assets and business of the OptiNet division of the BVU Authority by Sunset.

**“VCC”** has the meaning set forth in the Recitals.

**“VCC Assets”** means fiber optic assets of the VCC that were funded by the EDA-VCC Grant.

**“VCEDA”** means the Virginia Coalfield Economic Development Authority.

**“VTC Grants”** has the meaning set forth in Section 2(B)(4)(a).

## **SECTION 2. THE CPC OPTINET.**

### **A. CPC OptiNet Background.**

(1) Description. The CPC OptiNet is a contiguous array of broadband fiber and related electronics and support equipment, which exists in the Cumberland Plateau Region. The CPC OptiNet was constructed with Grant Funds, investments by the BVU Authority, and the reinvestment of funds from the operation of the CPC OptiNet. The CPC OptiNet is comprised of assets (a) owned outright by each of the Cumberland Plateau Parties, the VCC, and Sunset and (b) assets owned jointly by the Cumberland Plateau Parties and Sunset. For certain



assets in the CPC OptiNet, the ownership interests of the Cumberland Plateau Parties, the VCC and Sunset are subject to reversionary interests of the EDA, NTIA and Tobacco Commission.

(2) Growth and Deployment of Network. Originally conceived of by the Cumberland Plateau Parties, the CPC OptiNet network has grown to become a vital telecommunications infrastructure in the Cumberland Plateau Region focused on job creation and economic development. The Cumberland Plateau Parties desire to continue the growth and deployment of the network and continue the preservation of the CPC OptiNet as a vital infrastructure resource for the Cumberland Plateau Region.

(3) Required Consents. The Parties acknowledge that the EDA, NTIA, Tobacco Commission, and VCC have each consented to the Transaction and to this Agreement and that no further consents are required.

(A) NTIA Approval. Pursuant to the NTIA Letter, the NTIA granted a waiver for the completion of the Transaction conditioned on the ongoing applicability of the grant requirements and conditions affecting the assets funded by the NTIA, which Sunset has agreed to accept as of the Effective Date.

(B) EDA Approval. Pursuant to the EDA Letter, the EDA granted a conditional approval for the sale of the ownership interest of BVU Authority in the EDA-funded assets to Sunset, noting that EDA grant conditions continued to apply to the ownership interest in the EDA-funded assets held by the Cumberland Plateau Parties.

(C) VCC Approval. As reflected in the *"Consent of Virginia Coalfield Coalition"* attached hereto as Exhibit D, the VCC granted its approval and consent to the Cumberland Plateau Parties entering this Agreement, and to Sunset assuming operational responsibilities for the VCC-owned portion of the CPC OptiNet.

B. Ownership Rights of the Parties.

(1) Assets of Cumberland Plateau Entities.

(a) Cumberland Plateau Entities Ownership. The Cumberland Plateau Parties own a joint undivided Fifty Percent (50%) ownership interest in the assets funded by the EDA Grants ("**Cumberland Plateau Interest**"), which includes Fifty Percent (50%) of: (1) the assets funded by the EDA Grants including the electronic equipment ("**CPC Electronics**"), and (2) the fiber strands funded by the EDA ("**CPC Fibers**").

(b) Grant Conditions. Any conditions resulting from the receipt of Grant Funds affecting the assets of the Cumberland Plateau Parties remain as set forth in such conditions and are the responsibility of the Cumberland Plateau Parties or the VCC.

(c) Replacement of Grant-Funded Assets.

(1) During the operation of the CPC OptiNet, consistent with EDA guidelines and requirements, Sunset may remove electronic equipment from service and dispose of same in the normal course of business.

(2) Sunset shall take all available reasonable and customary actions to recognize the value of such retired asset, either through resale, salvage or scrap, and at least half of any value so recovered shall be (1) reinvested in the CPC OptiNet or (2) delivered to the Cumberland Plateau Parties together with an accounting of the disposition of such asset.

(3) Any asset purchased with funds from the disposition of a piece of equipment originally funded by Grant Funds shall be jointly owned by the Parties.

(4) Any asset purchased solely by funds not including funds received from the disposition of a piece of equipment originally funded by Grant Funds shall be owned by the funding Party.

(5) Sunset shall report quarterly to the Cumberland Plateau Parties on any such assets so removed from CPC OptiNet, including a description of the asset, its location prior to being removed from service, the reason for its removal and the amount of any recovered value, if any.

(2) Assets of the VCC.

(a) VCC Ownership. The VCC owns One Hundred Percent (100%) of the VCC Assets funded by the EDA-VCC Grant, subject to a reversionary interest in the assets held by the EDA and Tobacco Commission.

(b) Grant Conditions. Any conditions resulting from the receipt of Grant Funds affecting the VCC Assets remain as set forth in such remaining grant conditions, if any, and are the responsibility of the VCC.

(3) Assets of Sunset.

(a) Sunset EDA Interest. Pursuant to the CPC OptiNet Agreement, the BVU Authority and the Cumberland Plateau Parties jointly owned an undivided Fifty Percent (50%) interest in the Backbone, Distribution, Last Mile, and any other infrastructure acquired for the CPC OptiNet with Grant Funds provided by the EDA and the Tobacco Commission. Effective as of the Effective Date, Sunset Fiber will (i) have purchased the Fifty Percent (50%) share previously owned by the BVU Authority as a result of the payment of the Federal Share to the United States Treasury during the Transaction and (ii) will own all BVU Authority CPC OptiNet asset interests (the "**Sunset EDA Interest**").

(b) Sunset NTIA Assets. The NTIA funded a portion of the CPC OptiNet through the BTOP Grant. Sunset purchased all assets of the CPC OptiNet purchased by funds from the BTOP Grant as part of the Transaction ("**Sunset NTIA Assets**") pursuant to a waiver provided in the NTIA Letter and subject to the conditions set forth in the NTIA Letter; *provided, however*, recognizing a dispute exists between the Cumberland Plateau Parties and BVU regarding the ownership of the NTIA funded assets in the Cumberland Plateau Region, as of the Effective Date of this Agreement, Sunset shall:

(i) deliver the Cumberland Plateau Region certain rights to such NTIA-funded fiber optic cable, as set forth below in Section 5(c);

(ii) immediately following the closing of the Transaction, together with the Cumberland Plateau Parties, jointly petition the NTIA to recognize and approve the transfer of ownership of the NTIA funded assets described in Section 5(c) in the Cumberland Plateau Region to the Cumberland Plateau Parties;

(iii) until the NTIA approves the transfer of the ownership of such NTIA-funded fiber to the Cumberland Plateau Parties, Sunset will adhere to any remaining grant conditions related to the NTIA-funded fiber; and,

(iv) following such transfer, the Cumberland Plateau Parties recognize that such NTIA-funded fiber will remain subject to any remaining grant conditions, and the Cumberland Plateau Parties will adhere to the exclusivity grant to Sunset set forth in Section 3 of this Agreement;

*provided, however*, no NTIA-funded fiber outside the Cumberland Plateau Region will be transferred or considered part of the CPC OptiNet.

(4) Third Party Interests in CPC OptiNet Assets.

(a) Assets of the Tobacco Commission. The Tobacco Commission retains an equitable reversionary interest and claw back right in certain assets of the CPC OptiNet for the useful life of the project assets based on the grants listed on Schedule 1 (collectively, “**VTC Grants**”).

(b) Assets Funded by EDA.

(1) The EDA funded the development of certain CPC OptiNet assets through the EDA Grants. For the sake of clarity, the Parties acknowledge that the assets originally funded by the EDA Grants are now owned jointly in equal undivided Fifty Percent (50%) interests by the Cumberland Plateau Interest and the Sunset EDA Interest.

(2) The EDA retains a reversionary interest in the undivided, equal Fifty Percent (50%) of the Cumberland Plateau Interest assets for the useful life of such assets as set forth in the EDA Letter; and, as a result of the payment of the Federal Share to the United States Treasury at the consummation of the Transaction, no such EDA grant conditions apply to the Sunset EDA Interest.

(c) Assets Funded by NTIA. All NTIA grant funded assets remain subject to certain terms and conditions of the BTOP Grant as set forth on Exhibit E. Subject to the asset transfer set forth in Section 5(c) and Section 2(B)(3)(b)(ii), all NTIA grant-funded assets are owned by Sunset pursuant to the waiver issued by under the NTIA Letter.

(5) Transfer by Sunset to Cumberland Plateau Parties.

(a) During the Transaction, Sunset discovered a dispute among the Cumberland Plateau Parties and the BVU Authority regarding the ownership of assets related to the CPC OptiNet. To resolve this dispute and confirm the ownership rights of the Cumberland Plateau Parties, effective as of the Effective Date, Sunset will deliver the Bill of Sale substantially in the form attached hereto as Exhibit F (“**Bill of Sale (Balance Sheet Assets)**”) to transfer to the Cumberland Plateau Parties a greater ownership of the fiber and equipment than that ownership interest represented by one-half of the grant funding provided by the EDA, to produce for the Cumberland Plateau Parties a continuous fiber network with a fully functioning backbone instead of a series of disconnected ownership interests of diverse and unrelated pieces of equipment not able to independently function as a contiguous network. This transfer will result in the Cumberland Plateau Parties owning assets valued at the time of original purchase by BVU Authority and recorded on the balance sheet of the entities at an original cost of Three Million Seven Hundred Seventy-Two Thousand, Three Hundred Sixty-One Dollars (\$3,772,361.00) instead of the value of Two Million Eight Hundred Fifty-Eight Thousand Seventy-Four Dollars (\$2,858,074.00), which would be the value of one-half of the EDA grant-funded assets as of the date of the original deployment. The fiber deployed with EDA grant funds totals Four Million Four Hundred Thirty-Nine Thousand Five Hundred Thirty-Nine Dollars (\$4,439,539.00) and one-half of that original cost of deployment, which represents the cost of the CPC Fibers, is Two Million Two Hundred Nineteen Thousand Seven Hundred Seventy Dollars (\$2,219,770.00). Sunset will assign to the Cumberland Plateau Parties Fifty Percent (50%) of the EDA-funded fiber deployed in Washington County totaling Two Hundred Ninety-Five Thousand One Hundred Eighty-Two Dollars (\$295,182.00), and one-half of that cost equals One Hundred Forty-Two Thousand Five Hundred Ninety-One Dollars (\$142,591.00). Total original cost of equipment and deployment assigned to the Cumberland Plateau Parties pursuant to this Section 2(B)(5) totals Three Million Seven Hundred Seventy-Two Thousand Three Hundred Sixty-One Dollars (\$3,772,361.00) or Sixty-Six Percent (66%) of the EDA investment in the network. To accomplish the asset allocation set forth in Section 2(B)(3)(b) above, Sunset hereby acknowledges ownership by the Cumberland Plateau Parties of one-half of the Eleven and Twenty-Three Hundredths (11.23) miles of fiber that extends into Washington County as part of the EDA-funded assets owned by the Cumberland Plateau Parties, totaling Two Hundred Ninety-Five Thousand One Hundred Eighty-Two Dollars (\$295,182.00), of which one-half of that cost equals One Hundred Forty-Two Thousand Five Hundred Ninety-One Dollars (\$142,591.00). All original costs referenced in this Section 2(B)(5)(a) represent the original cost recorded on the BVU Authority Balance Sheets to the best of the Parties’ knowledge as of the date of the original deployment.

The Parties acknowledge that certain assets referenced in this Section 2(B)(5)(a) may be discovered to be owned by the VCC and if so discovered this Section 2(B)(5)(a) will be deemed to be adjusted accordingly.

(b) By execution of the Bill of Sale (Infinera) substantially in the form attached hereto as Exhibit G, as of the Effective Date, Sunset will transfer any ownership rights represented by the Sunset EDA Interest it may have in the Infinera backbone equipment located in the Cumberland Plateau Region, represented by the diagram attached as Exhibit H, to the Cumberland Plateau Parties.

(c) To reflect the jointly owned nature of the CPC OptiNet, Sunset will, as an act in the normal course of business, execute an indefeasible right of use (“**IRU**”) for Fifty Percent (50%) of the NTIA fibers within the Counties of Dickenson, Russell, Tazewell and Buchanan to the Cumberland Plateau Parties.

(d) For the sake of clarity, all equipment and fiber references in this Section 2(B)(5) is covered by the grant to Sunset set forth in Section 3.

(6) Ownership of Assets Purchased With Future Investment.

(a) Sunset Ownership. The Parties acknowledge going forward that Sunset may find it necessary to invest some of its own funds in capital improvements to grow the system and keep it up to date. This Agreement will not obligate Sunset to invest any of its own funds, except as set forth in Section 4(C), and to the extent that it does invest its own funds, any equipment, fiber and other capital acquired or constructed shall be the sole property of Sunset. Following the execution of this Agreement, any Backbone, Distribution, Last Mile or other infrastructure assets deployed in or for the Cumberland Plateau Region, purchased by Sunset following the execution of this Agreement, are the individual property of Sunset, and nothing herein will be construed to give any other individual or entity any ownership interest in any such assets unless specifically noted.

(b) Cumberland Plateau Ownership. Following the execution of this Agreement, any Backbone, Distribution, Last Mile or other infrastructure assets deployed in or for the Cumberland Plateau Region, purchased by the Cumberland Plateau Parties following the execution of this Agreement, are the individual property of the Cumberland Plateau Parties, and nothing herein will be construed to give any other individual or entity any ownership interest in any such assets unless specifically noted.

(c) Asset Reporting. Asset ownership for assets purchased pursuant to Section 2(B)(6)(a) and Section 2(B)(6)(b) shall be tracked by Sunset and reported to the Cumberland Plateau Parties on a quarterly basis with sufficient specificity to identify each asset purchased by the Cumberland Plateau Parties together with the cost and the location of such asset.

(d) Additional Grant Investments. Subject to the conditions set forth in Section 7(C) of this Agreement, the Cumberland Plateau Parties and Sunset will work together to secure grants and other resources to continue to grow the CPC OptiNet, with Sunset providing technical expertise and matching funds for such applications where possible. Sunset will work with the leadership of the Cumberland Plateau Parties and the individual four counties to identify opportunities to leverage the private investment being made by Sunset to secure additional funds to increase the pace of deployment.

**SECTION 3. EXCLUSIVE GRANT TO SUNSET.**

A. Exclusive Grant. Upon the Effective Date, the Cumberland Plateau Parties hereby grant to Sunset the exclusive right, consistent with the principle of open access as required by the NTIA Letter, to use, operate, manage, deploy, sublicense, maintain and take all other actions consistent with the management and operation of the CPC OptiNet during the term of this Agreement and any renewal thereof, subject to the NTIA open-network grant condition.

B. Non-Conveyance. Nothing in this Agreement shall be interpreted to convey or is intended to convey legal title in the Cumberland Plateau Interest in the CPC OptiNet or the VCC Assets to Sunset; *provided, however,* in the event either or all of the Cumberland Plateau Parties or VCC sell(s), assign(s), otherwise transfer(s) title in, or abandon(s) the Cumberland Plateau Interest in the CPC OptiNet or the VCC Assets prior to the expiration of the Term of this Agreement, Sunset's rights pursuant to Section 3(A) regarding the CPC OptiNet shall not be affected in any way whatsoever and any such sale, assignment, transfer or abandonment shall explicitly be made subject to and conditioned upon the continuation of the rights granted in Section 3(A).

#### **SECTION 4. CONTINUED DEVELOPMENT OF THE CPC OPTINET**

A. Guidelines for Continued Deployment. The Cumberland Plateau Parties and Sunset hereby acknowledge that the CPC OptiNet was intended from its inception to primarily function to attract and serve businesses, employers and other individuals and entities involved in economic development in the Cumberland Plateau Region. The Cumberland Plateau Parties and Sunset reaffirm that in the continued deployment and operation of the CPC OptiNet they will maintain a primary focus on businesses, employers and other individuals and entities involved in economic development in the Cumberland Plateau Region. In addition, and because of new capital being made available by the CPC, Sunset and the Tobacco Commission, it is the intent of the Cumberland Plateau Parties and Sunset to also start and maintain a robust program of new residential customer connection.

B. Additional Investment in the CPC OptiNet.

(1) Sunset acknowledges that it intends to invest its own money, including the New Connection Commitment described below, into the CPC OptiNet for either operation, maintenance or capital expenditures, and specifically to fund increased residential connections. Similarly, the Cumberland Plateau Parties may invest their own money in the CPC OptiNet. Such investments in the CPC OptiNet by either the Cumberland Plateau Parties or Sunset shall become a part of the CPC OptiNet that will each be owned by their individual contributor. The Parties acknowledge going forward that the Cumberland Plateau Parties and Sunset may find it necessary to invest some of their own funds in capital improvements to grow the system and keep it up to date. This Agreement will not obligate the Cumberland Plateau Parties or Sunset to so invest any of their own funds (with the exception of Sunset's New Connection Commitment made below); however, to the extent that they do invest their own funds, any equipment, fiber and other capital acquired or constructed shall become a part of the CPC OptiNet that is owned by each individual party.

(2) From time to time, the Cumberland Plateau Parties may notify Sunset of capital funds available at the Cumberland Plateau Parties for investment in the CPC OptiNet network and Sunset shall work with the Cumberland Plateau Parties for the deployment of the capital into the network assets owned by the Cumberland Plateau Parties.

C. New Connection Commitment.

(1) As a condition to the closing of the Transaction, Sunset committed to the Tobacco Commission to invest Ten Million Dollars (\$10,000,000.00) in Southwest Virginia, and the Tobacco Commission agreed that Seven Million Dollars (\$ 7,000,000.00) of that commitment to be directed to new connections in the Cumberland Plateau Region (the "**New Connection Commitment**") and Sunset hereby agrees that the New Connection Commitment is now made directly to the Cumberland Plateau Parties with the right to enforce such New Connection Commitment as set forth in this Section 4(C). Pursuant to the ITC Commitment Letter, ITC hereby agrees that, through its affiliates or subsidiaries, it will provide the necessary financial support for Sunset Digital Holding, LLC, and/or its two operating subsidiaries Sunset Digital Communications, LLC and Sunset Fiber, LLC to meet the financial commitment set forth in this Section 4(C).

(a) Sunset and the Cumberland Plateau Parties shall mutually agree upon the deployment plan for the New Connection Commitment, taking into consideration, with respect to residential connections, that with respect to an Extraordinary Connection Request, the Cumberland Plateau Parties may direct

Sunset to develop a plan to connect such residential customer by investing funds controlled by CPC or coordinating with local and regional funding agencies to fund the installation of such services; *provided, however*, the Cumberland Plateau Parties and Sunset shall work together in good faith to coordinate the timing of the delivery of broadband services to such residential customers in as expeditious a manner as possible.

(i) Following the execution of this Agreement, the Cumberland Plateau Parties and Sunset shall jointly promote the availability of broadband expansion within the Cumberland Plateau Region by encouraging potential customers to designate their interest in service by signing up on the Sunset website (or by utilizing other sign-up processes which may be available) to generate clusters of interest for underserved communities. The Cumberland Plateau Parties shall assist Sunset in identifying local community individuals who may be willing to serve as a catalyst for the generating interest for broadband deployment within their neighborhood or community.

(ii) Sunset will compile the potential customer data and recommend an initial deployment strategy to the Cumberland Plateau Parties within One Hundred Twenty Days (120) following execution of this Agreement.

(iii) The Parties will review the deployment strategy to balance rural underserved communities with communities closer to municipal jurisdictions in the Cumberland Plateau Region and mutually agree upon the deployment strategy taking into account Extraordinary Connection Requests.

(b) If Qualified and Documented demand for broadband services exists within the first year following the Effective Date, Sunset shall deploy at least One Million Five Hundred Thousand Dollars (\$1,500,000.00) in the Cumberland Plateau Region for new business and residential connections; and, for each year for the Five (5) years thereafter, Sunset shall deploy One Million Dollars (\$1,000,000.00) in the Cumberland Plateau Region for new business and residential connections until the entire New Connection Commitment is expended. Sunset shall deploy the New Connection Commitment by the Seventh (7<sup>th</sup>) anniversary of this Agreement; *provided, however*, that any remaining balance on the New Connection Commitment shall carry over until fully deployed. The Cumberland Plateau Parties may, from time-to-time, request to meet with Sunset and review the list of commercial customer connections and review the residential area connections by neighborhood or other geographic designation.

(2) Each calendar year quarter, Sunset shall provide the Cumberland Plateau Parties and the Tobacco Commission a quarterly report that details, for the current calendar year, the amount of New Connection Commitment funds that have been spent, and how much remains to be spent in that calendar year, and Sunset shall report New Connection Commitment expenditures to the Cumberland Plateau Parties and the Tobacco Commission on the CFO Certification referenced in Section 10(A). Sunset shall provide to the Cumberland Plateau Parties and the Tobacco Commission all work orders and any other documentation necessary to substantiate the cost of the connection in fulfillment as set forth in Section 10(A). The Parties will work in good faith to resolve any disputes as to the proper cost of a connection made as part of a New Connection Commitment.

D. Residential Connections.

(1) Residential Focus. Sunset shall start and maintain a robust program of new residential customer connections for the deployment of the CPC OptiNet to residential customers in the Cumberland Plateau Region based upon interest in such residential deployment and technical, construction and cost requirements and considerations, as reasonably determined by Sunset.

(2) Connected Home Advisory Council. The Cumberland Plateau Parties and Sunset shall create the “**CPC OptiNet Connected Home Advisory Council**” comprised of Two (2) citizens from each of the Counties of Buchanan, Dickenson, Russell and Tazewell to advise the Cumberland Plateau Parties and Sunset on future deployment and to balance revenue generating neighborhoods and the Sunset “clustering” model with outlying homes in need of connectivity and to develop strategies for the connection of all homes in the Cumberland

Plateau Region. The members of the Connected Home Advisory Council shall be appointed by the Cumberland Plateau Parties and Sunset, with the Cumberland Plateau Parties and Sunset each having the right to appoint one citizen from each of the Counties of Buchanan, Dickenson, Russell and Tazewell.

E. Business and Economic Development Connections.

(1) Economic Development Focus. The Cumberland Plateau Parties and Sunset share the desire of the EDA, NTIA, and Tobacco Commission to continue to utilize the CPC OptiNet to promote economic development and job creation in the Cumberland Plateau Region and desire to work with local and regional economic development stakeholders using commercially reasonable efforts to support the following economic development strategies:

- (a) Continue to support the economic development effort of the Cumberland Plateau Parties;
- (b) Regularly meet with county IDA leadership to coordinate business and economic development focus;
- (c) Sponsor booth space to facilitate a regional presence at major trade shows pushing connected communities;
- (d) Sponsor booth space for a regional presence at economic development events;
- (e) Support regional marketing programs, including the new regional marketing initiative of VCEDA, in advertisements, magazines, newsletters in metro areas in the United States and abroad promoting the region;
- (f) Explore “Coal to Code” or similar programs that Sunset would support at local universities and colleges and community colleges;
- (g) Deliver quarterly highlights on bandwidth to communities and their industrial parks;
- (h) Promote regional outdoor and cultural activities (e.g. Spearhead Trails, Appalachian Spring, Crooked Road, Round the Mountain and kayaking adventures around the area);
- (i) Work with local economic development officials to promote the region, such as organizing VIP tours;
- (j) Support and publicize the existing regional initiatives underway, including the Spearhead Trails, the Crooked Road, Appalachian Spring, and Round the Mountain; and,
- (k) Coordinate with the Cumberland Plateau Parties for the further deployment of the CPC OptiNet with regional tourism venues to aid in the promotion of those venues and the “user” experience for visitors to assist in the further growth of the region’s new economic efforts.

(2) Cumberland Plateau Broadband Council. Recognizing that the initial deployment of the CPC OptiNet focused on business and commercial customers, the Cumberland Plateau Parties and Sunset will create the “**Cumberland Plateau Broadband Council**” comprised of Two (2) business leaders from each of the Counties of Buchanan, Dickinson, Russell and Tazewell to monitor deployment to the business community (large and small) and work with economic development leaders to foster economic growth in the region, inviting many stakeholders to participate, including the Parties, the VCC, VCEDA, and local Industrial Development Authorities and Chambers of Commerce of each county in the Cumberland Plateau Region. The members of the Cumberland Plateau Broadband

Council shall be appointed by the Cumberland Plateau Parties and Sunset, with the Cumberland Plateau Parties and Sunset each having the right to appoint one citizen from each of the Counties of Buchanan, Dickenson, Russell and Tazewell..

(3) Connection Issues.

(A) Beginning on the Effective Date, and continuing until the full New Connection Commitment is invested, Sunset shall provide to the Cumberland Plateau Parties at the beginning of each quarter the number of commercial and residential customers who have indicated an interest in connecting to the CPC OptiNet (the “**Connection List**”). The Connection List shall show the date such business or individual was added to the Connection List and the number of businesses and individuals that Sunset proposes to connect during the quarter. Sunset’s Cumberland Plateau Region senior designated representative shall review with representatives of the Cumberland Plateau Parties, from time-to-time, specific customer connection information so that the Cumberland Plateau Region representatives may track the status of specific pending requests for connection, including the opportunity from time-to-time to review the names and status of actual pending customer connections.

(B) Beginning on the Effective Date, the Cumberland Plateau Parties shall provide monthly to Sunset a list of any businesses and individuals that they would like considered for connection to the CPC OptiNet. Sunset shall add those businesses and individuals to the Connection List described in the preceding paragraph within Thirty (30) days of receipt of the information from the Cumberland Plateau Parties.

(C) If the Cumberland Plateau Parties receive a verified written complaint from a local or regional economic development official, including members of the staff and Board of Directors of the Cumberland Plateau Parties, or other local government official, that Sunset has failed to connect a potential business customer, or other potential customer having an economic development aspect, requesting broadband services, Sunset will have Thirty (30) calendar days from receipt of the complaint to develop a plan and budget for the connection of the potential business or economic development customer or to report why such connection request is not valid.

(D) While it is anticipated that Sunset likely will make such commercial connections in the ordinary course of business, in the event Extraordinary Connection Requests are made, the Parties agree to work in good faith to resolve any economic development connection issues involving potential business or economic development customers. In the event an Extraordinary Connection Request exists, the Cumberland Plateau Parties may direct Sunset to develop a plan to connect such business customer by investing funds controlled by the Cumberland Plateau Parties or coordinating with local and regional economic development agencies to fund the installation of such services; *provided, however*, the Cumberland Plateau Parties and Sunset shall work together in good faith to coordinate the timing of the delivery of broadband services to such business customer in as expeditious a manner as possible.

(E) The Cumberland Plateau Parties may request Sunset connect any individual or business listed on the Connection List; and no later than Sixty (60) days thereafter, Sunset shall (1) deliver an estimated connection date for such prospective connection within such Sixty (60) day period or (2) deliver to the Cumberland Plateau Parties a plan of connection for such potential connection, including technical and financial requirements necessary to make such connection.

**SECTION 5. REGIONAL WIRELESS NETWORK DEPLOYMENT.**

To encourage the growth of the CPC OptiNet and the promotion of regional economic development initiatives, Sunset will develop a network of Wi-Fi hot spots to be deployed in major gathering places like Main Streets, high school sports facilities and recreational facilities throughout Southwest Virginia so long as such service remains a technically competitive product. Immediately following the Effective Date, Sunset shall begin work to deploy the network of Wi-Fi hot spots. Sunset’s estimate is that it will deploy a network of at least Four (4) Wi-Fi hot spots in



the Cumberland Plateau Region (one per county) within the next Five (5) years. The Cumberland Plateau Parties and Sunset will work cooperatively together, and with local and regional stakeholders, to identify suitable locations for such Wi-Fi locations.

## **SECTION 6. SUNSET OBLIGATIONS AND RESPONSIBILITIES.**

A. CPC OptiNet Operator Responsibilities. Sunset shall be the operator of the CPC OptiNet and as such, Sunset Fiber shall:

(1) Receive, service and resolve all requests for support, including, but not limited to, technical, billing, and sales and marketing inquiries;

(2) Invoice, bill and undertake all collection activities (collectively, Section 6(A)(1) and Section 6(A)(2), the “Sunset Services”);

(3) Install, operate and maintain a fiber optic Backbone line as set forth in this Agreement. Sunset will continue to extend the Backbone, Distribution and Last Mile fiber systems, timed so that adequate oversight can be provided to each project by Sunset;

(4) If and as necessary as determined by technical review and testing, Sunset shall add capacity to the Backbone so that service to existing customers, and the growth through adding new customers, is not degraded or limited by the Backbone’s fiber capacity;

(5) Obtain, from various owners of utility poles along said routes, the right to attach said fiber optic cable line to their poles and obtain railroad crossing agreements;

(6) Provide, if necessary, electronic equipment necessary to light the CPC OptiNet fiber optic cable and any other equipment necessary to provide broadband Internet service, including data service, local exchange or voice-over IP (“VOIP”) telephone and long distance telephone service, and cable television to areas in the four counties of the Cumberland Plateau Region, including the towns therein, and to charge customary and ordinary fees for said services;

(7) Where sufficient demand and density of population make it feasible extend a fiber optic cable Distribution and Last Mile system to areas to make Distribution and Last Mile delivery systems available in the Cumberland Plateau Region, including the towns therein, where such areas are within reasonable proximity of said Backbone, with priority being given to industrial, commercial and governmental end users. Sunset has expressed and shall work in good faith towards a goal of connecting Ten Thousand (10,000) additional residential customers within the next Ten (10) years in the Cumberland Plateau Region, although the exact number of new residential connections will be dependent on multiple factors, including economics and new residential customer interest;

(8) Make available cable or IPTV programming signals to a cable television service provider to be designated by Sunset for ordinary and customary fees within the industry, and to be franchised in each jurisdiction involved, to serve multi-channel television programming in the areas where Last Mile facilities are available, and for the same ordinary and customary fees, make telephone and data services available to end user customers who have Last Mile connections;

(9) After installation, maintain said fiber optic cables and electronic equipment in good working order, doing those things normally necessary to operate said systems to deliver such telephone, broadband data and cable services in an efficient and business-like manner; Sunset agrees to procure and maintain appropriate insurance on the CPC OptiNet, including coverage of the electronic assets that comprise the CPC OptiNet, as well as business interruption and casualty/liability insurance that lists the “Cumberland Plateau Planning District Commission” and the “Cumberland Plateau Company, Inc.” as additional insureds;

(10) Undertake all Operating Responsibilities;

(11) Consistent with the NTIA requirement that the CPC OptiNet be operated as an open network, honor and maintain all existing contracts held by the BVU Authority with any third parties, including wholesale customers, who operate using services provided by the CPC OptiNet, unless changes to such agreements are requested by such customers;

(12) Operate the CPC OptiNet consistent with the requirements of the EDA Letter and NTIA Letter, as and if applicable;

(13) Offer employment to the current BVU Authority workforce based in the Cumberland Plateau Region, who have experience working on the CPC OptiNet in the Cumberland Plateau Region;

(14) Acknowledge that the Cumberland Plateau Parties remain subject to the terms and conditions contained in the EDA Letter;

(15) Discharge these obligations and responsibilities in a good and workmanlike manner, and provide service to the customers of the CPC OptiNet in accordance with industry standards and in a manner that maintains a high level of satisfaction among the business and residential customers of the CPC OptiNet; and,

(16) Provide an operations report to the Cumberland Plateau Parties on a quarterly basis which shall contain metrics to measure operational quality and customer satisfaction, and which shall be based on the metrics reported by the previous operator of the CPC OptiNet.

## **SECTION 7. CUMBERLAND PLATEAU PARTIES OBLIGATIONS AND RESPONSIBILITIES.**

A. Additional Grant Funding. The Cumberland Plateau Parties may from time-to-time make available funds necessary for engineering, acquisition, construction and capitalized operating costs related to the grant funded projects contemplated herein to be performed by Sunset and utilized to expand the CPC OptiNet. The source of such funds to be furnished by the Cumberland Plateau Parties will be various federal and state governmental grants and loans with potentially matching funds from local governments, the Tobacco Commission, stakeholders, or Sunset. Nothing in this Agreement shall prevent Sunset from seeking and utilizing grant funds for the development of the CPC OptiNet or from other local and regional entities from seeking and utilizing grant funds for the development of the CPC OptiNet.

B. Title to Grant Funded Assets. Title to any assets which are grant funded and added to the CPC OptiNet shall be determined by such grants. To the extent possible the Parties shall attempt to have the grant funder allow the assets to be owned on an equal 50% basis by Sunset and the Cumberland Plateau Parties. Title to any funds obtained by other local and regional entities shall follow the terms and conditions of any such grant.

C. Grant Cooperation. The Cumberland Plateau Parties and Sunset acknowledge and agree that working together to obtain additional grants to support the CPC OptiNet is in their mutual best interest. Accordingly, the Cumberland Plateau Parties and Sunset hereby agree to work together cooperatively and in good faith to identify, apply for and deploy grants that will further the mission of the CPC OptiNet. Such cooperation includes sharing all grant applications before submission. The Cumberland Plateau Parties shall not submit any grant application affecting the CPC OptiNet until Sunset has reviewed and has been able to create a business plan that establishes a reasonable basis for there being sufficient incremental income from the intended project to cover all incremental expenses for the operation of the projected fiber addition. The Cumberland Plateau Parties will obtain Sunset's written permission before using its name in any grant application, and will copy Sunset with the grant application when submitted. Sunset shall provide all pre-grant application services to any grant that a third party intends to apply for, to the extent that the grant project will add to the system in the Cumberland Plateau Region for the CPC OptiNet and shall be reimbursed if requested for reasonable expenses related to the delivery of such pre-grant application services.

D. Local Assistance. The Cumberland Plateau Parties, through the members of their respective Board of Directors residing in various Counties of its area, may assist, if requested and as appropriate, Sunset in obtaining all required local franchises, licenses and permits from the various Counties and Towns in the Cumberland Plateau Region that the members of the respective Board of Directors of the Cumberland Plateau Parties agree to provide; *provided, however*, Sunset acknowledges that such members may determine a conflict of interests exists causing them to be unable to provide such assistance. The Cumberland Plateau Parties will encourage their member jurisdictions to facilitate an expedited review of all applications for permits submitted by Sunset, including requests for approvals necessary for construction, maintenance or other work within a jurisdiction's rights-of-way and easements related to access to a jurisdiction's assets or infrastructure, all in accordance with applicable regulations and ordinances and such jurisdiction's standard processes and practices generally made available to all third parties.

E. Operating Restriction. The Cumberland Plateau Parties shall have no Operating Responsibilities of any kind, and will coordinate their grant writing efforts with Sunset to obtain basic system planning, engineering and all other operational information for said application. Sunset will have the sole right and obligation to perform all Operating Responsibilities and the Cumberland Plateau Parties will not attempt, directly or indirectly, to perform any Operating Responsibilities, whether expressly set forth herein or of like kind to the express Operating Responsibilities herein set forth. This operating restriction shall not apply to prevent the Cumberland Plateau Parties from engaging in grant administration or grant procurement for any grant that provides funds for further deployment of the CPC OptiNet. The Cumberland Plateau Parties hereby acknowledge that this Section 7(E) operating restriction provision is essential to the Agreement, and any attempt by the Cumberland Plateau Parties' employees or agents to participate in Operating Responsibilities other than is stated herein shall constitute a breach of this contract for which Sunset may terminate this Agreement, after notice to the Cumberland Plateau Parties and a reasonable period to cure. The activities of the Cumberland Plateau Parties related to participating in the development of strategies for the deployment of the network set forth in Section 4 shall not be deemed to be a violation of this Section 7(E).

F. Customer Complaints. In the event the Cumberland Plateau Parties receive complaints related to deployment, operation, reliability, pricing, etc. from a customer of the CPC Optinet, the Cumberland Plateau Parties shall immediately forward such complaint to Sunset, which shall act in good faith to address the complaint and resolve same if possible, and shall regularly report to the Cumberland Plateau Parties regarding the status of each such complaint, if any.

## **SECTION 8. CUMBERLAND PLATEAU ECONOMIC DEVELOPMENT FEE.**

A. Cumberland Plateau Economic Development Fee. Following the Execution Date, Sunset shall pay the Cumberland Plateau Parties an annual fee ("**Cumberland Plateau Economic Development Fee**") based upon:

(1) Ten and Twenty-One Hundredths Percent (10.21%) (the "**Initial Rate**") of Gross Revenue until Sunset achieves the Threshold Event; then,

(2) Seven and Twenty-One Hundredths Percent (7.21%) of Gross Revenue (the "**Adjustment Rate**") until Sunset has recovered that amount of money that is the difference between the amount of Cumberland Plateau Economic Development Fee paid based upon the Initial Rate and that amount that would have been due based upon on the Standard Rate (defined below); and, following recovery of such difference; then,

(3) Eight and Seventy-One Hundredths Percent (8.71%) (the "**Standard Rate**") (collectively, Initial Rate, Adjustment Rate, Standard Rate, the "**Rate**") of Gross Revenue during the remainder of the Term of this Agreement, each of (a) and (b) calculated in quarterly installments as follows:

(a) Thirty (30) calendar days following the end of each calendar year quarter Sunset shall deliver to CPC an amount equal to the applicable Rate times the actual Gross Revenue for the preceding calendar year quarter ("**Quarterly Payment**"); and,

(b) By March 31 of each year, Sunset shall determine the actual Cumberland Plateau Economic Development Fee for the previous year and deliver within Fifteen (15) calendar days any deficiency from the previous year's fee; *provided, however*, that in the event the previous year's fee was overpaid, Sunset shall credit such overpayment to the fee due for the next year.

B. Entire Fee. The Cumberland Plateau Economic Development Fee shall be the only fee, payment, distribution or other economic payment of any type delivered to the Cumberland Plateau Parties pursuant to this Agreement. The Cumberland Plateau Parties shall be responsible for any fees, payments or distributions due to the VCC for the use of CPC OptiNet assets funded by the EDA-VCC Grant and for any Federal, state or local obligations placed upon the use of the Cumberland Plateau Economic Development Fee.

#### **SECTION 9. IPTV AVAILABILITY.**

A. Availability. The Parties acknowledge that the status of cable television and IPTV television is currently uncertain. For so long as economically viable, Sunset will make available cable or IPTV programming signals to serve multi-channel television programming in the areas where Last Mile facilities are available, and for the same ordinary and customary fees, make telephone and data services available to end user customers who have Last Mile connections; *provided, however*, the Parties acknowledge that industry changes could impact the delivery such television services making such services no longer necessary or no longer viable.

B. Local And Regional Government Programming. Sunset will expand the utilization of the CPC OptiNet for the promotion of community and local activities and the engagement of local citizens in the local and regional governmental activities by dedicating a television channel to community access programming of local school programs and sporting events and by, when feasible, filming regional activities for viewing online and on the regional television channel.

#### **SECTION 10. REPORTS.**

##### **A. Financial Reporting.**

(1) Sunset will develop a separate accounting category for the collection of Gross Revenue from the CPC OptiNet and Sunset will deliver the CFO Certification, substantially in the form attached hereto as Exhibit J, ("**CFO Certification**") certifying the following: (a) the amount of Gross Revenue from the CPC OptiNet; (b) the amount of the New Connection Commitment expended during such quarter, and the amount of the New Connection Commitment remaining to be deployed.

(a) Sunset will deliver such CFO Certification (a) within Thirty (30) days following the end of each calendar year quarter, providing the Gross Revenue for the preceding calendar year quarter; and, (b) at the end of each calendar year, Sunset will deliver the CFO Certification of the annual Gross Revenue from the CPC OptiNet with an accompanying review by an independent auditor within Thirty (30) days following receipt of such audit.

(b) If the Cumberland Plateau Parties dispute the calculation of Gross Revenue, the Cumberland Plateau Parties shall deliver written notice as set forth in Section 19 of such disputed calculation and the reason for such disputed calculation within Forty-Five (45) days after receipt of the CFO Certification. Each Party will use reasonable efforts to resolve a dispute within Forty-Five (45) calendar days following its receipt of the dispute notice. If the Parties are unable to resolve a dispute within such Forty-Five (45) calendar days, the Parties will engage a mediator to assist in the resolution of the dispute. If the Cumberland Plateau Parties fail to properly notify Sunset of a dispute within Forty-Five (45) days after receipt of the CFO Certification, then such right to dispute the CFO Certification is waived.

B. Annual Board Presentation. Sunset will make annual presentations to the Boards of Directors of the Cumberland Plateau Parties setting forth the details of the operations of the CPC OptiNet. The prior calendar year's operation and a summary of the financials of that calendar year shall be presented at a meeting of the Boards of Directors of the Cumberland Plateau Parties on or before, but no later than, March 31 of the following year (e.g. the presentation for calendar year 2017 shall be due by March 31, 2018).

C. Annual CPC OptiNet Performance Review. The Parties will hold an annual meeting to discuss the status of the system and invite the EDA, NTIA, and Tobacco Commission. Unless the attendees agree otherwise, the meeting will be held in Washington, D.C., and no later than March 30<sup>th</sup>. During the meeting, Sunset shall provide a comprehensive presentation of the financial, operational and customer service results of the CPC OptiNet for the most recent calendar year. Sunset shall also provide a detailed plan for further deployment of the CPC OptiNet in the current year and over the next five-year period. If agreed by the Parties, the meeting in Section 10(B) above may be combined the meeting anticipated by this subsection.

D. Financial Accounting and Reporting. Sunset agrees to maintain a separate financial account for the CPC OptiNet which shall record all the financial information related to the operation of the CPC OptiNet. Sunset shall provide sufficient financial information and inspection rights to enable the Cumberland Plateau Parties to verify the amount of Gross Revenue under this Agreement.

E. Inspection Rights. The Cumberland Plateau Parties shall have the right, with reasonable notice and at their own expense, to have a Certified Public Accountant inspect the financial account for the CPC OptiNet to verify the actual Gross Revenue of the CPC OptiNet. The number of such inspections shall not be limited, but the Cumberland Plateau Parties agree to exercise the right of inspection on a reasonable basis. Sunset shall work with the Cumberland Plateau Parties to produce a geolocation report utilizing Sunset's proprietary Fibertrac software or other similar software to provide reports of the Cumberland Plateau Region customer activity.

F. Annual Audit. Sunset shall engage, at its expense, an independent, third-party auditor to conduct an audit of all the CPC OptiNet financial information necessary to validate performance by Sunset of the obligations of Sunset under this Agreement. The audit shall be done on a calendar year basis, unless another basis is agreed to by the Parties. Sunset shall also have prepared and deliver annually to the Cumberland Plateau Parties audited financial reports of the CPC OptiNet Division of Sunset, which financial information the Cumberland Plateau Parties shall treat as confidential under the Virginia Freedom of Information Act, if applicable.

G. Quarterly Financial and Operating Review Meetings. Sunset and the Cumberland Plateau Parties agree to establish a schedule for regular quarterly meetings, to be held at the CPC offices in Lebanon, Virginia, between the leadership and staff of the Cumberland Plateau Parties, the VCC, and the leadership of Sunset. Representatives of the Tobacco Commission shall be notified of the meeting so they may attend if desired by them. The purpose of these meetings shall be to review and discuss items of mutual concern related to finances, operations and any other topics which impact on the health and wellbeing of the CPC OptiNet. The meetings are intended to create a mechanism by which the Parties can meet regularly, discuss matters of mutual concern, and generate a sense of goodwill and shared purpose with respect to their mutual shared interest of success for the CPC OptiNet.

## **SECTION 11. TERM, RENEWAL AND TERMINATION.**

A. Term. The term of this Agreement shall begin on the Effective Date and shall end at midnight on December 31, 2042 ("**Term**"), if not terminated before such date.

B. Optional Term Extension. If the Cumberland Plateau Parties are not in default under this Agreement, they shall have the automatic right to renew this Agreement for Two (2) consecutive Five (5) year terms. If Sunset is not in default under this Agreement, it shall have the automatic right to renew this Agreement for Two (2) consecutive Five (5) year terms.

C. Termination. This Agreement may be terminated as follows:

(1) Either Party may terminate this Agreement upon the other Party's insolvency, dissolution, bankruptcy or cessation of business operations.

(2) Either Party may, upon written notice, terminate this Agreement for the other Party's failure to make a payment due hereunder, if such failure remains uncorrected for Thirty (30) calendar days following written notice that payment has not been received as provided in this Agreement.

(3) In the event of a breach of any material term or condition in this Agreement by a Party, the other Party may terminate this Agreement upon Ninety (90) days' written notice, if the breaching Party fails to cure the breach during such Ninety (90) day period. A breach that cannot be reasonably cured within a Ninety (90) day period may be addressed by a written waiver of this Section 11(C)(3) signed by the Parties or by immediate termination by the non-breaching Party. In the event a breach that cannot be reasonably cured within such Ninety (90) day period results from a technically related issue, Sunset shall present a plan for the correction of such issue and a schedule for addressing such issue. Payments pursuant to this Agreement requiring one Party to compensate the other shall not be excused by notice of intent to terminate the Agreement for an alleged breach. However, at the payer Party's option, payment due may be placed in escrow during the Ninety (90) days while the alleged breach may be cured and may remain in escrow pending resolution of the alleged breach.

D. Effect of Termination. Upon any material breach of this Agreement by a Party, which is not cured after expiration of all applicable notice and cure periods, the offended Party may, at its sole option, do any or all of the following:

(1) Suspend payments, without penalty;

(2) Terminate this Agreement;

(3) Collect any shortfall amounts for the remaining portion of the Term or any applicable renewal term of the Agreement; and,

(4) Pursue mediation of the dispute to be held within Thirty (30) days of the declaration of a dispute and the passage of any cure period related to such alleged breach; *provided, however*, that in the event the Parties are unable to resolve the dispute through mediation, a Party may then pursue any other legal or equitable remedy or relief as may be appropriate.

E. Obligations Upon Termination.

(1) Upon termination of this Agreement before the end of the useful life of any asset owned by the Cumberland Plateau Parties, for any reason above or at the end of the initial term or any applicable renewal term under this Agreement, Sunset will identify the remaining assets of the Cumberland Plateau Parties then in operation, if any, and shall transfer control to such assets back to the Cumberland Plateau Parties by terminating the grant under Section 3 with respect to such assets. The IRU described in Section 2(B)(5)(c) shall become effective, if in existence because the transfer contemplated by Section 2(B)(3)(b)(ii) has not occurred. The Cumberland Plateau Parties shall be obligated, if desired, to secure such services, connections and equipment at their own expense. If the Cumberland Plateau Parties and Sunset so desire, Sunset will enter a support agreement to enable the CPC OptiNet to continue operating following such separation; *provided, however*, the Cumberland Plateau Parties will be responsible for all third-party costs related to the operation of their network.

(2) The Cumberland Plateau Parties and Sunset agree that they will act cooperatively and in good faith either to (A) renegotiate a new operating agreement for the CPC OptiNet with Sunset continuing as the operator, or (B) Sunset shall act cooperatively and in good faith to maintain and operate the CPC OptiNet in a good and workmanlike fashion consistent with all terms of this Agreement during the period that the Operator

Responsibilities are being transferred to a new operator. Sunset shall continue to pay the Cumberland Plateau Parties pursuant to the terms of this Agreement, including payments due hereunder.

(3) Sunset shall execute and deliver to the Cumberland Plateau Parties the IRU referenced in Section 2(B)(5)(c), if in existence because the transfer contemplated by Section 2(B)(3)(b)(ii) has not occurred.

F. Immediate Transfer Fee. Given the disruption and expense caused to the Cumberland Plateau Parties due to the BVU Authority's exercise of its right of assignment, the Parties agree that if Sunset assigns this Agreement or its rights under this Agreement within Five (5) years from the Effective Date, except as contemplated by Section 13(A)(5), Sunset shall pay the Cumberland Plateau Parties Two Million Dollars (\$2,000,000.00) to compensate the Cumberland Plateau Parties for the time, expense and opportunity costs associated with the assignment process.

## SECTION 12. OPERATOR PERFORMANCE

### A. CPC OptiNet Network Goals.

(1) *CPC OptiNet Network Vision.* Together the Parties will work in good faith to continue the utilization of the network as a tool for economic development and job creation while working to expand the residential connections on the network.

(2) *CPC OptiNet Network Deployment.* Sunset acknowledges that the delivery of reliable, high-quality service at reasonable rates through the CPC OptiNet, both to business and residential customers, remains a very high priority for the Cumberland Plateau Parties. The Cumberland Plateau Parties acknowledge that under this Agreement Sunset will be delivering these services in rural areas that contain communities or individual connections that may be remote and located in difficult terrain.

(3) *CPC OptiNet Demand.* The Parties acknowledge the extraordinary existing demand for broadband throughout the Cumberland Plateau Region. Following the execution of this Agreement, the Parties anticipate a significant amount of inquiries from potential customers desiring to be connected to the network. The Cumberland Plateau Parties will direct all interested parties to register their interest on Sunset's website to enable Sunset to incorporate their interest in the Sunset tracking system. Together the Parties will work with the *Connected Home Advisory Council* set forth in Section 4(D) of this Agreement and the *Cumberland Plateau Business Broadband Council* set forth in Section 4(E) of this Agreement to address future connection issues. Sunset will track and report network connections issues separate from existing customer customer-service issues.

B. Operator Standards and Customer Service. Sunset shall strive to operate a rural best-in-class, carrier-class, fiber optic network that delivers industry-leading uptime to customers of varying service levels and to deliver those services consistent with the individual customer service level agreement executed by the customers of the CPC OptiNet network from time-to-time, recognizing that commercial customers and residential customers will likely have different agreed upon response times for outages and connections. Sunset will work to establish and maintain a robust and redundant network and Twenty-Four (24) hour customer support, and ensure that the CPC OptiNet customers rarely experience a material service interruption that is not caused by a *Force Majeure* event. Sunset will continue to operate a call center for the Cumberland Plateau Region on a Twenty-Four (24) hour-a-day, Three Hundred Sixty-Five (365) day-a-year basis, seeking to maintain the ability for a CPC OptiNet customer to speak to a customer service representative or receive a response to email inquiries in a timely manner. The foregoing are referred to as the "**Performance Standards**". Sunset shall deliver to the Cumberland Plateau Parties a quarterly report on operational quality and customer satisfaction.

### C. Resolution of Performance Issues.

(1) Performance Improvement Demand.

(a) Performance Notice. In the event that (1) the Cumberland Plateau Parties believe significant and identifiable ongoing unresolved concerns exist about Sunset meeting the Performance Standards, and (2) informal attempts to resolve the issues have failed, the Cumberland Plateau Parties will notify Sunset in writing of the concerns of the Cumberland Plateau Parties (“**Performance Notice**”) and provide Thirty (30) days for Sunset to deliver a written report regarding the concerns raised by the Cumberland Plateau Parties, including, if requested by the Cumberland Plateau Parties, a plan of resolution (“**Performance Resolution Report**”) for the issues raised by the Cumberland Plateau Parties in such written notice, recognizing that resolution of such issues could require the cooperation of third parties outside the control of Sunset, and the Parties further recognize that Sunset cannot be held responsible for performance issues outside of its control.

(b) Content of Performance Notice. The Parties agree that a Performance Notice is not intended to address day-to-day concerns of individual customers, such as a network performance issues related to individual website performance, individual customer equipment performance affected by computer virus issues discovered by Sunset’s monitoring and diagnosis. The Parties acknowledge that a Performance Notice is intended to address significant, systemic issues not occurring because of the unique nature of the rural landscape in which the network exists (such as a prolonged interruption of service due to severe weather and remote customer locations), but existing because of Sunset’s lack of performance in the operation and maintenance of the CPC OptiNet Network.

(c) Extraordinary Situations. The Parties acknowledge that the Performance Notice process shall only be used for extraordinary situations or for concerns believed by the Cumberland Plateau Parties to constitute long-term and systemic problems.

(2) Performance Resolution Meeting.

(a) Report Review Meeting. At the written request (which shall contain the specific issues to be discussed) of the Cumberland Plateau Parties, the Parties shall meet within Fourteen (14) days following receipt of the Performance Resolution Report.

(b) Expanded Performance Review. In the event the Cumberland Plateau Parties are unsatisfied with the Performance Resolution Report produced by Sunset, the Cumberland Plateau Parties may demand a meeting between Sunset, the Cumberland Plateau Parties and the Executive Director of the Tobacco Commission to discuss the concerns of the Cumberland Plateau Parties, with the Executive Director of the Tobacco Commission serving as a mediator, to determine an agreed upon resolution of the issues. If any of the assets of the CPC OptiNet Network remain subject to conditions of any federal or state granting agencies, the Parties shall invite representatives of such agencies to attend any meeting called under this Section 12(C)(2)(b). The Executive Director of the Tobacco Commission shall review the performance issues, including the causes of such issues, and structure a resolution of the issues.

(3) Sole Remedy. The sole remedy of the Cumberland Plateau Parties for addressing Performance Standards, including the causes of such issues, and structure a resolution of such issues shall be the process set forth in this Section 12; *provided, however*, Sunset hereby acknowledges that this Section 12(B) (“Operator Standards and Customer Service”) is essential to the Agreement and failure by Sunset, after delivery of the Performance Notice and completion of the process set forth in Section 12(C)(1) and Section 12(C)(2), if such issues described in the Performance Notice persist and if such issues are the direct fault of Sunset, then, because determining the exact amount of damages caused by such breach would be difficult, the Parties agree, that following written notice from the Cumberland Plateau Parties that a persistent performance issue remains, the Cumberland Plateau Parties shall be entitled to liquidated damages until such issues are resolved in an amount equal to the daily amount paid by such customer(s), unless Sunset refunds or credits such amount directly to the customer(s).

(4) Transition Period. The Parties acknowledge that following the execution of this Agreement, the CPC OptiNet will undergo a significant transition with the closing of the Transaction that could



potentially last up to a year, and minor disruptions or delays outside the normal course of business may occur as a result of such transition.

### **SECTION 13. OPERATOR TRANSITION**

A. Assignment. Either Sunset or the Cumberland Plateau Parties may assign their rights under this Agreement to a third party pursuant to the provisions of this Section 13.

(1) Notification. A party potentially assigning its rights under this Agreement (the “Assignor”) shall deliver written notification to the other party within five (5) days of the execution of a letter of intent or other preliminary agreement document that could lead to such an assignment so that the non-assigning party is aware of a potential assignment of the Assignor’s rights. All information delivered shall be subject to the confidentiality provisions set forth below.

(2) Basic Requirements of Assignment.

(a) If Sunset wishes to assign its rights under this Agreement, the assignee must at a minimum have the experience, infrastructure and financial resources sufficient to properly operate and maintain the CPC OptiNet. If such assignment contemplates that the managerial, technical and operational infrastructure of Sunset shall remain in place following such assignment, the assignee shall be deemed to have met this minimum requirement.

(b) If the Cumberland Plateau Parties desire to assign their rights under this Agreement, the assignee must at a minimum be able to legally hold title to the assets of the CPC OptiNet network, perform the responsibilities of the Cumberland Plateau Parties under this Agreement, and acknowledge in writing the exclusivity of the Operating Responsibilities of Sunset under this Agreement.

(3) Meeting of the Parties. At the request of the non-assigning party, the Assignor shall meet with the non-assigning party to review the proposed assignment of rights under this Agreement.

(4) Third Party Consents. The Parties acknowledge that any assignment of rights under this Agreement may be subject to approval by the EDA, the NTIA, the Tobacco Commission, or other public fund granting agency.

(5) Change of Control; Affiliate Assignment. Notwithstanding any provision of this Section 13 to the contrary, Sunset shall have the absolute right, without the consent of any Party, to assign or otherwise transfer this Agreement in its entirety as follows:

(a) to any of its affiliates; *provided, however*, that all such rights, obligations and performance hereunder shall revert to Sunset automatically and immediately at such, if any, time as such affiliated person or entity ceases to be an affiliate of Sunset, and, *provided further*, that Sunset shall remain responsible for all acts and omissions of such affiliate in the performance of this Agreement;

(b) to any third party in connection with any merger, consolidation or reorganization involving Sunset (regardless of whether Sunset is a surviving or disappearing entity), or a sale of all or substantially all of Sunset’s business or assets relating to this Agreement to an unaffiliated third party of good financial standing; or

(c) by any owner of Sunset, to (i) a member of such owner’s Immediate Family; (ii) any trust, the sole beneficiaries of which are members of such owner’s Immediate Family; or (iii) any entity the sole owners of which are members of such Sunset owner’s Immediate Family.

(d) Notwithstanding anything to the contrary contained in this Agreement, Sunset

shall have the absolute right, without the consent of any Party, to undergo a direct or indirect change of control by any available means, including by issuing equity interests and/or issuing debt (including any security interest or collateralization of the debt) by Sunset, in its sole discretion.

(6) Successors. This Agreement is binding on and inures to the benefit of the Parties hereto and their respective permitted successors and assigns.

(7) Waiver of Right of Approval Fee. As an acknowledgement of the permanent loss of the right of approval contained in the CPC OptiNet Agreement, upon the first occurrence of an assignment of the nature contemplated in Section 13(A)(5)(b), Sunset shall pay CPC a fee of One Million Dollars (\$1,000,000.00). No Waiver of Right Approval Fee under this section shall be due or payable if Section 13(A)(5)(b) is triggered by debt financing by Sunset.

B. Confidentiality. In addition to any covenants related to confidentiality contained or referenced in this Agreement, with respect to this Section 13 and information that may be disclosed by either party, the Parties agree as follows:

(1) Purpose of Disclosure. The Parties agree that the sole purpose for the disclosure of the Confidential Information by a Party is or shall be to enable the Party receiving the Confidential Information to evaluate the Party's responsibilities and obligations under this Agreement ("**Purpose**"). Confidential Information may not be disclosed by a Party to any person other than its members of the Boards of Directors, employees, attorneys, agents, or such other Parties who have a need-to-know status; *provided, however*, that all such Parties have agreed to treat the information as Confidential Information consistent with this requirement.

(2) Non-Confidential. The requirements of confidentiality shall not apply to the following information: (a) information known to a Party at the time of disclosure and not obtained under a confidential relationship; (b) information learned by a Party from a third party lawfully holding same and not disclosing the information in violation of an obligation of confidentiality; (c) information that subsequently becomes generally known other than as the result of wrongful disclosure; and (d) information required to be disclosed publicly by law or regulation to the extent so disclosed, but only after prior written notice to disclosing Party of such requirement prior to such disclosure.

(3) Confidential Information. Pursuant to this Section 13, all nonpublic information of any kind related to an assignment or other transfer of a party's rights under this Agreement furnished by Company or any of its officers, employees, agents or representatives to recipient, in whatever form, tangible or intangible, whether orally or in writing, shall be "**Confidential Information**" governed by this Agreement. Any documents or other tangible information containing Confidential Information shall be marked as "**Confidential Information**" by the discloser before providing same to recipient or otherwise identified as Confidential Information by the disclosure in writing at the time of transmittal to recipient. Information disclosed to other private sources (such as financing institutions) shall be deemed nonpublic information. Confidential Information includes but is not limited to nonpublic information about: (a) discloser's assignment plans and related information; (b) all discussions, negotiations, proposals and agreements between discloser and recipient, whether or not executed; (c) third-party information held by the discloser in confidence; and (f) any information embodying or developed in whole or in part on any of the foregoing.

(4) Confidential Preservation. Recipient shall take measures at least as stringent as the measures it takes to preserve its own proprietary information, and in no event less than reasonable measures, to safeguard the Confidential Information against unauthorized use or disclosure.

(5) Non-Disclosures. Recipient shall hold in confidence all Confidential Information. Recipient shall not use the Confidential Information, in whole or in part, directly or indirectly for any use or purpose except for the Purpose defined above (or any other purposes as expressly authorized in writing by an officer of Company). The Recipient shall (a) restrict disclosure of the Confidential Information to those Grantors, counsel, Consultants,

directors, officers and employees of Recipient who are directly responsible for the Recipient's fulfillment of the Purpose and who have signed a copy of this Agreement ; (b) disclose the Confidential Information only to the extent it is strictly necessary for those Grantors, counsel, Consultants, directors, officers and employees to perform such duties for the Recipient; and (c) disclose confidential information to the representatives of the Grantors only to the extent necessary to fulfill the Purpose of the disclosure.

(6) Survival. The obligations of confidentiality and non-use regarding the Confidential Information shall survive this Agreement without limitation in duration for a period of Five (5) years following the termination of this Agreement.

(7) Equitable Relief. Recipient acknowledges that the restrictions contained in this Agreement are, in view of the nature of the business of discloser, reasonable and necessary to protect the legitimate interests of the discloser, and that any violation of any provisions of this Agreement will likely result in irreparable injury to the discloser. Recipient acknowledges that the discloser shall be entitled to temporary and permanent injunctive relief and to other equitable relief including, without limitation, an equitable accounting of all earnings, profits and other benefits or uses, advances or developments arising from any such violation, which rights shall be cumulative of and in addition to any other rights or remedies to which the discloser may be entitled. The discloser will not be required to place a bond to enforce its rights hereunder.

(8) Conflict. In the event of a conflict between the terms of this Section 13 and any other confidentiality agreement between the Parties, this provision shall control unless in such other agreement the Parties specifically identify this Section 13 and alter provisions contained herein.

#### **SECTION 14. TAXES AND ASSESSMENTS.**

Sunset shall remit to the appropriate authorities, when due, any federal, state and local sales, use, excise, utility, gross revenue, privilege, income (if not exempt), or other similar taxes and regulatory fees and assessments which might be duly imposed upon the CPC OptiNet. Such federal, state and local sales, use, excise, utility, gross revenue, privilege, income (if not exempt), or other similar taxes and regulatory fees and assessments remitted by Sunset to the appropriate authorities shall not be deducted from the calculation of Gross Revenue; *provided, however*, the Cumberland Plateau Parties acknowledge that they are responsible for the taxes, if any, on the CPC OptiNet assets owned by the Cumberland Plateau Parties.

#### **SECTION 15. COMPLIANCE WITH LAWS.**

During the Term, the Parties shall comply with all federal, state, and local laws and regulations applicable to this Agreement and to their respective businesses. Further, each Party shall obtain, file and maintain any tariffs, permits, certifications, authorizations, licenses or similar documentation as may be required by the FCC, Virginia's State Corporation Commission, or any other governmental body or agency having competent jurisdiction over its business. The Parties will cooperative in arranging such compliance.

#### **SECTION 16. REPRESENTATIONS AND WARRANTIES.**

A. Sunset Representations and Warranties. Sunset represents and warrants to the other Parties that the statements below are true and correct as of the Effective Date:

(1) Organization of Sunset. Sunset is a corporation duly organized, validly existing and in good standing under the laws of the Commonwealth of Virginia. Sunset is qualified to do business and is in good standing in each jurisdiction in which it is required to be as a result of the transactions contemplated by this Agreement.

(2) Authority of Sunset. Sunset has full corporate power and authority to enter into this Agreement, to carry out its obligations hereunder and thereunder and to consummate the transactions contemplated hereby. The execution and delivery by Sunset of this Agreement, the performance by Sunset of its

obligations hereunder and thereunder and the consummation by Sunset of the transactions contemplated hereby and thereby have been duly authorized by all requisite corporate action on the part of Sunset. This Agreement has been duly executed and delivered by Sunset, and (assuming due authorization, execution and delivery by the Cumberland Plateau Parties) this Agreement constitutes a legal, valid and binding obligation of Sunset enforceable against Sunset in accordance with its terms.

(3) No Conflicts; Consents. The execution, delivery and performance by Sunset of this Agreement, and the consummation of the transactions contemplated hereby, does not and will not: (a) conflict with or result in a violation or breach of, or default under, any provision of the certificate of incorporation, bylaws or other organizational documents of Sunset; (b) conflict with or result in a violation or breach of any provision of any law or governmental order applicable to Sunset; or (c) require the consent, notice or other action by any person under any Contract to which Sunset is a party or result in a breach of any such Contract. No consent, approval, permit, governmental order, declaration or filing with, or notice to, any governmental authority is required by or with respect to Sunset about the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

B. CPPDC Representations and Warranties. CPPDC represents and warrants to the other Parties that the statements below are true and correct as of the Effective Date:

(1) Organization and Qualification. CPPDC is a political subdivision of the Commonwealth of Virginia duly organized pursuant to Section 15.2-4200 *et seq.* of the Code and validly existing under the laws of the Commonwealth of Virginia. CPPDC has full corporate power and authority to own, operate or lease the properties and assets now owned, operated or leased by it and to carry on its business as currently conducted.

(2) Authority of the CPPDC. CPPDC has full corporate power and authority to enter into this Agreement, to carry out its obligations hereunder and thereunder and to consummate the transactions contemplated hereby and thereby. The execution and delivery by CPPDC of this Agreement, the performance by CPPDC of its obligations hereunder and thereunder and the consummation by CPPDC of the transactions contemplated hereby have been duly authorized by all requisite corporate action on the part of CPPDC. This Agreement has been duly executed and delivered by CPPDC, and (assuming due authorization, execution and delivery by Sunset) this Agreement constitutes a legal, valid and binding obligation of CPPDC enforceable against CPPDC in accordance with its terms.

(3) No Conflicts; Consents. The execution, delivery and performance by CPPDC of this Agreement, and the consummation of the transactions contemplated hereby and thereby, do not and will not: (a) conflict with or result in a violation or breach of, or default under, any provision of the certificate of incorporation, by-laws or other organizational documents of CPPDC or (b) conflict with or result in a violation or breach of any provision of any law applicable to CPPDC or the assets of the Cumberland Plateau Parties or require the consent, notice or other action by any person under, conflict with, result in a violation or breach of, constitute a default or an event that, with or without notice or lapse of time or both, would constitute a default under, result in the acceleration of or create in any Party the right to accelerate, terminate, modify or cancel any contract, permit, license, franchise or grant of public funds to which CPPDC is a party or by which CPPDC or the CPC OptiNet is bound or to which any of the assets of the Cumberland Plateau Parties are subject. No consent, approval, permit, governmental order, declaration or filing with, or notice to, any governmental authority is required by or with respect to CPPDC about the execution and delivery of this Agreement or the consummation of the transactions contemplated hereby.

C. CPC Representations and Warranties. CPC represents and warrants to the other Parties that the statements below are true and correct as of the Effective Date:

(1) Organization and Qualification. CPC is a nonstock corporation duly organized and validly existing under the laws of the Commonwealth of Virginia and has full corporate power and authority to own, operate

or lease the properties and assets now owned, operated or leased by it and to carry on the Business as currently conducted.

(2) Authority of the CPC. CPC has full corporate power and authority to enter this Agreement, to carry out its obligations hereunder and thereunder and to consummate the transactions contemplated hereby and thereby. The execution and delivery by CPC of this Agreement, the performance by CPC of its obligations hereunder and thereunder and the consummation by CPC of the transactions contemplated hereby have been duly authorized by all requisite corporate action on the part of CPC. This Agreement has been duly executed and delivered by CPC, and (assuming due authorization, execution and delivery by Sunset) this Agreement constitutes a legal, valid and binding obligation of CPC enforceable against CPC in accordance with its terms.

(3) No Conflicts; Consents. The execution, delivery and performance by CPC of this Agreement, and the consummation of the transactions contemplated hereby and thereby, do not and will not: (a) conflict with or result in a violation or breach of, or default under, any provision of the certificate of incorporation, by-laws or other organizational documents of CPC; or (b) conflict with or result in a violation or breach of any provision of any law applicable to CPC or the assets of the Cumberland Plateau Parties. No consent, approval, permit, governmental order, declaration or filing with, or notice to, any governmental authority is required by or with respect to CPC in connection with the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

#### **SECTION 17. INTELLECTUAL PROPERTY RIGHTS.**

Sunset shall be the owner of and will remain the owner of all Intellectual Property Rights created, conceived, prepared, made, discovered or produced with respect to the CPC OptiNet.

#### **SECTION 18. INDEMNIFICATION.**

A. Each Party shall defend, indemnify and hold harmless the other Parties and their affiliates, directors, officers, shareholders, employees, representatives and agents from any and all claims, taxes, penalties, interest, expenses, damages, lawsuits, actions, demands or other liabilities (including without limitation, reasonable attorneys' fees and court costs) relating to or arising out of one or more of the following:

- (1) Any breach of any covenant or obligation of such Party contained in this Agreement;
- (2) Any violation of criminal law;
- (3) Any act or omission committed by Sunset in the discharge of its Operating Responsibilities which gives rise to a complaint, claim, demand, lawsuit or arbitration against one or both of the Cumberland Plateau Parties, and/or which results in a finding of damages against one or both of the Cumberland Plateau Parties;
- (4) Any grossly negligent act of such Party; or,
- (5) Any claims that may be asserted by the EDA, NTIA, or Tobacco Commission resulting from actions or inactions of such Party.

B. Operator Indemnity. Sunset hereby agrees to indemnify and hold harmless the Cumberland Plateau Parties, the VCC, and the Tobacco Commission (collectively, the "**Indemnified Group**"), their respective officers, directors and employees, for any and all claims or causes of action asserted against a member of the Indemnified Group or damages awarded against a member of the Indemnified Group arising out of Sunset's discharge of the Operating Responsibilities.

#### **SECTION 19. NOTICES.**

Whenever any notice or other communication or any other item is permitted or required to be given or delivered pursuant to this Agreement, such notice must be given in writing and will be deemed to have been delivered upon occurrence of any of the following:

- (1) When received, if hand delivered in person directly to the intended recipient (including by commercial delivery service);
  - (2) Three (3) days after being mailed, postage prepaid, by certified mail, return receipt requested;
  - (3) Two (2) days after being sent by a nationally recognized overnight courier such as FedEx;
- or,
- (4) When sent by facsimile or email, and a confirmation of delivery is received by the sender.

Such notice must be addressed, or faxed, as the case may be, as follows:

If to CPC:

Cumberland Plateau Company, Inc.  
Post Office Box 548  
Lebanon, Virginia 24266  
Attention: Executive Director

With a copy to:

Hunton Andrews Kurth LLP  
Riverfront Plaza, East Tower  
951 East Byrd Street  
Richmond, Virginia 23219  
Attention: Lonnie Nunley, Esq.  
Email: cnunley@hunton.com

If to CPPDC:

Cumberland Plateau Planning District Commission  
Post Office Box 548  
Lebanon, Virginia 24266  
Attention: Executive Director

With a copy to:

Hunton Andrews Kurth LLP  
Riverfront Plaza, East Tower  
951 East Byrd Street  
Richmond, Virginia 23219  
Attention: Lonnie Nunley, Esq.  
Email: cnunley@hunton.com

If to Sunset:

Sunset Fiber, LLC  
1791 O.G. Skinner Drive,  
West Point, Georgia 31833

E-mail: cwachter@itcholding.com

With a copy to:

Maynard, Cooper & Gale, P.C.  
655 Gallatin Street SW  
Huntsville, Alabama 35801  
E-mail: mjohnson@maynardcooper.com

**SECTION 20. CONFIDENTIAL INFORMATION.**

A. Virginia Freedom of Information Act. Notwithstanding the foregoing, the Parties acknowledge that the Cumberland Plateau Parties and the Tobacco Commission are subject to the Virginia Freedom of Information Act and that certain Confidential Information may be required by law to be disclosed to comply with the provisions of the Virginia Freedom of Information Act; however, until required or compelled to make such a disclosure, the Cumberland Plateau Parties and the Tobacco Commission shall treat information from Sunset marked “**CONFIDENTIAL**” as confidential under the Virginia Freedom of Information Act. The Cumberland Plateau Parties and the Tobacco Commission agree to promptly, and in no event less than Twenty-Four (24) hours after receipt, notify Sunset of any inquiry, demand or request that may be disclosed pursuant to the Virginia Freedom of Information Act requiring a disclosure of Confidential Information of Sunset. Prior to any such disclosure the Cumberland Plateau Parties and the Tobacco Commission will provide Sunset a reasonable opportunity to attempt to secure confidential treatment of any such Confidential Information. Likewise, in the event Sunset receives a demand or court action requiring the release of Confidential Information of the Cumberland Plateau Parties or the Tobacco Commission, Sunset will promptly, and in no event less than Twenty-Four (24) hours after receipt, notify the Cumberland Plateau Parties and the Tobacco Commission, as the case may be, of such request or demand. The Parties agree that Sunset may review certain information with the Cumberland Plateau Parties that Sunset retains in its possession.

B. Other Agreements. The confidentiality agreement stated in this Section 20 is in addition to any confidentiality agreement signed by the Parties, if any, and in addition the provisions of Section 13(B), and, in the event of a conflict between this Section 20 and such separate confidentiality agreement, the provisions of the separate confidentiality agreement shall control, and, in the event of a conflict between the provisions of this Section 20 and Section 13(B), the provisions of Section 13(B) shall control.

**SECTION 21. FORCED DIVESTITURE.**

A. Cumberland Plateau Parties. In the event the Cumberland Plateau Parties should be compelled to divest their ownership to avoid forfeiture of rights to provide services as contemplated by this Agreement, due to provisions of law, such as Section 56-484.7:4 of the Code, or for any other reason the Cumberland Plateau Parties become unable to provide services as contemplated by this Agreement, then, in any such event, Sunset shall have the option to acquire all of the Cumberland Plateau Parties’ ownership of the infrastructure within the CPC OptiNet, including, without limitation, all cable and electronics, subject to the following: (i) the transfer must be approved by the EDA, NTIA and Tobacco Commission, if those grant conditions are still applicable, and (ii) the transfer price of the Cumberland Plateau Parties’ interests to be divested must be reasonable compensation which would reflect its ownership rights, depreciation and the assets’ worth at the time.

B. Sunset. In the event that Sunset should be compelled to divest its ownership interest in the CPC OptiNet to avoid forfeiture of rights to provide services as contemplated by this Agreement, due to provisions of law, such as Section 56-484.7:4 of the Code, or for any other reason Sunset becomes unable to provide services as contemplated by this Agreement, then, in any such event, the Cumberland Plateau Parties shall have the option to acquire all of Sunset’s ownership of the infrastructure within the CPC OptiNet, including, without limitation, all cable and electronics, subject to the following: (i) the transfer must be approved by the EDA, NTIA, and Tobacco Commission, if those grant conditions are still applicable, and (ii) the transfer price of Sunset’s interests to be

divested must be reasonable compensation which would reflect its ownership rights, depreciation and the assets' worth at the time, and the value of the CPC OptiNet business enterprise.

**SECTION 22. DISCLAIMER AND LIMITATION OF WARRANTIES.**

A. **DISCLAIMER OF WARRANTIES.** EXCEPT AS SET FORTH HEREIN, EACH PARTY EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, IN RELATION TO THE CPC OPTINET OR THE SUNSET SERVICES. SUNSET MAKES NO WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING WITHOUT LIMITATION WARRANTIES OF TITLE, MERCHANTABILITY, FITNESS FOR A PARTICULAR USE AND NON-INFRINGEMENT RELATED TO THE CPC OPTINET, THE CURRENT SERVICES, SUNSET SERVICES OR THIS AGREEMENT.

B. **LIMITATIONS OF LIABILITY.** EXCEPT FOR ANY UNAUTHORIZED USE OR DISCLOSURE OF SUNSET'S INTELLECTUAL PROPERTY RIGHTS, OR A PARTY'S BREACH OF CONFIDENTIALITY OBLIGATIONS HEREUNDER, IN NO EVENT WILL ANY PARTY BE LIABLE TO ANY OTHER PARTY FOR ANY INDIRECT, CONSEQUENTIAL, SPECIAL, INCIDENTAL, RELIANCE, OR PUNITIVE DAMAGES OF ANY KIND OR NATURE WHATSOEVER, INCLUDING BUT NOT LIMITED TO ANY LOST PROFITS, LOST REVENUES, LOST SAVINGS, OR HARM TO BUSINESS, AND EXCEPT AS SET FORTH AT THE BEGINNING OF THIS SECTION, EACH PARTY HEREBY RELEASES THE OTHER PARTY, ITS SUBSIDIARIES, PARENT COMPANIES AND AFFILIATES, AND THEIR RESPECTIVE TRUSTEES, OFFICERS, DIRECTORS, MANAGERS, COUNCIL MEMBERS, EMPLOYEES, AND AGENTS, FROM ANY SUCH CLAIM FOR SUCH TYPES OF DAMAGES. EXCEPT FOR ANY BREACH OF SUNSET'S INTELLECTUAL PROPERTY RIGHTS, OR A PARTY'S CONFIDENTIALITY OBLIGATIONS HEREUNDER, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF ANY PARTY FOR ANY BREACH OF THIS AGREEMENT EXCEED TWO MILLION DOLLARS \$2,000,000.00; *PROVIDED, HOWEVER*, THIS LIMIT OF LIABILITY SHALL NOT AFFECT THE ACTUAL FINANCIAL PAYMENT DUE TO THE CUMBERLAND PLATEAU PARTIES NOR THE DAMAGES OBTAINABLE BY SUNSET AGAINST THE CUMBERLAND PLATEAU PARTIES FOR A BREACH OF THIS AGREEMENT. IN PARTICULAR, WITH RESPECT TO CONSTRUCTION, SUNSET'S ENTIRE LIABILITY FOR ANY DAMAGE CAUSED TO THE PARTIES BY ANY CONSTRUCTION WORK PERFORMED BY OR FOR SUNSET WILL BE LIMITED TO THE COST OF REPAIRING PHYSICAL PROPERTY DAMAGE THAT OCCURS AT THE SITE OF CONSTRUCTION. THE LIMITATION OF LIABILITY SET FORTH IN THIS SECTION 22 IS A FUNDAMENTAL BASIS OF THIS AGREEMENT; AND EACH PARTY UNDERSTANDS AND AGREES THAT THE OTHER WOULD NOT HAVE ENTERED INTO THIS AGREEMENT WITHOUT THIS LIMITATION OF LIABILITY.

**SECTION 23. ASSIGNMENT OF THE CPC OPTINET AGREEMENT.**

By execution of this Agreement, the Cumberland Plateau Parties hereby confirm their consent to the assignment of the CPC OptiNet Agreement from BVU Authority to Sunset and the Parties hereto agree that once this Agreement is executed, this Agreement will govern the relation of Sunset and the Cumberland Plateau Parties going forward.

**SECTION 24. MISCELLANEOUS.**

A. **Independent Contractors.** Nothing in this Agreement, or in the course of dealing between the Parties pursuant to this Agreement, shall be deemed to create between the Parties (including their respective affiliates, directors, officers, employees and agents) a partnership, joint venture, association, employment relationship or any other relationship, other than that of independent contractors with respect to each other. No Party shall have the authority to commit or legally bind any other Party, in any manner whatsoever, including, but not limited to, the acceptance or making of any Agreement, representation or warranty.

B. **Waivers and Amendment.** No waiver of any term or condition of this Agreement will be enforceable unless it is in writing and signed by each Party. No failure or delay by a Party in exercising any right, power or remedy will operate as a waiver of such right, power or remedy. The waiver by a Party of any of the covenants, conditions or Agreements to be performed by another Party or any breach thereof shall not operate or be construed as a waiver of any subsequent breach of this covenant, condition or Agreement. No



waiver of any rights under this Agreement or any modifications or amendments of this Agreement will be effective or enforceable, unless in writing and signed by all Parties affected by such amendment.

C. Cumulative Rights and Remedies. Except as may otherwise be provided in this Agreement, the rights and remedies set forth in this Agreement are cumulative and the assertion by a Party of any right or the obtaining of any remedy under this Agreement, other than arbitration, shall not preclude this Party from asserting or obtaining any other right or remedy, at law or in equity, under this Agreement.

D. Dispute Resolution. Except as specifically set forth in this Agreement, the Parties will attempt to resolve all disputes, disagreements, or controversies arising in connection with the Agreement through good faith negotiations to reach a mutually acceptable resolution. If, after negotiating in good faith for a Thirty (30) day period, the Parties are unable to resolve the dispute, then the Parties may seek restitution by exercising any rights or remedies available to such Party at law or equity. The Parties specifically retain the right to seek a trial by jury in the event of a civil action arising out of this Agreement and the obligations herein.

E. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Virginia without regard to any choice of law principles that could result in the application of the laws of any other jurisdiction.

F. Expenses. All costs and expenses incurred in connection with this Agreement and each other agreement, document, and instrument contemplated by this Agreement and the transactions contemplated hereby shall be paid by the Party incurring such costs and expenses.

G. Business Days. If any date on which a Party is required to make a payment or a delivery pursuant to the terms hereof is not a Business Day, then such Party shall make such payment or delivery on the next succeeding Business Day.

H. Further Assurance. Each of the Parties hereto shall, and shall cause their respective affiliates to, execute and deliver such additional documents, instruments, conveyances, and assurances and take such further actions as may be reasonably required to carry out the provisions hereof and give effect to the transactions contemplated hereby.

I. Interpretation. For purposes of this Agreement, (a) the words "include," "includes," and "including" are deemed to be followed by the words "without limitation;" (b) the word "or" is not exclusive; and (c) the words "herein," "hereof," "hereby," "hereto," and "hereunder" refer to this Agreement as a whole. Unless the context otherwise requires, references herein: (x) to sections, schedules, and exhibits mean the sections of, and schedules and exhibits attached to, this Agreement; (y) to an agreement, instrument, or other document means such agreement, instrument, or other document as amended, supplemented, and modified from time-to-time to the extent permitted by the provisions thereof; and (z) to a statute means such statute as amended from time-to-time and includes any successor legislation thereto and any regulations promulgated thereunder. This Agreement shall be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. The schedules and exhibits referred to herein shall be construed with, and as an integral part of, this Agreement to the same extent as if they were set forth verbatim herein.

J. Force Majeure. No Party will be deemed in default under this Agreement if it is prevented from performing any of the obligations under this Agreement by reason of severe weather and storms, earthquakes or other natural occurrences, strikes or other labor unrest or third parties, power failures, terrorist activity, nuclear or other civil or military emergencies, acts of legislative, judicial, executive or administrative authorities, or other similar circumstances that are not within its reasonable control and ability to prevent (a "**Force Majeure**" event). In the event of a *Force Majeure* event, the Party who first becomes aware of the event must promptly give written notice to the other Party of such event.

K. Headings. The Section titles and headings of this Agreement are intended only to be of convenience in locating provisions, and shall have no effect upon the construction or interpretation of any part of this Agreement.

L. Construction. This Agreement is the joint work product of all Parties. Accordingly, in the event of ambiguity, no presumption will be imposed against any Party by reason of document preparation.

M. Third Parties. Except for the right of the NTIA to enforce any provisions of the terms and conditions of the BTOP Grant and the rights of the Tobacco Commission to enforce any provisions of the terms and conditions of VTC Grants, the provisions of this Agreement and the rights and obligations created under this Agreement are intended for the sole benefit of the Parties executing this Agreement, and such provisions do not create any right, claim or benefit on the part of any person not a party to this Agreement, including customers or beneficiaries of the Parties.

N. Survival of Provisions. All applicable provisions of this Agreement, including, without limitation, ownership provisions contained in preceding Section 1, Section 2(B), Section 11(D), Section 11(E), Section 13(B), Sections 16 through 20, Section 22, and Section 24, survive the termination or expiration of this Agreement.

O. Execution of Counterparts. This Agreement will be executed in three separate counterparts, each of which, when so executed and delivered, shall be an original, but all such counterparts shall together constitute but one and the same instrument.

P. Joint and Several Obligations. All obligations of the CPC and the CPPDC shall be joint and several obligations with respect to acts or commissions of any other Party to this Agreement. Similarly, all obligations of Sunset Digital and Sunset Fiber shall be joint and several obligations with respect to acts or commissions of any other Party to this Agreement.

Q. Integration. This Agreement represents the entire Agreement between the Parties with respect to any obligations to be performed pursuant to this Agreement and supersedes and merges all prior Agreements, promises, undertakings, statements, representations, warranties, indemnities, and inducements to the making of this Agreement relied upon by the Parties, whether written or oral. This Agreement replaces in all respects the CPC OptiNet Agreement.

R. Severability. If any term or provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon such determination that any term or other provision is invalid, illegal, or unenforceable, the Parties hereto shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in a mutually acceptable manner in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

S. Remedies; Specific Performance. Except as provided otherwise in this Agreement, all rights and remedies granted to the Parties under this Agreement are cumulative and in addition to, and not in lieu of, any other rights or remedies otherwise available to such Party at law or in equity. The Parties agree that irreparable damage would occur in the event any provision of this Agreement were not performed in accordance with the terms hereof and that the Parties shall be entitled to specific performance of the terms hereof in addition to any other remedy at law or in equity, including monetary damages, that may be available to it.

[Signature Page Follows]

[SIGNATURE PAGE TO CPC OPTINET OPERATOR AGREEMENT]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the date first written above.

CUMBERLAND PLATEAU PLANNING DISTRICT COMMISSION

By: G. Roger Rife  
G. Roger Rife  
Chairman of the Board

CUMBERLAND PLATEAU COMPANY, INC.

By: G. Roger Rife  
G. Roger Rife  
Chairman of the Board

SUNSET DIGITAL HOLDING, LLC

By: M. Todd Holt  
Todd Holt  
Chief Executive Officer

SUNSET DIGITAL COMMUNICATIONS, LLC

By: M. Todd Holt  
Todd Holt,  
Chief Executive Officer

SUNSET FIBER, LLC

By: M. Todd Holt  
Todd Holt,  
Chief Executive Officer

**Schedule 1**

**VTC Grants**

(A) *Grant Number 501*, granted pursuant to that certain Letter of Agreement – Grant Funds dated July 10, 2003 in the amount of One Million Nine Hundred Thirty Thousand Dollars (\$1,930,000.00) for the project entitled “*BVU High Speed Bandwidth in Rural Areas*”;

(B) [?] *Grant Number 962*, granted pursuant to that certain Letter of Agreement – Grant Funds dated August 18, 2005 for One Million Two Hundred Thousand Dollars (\$1,200,000.00) for the project entitled “*Fiber - Optic Backbone Infrastructure – Rural Retreat to Bluefield*”;

(C) *Grant Number 1303*, granted pursuant to that Letter of Agreement – Grant Funds by and among the BVU Authority and the [CPPDC][CPC] dated April 26, 2007 for Four Hundred Thousand Dollars (\$400,000.00), for the installation of fiber optic infrastructure in the Town of Tazewell, Virginia;

(D) *Grant Number 1471*, granted pursuant to that Letter of Agreement – Grant Funds dated December 3, 2007 for Five Million Two Hundred Thousand Dollars (\$5,200,000.00) for the installation of Backbone fiber optic infrastructure for southwest fiber routes;

(E) *Grant Number 1768*, [OPEN] granted pursuant to that certain Letter of Agreement- Grant Funds by and among the BVU Authority and [CPC][CPPDC] dated January 13, 2009 in the amount of One Million Two Hundred Fifty Thousand Dollars (\$1,250,000.00) to complete the project entitled “*Fiber Optic Infrastructure in the CPPDC*”;

(F) [?] *Grant Number 1811*, granted pursuant to that certain Letter of Agreement – Grant Funds dated November 4, 2009 in the amount of Three Million Five Hundred Thousand Dollars (\$3,500,000.00) for Southwest Virginia diverse route to Mid-Atlantic Broadband;

(G) [?] *Grant Number 1185*, granted pursuant to that certain Letter of Agreement – Grant Funds dated \_\_\_\_\_ in the amount of Two Hundred Thirteen Thousand Dollars (\$213,000.00) for \_\_\_\_\_;

(H) [?] *Grant Number 2070*, granted pursuant to that certain Letter of Agreement – Grant Funds by and among the VTRRC, the BVU Authority and the CPPDC dated \_\_\_\_\_ in the amount of Five Million Six Hundred Fifty-Nine Thousand Five Hundred Two Dollars (\$5,659,502.00) for matching funds for the NTIA Grant for the Middle Mile Construction Projects; and

(I) [?] *Grant Number 2391*, granted pursuant to that certain Letter of Agreement – Grant Funds dated September 29, 2011 in the amount One Million Eight Hundred Thousand Dollars (\$1,800,000.00) for the completion for the project entitled “*BVU Southwest Virginia Last Mile Fiber Expansion Project*”.

**Exhibit A**

**EDA Letter**

**(Attached)**

**Exhibit B**

**ITC COMMITMENT LETTER**

Exhibit C

NTIA LETTER

**EXHIBIT D**

**Consent of Virginia Coalfield Coalition**

**TO BE FINALIZED AND INSERTED UPON THE CONSENT OF THE VCC.**



## Exhibit E

### NTIA Grant Terms and Conditions

The NTIA Grant remains subject to “*Special Award Conditions to Award Number NT10BIX5570066 Amendment Number 0*” (“Special Conditions Amendment 0”) and “*Special Award Conditions to Award Number NT10BIX5570066 Amendment Number 2*” (“Special Conditions Amendment 2”). The NTIA Grant award has expired, but the following remaining grant conditions of are ongoing:

- (1) Special Conditions Amendment Paragraph 7 Infrastructure-Wide SACs
  - (a) **Nondiscrimination and Interconnection:** The recipient shall comply with the nondiscrimination and network interconnection obligations set forth in section V.D.3.b. of the NOFA and in Section 6001(j) of the Recovery Act. Recipients may be asked to provide supporting documentation upon request from the Grants Officer. Failure to comply with this provision of the award may be considered grounds for any and all of the following actions: establishment of an account receivable for affected BTOP award, withholding payments under any and all BTOP awards to the recipient, changing the method of payment from advance to reimbursement only, or the imposition of other special award conditions, suspension of any BTOP active awards, and termination of any BTOP active awards.
  - (b) **Sale or Lease of Real Property Purchased Award Funds:** Recipients may not sell or lease any portion of the award-funded broadband facilities or equipment during their life, except as otherwise approved by NTIA. NTIA will consider a petition for waiver of the restriction if: (1) the transaction is for adequate consideration; (2) the purchaser or lessee agrees to fulfill the terms and conditions relating to the project after such sale or lease; and, (3) the transaction would be in the best interests of those served by the project. The petition for waiver may be submitted at any time during the life of the award-funded facilities and equipment, and it must include supporting documentation and justification regarding why the petition should be granted. This requirement is not meant to limit CCI awardees from leasing facilities to another service provider for the provision of broadband services, nor is this section meant to restrict a transfer of control of the awardee (NOFA, Section IX.C.2.)
  - (c) **Security Interest in Real Property including Broadband Facilities and Equipment:** The recipient shall execute a security interest or other statement of NTISs interest in real property including broadband facilities and equipment acquired or improved with Federal funds acceptable to NTIA, which must be perfected and placed on record in accordance with local law. This security interest will provide that, for the estimated useful life of the real property, facilities, or equipment, the recipient will not sell, transfer, convey, or mortgage any interest in the real property including broadband equipment acquired or improved in whole or in part with Federal funds made available under the award, nor shall the recipient use the real property including broadband facilities and equipment for purposes other than the purposes for which the award was made, without prior written approval of the Grants Officer. Such approval may be withheld until such

time as the recipients first pays to NTIA the Federal Share of the real property including broadband facilities and equipment as provided in 15 CFR 14.32 (15 CFR 24.13) for state, local or other governmental entities). This security interest shall be executed in advance of any sale or lease and not later than closeout of the grant.

(2) Department of Commerce NTIA Broadband Technology Opportunities Program Notice of Funds Availability<sup>1</sup> announced the NTIA focus on the “comprehensive communities” approach to “award BTOP grants for infrastructure projects that emphasize Middle Mile broadband capabilities and new or substantially upgraded connections to community anchor institutions to maximize the benefits of BTOP funds.” By focusing on this approach, the NTIA Section 6001 of the American Recovery and Reinvestment Act of 2009 provides the following statutory purposes for the national broadband service development effort:

- (a) To provide access to broadband service to consumers residing in unserved areas of the country;
- (b) To provide improved access to broadband service to consumers residing in underserved areas of the country;
- (c) To provide broadband education, awareness, training, access, equipment, and support to: (i) schools, libraries, medical and healthcare providers, community colleges and other institutions of higher learning, and other community support organizations; (ii) organizations and agencies that provide outreach, access, equipment and support services to facilitate greater use of broadband services to facilitate greater use of broadband services by vulnerable populations (e.g., low-income, unemployed, aged); or (iii) job-creating strategic facilities located in state or Federally-designated economic development zones;
- (d) To improve access to, and use of broadband service by public safety agencies; and,
- (e) To stimulate the demand for broadband, economic growth, and job creation.<sup>2</sup>

(3) Sunset acknowledges these policy goals and commits to maintain the Optinet system in a manner that adheres to these policy goals. As further explained by the NTIA in the Second Notice of Funds Availability, “Once Middle Mile facilities are built, the costs of providing services to a broad array of end users are reduced. Much like the interstate highways that link together the nation’s roads and streets, Middle Mile broadband facilities play a critical role in the healthy functioning of the nation’s broadband infrastructure and are a necessary foundation for the ultimate provision of affordable end-user broadband services in unserved and underserved communities.”<sup>3</sup>

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<sup>1</sup> Broadband Technologies Opportunity Program, 75 Fed. Reg. 3,792 (2010) (SECOND NOFA).

<sup>2</sup> See American Recovery and Reinvestment Act of 2009, Pub. L. No. 111-5, 123 Stat. 115, 128 (2009).

<sup>3</sup> SECOND NOFA, at 3795.

## Excerpt from Second NOFA

### 3. Additional Requirements Applicable to Comprehensive Community Infrastructure Applicants

#### a. Broadband Service

All CCI applicants must propose to offer service meeting the definition of broadband as defined in Section III.

#### b. Nondiscrimination and Interconnection

All CCI applicants must commit to the following Nondiscrimination and Interconnection Obligations:<sup>4</sup>

- (i) Adhere to the principles contained in the FCC's Internet Policy Statement (FCC 05-151, adopted August 5, 2005) or any subsequent ruling or statement;
- (ii) not favor any lawful Internet applications and content over others;
- (iii) display any network management policies in a prominent location on the service provider's Web page and provide notice to customers of changes to these policies (awardees must describe any business practices or technical mechanisms they employ, other than standard best efforts Internet delivery, to allocate capacity; differentiate among applications, providers, or sources; limit usage; and manage illegal or harmful content);
- (iv) connect to the public Internet directly or indirectly, such that the project is not an entirely private closed network; and
- (v) offer interconnection, where technically feasible without exceeding current or reasonably anticipated capacity limitations, at reasonable rates and terms to be negotiated with requesting parties. This includes both the ability to connect to the public Internet and physical interconnection for the exchange of traffic. Applicants must disclose their proposed interconnection, nondiscrimination, and network management practices with the application.

All these requirements shall be subject to the needs of law enforcement and reasonable network management. Thus, awardees may employ generally accepted technical measures to provide acceptable service levels to all customers, such as caching (including content delivery networks) and application-neutral bandwidth allocation, as well as measures to address spam, denial of service attacks, illegal content, and other harmful activities. In evaluating the reasonableness of network management techniques, NTIA will be guided by any applicable rules or findings established by the FCC, whether by rulemaking or adjudication.

In addition to providing the required connection to the Internet, awardees may offer managed services, such as telemedicine, public safety communications, distance learning, and virtual private networks, that use private network connections for enhanced quality of service rather than traversing the public Internet.

An awardee may satisfy the requirement for interconnection by negotiating in good faith with all parties making bona fide requests. The awardee and requesting party may negotiate terms such as business arrangements, capacity limits, financial terms, and technical conditions for interconnection. If the awardee and requesting party cannot reach agreement, they may voluntarily seek an interpretation by the FCC of any FCC rules implicated in the

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<sup>4</sup> Nothing herein shall be construed to affect the jurisdiction of the FCC with respect to such matters. (original footnote # 42).

dispute. If an agreement cannot be reached within 90 days, the party requesting interconnection may notify NTIA in writing of the failure to reach satisfactory terms with the awardee. The 90-day limit is to encourage the parties to resolve differences through negotiation.

With respect to non-discrimination, those who believe an awardee has failed to meet the non-discrimination obligations should first seek action at the FCC of any FCC rules implicated in the dispute. If the FCC chooses to take no action, those seeking recourse may notify NTIA in writing about the alleged failure to adhere to commitments of the award.

These conditions apply to the awardee and will remain in effect for the life of the awardee's Federally funded facilities and equipment used in the project. These conditions will not apply to any existing network arrangements or to non-awardees using the network. Note, however, that the awardee may negotiate contractual covenants with other broadband service providers engaged to deploy or operate the network facilities and pass these conditions through to such providers. Awardees that fail to accept or comply with the terms listed above may be considered in default of their grant agreements. NTIA may exercise all available remedies in the event of a default, including suspension of award payments or termination of the award.<sup>5</sup>

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<sup>5</sup> Note that the changes made to this section from the First NOFA are meant to clarify, and not to change, applicants' obligations. (original footnote #43).

**Exhibit F**

**Bill of Sale (Balance Sheet Assets)**

**(Attached)**

## **BILL OF SALE**

This Bill of Sale (the "**Agreement**") made and entered into as of August \_\_, 2018 (the "**Effective Time**"), by and between Sunset Fiber, LLC, a Delaware limited liability company ("**Sunset Fiber**"), and the Cumberland Plateau Planning District Commission, a political subdivision of the Commonwealth of Virginia ("**CPPDC**"), together with its affiliated entity Cumberland Plateau Company, Inc., a Virginia nonstock corporation ("**CPC**") (CPPDC and CPC, collectively, the "**Cumberland Plateau Parties**"), provides as follows:

## **WITNESSETH**

**WHEREAS**, Sunset Fiber and the Cumberland Plateau Parties have entered into that certain CPC OptiNet Operator Agreement, dated as of August \_\_, 2018 (the "**Operator Agreement**"), pursuant to which, among other things, Sunset Fiber has agreed, pursuant to Section 5(a) of the Operator Agreement, to sell to the Cumberland Plateau Parties, and the Cumberland Plateau Parties have agreed to purchase from Sunset Fiber, certain balance sheet assets as follows:

Assets recorded on the balance sheet of the BVU Authority valued at the time of original purchase by BVU Authority and recorded on the balance sheet of the entities at an original cost of Three Million Seven Hundred Seventy-Two Thousand, Three Hundred Sixty-One Dollars (\$3,772,361.00) instead of the value of Two Million Eight Hundred Fifty-Eight Thousand Seventy-Four Dollars (\$2,858,074.00), which would be the value of one-half of the EDA grant-funded assets as of the date of the original deployment. The fiber deployed with EDA grant funds totals Four Million Four Hundred Thirty-Nine Thousand Five Hundred Thirty-Nine Dollars (\$4,439,539.00) and one-half of that original cost of deployment, which represents the cost of the CPC Fibers, is Two Million Two Hundred Nineteen Thousand Seven Hundred Seventy Dollars (\$2,219,770.00). Sunset will assign Fifty Percent (50%) of the EDA-funded fiber deployed in Washington County totaling Two Hundred Ninety-Five Thousand One Hundred Eighty-Two Dollars (\$295,182.00), and one-half of that cost equals One Hundred Forty-Two Thousand Five Hundred Ninety-One Dollars (\$142,591.00). Total original cost of equipment and deployment assigned to the Cumberland Plateau Parties pursuant to this Section 2(B)(5) totals Three Million Seven Hundred Seventy-Two Thousand Three Hundred Sixty-One Dollars (\$3,772,361.00) or Sixty-Six Percent (66%) of the EDA investment in the network. To accomplish the asset allocation set forth in Section 2(B)(5)(a) above, Sunset hereby acknowledges ownership by the Cumberland Plateau Parties of one-half of the Eleven and Twenty-Three Hundredths (11.23) miles of fiber that extend into Washington County as part of the EDA-funded assets owned by the Cumberland Plateau Parties, totaling Two Hundred Ninety-Five Thousand One Hundred Eighty-Two Dollars (\$295,182.00), of which one-half of that cost equals One Hundred Forty-Two Thousand Five Hundred Ninety-One Dollars (\$142,591.00). All original costs referenced in this Section 2(B)(5)(a) represent the original cost recorded on the BVU Authority Balance Sheets to the best of the Parties' knowledge as of the date of the original deployment (all such assets, collectively, the "**Assets**"); and,

**WHEREAS**, the Parties acknowledge that such assets shall not include assets owned by the Virginia Coalfield Coalition, Inc., a Virginia non-stock corporation; and,

**WHEREAS**, as of the Effective Time, the Cumberland Plateau Parties desire to accept such Assets from Sunset Fiber on the terms and conditions set forth herein and in the Operator Agreement;

## AGREEMENT

**NOW THEREFORE**, for and in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Certain Defined Terms. Each capitalized term in this Agreement that is used but not defined in this Agreement has the meaning given to it in the Operator Agreement.

2. Transfer. As of the Effective Time, Sunset Fiber, for and upon the consideration provided in the Operator Agreement, does hereby, sell, assign, transfer, and convey, on an as-is, where-is, with all faults basis, without covenant, representation or warranty (express or implied) of any kind by Sunset Fiber, to the Cumberland Plateau Parties, and the Cumberland Plateau Parties hereby accepts, all of the Sunset Fiber's right, title, and interest in and to the Assets.

3. Terms of the Operator Agreement. Subject to Section 2 of this Agreement, the terms of the Operator Agreement are incorporated herein by this reference. Except as set forth in Section 2 of this Agreement, in the event of any conflict or inconsistency between the terms of the Operator Agreement and the terms hereof, the terms of the Operator Agreement shall govern.

4. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

5. Further Assistance. Each of the parties hereto shall execute and deliver, at the reasonable request of the other party hereto, such additional documents, instruments, conveyances and assurances and take such further actions as such other party may reasonably request to carry out the provisions hereof and give effect to the transactions contemplated by this Agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have caused this Bill of Sale to be executed by their authorized officers all as of the day and year first above written.

**SUNSET:**

SUNSET FIBER, LLC

By:   
Todd Holt, Chief Executive Officer

CUMBERLAND PLATEAU PLANNING DISTRICT  
COMMISSION

By:   
G. Roger Rife, Chairman

CUMBERLAND PLATEAU COMPANY, INC.

By:   
G. Roger Rife, Chairman



**Exhibit G**

**Bill of Sale (Infinera)**

**(Attached)**

## **BILL OF SALE**

This Bill of Sale (the "**Agreement**") made and entered into as of August \_\_, 2018 (the "**Effective Time**"), by and between Sunset Fiber, LLC, a Delaware limited liability company ("**Sunset Fiber**"), and the Cumberland Plateau Planning District Commission, a political subdivision of the Commonwealth of Virginia ("**CPPDC**"), together with its affiliated entity Cumberland Plateau Company, Inc., a Virginia nonstock corporation ("**CPC**") (CPPDC and CPC, collectively, the "**Cumberland Plateau Parties**"), provides as follows:

## **WITNESSETH**

**WHEREAS**, Sunset Fiber and the Cumberland Plateau Parties have entered into that certain CPC OptiNet Operator Agreement, dated as of August \_\_, 2018 (the "**Operator Agreement**"), pursuant to which, among other things, Sunset Fiber has agreed to sell to the Cumberland Plateau Parties, and the Cumberland Plateau Parties have agreed to purchase from Sunset Fiber, certain Infinera backbone equipment located in the Cumberland Plateau Region, as further set forth in the Operator Agreement (the "**Assets**"); and,

**WHEREAS**, as of the Effective Time, the Cumberland Plateau Parties desire to accept such Assets from Sunset Fiber on the terms and conditions set forth herein and in the Operator Agreement.

## **AGREEMENT**

**NOW THEREFORE**, for and in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

6. Certain Defined Terms. Each capitalized term in this Agreement that is used but not defined in this Agreement has the meaning given to it in the Operator Agreement.

7. Transfer. As of the Effective Time, Sunset Fiber, for and upon the consideration provided in the Operator Agreement, does hereby, sell, assign, transfer, and convey to the Cumberland Plateau Parties, and the Cumberland Plateau Parties hereby accept, all of the Seller's right, title, and interest in and to the Assets.

8. Terms of the Operator Agreement. The terms of the Operator Agreement, including, but not limited to, the representations, warranties, covenants, agreements and indemnities relating to the Assets are incorporated herein by this reference. The parties hereto acknowledge and agree that the representations, warranties, covenants, agreements and indemnities contained in the Operator Agreement shall not be superseded hereby but shall remain in full force and effect to the full extent provided therein. In the event of any conflict or inconsistency between the terms of the Operator Agreement and the terms hereof, the terms of the Operator Agreement shall govern.

9. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

10. Further Assistance. Each of the parties hereto shall execute and deliver, at the reasonable request of the other party hereto, such additional documents, instruments, conveyances and assurances and take such further actions as such other party may reasonably request to carry out the provisions hereof and give effect to the transactions contemplated by this Agreement.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have caused this Bill of Sale to be executed by their authorized officers all as of the day and year first above written.

**SUNSET:**

SUNSET FIBER, LLC

By: M. Todd Holt  
Todd Holt, Chief Executive Officer

CUMBERLAND PLATEAU PLANNING DISTRICT  
COMMISSION

By: G. Roger Rife  
G. Roger Rife, Chairman

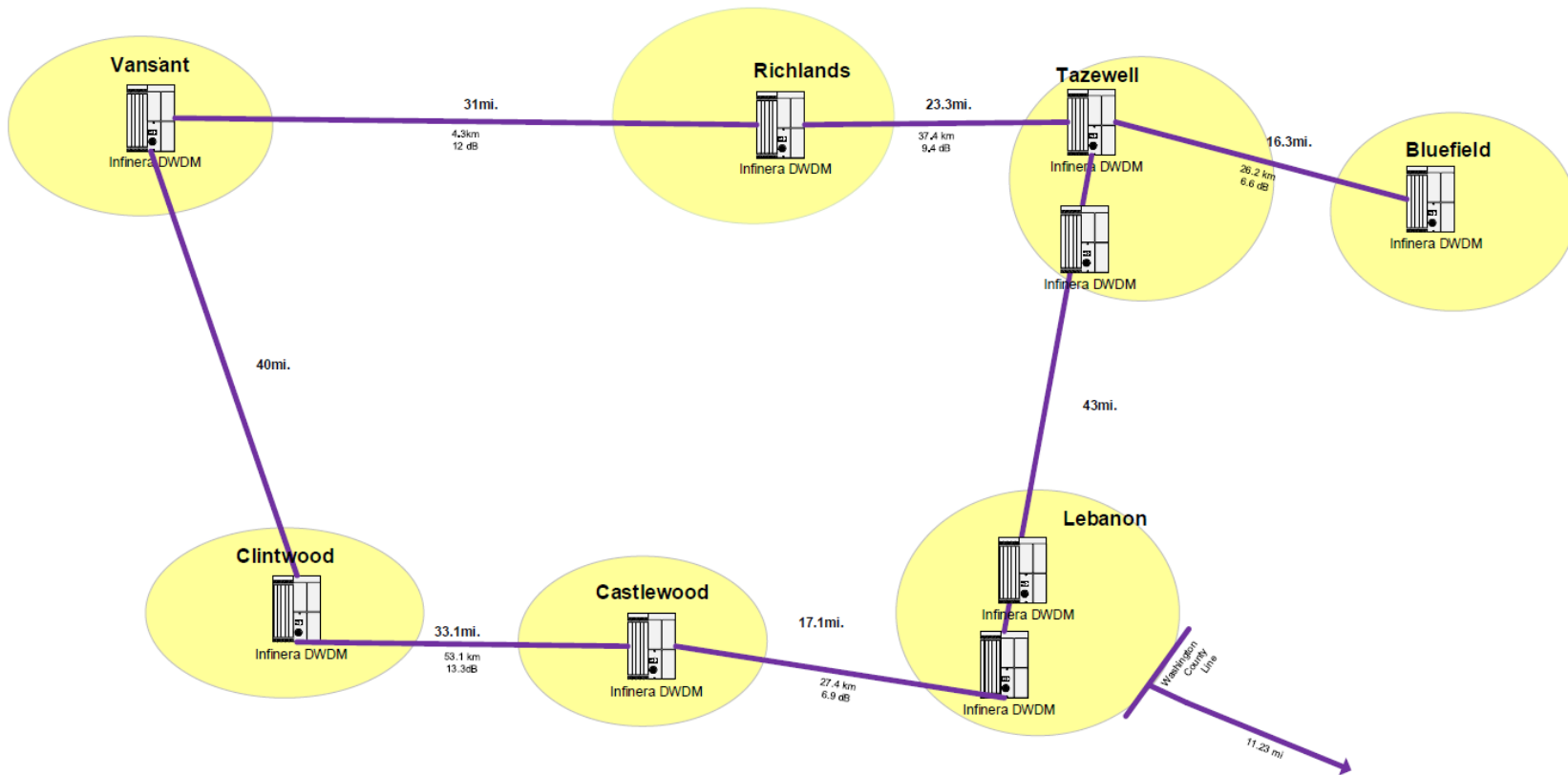
CUMBERLAND PLATEAU COMPANY, INC.

By: G. Roger Rife  
G. Roger Rife, Chairman

**Exhibit H**

**Infinera Backbone Equipment Diagram**

**Proposed CPC Network**



**Exhibit I**

**Certificate of Chief Financial Officer**

**Sunset Fiber, LLC  
Officer's Certificate**

The undersigned, Nicholas DeWeese, Chief Financial Officer of Sunset Fiber, LLC, a Delaware limited liability company ("**Sunset**"), hereby certifies on behalf of the Company, pursuant to Section 8 of that certain Cumberland Plateau Operator Agreement dated as of \_\_\_\_\_, 2018 (the "**Agreement**"), by and among Cumberland Plateau Planning District Commission, a planning district commission and political subdivision of the Commonwealth of Virginia organized pursuant to Section 15.2-4200 *et seq.* of the Code of Virginia ("**CPPDC**"), the Cumberland Plateau Company, Inc., a nonstock corporation organized under the laws of the Commonwealth of Virginia by CPPDC ("**CPC**") (CPPDC and CPC, collectively the "**Cumberland Plateau Parties**"), Sunset, and the Virginia Tobacco Region Revitalization Commission, a political subdivision of the Commonwealth of Virginia chartered by Section 3.2-3100 *et seq.* of the Code of Virginia (the "**Tobacco Commission**"), that:

The Gross Revenue for the operation of the CPC OptiNet is \$\_\_\_\_\_ for the previous quarter .

1. The Gross Revenue for the operation of the CPC OptiNet is \$\_\_\_\_\_ for the current calendar year.
2. The total amount of expenditure for the New Connection Commitment in the CPC OptiNet for the previous quarter is \$\_\_\_\_\_.
3. The total amount remaining for the New Connection Commitment in the CPC OptiNet following the expenditures for the previous quarter is \$\_\_\_\_\_.

IN WITNESS WHEREOF, the undersigned has executed this Officer's Certificate on behalf of the Company as of this \_\_\_ day of \_\_\_\_\_, 20\_\_.

**SUNSET FIBER, LLC**

By \_\_\_\_\_  
Nicholas DeWeese, Chief Financial Officer

VATI FUNDING SOURCES TABLE

Please fill in the chart below with a description of the project funding source (local, federal, state, private, other), the amount from that source, the percentage of total project funding that source represents, and a description of the current status of the funds (pending, secured, etc.).

Source	Amount	%	Status
REQUESTED VATI	\$ \$16,285,217	35.8	PENDING
████████████████████	██████████	██	████████████████████ ████████████████████
POINT BROADBAND	\$10,020,782	22.0	SECURED
CPC	\$1,000,000	2.2	SECURED
CAF – FEDERAL	\$16,978,367	37.3	SECURED
	\$		
	\$		
<b>TOTAL</b>	<b>\$45,491,831</b>	<b>100%</b>	



## *Cumberland Plateau Company, Inc.*

August 13, 2020

Tamarah Holmes  
Associate Director  
Department of Housing and  
Community Development  
Main Street Centre  
600 East Main Street  
Suite 300  
Richmond, VA 23219

Dear Tamarah:

Please be informed that the Cumberland Plateau Company Board of Directors met on June 25, 2020, and voted unanimously to commit \$1,000,000 in Cumberland Plateau Broadband funding for the Cumberland Plateau Broadband Expansion Project. The Cumberland Plateau is working with our ownership partner, Point Broadband, as well as our four counties to submit a VATI application for this project that could lead to a dramatic increase in broadband connectivity in our four counties.

When our original partner, BVU, sold its fifty percent share of our network to Sunset and Sunset sold its system to Point Broadband, the charge from our funders and political leaders was to aggressively address residential coverage. This project is our chance to accelerate this effort after years of failure by BVU to address residential coverage and years lost to negotiating the new operating agreement now held with Point BB.

We currently have a partnership with a private provider (Point BB) that shares our public mission to deliver a state-of-the-art, fiber to the home solution for rural broadband services to thousands of households in unserved and underserved communities in Buchanan, Dickenson, Russell and Tazewell Counties. We think now is the time to reward our region for the Cumberland Plateau's and Point Broadband's commitment to the goal of universal broadband access across the Commonwealth. In light of the critical need for greater teleworking, telemedicine and virtual learning platforms, there is no better time.

Thank you for your consideration of this request.

Sincerely,

James A. Baldwin  
Executive Director

cc: Joseph Puckett  
CPC Board of Directors



August 17, 2020

Tamarah Holmes  
Associate Director  
Department of Housing and Community Development  
Main Street Centre  
600 East Main Street  
Suite 300  
Richmond, VA 23219

Dear Dr. Holmes,

I am writing to affirm Point Broadband's support and commitment to the 2020 CPC Broadband Expansion Project. Point Broadband is proud to be a partner in the project application. The proposal includes VATI funding request of \$16,288,217 and is to be matched by Point Broadband's \$10,020,782 of private capital, \$16,978,367 of Point Broadband's CAF award (funded by PBB privately and reimbursed over 10 years), \$1,000,000 of CPC's funds [REDACTED]

Sincerely,

*Weldon Feightner*

Weldon Feightner  
COO

cc Joseph Puckett



**Point Broadband, LLC and Subsidiaries**  
**Consolidated Balance Sheet at December 31, 2019**

**Assets**

**Current Assets**

Cash and cash equivalents	\$ 6,318,831
Accounts receivable	
Customers, net of allowance of \$434,067	2,284,983
Other	2,451,121
Prepayments and other	<u>925,469</u>
Total current assets	<u>11,980,404</u>

**Noncurrent Assets**

Goodwill, net	8,974,465
Other intangible assets, net	6,836,652
Other assets	<u>1,666,691</u>
Total noncurrent assets	<u>17,477,808</u>

**Property, Plant, and Equipment**

Telecommunications plant in service	86,897,573
Construction and premise inventory	<u>1,495,964</u>
	88,393,537
Less accumulated depreciation	<u>14,069,039</u>
Net property, plant, and equipment	<u>74,324,498</u>
Total assets	<u>\$ 103,782,710</u>

The accompanying notes are an integral part of these consolidated financial statements.

## Liabilities and Shareholders' Equity

### Current Liabilities

Current maturities on notes payable	\$ 251,434
Current maturities on capital lease obligations	164,743
Accounts payable - trade	2,764,120
Unearned revenue	1,819,011
Customer deposits and other customer prepayments	426,794
Accrued liabilities	3,420,209
Total current liabilities	<u>8,846,311</u>

### Noncurrent Liabilities

Notes payable, net of current maturities	60,042,581
Less debt issuance costs	1,265,567
Capital lease obligations, net of current maturities	531,263
Unearned revenue	485,133
Total noncurrent liabilities	<u>59,793,410</u>
Total liabilities	<u>68,639,721</u>

### Shareholders' Equity

Common shares	123,480
Contributed capital - Series A, B, & C	47,333,290
Treasury stock	(397,500)
Accumulated deficit	(10,249,142)
Additional paid-in capital	(2,477,520)
Total Point Broadband, LLC shareholders' equity	<u>34,332,608</u>

Noncontrolling interest	<u>810,381</u>
Total shareholders' equity	<u>35,142,989</u>
Total liabilities, noncontrolling interest, and shareholders' equity	<u>\$ 103,782,710</u>

H. MORGAN GRIFFITH  
9TH DISTRICT, VIRGINIA

COMMITTEE ON  
ENERGY AND COMMERCE  
SUBCOMMITTEES:

ENERGY

HEALTH

OVERSIGHT AND INVESTIGATIONS

[www.morgangriffith.house.gov](http://www.morgangriffith.house.gov)



Congress of the United States  
House of Representatives  
Washington, DC 20515-4609

2202 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-3861 PHONE  
(202) 225-0076 FAX

323 WEST MAIN STREET  
ABINGDON, VA 24210  
(276) 525-1405 PHONE  
(276) 525-1444 FAX

17 WEST MAIN STREET  
CHRISTIANSBURG, VA 24073  
(540) 381-5671 PHONE  
(540) 381-5675 FAX

August 12, 2020

Dr. Tamarah Holmes  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, VA 23219-2430

Dear Dr. Holmes,

I am writing to express my interest in the grant application for the Virginia Telecommunications Initiative (VATI) 2020 submitted by the Cumberland Plateau Planning District Commission for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband.

In preparing this grant application, the applicants cited many factors contributing to the need for this funding in my congressional district. I am told the project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and offer service to over 14,000 addresses previously under served. I ask that you give this application your most thoughtful and serious consideration. If there is any additional information that my office can provide, please contact John Bebbler at my Abingdon office at (276) 525-1405.

I would very much appreciate it if you would acknowledge receipt of this letter and keep me apprised of your action regarding this application when review is complete. You should respond to the Cumberland Plateau Planning District Commission, in partnership with Point Broadband in care of my Abingdon office at (276) 525-1405 by phone or by mail to 323 W. Main Street, Abingdon, Virginia 24210.

Thank you for your time and attention to this matter. I look forward to hearing from you. I remain

Sincerely yours,

H. MORGAN GRIFFITH  
Member of Congress

# SENATE OF VIRGINIA



**A. BENTON CHAFIN, JR.**

38<sup>TH</sup> SENATORIAL DISTRICT  
ALL OF BLAND, BUCHANAN, DICKENSON,  
PULASKI, RUSSELL, AND TAZEWELL COUNTIES;  
ALL OF THE CITIES OF NORTON AND RADFORD;  
AND PART OF MONTGOMERY, SMYTH, AND WISE COUNTIES  
POST OFFICE BOX 1210  
LEBANON, VIRGINIA 24266  
(276) 889-1044  
FAX: (276) 889-1121

**COMMITTEE ASSIGNMENTS:**  
EDUCATION AND HEALTH  
JUDICIARY  
PRIVILEGES AND ELECTIONS  
REHABILITATION AND SOCIAL SERVICES

August 14, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

I support the CPC Broadband Expansion Project. The project will allow inhabitants of the 38<sup>th</sup> district of Virginia opportunities to enjoy internet access that they have been denied for so long. I know with this access the 38<sup>th</sup> District of Virginia will take full advantage of this infrastructure, to not only achieve their own goals, but the goals of society as well.

Thank you for your consideration,

A handwritten signature in cursive script that reads "Ben".

---

Senator Ben Chafin

38<sup>th</sup> District of Virginia



COMMONWEALTH OF VIRGINIA  
HOUSE OF DELEGATES  
RICHMOND

**JAMES W. (WILL) MOREFIELD**  
POST OFFICE BOX 828  
NORTH TAZEWELL, VIRGINIA 24630

THIRD DISTRICT

COMMITTEE ASSIGNMENTS:

APPROPRIATIONS  
GENERAL LAWS  
COUNTIES, CITIES, AND TOWNS

August 15, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Economic diversification is desperately needed in Southwest Virginia and your approval of this application would help make Southwest Virginia a better place to live and work. Please do not hesitate to contact me if I can ever be of help.

Sincerely,

A handwritten signature in black ink, appearing to read "Will".



COMMONWEALTH OF VIRGINIA  
HOUSE OF DELEGATES  
RICHMOND

WILLIAM C. WAMPLER III  
POST OFFICE BOX 1683  
ABINGDON, VIRGINIA 24212

August 10, 2020

COMMITTEE ASSIGNMENTS:  
EDUCATION  
GENERAL LAWS

FOURTH DISTRICT

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

Dear Tamarah,

I am writing to convey my support of the application submitted by the Cumberland Plateau Planning District Commission ("CPPDC") for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic line that will serve multiple communities of need. As you know well, one of the biggest economic development challenges Southwest Virginia faces is the availability of high-speed internet and cellular connectivity. This specific project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously underserved.

As you consider this application, I would ask that you also consider the significant population of K-12 students in Dickenson, Russell, Buchanan, and Tazewell Counties who are without connectivity. As we move forward as a region, the completion of this project is vital to the coming economic renaissance, particularly in the coalfields of Southwest Virginia. I thank you for your support of this project and stand ready to assist in any way to ensure it's completion. Thank you for all the work you do for localities in the Commonwealth.

My best to you,

Delegate William C. Wampler III  
4th House District- Serving Southwest Virginia

# BUCHANAN COUNTY BOARD OF SUPERVISORS

Craig Stiltner, Chairman  
Rocklick District  
G. Roger Rife, Vice-Chairman  
South Grundy District  
Tim Hess  
Hurricane District  
Jeff Cooper  
Garden District  
James Carroll Branham  
North Grundy District  
Drew Keene  
Prater District  
Trey Adkins  
Knox District



Robert Craig Horn  
County Administrator

Lawrence L. Moise, III Esq.  
County Attorney

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Telecommunications infrastructure development is currently Buchanan County, Virginia's top priority. Providing internet access to residents will improve their daily lives as well as make their lives safer. Also, it will allow the local government to provide service we are not able to provide now.

Sincerely,

Robert C. Horn, County Administrator

Administrative Office P. O. Drawer 950, GRUNDY, VIRGINIA 24614

[www.buchanancountyonline.com](http://www.buchanancountyonline.com)

Telephone (276) 935-6503

Fax: (276) 935-4479

# DICKENSON COUNTY BOARD OF SUPERVISORS

## Board of Supervisors

**JOSH EVANS, CHAIRMAN**  
WILLIS DISTRICT

**PEGGY KISER, VICE-CHAIRWOMAN**  
ERVINTON DISTRICT

**RON PETERS**  
SANDLICK DISTRICT

**SHELBY WILLIS**  
KENADY DISTRICT

**RHONDA SLUSS**  
CLINTWOOD DISTRICT



County Administrator  
**G. DAVID MOORE, JR.**

County Attorney  
**CLARENCE E. "BUD" PHILLIPS**

P.O. Box 1098  
Clintwood, Virginia 24228  
Telephone: 276/926-1676  
Fax: 276/926-1649

August 12, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, VA 23219

Dear Dr. Holmes,

The Dickenson County Board of Supervisors and I would like to offer our full support of the Virginia Telecommunications Initiative (VATI) 2020 program application submitted by the CPPDC for Buchanan, Dickenson, Russell and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow our four Counties to install state of the art fiber that will serve multiple communities of need. Most importantly to our residents and taxpayers, the project will serve our schools, vocational training facilities, businesses, health care facilities, state agencies and provide gigabit service to over 14,000 addresses previously underserved.

Dickenson County has been doing partnerships with providers for the last several years; the results of which have seen the positive impact that their high-speed internet has made to hundreds of our citizens and businesses. Yet for all of our success, there is still SO much more for us to do. Being from and living in rural Southwest Virginia, we all face the difficult, and sometimes impossible to overcome, challenges of not having essential life services being available to our residents. The lack of reliable home internet service affects our citizens' personal lives, the ability of their children to do school work from home and negatively influences their ability to own or operate a small business from their homes (which is a mainstay of any small, rural community).

We understand that the goal of VATI is to enhance sustainability and competitive advantages of communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. Given that the primary objective of VATI is to



provide financial assistance to supplement construction costs by private sector broadband service providers, in partnership with local units of government to extend service to areas that presently are unserved by any broadband provider. We submit that this project not only checks all of those boxes but also provides an excellent opportunity to demonstrate how our rural localities can accomplish big things for its citizens through partnerships like this.

We ask that you accept this letter as our strong support of the CPPDC and Point Broadband and ask for your full consideration of this application. This project is an innovative regional collaboration that will help the Commonwealth not only achieve the goals of VATI but also provide a state of the art essential service to our residents that they otherwise will not ever have. If I can provide anything further in support of this project, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "G. David Moore, Jr.", with a long, sweeping flourish extending from the end of the name.

G. David Moore, Jr.  
Dickenson County Administrator

# Russell County Virginia

“The Heart of Southwest Virginia”

Oris Christian  
At-Large

Tim Lovelace  
District 1

Lou Ann Wallace  
District 2

Rebecca Dye, Chairperson  
District 6

Steve Breeding, Vice-Chairman  
District 5

Carl Rhea  
District 3

David Eaton  
District 4

Lonzo Lester  
County Administrator

---

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Russell County Board of Supervisors strongly supports the CPPDC's Virginia Telecommunication Initiative (VATI) 2020 Grant application and looks forward to the benefits it will bring to our community.

Sincerely,

**REBECCA DYE**

Rebecca Dye  
Chairperson  
County of Russell Virginia

# TAZEWELL COUNTY VIRGINIA

“Bound For Progress”

Tom A. Lester, Jr., Vice-Chair  
Western District



Charles A. Stacy, Chair  
Eastern District

Margaret A. “Maggie” Asbury, Member  
Northern District

Travis Hackworth, Member  
Northwestern District

D. Michael Hymes, Member  
Southern District

C. Eric Young  
County Administrator

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

## **RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application**

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Extending broadband has been a priority for our County for several years. However, this year the need is more pronounced. Any crisis reveals shortcomings. The COVID-19 crisis is no exception. The cost of poor broadband access has been high. During the spring shut down, many of our elderly residents had in person doctor appointments cancelled in favor of telemedicine appointments. Unfortunately they were unable to attend their appointments due to a lack of broadband. This delayed their care and created a hardship. As fall approaches, schools are trying to educate our children by being prepared to do so remotely, in the event they are quarantined. Again, lack of broadband means this will be a challenge for our educators and children. We need to address this problem now more than ever.

Sincerely,

C. Eric Young, Esq.  
County Administrator

Mayor:  
William N. Stokes, Jr.

Vice-Mayor:  
Rebecca Elkins -Council Member

Council Members:  
Jill Yates – Council Member  
Chris Mitchell - Council Member  
Mike Lewis - Council Member  
Patty Street – Council Member  
Jeremy Ward- Council Member

# TOWN OF GRUNDY



A MUNICIPALITY OF THE COMMONWEALTH OF VIRGINIA  
Established in 1926

Town Manager  
Dennis A. Ramey

Town Attorneys:  
Jason Gallagher

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

In closing, the Grundy Town Council members are fully in support of the funding of this important project for Buchanan, Dickenson, Tazewell, and Russell counties. We believe the funds will help to educate our children, promote new and existing businesses, and serve to enhance our area in many other ways.

Sincerely,

Dennis A Ramey

1185 Plaza Drive, Grundy, VA 24614  
Telephone: (276) 935-2551  
Fax: (276) 935-2468



## **The Town of Clinchco, VA**

*Jarvis Deel: Mayor*

*Ruby Coleman: Vice Mayor*

*Katrina Deel: Town Clerk/Treasurer*

*210 Main Street Clinchco, VA 24226*

*Phone: (276) 835-1160 Fax: (276) 835-9420*

August 11, 2020

Dr. Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020  
– CPPDC Regional Application

Dear Dr. Holmes:

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Town of Tazewell has personally experienced business complications and business losses due to the inadequate internet service. The Town of Tazewell adamantly believes that a continued lack of high-speed internet will add further negative economic impacts to the Town of Tazewell and the region.

Sincerely,  
Jarvis Deel, Mayor  
cc: Mayor & Town Council



# Town of Clintwood

Phone (276) 926-8383 • P.O. Box 456 • FAX (276) 926-9871  
jsteele\_townofclintwood@verizon.net • www.townofclintwood.com  
CLINTWOOD, VIRGINIA 24228

**MAYOR**  
Donald Baker

**VICE MAYOR**  
Ronald Kendrick

**COUNCIL MEMBERS**  
Danny Lambert  
Talbert Bolling  
Doris Rife  
Jim Childress

August 12, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Town of Clintwood is an area that is in need of state of the art fiber optic to service our community which consist of many businesses, a hospital, an elementary school, and town residents. Fiber optic would provide the ability to work and enhance their education opportunities from home which would improve their quality of life.

Sincerely,

Donald Baker  
Mayor/Town Manager

# TOWN OF HAYSI

**Mayor**  
Larry D. Yates



## Council Members

Wm. "Billy" Counts  
Michael Harris  
Tim Wallace  
Carter Branham  
Rocky Wood  
Susan Tiller

August 12, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

As we rebuild our local economy with a strong tourism component reliable broadband is crucial for new businesses starting. Many existing business share the need for those same services. Most visitors are accustomed to the connectivity broadband gives them. Reliable broadband has becoming increasingly necessary not only for economic development and business management services but quality healthcare and education as well.

To the town of Haysi, access to affordable, reliable and abundant broadband is a critical infrastructure just like electricity, safe roads and other means of transportation.

Sincerely,

Handwritten signature of Larry D. Yates in blue ink.

Larry D. Yates  
Mayor



**Administrative Office 322 Main Street, Suite200, Post Office Box 278, Haysi, VA 24256**  
**Telephone: (276) 865-5187, Fax: (276) 865-9808, email: [haysimayor@dcwin.org](mailto:haysimayor@dcwin.org)**



# TOWN OF CLEVELAND

6654 Cleveland Road, Cleveland, VA 24225

Telephone: (276) 889-4365

Email: [townofclevelandva@gmail.com](mailto:townofclevelandva@gmail.com)

<https://www.clevelandva.com>

**Mayor:**

Jennifer B. Chumbley

**Town Council:**

W.D. Chumbley, III

Jeremiah Neal

Marcus Combs

Linda Couch

Flora Farmer

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Internet access in Cleveland, Virginia 24225 zip code would be beneficial to residents, farms, businesses and help economic recovery of our area; as well as bring new opportunities for online jobs and web-based business. Furthermore, reliable internet access will help our youth succeed in school. Many locations near the Town of Cleveland desperately need reliable internet, as we have minimal cellular coverage in and around Cleveland.

Sincerely,

Jennifer B. Chumbley  
Mayor, Town of Cleveland

G. H. WALLACE  
Mayor  
SCOTT McGLOTHLIN  
Vice-Mayor  
CINDY HALE  
Clerk  
BRANDON CASSELL  
Police Chief  
EARNEST SHORT  
Public Works Director



COUNCILMEN  
CONNIE HARRIS  
RYAN HART  
RICHARD VANDYKE  
ERIC BROWN  
BENNY CHAFIN

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 -- CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

This project would allow our community to meet the needs of our citizens and businesses as well as create opportunities for our small rural communities to grow.

Sincerely,

A handwritten signature in black ink that reads "C.H. Wallace".

CH Wallace  
Mayor  
Town of Honaker

Phone 276-873-6556::Fax 276-873-5007::P.O. Box 746, HONAKER, VIRGINIA 24260

NELSON A. "TONY" DODI, Mayor  
DeANNA C. JACKSON, Vice Mayor  
KEVIN L. BLANKENSHIP, Town Manager  
KEVIN D. TILLER, Town Attorney



COUNCIL MEMBERS  
A. DOYLE FIELDS  
SCOTT J. GILMER  
MARY J. STANLEY  
M. ELIJAH LEONARD  
W. BRADLEY LAMBERT

## TOWN OF LEBANON

Telephone (276) 889-7200 Fax (276) 889-7208  
405 West Main Street  
P.O. Drawer 309  
Lebanon, Virginia 24266

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Sincerely,



Kevin L. Blankenship  
Town Manager

*“Progressing For Tomorrow”*

Chuck Presley, Councilmember  
Ron Holt, Councilmember



Jimmy Jones, Councilmember  
Jarrod Bailey, Councilmember

**TOWN OF BLUEFIELD**

Don Harris, Mayor  
Anglis Trigg, Jr, Vice Mayor  
Michael Watson, Town Manager

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC  
Regional Application

Dear Dr. Holmes:

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is a regional collaboration that will help the Commonwealth to achieve those goals.

We look forward to seeing this necessary infrastructure grow in the region.

Sincerely,

Michael Watson  
Town Manager

# Town of Cedar Bluff

BOX 807  
CEDAR BLUFF, VA 24609  
PHONE 276 964-4889



August 10, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

I personally believe this is the kind of project government should always stand behind, promote and forge forward, because this is one of the "things" people and parents expect to help educate the youth or their children, and not to mention broaden their horizon for greater opportunities and create a more creative mindset.

Sincerely,

John M. Absher  
Town Manager



# TOWN OF RICHLANDS

200 WASHINGTON SQUARE  
RICHLANDS, VA 24641

PHONE  
(276) 964-2566  
FAX  
(276) 963-2889  
WWW.RICHLANDS-VA.GOV

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Crawford".

Paul Crawford  
Mayor



Town Council

Terry W. Mullins, Vice Mayor  
Chris R. Brown  
Glenn L. Catron

**TOWN OF TAZEWELL**  
**P.O. Box 608 – 211 Central Avenue**  
**Tazewell, Virginia 24651-0608**  
**(276) 988-2501**  
**[www.townoftazewell.org](http://www.townoftazewell.org)**  
**Michael F. Hoops, Mayor**  
**Todd Day, Town Manager**

Emily C. Davis  
David H. Fox  
Nancy G. Brooks

August 11, 2020

Dr. Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020  
– CPPDC Regional Application

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I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Town of Tazewell has personally experienced business complications and business losses due to the inadequate internet service. The Town of Tazewell adamantly believes that a continued lack of high-speed internet will add further negative economic impacts to the Town of Tazewell and the region.

Sincerely,

Todd Day  
Town Manager

cc: Mayor & Town Council





8/12/20

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

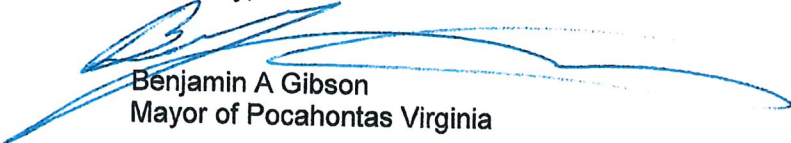
Dear Dr. Holmes,

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As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

This Broadband Expansion Project would make a great impacted on the lives of the citizens of Pocahontas Virginia

Sincerely,



Benjamin A Gibson  
Mayor of Pocahontas Virginia

# VIRGINIA COALFIELD ECONOMIC DEVELOPMENT AUTHORITY

P.O. Box 1060  
527 East Main Street  
Lebanon, Virginia 24266



Telephone: 276/889-0381  
Fax: 276/889-1830  
Jonathan S. Belcher • Executive Director

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. We understand the project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. We understand the project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Here at VCEDA, we market the region as *Southwest Virginia's e-Region*, and the availability of high speed broadband is absolutely critical to the region's efforts to attract and grow new jobs, and also to retain jobs in the area.

Sincerely,

Jonathan Belcher  
Executive Director/  
General Counsel





August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

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As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Small Business Development Center at Southwest Virginia Community College has assisted hundreds of small businesses in our area. Reliable internet service is crucial for their survival. As a result of the COVID-19 pandemic, many of our clients, where high speed internet service was available, were able to adapt their business model in order to communicate with vendors, market their products, seek funding and many other business functions. Businesses without reliable internet service have struggled to survive. I appreciate your consideration of the application submitted by CPPDC and look forward to favorable results.

Sincerely,

*Margie Douglass*

Margie Douglass,  
Program Manager, SBDC  
Southwest Virginia Community College

**INDUSTRIAL DEVELOPMENT AUTHORITY  
OF BUCHANAN COUNTY**

August 14, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 –  
CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The grant funding currently being sought for this project through the Virginia Telecommunications Initiative will be transformative for all those who would benefit in the CPPDC footprint. Many of our residents remain unserved by high-speed fiber, and the IDA resoundingly supports this effort.

Sincerely,



Robert Craig Horn  
Executive Director, Buchanan County IDA



# Industrial Development Authority of Dickenson County

818 Happy Valley Dr.  
Suite 121  
P.O. Box 1989  
Clintwood, VA 24228  
Telephone: (276) 926-1699  
Fax: (276) 926-1649  
www.dickensonva.org

## Board of Directors

LARRY YATES, CHAIRMAN  
TALBERT BOLLING, VICE CHAIRMAN  
GINGER SENTER, SEC/TREASURER  
ALLEN COMPTON  
ERIC PRICE  
SHANE HILLMAN  
MATTHEW FULLER

**Director**  
Mitzi Sykes  
msykes@dickensonva.org  
276-393-0210  
**Administrative Assistant**  
Cindy Mullins  
cmullins@dickensonva.org  
276-393-7552

August 12, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

We strongly encourage your consideration of this application. Better broadband opportunities are critical to our citizens and the future growth of our County. The completion of this project will make our County more attractive for work from home businesses.

Sincerely,

Mitzi Sykes,  
Economic Director



**IDA Russell County, VA**

Industrial Development Authority of  
Russell County, Virginia

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The Russell County IDA has been focused on broadband expansion for the county and this project will provide service to many underserved residents. We understand that working together with our sister agencies we can achieve great things. The IDA is in full support of this project and we are incredibly grateful for your consideration.

Warmest regards,

Ernie McFaddin  
Chairman



August 14, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

**RE: Letter of Support – Virginia Telecommunications Initiative 2020 –  
Cumberland Plateau Planning District Commission Regional Application**

Dear Dr. Holmes:

I am writing to convey my support of the application submitted by the Cumberland Plateau Planning District Commission (CPPDC) for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the Cumberland Plateau Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state-of-the-art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and, most importantly, will offer gigabit service to over 14,000 addresses previously under served.

I gather the goal of Virginia Telecommunications Initiative is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The addition of fiber optic to our campus approximately 12 years ago was transformative. We would not be able to provide the services we currently do for our students without it. There are other communities, however, throughout the CPPDC footprint that do not have access to highspeed internet. These communities and their businesses and residents are unfairly handicapped from fully participating in the immense aspects of technology, e-commerce, and online learning that fiber optic enables. I and the Bluefield College community wholeheartedly endorse this grant request enabling the expansion of fiber optic throughout our region.

Sincerely,

David W. Olive  
President



August 10, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

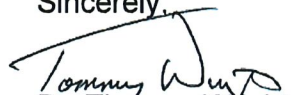
I am writing to convey our support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

It's our understanding that the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

With internet connectivity being instrumental to our ongoing delivery of academic and workforce training at Southwest Virginia Community College, and especially now during the COVID-19 pandemic, we urge your consideration of this request to help expand broadband services in our service region as soon as possible.

Please do not hesitate to let me know if you have any questions or if I can assist in any other way. Thanks for your consideration and all that DHCD does to support the communities in Southwest Virginia.

Sincerely,

  
Dr. Thomas Wright  
President





MELANIE L. HIBBITTS  
Division Superintendent  
E-Mail: melanie.hibbitts@bcpsk12.com  
Carolyn Dillow, Clerk

SCHOOL BOARD MEMBERS:  
Heath Harrison, *Chairman*  
Robert E. Cline, II, *Vice Chairman*  
Mike Thompson  
David Thornbury  
Jack Compton  
Angelia McClanahan  
Ray Blankenship

*"Our Children, Our Future, Our Responsibility"*

August 7, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

It is essential during this pandemic time, for the children in Buchanan County to have internet service to adequately receive school instruction through remote means at home.

Sincerely,

A handwritten signature in cursive script that reads "Melanie Hibbitts".

Melanie Hibbitts  
Division Superintendent  
Buchanan County Public Schools

# Dickenson County Public Schools

*P.O. Box 1127, 309 Volunteer Avenue  
Clintwood, Virginia 24228*

*Phone (276) 926-4643 Fax (276) 926-6374*

*Haydee L. Robinson, Superintendent*



August 11, 2020

Tamarah Holmes, Ph.D  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, VA 23219

Dear Dr. Holmes,

On behalf of the Dickenson County School Board and the Superintendent's Office, it is my pleasure to submit this letter of strong support for the Virginia Telecommunications Initiative (VATI) 2020 program in Dickenson County.

Our compelling story is very similar to other small, rural school divisions. Since March 13, 2020, Dickenson County School has struggled to provide an equitable instructional program to all students. The lack of internet access has made this task both challenging and difficult. Feedback from parent surveys indicates that over 25% of our students or nearly 500 students have limited to no Internet access. Providing an online instructional program to these students without Internet is demanding, but providing an equitable instruction without internet is nearly an impossible obstacle to overcome

As we consider reopening schools, thirty-seven (37) percent of our parents and families have chosen all remote instruction for their child due to COVID-19. Nearly 100 of these all remote children have no access to internet. Of the families who chose the face-to-face model, over 100 of these children have no access to Internet for the three (3) days of online of instruction.

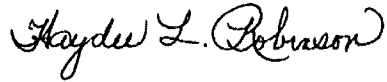
Although Dickenson County Schools is providing 1:1 devices to all our students, installed Hot Spots in each of our schools, providing offline instruction, and asynchronous and synchronous instruction, limited and no internet access only acerbates this inequity, and widens the academic gap for our children. We do not have the tools to overcome the lack of internet accessibility.

What has become significantly evident during his pandemic is that a child's ability to access internet determines the quality education received. In Dickenson County, we are limited not only by the geographic locations that do not have any services but also the limited number of providers.

This broadband project and Hillcom have the full support of the Dickenson County Schools and the Dickenson County School Board. Hillcom is a strong supporter of the Dickenson County Schools and our children, and is an excellent partner to our school division and to Dickenson County.

Thank you for your consideration of this program application of Hillcom, Inc. and the Dickenson County Industrial Development Authority. If I or any members of our School Board can provide any further information or support, please do not hesitate to contact us.

Best regards,

A handwritten signature in cursive script that reads "Haydee L. Robinson".

Haydee L. Robinson,  
Division Superintendent.



## ***Russell County Public Schools***

***Gregory A. Brown, Ed.D.  
Division Superintendent  
Post Office Box 8  
84 Dr. Lorraine C. Turner Drive  
Lebanon, Virginia 24266***

Office # (276) 889-6500

FAX # (276) 889-6508

### **School Board Members**

Chairman, Cynthia Compton Vice-Chairman, Bob Gibson Tim Ball Wayne Bostic Linda Garrett Kip Parsons Alex Zachwieja

August 10, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support – Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell and Tazewell Counties, in partnership with Point Broadband. The project, known as CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

As we pursue learning opportunities for the students of Russell County, it is of utmost importance that our underserved families have gigabit service to be successful in a world of virtual learning. The installation of the art fiber optic in our division would fill a great void that is currently present for many of our students and their families.

Sincerely,

Gregory A. Brown, Ed.D.  
Division Superintendent – Russell County Public Schools

506 Jeffersonville Street  
Tazewell, VA 24651-5396  
Phone (276) 988-5511  
Fax (276) 988-1976  
www.tazewell.k12.va.us



School Board Members  
David Woodard, Chair  
Irene Mullins, Vice-Chair  
Chris Moir  
Erik Robinson  
Donna Whittington

August 13, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support- Virginia Telecommunications Initiative (VATI) 2020- CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve our schools, which include our career and technical center, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

As Tazewell County Public Schools attempts to serve our communities during this trying time, we have found that lack of internet service is a major obstacle in our ability to provide distance learning to our students. The addition of internet service will enhance our educational delivery and greatly improve the quality of life for members of our communities.

Sincerely,

Christopher B. Stacy, Ed.D.  
Division Superintendent

# BUCHANAN COUNTY CHAMBER of COMMERCE

PO BOX 2818  
GRUNDY VA 24614  
276-935-4147



August 10, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

In Buchanan County we have struggles not having access to broadband. We have many areas of our county that show on the FCC Broadband map as being served or underserved, when in reality, service is not available. In particular I would like to draw your attention to the West Virginia/Virginia State Line Ridge roads of North Grundy, as well as the Home Creek, Big Rock, and Hurricane of Buchanan County. These and many other areas show as having service available, but in reality, do not have service available. Many of our local kids did not have access to virtual classrooms this past year during the COVID outbreak.

It is my sincere hope, you will fund these projects, and encourage and incentivise providers to go that extra mile and provide our youth the tools needed for a brighter future.

Respectfully yours,

A handwritten signature in black ink that reads "Mary Belcher". The signature is written in a cursive, flowing style.

Mary Belcher  
Executive Director



8/1/2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional  
Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities; businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Furthermore, with much of our area being considered rural, the need for broadband service is crucial with our businesses, schools and communities already at an economic disadvantage; it is exacerbated by the lack of broadband in addition to the already existing geographic limitations that our communities are already facing.

We hope that you consider affording these rural areas the same broadband advantages as those enjoyed by the urban areas of our state.

Sincerely,

Jeff Disibbio  
President and CEO, Chamber of Commerce of the Two Virginias

# Dickenson County Chamber of Commerce

"Shopping Locally Enhances our Community"



www.dickensonchamber.net

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

This project would not only help our Chamber of Commerce to better serve our business community but also for the betterment of our community as a whole.

Sincerely,

A handwritten signature in cursive script that reads "Rita Surratt".

Rita Surratt, President/CEO  
Dickenson County Chamber of Commerce

P.O. Box 1990  
Clintwood, VA 24228  
194 Clintwood Main Street

276-926-6074(office)  
276-275-1294(cell)





Tazewell Co. Chamber of Commerce  
P.O. Box 672  
Tazewell, VA 24651

Tamarah Holmes, Ph. D.  
Director, DCHD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VTIA) 2020- CPPDC Regional Application

Dear Dr Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell and Tazewell Counties to install a state-of-the-art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

As the director of the Tazewell County Chamber of Commerce, I can speak for many businesses that wish to adopt an E-Commerce business model to secure a source of revenue outside the traditional instore transactions. This form of business will provide protection from shutdowns and growth by having an online presence. These capabilities are the most excited with confidence that a telecommunications infrastructure will be in place to support it. This support must exist for the business as well as the potential customer. This will not only provide the opportunity for our businesses to grow and adopt new online business models, but to also assist with day-to-day operation that is just as crucial. We need your support to be provided the exciting opportunity to grow our business communities. Thank you in advance and we appreciate all the support you can give to Buchanan, Dickenson, Russell and Tazewell Counties.  
Sincerely,

Lori Stacy  
Executive Director



***CIRCUIT COURT CLERK'S OFFICE***

***Dickenson County***

***P.O. BOX 190***

***Clintwood, VA 24228***

***Email: [rwedwards@vacourts.gov](mailto:rwedwards@vacourts.gov)***

Richard W. Edwards  
Certified Master Clerk  
Clerk of the Circuit Court  
County of Dickenson

Phone: (276) 926-1616

August 14, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC  
Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

Expanded access is personal to me. I am the elected Clerk of the Circuit Court for Dickenson County and take great pride in serving my constituents. However, I am unable to work from home because of lack of fiber optic access and a secured landline at my home in order to meet the requirements from the Supreme Court of Virginia. A secured

landline and fiber optic service is required in order assure the security of the judicial system information. My office is essential and serves both the courts and the citizens of Dickenson County. However, my office is also very small and during the coronavirus pandemic and other times of emergencies it is urgent and necessary that I have the ability to continue operations even if I, or my staff, might need to quarantine. Expansion of fiber optic access can make essential services to Dickenson County residents and the court system seamless under any circumstances that might arise. The expansion of this project will allow me to better serve.

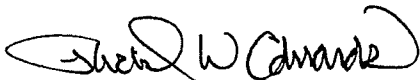
I am also a proud small business owner. My family has owned and operated E&S Grocery in Birchleaf, Virginia for four generations and 82 years. My small, essential business currently has access to fiber optic service, which has made a positive difference in our operations and effectiveness for customers and employees. Ironically, my home is directly across the road from my business and I currently have no access. Many in Southwest Virginia are near access, but are part of a fiber optic desert.

As Virginia schools continue to utilize virtual learning, Southwest Virginia students continue to be at a disadvantage because of their lack to reliable Internet access. Students' ability to learn during a pandemic across our Commonwealth is not equal. Increasing access to Internet connection increases our children chance at success for not only this school year, but also for the future.

If 2020 has taught us anything, it is the need to expand access to fiber optic makes a necessary difference in the lives of our citizen in their abilities to learn, work, serve, and grow. Thank you for considering the urgent need for this project.

Please

Sincerely,

A handwritten signature in black ink, appearing to read "Richard W. Edwards". The signature is fluid and cursive, with a large initial "R" and "E".

Richard W. Edwards  
Dickenson County Clerk of the Circuit Court



[Click here and type return address]

August 11, 2020

Tamarah Holmes, Ph.D.  
Director, DHCD Office of Broadband  
Virginia Department of Housing and Community Development  
600 East Main Street, Suite 300  
Richmond, Virginia 23219

RE: Letter of Support - Virginia Telecommunications Initiative (VATI) 2020 – CPPDC Regional Application

Dear Dr. Holmes,

I am writing to convey my support of the application submitted by the CPPDC for Buchanan, Dickenson, Russell, and Tazewell Counties, in partnership with Point Broadband. The project, known as the CPC Broadband Expansion Project, will allow Buchanan, Dickenson, Russell, and Tazewell Counties to install a state of the art fiber optic that will serve multiple communities of need. The project will serve schools, vocational training facilities, businesses, healthcare facilities, state agencies, and most importantly will offer gigabit service to over 14,000 addresses previously under served.

As I understand it, the goal of VATI is to create strong, competitive communities throughout the Commonwealth by preparing those communities to build, utilize, and capitalize on telecommunications infrastructure. This project is an innovative regional collaboration that will help the Commonwealth to achieve those goals.

The expansion of broadband is an essential component necessary for strengthening our communities. It supports individuals as they have opportunities to educate themselves and their children, and to work from home. In addition, it is vitally important in the region's economic efforts.

Sincerely,

Lester Hill  
Business Services Account Manager

CDBG Derivation of Cost

Product	Total	VATI	Non-VATI	Source of Estimate	Date
<b>EXAMPLE</b>					
<u>Construction</u>					
200 LF of fiber @\$150/LF	\$30,000	\$15,000	\$15,000	Company A	9/5/2016
Tower	\$100,000	\$80,000	\$20,000	Company B	9/5/2016
Engineering	\$20,000	\$0	\$20,000	ABC Engineering Firm	9/5/2016

Product	Total	VATI	Non-VATI	Source of Estimate	Date
Aerial construction labor & material	\$ 16,823,736	\$ 6,016,336	\$ 10,807,400	Internal Engineering	7/24/2020
Make Ready	\$ 12,811,476	\$ 4,581,512	\$ 8,229,964	Internal Engineering	7/24/2020
Design, Engineering, Permitting, & Project Management	\$ 2,094,962	\$ 749,179	\$ 1,345,783	Internal Engineering	7/24/2020
Fiber cable material	\$ 2,986,516	\$ 1,068,008	\$ 1,918,508	Internal Engineering	7/24/2020
Cabinet / Hub labor & material	\$ 2,130,106	\$ 761,747	\$ 1,368,359	Internal Engineering	7/24/2020
Splicing labor & material	\$ 2,066,197	\$ 738,893	\$ 1,327,304	Internal Engineering	7/24/2020
UG construction labor & material (includes micro-trench)	\$ 1,691,940	\$ 605,055	\$ 1,086,885	Internal Engineering	7/24/2020
Contingency	\$ 4,014,706	\$ 1,435,699	\$ 2,579,007	Internal Engineering	7/24/2020
Materials Tax & Shipping	\$ 872,192	\$ 311,905	\$ 560,287	Internal Engineering	7/24/2020

CDBG Derivation of Cost

	\$ -	\$ -	\$ -		
	\$ -	\$ -	\$ -		
	\$ -	\$ -	\$ -		
	\$ -	\$ -	\$ -		
	\$ -	\$ -	\$ -		

TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
6050 Peachtree Pky  
240-227  
Norcross, Ga. 30092

Date	Estimate #
4/23/2020	TTM1202597B

Provided For
Sunset Digital Holding, LLC 1791 O.G. Skinner Drive Suite A, West Point, Ga 31833

Ship To
Point Broadband 15022 Lee HWY Bristol, Va 24202

	Terms	Due Date	Rep	FOB	Project
P.O. No.	Net 30	5/23/2020	LDL	PPD AND ADD	QUOTE #

Item	Description	Qty	Cost	Total
PLCM132CG20SA1.0	1x32 PLC Splitter,1260-1650nm, Card Guide module,2.0mm Yellow cable,with 1.0m leads SC/APC connectors.	1	480.00	480.00T
FREIGHT			0.00	0.00

			<b>Subtotal</b>	\$480.00
Phone #	Fax #	E-mail	<b>Sales Tax (5.3%)</b>	\$25.44
770-416-1234	770-234-5167	bfreeman@tmsolutions.net	<b>Total</b>	\$505.44

TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
6050 Peachtree Pky  
240-227  
Norcross, Ga. 30092

Date	Estimate #
6/19/2020	TTM1202646B

**Provided For**  
Sunset Digital Holding, LLC  
1791 O.G. Skinner Drive  
Suite A, West Point, Ga 31833

**Ship To**  
Point Broadband  
15022 Lee HWY Ste 2  
Bristol, Va 24202

	Terms	Due Date	Rep	FOB	Project
P.O. No.	Net 30	7/19/2020	LDL	PPD AND ADD	QUOTE #

Item	Description	Qty	Cost	Total
OR500LCDRM1U- RACKM...	500VA / 300W Intelligent, Line-Interactive UPS with Smart App Software, AVR, 1U Rackmount, 6 NEMA 5-15R, RJ11/RJ45/Coax, USB/Serial	18	159.00	2,862.00T
OR2200LCDRM2U	2000va/1320 Intelligent Line interactive UPS with smart app software, avr, 2u/rm/t, 20amp, 8 nema 5-20r	9	526.00	4,734.00T
CSN27U12V-NA3-G	CSN27U12V-NA3-G	1,566	55.12	86,317.92T
TTM MAZ8x1000	MAZ 8 3C/16-5C/24 CABLE OUTDOOR RATED FOR CONNECTION BETWEEN ONT AND POWER MODULE	20,000	0.75	15,000.00T
AX30-12D-PC	AX30-12D-PC	40	77.50	3,100.00T

			<b>Subtotal</b>	\$112,013.92
Phone #	Fax #	E-mail	<b>Sales Tax (5.3%)</b>	\$5,936.74
770-416-1234	770-234-5167	bfreeman@tmsolutions.net	<b>Total</b>	\$117,950.66



TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
 6050 Peachtree Pky  
 240-227  
 Norcross, Ga. 30092

Date	Estimate #
7/17/2020	TTM1202657B

**Provided For**  
 Sunset Digital Holding, LLC  
 1791 O.G. Skinner Drive  
 Suite A, West Point, Ga 31833

**Ship To**  
 Point Broadband  
 15022 Lee HWY Ste 2  
 Bristol, Va 24202

	Terms	Due Date	Rep	FOB	Project
P.O. No.	Net 30	7/31/2020	LDL	PPD AND ADD	QUOTE #

Item	Description	Qty	Cost	Total
FD3-AE288J00JBBP2	3000 CABINET-288 DISTRI SCAPC w\100 whip w sc\apc connectors	7	5,198.04	36,386.28T
FREIGHT	Lead time is 13 weeks		0.00	0.00

Any questions concerning this quotation please do not hesitate to call us at (770) 416-1234			<b>Subtotal</b>	\$36,386.28
Phone #	Fax #	E-mail	<b>Sales Tax (5.3%)</b>	\$1,928.47
770-416-1234	770-234-5167	bfreeman@tmsolutions.net	<b>Total</b>	\$38,314.75



Power & Telephone  
2673 Yale Ave.  
Memphis, TN 38112

**QUOTE**

UPC Vndr	Ack Date	Order #
000001	06/10/20	6986928-00
PO #		Page #
fd3ag288j2ajgbp2		1

Ship To: **POINT BROADBAND**  
1791 O.G. SKINNER DR STE A  
WEST POINT, GA 31833

Contact: **Jennifer Beck**  
(901)866-3146  
jennifer.beck@ptsupply.com

Cust #: 313058  
Bill To: **POINT BROADBAND**  
1791 O.G. SKINNER DR STE A  
WEST POINT, GA 31833

Reference	Currency	USD
Instructions	Sales Rep In	JFB
Ship Point	Terms	Net 30 Days
Power & Telephone Supply Co.	Via	Ship Date
Requested Ship Date	WHS ROUTING	
06/10/20	Freight In / Out	N/Y

Ln #	Product and Description	Quantity Ordered	Qty U/M	Unit Price	Price U/M	Net Amount
1	SPECIAL.COMMSCOPE COMMSCOPE SPECIAL ITEMS FD3-AG288J2AJGBP2 FD3-AG288J2AJGBP2: CTO-FDH3000 Note from Product Manager "N: is not an option after the 2. Options are P or B. FD3-AG288J2AJGBP2 is hte MIId for the pad mount option.	1	EA	6,942.17	EA	6,942.17

1	<b>Lines Total</b>	<b>Qty Shipped Total</b>	1	<b>Total</b>	6,942.17
				<b>Taxes</b>	485.96
				<b>Invoice Total</b>	7,428.13

QUOTE

Customer Copy

Page 1 of 1

Buyer is responsible for evaluating and ordering product for intended use. Custom product is non-cancellable and non-returnable. Other products may not be returnable. Return policy for your order may be verified by your account manager. Buyer has fifteen (15) days from receipt to notify Seller of error, defect or damage. Otherwise, shipment is deemed acceptable. Payment Terms are stated on order. Exceptions must be mutually agreed to in writing in advance of order acceptance by Seller. Full Terms are available at www.ptsupply.com/terms-and-conditions.

TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
6050 Peachtree Pky  
240-227  
Norcross, Ga. 30092

Date	Estimate #
7/23/2020	TTM1202667B

Provided For
Sunset Digital Holding, LLC 1791 O.G. Skinner Drive Suite A, West Point, Ga 31833

Ship To
Point Broadband 15022 Lee HWY Ste 2 Bristol, Va 24202

	Terms	Due Date	Rep	FOB	Project
P.O. No.	Net 30	8/22/2020	LDL	PPD AND ADD	QUOTE #

Item	Description	Qty	Cost	Total
CS30C12V-E	replacement of CS24C12V2-E	25	86.60	2,165.00
FREIGHT			0.00	0.00
	<i>#19748 STOCK</i>			

			<b>Subtotal</b>	\$2,165.00
Phone #	Fax #	E-mail	<b>Sales Tax (5.3%)</b>	\$114.75
770-416-1234	770-234-5167	bfreeman@tmsolutions.net	<b>Total</b>	\$2,279.75



1425 DAVE LYLE BLVD  
ROCK HILL SC 29730-4247  
Phone: 704-602-7009  
Fax: 704-392-5596

To: POINT BROADBAND LLC  
1791 OG SKINNER DR STE A  
WEST POINT GA 31833  
Attn: Paul Hall  
Phone: 844-407-6468  
Fax: 706-645-3981  
Email: AP@POINT-BROADBAND.COM

Date: 07/29/2020  
Proj Name:  
GB Quote #: 0235891311  
Release Nbr:  
Purchase Order Nbr:  
Additional Ref#  
Valid From: 07/29/2020  
Valid To: 08/28/2020  
Contact: JOHN LAMB  
Email: john.lamb@graybar.com

### Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100	60,000 EA	CORNING OPTICAL	S-OP-288-RA-A-3E-BK-SIC-CUT REEL	288EV5-14100D53		\$2,277.68	1000	\$136,660.80
GB Part #: 26381690 UPC #: ***Item Note:*** 288 strand ribbon armored fiber.								
200	140,000 EA	COMMSCOPE	S-OP-144-LT-A-3E-BK-CMB-CUT REEL	D-144-LN-8W-F12NS 8107365/DB		\$1,057.87	1000	\$148,101.80
GB Part #: 25687887 UPC #: ***Item Note:*** 144 strand loose tube non-armored fiber.								
300	60,000 EA	COMMSCOPE	S-OP-96-LA-A-3E-BK-CMB-CUT REEL	D-096-LA-8W-F12NS 8107303/DB		\$707.84	1000	\$42,470.40
GB Part #: 25678935 UPC #: ***Item Note:*** 96 strand loose tube armored fiber.								
400	60,000 EA	CORNING OPTICAL	S-OP-96-RA-A-3E-BK-SIC-CUT REEL	096EC5-14100D53		\$990.31	1000	\$59,418.60
GB Part #: 25805589 UPC #: ***Item Note:*** 96 strand ribbon armored fiber.								

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

To learn more about Graybar, visit our website at [www.graybar.com](http://www.graybar.com) 24-Hour Emergency Phone#: 1-800-GRAYBAR

Subject to the standard terms and conditions set forth in this document. Unless otherwise noted, freight terms are F.O.B. shipping point prepaid and bill. Unless noted the estimated ship date will be determined at the time of order placement.

To: POINT BROADBAND LLC  
1791 OG SKINNER DR STE A  
WEST POINT GA 31833  
Attn: - Paul Hall

Date: 07/29/2020  
Proj Name:  
GB Quote #: 0235891311

### Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

500	75,000 EA	COMMSCOPE	S-OP-72-LA-A-3E-BK-CMB-CUT REEL	D-072-LA-8W-F12NS 8107302/DB		\$629.64	1000	\$47,223.00
GB Part #: 25678934 UPC #: ***Item Note:*** 72 strand loose tube armored fiber.								
600	75,000 EA	CORNING OPTICAL	S-OP-72-RA-A-3E-BK-SIC-CUT REEL	072EC5-14100D53		\$940.73	1000	\$70,554.75
GB Part #: 26381689 UPC #: ***Item Note:*** 72 strand ribbon armored fiber.								
700	60,000 EA	COMMSCOPE	S-OP-48-LA-A-3E-BK-CMB-CUT REEL	D-048-LA-8W-F12NS 8107300/DB		\$423.31	1000	\$25,398.60
GB Part #: 25678933 UPC #: ***Item Note:*** 48 strand loose tube armored fiber.								
800	60,000 EA	COMMSCOPE	S-OP-24-LA-A-3E-BK-CMB-CUT REEL	D-024-LA-8W-F12NS 8107298/DB		\$324.04	1000	\$19,442.40
GB Part #: 25678932 UPC #: ***Item Note:*** 24 strand loose tube armored fiber.								
900	70,000 EA	COMMSCOPE	S-OP-12-LA-A-3E-BK-CMB-CUT REEL	D-012-LA-8W-F12NS 8107297/DB		\$259.51	1000	\$18,165.70
GB Part #: 25510999 UPC #: ***Item Note:*** 12 strand loose tube armored fiber.								

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

To learn more about Graybar, visit our website at [www.graybar.com](http://www.graybar.com) 24-Hour Emergency Phone#: 1-800-GRAYBAR

Subject to the standard terms and conditions set forth in this document. Unless otherwise noted, freight terms are F.O.B. shipping point prepaid and bill. Unless noted the estimated ship date will be determined at the time of order placement.

To: . POINT BROADBAND LLC  
1791 OG SKINNER DR STE A  
WEST POINT GA 31833  
Attn: . Paul Hall

Date: 07/29/2020  
**Proj Name:**  
**GB Quote #:** 0235891311

## Proposal

We Appreciate Your Request and Take Pleasure in Responding As Follows

**Total in USD (Tax not included): \$567,436.05**

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

**To learn more about Graybar, visit our website at [www.graybar.com](http://www.graybar.com)**

**24-Hour Emergency Phone#: 1-800-GRAYBAR**

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Subject to the standard terms and conditions set forth in this document. Unless otherwise noted, freight terms are F.O.B. shipping point prepaid and bill. Unless noted the estimated ship date will be determined at the time of order placement.

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TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
6050 Peachtree Pky  
240-227  
Norcross, Ga. 30092

Date	Estimate #
6/1/2020	TTM1202635B

<b>Provided For</b>
Sunset Digital Holding, LLC 1791 O.G. Skinner Drive Suite A, West Point, Ga 31833

<b>Ship To</b>
Point Broadband BR0513tt160 15022 Lee HWY Ste 2 Bristol, Va 24202

	<b>Terms</b>	<b>Due Date</b>	<b>Rep</b>	<b>FOB</b>	<b>Project</b>
<b>P.O. No.</b>	Net 30	7/1/2020	LDL	PPD AND ADD	<b>QUOTE #</b>

Item	Description	Qty	Cost	Total
AMSP-SCAPC-1X32	1/32 SC/APC SPLITTER--American products 21 pieces currently in stock	9 <sup>20</sup>	390.00	<del>7,800.00</del> 3570.00

			<b>Subtotal</b>	\$7,800.00
<b>Phone #</b>	<b>Fax #</b>	<b>E-mail</b>	<b>Sales Tax (5.3%)</b>	\$413.40
770-416-1234	770-234-5167	bfreeman@ttmsolutions.net	<b>Total</b>	\$8,213.40



1425 DAVE LYLE BLVD  
 ROCK HILL SC 29730-4247  
 Phone: 704-602-7009  
 Fax: 704-392-5596

To: POINT BROADBAND LLC  
 1791 OG SKINNER DR STE A  
 WEST POINT GA 31833  
 Attn: Paul Hall  
 Phone: 844-407-6468  
 Fax: 706-645-3981  
 Email: AP@POINT-BROADBAND.COM

Date: 07/16/2020  
 Proj Name:  
 GB Quote #: 0235797979  
 Release Nbr:  
 Purchase Order Nbr:  
 Additional Ref#  
 Valid From: 07/16/2020  
 Valid To: 08/15/2020  
 Contact: JOHN LAMB  
 Email: john.lamb@graybar.com

**Proposal**

We Appreciate Your Request and Take Pleasure in Responding As Follows

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
9387 100	5 EA	HUBBELL INC	PG3048BA24-PUB	30X48X24 PG STACKABLE BOX WO BASE	\$323.89	1	\$1,619.45	
GB Part #: 25464657    UPC #: ***Item Note:***    Stock in Texas.								
9388 200	5 EA	HUBBELL INC	PG3048HA0009-PUB	30X48 PG STKABLE BXCVR-HDUTY- TIER15-BLNK	\$278.49	1	\$1,392.45	
GB Part #: 25464692    UPC #: ***Item Note:***    Stock in Texas.								
300 9981	5 EA	HUBBELL INC	PG1324BA18	STK BOX OB 13X24X18	\$218.32	1	\$1,091.60	
GB Part #: 89005017    UPC #: 66203710039 ***Item Note:***    Stock in Ohio.								
400 9982	5 EA	HUBBELL INC	PG1324HA0009	CVR BD HD 13X24X2/HW- BLANK	\$180.40	1	\$902.00	
GB Part #: 89004999    UPC #: 66203710041 ***Item Note:***    Stock in Ohio.								

This equipment and associated installation charges may be financed for a low monthly payment through Graybar Financial Services (subject to credit approval). For more information call 1-800-241-7408 to speak with a leasing specialist.

To learn more about Graybar, visit our website at [www.graybar.com](http://www.graybar.com)      24-Hour Emergency Phone#: 1-800-GRAYBAR

Subject to the standard terms and conditions set forth in this document. Unless otherwise noted, freight terms are F.O.B. shipping point prepaid and bill. Unless noted the estimated ship date will be determined at the time of order placement.

TTM Solutions, Inc

# ESTIMATE

TTM Solutions, Inc  
6050 Peachtree Pky  
240-227  
Norcross, Ga. 30092

Date	Estimate #
5/7/2020	TTM1202622B

Provided For
Sunset Digital Holding, LLC 1791 O.G. Skinner Drive Suite A, West Point, Ga 31833

Ship To
Point Broadband 15022 Lee HWY Ste 2 Bristol, Va 24202

	Terms	Due Date	Rep	FOB	Project
P.O. No.	Net 30	6/6/2020	LDL	PPD AND ADD	QUOTE #

Item	Description	Qty	Cost	Total
FD3-AG288J2AJGBP2	TYCO 288 SPLITTER CABINET. INCLUDES 2(1X32) SPLITTERS WITH 1.5 TAIL.	3	9,101.95	27,305.85T
FREIGHT	Lead time is 5-7 weeks		0.00	0.00

			<b>Subtotal</b>	\$27,305.85
Phone #	Fax #	E-mail	<b>Sales Tax (5.3%)</b>	\$1,447.21
770-416-1234	770-234-5167	bfreeman@tmsolutions.net	<b>Total</b>	\$28,753.06





(RETAIN FOR YOUR RECORDS)  
Form 477 Filing Summary

FRN: 0028765907    Data as of: Dec 31, 2019    Operations: Non-ILEC    Submission Status: Revised - Submitted    Last Updated: Mar 3, 2020 09:51:29

### Filer Identification

Section	Question	Response
<b>Filer Information</b>	Company Name	Sunset Digital Communications, LLC
	Holding Company Name	Sunset Digital Communications, LLC
	SAC ID	
	499 ID	833253
<b>Data Contact Information</b>	Data Contact Name	Olivia Barber
	Data Contact Phone Number	(706) 518-1071
	Data Contact E-mail	olivia.barber@point.broadband.com
<b>Emergency Operations Contact Information</b>	Emergency Operations Name	Chad Wachter
	Emergency Operations Phone Number	(706) 773-2663
	Emergency Operations E-mail	cwachter@itchoold.com
<b>Certifying Official Contact Information</b>	Certifying Official Name	John Kemp
	Certifying Official Phone Number	(844) 407-6468
	Certifying Official E-mail	jkemp@itchoold.com

### Data Submitted

Form Section	File Name	Date & Time	Number of Rows
Fixed Broadband Deployment	2019-12-31_BVU_FCC477_Fixed_Broadband_Deployment_Duffield - NoMax.csv	Mar 3, 2020 09:45:25	1089
Fixed Broadband Subscription	2019-12-31_BVU_FCC477_Fixed_Broadband_Subscription_Duffield.csv	Mar 3, 2020 09:45:25	199
Fixed Voice Subscription	2019-12-31_BVU_FCC477_Fixed_Voice_Data_Subscription_Duffield.csv	Mar 3, 2020 09:46:40	27

### Fixed Broadband Deployment

#### Census Block Counts by State, DBA Name and Technology

State	DBA Name	Technology	Blocks
Tennessee	Sunset Fiber, LLC	Optical Carrier/Fiber to the End User	540
Virginia	Sunset Fiber, LLC	Optical Carrier/Fiber to the End User	549
<b>Total</b>			<b>1089</b>



**Fixed  
Broadband  
Subscription****Fixed Broadband Subscriptions by State, Technology and End-user Type**

State	Technology	Census Tracts	Subscriptions		
			Consumer	Business / Govt	Total
Tennessee	Optical Carrier/Fiber to the End User	96	2043	92	2135
Virginia	Optical Carrier/Fiber to the End User	103	1422	88	1510
<b>Total</b>		<b>199</b>	<b>3465</b>	<b>180</b>	<b>3645</b>

**Fixed Broadband Subscriptions by Bandwidths and End-user Type**

Downstream Bandwidth (In Mbps)	Upstream Bandwidth (In Mbps)	Consumer	Business / Govt	Total
10.000	1.000	1	4	5
10.000	10.000	0	10	10
15.000	15.000	0	1	1
20.000	2.000	0	3	3
20.000	20.000	0	2	2
25.000	2.000	1	0	1
25.000	5.000	2318	4	2322
25.000	25.000	0	4	4
50.000	5.000	0	59	59
50.000	50.000	0	2	2
100.000	3.000	1	2	3
100.000	8.000	0	1	1
100.000	10.000	0	34	34
100.000	50.000	803	14	817
100.000	100.000	0	9	9
200.000	20.000	0	9	9
200.000	100.000	241	0	241
200.000	200.000	0	3	3
300.000	50.000	0	9	9
500.000	250.000	61	1	62
500.000	500.000	0	3	3
1000.000	500.000	39	0	39
1000.000	1000.000	0	4	4
10000.000	10000.000	0	2	2
<b>Total</b>		<b>3465</b>	<b>180</b>	<b>3645</b>

**Fixed Broadband Subscriptions by Technology, Bandwidths and End-user Type**



Technology	Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Govt	Total
Optical Carrier/Fiber to the End User	10.000	1.000	1	4	5
	10.000	10.000	0	10	10
	15.000	15.000	0	1	1
	20.000	2.000	0	3	3
	20.000	20.000	0	2	2
	25.000	2.000	1	0	1
	25.000	5.000	2318	4	2322
	25.000	25.000	0	4	4
	50.000	5.000	0	59	59
	50.000	50.000	0	2	2
	100.000	3.000	1	2	3
	100.000	8.000	0	1	1
	100.000	10.000	0	34	34
	100.000	50.000	803	14	817
	100.000	100.000	0	9	9
	200.000	20.000	0	9	9
	200.000	100.000	241	0	241
	200.000	200.000	0	3	3
	300.000	50.000	0	9	9
	500.000	250.000	61	1	62
500.000	500.000	0	3	3	
1000.000	500.000	39	0	39	
1000.000	1000.000	0	4	4	
10000.000	10000.000	0	2	2	
<b>Total</b>			<b>3465</b>	<b>180</b>	<b>3645</b>

**Fixed Voice Subscription**

**VGE Lines and VoIP Subscriptions by State and End-user Type**

State	Total VGE Lines	Consumer VGE Lines	Total VoIP Subscriptions	Consumer VoIP Subscriptions
Tennessee	605	529	0	0
Virginia	271	183	0	0
<b>Total</b>	<b>876</b>	<b>712</b>	<b>0</b>	<b>0</b>



**Fixed Voice  
Subscription  
(VGE Lines)**

**VGE Lines Provided to Unaffiliated Providers by State**

State	Wholesale	UNE-L
Tennessee	0	0
Virginia	0	0
<b>Total</b>	<b>0</b>	<b>0</b>

**VGE Lines Provided to End Users by State, Bundle and Product Type**

State	Total	by Bundle		by Product Type			
		Sold w/ Internet	Sold w/o Internet	Consumer		Bus-Govt	
				& No PIC	& PIC	& No PIC	& PIC
Tennessee	605	548	57	86	443	9	67
Virginia	271	259	12	0	183	0	88
<b>Total</b>	<b>876</b>	<b>807</b>	<b>69</b>	<b>86</b>	<b>626</b>	<b>9</b>	<b>155</b>

**VGE Lines Provided to End Users by State, Ownership and Last-mile Medium**

State	Total	by Ownership				by Last-mile Medium		
		Owned	UNE-L	Resale	FTTP	Coax	Fixed Wireless	Copper
Tennessee	605	605	0	0	605	0	0	0
Virginia	271	271	0	0	271	0	0	0
<b>Total</b>	<b>876</b>	<b>876</b>	<b>0</b>	<b>0</b>	<b>876</b>	<b>0</b>	<b>0</b>	<b>0</b>







(RETAIN FOR YOUR RECORDS)  
Form 477 Filing Summary

FRN: 0006823991    Data as of: Dec 31, 2019    Operations: Non-ILEC    Submission Status: Original - Submitted    Last Updated: Mar 2, 2020 16:54:00

### Filer Identification

Section	Question	Response
Filer Information	Company Name	BVU Authority
	Holding Company Name	Sunset Fiber, LLC
	SAC ID	
	499 ID	
Data Contact Information	Data Contact Name	Olivia Barber
	Data Contact Phone Number	(844) 407-6468
	Data Contact E-mail	olivia.barber@point-broadband.com
Emergency Operations Contact Information	Emergency Operations Name	Chad Wachter
	Emergency Operations Phone Number	(706) 773-2663
	Emergency Operations E-mail	cwachter@itchohd.com
Certifying Official Contact Information	Certifying Official Name	John Kemp
	Certifying Official Phone Number	(844) 407-6468
	Certifying Official E-mail	jkemp@itchohd.com

### Data Submitted

Form Section	File Name	Date & Time	Number of Rows
Fixed Broadband Deployment	2019-12-31_FCC477_Data_Deployment_Bristol - NoMax.csv	Mar 2, 2020 16:50:23	17194
Fixed Broadband Subscription	2019-12-31_BVU_FCC477_Fixed_Broadband_Subscription_BristolFootprint.csv	Mar 2, 2020 16:05:59	732
Fixed Voice Subscription	2019-12-31_BVU_FCC477_Fixed_Voice_Data_Subscription_BristolFootPrint.csv	Mar 2, 2020 16:06:22	75

### Fixed Broadband Deployment

#### Census Block Counts by State, DBA Name and Technology

State	DBA Name	Technology	Blocks
Minnesota	OptiNet	Optical Carrier/Fiber to the End User	1
Tennessee	OptiNet	Optical Carrier/Fiber to the End User	1165
Texas	OptiNet	Optical Carrier/Fiber to the End User	1

State	DBA Name	Technology	Subscriptions
Virginia	OptiNet	Optical Carrier/Fiber to the End User	16027
<b>Total</b>			<b>17194</b>

**Fixed Broadband Subscription**

**Fixed Broadband Subscriptions by State, Technology and End-user Type**

State	Technology	Census Tracts	Subscriptions		
			Consumer	Business / Govt	Total
Tennessee	Optical Carrier/Fiber to the End User	16	5	14	19
Virginia	Optical Carrier/Fiber to the End User	716	7549	3009	10558
<b>Total</b>		<b>732</b>	<b>7554</b>	<b>3023</b>	<b>10577</b>

**Fixed Broadband Subscriptions by Bandwidths and End-user Type**

Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Business / Govt	Total
0.384	0.384	0	450	450
1.000	1.000	0	1	1
1.500	0.384	0	41	41
1.500	1.000	0	101	101
1.500	1.500	0	2	2
2.000	2.000	0	171	171
3.000	1.000	0	372	372
5.000	5.000	0	28	28
6.000	1.000	1	257	258
10.000	1.000	0	100	100
10.000	10.000	0	51	51
12.000	2.000	1	306	307
20.000	2.000	2	241	243
20.000	20.000	0	12	12
25.000	2.000	0	1	1
25.000	5.000	0	19	19
25.000	25.000	0	18	18
30.000	5.000	3478	327	3805
50.000	5.000	4	219	223
50.000	50.000	0	52	52
75.000	10.000	1	0	1
100.000	3.000	0	2	2



Technology	Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Govt	Total
	10.000	10.000	0	51	51
	12.000	2.000	1	306	307
	20.000	2.000	2	241	243
	20.000	20.000	0	12	12
	25.000	2.000	0	1	1
	25.000	5.000	0	19	19
	25.000	25.000	0	18	18
	30.000	5.000	3478	327	3805
	50.000	5.000	4	219	223
	50.000	50.000	0	52	52
	75.000	10.000	1	0	1
	100.000	3.000	0	2	2
	100.000	10.000	0	94	94
	100.000	50.000	2698	0	2698
	100.000	100.000	0	52	52
	150.000	20.000	21	0	21
	150.000	150.000	0	18	18
	200.000	20.000	0	14	14
	200.000	100.000	1274	0	1274
	200.000	200.000	0	22	22
	250.000	250.000	0	1	1
	300.000	50.000	0	18	18
	300.000	300.000	0	2	2
	400.000	400.000	0	2	2
	500.000	250.000	46	0	46
	500.000	500.000	0	4	4
	600.000	600.000	0	1	1
	1000.000	500.000	28	0	28
	1000.000	1000.000	0	17	17
	2000.000	2000.000	0	5	5
	5000.000	5000.000	0	1	1
	10000.000	10000.000	0	1	1
<b>Total</b>			<b>7554</b>	<b>3023</b>	<b>10577</b>

**Fixed Voice  
Subscription****VGE Lines and VoIP Subscriptions by State and End-user Type**

State	Total VGE Lines	Consumer VGE Lines	Total VoIP Subscriptions	Consumer VoIP Subscriptions
Minnesota	4	0	0	0
Tennessee	18	1	0	0
Texas	29	0	0	0
Virginia	11967	4320	0	0
<b>Total</b>	<b>12018</b>	<b>4321</b>	<b>0</b>	<b>0</b>

**Fixed Voice  
Subscription  
(VGE Lines)****VGE Lines Provided to Unaffiliated Providers by State**

State	Wholesale	UNE-L
Minnesota	0	0
Tennessee	648	0
Texas	0	0
Virginia	0	0
<b>Total</b>	<b>648</b>	<b>0</b>

**VGE Lines Provided to End Users by State, Bundle and Product Type**

State	Total	by Bundle		by Product Type			
		Sold w/ Internet	Sold w/o Internet	Consumer		Bus-Govt	
				& No PIC	& PIC	& No PIC	& PIC
Minnesota	4	0	4	0	0	0	4
Tennessee	18	17	1	0	1	0	17
Texas	29	29	0	0	0	0	29
Virginia	11967	10418	1549	672	3648	836	6811
<b>Total</b>	<b>12018</b>	<b>10464</b>	<b>1554</b>	<b>672</b>	<b>3649</b>	<b>836</b>	<b>6861</b>

**VGE Lines Provided to End Users by State, Ownership and Last-mile Medium**

State	Total	by Ownership			by Last-mile Medium			
		Owned	UNE-L	Resale	FTTP	Coax	Fixed Wireless	Copper
Minnesota	4	4	0	0	4	0	0	0
Tennessee	18	18	0	0	18	0	0	0
Texas	29	29	0	0	29	0	0	0
Virginia	11967	11967	0	0	11967	0	0	0
<b>Total</b>	<b>12018</b>	<b>12018</b>	<b>0</b>	<b>0</b>	<b>12018</b>	<b>0</b>	<b>0</b>	<b>0</b>



(RETAIN FOR YOUR RECORDS)  
Form 477 Filing Summary

FRN: 0006823991 | Data as of: Jun 30, 2019 | Operations: Non-ILEC | Submission Status: Original - Submitted | Last Updated: Sep 3, 2019 15:15:31

### Filer Identification

Section	Question	Response
Filer Information	Company Name	Sunset Fiber, LLC
	Holding Company Name	Sunset Fiber, LLC
	SAC ID	
	499 ID	
Data Contact Information	Data Contact Name	Chad Wachter
	Data Contact Phone Number	(706) 773-2663
	Data Contact E-mail	cwachter@itchohold.com
Emergency Operations Contact Information	Emergency Operations Name	Chad Wachter
	Emergency Operations Phone Number	(706) 773-2663
	Emergency Operations E-mail	cwachter@itchohold.com
Certifying Official Contact Information	Certifying Official Name	John Kemp
	Certifying Official Phone Number	(844) 407-6468
	Certifying Official E-mail	jkemp@itchohold.com

### Data Submitted

Form Section	File Name	Date & Time	Number of Rows
Fixed Broadband Deployment	2019-06-30_FCC477_Data_Deployment.csv	Sep 2, 2019 10:30:53	17184
Fixed Broadband Subscription	2019-06-30_BVU_FCC477_Fixed_Broadband_Subscription_BristolFootprintR2.csv	Sep 2, 2019 10:31:39	803
Fixed Voice Subscription	2019-06-30_BVU_FCC477_Fixed_Voice_Data_Subscription_BristolFootPrintR2.csv	Sep 2, 2019 10:32:31	75

### Fixed Broadband Deployment

#### Census Block Counts by State, DBA Name and Technology

State	DBA Name	Technology	Blocks
Minnesota	OptiNet	Optical Carrier/Fiber to the End User	1
Tennessee	OptiNet	Optical Carrier/Fiber to the End User	1155
Texas	OptiNet	Optical Carrier/Fiber to the End User	1

State	DBA Name	Technology	Blocks
Virginia	OptiNet	Optical Carrier/Fiber to the End User	16027
<b>Total</b>			<b>17184</b>

**Fixed Broadband Subscription**

**Fixed Broadband Subscriptions by State, Technology and End-user Type**

State	Technology	Census Tracts	Subscriptions		
			Consumer	Business / Govt	Total
Tennessee	Optical Carrier/Fiber to the End User	16	5	15	20
Virginia	Optical Carrier/Fiber to the End User	787	9537	3145	12682
<b>Total</b>		<b>803</b>	<b>9542</b>	<b>3160</b>	<b>12702</b>

**Fixed Broadband Subscriptions by Bandwidths and End-user Type**

Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Business / Govt	Total
0.384	0.384	0	450	450
1.000	1.000	0	1	1
1.500	0.384	0	52	52
1.500	1.000	0	160	160
1.500	1.500	0	2	2
2.000	2.000	0	179	179
3.000	1.000	0	419	419
5.000	5.000	0	44	44
6.000	1.000	1	265	266
8.000	2.000	0	3	3
10.000	1.000	0	91	91
10.000	10.000	0	53	53
12.000	2.000	0	282	282
15.000	5.000	0	5	5
20.000	2.000	1	248	249
20.000	20.000	0	23	23
25.000	2.000	0	1	1
25.000	5.000	4	41	45
25.000	25.000	0	19	19
30.000	5.000	3729	326	4055
50.000	5.000	331	201	532
50.000	25.000	1857	1	1858

Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Business / Govt	Total
50.000	50.000	0	47	47
75.000	10.000	1	0	1
100.000	3.000	0	2	2
100.000	10.000	0	78	78
100.000	50.000	2306	0	2306
100.000	100.000	0	57	57
150.000	20.000	33	0	33
150.000	75.000	0	8	8
150.000	150.000	0	18	18
200.000	20.000	0	13	13
200.000	100.000	1251	0	1251
200.000	200.000	0	20	20
250.000	30.000	1	0	1
250.000	250.000	0	4	4
300.000	50.000	0	8	8
300.000	300.000	0	2	2
400.000	400.000	0	2	2
500.000	250.000	18	0	18
500.000	500.000	0	5	5
600.000	600.000	0	1	1
1000.000	500.000	9	0	9
1000.000	1000.000	0	25	25
2000.000	2000.000	0	2	2
5000.000	5000.000	0	2	2
<b>Total</b>		<b>9542</b>	<b>3160</b>	<b>12702</b>

**Fixed Broadband Subscriptions by Technology, Bandwidths and End-user Type**

Technology	Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Consumer	Business / Govt	Total
Optical Carrier/Fiber to the End User	0.384	0.384	0	450	450
	1.000	1.000	0	1	1
	1.500	0.384	0	52	52
	1.500	1.000	0	160	160
	1.500	1.500	0	2	2



Technology	Downstream Bandwidth (in	Upstream Bandwidth (in	Business /		
	Mbps)	Mbps)	Consumer	Govt	Total
	2.000	2.000	0	179	179
	3.000	1.000	0	419	419
	5.000	5.000	0	44	44
	6.000	1.000	1	265	266
	8.000	2.000	0	3	3
	10.000	1.000	0	91	91
	10.000	10.000	0	53	53
	12.000	2.000	0	282	282
	15.000	5.000	0	5	5
	20.000	2.000	1	248	249
	20.000	20.000	0	23	23
	25.000	2.000	0	1	1
	25.000	5.000	4	41	45
	25.000	25.000	0	19	19
	30.000	5.000	3729	326	4055
	50.000	5.000	331	201	532
	50.000	25.000	1857	1	1858
	50.000	50.000	0	47	47
	75.000	10.000	1	0	1
	100.000	3.000	0	2	2
	100.000	10.000	0	78	78
	100.000	50.000	2306	0	2306
	100.000	100.000	0	57	57
	150.000	20.000	33	0	33
	150.000	75.000	0	8	8
	150.000	150.000	0	18	18
	200.000	20.000	0	13	13
	200.000	100.000	1251	0	1251
	200.000	200.000	0	20	20
	250.000	30.000	1	0	1
	250.000	250.000	0	4	4
	300.000	50.000	0	8	8

Technology	Downstream Bandwidth (in Mbps)	Upstream Bandwidth (in Mbps)	Business /		
			Consumer	Govt	Total
	300.000	300.000	0	2	2
	400.000	400.000	0	2	2
	500.000	250.000	18	0	18
	500.000	500.000	0	5	5
	600.000	600.000	0	1	1
	1000.000	500.000	9	0	9
	1000.000	1000.000	0	25	25
	2000.000	2000.000	0	2	2
	5000.000	5000.000	0	2	2
<b>Total</b>			<b>9542</b>	<b>3160</b>	<b>12702</b>

**Fixed Voice Subscription**

**VGE Lines and VoIP Subscriptions by State and End-user Type**

State	Total VGE Lines	Consumer VGE Lines	Total VoIP Subscriptions	Consumer VoIP Subscriptions
Minnesota	4	0	0	0
Tennessee	25	1	0	0
Texas	29	0	0	0
Virginia	12076	4577	0	0
<b>Total</b>	<b>12134</b>	<b>4578</b>	<b>0</b>	<b>0</b>

**Fixed Voice Subscription (VGE Lines)**

**VGE Lines Provided to Unaffiliated Providers by State**

State	Wholesale	UNE-L
Minnesota	0	0
Tennessee	593	0
Texas	0	0
Virginia	0	0
<b>Total</b>	<b>593</b>	<b>0</b>

**VGE Lines Provided to End Users by State, Bundle and Product Type**

State	Total	by Bundle		by Product Type			
		Sold w/ Internet	Sold w/o Internet	Consumer		Bus-Govt	
				& No PIC	& PIC	& No PIC	& PIC
Minnesota	4	4	0	0	0	0	4
Tennessee	25	25	0	0	1	0	24

State	Total	by Bundle		by Product Type			
		Sold w/ Internet	Sold w/o Internet	Consumer		Bus-Govt	
				& No PIC	& PIC	& No PIC	& PIC
Texas	29	29	0	0	0	0	29
Virginia	12076	10559	1517	721	3856	839	6660
<b>Total</b>	<b>12134</b>	<b>10617</b>	<b>1517</b>	<b>721</b>	<b>3857</b>	<b>839</b>	<b>6717</b>

**VGE Lines Provided to End Users by State, Ownership and Last-mile Medium**

State	Total	by Ownership			by Last-mile Medium			
		Owned	UNE-L	Resale	FTTP	Coax	Fixed Wireless	Copper
Minnesota	4	4	0	0	4	0	0	0
Tennessee	25	25	0	0	25	0	0	0
Texas	29	29	0	0	29	0	0	0
Virginia	12076	12076	0	0	12076	0	0	0
<b>Total</b>	<b>12134</b>	<b>12134</b>	<b>0</b>	<b>0</b>	<b>12134</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Telecommunications Needs Assessment and Development of Remedial Strategies for Southwest Virginia

Prepared for:

The Virginia Department of Housing and Community Development

The Town of Nickelsville

LENOWISCO, Cumberland Plateau, and Mount Rogers PDCs

May 8, 2019

*Prepared by*



*and*



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## 2 EXECUTIVE SUMMARY

This report documents a comprehensive needs assessment of the telecommunications services in thirteen counties and three cities in Planning Districts 1, 2 and 3 in Southwest Virginia.

The rural parts of Southwest Virginia are largely under-served, with some areas completely *unserved*, by broadband providers. The low population density in the region and the highly challenging geography -- the Appalachian Mountain range -- make it unlikely that the region's leaders will be able to rely on the private sector to solve this problem -- if there were a market-based business case, the investor-owned service providers would already be serving.

With few exceptions, the Incumbent Local Exchange Carriers' traditional copper and cable networks are insufficient to meet the current and future bandwidth needs of the region. Due to the financial impracticality of deploying current-technology networks, most incumbent local exchange carriers have neglected to extend, upgrade, or expand their networks in the region. Through public and private investment funds, others have built middle-mile fiber along the main corridors but generally without a last-mile solution.

This lack of ubiquitous, affordable, reliable broadband has had an ongoing impact on the region. In many areas covered in this study, populations are declining. Communities are having difficulties retaining youth. Economies are stagnant and lacking the means to grow. Residents are frustrated and, in some cases, indignant about the lack of broadband and wireless. Students are falling behind. Small businesses cannot compete. Larger businesses are moving out of the region. Not all of these maladies are caused by lack of sufficient broadband services, but it is certainly a contributing factor.

The need and demand for broadband communications services is great. The demand is sufficient to justify a long-term public investment. The total projected cost for broadband is estimated at \$52 Million. This represents a high-level estimate of the total cost to solve the last-mile issue at 62 high-priority communities within the three Planning Districts. This cost estimate is based upon leveraging the existing investments made by the Virginia Tobacco Region Revitalization Commission, the Virginia Coalfield Economic Development Authority, the EDA, and other providers of capital in the regional communications infrastructure. The plan calls for approximately -372 miles of new backbone fiber and 931 miles of drops, resulting in an estimated cost of \$ 7,584 per home. The investment will pass over 9,800 homes and it is estimated 6,884 will subscribe to service. It must be noted that these unserved and underserved 62 communities are the most difficult to reach with the sparsest population density. Also, once the backbone is built to serve these communities, additional incremental (those not subscribing to service in the initial buildout) can be added for approximately \$2,200 per residence, depending upon drop length.

The following table displays the breakdown of the residences to be served, the miles of backbone and drops, and total estimated cost to remediate the targeted areas by Planning District.

Cost Estimate	Regional Total	PDC 1	PDC 2	PDC 3
Homes Passed	9,831	1,368	4,574	3,889
No. of Customers (at take rate)	6,884	957	3,202	2,725
Miles of Backbone	372	70	126	177
Miles of Drop	931	130	433	368
Total Cost (EST)	\$ 52,207,296	\$ 8,662,984	\$ 20,566,494	\$ 22,977,817
Cost per Home	\$ 7,584	\$ 9,052	\$ 6,423	\$ 8,432

This \$52 million investment will not solve all of the regional connectivity problems. It will however, address access to high-speed Internet service for the communities in the greatest need.

Additionally, this plan does not address wireless services (cellular) in the region. Simply put, there is no path forward to improving commercial wireless services in the region without a partnership/collaboration with one of the major wireless operators. The region has immense potential to build upon the wireless infrastructure deployed for the 4g project, but it is fruitless to build additional towers, distributed antennae systems, or microcells in hopes that a wireless service provider will use the assets. Wireless operators are inscrutable in their network planning and never use assets simply because they have been made available.

The prioritized list of communities to be addressed are presented in Section 5 of this report. For implementation of this plan we recommend that the regional leaders find a way to formalize a relationship with Scott County Telephone Cooperative, Citizens Telephone Cooperative, and CPC Broadband. All three of these organizations have displayed a long history of *purpose-over-profit* and shared values with the regional planning leaders to improve the quality of life in the region and drive economic development. For any collaboration to work, shared values is the most important characteristic for success.

To fund this plan Section 7.2 of the Appendices lists the resources available to improve the lack of broadband services in the identified communities. It is recommended that a separate legal entity be organized to address the connectivity issues (broadband and

wireless) in the 13 -county region. Additionally, that Executive Director must be tasked with specific accountabilities (and rewards) to seek funding for these high priority communities. In short, all of rural America will be competing for these funds. The regional leaders must become tireless advocates for the region's communications needs.

Intuitively, everyone understands there is a correlation between investments in broadband and economic development. The relationships are well studied and there are a number of scholarly articles that quantify the impacts of investment in rural broadband and economic growth, specifically:

- Gross Domestic Product Per capita Increase,
- Median Household Income Increase, and
- Productivity Increase

One of the more recent studies commissioned by the World Bank, studied the economic impact in developing economies:

*Digital Dividends. Exploring the Relationship Between Broadband and Economic Growth,*  
by Michael Mingos, 2016.

The study concludes that a 10 percentage point increase in fixed broadband penetration would increase GDP growth by 1.21% in developed economies and 1.38% in developing ones. The GDP of the 13 county region is approximately \$12 Billion annually. The resulting economic impact in the region from the proposed investment can be expected to yield between \$145 Million and \$166 Million of economic growth, recurring annually.

There are hundreds of scholarly articles supporting this expectation.



## 3 INTRODUCTION

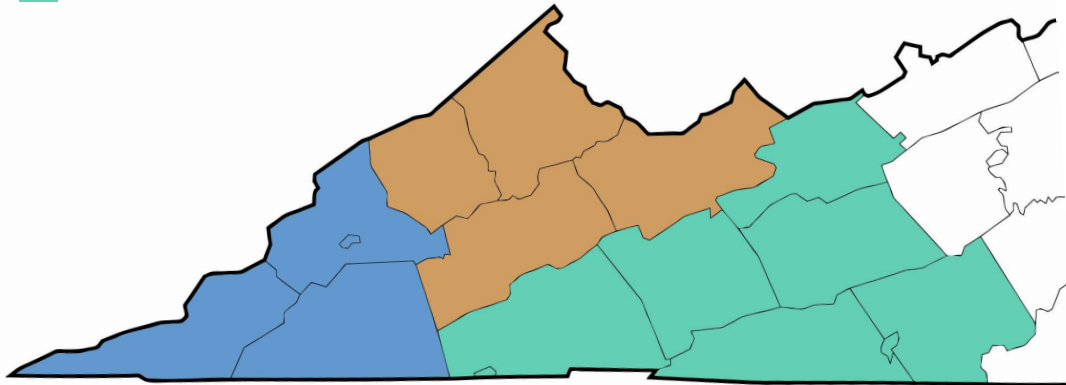
This report documents a comprehensive needs assessment of the telecommunications services in thirteen counties and three cities in Planning Districts 1, 2 and 3 in Southwest Virginia.

### 3.1 Project Area

#### Broadband Project Assessment Area – SW VA

##### Legend

- LENOWISCO PDC 1
- Cumberland Plateau PDC 2
- Mount Rogers PDC 3



Despite the fact that Southwest Virginia has seen over \$160 mm in capital investment over the last 20 years to improve the communications infrastructure, the region still has significant gaps in coverage. In 2016, a study by the Virginia Chamber of Commerce indicated that only 53 percent of rural Virginians had access to broadband Internet compared to urban areas with 96 percent.

During the course of this study, many communities have come forward to highlight the fact that there are areas completely unserved and underserved, and that many services are unaffordable. This outcry prompted leaders within the planning districts to strive to help improve high-speed Internet service, emergency communications service, and wireless service.

The areas studied are outlined in the following table. Across the region, population densities are low, and counties and cities are losing population due to the lack of vibrant economies. To support a growing economy, the region must have sufficient infrastructure and technologies.

Region	2010 Census	2018 Estimate	Percent Change	Square Miles	Density per Sq. Mile
Bland	6,824	6,432	-6%	358	18
Bristol city	17,835	16,877	-5%	13	1,297
Buchanan	24,098	21,576	-10%	503	43
Carroll	30,042	29,141	-3%	475	61
Dickenson	15,903	14,516	-9%	331	44
Galax City	7,042	6,587	-6%	8	799
Grayson	15,533	15,330	-1%	442	35
Lee	25,587	23,994	-6%	436	55
Norton City	3,958	3,908	-1%	7	522
Russell	28,897	27,057	-6%	474	57
Scott	23,177	22,121	-5%	536	41
Smyth	32,208	30,475	-5%	451	68
Tazewell	45,078	41,973	-7%	519	81
Washington	54,876	53,992	-2%	561	96
Wise	41,452	38,386	-7%	403	95
Wythe	29,235	28,650	-2%	462	62
<b>Total/Average</b>	<b>401,745</b>	<b>381,015</b>	<b>-5%</b>	<b>5,977</b>	<b>211</b>

### 3.2 Project Team

#### Thompson and Litton Engineers

Thompson & Litton Engineers (T&L), a local professional services firm, was selected to develop the study. T&L teamed with Blue Ridge Advisory Services Group, Inc. (Blue Ridge) to complete a comprehensive needs assessment and identify potential remedial solutions for the LENOWISCO (PDC 1), Cumberland Plateau (PDC 2), and Mount Rogers (PDC 3) planning districts.

T&L has over 100 employees in eight offices, offering an array of engineering, architectural, surveying, planning and construction services throughout Southwest Virginia, Tennessee, and West Virginia. T&L has designed 15 broadband projects and numerous wireless deployment projects since 2006.

With offices in Wise, Tazewell, and Chilhowie, T&L has a presence in each PDC associated with this study and is committed to providing superior service to the people within the region, as it has since 1956.

T&L's related project experiences include:

- Roanoke Valley Broadband Authority
- Citizens Telephone Cooperative
- Bristol VA Utilities/Cumberland Plateau
- Virginia Coalfield Coalition
- Verizon Wireless
- AT&T Mobility
- Nextel Communications
- SBA Communications
- Roanoke County, Virginia
- Virginia State Police

### **Blue Ridge Advisory Services Group**

Blue Ridge Advisory Services Group (Blue Ridge) is a professional services firm that has been serving the telecommunications sector for 20 years. The firm provides strategies, business plans, feasibility studies, financial modeling, and other value-added related services to bring about actionable plans to improve communities.

Blue Ridge's related project experience includes:

- Dominion Energy Telecommunications,
- DukeNet,
- CaroNet,
- TVA Telecom,
- Bonneville Power Telecom,
- Mid-Atlantic Broadband (and LIT Networks),
- Virginia Coalfield Coalition 4g Wireless.
- LENOWISCO LLC
- Roanoke Valley Broadband Authority
- Consolidated Cooperative FTTH Initiative

The study is being funded by a grant from the Appalachian Regional Commission (ARC) and Virginia Department of Housing and Community Development (DHCD). It is sponsored by the Town of Nickelsville, the Cumberland Plateau, LENOWISCO and Mount Rogers PDCs, and the Virginia Coalfield Coalition (VCC). The results of this study will serve to increase awareness and knowledge of where the broadband gaps are and hopefully lead to improved broadband choices for all residents, businesses, and visitors in Southwest Virginia.

### **3.3 Deliverables**

The final deliverables of this study include this written report, as well as two presentations to the management team. The first presentation was made in February 2019 and was followed by a second presentation in April 2019. All work products are the property of the ARC, DHCD, the VCC, the three PDCs, and the Town of Nickelsville.

### **3.4 Methodology**

T&L and Blue Ridge worked with a cross-functional management team of regional representatives to define:

- Accomplishments in the Region,
- Community Needs,
- Regional Needs,
- Remedial Strategies and Associated Costs,
- Prioritized List of Communities in Greatest Need,
- Potential Funding Sources and Strategies, and
- Potential Service Providers.

To identify the specific needs of each community (as well as the regional needs identified in Section 7.1 of the Appendices to this report) Blue Ridge conducted 40 interviews with key stakeholders in the region, covering 13 counties and 3 cities in Southwest Virginia, including:

- 8 with LENOWISCO
- 6 with Cumberland Plateau
- 8 with Mount Rogers
- 7 with industry leaders/stakeholders in the region
- 11 with telecom service providers that are active in the region

### 3.5 Accomplishments in Southwest Virginia

Over the past 20 years, approximately \$168 Million dollars of public investments have been made in Planning Districts 1, 2 and 3 to enhance broadband communication. The following table shows a breakdown of those investments by planning district.

Planning District	Amount Invested
LENOWISCO	\$ 71,579,167
Cumberland Plateau	\$ 45,758,931
Mount Rogers	\$ 50,383,291
<b>Total Public Investment in Planning Districts 1, 2, &amp; 3</b>	<b>\$167,721,389</b>

Beginning in 2000, the PDCs, realizing that the Internet was more than a passing fad, began to aggressively integrate broadband planning into their regional planning. Attitudes towards broadband gradually shifted from being considered an *amenity* to being recognized as a *necessity*. Broadband has become a quality of life issue and a necessity for ensuring economic development in every region. Essentially, it is the modern day equivalent of the Rural Electrification Act from the 1930s that brought electricity to rural America. In fact, today many are calling broadband “*the fifth utility*.”

On a national level, investments are being made in tele-health, school system technology, distance learning, and emergency preparedness. Telecommunications grants and loans are being made to improve services in each of these critical areas within the study area.

While some of these grant awards were single purpose and would not allow broadband operators to maximize their use by connecting all classes of commercial and residential customers in some cases, technology investment has driven and enhanced economic development in certain areas. A prime example of this is the Southwest Virginia Technology Center of Excellence, which is a software development and systems integration facility in the town of Lebanon in Russell County. CGI Group Inc., the fifth largest independent information technology and business process services firm in the world, invested in the area because of the grant-funded fiber optic backbone. Northrop Grumman Corporation, an American global aerospace and defense technology company, is also located in Lebanon.

Other examples include DP Facilities, Inc. data center in Wise County and Sykes Enterprises’ call centers in Buchanan and Wise Counties. Norton (PDC 1) has a Medicare transportation call center and one of its partners – the medical records data center - is in Duffield (Scott County). It is billed as “the first Tier 4 commercial data center in the US.”

## 4 Regional Needs

The region's needs to support technology-enabled, quality-of-life-improving applications were identified by interviewing key stakeholders throughout the three planning districts. Regional leaders view broadband as a necessity - a "4th utility." Some county leaders have taken the lack of broadband into their own hands and have begun their own initiatives to secure better services (Grayson County's RFP, for example).

### Major Trends

These viewpoints and initiatives demonstrate the following major trends/needs that were identified during the interview process:

- Plenty of middle-mile fiber exists in the region but there is **very little last mile connection**, especially in the more rural areas/off the main corridors. This presents a real need for a last-mile solution, as several providers have deployed fiber in the region along the major corridors but haven't extended the lines. The existing last mile providers, the incumbent local exchange carriers (ILECs), have not invested in upgrading their networks to adequately serve customers or ensure reliability in service.
- Broadband is available in areas with higher densities (cities such as Bristol and/or Norton), but issues include **unaffordable prices, lack of competition, and low quality of service**
- Some areas lack the basics - *cable TV* and/or reliable *landline* service
- **Cellular service is spotty** throughout parts of the region; there is no comprehensive cellular solution. *Some areas still run on 3G.*
- Residents in the more rural areas seem to tolerate the lack of coverage. Visitors and prospective investors -- who are accustomed to better services -- do NOT. They take their business elsewhere.

### Impact on Economic Development

While there is adequate connectivity to most of the industrial parks in the region, the lack of broadband in many areas has a profound impact on economic development.

- **Attracting Investment** - Prospective companies expect broadband to be available & won't wait for it to be built to suit. If a business expects to locate, high speed broadband with 4G is anticipated. Potential investors who cannot place a phone call from their cell phones are immediately turned off.
- **Tourism** - Tourists don't come back without cell service.
- **Infrastructure** - Broadband infrastructure is key to economic survival. Can't "get in the game" or even "sit on the bench" without it.
- **Workforce** - It's a serious "workforce issue" for retaining employees or getting new hires to relocate. Non-traditional, virtual jobs, and work from home will become more and more the future.

- **Innovation** - Broadband is necessary to foster innovation and to retain young people -- largest export is educated youth.
- **Real Estate** - Impacts home sales, as there is a noted lower demand for homes without access to broadband
- **Farming** - Impacts farming as operations become more technology-driven

#### Impact on Citizens

- **Options** - Without fiber and broadband, communities are unable to develop and provide advanced services
- **Price** - Consumers experience substantial pricing differentials across the region, depending on the level of competition
- **Speeds** – There is a gap between what’s advertised and what residents are experiencing, plus asymmetry between upload and download speeds

#### Impact on Emergency Medical Services

- Seamless emergency services communication is necessary
- A large concern by EMS is reaching tourists who cannot place cellular calls from remote areas
- Some people have to use landlines to call 911. As an illustration, in Haysi, if a call doesn’t go through, it doesn’t get forwarded, and callers have no access to emergency service.

#### Impact on Educational System

- Schools are well connected, but there is a major disconnect between school and home accessibility, also known as the “homework gap”

## 5 PRIORITIZATION OF COMMUNITIES

To prioritize the communities, the following methodology was agreed upon and used:

Rank	Criteria	Weight
<b>1</b>	<b>Level of Need</b>	<b>50 points</b>
	a) Un-served	
	b) Underserved	
<b>2</b>	<b>Number of Potential Connections</b>	<b>30 points</b>
<b>3</b>	<b>Cost</b>	<b>20 points</b>
	a) Backbone Connection Cost	
	b) Cost Per Connection (wireless, fiber)	

### 5.1 Broadband – Target Areas for Improvement

The following areas have been identified as targets for remediation in descending order of priority.

#### PDC 1 -- Broadband

PDC 1 - LENOWISCO								
Priority	County	Target Area for Improvement - Broadband	Homes Passed	Cost per Customer	Customers (at take rate)	Backbone Miles	Drop Miles	Total Estimated Cost
1	Lee	District 5 (north of 58 Alt)	62	\$ 8,100	43	3	6	\$ 348,313
2	Scott	Gate City to Duffield	366	\$ 10,688	256	24	35	\$ 2,736,206
3	Wise	Appalachia - Stonega	268	\$ 6,388	188	7	25	\$ 1,201,032
4	Wise	Appalachia - Exeter	260	\$ 6,578	182	8	25	\$ 1,197,236
5	Wise	Coeburn	150	\$ 7,005	105	5	14	\$ 735,528
6	Wise	Guest River	103	\$ 10,309	72	6	10	\$ 742,264
7	Wise	Birchfield	91	\$ 12,389	64	7	9	\$ 792,921
8	Lee	Blackwater	39	\$ 19,884	27	6	4	\$ 536,867
9	Wise	Hurricane	29	\$ 18,631	20	4	3	\$ 372,618
<b>TOTAL - PDC 1</b>			<b>1,368</b>	<b>\$ 9,052</b>	<b>957</b>	<b>70</b>	<b>129</b>	<b>\$ 8,662,984</b>



## PDC 2 -- Broadband

PDC 2 - CUMBERLAND PLATEAU								
Priority	County	Target Area for Improvement - Broadband	Homes Passed	Cost per Customer	Customers (at take rate)	Backbone Miles	Drop Miles	Total Estimated Cost
1	Tazewell	Baptist Valley	712	\$ 3,671	498	2	67	\$ 1,828,233
2	Dickenson	Haysi	37	\$ 5,454	26	1	4	\$ 141,813
3	Russell	Cleveland to Carbo	690	\$ 4,246	483	6	65	\$ 2,050,899
4	Buchanan	Council to Davenport	473	\$ 3,415	331	0	45	\$ 1,130,458
5	Tazewell	Abbs Valley	370	\$ 3,899	259	2	35	\$ 1,009,884
6	Tazewell	Gratton Valley	341	\$ 5,317	239	6	32	\$ 1,270,687
7	Dickenson	Honey Camp	85	\$ 9,467	60	5	8	\$ 568,009
8	Buchanan	Conaway	77	\$ 10,159	54	5	7	\$ 548,573
9	Buchanan	Big Rock	76	\$ 7,936	53	3	7	\$ 420,621
10	Tazewell	Richlands to Jewell Ridge	248	\$ 7,172	174	9	23	\$ 1,247,892
11	Buchanan	Dismal River Rd to Whitewood	234	\$ 11,460	164	17	22	\$ 1,879,384
12	Dickenson	Clinchco	112	\$ 4,267	78	1	11	\$ 332,822
13	Tazewell/Buchanan	Jewell Ridge to Bearwallow	63	\$ 13,490	44	6	6	\$ 593,565
14	Tazewell	Thompson Valley	167	\$ 11,241	117	12	16	\$ 1,315,201
15	Russell	Green Valley Rd	139	\$ 7,311	97	5	13	\$ 709,206
16	Russell	Belfast Mills	129	\$ 7,011	90	4	12	\$ 630,976
17	Tazewell	Tannersville	122	\$ 13,576	85	11	12	\$ 1,153,952
18	Buchanan	Home Creek	105	\$ 7,835	74	4	10	\$ 579,798
19	Buchanan	Hurricane Creek	89	\$ 9,166	62	5	8	\$ 568,297
20	Dickenson	Breaks	78	\$ 8,462	55	4	7	\$ 465,385
21	Buchanan	Hurley	57	\$ 9,021	40	3	5	\$ 360,833
22	Dickenson	Hill Ridge	56	\$ 6,974	39	2	5	\$ 271,981
23	Dickenson	Lick Creek	79	\$ 16,872	55	10	7	\$ 927,987
24	Buchanan	Bearwallow to Peapatch	35	\$ 22,402	25	6	3	\$ 560,039
<b>TOTAL - PDC 2</b>			<b>4,484</b>	<b>\$ 209,957</b>	<b>3,139</b>	<b>126</b>	<b>425</b>	<b>\$ 20,566,494</b>

**PDC 3 -- Broadband**

PDC 3 - MOUNT ROGERS								
Priority	County	Target Area for Improvement - Broadband	Homes Passed	Cost per Customer	Customers (at take rate)	Backbone Miles	Drop Miles	Total Estimated Cost
1	Washington	South of Glade Spring	182	\$ 7,733	127	7	17	\$ 982,091
2	Bland	Ceres	39	\$ 6,271	27	1	4	\$ 169,327
3	Grayson	Providence to Fries	374	\$ 4,548	262	4	35	\$ 1,191,642
4	Smyth	Sugar Grove	301	\$ 4,910	211	4	29	\$ 1,035,967
5	Bland	Clear Fork	113	\$ 13,752	79	11	11	\$ 1,086,374
6	Smyth	Rich Valley	443	\$ 6,863	310	14	42	\$ 2,127,419
7	Bland	Bland to Holly Brook	283	\$ 10,703	198	19	27	\$ 2,119,121
8	Carroll	Hillsville to Fancy Gap	254	\$ 7,132	178	9	24	\$ 1,269,484
9	Washington	Damascus	182	\$ 3,768	127	1	17	\$ 478,483
10	Wythe	Austinville	175	\$ 5,955	123	4	17	\$ 732,497
11	Bland	Grapefield	96	\$ 16,083	67	11	9	\$ 1,077,560
12	Grayson	Independence to Elk Creek	185	\$ 9,485	130	10	18	\$ 1,233,007
13	Bland	Dry Fork	151	\$ 8,958	106	8	14	\$ 949,500
14	Grayson	Baywood	76	\$ 6,313	53	2	7	\$ 334,601
15	Washington	Mendota	63	\$ 4,959	44	1	6	\$ 218,205
16	Grayson	Galax to Old Town	60	\$ 5,962	42	1	6	\$ 250,419
17	Washington	Hayter's Gap	45	\$ 9,927	32	3	4	\$ 317,649
18	Smyth	Chilhowie Industrial Park	1	\$ 88,852	1	1	0	\$ 88,852
19	Bland	Little Creek	119	\$ 15,516	83	13	11	\$ 1,287,826
20	Carroll	Dugspur to Laurel Fork	105	\$ 15,285	74	11	10	\$ 1,131,108
21	Grayson	Independence to Bridle Creek	101	\$ 9,296	71	5	10	\$ 660,010
22	Wythe	Castleton Road	98	\$ 9,239	69	5	9	\$ 637,484
23	Carroll	South of Woodlawn	73	\$ 8,112	51	3	7	\$ 413,735
24	Wythe	Barren Springs	53	\$ 8,221	37	2	5	\$ 304,195
25	Grayson	East of Troutdale	25	\$ 7,217	18	1	2	\$ 129,910
26	Grayson	Mouth of Wilson to Rugby	87	\$ 14,762	61	9	8	\$ 900,503
27	Grayson	Rte 58 to Providence	77	\$ 12,331	54	6	7	\$ 665,873
28	Grayson	Elk Creek to Comers Rock	74	\$ 9,816	52	4	7	\$ 510,407
29	Grayson	Bridle Creek to Mouth of Wilson	54	\$ 17,752	38	7	5	\$ 674,567
<b>TOTAL - PDC 3</b>			<b>3,889</b>	<b>\$ 349,720</b>	<b>2,725</b>	<b>177</b>	<b>368</b>	<b>\$ 22,977,817</b>

## 5.2 Broadband Prioritized Target Areas for Improvement; All PDCs

Ranking	PDC	County	Target Area for Improvement - Broadband	Ranking	PDC	County	Target Area for Improvement - Broadband
1	PDC2	Tazewell	Baptist Valley	32	PDC1	Wise	Coeburn
2	PDC3	Washington	South of Glade Spring	33	PDC2	Russell	Green Valley Rd
3	PDC3	Bland	Ceres	34	PDC2	Russell	Belfast Mills
4	PDC2	Dickenson	Haysi	35	PDC3	Grayson	Baywood
5	PDC2	Russell	Cleveland to Carbo	36	PDC3	Washington	Mendota
6	PDC2	Buchanan	Council to Davenport	37	PDC3	Grayson	Galax to Old Town
7	PDC3	Grayson	Providence to Fries	38	PDC3	Washington	Hayter's Gap
8	PDC2	Tazewell	Abbs Valley	39	PDC3	Smyth	Chilhowie Industrial Park
9	PDC2	Tazewell	Gratton Valley	40	PDC2	Tazewell	Tannersville
10	PDC3	Smyth	Sugar Grove	41	PDC3	Bland	Little Creek
11	PDC3	Bland	Clear Fork	42	PDC3	Carroll	Dugspur to Laurel Fork
12	PDC2	Dickenson	Honey Camp	43	PDC2	Buchanan	Home Creek
13	PDC2	Buchanan	Conaway	44	PDC1	Wise	Guest River
14	PDC2	Buchanan	Big Rock	45	PDC3	Grayson	Independence to Bridle Creek
15	PDC1	Lee	District 5 (north of 58 Alt)	46	PDC3	Wythe	Castleton Road
16	PDC3	Smyth	Rich Valley	47	PDC2	Buchanan	Hurricane Creek
17	PDC1	Scott	Gate City to Duffield	48	PDC2	Dickenson	Breaks
18	PDC3	Bland	Bland to Holly Brook	49	PDC3	Carroll	South of Woodlawn
19	PDC1	Wise	Appalachia - Stonega	50	PDC2	Buchanan	Hurley
20	PDC1	Wise	Appalachia - Exeter	51	PDC2	Dickenson	Hill Ridge
21	PDC3	Carroll	Hillsville to Fancy Gap	52	PDC3	Wythe	Barren Springs
22	PDC2	Tazewell	Richlands to Jewell Ridge	53	PDC3	Grayson	East of Troutdale
23	PDC2	Buchanan	Dismal River Rd to Whitewood	54	PDC1	Wise	Birchfield
24	PDC3	Washington	Damascus	55	PDC3	Grayson	Mouth of Wilson to Rugby
25	PDC3	Wythe	Austinville	56	PDC2	Dickenson	Lick Creek
26	PDC2	Dickenson	Clinchco	57	PDC3	Grayson	Rte 58 to Providence
27	PDC3	Bland	Grapefield	58	PDC3	Grayson	Elk Creek to Comers Rock
28	PDC2	Tazewell/Buchanan	Jewell Ridge to Bearwallow	59	PDC3	Grayson	Bridle Creek to Mouth of Wilson
29	PDC3	Grayson	Independence to Elk Creek	60	PDC1	Lee	Blackwater
30	PDC2	Tazewell	Thompson Valley	61	PDC2	Buchanan	Bearwallow to Peapatch
31	PDC3	Bland	Dry Fork	62	PDC1	Wise	Hurricane

### 5.3 Cellular – Target Areas for Improvement

#### PDC 1 – Wireless

PDC 1	
County	Target Area for Improvement - Cellular
Lee	Blackwater
Lee	Ewing
Lee	Flatwoods
Lee	Keokee
Lee	LMU Vet School
Lee	Rose Hill
Lee	St Charles
Norton	Flag Rock Recreation Area
Norton	Hawthorne Drive
Scott	Clinchport to Dungannon
Scott	Dungannon
Scott	Fort Blackmore
Scott	Gate City to Duffield
Scott	Gate City to Nickelsville
Scott	Nickelsville
Scott/Russell	Nickelsville to Lebanon (Russell County, 30 mi)
Scott	Rye Cove
Scott	Twin Springs
Wise	Airport
Wise	Appalachia
Wise	Coeburn
Wise	Guest River area (NW of Norton, N of Blackwood)
Wise	Pound
Wise	Wise (past the airport towards Dickenson County)

**PDC 2 – Wireless**

<b>PDC 2</b>	
<b>County</b>	<b>Target Area for Improvement - Cellular</b>
Buchanan	US 460 Vasant to Richlands
Buchanan/Dickenson/Russell	Route 80/Scenic Bike Trail
Dickenson	Clintwood to St. Paul
Dickenson	Edwards Ridge
Dickenson	Haysi
Dickenson	Lick Creek
Russell	Cleveland
Russell	Dante
Russell	Honaker
Russell	Lebanon to Hansonville
Russell/Washington	Hansonville to Abingdon

**PDC 3 – Wireless**

<b>PDC 3</b>	
<b>County</b>	<b>Target Area for Improvement - Cellular</b>
Bland	Ceres
Bland	Clear Fork
Bland	Dry Fork
Bland	Grapefield
Bland	Holly Brook
Bland	Little Creek
Carroll	Dugspur
Carroll	Laurel Fork
Carroll	S of Woodlawn/NE of Lambsburg
Washington	Abingdon

**Wireless Service in the Future**

Unlike Broadband Service, little can be done by the regional leaders to improve wireless communications without the full cooperation and assistance of a major wireless carrier.

It is impossible to forecast the total capital cost to improve the wireless coverage in these unserved communities. The recent 4g wireless project undertaken by the Virginia Coalfield Coalition resulted in significant regional coverage expansion (estimated at 90% of the population in PDCs 1 and 2) for \$15 Million, with a matching capital expenditure by a carrier. It is reasonable to estimate that a similar budget would be required to achieve 100% coverage.

One thing is clear from the initial 4g wireless initiative. There can be no economic development, eco-tourism, smart communities, smart electric grid, autonomous vehicles, or anything of the like without solid wireless communications network.

#### **5<sup>th</sup> Generation Wireless (5G).**

The next evolution of wireless communications (mobile point-to-multipoint communications, sometimes called “cellular”) is called 5<sup>th</sup> Generation Wireless or 5G. 5G is a standards-based protocol that enables much higher data transmission speed to wireless devices than any previous standard.

**Why is 5G important?** 5<sup>th</sup> generation wireless will enable speeds of up to 4 gigabits per second. That is 80 times faster than the speeds experienced on a 4g LTE network. Our world is becoming increasingly more dependent upon mobile data. Things like Smart Cities, Smart Grid, Hi-definition Tele Health, and Autonomous Vehicles will all require 5G.

**What is the network like?** 5G operates at a much higher wave frequency than any of the previous generation’s networks. This means the signals will travel shorter distances and not be able to travel through impediments. However, the frequencies will carry much greater data payloads.

The FCC concluded its first 5G spectrum auction this year in the 28 GHz band, and its auction of 24 GHz spectrum is taking place right now. Later this year, the FCC will auction the upper 37 GHz, 39 GHz, and 47 GHz bands.

5G will require a completely different network architecture and infrastructure than is currently in place. Instead of 200 foot-tall towers with large macro cells that can cover miles of territory, 5G will require small-cell or micro-cell architecture that broadcasts only a few hundred feet. It is generally believed that 5G cells will be required every thousand feet or so. Cells will be placed on light poles, utility poles, rooftops, and sides of buildings. The cells are small and require less power than macro cells. A key component of the network is fiber optic cable, as all cells must be connected with fiber to meet the bandwidth and latency requirements.

**When will 5G be deployed?** Carriers are working on beta tests and early network testing in a handful of metropolitan markets. The complete spectrum auction being managed by the FCC will not be completed until the end of 2019. Mobile handset makers like Apple will not release a 5G phone until late 2020 or 2021. 5G will not be widely available for several years. The initial deployments that have been announced are all major metropolitan areas. It is unknown how long, if ever, 5G will be deployed in rural markets like our three Planning Districts. ***There is nothing expected from 5G that would disrupt the plan outlined in this document for the foreseeable planning horizon.***

## 6 Recommendations and Next Steps

It is neither the purpose nor the intention of this study to point out the obvious to the leadership of PDCs 1, 2, and 3. The situation is plainly known to every planner, politician, stakeholder, and citizen in the region – **the communications infrastructure in Southwest Virginia is woefully inadequate to move the region forward.**

There are areas of breakthrough performance that can be pointed to as major successes:

1. LIT Networks bringing direct fiber connectivity and terabit speeds to the region from Ashburn thus enabling the development of critical data centers. Lowering the cost of wholesale Internet for all regional service providers. And providing diversity to the major Internet NAPs in Atlanta Georgia with ring protection.
2. Scott County Telephone's, Citizens Telephone's, and Sunset Digital's Fiber to the Home (FTTH) initiatives delivering gigabit speeds to residential customers.
3. The VCC 4g wireless project which enabled 4<sup>th</sup> generation wireless services to reach a reported 90% of the population of PDC's 1 and 2 (excluding Scott and Tazewell Counties).
4. CPC Broadband (formerly CPC OptiNet) is a subsidiary company of the Cumberland Plateau PDC. It was organized to serve Russell, Dickenson, Tazewell, and Buchanan Counties. Partnering with Point Broadband the Company has obtained over \$37 million in grant funding for the construction of 700 miles of fiber optic broadband backbone that is now serving almost 900 industrial, commercial, governmental and educational institutions in the region, including Northrup Grumman, Sykes, Pyott-Boone, and Dickenson County Public Schools.

Yet, despite these successes, the plain truth is that without service **ubiquitously** in the region, there can be no sustainable economic development, job creation and retention, and work force development.

The purpose of this report is to identify a prioritized inventory of areas to address; presented in Section 5. Our recommendations for implementing improvement are as follows:

### 6.1 Recommendations

1. Address the broadband problem on a regional basis as three PDC's, not individually, competing against one another for scarce resources. Consider forming a separate legal entity (or repurposing an existing one like the VCC) specifically to attack solving the broadband problems in the region. Hire a

dedicated Executive Director and task him/her with time-specific and measurable goals. Link compensation to goal attainment.

2. This report presents a priority list by PDC, and a single integrated list. There are economies of scale to network deployment. It may be far more cost effective to attack the highest priority from PDC 3 and a middle priority from PDC 2 at the same time. This should be considered before undertaking a strict buildout of the presented priorities.
3. Formalize agreements with SCTC, Citizens, and CPC Broadband that outline the mechanics of how network will be funded, deployed, operated, and maintained, including any revenue sharing.
4. Continue to encourage WISPs such as iGo, HillCom, and Gigabeam to deploy their wireless networks in unserved markets. While wireless is neither as robust nor as high-a-quality service as fiber, this is a situation where anything is better than nothing for the unserved customer. The encouragement can come in the form of discounted costs for tower attachment, access to dark fiber, and assistance with grant/loan programs.
5. Ignore the notion that some communities may eventually be served by virtue of the Connect America Fund. The FCC Connect America Fund recipients are not obligated to serve customers for up to six years. The unserved residents of Southwest Virginia need service NOW.
6. Attain legislative assistance, particularly for wireless (cellular) deployments. Several times in this report it has been noted that there is no path forward for wireless expansion without a carrier's participation. When the VCC implemented the 4g wireless program in 2011, it was only possible because of the leadership of Delegate Kilgore and the Tobacco Commission striking a deal with a commercial wireless provider.
7. Strive to get Southwest Virginia broadband worked into the annual state budget. Governor Northam has noted several times that rural broadband is a priority for his administration. In December 2018, the Governor announced plans to ask the General Assembly to commit \$46 million in the state's upcoming budget to assist rural areas of Virginia to get broadband Internet access. The Southwest Legislative Delegation should strive for a specific earmark for the region.



## 7 ATTACHMENTS AND APPENDICES

### 7.1 COMMUNITY NEEDS APPENDIX

#### LENOWISCO

The following table shows the population change and density per square mile for PDC 1 – LENOWISCO (Lee, Norton, Wise, and Scott).

PDC 1	2010 Census	2018 Estimate	Percent Change	Square Miles	Density/Sq. Mile
Lee	25,587	23,994	-6%	436	55
Norton City	3,958	3,908	-1%	7	522
Wise	41,452	38,386	-7%	403	95
Scott	23,177	22,121	-5%	536	41
<b>Total/Average</b>	<b>94,174</b>	<b>88,409</b>	<b>-5%</b>	<b>1,382</b>	<b>68</b>

#### Lee County

Lee County is served by Comcast and Verizon with additional services provided by Sunset Digital Communications.

Pennington Gap and Jonesville are the main population centers within the county and are relatively well served. However, St. Charles and the surrounding communities are not as well served. A few areas reported no telephone service in inclement weather and a complete void of multi-channel video service. Of course, high speed Internet service is non-existent. Business services are limited.



From Rose Hill westward toward Cumberland Gap, complaints about broadband service have been ongoing for years.

Verizon, the Incumbent Local Exchange Carriers (ILEC) in the region, is offering broadband services using DSL in some portions of the region. DSL has a physical

distance limitation that precludes it from being widely available. Even then, DSL is insufficient to meet the current FCC definition of broadband. Because of the technology limitations, it is understood there are no upgrades forthcoming for DSL that will keep pace with current bandwidth services in most of the nation.

Poor cellular service is a common complaint. New towers are being planned in Lee County for emergency services. The county planners are building these towers to accommodate commercial carriers in the hope that macro cells will be collocated on these towers and improve that wireless situation. To date, no commercial carriers have shown an interest in these new towers. Local officials understand that cellular wireless service is inadequate throughout the county and that it is an impediment to sustainability.

Communities identified as high-priority for broadband expansion are:

- District 5 (north of 58 Alt)
- Keokee
- Blackwater
- Flatwoods
- Rose Hill
- Ewing

***“The two things which we must overcome as a community and as a region is the challenge of overcoming the older generation/leaders’ way of thinking and planning for the expected exponential change in [broadband] capacity needs in the future.” –  
Leton Harding, Powell Valley National Bank***

### Wise County

Wise County receives most of its digital services from Comcast, Verizon, Sunset Digital, and Scott County Telephone Cooperative (SCTC).



Wise County has several backbone networks traversing the county with acceptable service levels to many. As a result, the county has seen economic development opportunities improve. One major data center, two call centers, and one digital-operations-center have located in Wise County.

However, not all residents of Wise County are receiving satisfactory services. Customers farthest from the main networks experience service quality and reliability failures, and competitive services options are not available. Greater speeds for uploads and downloads are needed for work-at-home opportunities for entrepreneurs and the general workforce.



## City of Norton

The City of Norton has enjoyed robust communications services for years as a result of Verizon hosting a major Central Office in the downtown area. Economic development has taken advantage of that situation by successfully recruiting several digital businesses over the years including the Dual Party Relay Center providing services for the entire Commonwealth of Virginia through a contract with AT&T. That center recently closed as a result of contract changes and consolidation of services elsewhere. Verizon has also placed a directory assistance center within the city as has the statewide service that arranges Medicaid transportation services for their clients.

## Cumberland Plateau

The following table shows the population change and density per square mile for PDC 2 – Cumberland Plateau (Buchanan, Dickenson, Russell, and Tazewell Counties).

PDC 2	2010 Census	2018 Estimate	Percent Change	Square Miles	Density/Sq. Mile
Buchanan	24,098	21,576	-10%	503	43
Dickenson	15,903	14,516	-9%	331	44
Russell	28,897	27,057	-6%	474	57
Tazewell	45,078	41,973	-7%	519	81
<b>Total/Average</b>	<b>113,976</b>	<b>105,122</b>	<b>-8%</b>	<b>1,826</b>	<b>56</b>

## Buchanan County

Buchanan County is deep within the Coalfields of Virginia, adjacent to both Kentucky and West Virginia. The greatest communications network challenges in Buchanan County are the steep mountain terrain. However, a certain “can do” attitude exists which has fostered creative solutions to many problems.

This theme carried throughout the interviews conducted in the county. When solutions weren’t forthcoming from the service providers, local leaders took the initiative to raise funds and, in some cases, worked directly with the incumbent providers to extend services into communities where a business case could be made.

Educational institutions have created strong demand for broadband and wireless services, making communications a critical success factor for the region. A private law school and college of pharmacy have been operational in Buchanan County since 1994 and 2003,





*“Poor cellular coverage results in unsatisfying tourism experiences for our visitors” - Rita Surratt, Director, Dickenson County Chamber of Commerce*

## Russell County

Service providers in Russell County include Shentel, Verizon, and the Cumberland Plateau Company through a partnership with Sunset Digital. Russell County has capitalized on the “gig economy” by successfully recruiting call centers and software development centers to the region.

High-speed fiber lines were first placed in Lebanon nearly two decades ago which allowed the creation of data center and software development jobs.

However, connectivity beyond the Lebanon and the transportation corridors is still a problem for most of the county.



Affordability of broadband services was mentioned as a particular issue in Russell County.

When interviewees were asked about particular Russell County needs, **“all areas beyond Lebanon”** was the response.

Particular communities outlined regarding cellular wireless service needs included:

- Lebanon to Gate City - 71 - No service 75% of the time (1 hr. drive)
- Lebanon to Hansonville - Dropped calls/spotty coverage
- Lebanon to Abingdon - Dropped calls/spotty coverage
- Dante (near St. Paul) - Dropped calls/spotty coverage
- Cleveland - Dropped calls/spotty coverage
- Swords Creek -- Dropped calls/spotty coverage

The most pressing concern however was the inability to foster innovation and retain young people without dependable, affordable, quality broadband communications.

*From an economic development perspective, “you can’t ‘get in the game’ or even ‘sit on the bench’ without broadband infrastructure.” – Rachel Patton, WIA One Assistant Director*

## Tazewell County

Service providers in Tazewell County include Verizon, Spectrum, Burkes Garden, Comcast and Sunset. Tazewell County communities identified as high-priority for broadband expansion:

- Gratton Valley
- Tannersville and Clear Fork
- Thompson Valley
- Baptist Valley
- Abbs Valley
- Jewell Ridge
- Bluestone Commerce Park



The poor condition of Verizon legacy infrastructure is of great concern. Even landline service, the most basic of all telecom services, is unreliable.

In terms of cellular service, the main transportation corridor running through the county was the only reliable area for wireless communication.

*“The most important piece of technology in the classroom is the teacher.” – Drennon Laney, Server and Systems Administrator, Tazewell County Public Schools.*

## Mount Rogers

The following table shows the population change and density per square mile for PDC 3 – Mount Rogers (Bland, Bristol, Carroll, Galax, Grayson, Smyth, Washington, and Wythe).

PDC 3	2010 Census	2018 Estimate	Percent Change	Square Miles	Density per Sq. Mile
Bland	6,824	6,432	-6%	358	18
Bristol City	17,835	16,877	-5%	13	1,297
Carroll	30,042	29,141	-3%	475	61
Galax City	7,042	6,587	-6%	8	799
Grayson	15,533	15,330	-1%	442	35
Smyth	32,208	30,475	-5%	451	68
Washington	54,876	53,992	-2%	561	96
Wythe	29,235	28,650	-2%	462	62
<b>Total/Average</b>	<b>193,595</b>	<b>187,484</b>	<b>-3%</b>	<b>2,770</b>	<b>305</b>

## Bland County

Bland County, the least populated county studied, was recently awarded a \$459,764 grant from the Appalachian Regional Commission for a 33-mile fiber build to businesses and institutions in the county. The fiber run will start in Rocky Gap, then south through Bastian, then to Bland. The fiber will run along the Route 52 corridor. Once the fiber construction is finished, an ISP partner will use wireless technology to reach additional locations off Route 52. The project will make Internet access available to 37 businesses, as well as Bland County Schools, the Board of Education offices and the Bland County Medical Clinic, a federally qualified health center.



The existing providers in Bland County primarily use fixed wireless and existing DSL network plant to provide service and include:

- Sunset - Middle-mile fiber along Rt. 42 to Bland Correctional Facility
- CenturyLink – Some 10 MBPS service over copper but mostly 3 MBPS
- Verizon
- Gigabeam – Serving approximately 200 residents using towers throughout the county. They provide 50 MBPS service for \$79/mo. and 25 MBPS for \$30/mo.

Bland currently has a public-private partnership with Gigabeam Networks for up to 2 gig wireless.

Currently, the residential needs are not being met. The following areas were identified as having the greatest needs:

- Ceres (agriculture, tourism, 42/52 split)
- Grapefield
- Dry fork, Clear Fork, and Little Creek
- Hollybrook

## Carroll County

Carroll County has a population of approximately 29,724. Parts of the county are adequately served (the north side of Hillsville, for example), but other areas (specifically the south side of Hillsville) can only get about 1.5 MBPS, or “barely enough to e-mail.” In terms of cellular coverage, U.S Cellular has “good coverage” along main transportation corridors.





Resident complaints stem from CenturyLink and the lack of responsiveness to customers. The county has good broadband in the industrial parks, but workforce is the big issue for economic development.

CenturyLink is using its incumbent network (DSL) to serve customers

and used CAF funding to make it look as if customers had access to broadband when, in fact, they didn't.

Areas of greatest need include:

- Pipers Gap
- Laurel Fork
- Dugspur Region
- South of Woodlawn/Northeast of Lambsburg (FastLink has about 300 customers north of Lambsburg)

### Grayson County

Grayson County has been very proactive in pursuing solutions to its communities' broadband needs. In fall 2018, Grayson County issued an RFP for Broadband Services.

While a high level of detail on Grayson County's specific needs can be found in the RFP, a high level assessment is that most of the county is underserved or unserved.

- 77%, or 5,222 households have documented need for improved broadband
- Broadband is the number one need in the community. After Broadband, "Roads" are the number two need.
- Real estate sales and values are impacted by the degree to which broadband is available in a community.
- There is a potential growth opportunity for farmers to implement enabling technologies to better manage farm operations, but these technologies often require a broadband infrastructure
- Population retention & recruitment is a top priority for the Grayson County government. Broadband is considered #1 opportunity to solve this problem.



- As a former health care administrator, the County Administrator sees the value of connectivity to the entire population to improve health outcomes, especially in an area such as Grayson with a “graying population.”
- A lack of high speed communications is also contributing to the loss of young people after graduation.
- Areas of greatest need in the county (from current RFP):
  - Wilson & Elk Creek Districts; Mouth of Wilson, Rugby, East of Troutdale, Comers Rock
  - Providence, Elk Creek and Old Town; Elk Creek, Independence, Baywood
  - Wilson & Elk Creek Districts; East Mouth of Wilson, Buck Mountain, Big Ridge, Bridle Creek
  - Wilson District; West Mouth of Wilson, Whitetop
  - Providence, Old Town Districts; Fries, Baywood (east)
- Existing providers include:
  - CenturyLink
  - HughesNet and Exceed (WildBlue)
  - Comcast
  - Lingo (via Wired Road)
  - Citizens Telephone
- There are 13 total towers in the County but providers lack the incentive to upgrade.

*“High speed communication is a driver and enabler for the community. After Broadband, ‘Roads’ are the number two need.” – Bill Shepley, Grayson County Administrator*

### Smyth County

Smyth County has some fiber assets in the area through Sunset but, like many other counties in the planning districts covered in this report, needs a last mile solution. The business community’s needs are not being met and are at risk of leaving.

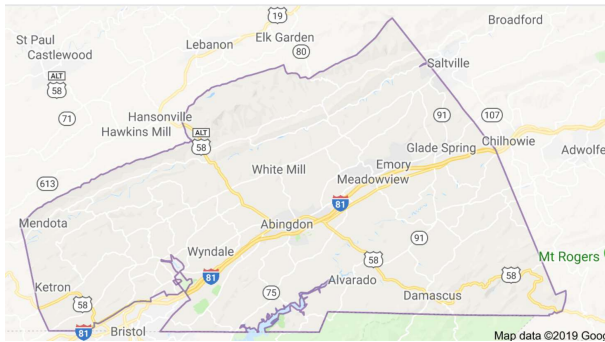
Providers serving Smyth County include CenturyLink, Comcast, and Sunset. There are no competitive local exchange carriers in the area. Cell phone service is “totally unreliable” in certain areas (northern and southern bands of the county), but providers won’t locate off the towers in the area. The majority of the complaints are about CenturyLink’s service.



The communities within Smyth County with the greatest need are:

- Sugar Grove
- Rich Valley.

### Washington County



In Washington County, business needs are being met only along I-81 corridor and within the Town of Abingdon and the City of Bristol. Beyond a three-mile radius from that corridor, businesses are either underserved or unserved. Residential needs are even greater. Mendota, Glade Spring and Damascus are all in need of service. Complaints from residents are frequent.

Service providers include Sunset, Charter, CenturyLink, and Comcast. Cellular wireless providers include VZW, T-Mobile and AT&T.

The specific communities within the county with the greatest needs include:

- Mendota
- Glade Spring
- Damascus

### Wythe County



In general, the industrial parks have good service. Businesses located along the transportation corridors are considered adequately served due to the amount of fiber available. However, residential coverage is spotty. The county has been suffering from economic stagnation in recent years. Historically, Wythe had been slowly growing while counties to the west were losing population. Only recently has the trend changed in Wythe as well. The current population is just over 29k.

The level of coverage in Wythe County varies depending on the part of the county. The denser areas (the eastern end of the county including Max Meadows and Austinville) have more coverage than less dense areas.

The current providers include CenturyLink and Shentel (which bought Rural Retreat Cable). Shentel offers “higher” speeds in Rural Retreat (up to 10 Mbps). The Chairman

of the BoS lives on Chapman road (the road running parallel to I-81/77 corridor (south side of Interstate) and is very dissatisfied with options and speeds available.

The Fort Chiswell/Lead Mines area is the one of greatest need. Also, the eastern end of the county is the largest growth area.

### **City of Galax**

Galax is more dense than other areas with the planning district. Also, it is part of Wired Road and is a Regional Broadband Authority, so the businesses and residents' needs are being met for the most part.

- Big businesses include Albany Industries, Moag Industrial, Vaughn Bassett furniture company, etc. CrossRoads Facility is a business incubator, and XM Radio call center has about 150 employees.
- There are about 7,000 people over 8 square miles, so a bit denser than other areas in the planning district.
- Wired Road forced providers to upgrade and expand their networks
- Perceived positive impact on real estate (byers won't consider moving to homes without broadband)
- Important for small businesses' online sales
- Schools are seeing higher enrollments and were using Lingo, which is one of the Wired Road providers. They are now using CenturyLink.
- Galax is upgrading some cell towers to ensure reliability
- Fiber runs east up to Airport Road

The main regional service providers in Galax include:

- Comcast – up to 130 meg residential in some areas; has a retail store in downtown Galax.
- CenturyLink – up to 25 meg
- Wired Road RBA

## 7.2 Sources of Funding Appendix

### National Funding

In December 2018, US Department of Agriculture (through RUS) announced a \$600 million grant and loan Broadband Program, ReConnect, to assist with building rural broadband infrastructure. Telecommunications companies, rural electric cooperatives and utilities, Internet service providers, and municipalities may apply for funding. To be eligible, communities must have populations smaller than 20,000 people with no broadband service or where service is slower than 10/1. Loan applications are due April and May 2019, depending on the program applied for.

### State Level Awards Granted

The state of Virginia, through Governor Northam, is heavily invested in the vision of equitable broadband coverage throughout the state. The Governor's vision is statewide broadband coverage within 10 years. The two agencies that have deployed the most capital to support broadband connectivity are the Virginia Tobacco Region Revitalization Commission (Tobacco Commission) and the Virginia Department of Housing and Community Development (DHCD). Part of receiving funding is a requirement that communities/localities have a "granular plan" for ensuring coverage.

#### Virginia Coalfield Economic Development Authority (VCEDA)

VCEDA has been involved with regional broadband expansion efforts for many years. They have been a provider of capital for the LENOWISCO Fiber-to-the-Home initiative, the Cumberland Plateau Company network expansion, and the Virginia Coalfield Coalition 4g Wireless project.

VCEDA indicated that "the more broadband deployed in the region, the more economic development is enhanced."

VCEDA identified the following communities as high potential candidates for broadband deployment:

- Haysi
- Nickelsville
- US 460 (between Richlands and Vansant)
- Hurley
- Whitewood
- Clinchco.

### Regional Awards Granted

#### Appalachian Regional Commission (ARC)

The Appalachian Regional Commission, or ARC, believes that “access to advanced telecommunications infrastructure for all Appalachian communities is essential for the Region to reach economic parity with the nation.”

ARC partners with public entities, non-profits, and the private-sector to spread access to telecommunications infrastructure and applications throughout the Region.

Specifically, ARC’s POWER program is a congressionally funded initiative that targets federal resources to help communities and regions that have been affected by job losses in coal mining, coal power plant operations, and coal-related supply chain industries due to the changing economics of America’s energy production. Virginia will receive 5 grants totaling more than \$2.8 million as part of this program.

One of the grants will go to Bland County (in the amount of \$459,764) for a 33-mile fiber build to businesses in the county. The fiber run will start in Rocky Gap, then south through Bastian, then to Bland. The fiber will run along the Route 52 corridor. Once the fiber construction is finished, an ISP partner will use wireless technology to reach additional locations off Route 52. The project will make Internet access available to 37 businesses, as well as Bland County Schools, the Board of Education offices and the Bland County Medical Clinic, a federally qualified health center.

**Pending Applications at the Tobacco Commission**

- Fiscal year 2019 pending last mile broadband applications to the Tobacco Commission for Southwest Virginia are outlined in the following table:

FY 2019 Last Mile Broadband - Pending Applications for SWVA

<b>Req #</b>	<b>Organization</b>	<b>Project Title</b>	<b>Request Amount</b>
3535	Carroll County Industrial Development Authority	The Wired Road/Carroll County Last Mile Neighborhood Pole Project	\$200,000
3531	Cumberland Plateau Company	Cleveland Broadband Expansion Project	\$544,137
3530	Grayson County	Connect Grayson	\$325,000
3522	Industrial Development Authority of Dickenson County	Honey Camp Last Mile Broadband	\$65,000
3519	Scott County Telephone Cooperative	Weber City Broadband Fiber-to-the-Home Initiative	\$1,500,000
3525	Tazewell County Industrial Development Authority	Tazewell County Wireless Service Authority Broadband Expansion Phase III	\$150,000
3527	Industrial Development Authority of Russell County VA	North Central Russell / South Buchanan Counties Broadband Expansion Project	\$1,900,000
<b>Total Potential Funding for SWVA</b>			<b>\$4,684,137</b>

## Funding Strategy

Identify the highest potential providers of capital, including government and private sources, to fund the highest priority communities. Start at the regional level, then state, then national.

- Virginia Rural Broadband Planning Initiative (VRBPI)
- Connect America Fund
- Rural Utility Services
- Community Development Block Grants (CDBG)

## Potential Funding Sources

The following table outlines a more comprehensive list of potential funding sources that have been identified by the Tobacco Commission.

Source	Opportunity	Brief Description	Application Timeline
<b>State Funding Opportunities</b>			
<b>Department of Housing and Community Development (DHCD)</b>	Community Development Block Grant Planning Grant <a href="http://www.dhcd.virginia.gov/index.php/community-partnerships-dhcd/79-community-development-block-grant-cdbg-planning-grant.html">http://www.dhcd.virginia.gov/index.php/community-partnerships-dhcd/79-community-development-block-grant-cdbg-planning-grant.html</a>	Funds available for 3 areas: planning grants, local innovation grants, implementation and economic development, and large scale local level projects.	January – September
<b>Department of Housing and Community Development (DHCD)</b>	Virginia Telecommunication Initiative <a href="http://www.dhcd.virginia.gov/">http://www.dhcd.virginia.gov/</a>	Provides financial assistance to supplement construction costs by private sector providers to extend services to areas that are presently unserved by any broadband provider. Definition of unserved; speeds <= 10 Mbps/1 Mbps. Eligible applicants: towns, cities, counties, EDA/IDA, broadband/wireless authorities, PDC, etc.	Fall

<b>Virginia Tobacco Region Revitalization Commission</b>	TRRC Last-mile Grant and Loan Fund  <a href="https://www.revitalizeva.org/grant-loan-program/grant-programs/research-development-grant-program/">https://www.revitalizeva.org/grant-loan-program/grant-programs/research-development-grant-program/</a>	Provides grants and loans to public/private partnerships between localities and ISPs to construct projects within its service area.	Announced annually
<b>Virginia Resources Authority (VRA)</b>	Virginia Pooled Financing Program <a href="http://www.virginiareources.org/page/virginia-pooled-financing-program/">http://www.virginiareources.org/page/virginia-pooled-financing-program/</a>	Provides financing to local governments for essential projects. All VRA's authorized project areas are eligible for financing in the Virginia Pooled Financing Program (VPFP). Since inception in 2003, over 100 local governments in Virginia have utilized this program to finance or refinance over \$2 billion in infrastructure projects.	Multiple windows annually

### Federal Funding Opportunities

<b>United States Department of Agriculture Rural Development (USDA)</b>	Community Connect Grant program  <a href="https://www.rd.usda.gov/programs-services/community-connect-grants">https://www.rd.usda.gov/programs-services/community-connect-grants</a>	This program helps fund broadband deployment into rural communities where it is not yet economically viable for private sector providers to deliver service.	Announced periodically
<b>United States Department of Agriculture Rural Development (USDA)</b>	Rural Broadband Access Loan and Loan Guarantee <a href="https://www.rd.usda.gov/programs-services/rural-broadband-access-loan-and-loan-guarantee">https://www.rd.usda.gov/programs-services/rural-broadband-access-loan-and-loan-guarantee</a>	This program offers financial assistance to eligible applicants that will construct, improve, or acquire facilities and equipment needed to provide service at the broadband lending speed as defined in the most recent funding announcement in eligible rural areas.	Announced periodically
<b>United States Department of Agriculture Rural Development (USDA)</b>	Telecommunications Infrastructure Loans & Loan Guarantees  <a href="https://www.rd.usda.gov/programs-services/telecommunications-">https://www.rd.usda.gov/programs-services/telecommunications-</a>	This program provides financing for the construction, maintenance, improvement and expansion of telephone service and broadband in rural areas.	Applications are accepted on a continuing basis



	<a href="#">infrastructure-loans-loan-guarantees</a>		
<b>United States Department of Agriculture Rural Development (USDA)</b>	Distance Learning and Telemedicine Program  <a href="https://www.rd.usda.gov/programs-services/distance-learning-telemedicine-grants">https://www.rd.usda.gov/programs-services/distance-learning-telemedicine-grants</a>	This program helps rural communities use telecommunications to connect to each other and to the world for the purposes of distance learning and telemedicine.	Announced periodically
<b>United States Department of Agriculture Rural Development (USDA)</b>	Community Facilities Direct Loan & Grant Program  <a href="https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program">https://www.rd.usda.gov/programs-services/community-facilities-direct-loan-grant-program</a>	This program provides affordable funding to develop essential community facilities in rural areas.	Applications are accepted on a continuing basis
<b>Federal Communications Commission (FCC)</b>	Connect America Fund <a href="https://www.fcc.gov/general/connect-america-fund-caf">https://www.fcc.gov/general/connect-america-fund-caf</a> CAF I, \$1.5B over 10 years to 103 companies. CAF II \$1.98 B over 10 years. Bidding ended 8/2018. Awards pending.	Provider funding for FCC eligible areas only. Eligible areas map: <a href="https://www.fcc.gov/reports-research/maps/connect-america-phase-ii-initial-eligible-areas-map/">https://www.fcc.gov/reports-research/maps/connect-america-phase-ii-initial-eligible-areas-map/</a>	No longer active for new bidders.
<b>Federal Communications Commission (FCC)</b>	FCC Mobility Fund Phase II <a href="https://www.fcc.gov/mobility-fund-phase-2">https://www.fcc.gov/mobility-fund-phase-2</a>	The FCC plans to make up to \$4.53 billion in funding available to mobile operators that are building out 4G LTE networks to underserved rural markets. The funding will be made available over a 10-year period. Operators that receive the support from the auction will build out 4G LTE mobile service that will deliver at least 10 Mbps to customers in markets that lack access to unsubsidized 4G LTE.	Not yet active
<b>Federal Communications Commission (FCC)</b>	E-Rate Funding <a href="http://www.fcc.gov/encyclopedia/e-rate-schools-libraries-usf-program">http://www.fcc.gov/encyclopedia/e-rate-schools-libraries-usf-program</a>	The schools and libraries universal service support program, commonly known as the E-Rate program, helps schools and libraries to obtain affordable broadband.	Winter-Spring
<b>Universal Service Administration Co. (USAC)</b>	Lifeline Support <a href="https://www.usac.org/li/">https://www.usac.org/li/</a>	Lifeline is a federal program that lowers the monthly cost of phone and Internet for eligible customers. Participating companies in Virginia: <a href="http://www.lifelinesupp">http://www.lifelinesupp</a>	Applications are accepted on a continuing basis

		<a href="http://www.usac.org/rhc/healthcare-connect/default.aspx">ort.org/ls/companies/CompanyListing.aspx?state=VA&amp;stateName=Virginia</a>	
<b>Universal Service Administration Co. (USAC)</b>	Rural Health Care – Healthcare Connect Fund  <a href="https://www.usac.org/rhc/healthcare-connect/default.aspx">https://www.usac.org/rhc/healthcare-connect/default.aspx</a>	This program provides a 65 percent discount on eligible expenses related to broadband connectivity to both individual rural health care providers (HCPs) and consortia, which can include non-rural HCPs, if the consortium has a majority of rural sites.	Winter - Summer
<b>Universal Service Administration Co. (USAC)</b>	Rural Health Care – Telecommunications Program <a href="https://www.usac.org/rhc/telecommunications/default.aspx">https://www.usac.org/rhc/telecommunications/default.aspx</a>	This program provides reduced rates to rural health care providers (HCPs) for telecommunications services related to the use of telemedicine and telehealth.	Winter - Summer
<b>US Economic Development Administration (EDA)</b>	Planning Program and Local Technical Assistance Program  <a href="https://www.grants.gov/web/grants/view-opportunity.html?oppld=301936">https://www.grants.gov/web/grants/view-opportunity.html?oppld=301936</a>	This program assists eligible recipients in developing economic development plans and studies designed to build capacity and guide the economic prosperity and resiliency of an area or region.	Applications are accepted on a continuing basis
<b>US Economic Development Administration (EDA)</b>	Public Works and Economic Adjustment Assistance Programs <a href="https://www.grants.gov/web/grants/view-opportunity.html?oppld=294771">https://www.grants.gov/web/grants/view-opportunity.html?oppld=294771</a>	Grants made under this program will leverage regional assets to support the implementation of regional economic development strategies designed to create jobs, leverage private capital, encourage economic development, and strengthen America's ability to compete in the global marketplace.	Applications are accepted on a continuing basis
<b>Department of Education (DOE)</b>	Promise Neighborhoods Competition <a href="http://www2.ed.gov/programs/promiseneighborhoods/index.html">http://www2.ed.gov/programs/promiseneighborhoods/index.html</a>	This program provides funding to support eligible entities to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities.	Spring
<b>Appalachian Regional Commission (ARC)</b>	ARC Project Grants <a href="https://www.arc.gov/funding/arprojectgrants.asp">https://www.arc.gov/funding/arprojectgrants.asp</a>	ARC funds a number of telecommunications activities, including strategic community planning, equipment	Announced annually

		acquisition, and hardware and software for network building. ARC funds can be used for strategic telecommunications planning activities, telecommunication service inventory and assessment activities, aggregation of demand projects, among other activities.	
<b>Federal Reserve</b>	Community Reinvestment Act (CRA) <a href="https://www.dallasfed.org/cd/pubs/digitaldivide.aspx">https://www.dallasfed.org/cd/pubs/digitaldivide.aspx</a>	The Federal Reserve has issued guidance on how to leverage a bank's CRA resources in digital equity initiatives.	Ongoing
<b>Tribal Funding Opportunities</b>			
<b>U.S. Department of Housing and Urban Development (HUD)</b>	Indian Community Development Block Grant <a href="http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/ih/grants/icdbg">http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/ih/grants/icdbg</a>	Provides funds to eligible grantees for housing rehabilitation, land acquisition, community facilities, infrastructure construction, and economic development activities. Eligible applicants for assistance include any Indian tribe, band, group, or nation.	Winter
<b>U.S. Department of Housing and Urban Development (HUD)</b>	Indian Housing Block Grant (IHBG) program <a href="http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/ih/grants/ihbg">http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/ih/grants/ihbg</a>	The provision of broadband is eligible under this program. Eligible IHBG recipients are Federally recognized Indian tribes or their tribally designated housing entity (TDHE), and a limited number of state recognized tribes who were funded under the Indian Housing Program authorized by the United States Housing Act of 1937 (USHA).	Winter
<b>Institute of Museum and Library Services</b>	Native American Library Services <a href="https://www.ims.gov/nofo/native-american-library-services-basic-grants-fy16-notice-funding-opportunity">https://www.ims.gov/nofo/native-american-library-services-basic-grants-fy16-notice-funding-opportunity</a>	Basic Grants are available to support existing library operations and to maintain core library services. Indian tribes, Alaska native villages, regional corporations, and village corporations are eligible to apply for funding under the Native American Library Services grant program.	Spring

### 7.3 Addressable Market Appendix

#### Market Overview

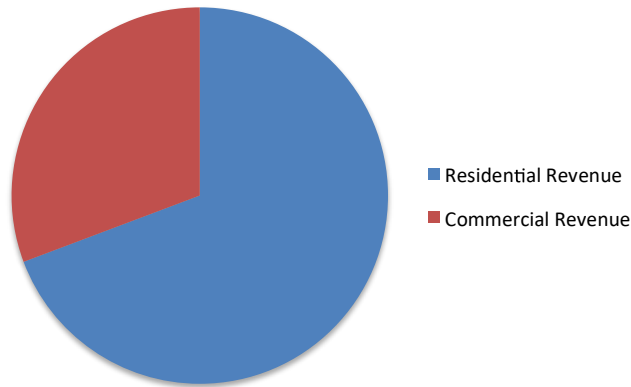
The telecommunications market in Southwest Virginia is estimated at \$289 Million annually for voice, video, data, and wireless services. This estimate is based on the following key factors:

Key Economic Index Factors	SWVA Region
Residential	
Population (2018)	401,745
Households (BRASG 2018 Estimate)	84,270
Median Household Income (BRASG 2018 Estimate)	\$38,945
Economic Index (Income Relative to US)	68%
Economic Index (Income Relative to VA)	56%
Commercial	
Businesses (BRASG Estimate)	7,430
Employment (BRASG Estimate)	49,423

On average, approximately 4% of household income is spent on all communication services.

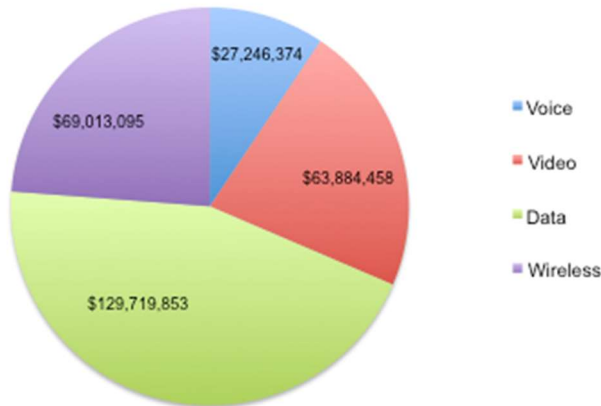
The overall market is roughly split between 31% commercial and 69% residential services.

### Total Revenue – Residential vs. Commercial



By service, the revenue distribution is outlined in the following table, with broadband services driving most of the growth:

### Total Annual Telecom Revenue at Year 1



The important market dynamics that will influence this addressable market are threefold:

- Cable TV Cord Cutting.** As wireless service becomes more reliable and ubiquitous, and as broadband becomes more available, there will be a continued defection not only from landline voice to wireless but also from cable tv to digital, a-la-carte streaming services. Cisco predicts that nearly four-fifths (79 percent) of the world’s mobile data traffic will be video by 2022.
- Mobile Data Demand.** The explosion in mobile data demand only continues. It grew 23% in 2017 in North America. The increasing number of wireless devices and connections will continue to drive the surge in demand for wireless data.

3. **5G Technology.** The evolution of 5<sup>th</sup> Generation, or 5G, networks, holds the promise to deliver faster speeds. However, it is likely that rural areas such as Southwest Virginia may be last in line to see the carriers upgrade, as they will target the larger markets initially. A strong fiber backbone will still be needed to service the 5G network. 4G will carry most of the traffic for the next 10 years or so.

These trends will drive demand for expanded fiber and wireless-dependent services in the region, presenting an opportunity for service providers. However, the issue remains. The associated costs of upgrading networks to meet that demand is still extremely high due to the low population densities and challenging geography of the region. Regional leaders must find ways to partner with providers to bridge the gap so that their communities are not left behind.

## **7.4 Service Provider Appendix**

Following is a brief description of the regional service providers and their capabilities:

### **Burkes Garden Telephone Company**

Burkes Garden Telephone Company (BGTCO) is a small, investor-owned telephone company offering “triple-play” services via a fiber-optic system of approximately 72 fiber miles. The service area is tucked in the eastern edge of Tazewell County, adjacent to Bland County, Virginia. BGTCO migrated from copper to fiber over approximately two years.

The service area covers approximately 75 Sq. Miles from the top of Rich Mountain through Little Creek through Burkes Garden. The service area sits within a crater-like bowl with a mountain ridge totally surrounding the region. The customer count includes 160 full-time with as many as 185 during the summer season. Approximately 100 customers receive broadband, which equates to a take rate of 62%.

GPON and active Ethernet are utilized to serve these customers providing 15/10 Mbps service priced at \$32.95/mo. There are no business customers on the system and approximately 13 or 14 customers are considered to be Amish and as such only utilize the telephone service.

### **Charter Communications**

Charter / Spectrum is the second largest cable provider in the United States (third largest multi-channel video service provider when AT&T / DirecTV are considered) but has limited network operations in Southwest Virginia. Spectrum’s local network is primarily in Buchanan and Tazewell counties, with some network in Russell County. Charter has an operational office in Richlands, with a head-end site in Cedar Bluff. Spectrum’s network covers the Town of Tazewell, a good portion of Tazewell County, Grundy, and Richlands. Charter utilizes a hybrid-fiber-coaxial cable network architecture. 100 MBPS asynchronous service is Charter’s standard/basic service at \$44.99 per month. This price is dependent upon various bundling schemes.

### **Citizens Telephone Cooperative**

Citizens is a regional ILEC with full-service communications offerings, including land-line telephone, VoIP, IPTV Video, web and e-mail hosting, DSL, and FTTP (Fiber to the Premise, and Business Ethernet. Citizen’s serves portions of 7 counties in Southwest Virginia. Based in Floyd, Virginia, Citizens network is still 90% copper based, but they are rolling out gigabit FTTP.

There is some overlap of their services and a few counties within PDC’s 1, 2, &3, including Carroll County, Grayson County, and Wythe County. Citizens’ network stops at the Smyth County line. Their fiber runs from 58 to 16 (BVU/Sunset) and 221 to Sparta. They just completed a build on 221 (North) to Roanoke Co., passing over 1,000 homes with FTTH.

## **Century Link**

CenturyLink is the incumbent local exchange carrier in many parts of the study region. CenturyLink still has their legacy network in place and have not invested in upgrading their network. As a result, customer satisfaction rates due to speed and reliability, were low across the board. The biggest complaint related to customer service and the perception of a total “lack of response.”

## **Comcast**

Comcast is the largest cable provider in the United States (second largest multi-channel video service provider when AT&T / DirecTV are considered). Comcast operates a hybrid-fiber-coaxial system throughout the study area. Comcast is doing little in terms of upgrades, with some limited upgrades in PDC 1. In PDC 2, one respondent placed Comcast quality of service at the middle of the pack of the 5 service providers available in that area. Another respondent in the northwestern portion of PDC 2 listed Comcast as “adequate” with 4 stars. Still another official in the southwestern portion of region 3 gave Comcast high marks for quality of service.

## **CPC Broadband**

CPC Broadband (formerly CPC OptiNet) is a subsidiary company of the Cumberland Plateau PDC. It was organized to serve Russell, Dickenson, Tazewell, and Buchanan Counties. Partnering with Bristol Virginia Utility's OptiNet division (now Point Broadband) the Company has obtained over \$37 million in grant funding for the construction of 700 miles of fiber optic broadband backbone that is now serving almost 900 industrial, commercial, governmental and educational institutions in the region.

## **iGo Technologies**

iGo, founded in 1994, is a Virginia-based Internet service company, providing wireless and fiber high speed Internet service to its customers who include residential and commercial clients, individuals and small to mid-size and large business. In 2017, iGo also began offering telephone service to its Internet customers.

iGo coverage areas include parts of Buchanan, Russell, Tazewell, Washington and Wise counties, with additional operations in Tennessee and West Virginia. iGo utilizes one VCC tower to reach unserved residents of the region.

iGo is mainly a fixed wireless provider with 6-8 towers, 520 customers, and 12 employees. Although existing customers are mostly wireless, iGo has successfully competed for USDA Community Connect grants for FTTH build outs. They are underway with a \$1.78M project awarded in 2016 which will include 21 miles of fiber in the Buchanan County area north of Oakwood.

In 2017, they were awarded an additional \$3.0M project for a buildup Garden Creek Rd toward Honaker. iGo was just awarded \$455,581 to extend the build into Russell County and add interconnection with SCTC along Virginia Route 624.



The current build includes 468 customers passed. iGo is an essential element of solving the problem of unserved residents in the region.

### **Gigabeam Networks**

Gigabeam Networks, a wireless Internet service provider, or WISP, provides service in Southwest Virginia, West Virginia and southeastern Kentucky. Their network is completely wireless, including the backhaul. Gigabeam is a small entrepreneurial venture owned by Michael Clemens. They have approximately 200 subscribers in Bland and utilize towers throughout the county. Their service packages include \$79/mo. for 50 meg and \$30 for 25 meg.

### **HillCom**

HillCom, Inc is a family-owned wireless Internet service provider located in Dickenson County. The company started in 2016 out of necessity when a local resident was unable to access adequate Internet service but was able to create his own wireless broadband network solution. By 2017, HillCom had responded to neighbors requesting the service and grew to 20 customers. They then purchased DCWin (Dickenson County Wireless) and now have approximately 600 customers (95% in Dickenson County), with a mission to provide service to the entire county.

Most of the service requests HillCom receives are from the following areas within the county:

- Lick Creek
- Honey Camp
- Breaks

### **Point Broadband**

Formerly BVU OptiNet, Point Broadband was organized in 2018 as the combination of Duffield-based Sunset Digital and Bristol-based BVU OptiNet. The organization is part of a family of telecommunications enterprises headquartered in West Point, Georgia called ITC Holding Company, LLC. ITC began as The West Point Telephone and Electric Company, founded in 1896. Point Broadband is in the process of an organization period, and their exact strategy is unknown. As with many other providers in the region, Point Broadband is attempting to determine how to affordably build out and maintain their network. Point Broadband is the recipient of a multi-million-dollar CAF II award for the study region including Lee County, and the Cumberland Plateau counties of Dickenson, Russell, and Tazewell.

### **Scott County Telephone Cooperative**

Scott County Telephone Cooperative (SCTC), a local provider headquartered in Gate City, is a key player in the region. It serves 420 square miles of Scott County with some service in Tennessee. Their current service territory includes parts of Russell, Wise, Dickenson, and Lee Counties, and the City of Norton. They provide voice, video, and data Voice,

video, data, and security, primarily over a traditional copper/ILEC network but have been upgrading to eventually deploy and utilize an all fiber network to provide enhanced broadband services.

Using primarily grant funding, SCTC has upgraded about 100 miles of its network to fiber, with builds to 5 exchanges in the following areas:

- Ft. Blackmore
- Duffield
- Nickelsville
- Dungannon
- Clinchport

SCTC has approximately 7,000 access lines (about 5,000 in ILEC area and 2,000 in CLEC area). Additionally, they have about 7,000 high speed Internet customers.

### **Shentel**

Shentel, or Shenandoah Telecommunications Company, is a publicly traded telecommunications company headquartered in Edinburg, Virginia. Shentel has digital wireless and wireline network in rural Virginia, West Virginia, Maryland and Pennsylvania. Shentel is also an affiliate of Sprint with wireless coverage in Pennsylvania, Maryland, Virginia, West Virginia, Kentucky and Ohio. It owns its own cell site towers built on leased land and leases space on these towers to both affiliates and non-affiliated service providers. Shentel has invested over \$200 million in the past two years upgrading and expanding its wireless networks, primarily in rural markets. Shentel also provides fiber services to commercial and wholesale customers along its 5,641-mile fiber network across four states.

Shentel's cable segment provides video, Internet and voice services in franchise areas in Virginia, West Virginia, and portions of western Maryland and leases fiber optic facilities throughout its service area. It does not include video, Internet and voice services provided to customers in Shenandoah County, Virginia.

Shentel's wireline segment provides regulated and unregulated voice services, DSL Internet access and long-distance access services throughout Shenandoah County and portions of Rockingham, Frederick, Warren and Augusta Counties, Virginia. The segment also provides video services in portions of Shenandoah County and leases fiber optic facilities throughout the northern Shenandoah Valley of Virginia, northern Virginia and adjacent areas along the Interstate 81 corridor, including portions of West Virginia and Maryland.

Shentel has over 5,400 fiber route miles with fiber to over 325 cell sites, but with network in only Carroll and Russell counties. It has cable plant in Lebanon, Honaker, Swords Creek, Rye, Dante, Wytheville, and Rural Retreat.

Shentel does not actively pursue grant funding, as they have not been very successful in the past doing so.

## **Wired Road**

The Wired Road Authority is a collaborative effort between private sector service providers, the local governments of Grayson County, Carroll County, and the City of Galax, and the Carroll-Grayson-Galax Regional Industrial Facilities Authority (dba Blue Ridge Crossroads Economic Development Authority). Its purpose is to provide the critical enabling infrastructure to transform the regional economy into a dynamic, small business, and entrepreneurial economy. This transformation, enabled by The Wired Road and a complementary economic development focus on attracting and supporting entrepreneurs and small businesses, will allow the region's economy to spawn new businesses, generate jobs, create wealth, and protect the rural character of our region.

The Wired Road network has been in operation for over ten years and is a true public/private partnership with two service providers offering last mile services on the network. The Wired Road is an open access, fully integrated fiber and wireless regional broadband network offering "big broadband" 100 megabit and Gigabit fiber connections and multi-megabit wireless connections in Carroll County, Grayson County, and Galax.

Currently, the Wired Road is finishing a network extension which will connect fiber in Galax with fiber in Hillsville. It is also expanding its wireless coverage and constructing "community poles" to get service to areas that couldn't be reached before. Fiber Wireless Providers

The bill will allow Dominion Energy and Appalachian Power to provide or make available broadband capacity to service providers in unserved areas. It also authorizes the utility to own or lease broadband capacity equipment.

With existing infrastructure that already serves almost every resident and business in rural areas, utilities are uniquely positioned to bridge the gap between middle mile networks and last mile consumers.

## References

Source data for population: Published on January 28, 2019 by the Weldon Cooper Center for Public Service Demographics Research Group <https://demographics.coopercenter.org>

Source data for county land area: U.S. Census Bureau, Census of Population and Housing. Land area is based on current information in the TIGER® data base, calculated for use with Census 2010.

Source: WideOpen Networks, The Wired Road, "Broadband Recommendations," April 2017, Revised, October 2017, pp. 32-34.

<http://lis.virginia.gov/cgi-bin/legp604.exe?191+sum+HB2691>

<https://wcyb.com/news/local/new-pilot-program-could-improve-broadband-Internet-in-rural-southwest-virginia>

<https://www.cisco.com/c/en/us/solutions/collateral/service-provider/visual-networking-index-vni/white-paper-c11-738429.html>

<https://www.usda.gov/media/press-releases/2018/12/13/usda-launches-new-program-create-high-speed-Internet-e-connectivity>

[https://www.arc.gov/program\\_areas/index.asp?PROGRAM\\_AREA\\_ID=18](https://www.arc.gov/program_areas/index.asp?PROGRAM_AREA_ID=18)

<https://www.usda.gov/reconnect>

*Digital Dividends. Exploring the Relationship Between Broadband and Economic Growth*, by Michael Mingos, 2016. <http://pubdocs.worldbank.org/en/391452529895999/WDR16-BP-Exploring-the-Relationship-between-Broadband-and-Economic-Growth-Mingos.pdf>



Point Broadband currently has one active grant contract with the Virginia Tobacco Commission for the Cleveland Project in Russell County VA. It passes ~690 homes and has a budget of ~\$1.4MM. It is scheduled to be completed by Q4 2020. Point also has a pending contract with VATI for the Davenport project. It is schedule to begin in January of 2021 and be completed by April of 2021.

#### Management Experience and Completed Funded Projects:

Tobacco Commission - Fiber Deployment Proof of Concept  
2001

- Construction on LENOWISCO Rural Area Network (RAN)
- Proved open ditch concept for fiber collocation with public water deployments.

Tobacco Commission - Fiber Deployment Phase I  
2002

- Construction on LENOWISCO Rural Area Network (RAN)
- Proved proof of concept for fiber deployments with 10 customers per mile.
- Rural fiber to the home

Tobacco Commission - Fiber Deployment Phase II – Last Mile  
2003

- Construction on LENOWISCO Rural Area Network (RAN)
- Fiber Backbone Geodesic Mesh© – Phase V(b)

Appalachian Regional Commission - Fiber Deployment  
2004

- Telecommunications Initiative – 400 yards to Jonesville
- Small town FTTH

Tobacco Commission – Dark Fiber Preliminary Engineering and Design  
2005

- Construction on LENOWISCO Rural Area Network (RAN)

RUS Community Connect Rose Hill  
2005

- Extended LENOWISCO Rural Area Network (RAN) into the Rose Hill, VA community.

Independence, VA – Blown Fiber Deployment  
2006

- Construction of blown fiber optic infrastructure for the town of Independence, VA.

RUS Community Connect Ewing  
2006

- Extended LENOWISCO Rural Area Network (RAN) into the Ewing, VA community.

Tobacco Commission – Fiber Deployment Phase III

2006

- Construction on LENOWISCO Rural Area Network (RAN)
- Fiber backbone Geodesic Mesh© – Phase V(b)

VCEDA Last Mile

2007

- Funded 500 last mile connections.

RUS Community Connect St. Charles

2007

- Extended LENOWISCO Rural Area Network (RAN) into the St. Charles, VA community.

Additional Backbone Build Out for LENOWISCO Inc.

2008

- Construction on LENOWISCO Rural Area Network (RAN) to extend network backbone reach

RUS Community Connect Blackwater

2008

- Extended LENOWISCO Rural Area Network (RAN) into the Blackwater, VA community.

RUS BIP Project – Transform Tennessee

2010 – 2015

- Funded backbone buildout, advanced DWDM Deployment, and 2500 last mile connections in Claiborne and Hancock Counties in TN.

2018-2019

- TNCED Grant for the Treadway Project – 1046 homes passed, project budget of \$2.3MM

## **CPC Grant Experience**

Each year, the Cumberland Plateau Planning District Commission staff prepares, or assists in preparing, numerous funding applications for local governments in Buchanan, Dickenson, Russell and Tazewell Counties Applications prepared and/or approved since 2016 include the following:

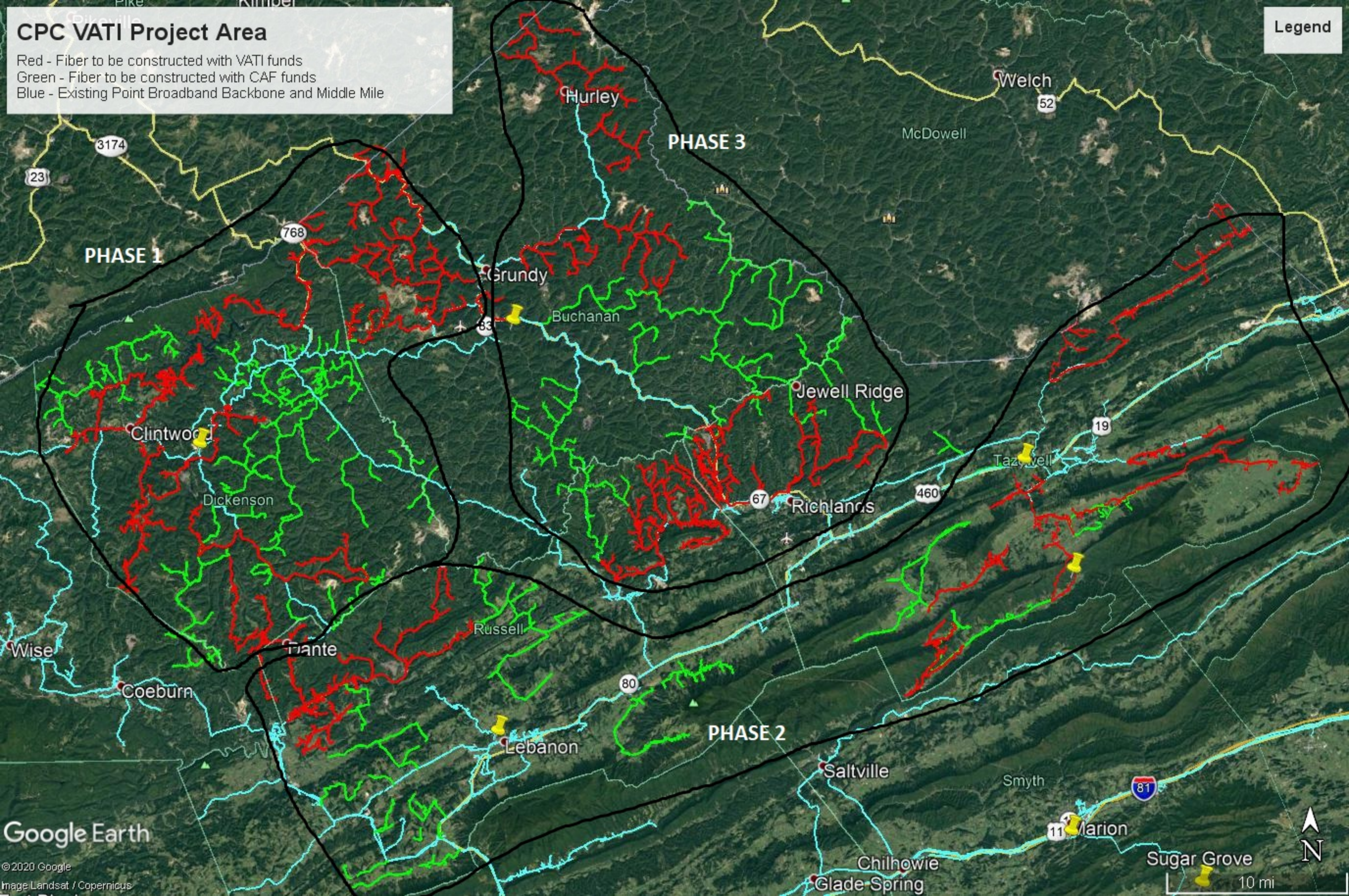
1. Lebanon Downtown Revitalization Project - \$2,388,080 (CDBG, LOCAL, PRIVATE)
2. Rt. 643/Duty Rd/Pawpaw/Swan Fork Water Project- \$1,483,654 (CDBG, SWVW/WW, CDWF, LOCAL)
3. Coon Branch Waterline Extension - \$1,192,798 (CDBG, SWVW/WW, CDWF)
4. Haysi Trail Center - \$393,056 (ARC, VCEDA)
5. Buchanan County IDA Access Road Phase 1 & 2 - \$4,000,000 (ARC)
6. Dog Hollow Waterline Replacement - \$118,830 (SWVW/WW)

7. Tunnel Rd Waterline Extension - \$45,000 (SWVW/WW)
8. Cleveland Water/Sewer line Extensilon- \$175,120 (SWVW/WW)
9. Donkenny/Breaks/Tivis Pump Station Replacement Project - \$570,000 (ARC, CWDF ,SWVW/WW, LOCAL)

# CPC VATI Project Area

Red - Fiber to be constructed with VATI funds  
Green - Fiber to be constructed with CAF funds  
Blue - Existing Point Broadband Backbone and Middle Mile

Legend



Google Earth

©2020 Google  
Image Landsat / Copernicus

Sugar Grove  
10 mi



<https://www.healthcareitnews.com/news/ballad-health-launches-epic-virtual-roll-out-across-its-4-state-system>

## **Ballad Health launches Epic with virtual rollout across its 4-state system**

Epic worked with the health system to deploy the electronic health record virtually, in response to enduring travel and social distancing restrictions around COVID-19.

By [Kat Jercich](#)  
June 15, 2020  
03:11 PM



Ballad Health, a healthcare system spanning four states in Appalachia, announced that it had deployed Epic to operate its electronic health records system.

The move targeted physician practices that had been part of Mountain States Health Alliance, which merged with Wellmont Health System in 2018 to form Ballad Health. Wellmont Health System has been using Epic since 2014.

"When Ballad Health launched in 2018, we knew having a single EHR would be crucial for our patients' safety, efficiency and convenience," said Pam Austin, Ballad Health's chief information officer, in a statement.

### **WHY IT MATTERS**

Ballad representatives pointed to interoperability as a deciding factor for moving to deploy Epic across the hospital system, noting the benefits to patient safety and finances when providers can view and manage health records at every step of care.

"We are committed to enhancing care for the communities we serve, and with the launch in the physician practices, our care teams – regardless of their legacy health system – will be able to collaborate more effectively to provide the care patients need," said Austin.

"Most importantly, this transition will allow for better interoperability throughout the Appalachian Highlands, benefiting patients through a seamless, integrated approach," Austin continued.

The Epic ambulatory launch marked a stepping-stone in Ballad Health's journey to upgrade its overall computing infrastructure, which includes replacing 10,000 computers and converting all users to Windows 10, according to the company.

Epic is already in use at eight of Ballad's hospitals; by October, the system said, it will be deployed at the remaining 13.

"With Epic now live in most of our Ballad Health Medical Associates practices, we're one – major – step closer to bringing our health system onto a single patient record platform," said Alan Levine, chairman and chief executive officer of Ballad Health, in the statement.

## **THE LARGER TREND**

Ballad is among several health systems to have pivoted to virtual EHR implementations amid restrictions from the COVID-19 pandemic.

In May, EHR vendor Cerner launched its [first-ever "virtual go-live"](#) at Macon Community Hospital, a 25-bed critical access hospital in rural Tennessee.

"Considering social distancing and safety precautions related to COVID-19, our options were to delay our implementation or work to complete the process virtually," said Thomas Kidd, Macon Community Hospital CEO.

Given the continued emphasis on social distancing measures, it's important to note that [Epic recently launched a telehealth service](#) through Twilio, allowing providers to launch video visits within EHR workflows – although telehealth may be less accessible for rural patients without broadband access.

## **ON THE RECORD**

"This has been a long time coming, and many people have put in an incredible amount of work to plan, prepare and execute," said Barbara Allen, chair of the Board of Directors Information Technology Committee at Ballad, about the launch.

"Our patients and communities will benefit from industry-leading technology providing incredible power to consumers to have more control over their health care and unprecedented access to their care teams," Allen said.

## Buchanan 3 kmz

Spectrum

[Start](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1150 Waterhole Rd, 24603** [edit address](#)

**Spectrum customer support hours:**  
Monday through Sunday  
8 AM - 12 AM Eastern Time

Spectrum

[Start](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1052 Garry Yates Rd, 24256** [edit address](#)

**Spectrum customer support hours:**  
Monday through Sunday  
8 AM - 12 AM Eastern Time

Spectrum

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Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **3216 Bull Creek Rd, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

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Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1072 Goldrush Rd, 24256** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1457 Jess Fork Rd, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

# Buchanan 5kmz

**Spectrum** [Start Again](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1029 Blankenship rd, 24620** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

**Spectrum** [Start](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **4653 Coon Branch Rd, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

# 1099 Gibson Rd 24620

Address: 1099 Gibson Rd, 24620

**All Providers Reporting Service**

Census block ID: 510270101005019

**Number of Fixed Residential Broadband Providers**

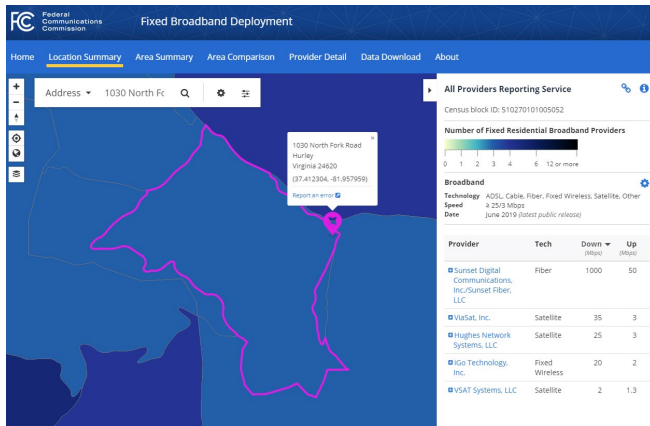
0 1 2 3 4 6 12 or more

**Broadband**

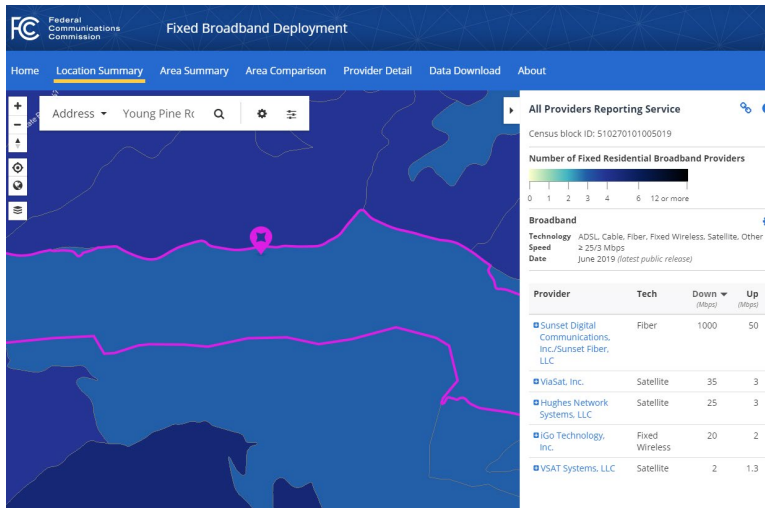
Technology: ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
Speed: 25/3 Mbps  
Date: June 2019 (last public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
Viasat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGO Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

# 1030 N Fork Rd 24620



### 1043 Young Pine Rd 24620



### 1108 Sawdust Rd 24620

Federal Communications Commission  
Fixed Broadband Deployment

Home Location Summary Area Summary Area Comparison Provider Detail Data Download About

Address 1108 Sawdust

1108 Sawdust Road  
Hurley  
Virginia 24620  
(37.4211714, -81.993901)

Report an error

Scale Source 647 Scale Width 647

mapbox © Mapbox © OpenStreetMap contributors, Imagery © Mapbox

### All Providers Reporting Service

Census block ID: S10270101005065

#### Number of Fixed Residential Broadband Providers

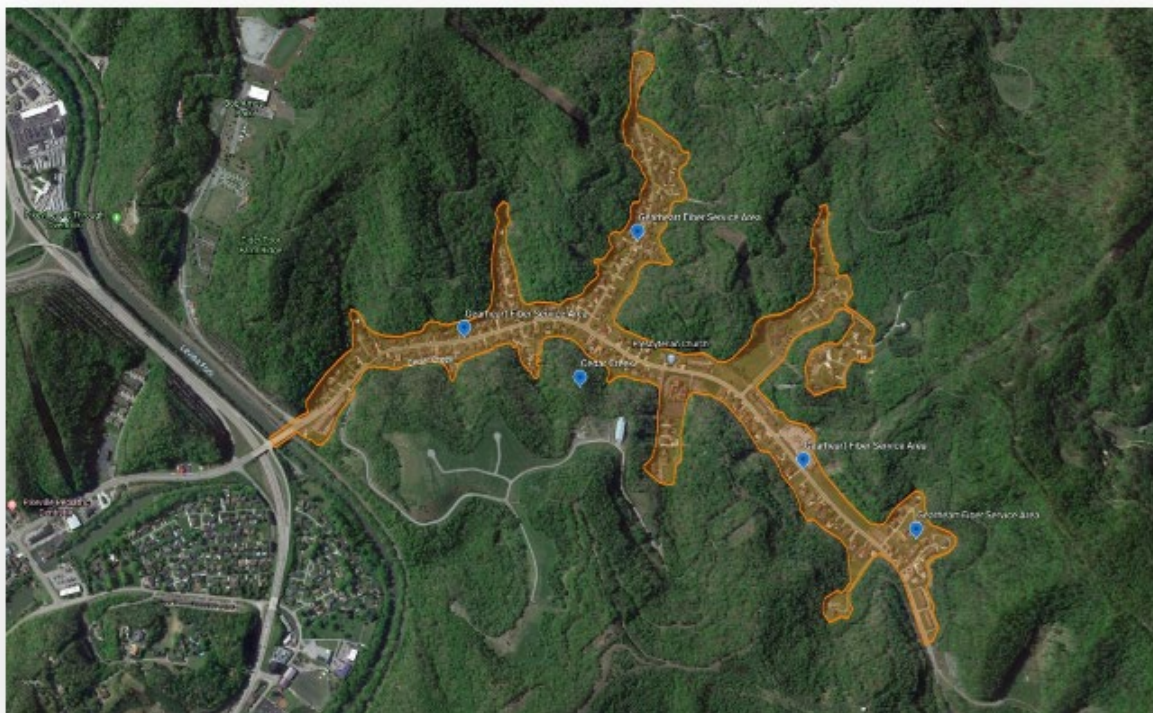
0 1 2 3 4 6 12 or more

#### Broadband

**Technology** ADSL, Cable, Fiber, Fixed Wireless, Satellite, Other  
**Speed** ≥ 25/3 Mbps  
**Date** June 2019 (latest public release)

Provider	Tech	Down (Mbps)	Up (Mbps)
Sunset Digital Communications, Inc./Sunset Fiber, LLC	Fiber	1000	50
ViaSat, Inc.	Satellite	35	3
Hughes Network Systems, LLC	Satellite	25	3
iGo Technology, Inc.	Fixed Wireless	20	2
VSAT Systems, LLC	Satellite	2	1.3

It's Here! Gearheart Fiber is now lit up and available in Cedar Service Area. We can now offer you speeds up to 750/750 with Gig Service coming VERY SOON! We will be expanding our FTTH footprint in 2020 and we look forward in servicing more communities soon! If you live in the Cedar Community click the order button below!



**Here are the Gearheart Fiber Speeds Available In Cedar Creek!**

 <b>25/25</b> <b>INTERNET</b> MODEM 1,000 DATA <input type="button" value="ORDER"/>	 <b>50/50</b> <b>INTERNET</b> MODEM 1,000 DATA <input type="button" value="ORDER"/>	 <b>100/100</b> <b>INTERNET</b> MODEM 1,500 DATA <input type="button" value="ORDER"/>	 <b>300/300</b> <b>INTERNET</b> MODEM 2,000 DATA <input type="button" value="ORDER"/>	 <b>500/500</b> <b>INTERNET</b> MODEM 2,500 DATA <input type="button" value="ORDER"/>	 <b>750/750</b> <b>INTERNET</b> MODEM 3,000 DATA <input type="button" value="ORDER"/>
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DISCLAIMER: Inter Mountain Cable Bundle Services (excluding build-a bundle) & Internet require a (12) twelve month agreement. Taxes not include in advertised pricing. Not responsible for typographical and/or pricing errors. Prices are subject to change without notice. Prices and/or Packages may vary depending on territory and/or state you live in. Gearheart Fiber only available in the Cedar Creek Service Area(s) of Pike County. Some restrictions may apply. Credit check and agreement are required with ALL Inter Mountain Cable Digital TV, Phone and Broadband Services. When choosing the add-ons to your bundle, choose the add-ons listed below each bundle. \*A \$8.75 modem maintenance / wireless charge is applied to all Inter Mountain Cable Wireless Broadband Modems (excluding bundles, already add in to pricing) - both A/c Carte and Bundles (all speeds are included) High Speed Wired/Wireless Internet Service will be incorporated with Data Usage tiers. Data Usage levels will apply to appropriate advertised speed[s] - Data Usage tier flyer / information can be found and downloaded on the Data Your Way Portal page at the link below. A \$5.00 per 50 Gig charge will be applied for bandwidth overage per month for specific data tier. Go to our new Data Your Way Portal to check your month Bandwidth Usage and "How Much" Data goes with "Which" Speed.



## Buchanan 6 kmz

Spectrum

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Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **3438 Lower big Branch Rd, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1212 Antique Rd, 24631** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **2073 Booth Branch Rd, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

[Start](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1394 Hidden Pines Dr, 24614** [edit address](#)

**Spectrum customer support hours:**  
Monday through Sunday  
8 AM - 12 AM Eastern Time

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

You entered: **1131 Trailer Ct Rd, 24631** [edit address](#)

**Spectrum customer support hours:**

Monday through Friday  
8 AM - 12 AM EST  
Saturday through Sunday  
9 AM - 12 AM EST



## 2020-2021 School Re-opening Plan

**\*PARENTS MAY OPT TO DO ONLINE INSTRUCTION 5 DAYS A WEEK. PARENTS WILL BE REQUIRED TO SIGN A REQUEST TO DO ONLINE INSTRUCTION ONLY FOR 9 WEEKS AT A TIME. AT THE END OF EACH 9 WEEK PERIOD, PARENTS MAY OPT FOR STUDENTS TO PARTICIPATE IN IN-PERSON INSTRUCTION BY CONTACTING THE SCHOOL ADMINISTRATOR TO COMPLETE A REMOVAL FROM ONLINE INSTRUCTION FORM. THE APPLICATION CAN BE FOUND ON THE DIVISION WEBSITE ([WWW.BCPSK12.COM](http://WWW.BCPSK12.COM)). PARENTS SHOULD EMAIL COMPLETED APPLICATIONS TO [renee.stiltner@bcpsk12.com](mailto:renee.stiltner@bcpsk12.com) OR DROP OFF COMPLETED APPLICATIONS AT SCHOOL.**

SCHOOL OPERATIONS - Health & Safety Procedures	
In-Person 4-Days a Week/ Online 1-Day a Week* Minimal Community Spread	Remote Learning Moderate/Substantial Community Spread (Following Recommendations by VDH.)
<b>Mitigation Strategies</b>	
<ul style="list-style-type: none"> <li>All students and staff will be encouraged to follow social distance guidelines set forth by the CDC.</li> <li>Buildings will close at 4:30 PM for deep cleaning. After school programs will end at 5:15 PM and will be restricted to a designated area in the building. The designated areas will be deep cleaned at 5:15 PM.</li> <li>Buildings and buses will be sanitized daily.</li> <li>Everyone will wear a face mask when six feet of social distancing is not possible.</li> <li>Face masks, face shields, and gloves will be provided to all employees.</li> <li>Temperature kiosks will be placed in every school.</li> <li>Hand washing and sanitizing stations will be placed in all schools.</li> <li>No door-to-door fundraising will be permitted.</li> </ul>	<ul style="list-style-type: none"> <li>All students and staff will be encouraged to follow social distance guidelines set forth by the CDC.</li> <li>Buildings and buses will be sanitized daily.</li> <li>Everyone will wear a face mask when six feet of social distancing is not possible.</li> <li>Face masks, face shields, and gloves will be provided to all employees.</li> <li>Families will provide a container at the bus stop for non-contact delivery of food and/or instructional packets daily.</li> </ul>
<b>Health Screenings</b>	
<ul style="list-style-type: none"> <li>Students will check temperatures as they get on the bus daily.</li> <li>Anyone entering a school building will have their temperature checked daily.</li> <li>BCPS will adhere to the temperature threshold of 99.8°F for all students, staff and visitors.</li> <li>A quarantine room will be set up at each school for any student with a temperature of 99.8 or symptoms of COVID 19.</li> <li>If a student is sick, the teacher will call for the nurse to come and get the student from the classroom.</li> <li>The school nurse supervisor will create an informational video for parents.</li> <li>Staff or students need to STAY HOME when sick!</li> <li>Students/staff testing positive for COVID-19 must follow BCPS Flowchart on Procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Anyone entering a school building will have their temperature checked daily.</li> <li>BCPS will adhere to the temperature threshold of 99.8°F for all students and staff.</li> <li>Staff will be sent home if temperature is at the threshold or higher.</li> <li>Staff need to STAY HOME if sick.</li> <li>Staff testing positive for COVID-19 must follow BCPS Flowchart on Procedures.</li> </ul>
<b>Sick Policies</b>	
<p><u>Staff</u></p> <ul style="list-style-type: none"> <li>If a staff member is sick, do not report to work. Use a sick/personal day in Frontline for absence.</li> <li>If a staff member is running a temperature of 99.8°F or higher:             <ul style="list-style-type: none"> <li>Staff cannot return until temperature-free for two days (48 hrs.) without medication and must complete Symptom Checker Form upon return.</li> <li>Staff need to report temperature to the principal and the school nurse will contact the staff member.</li> <li>If a staff member thinks he or she may be experiencing symptoms of COVID-19, please contact the school nurse supervisor.</li> </ul> </li> <li>Contact the Human Resources Director for FMLA or FFCRA, if needed.</li> </ul> <p><u>Students</u></p> <ul style="list-style-type: none"> <li>If a student is sick, do not report to school. Parents will need to contact the school administration and the student will transition to online instruction during the illness. If the illness extends beyond three days, medical documentation will need to be provided to continue online instruction.</li> <li>If a student is running a temperature of 99.8°F or higher, the student cannot return until temperature-free for two days(48 hrs.) without medication and parents must complete a Symptom Checker Form upon return (School Nurse can call to get information.)</li> <li>Students who experience illness or COVID symptoms may transition from In-Person learning to online for the quarantine days.</li> </ul>	<ul style="list-style-type: none"> <li>If staff is sick, do not report to work. Staff will Use a sick/personal day in Frontline for absence.</li> <li>Staff will need to Contact Human Resource Director for FMLA or FFCRA .</li> </ul>
<b>Attendance Policies</b>	
<ul style="list-style-type: none"> <li>Attendance policy was revised to include distance/online learning.             <ul style="list-style-type: none"> <li>Students are expected to participate in class for attendance by Online (will be logged in Google Classroom) with camera or Call in, if no internet.</li> </ul> </li> <li>ALL employees will report to work as normal.</li> <li>ALL staff report to work at 7:30 AM unless scheduled for a different time (i.e., cafeteria, custodial).</li> <li>Staff must notify the supervisor of absence by 7:00 A.M. each day.</li> </ul>	<ul style="list-style-type: none"> <li>ALL employees will report to work as normal.</li> <li>Staff will need to contact the Human Resource Director for FMLA/FFCRA.</li> <li>If a staff member is sick with Covid 19 symptoms and needs to be off, the School Nurse Supervisor or Superintendent must be notified.</li> </ul>

<b>School Nurses</b>	
<ul style="list-style-type: none"> <li>Nurses will report to school at 7:30 AM daily.</li> <li>Nurses assigned to all schools <ul style="list-style-type: none"> <li>CEMS</li> <li>CHS</li> <li>GHS</li> <li>HEMS</li> <li>HHS</li> <li>REMS</li> <li>TVEMS</li> <li>TVHS</li> <li>BCCTHLC - Nursing Instructors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Take and log temperatures at each school daily.</li> </ul>
<b>School Safety/Visitors</b>	
<ul style="list-style-type: none"> <li>Visitor access will be restricted at each school due to COVID-19. There will be no classroom volunteers, parent lunches with students, guest speakers, or community building use.</li> <li>Parent/Guardian meetings will be scheduled by the building administration, as needed.</li> <li>Visitors will be required to: <ul style="list-style-type: none"> <li>have their temperature taken and logged.</li> <li>be screened with symptom checker/health screening.</li> <li>show proof of screening - paper wristband or visitor badge sticker.</li> <li>sign a form attesting to being symptom-free for the past 10 days and have not been recently exposed to anyone diagnosed with Covid-19.</li> <li>wear a face mask or facial covering.</li> <li>Outside food deliveries or party deliveries will not be allowed at this time..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No visitors will be allowed in buildings.</li> <li>Deliveries will be dropped at the door.</li> </ul>
<b>Arrivals/Departures</b>	
<ul style="list-style-type: none"> <li>Parents must drop off and pick up students at the school entrance.</li> <li>Parents will notify schools of early check-outs and time for pick-up.</li> <li>Parents must wear a mask when entering the school to check a student in or out.</li> <li>Students may only ride their assigned bus.</li> <li>Students may not ride home on a bus with another student.</li> </ul>	
<b>Substitutes</b>	
<ul style="list-style-type: none"> <li>Teacher absences must address the following: <ul style="list-style-type: none"> <li>recorded lessons</li> <li>link to a co-worker's classroom instruction in Google Meet</li> </ul> </li> <li>Substitutes will monitor behavior and assist with instruction.</li> <li>When possible, use resource teachers to replace regular teachers and use substitutes in resource areas.</li> </ul>	<ul style="list-style-type: none"> <li>Substitutes may assist with food deliveries, as needed.</li> </ul>
<b>Personal Belongings</b>	
<ul style="list-style-type: none"> <li>Lunch bags/backpacks must be washed weekly.</li> <li>Backpacks/lunch boxes must be kept in cubbies, lockers, or on the back of student chairs.</li> <li>All student belongings must be kept in cubbies, lockers, or on the back of student chairs.</li> <li>No blankets, pillows, toys, etc. can be brought to school.</li> <li>No sharing of school supplies, including pencils, pens, crayons, scissors, etc.</li> <li>Students need to bring a personal water bottle daily.</li> <li>No lockers will be shared by students.</li> </ul>	
<b>FACILITIES, SCHEDULES AND TRANSPORTATION ACCOMMODATIONS</b>	
<b>In-Person 4-Days a Week/ Online 1-Day a Week*</b> Minimal Community Spread	<b>Remote Learning</b> Moderate/Substantial Community Spread (Following Recommendations by VDH.)
<b>Physical &amp; Social Distancing</b>	
<ul style="list-style-type: none"> <li>All students and staff will be encouraged to follow social distance guidelines set forth by the CDC.</li> <li>Everyone must wear a mask if closer than 6 feet.</li> <li>6-foot social distancing visuals will be marked in: <ul style="list-style-type: none"> <li>cafeteria</li> <li>hallways</li> <li>office/office waiting areas</li> <li>restrooms</li> <li>gym</li> <li>buses</li> <li>bus arrival/departure areas</li> <li>classrooms - desks/tables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All students and staff will be encouraged to follow social distance guidelines set forth by the CDC.</li> </ul>

**Alternative Schedules**

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| <ul style="list-style-type: none"> <li>• 4-Day Schedule             <ul style="list-style-type: none"> <li>○ In-Person Instruction                 <ul style="list-style-type: none"> <li>▪ Mon/Tue/Wed/Thurs</li> </ul> </li> <li>○ Online Instruction                 <ul style="list-style-type: none"> <li>▪ Friday</li> </ul> </li> </ul> </li> <li>• Virtual online Instruction will be provided 5 Days a Week.</li> </ul> | <ul style="list-style-type: none"> <li>• Online/Remote Schedule would be followed for all staff and students.</li> </ul> |
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**Recess/Breaks/Snacks**

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| <ul style="list-style-type: none"> <li>• Recess and breaks scheduled throughout the day.</li> <li>• Recess and breaks scheduled one class at a time.</li> <li>• All snacks will be limited to pre-packaged items.</li> </ul> |  |
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**Cleaning**

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| <ul style="list-style-type: none"> <li>• Custodial staff will be trained on sanitizing and deep cleaning prior to school opening.</li> <li>• Daily deep-cleaning and sanitizing will be performed in schools and on buses daily.</li> <li>• Portable UV-C sanitizers will be used on electronic devices.</li> <li>• Sanitizing spray machines will be used to disinfect classrooms and buses daily.</li> <li>• Afternoon Custodial staff schedules will be adjusted to ensure deep cleaning is performed at the end of each day.</li> <li>• Custodians will be wiping frequently touched surfaces throughout the building daily.</li> </ul> | <ul style="list-style-type: none"> <li>• Custodial staff will be trained on sanitizing and deep cleaning prior to school opening.</li> <li>• Daily deep-cleaning and sanitizing will be performed in schools and on buses daily.</li> <li>• Portable UV-C sanitizers will be used on electronic devices.</li> <li>• Sanitizing spray machines will be used to disinfect classrooms and buses.</li> <li>• Custodial staff schedules will be adjusted to accommodate additional cleaning.</li> <li>• Custodians will be wiping frequently touched surfaces throughout the building daily.</li> </ul> |
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**Transportation**

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| <ul style="list-style-type: none"> <li>• The School Nurse Supervisor, Food Service Supervisor (previously employed as a Health Department Inspector), and Transportation Supervisor will train all bus drivers and driver substitutes on proper cleaning and sanitizing procedures for daily sanitizing and disinfecting buses.</li> <li>• Proper PPE and cleaning supplies will be provided for all buses.</li> <li>• Bus driver’s temperature will be taken each day prior to making the bus runs.</li> <li>• Student temperatures will be taken each day prior to entering the bus.</li> <li>• Students will sit in assigned seats.</li> <li>• Siblings/students living in the same household will sit together in assigned seats.</li> <li>• Bus drivers will disinfect buses and high touch areas after each morning and afternoon route.</li> <li>• Bus capacity will follow the most current CDC guidelines.</li> <li>• A parent/guardian must accompany the student(s) to the bus stop to ensure a normal temperature check prior to students boarding the bus.</li> <li>• Students must wear a mask to board the bus.             <ul style="list-style-type: none"> <li>• Car riders will have temperature checked upon arrival at school before the parent/guardian exits the drop off or student drivers are allowed to enter.</li> <li>• No field trips will be taken at this time.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The School Nurse Supervisor, Food Service Supervisor (previously employed as a Health Department Inspector), and Transportation Supervisor will train all bus drivers and driver substitutes on proper cleaning and sanitizing procedures for delivering food daily.</li> <li>• The School Nurse Supervisor, Food Service Supervisor (previously employed as a Health Department Inspector), and Transportation Supervisor will train all bus drivers and driver substitutes on proper cleaning and sanitizing procedures for daily sanitizing and disinfecting buses.</li> <li>• Proper PPE and cleaning supplies will be provided for all buses.</li> <li>• Bus driver’s temperature will be taken each day prior to making the bus runs.</li> <li>• Bus drivers and one other staff member will deliver food (breakfast and lunch) daily to homes.</li> </ul> |
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**Technology**

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| <ul style="list-style-type: none"> <li>• Students will have Pads in grades Pre-K-5.</li> <li>• Students will have Chromebooks in grades 6-12.</li> <li>• PD will be offered to staff on using:             <ul style="list-style-type: none"> <li>○ webcams</li> <li>○ interactive panels</li> <li>○ Flipgrid</li> <li>○ Performance Matters</li> <li>○ CIP</li> </ul> </li> <li>• Google Training Continues on the following:             <ul style="list-style-type: none"> <li>○ Google Classroom</li> <li>○ Google Docs</li> <li>○ Google Sheets</li> <li>○ Google Slides</li> <li>○ Google Forms</li> <li>○ Other Google Apps and Extensions</li> </ul> </li> <li>• Outdoor access points are available at every school and the Central Office.</li> <li>• Teachers have scanners to scan classwork to Google Classroom.</li> <li>• Teachers have Webcams for classrooms for online learning.</li> <li>• Teachers have Interactive SMART Panels for classroom use.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will have iPads in grades Pre-K-5.</li> <li>• Students will have Chromebooks in grades 6-12.</li> <li>• PD will be offered to staff on using:             <ul style="list-style-type: none"> <li>○ webcams</li> <li>○ interactive panels</li> <li>○ Flipgrid</li> <li>○ Performance Matters</li> <li>○ CIP</li> </ul> </li> <li>• Google Training Continues on the following:             <ul style="list-style-type: none"> <li>○ Google Classroom</li> <li>○ Google Docs</li> <li>○ Google Sheets</li> <li>○ Google Slides</li> <li>○ Google Forms</li> <li>○ Other Google Apps and Extensions</li> </ul> </li> <li>• Outdoor access points are available at every school and the Central Office.</li> <li>• Teachers have scanners to scan classwork to Google Classroom.</li> <li>• Teachers have Webcams for classrooms for online learning.</li> <li>• Teachers have Interactive SMART Panels for classroom use.</li> </ul> |
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**School Nutrition**

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| <ul style="list-style-type: none"> <li>• PPE will be provided to SNP staff.</li> <li>• Breakfast will be delivered or grab and go.             <ul style="list-style-type: none"> <li>○ PK-3 will have breakfast delivered to the classroom.</li> <li>○ 4-12 will pick up breakfast upon arrival at school.</li> </ul> </li> <li>• Students will have lunch delivered or pickup as Grab-and-Go at designated times.</li> <li>• Students will eat breakfast and lunch in the classroom.</li> <li>• Students will use all disposable utensils and trays.</li> <li>• All water fountains will be closed.</li> <li>• Bottle filling stations will be installed in all schools.</li> <li>• Potable water will be available in cups, upon request.</li> </ul> | <ul style="list-style-type: none"> <li>• Daily meal delivery will take place along school bus routes. Both breakfast and lunch will be delivered each day to students at 2:35 P.M.</li> <li>• PPE will be provided to SNP and bus staff.</li> </ul> |
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<ul style="list-style-type: none"> <li>Students will be encouraged to bring a water bottle from home daily.</li> <li>Online learners - Parents will pick up breakfast and lunch meals for five days at school one day each week. (Day will be designated by school.)</li> </ul>	
<b>Before &amp; After School</b>	
<ul style="list-style-type: none"> <li>Teachers and nurses will report to work at 7:30 AM.</li> </ul> <p><u>Student Arrivals</u> (Students will report directly to classrooms upon arrival so there is no congregating in common areas.)</p> <ul style="list-style-type: none"> <li>Students in grades Pre-K-3 will report to their homeroom and breakfast will be delivered to the classroom.</li> <li>Students in grades 4-12 will pick up a Grab-and-Go Breakfast and report to the classroom. <ul style="list-style-type: none"> <li>Elementary/Middle - will report to their homeroom upon arrival.</li> <li>High School - will report to first block upon arrival.</li> </ul> </li> </ul> <p><u>Student Departures</u></p> <ul style="list-style-type: none"> <li>Students will be called by bus # to load.</li> <li>Car riders will be called by student(s).</li> <li>Students will remain in class until called to load the bus or car.</li> </ul> <p><u>21st CCLC / Boys &amp; Girls Club</u> After school programs will begin virtually September 14-25. In person will begin on Sept. 28.</p> <ul style="list-style-type: none"> <li>250 student capacity</li> <li>After school program will end at 5:15 PM (M-Thurs.).</li> <li>After school program on Friday will be a virtual homework help program from 2:45-4:45 P.M.</li> <li>21st CCLC Homework Hotline Help will be Monday-Thursday - 5:15 PM - 6:15 P.M.</li> </ul>	<p><u>21st CCLC Afterschool Program</u></p> <ul style="list-style-type: none"> <li>Homework Hotline Help will be available for students from 2:45 PM - 4:45 P.M.</li> </ul>
<b>Athletics &amp; Extracurricular Activities</b>	
<ul style="list-style-type: none"> <li>All athletes will follow social distancing guidelines of 10 feet.</li> <li>Athletes or students will have daily temperature checks.</li> <li>Coaches will keep well-documented records.</li> <li>Coaches will complete Student Symptom Checker Form prior to allowing daily participation.</li> <li>No contact sports will be allowed.</li> <li>At this time, drills only are permitted.</li> <li>Coaches and custodians will clean/sanitize after each session, both space and equipment.</li> <li>Students will come dressed/no showers or locker rooms will be in use.</li> <li>Students will need to bring a personal water bottle.</li> <li>Weight room <ul style="list-style-type: none"> <li>Students will be permitted 2-hour blocks per day.</li> <li>Deep cleaning and sanitizing will be performed between blocks.</li> <li>Coaches, athletes and parents will receive training.</li> </ul> </li> <li>Hand sanitizer stations will be available.</li> <li>Athletic field trips will not be permitted.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Human Resources</b>	
<ul style="list-style-type: none"> <li>Staff meeting criteria for FMLA or FFCRA would see Becky Harrison.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting criteria for FMLA or FFCRA would see Becky Harrison.</li> </ul>
<b>STUDENT &amp; STAFF SUPPORTS</b>	
<b>In-Person 4-Days a Week/ Online 1-Day a Week*</b> Minimal Community Spread	<b>Remote Learning</b> Moderat/Substantial Community Spread (Following Recommendations by VDH.)
<b>Social &amp; Emotional Well-Being of Students and Families</b>	
<ul style="list-style-type: none"> <li>School counselors will identify and address issues as they arise.</li> <li>A licensed clinical counselor will work with students, as needed with parent permission.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>Identifying Abuse &amp; Neglect</b>	
<ul style="list-style-type: none"> <li>School counselors will identify and address issues as they arise.</li> <li>A licensed clinical counselor will work with students, as needed with parent permission.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>Mental Health Support for School Staff</b>	
<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>Supports for Students</b>	
<ul style="list-style-type: none"> <li>School counselors will identify and address issues as they arise.</li> <li>A licensed clinical counselor will work with students, as needed with parent permission.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>Social &amp; Emotional Learning</b>	

<ul style="list-style-type: none"> <li>School counselors will identify and address issues as they arise.</li> <li>A licensed clinical counselor will work with students, as needed with parent permission.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>Mental Health &amp; Psychological Supports</b>	
<ul style="list-style-type: none"> <li>School counselors will identify and address issues as they arise.</li> <li>A licensed clinical counselor will work with students, as needed with parent permission.</li> </ul>	<ul style="list-style-type: none"> <li>School counselors available, if needed.</li> </ul>
<b>School Discipline</b>	
<ul style="list-style-type: none"> <li>Issues will be addressed as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Issues will be addressed as needed.</li> </ul>
<b>INSTRUCTION</b>	
<b>In-Person 4-Days a Week/ Online 1-Day a Week*</b> <b>Minimal Community Spread</b>	<b>Remote Learning</b> <b>Moderate/Substantial Community Spread</b> <b>(Following Recommendations by VDH)</b>
<b>New Instruction/Resuming Teaching &amp; Learning</b>	
<ul style="list-style-type: none"> <li>Students will take a pretest in Reading and Math during the second week of school.</li> <li>Remediation of previously taught skills will be provided by tutors in the elementary schools. High school teachers will provide remediation during the remediation block.</li> <li>New instruction will be provided in all grades.</li> <li>Attendance will be taken daily for in person and virtual learning daily.</li> <li>Numerical grades will be assigned in all subjects or courses.</li> <li>Students will follow the normal school day schedule - in person and online.</li> <li>Teachers will be required to report to the physical school building daily at 7:30 AM Monday-Friday.</li> <li>Childcare for school workers will be provided by paraprofessionals who will monitor students during online learning in a classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>New instruction will be provided in all subjects and courses.</li> <li>Students will follow the regular school schedule with online learning.</li> <li>Students without internet or phone access can request a flash drive with preloaded lessons for the week.</li> <li>Attendance will be taken daily for in person and virtual learning.</li> <li>Numerical grades will be assigned in all subjects or courses.</li> <li>Childcare for school workers will be provided by paraprofessionals who will monitor students during online learning in a classroom setting.</li> </ul>
<b>Instruction &amp; Assessment</b>	
<p>Elementary</p> <ul style="list-style-type: none"> <li>Students in grades K-5 will be in a self-contained setting.</li> <li>Teachers will use CIP pacing guides.</li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>Middle School Students will remain together as a homeroom all day for classes.</li> <li>Teachers will change classes, not students.</li> <li>Teachers will use CIP pacing guides.</li> </ul> <p>High School</p> <ul style="list-style-type: none"> <li>High school students will change classes during their 4 block schedule.</li> <li>Students will have assigned seats in all classes.</li> <li>Teachers will use CIP pacing guides.</li> </ul> <p>*Recess and breaks will be scheduled by class to reduce students congregating in areas.</p>	<ul style="list-style-type: none"> <li>Virtual/Remote Instruction will occur daily following the schedule.</li> <li>Students without the internet can call in and listen to the Google Meet.</li> <li>Students without internet or phone access can request a flash drive with preloaded lessons for the week.</li> </ul>
<b>Digital Learning Program</b>	
<ul style="list-style-type: none"> <li>CIP Lessons</li> <li>Google Classroom</li> <li>IXL, Accelerated Reader, Study Island, Virtual Virginia, Governor's School, etc.</li> <li>Reading, Math, Social Studies and Science textbooks are all digital.</li> <li>Students will have access to online library books through MyOn and Destiny.</li> </ul>	<ul style="list-style-type: none"> <li>CIP Lessons</li> <li>Google Classroom</li> <li>IXL, Accelerated Reader, Study Island, Virtual Virginia, Governor's School, etc.</li> <li>Reading, Science, Math and Social Studies textbooks are all digital.</li> <li>Students will have access to online library books through MyOn and Destiny.</li> </ul>
<b>Computing Devices &amp; Internet</b>	
<ul style="list-style-type: none"> <li>All Students in Grades PreK-5 will have an Ipad.</li> <li>All Students in grades 6-12 will have a Chromebook.</li> <li>Webcams and SMART Interactive Boards have been placed in all classrooms.</li> <li>Document scanners have been provided to all classroom teachers.</li> <li>Internet speed has been increased to 1 Gbps for each school.</li> <li>Outdoor access points have been placed at all schools.</li> </ul>	<ul style="list-style-type: none"> <li>All Students in Grades PreK-5 will have an Ipad.</li> <li>All Students in grades 6-12 will have a Chromebook.</li> <li>Webcams and SMART Interactive Boards have been placed in all classrooms.</li> <li>Document scanners have been provided to all classroom teachers.</li> <li>Internet speed has been increased to 1 Gbps for each school.</li> </ul>

- Outdoor access points have been placed at all schools.

## PARENT & FAMILY RESOURCES

**In-Person 4-Days a Week/  
Online 1-Day a Week\***  
**Minimal Community Spread**

**Remote Learning**  
**Moderate/Substantial Community Spread**  
**(Following Recommendations by VDH.)**

### VDOE Covid-19 Resources

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| <ul style="list-style-type: none"> <li>• <a href="#">Link to VDOE COVID-19 Parent Guide for School-Aged Children</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Link to VDOE COVID-19 Parent Guide for School-Aged Children</a></li> </ul> |
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### Protocol in the Event of Positive Case(s) of Covid-19

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| <ul style="list-style-type: none"> <li>• In the event there is a suspected case based upon health screening, the student or staff member will be tested by the primary care provider, local hospital, or urgent care.</li> <li>• If positive, the health department and their staff will be responsible for all contact tracing and notifying close contacts.</li> <li>• The identity of the case can not be disclosed unless the person gives the school division permission to do so.</li> <li>• All close contacts of an individual who have tested positive will be quarantined at home for 14 days. Individuals will self-monitor and report any Covid-19 symptoms to their primary care doctor and an assessment will be made regarding the need for testing.</li> <li>• The local health department may call schools and ask for classroom or bus contacts that may have been exposed, but no information will be released to the general public. When the health department notifies close contacts of possible exposure, the identity of the student or staff member is not revealed.</li> </ul> | <ul style="list-style-type: none"> <li>• In the event there is a suspected case based upon health screening, the student or staff member will be tested by the primary care provider, local hospital, or urgent care.</li> <li>• If positive, the health department and their staff will be responsible for all contact tracing and notifying close contacts.</li> <li>• The identity of the case can not be disclosed unless the person gives the school division permission to do so.</li> <li>• All close contacts of an individual who have tested positive will be quarantined at home for 14 days. Individuals will self-monitor and report any Covid-19 symptoms to their primary care doctor and an assessment will be made regarding the need for testing.</li> <li>• The local health department may call schools and ask for classroom or bus contacts that may have been exposed, but no information will be released to the general public. When the health department notifies close contacts of a possible exposure, the identity of the student or staff member is not revealed.</li> </ul> |
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| <ul style="list-style-type: none"> <li>→ <b>Local VDH Officials will be notified and will provide guidance to the school division</b></li> <li>→ <b>Verify Dates of Infection</b></li> <li>→ <b>Develop Communication System</b></li> <li>→ <b>Monitor Location for Absenteeism</b></li> <li>→ <b>Assess Building Activities and Require Fidelity of Social Distancing and other Established Strategies</b></li> <li>→ <b>Follow Established Procedures for Those Who Become or Are Sick</b></li> </ul> | <ul style="list-style-type: none"> <li>→ <b>Local VDH Officials will be notified and will provide guidance to the school division</b></li> <li>→ <b>Assist/Support Person during 14-Day Quarantine</b></li> <li>→ <b>Clean/Disinfect Affected Location</b></li> <li>→ <b>Monitor Affected Location for Absenteeism</b></li> <li>→ <b>Follow Established Procedures for Those Who Become or Are Sick</b></li> <li>→ <b>All parents/school staff will be notified of any positive cases within a school building.</b></li> </ul> |
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*"Our Children, Our Future, Our Responsibility"*





For persons with confirmed or suspected COVID-19 to know when they are likely no longer contagious:




**Symptom-based strategy**

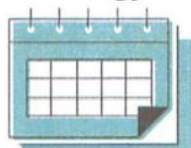


**If you had COVID-19 symptoms** and were directed to care for yourself at home, you can leave your "sick room" and home after these 3 things have happened:

- ✓ At least 10 days have passed since symptoms first appeared, **and**
- ✓ At least 24 hours with no fever without fever-reducing medication, **and**
- ✓ Other symptoms have improved.




**Time-based strategy**



**If you tested positive for COVID-19 and never had any symptoms** and were directed to care for yourself at home, you can leave your "sick room" and home if:

- ✓ At least 10 days have passed since the date of your first positive COVID-19 diagnostic test, **and**
- ✓ You continue to have no symptoms since the test.



Persons with COVID-19 who have [severe to critical illness](#) or who are [severely immunocompromised](#) might need to stay home longer than 10 days. These persons can consider using a test-based strategy to discontinue isolation, in consultation with an infectious disease expert.

• A longer time frame after recovery may be desired to minimize the chance of prolonged shedding of active virus for 1) healthcare personnel in close contact with vulnerable persons at high-risk for severe COVID-19 and 2) persons who have conditions that might weaken their immune system. Such persons should consult with their healthcare provider.  
 • Healthcare personnel should be excluded from work during isolation and then follow [Return to Work Practices and Work Restrictions](#) of universal source control and self-monitoring for symptoms.  
 • Based on CDC guidance for [Discontinuation of Isolation in Non-Healthcare Settings](#) aimed to prevent most instances of further spread.

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



**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.



**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](#).

Based on CDC guidance for [Community-Related Exposures, Risk Assessment and Work Restrictions for HCP](#), and [Critical Workers Exposed to COVID-19](#)

June 22, 2020

**Procedure for Closing School**

The decision to close school will need to be made on a case-by-case basis and in consultation with the local health department and the Buchanan County School Board. The size of the class, extent of social distancing in place while the infectious person(s) were present, extent of interaction and exposure in the area, and the location of the case(s) in the class will need to be assessed to determine the potential risk to others. The Virginia Department of Health will provide recommendations to the school system based on the assessments to ensure safety for everyone.

BCPS will notify the local health department when outbreaks of COVID-19 in the school population are suspected or confirmed. Areas of the school where the infectious individual(s) spent time will need to be closed temporarily for cleaning and disinfecting while unaffected areas continue to function as usual. Decisions about closure of a section of the school or the entire school will be guided by the Local Department of Health. Parents and staff will be notified if a confirmed case occurs in any building in Buchanan County Public Schools.

**Miscellaneous**

- School reopening video will be produced for parents.
- Letter/flyer disseminated addressing school reopening procedures.
- Online Instruction Request Form for families choosing virtual instruction ONLY will be available on the school website.
- Open House will be conducted virtually or in scheduled small groups.

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COMMUNITY, WORK & SCHOOL

## Considerations for Schools

### Operating Schools During COVID-19

Updated May 19, 2020

### Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

- **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**
  - Offer options for staff at [higher risk for severe illness](#) that limit their exposure risk (e.g., telework, modified job responsibilities).
  - Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
  - Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
  
- **Regulatory Awareness**
  - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
  
- **Gatherings, Visitors, and Field Trips**
  - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
  - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
  - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
  - Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
  
- **Identifying Small Groups and Keeping Them Together (Cohorting)**
  - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
  - Limit mixing between groups if possible.
  
- **Staggered Scheduling**
  - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

- When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.
- **Designated COVID-19 Point of Contact**
  - Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- **Participation in Community Response Efforts**
  - Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).
- **Communication Systems**
  - Put systems in place for:
    - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#)[external icon](#) (e.g. see “Notify Health Officials and Close Contacts” in the **Preparing for When Someone Gets Sick section below**) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
    - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- **Leave (Time Off) Policies and Excused Absence Policies**
  - Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
    - Examine and revise policies for leave, telework, and employee compensation.
    - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
  - Develop policies for return-to-school after COVID-19 illness. CDC’s [criteria to discontinue home isolation and quarantine](#) can inform these policies.
- **Back-Up Staffing Plan**
  - Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- **Staff Training**
  - Train staff on all safety protocols.
  - Conduct training virtually or ensure that [social distancing](#) is maintained during training.
- **Recognize Signs and Symptoms**
  - If feasible, conduct daily health checks (e.g., temperature screening and/or [symptom checking](#)) of staff and students.
  - Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental [Guidance for Child Care Programs that](#)

[Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.

- **Sharing Facilities**
  - Encourage any organizations that share or use the school facilities to also follow these considerations.
  
- **Support Coping and Resilience**
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/telehealth.html>

## HEALTHCARE WORKERS

Using Telehealth to Expand Access to Essential Health Services during the COVID-19 Pandemic

Updated June 10, 2020

### Purpose of this Guidance

To describe the landscape of telehealth services and provide considerations for healthcare systems, practices, and providers using telehealth services to provide virtual care during and beyond the COVID-19 pandemic.

### Background

Changes in the way that health care is delivered during this pandemic are needed to reduce staff exposure to ill persons, preserve personal protective equipment (PPE), and minimize the impact of patient surges on facilities. Healthcare systems have had to adjust the way they triage, evaluate, and care for patients using methods that do not rely on in-person services. Telehealth services help provide necessary care to patients while minimizing the transmission risk of SARS-CoV-2, the virus that causes COVID-19, to healthcare personnel (HCP) and patients.

While telehealth technology and its use are not new, widespread adoption among HCP and patients beyond simple telephone correspondence has been relatively slow.<sup>1,2</sup> Before the COVID-19 pandemic, trends show some increased interest in use of telehealth services by both HCP and patients.<sup>3,4,5</sup> However, recent policy changes during the COVID-19 pandemic have reduced barriers to telehealth access and have promoted the use of telehealth as a way to deliver acute, chronic, primary and specialty care.<sup>6</sup> Many professional medical societies endorse telehealth services and provide guidance for medical practice in this evolving landscape.<sup>7,8,9</sup> Telehealth can also improve patient health outcomes.<sup>10</sup>

### Telehealth Modalities

Several telehealth modalities allow HCP and patients to connect using technology to deliver health care:

- **Synchronous:** This includes real-time telephone or live audio-video interaction typically with a patient using a smartphone, tablet, or computer.
  - In some cases, peripheral medical equipment (e.g., digital stethoscopes, otoscopes, ultrasounds) can be used by another HCP (e.g., nurse, medical assistant) physically with the patient, while the consulting medical provider conducts a remote evaluation.
- **Asynchronous:** This includes “store and forward” technology where messages, images, or data are collected at one point in time and interpreted or responded to later. Patient portals can facilitate this type of communication between provider and patient through secure messaging.
- **Remote patient monitoring:** This allows direct transmission of a patient’s clinical measurements from a distance (may or may not be in real time) to their healthcare provider.

### Benefits and Potential Uses of Telehealth

Telehealth services can facilitate public health mitigation strategies during this pandemic by increasing social distancing. These services can be a safer option for HCP and patients by reducing potential infectious exposures. They can reduce the strain on healthcare systems by minimizing the surge of patient demand on facilities and reduce the use of PPE by healthcare providers.

Maintaining continuity of care to the extent possible can avoid additional negative consequences from delayed preventive, chronic, or routine care. Remote access to healthcare services may increase participation for those who are medically or socially vulnerable or who do not have ready access to providers. Remote access can also help preserve the patient-provider relationship at times when an in-person visit is not practical or feasible. Telehealth services can be used to:

- Screen patients who may have [symptoms of COVID-19](#) and refer as appropriate

- Provide low-risk urgent care for non-COVID-19 conditions, identify those persons who may need additional medical consultation or assessment, and refer as appropriate
- Access primary care providers and specialists, including mental and behavioral health, for chronic health conditions and medication management
- Provide coaching and support for patients managing chronic health conditions, including weight management and nutrition counseling
- Participate in physical therapy, occupational therapy, and other modalities as a hybrid approach to in-person care for optimal health
- Monitor clinical signs of certain chronic medical conditions (e.g., blood pressure, blood glucose, other remote assessments)
- Engage in case management for patients who have difficulty accessing care (e.g., those who live in very rural settings, older adults, those with limited mobility)
- Follow up with patients after hospitalization
- Deliver advance care planning and counseling to patients and caregivers to document preferences if a life-threatening event or medical crisis occurs
- Provide non-emergent care to residents in long-term care facilities
- Provide education and training for HCP through peer-to-peer professional medical consultations (inpatient or outpatient) that are not locally available, particularly in rural areas

#### Strategies to Increase Telehealth Uptake

- Promote and optimize the use of telehealth services for the safety of HCP and patients while using the [Framework for Healthcare Systems Providing Non-COVID-19 Clinical Care](#) to determine when in-person care is appropriate. Include options for language interpretation, as needed.
- Communicate with insurers/payers to understand availability of covered telehealth, telemedicine, or nurse advice line services
- Use tele-triage methods for assessing and caring for all patients to decrease the volume of persons seeking care in facilities, especially during times of high transmission of contagious diseases such as COVID-19
- Provide outreach to patients with limited technology and connectivity and offer flexibility in platforms that can be used for video consultation, or non-video options, when possible

#### Telehealth Reimbursement

Insurance payers and HCP professional associations have supported the transition to telehealth services during the pandemic. The Centers for Medicare & Medicaid Services (CMS) issued multiple [waiverspdf iconexternal icon](#), providing flexibility (e.g., geographic location, type of health site) during the pandemic and granting payment parity between telehealth and in-person clinical care for Medicare.<sup>11</sup> [Medicaid programsexternal icon](#) are administered at the state level and states can choose whether or not to cover telehealth services as an alternative to traditional in-person methods of care.

#### Safeguards for Telehealth Services

- Understand individual federal and state regulations and restrictions, temporary mandates and directives, and expiration dates
  - Monitor for updated regulatory actions for healthcare systems and HCP
  - Regional systems that provide services in multiple states must be particularly attentive to individual state requirements
  - HCP should track eligibility criteria based on their specific profession
- Maintain awareness of the Office for Civil Rights (OCR) announcements related to [HIPAA and COVID-19external icon](#)
- Train providers and staff on policies, practices, and protocols for using telehealth services, including appointment scheduling, documentation and billing, referral processes for specialty care, urgent and emergent care, laboratory services, pharmacy prescriptions, medical equipment, and follow-up visits

- Explore the use of telehealth services in all parts of the healthcare delivery system including [FQHCs \(federally qualified health centers\)external icon](#), community clinics, pharmacies, and [school-based health centerexternal icon](#)

#### Potential Limitations of Telehealth

- Interstate licensure challenges and other regulatory issues that may vary by state
- Situations in which in-person visits are more appropriate due to urgency, underlying health conditions, or inability to perform an adequate physical exam
- The need to address sensitive topics, especially if there is patient discomfort or concern for privacy
- Limited access to technological devices (e.g., smartphone, tablet, computer) needed for a telehealth visit or connectivity issues
- Level of comfort with technology for HCP and patients
- Cultural acceptance of conducting virtual visits in lieu of in-person visits by HCP and patients



<https://www.healthleadersmedia.com/welcome-ad?toURL=/innovation/president-trump-signs-executive-order-permanently-expand-telehealth-benefits-medicare>

The Community Health Access and Rural Transformation Model will pick 15 rural communities for its Community Transformation Track, which starts next summer.

#### KEY TAKEAWAYS

Under the model, 15 select rural community stakeholders and state Medicaid organizations could receive up to \$5 million over 18 months to help transform care delivery.

The model would also provide capitated payments that de-emphasize volumes for participating hospitals, and also could waive Conditions of Participation in specific circumstances when requested to do so by applicants.

CMS believes this would allow rural hospitals to move to outpatient- and emergency department-focused models instead of relying entirely on inpatient models.

It would also allow rural providers to ramp up telehealth services or develop hub-and-spoke arrangements with larger, regional providers.

Model participants would be held accountable for quality outcomes measured by total cost, admissions and ER visits, and other metrics that the community would pick.

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The Trump Administration has unveiled a two-track pilot program that will provide \$75 million in "up-front funding" for 15 rural communities to transform their care delivery models.

The volunteer Community Health Access and Rural Transformation (CHART) Model will pick 15 rural communities for its Community Transformation Track, which begins next summer.

The Centers for Medicare & Medicaid Services will also accept applications for 20 slots in a related Accountable Care Organization Transformation Track to begin in January 2020.

CMS Administrator Seema Verma said the agency was acting on an [Aug. 3 executive order](#) by President Donald J. Trump calling for a new model "to ensure that rural healthcare providers are able to provide the necessary level and quality of care."

"This new model is appropriately called CHART, or the Community Health Access and Rural Transformation Model, because it charts a course to a sustainable healthcare delivery system in rural communities," Verma said at a media teleconference Tuesday.

Verma said the model "provides three things for rural communities."

"First, it provides new upfront seed funding for rural communities to organize their efforts to transform healthcare delivery in their communities."

"Second, it allows for operational and regulatory flexibilities that enabled enhance care for fee for service beneficiaries."

"Third, it offers technical and learning support to participants to ensure the model success," she said.

CMS will detail the CHART models during a [webinar](#) on Aug. 18 at 1 p.m. ET.

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In turn, the model participants would be held accountable for quality outcomes measured by total cost, admissions and ER visits, and other metrics that the community would pick.

CMS said the related ACO Transformation Track builds on the success of the ACO Investment Model, which the agency claims has saved \$382 million over three years.

The ACO Transformation Track participants will enter a two-sided risk arrangements as part of the Medicare Shared Savings Program and may use all waivers available in the MSSP program.

Verma said CMS will issue a Request for Applications in the Spring of 2021 and pick 20 rural ACOs to participate starting in January 2022.

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**“THIS NEW MODEL IS APPROPRIATELY CALLED CHART, OR THE COMMUNITY HEALTH ACCESS AND RURAL TRANSFORMATION MODEL, BECAUSE IT CHARTS A COURSE TO A SUSTAINABLE HEALTHCARE DELIVERY SYSTEM IN RURAL COMMUNITIES.”**  
CMS ADMINISTRATOR SEEMA VERMA

<https://www.cms.gov/newsroom/press-releases/medicare-finalizes-new-rule-telemedicine-services-keep-beneficiaries-rural>

## **MEDICARE FINALIZES A NEW RULE FOR TELEMEDICINE SERVICES TO KEEP BENEFICIARIES IN RURAL**

**May 02, 2011**

### **MEDICARE FINALIZES A NEW RULE FOR TELEMEDICINE SERVICES TO KEEP BENEFICIARIES IN RURAL AND REMOTE AREAS DIALED IN THROUGH TELEMEDICINE**

The Centers for Medicare & Medicaid Services (CMS) today announced that it has finalized a rule for telemedicine services to ensure that patients in rural or remote areas will continue to receive the most cutting-edge medical care from many of their local hospitals.

The final rule changes the process that hospitals and critical access hospitals (CAH) can use for credentialing and granting privileges to physicians and practitioners who deliver care through telemedicine. Specifically, the rule simplifies how hospitals and CAHs partner with hospitals and non-hospital telemedicine entities (such as teleradiology facilities) to deliver care to their patients. The streamlined process will be particularly beneficial to patients of small hospitals and CAHs in rural or remote areas that may lack staff or resources to deliver specialized clinical expertise to their patient populations.

“Today’s final rule is the result of close collaboration with hospital and telemedicine care experts,” said CMS Administrator Donald M. Berwick, MD. “We at CMS want to be sure that as we develop rules to protect the safety and quality of care at America’s hospitals and CAHs, we also devise policies that reflect the most innovative practices in delivering care to all patients, especially patients in rural or remote parts of the country through telemedicine practices.”

Before today’s final rule, CMS regulations required hospitals and CAHs to grant practice privileges to remote-site doctors and other practitioners already credentialed in distant-site facilities, after their own individualized consideration of the practitioner’s qualifications, on a practitioner-by-practitioner basis. This meant that these practitioners could not provide care via telemedicine unless they were granted practice privileges both by their home hospital as well as by the remote hospital or CAH to which the telemedicine services were being delivered.

Privileging decisions are currently made based upon the recommendations of a hospital’s staff after the staff has thoroughly examined and verified the credentials of the practitioners and also used specific criteria to determine whether privileges should be granted.

As part of credentialing, hospitals research the qualifications of licensed healthcare professionals and assure that these qualifications are appropriate and legitimate. Privileging considers a practitioner’s credentials, including a license or ability to legally practice in a state, the practitioner’s training and experience, any special certifications the individual may hold from a medical specialty board, as well as the individual’s clinical skills and abilities.

The final rule aims to reduce the burden of the traditional credentialing and privileging process for Medicare-participating hospitals and CAHs, both those that provide telemedicine services and those that use such services. In particular, the rule extends the option of a streamlined credentialing and privileging process to those small hospitals and CAHs that use the telemedicine services of practitioners from distant-site telemedicine entities, both Medicare- and non-Medicare-participating, in order to improve access to specialty services for patients while further reducing the regulatory burden imposed on hospitals and CAHs.

A hospital or CAH that furnishes telemedicine services to its patients via an agreement with a “distant” hospital or telemedicine entity may now rely upon information furnished by the distant hospital (often a larger medical center) or telemedicine entity when making credentialing and privileging decisions for the physicians and practitioners at the distant site that will furnish the services.

Telemedicine is the use of electronic information and telecommunications technologies to provide professional health care services. Telemedicine is often used to connect practitioners and clinical experts in large hospitals or academic medical centers with patients in smaller hospitals or CAHs, which are typically located in more remote locations. Telemedicine can assure that these remotely located patients enjoy the same access to potentially life-saving technologies and expertise that are available to patients in more populated parts of the country.

The final rule was developed in response to concerns about the urgent need to preserve access to telemedicine for patients.

Today’s final rule updates the conditions of participation for hospitals and CAHs. Conditions of participation are rules that apply to health care organizations that seek to begin and continue participating in the Medicare and Medicaid programs. The conditions are the baseline health and safety standards and are the foundation for improving quality and protecting the health and safety of beneficiaries. CMS implements these standards through state departments of health and accrediting organizations recognized by CMS (through a process called “deeming”), which review provider practices to assure they meet or exceed Medicare’s condition standards.

More information about the finalized rule is available on CMS’ website at [http://www.cms.gov/CFCsAndCoPs/06\\_Hospitals.asp](http://www.cms.gov/CFCsAndCoPs/06_Hospitals.asp) and [http://www.cms.gov/CFCsAndCoPs/03\\_CAHs.asp](http://www.cms.gov/CFCsAndCoPs/03_CAHs.asp).

<https://www.fiercehealthcare.com/tech/from-telehealth-visits-to-digital-pharmacies-seniors-have-ramped-up-technology-use-during>

## Tech

# From telehealth visits to digital pharmacies, seniors have ramped up technology use during COVID-19: survey

by

Heather Landi |

Aug 5, 2020 9:00am



*Prior to COVID-19 only 1 in 10 seniors used telemedicine. During COVID-19, 44% have used telemedicine and 43% say they intend on using it after, the survey found.*

*(Agenturfotografin/Shutterstock)*

Seniors have embraced technology during the COVID-19 pandemic, from booking virtual visits with their doctors to ordering their prescriptions online.

Telemedicine usage jumped 340% among Medicare-eligible seniors since the start of the COVID-19 pandemic, according to a new survey.

Nearly one-third of consumers age 64 and older say they monitor their health using a wearable. What's more, 4 in 10 are interested in a wearable that helps them and those around them maintain appropriate social distance, according to the [survey](#) from healthinsurance.com.

The survey debunks the idea that only younger consumers widely use technology. Results were based on an online pool of more than 1,000 Medicare eligible consumers aged 64 and older conducted from July 17 to July 20.

Six in ten seniors say they are embracing technology more during the COVID-19 pandemic. One-third (34%) report using an online pharmacy.

Prior to COVID-19 only 1 in 10 used telemedicine. During COVID-19, 44% have used telemedicine and 43% say they intend on using it after, according to the survey.

Of those who used telemedicine, 58% say they have used it just once and 30% report using it once a month. Two-thirds of those who haven't tried telemedicine said the reason is simply because they haven't needed the service.

The survey results are in line with other polls that have found Medicare members are taking to telehealth.

A poll conducted by Morning Consult and sponsored by the Better Medicare Alliance back in May found that roughly half of seniors are comfortable using telehealth to get healthcare, and those that do largely say they had a favorable experience.

Data from insurance giant UnitedHealth also shows that the telehealth sector is making inroads with specific hard-to-reach demographics.

Telehealth adoption has [rapidly increased among seniors](#), according to the company's data. And patients in rural areas also are gravitating toward telemedicine, according to John Walthour, vice president of research at UnitedHealth Group.

The Centers for Medicare and Medicaid Services (CMS) has reported that telehealth usage has surged in the past four months. Before the public health emergency, approximately 13,000 beneficiaries in fee-for-service Medicare received telemedicine in a week. In the last week of April, nearly 1.7 million beneficiaries received telehealth services, CMS data shows.

President Donald Trump issued an [executive order](#) Monday to permanently expand some telehealth services beyond the COVID-19 pandemic. Policy changes from CMS also support the increased use of telehealth among Medicare beneficiaries.

The healthinsurance.com survey also found that seniors are using online tools to research their healthcare options.

Nearly 8 in 10 research their Medicare options online. Forty-four percent enroll using the internet, and the remaining 56% sign up either in person or on the phone.

Healthcare costs are a top concern about seniors, the survey found. Two-thirds say they are worried about out-of-pocket medical costs. Six in ten are worried about an unexpected medical bill, so much so that 36% have put off seeing a doctor because of cost.

These concerns could impact how surveyed seniors vote in the upcoming 2020 presidential election.

Nine in ten say lowering drug prices is important to them and 68% say the economy and healthcare are the two most important issues to them in the 2020 election.

And, it turns out, certain behaviors are pretty universal during the COVID-19 pandemic as everyone is encouraged to stay home.

Case in point, almost half of seniors admit to binge-watching. And cheers to all the virtual happy hours—half of surveyed seniors also say they have video chatted more since the start of COVID-19.

**For Immediate Release:** June 9, 2020

**Contacts:** Office of the Governor: Alena Yarmosky, [Alena.Yarmosky@governor.virginia.gov](mailto:Alena.Yarmosky@governor.virginia.gov)

# Governor Northam Shares Guidance for Phased Reopening of PreK-12 Schools

Back to school plan informed by collaborative process, outlines steps for safely resuming in-person instruction and school activities

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**RICHMOND**—Governor Ralph Northam today announced a phased approach that allows Virginia schools to slowly resume in-person classes for summer school and the coming academic year. The K-12 phased reopening plan was developed by the Office of the Secretary of Education, Virginia Department of Health, and the Virginia Department of Education and is informed by guidelines from the Centers for Disease Control and Prevention (CDC).

All PreK-12 schools in Virginia will be required to deliver new instruction to students for the 2020-2021 academic year, regardless of the operational status of school buildings. The PreK-12 guidance is aligned with the phases outlined in the [Forward Virginia](#) blueprint and provides opportunities for school divisions to begin offering in-person instruction to specific student groups.

“Closing our schools was a necessary step to mitigate the spread of COVID-19 and protect the health and safety of staff, students, and our communities,” **said Governor Northam**. “Our schools have risen to the occasion and found ways to provide remote learning opportunities, keep students engaged, continue serving meals for children who otherwise would have gone hungry, and support students and families through an immensely challenging time. Resuming in-person instruction is a high priority, but we must do so in a safe, responsible, and equitable manner that minimizes the risk of exposure to the virus and meets the needs of the Virginia students who have been disproportionately impacted by lost classroom time.”

The Virginia Department of Education (VDOE) convened numerous and diverse stakeholders through the Return to School Recovery Task Force, the Accreditation Task Force, and the Continuity for Learning Task Force this spring to inform strategies for reopening. Secretary of Education Atif Qarni held 35 strategy sessions with diverse groups of education stakeholders between May 29 and June 8 to gather their recommendations on how different reopening scenarios would impact their respective roles. The Secretary and his team engaged 800 individuals in these conversations, and heard from a wide range of perspectives including English language learners, parents of students with special needs, career and technical education centers, early childhood educators, students, school



nutrition workers, private school leaders, bus drivers, school psychologists, the Virginia High School League, counselors, nurses, and more.

“These plans are informed by a range of perspectives and will help ensure that we prioritize the social emotional well-being of all of our students, their families, and educators as we go back to school this summer and fall,” **said Secretary Qarni**. “In-person learning is most essential for special education students, English language learners, young children, and other vulnerable students who depend upon the structure, in-person connection, and resources our school communities provide.”

Local school divisions will have discretion on how to operationalize within each phase and may choose to offer more limited in-person options than the phase permits, if local public health conditions necessitate. Entry into each phase is dependent on public health gating criteria, corresponding with the Forward Virginia plan. School divisions will have flexibility to implement plans based on the needs of their localities, within the parameters of the Commonwealth’s guidance.

The opportunities for in-person instruction in each phase are as follows:

- **Phase One:** special education programs and child care for working families
- **Phase Two:** Phase One plus preschool through third grade students, English learners, and summer camps in school buildings
- **Phase Three:** all students may receive in-person instruction as can be accommodated with strict social distancing measures in place, which may require alternative schedules that blend in-person and remote learning for students
- **Beyond Phase Three:** divisions will resume “new-normal” operations under future guidance

Beginning with Phase Two, local divisions and private schools must submit plans to the Virginia Department of Education that include policies and procedures for implementing Virginia Department of Health and CDC mitigation strategies. State Health Commissioner M. Norman Oliver, MD, MA has issued an [Order of Public Health Emergency](#) that requires all Virginia PreK-12 public and private schools to develop plans that demonstrate adherence to public health guidance. Public schools must also outline plans to offer new instruction to all students regardless of operational status.

Detailed information on each phase can be found in the guidance document available [here](#).

VDOE has also developed comprehensive guidance to aid schools in planning for a return to in-person instruction and activities. “Recover, Redesign, Restart” can be found [here](#).

“School will be open for all students next year, but instruction will look different,” **said Superintendent of Public Instruction Dr. James Lane**. “The phased, hybrid approach allows PreK-12 students to have valuable class time and face-to-face interaction with their

peers, while prioritizing health and safety by ensuring physical distancing measures are maintained. This plan keeps equity at the forefront by giving divisions the opportunity to deliver in-person instruction to those who need it the most.”

In every phase, PreK-12 schools must follow [CDC Guidance for Schools](#), including social and physical distancing, enhanced health and hygiene procedures, cleaning and disinfecting measures, and other mitigation strategies. These precautions include, but are not limited to:

- Daily health screenings of students and staff
- Providing remote learning exceptions and teleworking for students and staff who are at a higher risk of severe illness
- The use of cloth face coverings by staff when at least six feet physical distancing cannot be maintained
- Encouraging the use of face coverings in students, as developmentally appropriate, in settings where physical distancing cannot be maintained

## Telehealth to Experience Massive Growth Due to COVID-19

*Demand for telehealth will soar by 64.3% in the U.S. in 2020 as the COVID-19 pandemic disrupts the practice of medicine and the delivery of healthcare*

May 13, 2020 — Frost & Sullivan's recent analysis, [Telehealth—A Technology-Based Weapon in the War Against the Coronavirus, 2020](#), finds that the demand for telehealth technology is expected to rise dramatically as the **COVID-19** pandemic continues to disrupt the practice of medicine and the delivery of healthcare worldwide. The telehealth market in the United States is estimated to display staggering seven-fold growth by 2025, resulting in a five-year compound annual growth rate (CAGR) of 38.2%. In 2020, the telehealth market is likely to experience a tsunami of growth, resulting in a year-over-year increase of 64.3%.

"The critical need for social distancing among physicians and patients will drive unprecedented demand for telehealth, which involves the use of communication systems and networks to enable either a synchronous or asynchronous session between the patient and provider," said **Victor Camlek**, Healthcare Principal Analyst at Frost & Sullivan. "However, all stakeholders need to remember that many people use the terms 'telehealth' or 'telemedicine' without understanding the ecosystem that is involved. This study will clarify the many components that are needed in order to implement telehealth."

Camlek added: "Across the market segments, virtual visits and remote patient monitoring (RPM) will propel the overall market of **telehealth**, followed by mHealth and personal emergency response systems (PERS). Further, patients will benefit if data from RPM is fully available to virtual visit providers. This trend will demonstrate the benefit of integrated services. The trauma resulting from the COVID-19 crisis will lead to a clear growth opportunity for one-stop virtual visit and RPM solutions."

The opportunity for telehealth products and services to become a standard of care is growing. The challenge facing these technology and healthcare providers will focus on their ability to scale-up to this unprecedented demand. Growth in the **telehealth** space will be sustained beyond the COVID-19 pandemic for the vendors who can deliver:

- User-friendly sensors and remote diagnostic equipment that yield a high rate of successful patient outcomes following the telehealth experience.
- Practical applications of **artificial intelligence** (AI), Interactive Virtual Assistants (IVAs), and robotics that expand the telehealth deployment model.
- Deployment of **big data analytics** that can help researchers learn more about the way COVID-19 progresses among diverse patient populations.
- **Adherence to cybersecurity** and privacy regulations that avoid data breaches following the use of telehealth services.
- Measurable data that confirms the value of telehealth and influences regulatory agencies at the federal and state levels to extend all emergency waivers beyond the pandemic.

Watch the related [VIDEO: Telemedicine in Cardiology and Medical Imaging During COVID-19](#)  
For more information: [www.frost.com](http://www.frost.com)

<https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/telehealth-a-quarter-trillion-dollar-post-covid-19-reality#>

## Telehealth: A quarter-trillion-dollar post-COVID-19 reality?

May 29, 2020 | Article

By Oleg Bestsenny, [Greg Gilbert](#), [Alex Harris](#), and Jennifer Rost

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### Telehealth: A quarter-trillion-dollar post-COVID-19 reality?

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COVID-19 has caused a massive acceleration in the use of telehealth. Consumer adoption has skyrocketed, from 11 percent of US consumers using telehealth in 2019 to 46 percent of consumers now using telehealth to replace cancelled healthcare visits.<sup>1</sup> Providers have rapidly scaled offerings and are seeing 50 to 175 times<sup>2 3 4</sup> the number of patients via telehealth than they did before. Pre-COVID-19, the total annual revenues of US telehealth players were an estimated \$3 billion, with the largest vendors focused in the "virtual urgent care" segment: helping consumers get on-demand instant telehealth visits with physicians (most likely, with a physician they have no relationship with).<sup>5</sup> With the acceleration of consumer and provider adoption of telehealth and extension of telehealth beyond virtual urgent care, up to \$250 billion of current US healthcare spend could potentially be virtualized.<sup>6</sup>

Sidebar

### Disclaimer

This shift is not inevitable. It will require new ways of working for a broad set of providers, step-change improvements in information exchange, and broadening access and integration of technology. The potential impact is improved convenience and access to care, better patient outcomes, and a more

efficient healthcare system. Healthcare players may consider moves now that support such a shift and improve their future position.

## Telehealth has surged under COVID-19

### Exhibit 1

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Many of these dynamics are likely to be in place for at least the next 12 to 18 months, as concerns about COVID-19 remain until a vaccine is widely available. During this period, consumers' preferences for care access will continue to evolve, and virtual health could become more deeply embedded into the care delivery system.

However, challenges remain. Our research indicates providers' concerns about telehealth include security, workflow integration, effectiveness compared with in-person visits, and the future for reimbursement.<sup>7</sup> Similarly, there is a gap between consumers' interest in telehealth (76 percent) and actual usage (46 percent). Factors such as lack of awareness of telehealth offerings, education on types of care needs that could be met virtually, and understanding of insurance coverage are some of the drivers of this gap.<sup>8</sup>

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## What is the full potential for telehealth and virtual care?

We identified five models for virtual or virtually enabled non-acute care and analyzed the full potential of healthcare volume and spend that could be delivered this way. These models of virtual care have *increasing requirements to engage broader and broader portions of the healthcare delivery system*, going from offering one-off urgent visits, to building omnichannel care models that deliver a large portion of office visits virtually or near virtually, to embedding virtual services in home care models. They include:

1. On-demand virtual urgent care as an alternative to lower acuity emergency department (ED) visits, urgent care visits, and after-hours consultations. These care needs are the most common telehealth use cases today among payers. This allows a consumer to remotely consult on demand with an unknown provider to address immediate concerns (such as an acute sinusitis) and avoid a trip to the ED or an urgent care center. Such usage could be further scaled to address a larger portion of low acuity visits previously seen in EDs.
2. Virtual office visits with an established provider for consults that do not require physical exams or concurrent procedures. Such visits can be primary care (such as chronic condition checks, colds, minor skin conditions), behavioral health (such as virtual psychotherapy sessions), and some specialty care (select follow-up visits such as virtual cardiac rehabilitation). An omnichannel care model that fully leverages virtual visits includes a mix of telehealth and in-person care with a consistent set of providers, improving patient convenience, access, and continuity of care. This model also enables clinicians to better manage patients with chronic conditions, with the support of remote patient monitoring, digital therapeutics, and digital coaching, in addition to virtual visits.
3. Near-virtual office visits extend the opportunity for patients to conveniently

access care outside a provider's office, by combining virtual access to physician consults with "near home" sites for testing and immunizations, such as worksite clinics or retail clinics. For example, a virtual visit of a patient with flu or COVID-like symptoms could be followed up by a trip to a nearby retail clinic for a flu or COVID-19 test, with a subsequent follow-up virtual check-in with the primary care physician to consult on follow-on care.

4. Virtual home health services leverage virtual visits, remote monitoring, and digital patient engagement tools to enable some of these services to be delivered remotely, such as a portion of an evaluation, patient and care giver education, physical therapy, occupational therapy, and speech therapy. Direct services, such as wound care and assistance with daily living routines, would still occur in person, but virtual home health services could enhance the patient's and caregiver's experience, extend the reach of home health providers, and improve connectivity with the broader care team. For example, a physical therapist could conduct virtual sessions with elderly patients at their home to improve their strength, balance, and endurance, and to advise them how to avoid physical hazards to reduce risk of falls.
5. Tech-enabled home medication administration allows patients to shift receiving some infusible and injectable drugs from the clinic to the home. This shift can happen by leveraging remote monitoring to help manage patients and monitor symptoms, providing self-service tools for patient education (for example, training for self-administration), and providing telehealth oversight of staff (for example, an oncologist overseeing a nurse delivering chemotherapy to a patient at home and monitoring for side

effects). This would be coupled with home delivery of the therapeutics.

## Exhibit 2

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Our claims-based analysis suggests that approximately 20 percent of all emergency room visits could potentially be avoided via virtual urgent care offerings, 24 percent of healthcare office visits and outpatient volume could be delivered virtually, and an additional 9 percent “near-virtually.” Furthermore, up to 35 percent of regular home health attendant services could be virtualized, and 2 percent of all outpatient volume could be shifted to the home setting, with tech-enabled medication administration. Overall, these changes add up to \$250 billion in healthcare spend in 2020 that could be shifted to virtual or near-virtual care, or 20 percent of all office, outpatient, and home health spend across Medicare, Medicaid, and commercially insured populations.

## Sidebar

### What changes need to happen to realize the full potential of telehealth?

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Scaling telehealth does more than alleviate patient and provider concerns over the next 12 to 18 months until a COVID-19 vaccine is available. Telehealth can increase access to necessary care in areas with shortages, such as behavioral health, improve the patient experience, and improve health outcomes. Fundamentally, the integration of fully virtual and near-virtual health solutions brings care closer to home, increasing the convenience for patients to access care when they need it and the likelihood that they will take the right steps to manage their care. These solutions can also make healthcare more efficient; evidence prior to COVID-19 shows that telehealth solutions deployed for chronic populations can improve total cost of care by 2 to 3 percent.<sup>9</sup> The actual



opportunity is likely greater once stakeholders embed telehealth as the new normal (for example, driven by improved abilities to manage chronic patients, potential increases in provider productivity).

From “wartime” to “peacetime”: Five stages for healthcare institutions in the battle against COVID-19  
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## What actions should healthcare stakeholders take in the near term to shape this opportunity?

Actions payers could consider:

1. Define a value-backed virtual health roadmap, taking a data-driven view to prioritize interventions that will improve outcomes for priority populations, and develop strategies to digitally enable end-to-care care journeys.
2. Optimize provider networks and accelerate value-based contracting to incentivize telehealth. Define approaches (beyond the immediate COVID-19 response measures) to reimbursement and covered services, embed in contracting, and optimize networks and value-based models to include virtual health. Align incentives for using telehealth, particularly for chronic patients, with the shift to risk-based payment models.
3. Build virtual health into new product designs to meet changing consumer preferences and demand for lower-cost plans. This new design may include virtual-first networks, digital front-door features (for example, e-triage), seamless “plug and play” capabilities to offer innovative digital

solutions, and benefit coverage for at-home diagnostic kits.

4. Integrate virtual health into the care delivery approach. Given the significant disruptions to providers, payers are reassessing their role in care delivery—from ownership of care delivery assets, value-based contracting, or anything in between. Consider options in virtual health (for example, platforms, digital-first providers) as a critical element of this approach.
5. Reinforce the technology and analytics foundation that will be required to achieve the full potential of virtual health.

Actions health systems could consider:

1. Accelerate development of an overall consumer-integrated “front door.” Consider what the integrated product will initially cover beyond what currently exists and integrate with what may have been put in place in response to COVID-19 (for example, e-triage, scheduling, clinic visits, record access).
2. Segment the patient populations (for example, with specific chronic disease) and specialties whose remote interactions could be scaled with home-based diagnostics and equipment.
3. Build the capabilities and incentives of the provider workforce to support virtual care (for example, workflow design, centralized scheduling, and continuing education); align benefit structure to drive adoption in line with health system and/or physician practice economics.
4. Measure the value of virtual care by quantifying clinical outcomes, access improvement, and patient/provider satisfaction to drive advocacy and contracting for continued expanded coverage. Include the potential value from telehealth when

contracting with payers for risk models to manage chronic patients.

5. Consider strategies and rationale to go beyond “telehealth”/clinic visit replacement to drive growth in new markets and populations and scale other applications (for example, teleICU, post-acute care integration).

Actions investors and health services and technology firms could consider:

1. Develop scenarios on how virtual health will evolve and when, including how usage evolved post-COVID-19, based on expected consumer preferences, reimbursement, CMS, and other regulations.
  2. Assess impact across virtual health solution/service types, developing a view of the opportunity for each solution/service type, including expected consumer/provider adoption, impact (for example, to outcomes, experience, affordability), and reimbursement.
  3. Develop potential options and define investment strategies based on the expected virtual health future (for example, combinations of existing players/platforms, linkages between in-person and virtual care offerings) and create sustainable value.
  4. Identify the assets and capabilities to implement these options, including specific assets or capabilities to best enable the play, and business models that will deliver attractive returns.
  5. Execute, execute, execute. The next normal will rapidly take hold, and those that can best anticipate its impact will create disproportionate value. Don’t underestimate the potential of network effect.
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## Technical Appendix

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The window to act is now. The current crisis has demonstrated the relevance of telehealth and created an opening to modernize the care delivery system. This modernization will be achieved by embedding telehealth in the care continuum at scale. A \$3 billion revenue market has the potential to grow to \$250 billion. The seeds for success will be sown in the next few months during the COVID-19 crisis. Healthcare systems that come out ahead will be those who act decisively, invest to build capabilities at scale, work hard to rewire the care delivery model, and deliver distinctive high-quality care to consumers.

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<https://www.npr.org/2020/03/16/816344287/during-coronavirus-outbreak-virtual-doctor-visits-are-encouraged>

# During Coronavirus Outbreak, Virtual Doctor Visits Are Encouraged

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Public health officials urge Americans to use telemedicine to help reduce the spread of coronavirus at doctors' offices and to ease the burden on hospitals. What is telemedicine and how do you use it?

RACHEL MARTIN, HOST:

So what are you supposed to do if you are showing the symptoms of coronavirus? The advice from health care providers is to call first - don't just show up at a hospital or your doctor's clinic. And because of that, we're seeing more virtual evaluations. Instead of sitting on an exam table, patients download an app and turn on the webcam. Here's NPR's Allison Aubrey.

ALLISON AUBREY, BYLINE: Last month, Sara Dehbashi (ph) traveled to Europe. She returned home to the Philadelphia area on February 23.

SARA DEHBASHI: Two days after, on February 25, I started feeling, like, sore throat, I had mild cough, nasal congestion.

AUBREY: She was concerned about coronavirus, so she called the emergency department at Jefferson Health. And one of the attending doctors recommended an online evaluation using the system's telemedicine program JeffConnect.

DEHBASHI: Basically, it's a simple app that we can download. And it asks some basic information.

AUBREY: Within an hour, she was face-to-face with a physician using an online platform. It's like being on FaceTime. There's video and audio.

DEHBASHI: So basically, he started asking questions about my symptoms and also where did I travel.

AUBREY: It may not seem as if a doctor could do much virtually, but emergency medicine physician Judd Hollander, who leads Jefferson Health's telemedicine efforts, says you'd be surprised.

JUDD HOLLANDER: So if I need to look in your throat, I get the phone positioned so I can look in your throat. I can clearly see that you're breathing well or not breathing well. I could see your respiratory rate. I could see whether you look to be well or look to be sick.

AUBREY: In the case of Sara Dehbashi, she was able to take her temperature and talk about her symptoms. They were able to rule out coronavirus, but doctors continued to monitor her symptoms and check in with her remotely for several days. Hollander says this is a success story for the patient and for the welfare of the community at large because, he says, telemedicine may help keep people out of emergency rooms and urgent care during this epidemic.

HOLLANDER: We want to keep people out 'cause we want to limit spread. That's the main goal.

AUBREY: He says, of course, when people need to be seen - say, if they're having trouble breathing and coronavirus is suspected - they'll be directed to come into the emergency department.

HOLLANDER: Because if we know you're coming at Jefferson, we bring you in through the back door into a biocontainment unit, put a mask on you and bring you back into your room with the least contact possible.

AUBREY: Hollander says more and more people are using the telemedicine program.

HOLLANDER: I mean, our telemedicine volume yesterday alone was double what it was a month ago.

AUBREY: Health care providers around the country are taking steps to improve access to telemedicine. For instance, Blue Cross Blue Shield companies say they'll encourage the use of virtual care and try to facilitate access. Sean O'Leary is an infectious disease expert at the University of Colorado. He says many health care systems have rolled out telemedicine programs.

SEAN O'LEARY: I think this pandemic is the perfect opportunity to really scale those up because the less we can keep people going in to the doctor, the less we're going to overburden the health care system and the less we're going to spread this virus.

MARTIN: That report by NPR's Allison Aubrey. Allison, that was so interesting. She's now in our studio to talk more about what we can all do to help stop the spread.

AUBREY: Good morning.

MARTIN: So let's talk more broadly about recent developments.

AUBREY: Sure.

MARTIN: The CDC has made this new recommendation about public gatherings. Fill us in.

AUBREY: Yes. The CDC says at gatherings of 50 or more people should be canceled or postponed for the next eight weeks, so that's through mid-May. And in addition to all the announcements from states and cities on restaurant closings, we're likely to hear more advice from the administration about social distancing. Anthony Fauci, the nation's top infectious disease adviser, said over the weekend, everyone needs to hunker down. And we expect to hear more details today.

MARTIN: Right. The White House is going to release this guidance.

AUBREY: That's right. Mmm hmm.

MARTIN: So lots of people have been asking how to protect the older members...

AUBREY: Right.

MARTIN: ...Of their family. What do you tell them? What's your advice?

AUBREY: You know, a lot of people don't like to hear this. My own mom didn't want to hear it at first either because it seemed so draconian. But given all the evidence that older people are more vulnerable, can die from this virus, it is prudent to keep young children away. So now is a good time, if you have children, to say to the grandparents or elderly family members, we don't come to your home; you don't come to ours temporarily.

Children who get the virus are only likely to have mild symptoms or none at all, but they could pass it on to an older person. I spoke to Shawn Morrison. He's a geriatrician at Mount Sinai Health System.

SHAWN MORRISON: This really is a public health crisis that is of a magnitude we haven't seen before. And if we all act as we know we should, we will get through this.

AUBREY: So think about FaceTime, maybe a drive-by visit. You know, remember this isn't forever.

MARTIN: Right. So as of today, there are going to be a whole lot of kids off from school at home, my kids included...

AUBREY: That's right.

MARTIN: I know Steve's, too. I mean, all of us.

AUBREY: Mine, as well.

MARTIN: So how does social isolation apply? I mean, can we do playdates, Allison? - she says desperately.

AUBREY: Well, social distancing may not mean complete isolation, but it does mean we have to take this seriously and be smart. So you may have heard this six feet rule - keeping six feet away from others. And at a playdate, think about that. Do you think it's possible to keep young kids six feet apart? I mean, that's a challenge. Older kids may be different.

There's no official guidance on playdates. No one is telling you, you must cancel a playdate. But I spoke to a pediatrician, Lindsay Thompson at the University of Florida. And she says, from her perspective, you'd rather be safe than sorry.



LINDSAY THOMPSON: I personally am taking a really strict line. I would say that playdates inherently have a risk. I don't know how big or small. But if we can put off for a few weeks and replace it with a little family time, it would all be better.

MARTIN: All right. So what do we do? Especially because you said we should keep kids away from older people - I mean, a lot of families rely on grandparents...

AUBREY: Right. That's right. Grandma cannot...

MARTIN: ...To help care for their kids.

AUBREY: ...Come in to take care as easily now, right?

MARTIN: So what do we do?

AUBREY: Well, you know, this is really hard. And obviously, it's going to differ situation by situation. But you know, if you're home with your kids and you're trying to work, encourage your kids to read, you know, the old-fashioned way. A pediatrician told me lots of parents will likely loosen screen time rules. I mean, that's just the reality here. I know I will have to. There's lots of instructional videos and games online. And kids need to move around and be active. So you know, go outside, ride bikes, go to the park. If you do, take that hand sanitizer. Wipe down afterwards.

MARTIN: All right. NPR's Allison Aubrey with some very useful guidance and tips. Allison, we appreciate this. I'm sure we'll be hearing from you.

AUBREY: OK. Thank you very much.

(SOUNDBITE OF JINSANG'S "INTROSPECT")

Russell 1 kmz



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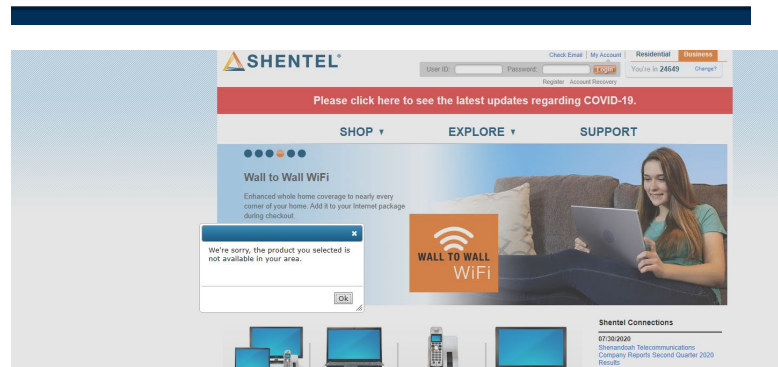
479 Long Bridge, Swords Creek, VA 24649



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1197 Bostic Hollow, Swords Creek, VA 24649



853 Lynn Springs Rd, Swords Creek, VA 24649



7654 Swords Creek Rd, Swords Creek, VA 24649



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Russell 2 Kmz

4007 Dante Rd, Castlewood, VA 24224

The screenshot shows the SHENTEL website's contact form. At the top, there are navigation links for 'Check Email', 'My Account', 'Residential', and 'Business'. Below these are fields for 'User ID' and 'Password', along with 'Register' and 'Account Recovery' links. The main navigation includes 'SHOP', 'EXPLORE', and 'SUPPORT'. A left sidebar contains links for 'History', 'Shentel Connections', 'Contact Information', 'Contact-Us', and 'Terms and Conditions'. The 'Contact Us' section features a 'Shentel Service' dropdown, a 'Category' dropdown, and a text area for questions. Below this is a 'Your' section with fields for 'First Name', 'Last Name', 'Email Address', 'Phone Number', and 'ZIP Code'. An 'Account Information' section includes an 'Existing Customer?' checkbox. A modal error message is displayed over the 'ZIP Code' field, stating: 'We're sorry, but the zip code you have entered is not in our service area. Contact us for more information.'

This address is not part of the Spectrum service area.

We couldn't find an online match for your address. Please call the SmartMove Hotline toll-free at (844) 544-5181 to find your service provider.....

If you want to search another address, please enter your info below.

4007 DANTE RD      APT/UNIT 24224      [Get Connected](#)

Or give us a call [\(844\) 544-5181](tel:(844)544-5181) powered by [smartmove](#)

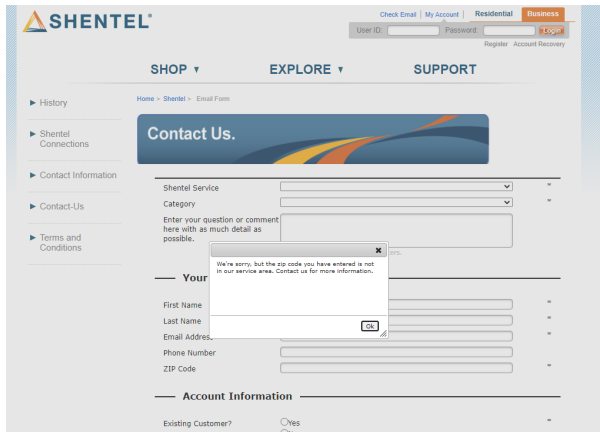
3060 Gravel Lick Rd, Castlewood, VA 24224

This screenshot is identical to the one above, showing the SHENTEL contact form with an error message indicating that the entered ZIP code is not in the service area.

3403 Sandy Ridge Rd, Cleveland VA 24225

This screenshot is identical to the ones above, showing the SHENTEL contact form with an error message indicating that the entered ZIP code is not in the service area.

277 Hamlin Creek, Castlewood, VA 24224



112 Lower Bearwallow Rd, Dante, VA 24237



## 2020-2021 Russell County Schools Reopening Plan (Current as of July 24, 2020)

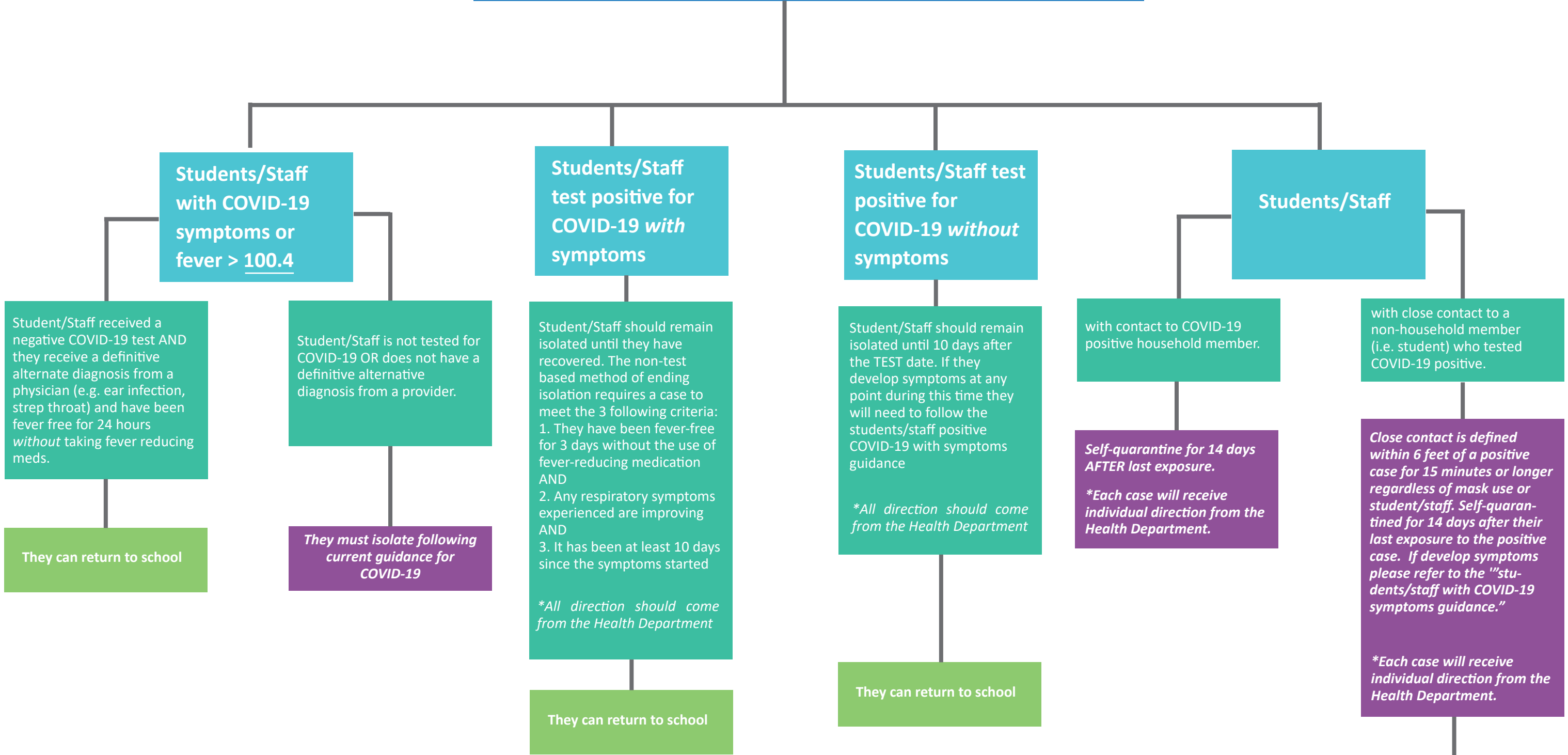
Our preferred method of instructional delivery is the traditional "In-Person" instruction, but we also understand that some families/students may prefer a remote learning environment. We are pleased to offer two choices for families due to current public health conditions (COVID-19).			
<b>Choice 1: In-Person Instruction</b>			
Format	Students will report directly to their classroom. Classrooms at the elementary and middle school will be self-contained and teachers will rotate. Doing this will enhance contact tracing in case of a positive COVID-19 case in the school.		
Safety Precautions	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Bus riders, car riders and walkers will all have their temperature taken before entering school in addition to all employees and visitors. (non-essential visitors will not be allowed on campuses)</li> <li>2. All students entering the school will use hand sanitizer; students and employees will wash their hands or use hand sanitizer on a regular basis.</li> <li>3. Students will report straight to their classroom each day.</li> <li>4. K-2 students will stay self-contained with grades 3-8 teachers rotating and some accessibility to specials classes.</li> <li>5. The amount of time students spend in the hallways and any common areas will be limited.</li> <li>6. Faculty/Staff &amp; Students will wear masks when social distancing cannot be maintained.</li> <li>7. Mask wearing is required for all students and staff when in the hallways or where social distancing is not possible. (unless there is a medical exemption)</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>8. Entrances and Exits will be clearly marked at each school.</li> <li>9. Hand sanitizer stations will be placed throughout the schools.</li> <li>10. Additional staff will be at each school so that high touch areas can be disinfected regularly throughout the day.</li> <li>11. Five (5) cloth masks will be provided for each student with disposable masks available as needed. Cloth masks are preferred and should be laundered and machine dried.</li> <li>12. Playground/Outside time will be on an alternating schedule.</li> <li>13. School nurse will have procedures in place to deal with students that exhibit COVID-19 symptoms in a separate area away from the Nurse's Office. (If your child is not feeling well before school, DO NOT send him/her to school and ask to be screened by the school nurse, contact your health care provider.)</li> <li>14. Each school will have water bottle re-filling stations</li> <li>15. To ensure compliance with state and local recommendations, our Healthy at School Officer, Mrs. Patty Meece, will oversee all procedures and protocols.</li> <li>16. There will be minimal small group instruction interactions</li> <li>17. See attached "Decision Tree: COVID-19 Response for Students &amp; Staff" provided by Healthy Kids Clinic.</li> <li>18. Additional measures may be added as new guidance becomes available.</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Bus riders, car riders and walkers will all have their temperature taken before entering school in addition to all employees and visitors. (non-essential visitors will not be allowed on campuses)</li> <li>2. All students entering the school will use hand sanitizer; students and employees will wash their hands or use hand sanitizer on a regular basis.</li> <li>3. Students will report straight to their classroom each day.</li> <li>4. K-2 students will stay self-contained with grades 3-8 teachers rotating and some accessibility to specials classes.</li> <li>5. The amount of time students spend in the hallways and any common areas will be limited.</li> <li>6. Faculty/Staff &amp; Students will wear masks when social distancing cannot be maintained.</li> <li>7. Mask wearing is required for all students and staff when in the hallways or where social distancing is not possible. (unless there is a medical exemption)</li> </ol>	<ol style="list-style-type: none"> <li>8. Entrances and Exits will be clearly marked at each school.</li> <li>9. Hand sanitizer stations will be placed throughout the schools.</li> <li>10. Additional staff will be at each school so that high touch areas can be disinfected regularly throughout the day.</li> <li>11. Five (5) cloth masks will be provided for each student with disposable masks available as needed. Cloth masks are preferred and should be laundered and machine dried.</li> <li>12. Playground/Outside time will be on an alternating schedule.</li> <li>13. School nurse will have procedures in place to deal with students that exhibit COVID-19 symptoms in a separate area away from the Nurse's Office. (If your child is not feeling well before school, DO NOT send him/her to school and ask to be screened by the school nurse, contact your health care provider.)</li> <li>14. Each school will have water bottle re-filling stations</li> <li>15. To ensure compliance with state and local recommendations, our Healthy at School Officer, Mrs. Patty Meece, will oversee all procedures and protocols.</li> <li>16. There will be minimal small group instruction interactions</li> <li>17. See attached "Decision Tree: COVID-19 Response for Students &amp; Staff" provided by Healthy Kids Clinic.</li> <li>18. Additional measures may be added as new guidance becomes available.</li> </ol>
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Transportation	Students (grade 1 and above) are required to wear a mask on the bus at all times (unless there is a medical exemption). Parents/Guardians of students riding the bus must complete the following assurance to help us keep our students 'Healthy at School' <a href="https://forms.gle/eXvKBGgpeH1qiT26">https://forms.gle/eXvKBGgpeH1qiT26</a> A hard copy of this document will be available. Students will have their temperatures checked before exiting the bus at school.		
Feeding Program	Students will eat breakfast in their classroom daily and will be on a rotating schedule to eat lunch in the cafeteria, classroom, or other area where social distancing can be achieved.		
Note	In-person classes may have to switch to distance learning in the event that the decision is made to close a specific class, grade, school or that all of our schools are closed. We will work closely with our local health department in making such decisions. In any of the events noted above, students will then be required to transition to Distance Learning with Google Classroom if they were attending in-person classes.		

## 2020-2021 Russell County Schools Reopening Plan (Current as of July 24, 2020)

Choice 2: Distance Learning	
Format	The goal of distance learning is to look as much like face-to-face (in-person) instruction as possible; this is <b><i>not</i></b> the same format as it was last Spring with packets of worksheets for students to complete. Our distance learning has to be robust and rigorous to provide our students with the best possible education. Students will be required to log into their school issued devices (Chromebook/iPad) daily for instruction/assignments based on their daily schedules-utilizing Google Classroom. Teachers will be providing direct instruction so the students can see the teachers' delivery of content. Teachers will deliver instruction and students will watch in real time during the school day or at times outside normal school hours. Students can be engaged, ask questions, and participate in the class discussion.
Expectations	<p>Daily participation for all students will be recorded for each instructional day on the district calendar. There are a number of ways daily student participation can be counted. Below is a non-exhaustive list of examples:</p> <ul style="list-style-type: none"> <li>• Students joining classes live (Google Classroom), logging on at a specific time to meet with their teacher or small group</li> <li>• Students logging onto a prerecorded lesson</li> <li>• Students logging on to answer a bell ringer activity</li> <li>• Student logging on to any digital resource assigned by the teacher (such as Reading Plus, IXL, Odysseyware, Study Island, Reading Eggs, etc.) Or a mixture of any of these examples for each class on the students schedule</li> <li>• Students submit any work assignments (such as an assignment previously scheduled from an online textbook).</li> </ul> <p>Participation is a measure of a student's engagement in the instructional process, not a measure of quality of student work. <b><i>Home internet access or access to an internet connection coupled with strong parental/guardian support will help ensure student success with distance learning.</i></b></p>
Materials	iPads will be issued to students in grades Preschool-1 <sup>st</sup> grade for distance learning; Chromebooks will be issued to all students in grades 2-12. Additional materials/supplies may be provided for students as applicable.
Distance Learning Paperwork	Students and parents must complete all required paperwork for and adhere to all expectations of Distance Learning.
Feeding Program	Daily Meals may be picked up for enrolled students that are participating in distance learning. There will be no delivery of meals unless distance learning has to be utilized DISTRICT WIDE and then deliveries will be made on case-by-case basis, but pickup will be available each day.
Note	If Distance Learning is initially selected, students must remain on Distance Learning until the end of the nine-week grading term.



# Decision Tree: COVID-19 Response Students & Staff







## Our Reopening Plan

June 15, 2020

Cedar Bluff, VA – Southwest Virginia Community College has released documents outlining a plan for reopening the campus for in-person services as well as protocols for cleaning and disinfecting. The documents give detailed guidance for academics, staffing, facilities, and students.

The full documents are linked from the COVID-19 Response page at [sw.edu/covid19](https://sw.edu/covid19); some highlights are listed below:

The College will begin with a limited number of face-to-face courses following specific guidelines, while the majority of classes will remain in their alternative delivery formats through January 1, 2021.

Supervisors are reviewing their “essential” staff to determine which are unable to complete work required to achieve the College’s mission via teleworking. All non-essential workers will continue to telework until January 1, 2021.

All campus events are prohibited until January 1, 2021. Desks, workstations, and public areas will be arranged or marked to encourage social distancing. This includes posted maximum occupancy numbers for common areas. All elevators will be single occupancy.

Students will find that classes are available in several different modes: online with regular meeting times, online without regular meeting times, part online and part face-to-face, and fully face-to-face. Students who choose to attend classes on campus will find that each of their classes have been marked for social distancing. They must follow these markings. Students must wear masks when in classrooms and other public spaces.

Faculty have been provided with resources for course design and management that are helpful for students in an online environment.

The full Reopening plan can be found at <https://sw.edu/covid19/reopening-plan>

Reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening Southwest Virginia Community College that will require careful planning. Every American has been called upon to slow the spread of the virus through social distancing and prevention hygiene, such as frequently washing your hands and wearing face coverings. Everyone also has a role in making sure our communities are as safe as possible to reopen and remain open.

The college has compiled cleaning and disinfecting protocols that are focused on institutions of higher education.

The full Cleaning and Disinfecting Protocol document that outlines how to work with a variety of surfaces and rooms depending on type and frequency of use can be found at: <https://sw.edu/covid19/cleaning-protocols>

Southwest Virginia Community College strives to make our campus as safe and healthy as possible. However, we are unable to guarantee the health and safety of everyone that comes on campus. Please follow college, state, and CDC guidelines to protect yourself and others around you.

# Tazewell 1

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Check Availability

Up To  
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Download

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VIEW CHANNELS



Tazewell 2kmz



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If you want to search another address, please enter your info below.

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## 3464 Veterans Rd, Tannersville, VA 24377

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Saturday through Sunday  
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# Tazewell 4kmz

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Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

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You entered: **2295 Gov GC Peery Hwy, 24639** [edit address](#)

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Saturday through Sunday  
9 AM - 12 AM EST

Spectrum

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You may speak with a representative by calling 1-855-261-7308 or try entering a different address.

**Spectrum customer support hours:**  
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Saturday through Sunday  
8 AM - Midnight EST

Spectrum

[Start Again](#)

Please call [1-855-640-0893](tel:1-855-640-0893) to verify that Spectrum services are available at the address you provided

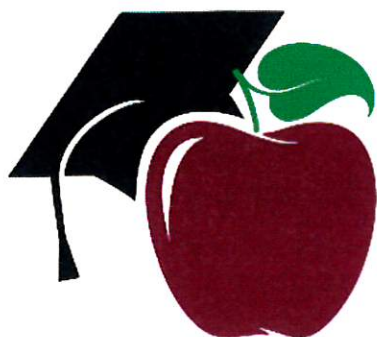
You entered: **171 The Ln, 24641** [edit address](#)

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**TAZEWELL**

County Public Schools

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**Reopening Plan  
Fall 2020**

**#TCPSWelcomeBack2020**

# **Tazewell County Public Schools Reopening Plan 2020**

## **INTRODUCTION**

For Tazewell County Public Schools March 13<sup>th</sup> 2020 will be a date that will resonate in our lives for quite some time. On this date our school system was shut down by executive order as were all other public and private school systems in the Commonwealth of Virginia. That Friday changed the way our system operated and impacted our students, staff, and the families we serve.

After a short pause to digest the news our teams of faculty and staff began to plan for how we could still serve our community with educational opportunities, nutrition services, and basic support for those in need. This was no small undertaking and decisions had to come quickly. While we continued to update and adjust our plans, we successfully delivered over 100,000 meals to our community and offered online and packet learning materials to our students.

As we enter a new school year we are still facing the COVID 19 issues of the spring but through guidance from our health practitioners and the Virginia Department of Education we believe that plans have been developed to allow TCPS to open our schools in a hybrid fashion this fall. This plan will incorporate educational opportunities that include in-person learning and online or distance learning for students at all grade levels.

### **Health and Safety**

While providing a quality education is a main objective of any school system, we also understand that keeping our students, faculty, and staff safe and healthy is our first responsibility. This plan will outline some of our health and safety procedures and mitigation practices.

## **DAILY PROCEDURES: Employee/Student Health Screening**

These procedures will be completed daily at each school and for each grade level.

**Health Screenings:** The primary location for daily health screenings will be at the home prior to students and staff arriving to school. TCPS will disseminate health checklists that parents may use to guide this process.

The daily health screening for both students and employees should always include temperature check (must be less than 100 degrees) and/or indication of any of the following symptoms:

- Shortness of breath
- Cough
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore Throat
- Loss of taste and/or smell
- Diarrhea
- Feeling feverish or have a measured temperature greater than or equal to 100 degrees
- Come into contact with any individual who is known to have a positive or confirmed test for COVID-19

Again, it is of the utmost importance that primary health screenings take place prior to arriving at school for both employees and students.

Once arriving to school all students will report to their morning classroom. No large groups of students will be allowed to gather in common areas such as gyms, cafeterias, or hallways. Students will be allowed to receive their morning breakfast and take it to their morning classroom. Once in the classroom, a member of the staff (teacher/aide/nurse/administrator) will perform a temperature check using a touchless thermometer. Students with temperatures of 100 degrees or higher will be sent home and will remain home for the next 72 hours before being allowed to return to the school setting. Students exhibiting high temperature or other COVID-19 symptoms will stay in the school nurse isolation area until someone arrives to take the student home. Any student staying home for illness or other reason will be allowed to access classes/coursework via online or distance learning.

TCPS employees will also perform daily self-check health screenings. Any employee displaying COVID-19 symptoms will notify their immediate supervisor and request a substitute worker for the day.

## **VISITORS**

During the reopening of schools TCPS will restrict access to the main buildings. Each school will have all doors/entrances locked and visitors will use the buzzer system to receive guidance regarding the reason for being at the school. If a visitor must enter the building, the visitor will have to follow the procedures for the daily health screening to include temperature check and symptom evaluation.

## **TRAVEL RESTRICTIONS**

TCPS will discontinue travel for staff to conferences and/or workshops until further notice. All field trips will be suspended until further notice. IF athletic events are held after school hours travel to and from the events will follow TCPS transportation guidelines and VHSL requirements.

## **REASONABLE EMPLOYEE HEALTH REQUEST ACCOMMODATIONS**

If an employee has a medical diagnosis of a health condition that is underlying and/or preexisting, the employee can request certain reasonable work accommodations which will enable the employee to perform their daily contracted duties. These requests will be handled on a case by case basis and will require documentation from a licensed medical provider. All requests must be submitted to the Director of Human Resources.

## **SCHOOL CLOSING (not weather related)**

If TCPS receives confirmation of a positive COVID-19 case with any student or employee, the office of the superintendent and/or designee, in conjunction with the TCPS Director of Nursing, the TCPS Health Advisory Committee, and the Virginia Department of Health will determine the appropriate action which could include:

- Closing all schools in Tazewell County for a period of time (Ex: 3-5 days)
- Closing all schools in an area of Tazewell County (Ex: Tazewell area only)
- Closing only 1 school in Tazewell County for a period of time
- Sending only 1 class or grade level home for a period of time  
(these are only a sampling of actions that health officials may recommend)

If school closure or the directive for students to stay at home is recommended, then all students would revert to online or distance learning.

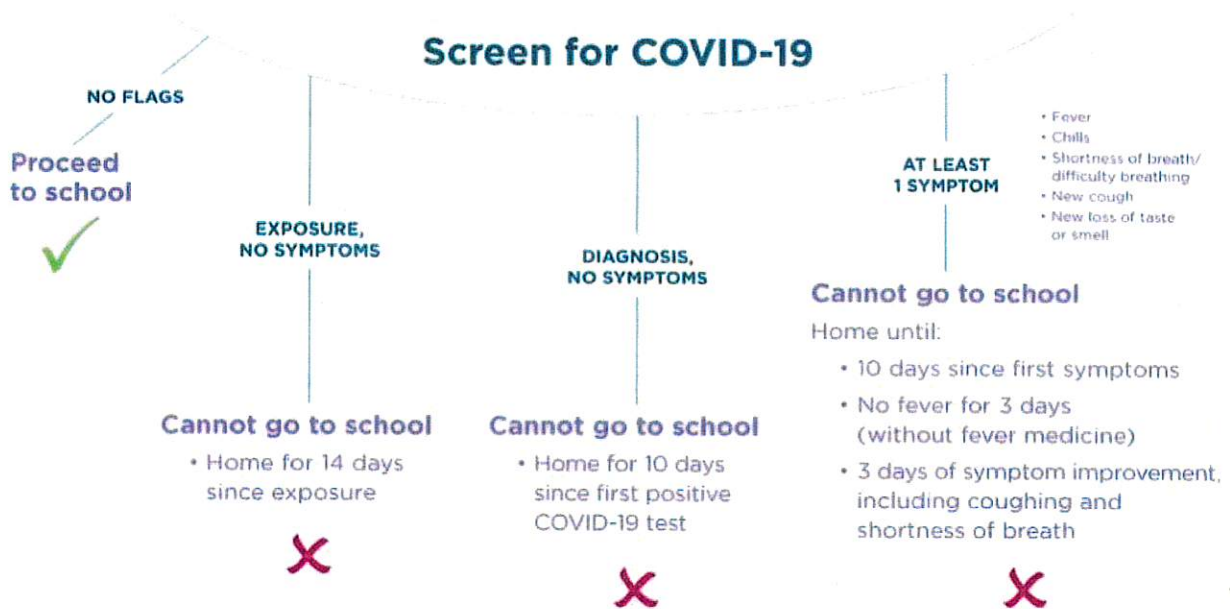
## EXPOSURE

Any student or employee exhibiting COVID-19 symptoms will be required to immediately move to an isolation area. If an employee becomes ill at work and is exhibiting symptoms of COVID-19, they will be asked to leave work to go home or the nearest health center. TCPS will refer to the *Handling of Suspected, Presumptive or Confirmed Cases of COVID-19 Flow Chart and Protocol* unless otherwise directed by a licensed medical provider.

## Handling Suspected, Presumptive or Confirmed Cases of COVID-19 Flow Chart and Protocol



### Screening Flow Chart



## **POSITIVE DIAGNOSIS**

Any student or employee that has received confirmation of a positive COVID-19 infection will only be allowed to return to school/work after providing documentation from a licensed medical professional that it is safe for the person and those around them to return. The return to school/work should include the following:

- At least 72 hours (3 days) have passed since recovery with no fever (lack of fever must be acquired without the use of fever-reducing medications) and
- Improvement of respiratory symptoms (cough, shortness of breath, etc...); and
- At least 7 days have passed since symptoms first occurred

TCPS will remain in close communication with the Virginia Department of Health to both report active cases and to receive notice of community cases considered active.

## **CLEANING REQUIREMENTS**

TCPS will continue to follow in-house operating procedures and any CDC recommended sanitation guidelines. Our goal is to ensure that our facilities and grounds are as sanitary as possible for the health and well-being of all our communities.

TCPS will make accessible proper sanitation supplies such as soap, water, hand sanitizer, masks, paper towels, tissue paper, and other disposable health items. TCPS will have established cleanliness and sanitation protocols monitored by building and division level administration. TCPS will base all sanitation/cleaning protocols on industry described best practices and will continue to seek out products and/or devices proven to be effective in combating illness causing bacteria and/or germs.

TCPS will continue to place emphasis on cleaning areas with a high volume of traffic and high touch rates which includes facilities, grounds, and buses used for daily transportation. All areas will be cleaned daily with an emphasis on but not limited to:

- Doorknobs
- Light Switches
- Desktops
- Sink faucet and handles
- Restrooms
- Keyboards
- Shared objects (to include textbooks or technology devices)
- Playground equipment
- Countertops
- Bus seats



## **TRANSPORTATION**

Transporting students to and from school will be a challenging aspect of the TCPS reopening plan. While the guidelines have evolved throughout the spring and summer months the current status in Virginia is Phase III. IF schools are still in Phase III, then TCPS will follow current guidance which states that students from the same family/household may sit in seat(s) together. This will allow members of the same household to sit up to 3 (three) students per seat. If students are not from the same household, then seating will be limited to 1 per seat. Current guidance suggests that all students wear masks or facial covering while on the bus in conjunction with other mitigation strategies such as:

- Opening windows if weather conditions permit
- Staggering seat locations (Ex: alternate students sitting near aisle or window by seat)
- Seating the bus from back to front, with front sitting students exiting first
- Assigned seats for all students

As with other aspects of the TCPS reopen plan, the transportation plan will continue to evolve with additional guidance expected from the VDH and the VDOE as changes occur in our area and throughout the Commonwealth. All buses used for student transportation will be cleaned between each usage (Ex: morning run/afternoon run).

## **COMMUNICATION PLAN**

TCPS will continue to make every effort to make all communications through a variety of platforms to include:

- School website
- Email
- Phone
- School Facebook Account
- School Twitter Account
- School Remind Account
- School information packets sent home with students
- School based Power Announcements (school automated call)

All decisions related to COVID-19 will be managed by the TCPS Director of Nursing, the office of the superintendent or designee, in conjunction with guidance from the VDH, and the School Health Advisory Committee.

TCPS will also work to develop a FAQ (frequently asked questions) page for the county website. This page will be created and then updated as frequently as possible to help not only disseminate information but to allow stakeholders access to questions others have asked.

## **SIGNAGE IN SCHOOLS**

TCPS will continue to place signage in areas of the school to promote good hygiene practices, social distancing, proper face covering procedures, and general health safety information.

## **SOCIAL DISTANCING**

Social distancing is an effective mitigation procedure to prevent spread of potential infections. TCPS will mark areas of hallways and classrooms with six (6) foot and three (3) foot intervals to provide students and employees gauges to ascertain the appropriate level of separation needed. At times when students and/or staff are at distances of closer than six feet, facial coverings will be \*encouraged and at times required.

\*(facial coverings may vary for different groups depending on age and health factors)

TCPS schools are working to develop traffic patterns for facilities and grounds to minimize the gathering of large groups and to maximize social distancing in hallways.

## **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

PPE is an invaluable tool in the mitigation process and TCPS will utilize PPE as needed. PPE may include but not limited to:

- Gloves
- Cloth facial coverings
- Plastic facial shields

ALL students, faculty, and staff in the TCPS family will be provided cloth washable masks at the beginning of school. The school will also have disposable masks readily available when needed for visitors or if students/staff require additional masks.

Hand Sanitizer stations will be positioned throughout each school and readily available to everyone in the school during each day. In addition to PPE and hand sanitizer, everyone will be encouraged to follow other practices such as:

- Frequent hand washing with soap and water for at least 20 seconds.
- Avoidance of touching eyes, nose, or mouth
- Covering mouth and nose with tissue or inside of elbow when coughing or sneezing

All schools will have water bottle fill stations in place of standard water fountains. These stations will be in areas accessible to all students.

## **CAFETERIA AND MEAL PERIODS/DELIVERY**

TCPS is proud to have delivered over 100,000 meals during the spring of 2020 amid the school closing. Nutrition for students will remain a high priority for the coming school year.

**In-school/in-person learners:** All students will have access to breakfast and lunch each day during the school year. Because of the limited number of students who can be in a group at one time, the cafeterias will not be full of students during breakfast or lunch periods. All students and staff will be able to have meals served in a “grab and go” fashion. This means that meals will be prepared and fashioned in a bag or box and easily picked up and taken to a designated area. Each school will develop procedures for breakfast and lunch in a manner that meets social distancing guidelines and provides students ample time for eating in a safe area. All meals will meet the USDA guidelines for school meal nutritional requirements. Each Tuesday, prior to leaving school, all students will have the opportunity to take home a breakfast/lunch for the following day. These meals will be provided based upon the student’s school lunch classification regarding payment method.

**Online/Distance learners:** All students receiving instruction online will still be afforded the opportunity to receive school breakfast and/or school lunch. These meals will be available for pick-up at each school location. Each school will determine the location for meal pick-up and the time in which the meals can be picked-up. These meals will be provided based upon the student’s school lunch classification regarding payment method.

### **School Nutrition Program timeline/plan outline**

July –August 2020

SNP Central Office staff:

Reviewed Department of Education’s guidelines for returning to school.

Evaluated each site needs, staffing, equipment, supplies.

Evaluated food and drink inventory.

Developed list of food, drink and supply needs for grocery vendor ordering to offset potential shortages when schools open.

Consulted and updated food and safety vendor needs and requirements for beginning school.

Developed menus designed for grab-n-go contactless service.

Submitted addendum, forms, letters and CEP documents to Department of Education for approval. Menu process and Offer vs Serve

Training:

August 4<sup>th</sup> Cafeteria Manager Training, Updates and New Guidelines for Safe Meal Service operation.

Updates regarding waivers in effect

Virginia Department of Health Guidelines related to COVID-19

Employee and substitute daily health screening questions and documentation

Sanitizing and cleaning contact surfaces

Staff and customer social distancing guidelines

Menu updates, packaged and sealed containers

Inventory control, planning orders, security and control

Delivery receiving process

Contactless service

Documentation requirements

August 13<sup>th</sup> all staff members, Training and updates for Safe Meal Service operation.

Virginia Department of Health Guidelines related to COVID-19

Employee daily health screening questions and documentation

Sanitizing and cleaning contact surfaces

Contactless service

August 17<sup>th</sup>

First day of school, evaluate first day's operation.

Debrief Cafeteria Managers

Continue monitoring

## ACADEMICS

TCPS is committed to providing a high quality education to our students and communities. To begin the 2019/2020 school year, TCPS was ranked 10<sup>th</sup> in the entire Commonwealth of Virginia out of 132 school divisions in regards to standards based testing. This year is no different in that TCPS will still offer the best education possible under the restrictions that are in place. For the 2020-2021 school year, TCPS will offer a blend of educational delivery that will include opportunities for both in-person education and on-line or distance learning. All classes and materials will be provided for both learning groups.

### IN-PERSON INSTRUCTION:

All students at all grade levels will be allowed to return to school for the 2020-2021 school year. Each school will structure their school and classrooms in ways to accommodate social distancing, limited travel or increased student populations moving in hallways at the same time. Each desk in each classroom will be at least three (3) feet apart with goals of six (6) feet of separation. As stated earlier, hallways and grounds areas will be marked with signage to indicate three-six feet of separation.

In-person learning will be offered to all students at all grade levels on the following schedule beginning August 17, 2020.

Monday:	In-person	8:00 a.m.—1:40 p.m.
Tuesday	In-person	8:00 a.m.—1:40 p.m.
Wednesday	Distance Learning	ALL Students
Thursday	In-person	8:00 a.m. – 1:40 p.m.
Friday	In-person	8:00 a.m.—1:40 p.m.

Students and faculty/staff will follow as normal a class schedule as permitted during the in-person day following the procedures in place for class changes and meal periods.

Elementary schools will develop class schedules with teachers moving to classes to allow students to remain with their cohort group throughout the entire day. Middle schools will develop class schedules to keep grade levels in certain areas of the building (or floor) as much as possible during the day. High schools will develop schedules, class change procedures, and general mitigation procedures to keep hall traffic populations at a minimum while still adhering to social distancing.

All assignments for all classes will be uploaded to Google Classroom by each teacher. This will allow students who have missed school/class for any reason to still have access to classroom work for credit.

To begin the school year each Wednesday will be designated as a distance learning day for all students (both in-person and online learners). During this time, students will either complete new assignments as uploaded by teachers, continue previous assignments online, or complete new assignments as sent home by teachers via homework or learning packets. Teachers will use this day to collaborate and plan. This day will also be used for additional cleaning of all facilities.

## **DISTANCE LEARNING/ONLINE LEARNING**

TCPS has committed to delivering quality online instruction to all students. To do this TCPS has invested in upgrading internet bandwidth capabilities within the school, purchased devices that can be assigned to students who do not own their own device, established each school parking area as a “hot spot” with free internet, equipped each football stadium (Tazewell & Richlands) to be “hot spots” with free internet, and moved to a Google platform that better allows for online learning.

Each school is conducting polling of all students/families to determine the number of students that will be strictly online learners. This will allow TCPS to utilize our faculty to best meet the needs of these students. There is the possibility that each school may have certain teachers that are dedicated to only online learning and others dedicated to strictly in-person instruction.

Online courses will include several features:

- Videos of teacher created content such as lectures and demonstrations
- Video content from educational sources
- Online meetings via Google Meet or Google Hangout
- Teacher created content such as assignments, quizzes, and tests
- Educational materials to assist in content delivery
- Communication with teacher(s) at least once per week either via phone, Google meet/hangout, email or other established means agreed upon by parents & teacher(s)

Although TCPS has increased internet capabilities within the schools, there is still not enough bandwidth for each class and each teacher to “broadcast” or stream out each class each day. Teachers will be encouraged to upload video of lessons in a timely manner.

All classes (online/in-person) will continue to follow the framework established by the VDOE in regards to required Standards of Learning (SOL) and competency based education for Career and Technical Education (CTE). High School students will still have access to courses through Virtual Virginia, Governor’s School, and SVETN. All high school students will still be offered to complete Dual Enrollment and AP courses as well.

## **COVID Response and Preparation for Distance Learning**

### **1. Student Internet, Device, and Access Survey**

- a. Initial
- b. Follow up to determine if those without Internet service in their homes have access within their area
  - i. 192 students have been identified as having no Internet access available in their living area
  - ii. 44 have access available but they either cannot afford it or have very limited satellite access

### **2. Online survey of Teachers for Untaught Content as of March 13, 2020**

### **3. Teacher Internet, Device, and Access Survey**

### **4. Revamp current plans for Google accounts**

- a. Originally planned for grades 3-5, Revised PK-5

### **5. Staff Development**

- a. Administrator / Building Level Supports
  - i. ITRTs daily tech support hotline (online Hangout and phone in availability)
  - ii. Google training increase of opportunities through PL Catalog and School Specific Trainings
    1. 169 participants from Sept-Mar 12 / 2,192 participants from March 13-June 5
    2. Google Mail, Classroom, Forms, Sites, Drive, Docks, Calendar, Meet, Etc.
  - iii. Screencastify
    1. In person and how to tutorial
  - iv. ITRTs met with all principals June 1-5 to determine needs, areas of concern for beginning of school year, etc.
- b. Division / Central Office Level Supports
  - i. Training for using webcams on ThinkPads and Adobe
  - ii. ITRTs daily tech support hotline (online Hangout and phone in availability)

### **6. Added Equipment**

- a. USB duplicators
  - i. One per school to quickly duplicate files on up to 16 devices simultaneously
- b. Outside Access Points
  - i. Provides WiFi access to at least one parking area at each school division wide
  - ii. Location chosen for security lighting, school cameras, and ease of access for public
  - iii. Information shared with community through multiple venues: newspapers, social media (school and district sites), VSBA Virginia Daily Educational News June 12, 2012, television (WVVA and WDBJ)

- c. 700 chromebooks
- d. Webcams for all administrators who do not have a desktop webcam
- e. Hardware necessary for live streaming 3 simultaneous graduation ceremonies

**7. Added Software**

- a. Newsela through end of 2019-20
- b. Screencastify through June 2021
  - i. Screen and webcam recording videos
- c. Discovery Ed -- ongoing
- d. Adobe for Central Office personnel
  - i. Telecommuting support

**8. Ongoing Preparations for Digital Learning Platforms**

- a. Instructional Delivery Pilot (June 23, 24, 25, 30, July 1, 2)
  - i. Duration: 6 days
  - ii. Location: Schools and Digitally
  - iii. Number of participants
  - iv. Technology contributions:
    - 1. Student accounts
    - 2. Screencastify for teachers
    - 3. Google Mail and Classroom tutorials for students

Ideas for Teaching Online for SY 2020-2021 (Elementary)

Classroom/subject area teacher would use Google Classroom (or other platform) to introduce the four core lessons for the day (reading, math, science, social studies). This introduction would last two hours (30 minutes for each content area). Special Education inclusion teachers/Para Pros would join this instruction. Following this, students would have independent learning time to complete assignments. During this time, teachers would be online to address individual student's questions and concerns.

In the afternoon (around 1:00 p.m.) the class would come back together to review assignments and discuss the day.

During independent time teachers/para pros would present reading workshop lessons. Direct Instruction and Souday lessons would be presented by instructors.

PreK, Kindergarten, and 1<sup>st</sup> grade would need to look different, with smaller increments of instruction.

To Be Created Soon for Families

Virtual tours for upcoming PreK, Kindergarten, New Students, and in our intermediate schools, 3<sup>rd</sup> grade students



## **SPECIAL NEEDS SERVICES/PROGRAMS**

<b>Service / Program</b>	<b>Trainings / Meetings</b>	<b>Purpose of trainings / meetings</b>	<b>Issues already addressed</b>	<b>Safety / health</b>
<b>Mountain Therapy / Merritt (OT/ PT)</b>	Initial training conducted May 19 <sup>th</sup> . Next face to face training scheduled for July 8 <sup>th</sup> .	Virginia IEP (initial training) Medicaid training / entering plans of care and goals.	The July 8 <sup>th</sup> training has been scheduled for the contract effective date does not begin until July 1.	Masks have been ordered. Face to face and /or teletherapy.
<b>Project Search</b>	Four meetings have been conducted for planning. Interviews have been completed and four interns accepted at this point. We are in the process of scheduling additional interviews.	Meeting with Clinch Valley Hospital (mid July) to discuss interns / rotations and what this may look like.	Depending on the COVID status we may seek placement at a second location.	Interns will follow guidelines as regulated by hospital. If rotations are not allowed first semester we plan to complete class time and then complete rotations second semester. Class time may be conducted by distant learning as appropriate. Discussing transportation.
<b>SLP</b>	Completed multiple hang out meetings.	Collaborate goals / objectives Each are completing two themes (farm, beach, etc.).	Purchased and delivered web cams for technology. Sixty (60) business day timeline to complete screenings. SLP's will conduct these as to the request of the parent (as appropriate).	Clear Masks have been purchased for staff and students. Services may be provided face to face / distant learning.
<b>ECSE</b>	Multiple hang out meetings  Youtube / mobile minds trainings sent by Dr. Stacy (email).	Collaborate (activities, videos, lessons) in addition to these plans (bedtime routine, brushing teeth, eating at the table, cleaning up toys, and using bathroom) will also be addressed.	Teachers have been contacting parents encouraging participation and explaining how we plan to move forward.	Discussed Batelle testing / new referrals. MASKS for staff.
<b>Hearing Impaired / Visually Impaired</b>	Hangout meetings  You tube / mobile minds trainings .	These ladies will provide services (collaborating / inclusion) as appropriate. We must wait to know teacher for upcoming year to finalize plans.	Discussion with elementary, middle and high personnel in buildings with heavy caseloads.	Clear masks have been ordered.

<b>Orton Gillingham / Sunday</b>	Hangout meetings to discuss sensory kits.	Youtube Remind app Google classroom	Sensory kits will be assembled mid July (as appropriate) additional kits will be assembled for students receiving instruction through distant learning.	Face to face / distant learning  Reading Specialist will collaborate with teachers, attend reading sessions (to be determined) complete placement assessments (face to face / via computer).
<b>School Psychologist</b>  <b>Evaluator (Thomas)</b>	Face to face meetings  Text communication			Face to face / via computer (as appropriate) Clear masks to be worn. Ready to begin evaluations
<b>Self - contained classes</b>	Google hangout meetings with each level. Google classroom	Directed each level to collaborate (lessons, videos) plans have been and continue to be submitted.	VAAP's  ASOL's will be taught. Waiting for guidance from DOE (security of testing).	Face to face / distant learning
<b>Inclusion teachers</b>	Mobile minds		This group awaiting for students / schedules. ALL IEP's will be amended in August once we know how the year will reopen.	Face to face / distant learning
<b>Cottage</b>		Collaborate with building teachers (home school ) from where student is assigned.	Services will be provided for 60 minutes daily. Elementary teacher will provide services up to 90 minutes daily (morning).	Face to face / distant learning
<b>Homebound</b>	Mobile minds	Teachers has already contacted four of our MEDICALLY fragile families and is working on videos for those students following IEPs.	One student is extremely fragile. This has been addressed with family.	Face to face / distant learning Items will be provided for learning (as appropriate).

## **2020-2021 Distant Learning Plan**

### **Tazewell County Public Schools**

#### **ESL Plans: Supports and instructional strategies**

It is acknowledged that distance learning cannot substitute for daily in-person instructional programs; we are not trying to replicate the regular school day experience. While our educators are eager to engage with students and help advance their academic and social-emotional learning, we recognize that student-teacher and student-student interactions at a distance are not equivalent to the invaluable social interactions that foster learning within our normal school setting. Still, we are committed to partnering with our families and community to make the best possible learning experiences under our current circumstances of forced separation.

Tazewell County Public Schools views the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that across grade levels and across our counties geography, students have differing levels of access to reliable technology and the internet as a learning tool.

Second, we assert that quality learning can and does happen remotely with and without computers. That said, we have seen that technology can be a powerful learning tool and that virtual collaboration platforms help maintain a degree of the connections felt among students within a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

#### **Role of Technology Tools**

Seeking to leverage technology to further learning opportunities and options, an important component of our distance learning plan is to mitigate inequities in technology and internet access. Our distance learning plan further expands student access to technology devices and the internet through laptop and MiFi/WiFi access and distribution to all EL students in grades K-12 with identified technology needs.

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

Through distance learning, high school students continue to receive instruction and make progress in all enrolled courses using teacher-led synchronous and asynchronous digital learning experiences.

### Role of Distance Learning Packets

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

- Learning packets in grades PreK-5 focus on literacy and mathematics, with interdisciplinary connections in science and social studies, extensions, and choices to develop and maintain key concepts and skills in music, art, health, and physical education. Packets include differentiated advanced mathematics content for grades 4-5..
- In grades 6-8, packets address all four core content areas (language arts, mathematics, science, and social studies), while maintaining connections, extensions, and choices to continue development in fine arts, health, and physical education. In grades 6-8 Middle school mathematics content is differentiated through Algebra 1, based on course enrollment. Middle school students enrolled in high school world language courses receive additional packets to support continued development of their language skills.
- Spanish translations are provided in grades PreK-2. English Learners in grades 9-12 receive packets to support English Language Development across their high school courses. Supplemental resource packets are also provided for English Learner students identified with limited or interrupted formal education in grades 3-12. Each student is urged to participate in Digital Meetings with the EL teacher to review and go over all content from packets. Training has occurred to use youtube to record classes for a self-paced learning. There are several tools available for use through google.

### Role of Student Monitoring and Support

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

During the school closure, school teams will monitor and address needs of EL students with potential risk factors, such as:

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

School teams monitor existing data, including English language proficiency (English and home language literacy), special education needs, social-emotional wellness, and health as well as specific factors that are of increasing importance during distance learning. These additional factors include technology access and connectivity, family support and availability, and other home commitments of students (e.g., work commitments, caring for siblings). Collaboratively, school and central staff work to ensure specific areas of need are met, including parent outreach, special education, language proficiency, social-emotional wellness, and technology resources.

Options for those student that need technology assistance:

Computer Check-Out for EL High, Middle, and Elementary School students in need. Checkout would come from each building administrator.

**MiFi (Mobile Hotspot) Check-out Schools could have mobile hotspot devices (MiFi) for checkout to students identifying as not having Internet access at home; devices provide content**

**Wi-Fi Free Spot** Wi-Fi Free Spot is available in the parking lot at each school.

## **Library Media Specialist** **Instructional Plan Focus**

During this uncertain time, TCPS Media Specialists are willing to step to the forefront of this current educational challenge and support students, parents and teachers in the domain of technology. We are willing to accept these additional roles as a way to ensure educational success for our stakeholders.

### **Library Media Specialists Additional Roles to Support Remote Learning**

1. Will be the first line of technical support in our building for students, parents, and teachers.
2. Will communicate with the Technology Department regarding technical issues we are unable to rectify. (Consider making all Library Media Specialists the building facilitators for technology.)
3. Will be the administrator and or point-of-contact for online programs purchased through TCPS (Reading Eggs, IXL, Pearson Realize, Study Island, Performance Matters, Databases, e-books, etc.)
4. Will create student account cards – or QR code cards for each student’s Clever account.

### **Library Media Specialists**

1. Will curate web-based instructional and enrichment resources for teachers and students using Google sites.
2. Will use the Destiny Card Catalog and Google Forms to check-out books virtually. Possible delivery and returns will take place by school buses or by in person pick-up. (Each school level will create an appropriate Google Form for check-outs.)
3. Will be collaborators and/or co-teachers with classroom teachers to provide Library lessons during the school year. Google Classroom will be our LMS. Our beginning lessons and main focus will be navigating Google Apps, Internet Safety and Digital Citizenship.

## **TCPS High School Library Media Specialist Plan for 2020-2021 School Year**

### **I. Prepare Instruction**

- A. Library Skills
- B. Library Orientation
- C. How to use a catalog.
- D. How to check out a book/ request a book
- E. Internet Safety/ Digital citizenship
- F. Research Skills
- G. Citations

- H. Proper Sources
- I. Fake News
- J. MLA/APA formatting
- K. Show to a technology problem request
- L. Collaborative planning and instruction with teachers
- M. Additional Instruction as needed

## II. Curate Resources

- A. Online resources for teachers and students
- B. Print materials

## III. Technology

- A. Library Media Specialists will be the Technology Facilitator/ First point of contact for parents, teachers, students
- B. Library Media Specialists need technology training (even if not the technology facilitator)

IV. E-books- Library Media Specialists will facilitate purchase and access to district wide e-books. Funding needed.

### Additional Instructional Topics for Elementary and Middle Library Media Specialists

(This is not an exhaustive list.)

- A. Introduce/Review skills necessary for using Destiny Quest and Destiny Card Catalog (Elementary & Middle).
- B. Present available student resources – TCPL resources with a Library card, Library of Congress, online encyclopedias, free educational apps, etc. (Elementary & Middle).
- C. Types of Reference Sources--dictionary, thesaurus, encyclopedias, atlas, etc. (Elementary & Middle).
- D. Create book chats (Elementary & Middle).
- E. Fair Use & Copyright (Middle).
- F. Cite sources (Middle).
- G. Evaluate Resources (Middle).

H. Primary vs Secondary Sources (Middle).

I. Curriculum reinforcement for fact/opinion, inference, drawing conclusions, text structure, etc. (Middle).

### Additional Duties – These Vary by School

Each Library Media Specialist also has school specific tasks and duties they will continue to fulfill. These tasks include, but are not limited to:

1. Maintaining the school web page.
2. Being the School Testing Coordinator.
3. Being a Lead Teacher.

### ATTENDANCE

All TCPS students will be required to follow attendance requirements.

In-person learners—students attending school in-person will continue to follow the established attendance policies and procedures for TCPS.

Online/Distance Learners—students learning via distance learning will be required to be “present” by completing daily assignments, completing weekly projects/assignments, participating in any scheduled online meeting(s) such as Google Meet or Google Hangout, or any other activity deemed necessary for instruction. In the event students fall behind or fail to participate the school will deem the student absent. Students must work with teacher/administration to maintain communication and to notify school of any difficulties in with the online learning platform.

After three (3) days of no student interaction, school administration will attempt to contact the parent/guardian and address attendance issue. Students who continue to be “absent” from instruction will follow the established absenteeism/truancy policy for TCPS. Teachers will document weekly participation which equals attendance through the attendance feature of PowerSchool.

Students (online/in-person) may still receive excused absences with proper documentation provided to school administration.



## **SCHOOL ATHLETIC PLAN**

**Tazewell County Public Schools Athletic COVID-19 Plan  
Safety Procedures and Protocols  
For Middle and High Student/Athlete Participation in Virginia High School League Athletics  
Out-of-Season and In-Season Practice  
2020-2021**

### **IMPORTANCE OF RESTARTING ATHLETIC AND SPORT-ACTIVITIES**

*Tazewell County Public Schools* (TCPS) believes it is essential to the physical and mental well-being of students to return to physical activity and athletic competition.

1. Tazewell County Public Schools recognizes that all TCPS students may be unable to return to athletic activity at the same time across the county. There will be variations in the Virginia Governor's, Virginia High School League, and local School Board guidelines that will regulate the opening of designated athletic activities over the coming months.
2. Recognizing that division-to-division reopening without a well-developed COVID-19 plan may lead to perceived athletic participation and coaching advantages, TCPS advocates for returning students to out-of-season and seasonal activities according to an accurate and sustainable plan.
3. Important to the implementation of a local COVID-19 athletic plan is the rebuilding and underpinning of strong relationships between participants and their coaches - a relationship that likely has never been more critical to both the student and the coach in light of this pandemic.
4. The Superintendent, support administration, Principals, and Athletic Directors have an incumbent responsibility to develop a plan that is integral to the providing of cohesive safety measures, guidelines, and practices that will yield optimum health and well-being practice and competition environments for all participants and coaches.
5. Prior to implementation of the proposed measures and guidelines, all coaches will be trained on the proper procedures for advancing the implementation of the plan prior to putting into practice. Coaches are in a unique position to help determine and communicate if additional guidance or alternative steps are needed to ensure each participant begins the process of recovery from the incurred physical, emotional, and psychological strains that may have burdened the individual as a result of the underlying effects of the current pandemic.

### **COVID-19 General Considerations**

1. Prior to allowing the use of facilities, schools and other sports organizations should review facility use agreements, especially in the areas of sanitation requirements and liability.

2. Limited testing availability, lack of resources for contact tracing, and expanding knowledge of COVID-19 transmission could all result in significant changes to this guidance. The Superintendent will channel changes in procedures and practices that may generate adaptations to the TCPS Athletic COVID-19 Plan via central office administration, Principals, Athletic Directors, and Head Coaches.
3. Administrators and coaches must emphasize the need for all coaches and participants who have signs or symptoms of illness to stay at home to decrease the risk of viral transmission. "Vulnerable individuals" are defined by the CDC as people age 65 years and older, and others, with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune systems are compromised such as by chemotherapy for cancer and other conditions requiring such therapy.
4. Current preseason conditioning and acclimatization models assume that students have deconditioned during the stay at home orders. The current pandemic may result in students being deconditioned for several months. The intensity and duration of training should be moderated upon return and, thus, the reason for a step-wise approach.
5. Parents will be afforded the opportunity to review the implementation of all aspects of the TCPS Athletic COVID -19 Plan by accessing it using the TCPS website, middle and high school websites, social media, or by ascertaining information from the central office administration, principals, Athletic Directors, and Head Coaches. Parents will be directed to Internet sites that will provide accurate and supportive directives and research regarding safety practices and the overwhelming necessity to develop and implement a plan that addresses all caveats for sustaining well-designed health and safety procedures.
6. Delays in practice or competition - Due to the near-certainty of recurrent outbreaks in the coming months, schools, individual participants (coaches included), teams, district participation, and regional participation may be affected by weekly isolation procedures that may even result in school closures.

### **Further Action by Tazewell County Public Schools**

1. Development of additional and future policies regarding practice and competition during temporary school closures, the cancellation of contests during the regular season, and parameters for the cancellation or premature ending to postseason events and competitions will be ongoing.
2. The implementation of the TCPS Athletic COVID-19 Plan will be coordinated with the phases, segments, and guidelines established by the Governor of Virginia and his task force, regulations offered by the Virginia Department of Health (VDH), and the Centers for Disease Control (CDC) by the Commonwealth of Virginia and are subject to change.
3. An official start for specific fall sports **practices** has yet to be determined.

### ***Informational and Directive Signage***

Signage and clear communication for physical distancing in areas where individuals may congregate, especially at entrances, in seating areas, and locker areas, will be provided.

## *Virginia High School League Physical Form*

All student/athletes are required to have a completed Virginia High School League Physical Form on file **with the school Athletic Director** prior to participating in practices.

### **VHSL Physical Form 2020-2021**

#### *Tazewell County Public Schools Action Plan*

##### **1. Goals**

- Maintain safe and healthy instructional and learning communities.
- Return to normal scholastic and athletic activities in the fall.
- Safely return our students and coaches to scholastic and athletic activities.

##### **2. Plan Principles**

- Prioritize student and coach care.
- Ensure effective community communication.
- Provide daily symptom assessments by completing the *COVID-19 Student and Coach Monitoring Form*.
- Enact standard record keeping.
- Ensure safe student and coach management.
- Ensure effective facility management.
- Ensure safe equipment management.
- Maintain flexibility.

##### **3. Student and Coach Care**

- No student or coach will feel pressure to participate in any onsite or face-to-face activities.
- No student or coach will experience any repercussions for not attending onsite or face-to-face workouts.
- Students with risk factors may not participate in activities.
- Students and coaches must have pre-activity basic symptom evaluation each day of attendance.

##### **4. Community Communication**

- All students and their parents or guardians will be notified of the TCPS return to activities plan via email, Twitter, TCPS webpage, school web pages, REMIND, and community media.

- Return to action plan will be released to media and shared on social media.

## **5. Face Coverings**

- State, local, or school district guidelines for cloth face coverings will be strictly followed.
- Cloth face coverings will be considered acceptable. There is no need to require or recommend “medical grade” masks for physical activity.
- Any student who prefers to wear a cloth face covering will be allowed to do so.
- Depending on the sport - cloth face coverings will be worn by student/athletes. (Exceptions are swimming, distance running, or other high-intensity aerobic activity.)
- According to the VHSL, plastic shields covering the entire face will not be allowed during participation due to the risk of unintended injury to the person wearing the shield or to others.
- Coaches, officials, and all other personnel are encouraged to wear cloth face coverings at all times. They are strongly encouraged to wear cloth face coverings whenever physical distancing of 10 feet is not possible. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.)

## **6. Hygiene Practices**

- Wash hands with soap and water correctly and often or use hand sanitizer, especially before and after eating; and, after touching frequently used items or surfaces.
- Sneeze or cough into a tissue or the inside of your elbow; appropriately discard tissue. Avoid touching the face.
- Disinfect frequently used items and surfaces; use EPA certified disinfectant.
- Do not spit.
- Physical contact such as handshakes, high-fives, fist bumps, and hugs will not be allowed.

## **7. Pre-Workout Screening**

- All students and coaches must have pre-activity basic symptom evaluation each day of attendance. Evaluations will be logged for each student and each coach every day on the *COVID-19 Student and /Coach Monitoring Form*. The form will be stored by the head coach in a secured location so that there is a record of everyone present in case a student develops COVID-19. These records must be maintained in a confidential location.
- Any student with reported positive COVID-19 symptoms will be given a mask (if not wearing one) to put on and immediately placed in a pre-determined, designated isolation area. The student will not be allowed to participate. The coach/staff will

immediately notify the parent/guardian of the student's symptoms and make arrangements for the student to leave the premises immediately (either driving him/herself or asking someone to pick them up). The coach/staff will notify the Athletic Director and Administration of the known symptoms of the student.

- Any coach with reported positive COVID-19 symptoms will immediately be given a mask (if not wearing one), isolate, and arrange to leave school premises as soon as possible (either driving him/herself or asking someone to pick them up). The Athletic Director and Administration will be notified of the known condition of the coach immediately.
- Vulnerable individuals will not attend, supervise, or participate in any workouts, games, or competitions.

### **Temperature check:**

- Procedure for thermometer use will be determined by each facility.
  - Any student with a fever of 100 degrees or higher will be given a mask (if not wearing one) and ushered to a supervised isolation area until the legal guardian can be notified and transportation provided.
  - Coaches with a fever of 100 degrees or higher will be given a mask (if not wearing one) and will immediately remove themselves from the premises.
  - The student or coach who has symptoms consistent with COVID-19 should be tested for the virus. The return to school activity will depend on the outcome the test.
  - Student or coach must be fever free for 72 hours, without temperature-lowering medication in order to return from isolation when no other symptoms of COVID-19 are present.
- **Student and Coach Monitoring Form questions will include:**
    - Do you have a fever or chills?
    - Do you have an unexplained cough?
    - Do you have a sore throat?
    - Do you have shortness of breath or difficulty breathing?
    - Do you feel fatigued?
    - Do you have muscle or body aches?
    - Do you have a headache?
    - Have you recently had a loss of taste or smell?
    - Are you congested or have a runny nose?
    - Do you have nausea or vomiting?
    - Do you have diarrhea?
    - Have you been out of the county in the last 14 days? If yes, when and where?

- Have you been around anyone who has had COVID-19?
- Students will report directly to their assigned area after completing the symptom assessment screening.

## 8. COVID-19 Exposure Protocol

- Protocol - if a student or coach is known to have been in contact with someone who has or has had COVID-19:
  - The student or coach will be in quarantine and not attend activities for two (2) weeks after the last contact with the affected individual if they develop no symptoms of the COVID-19 infection.
  - Students or coaches who test positive for COVID-19 must be symptom-free for two (2) weeks and be cleared by the health department (either symptom based or test based) prior to removal from isolation.
  - A student or coach who develops symptoms will follow the guidelines for a student or coach who has been infected. A student or coach who develops symptoms must be tested and then managed based on the results of the test.

## 9. COVID-19 Infection w/Symptoms

- Protocol - if a student or coach has been diagnosed with the COVID-19 infection the health department will be contacted immediately. The health department will monitor and track their status until they can be released from isolation.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

## 10. COVID-19 Asymptomatic Infection

- Protocol - if a student or coach has been diagnosed with COVID-19 but was asymptomatic, the following time-based strategy will be followed:
  - Persons with laboratory-confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:
    - At least ten (10) days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.
    - If they develop symptoms, then the symptom-based or test-based strategy should be used. (Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than ten (10) days after their first positive test).

- Record Keeping
  - Daily attendance and daily symptom assessments for students and coaches will be maintained on the *COVID-19 Student and Coach Monitoring Form*.
  - Records will be kept according to the activity group.
  - Coaches will turn in an activities plan to the school Athletic Director for approval.
  - The coach of each group will confirm the execution of protocols for that group through a weekly form that is to be turned in to the school Athletic Director.
  - The coach will notify the Athletic Director and building Administrator immediately of any students or coaches answering “Yes” to any questions on the *COVID-19 Student and Coach Monitoring Form* or has a *temperature of 100 or greater*.

## 11. Student and Coach Management

- In Phase II, no student-athlete will have access to locker room facilities.
- Only school personnel, coaches, and students will be allowed in facilities – no spectators.
- In Phase II, no gathering of more than ten (10) people at a time inside indoor facilities, and up to 50 students may gather outdoors for workouts. Students must be divided into cohorts.
- Each cohort will consist of a maximum of ten (10) participants - nine (9) students and one (1) coach.
- Members of cohort, which includes the coach, will remain together and intact as a cohort group for the duration of the preseason and the season to aid in group contact distancing.
- The social distancing of at least 10 feet between individuals will be maintained at all times (indoors and outdoors). If this is not possible indoors, then the maximum number of individuals in the room will be decreased until proper social distancing can occur. Tape or paint markings (X) will be used as a guide for students and coaches when necessary.
- There will be no physical contact of any kind among activity participants.
- Activity times could be staggered as needed to prevent the mixing of groups before and after activities.
- During Phase II, students must arrive at activities dressed for participation - **no changing facilities will be provided.**
- The Head Coach will notify student/athletes in advance of participation regarding the use of masks.

- During Phase III, appropriate social distancing will need to be maintained on sidelines and benches during practices (10 ft. if exercising/breathing heavily from recent exercise; 6 ft. otherwise).

## **12. Facility Management**

- Activity groups will be separated with sufficient buffer zones.
- A restroom plan will be in place, limiting the number of students to two (2) in the restroom at one time.
- Indoor facilities that have been used will be cleaned and sanitized between group sessions using EPA certified disinfectants.

In Phase II, separate entrances/exits to facilities will be designated to prevent crossover and contact. Staggered start and end times will be established.

## **13. Facilities Cleaning (Phase III):**

- Adequate cleaning and disinfection with EPA-certified disinfectant of high contact areas and hard surfaces will occur daily. Schedules will be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Before and after an individual or group of individuals enters an athletic facility, hard surfaces within that facility will be wiped down and sanitized with an EPA-certified disinfectant (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- All shared equipment will be cleaned with an EPA-certified disinfectant before and after each individual use.
- Individuals will wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer will be available to individuals as they transfer from place to place/station to station.
- Weight equipment will be wiped down thoroughly before and after use of equipment.
- Appropriate clothing/shoes will be worn at all times in the weight room to minimize sweat from transmitting onto equipment and surfaces.
- All equipment such as weight benches, athletic pads, and the like that has deteriorating covering or padding with holes will be covered and repaired.
- Students will be encouraged to shower and wash their workout clothing immediately upon returning home.

## **14. Equipment Management**

- Students will not share un-sanitized equipment.
- School equipment will be sanitized before use by different students.
- Other than bench press or squatting, student/athletes, under the direct supervision of the weight room coach, will only use weight room equipment that can be used safely without the use of an aid or spotter.



- Students will bring their own water bottles – identified with their name on the bottle or will obtain a disposable bottle of water from their coach. Water bottles will not be shared.
- Used water bottles that are left after an activity has been completed and the area vacated by student/athletes will be disposed.
- Water troughs, water fountains, and any available type of water or fluid dispenser that is commonly shared by others will be inaccessible to participants.
- Food will not be shared.

### **15. Physical Activity and Athletic Equipment:**

- Lower risk sports practices and competitions will adhere to gathering size and physical distancing.
- Modified practices will begin for moderate risk sports.
- There will be no shared athletic towels, clothing, or shoes between students or coaches.
- Students will wear their own appropriate workout clothing (no sharing). It is the responsibility of the student to take home and wash their individual clothing and towels after every workout.
- All athletic equipment, including balls, will be cleaned by the coach or staff with an EPA-certified disinfectant intermittently during practices and contests.
- Hand sanitizer will be plentiful at all contests and practices.
- Athletic equipment such as bats, batting helmets, and catchers gear will be cleaned between each use.
- Maximum lifts will be limited, and power cages should be used for squats and bench presses. Spotters will stand at each end of the bar.

### **16. Flexibility**

- Athletic directors, school personnel, and health officials will continue to meet, plan, and discuss future changes to the current plan as conditions dictate.

### **Sport Specific Activity and Workouts- Effective July 2020 All Sports: Maintain Physical Distancing of Ten (10) Feet.**

Activities must be performed adhering to physical distancing of ten (10) feet. All athletic equipment, including balls, will be cleaned by the coach or staff with an EPA-certified disinfectant intermittently during practices and workouts and before and after use of each individual.

### **Low-Risk Activities: *Cross Country, Golf, Sideline Cheer, Swimming, Tennis, Track & Field***

- ***Cross Country and Track & Field:*** Runners should maintain at least 10 feet of physical distancing between individuals, no grouping even at start and finish lines.

- **Golf:** Maintain appropriate physical distancing 10 feet apart.
- **Sideline Cheer:** No physical contact - chants and jumps, only, with physical distancing.
- **Swimming:** Some outdoor pools will open; some indoor pools remain closed. Swim relays need to maintain physical distance.
- **Tennis:** Must keep physical distance if playing singles and doubles. Wipe down rackets and clean balls after use.
- **Track & Field:** No sharing of implements/equipment. Padded equipment should be cleaned between uses. Shared equipment such as relay batons should be cleaned intermittently during practices and workouts.

#### **Moderate Risk Sports: *Baseball, Basketball, Soccer, Volleyball***

- **Baseball/Softball:** All players must be physically distant. Players will not share gloves, batting gloves, helmets, and catcher's equipment. Shared equipment, such as the ball, must be cleaned as permitted during a practice or workout session. Rotate the ball out as frequently as possible and wiping between innings.
- **Basketball:** Drills are allowed that keep all players physically distanced 10 feet apart; there will be no physical contact or close proximity of players. Shared equipment, such as the ball, must be cleaned as permitted during a practice or workout. Racks of shared equipment will not be available.
- **Soccer:** Drills are allowed that keep all players physically distant; there will be no physical contact or close proximity of players. Shared equipment, such as the ball, must be cleaned as permitted during a practice or workout session.
- **Volleyball:** Drills are allowed that keep all players physically distant; there will be no physical contact or close proximity of players. Racks of shared equipment should not be available. Shared equipment, such as the ball, must be cleaned as permitted during a practice or workout session.

#### **Higher Risk Sports: *Competitive Cheer, Football, Wrestling***

- **Competitive Cheer:** Conditioning and individual technique and choreography work. No physical contact will be allowed during chants and jumps and appropriate distancing will be enforced.
- **Football:** Drills are allowed that keep all players physically distant; there will be no physical contact or close proximity of players. Shared equipment must be cleaned as permitted during a practice or workout. Contact with other players is not permitted, and there will be no use of tackling dummies, shields, or sleds. Protective equipment, other than helmets, is prohibited. Helmets may not be shared. The individual practice of passing, kicking, or punting will be accomplished with the student/athlete using their own assigned ball, that will be sanitized regularly, and without the aid of a receiver or retriever.
- **Wrestling:** Conditioning, mirror drills with spacing, no contact. Wrestlers may drill without touching a teammate as long as physical distancing is adhered to.

## NON-REGULATORY REFERENCE DOCUMENTS FOR GUIDANCE, CONSIDERATION AND REVIEW

- CDC Guidance on Youth Sports – <https://bit.ly/3hit2aX>
- CDC Guidance for Aquatic Centers – <https://bit.ly/3cSQbxd>
- CDC Guidance for Youth Camps – <https://bit.ly/2BY9NDt>
- CDC Guidance on Reopening Schools – <https://bit.ly/3dTITe5>
- NFHS Guidance on Resumption of Sports – <https://bit.ly/2MNgA53>
- NFHS Guidance on Resumption of Marching Band – <https://bit.ly/2BQIJWA>
- NATA Guidance on Return to Sport Considerations for Athletic Trainers – <https://bit.ly/2Y10jts>
- NATA Guidance on Telehealth for Athletic Trainers – <https://bit.ly/3dU013o>
- NATA Guidance on Impact of Remote Health Care – <https://bit.ly/3feSIJ6>
- Status of Various States on Athletics Reopening - <https://bit.ly/2UzVThk>



# Telehealth Claim Lines Increase 5,680 Percent Nationally from May 2019 to May 2020

From April 2020 to May 2020, However, Telehealth Claim Lines Fall 33 Percent  
Nationally

Findings from FAIR Health's Monthly Telehealth Regional Tracker Suggest Impact of  
COVID-19 Pandemic

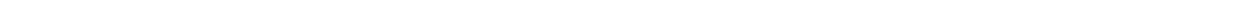
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**FAIR Health**

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NEW YORK, Aug. 6, 2020 /PRNewswire/ -- Telehealth claim lines<sup>1</sup> increased 5,680 percent nationally from 0.15 percent of medical claim lines in May 2019 to 8.69 percent in May 2020, according to new data from FAIR Health's [Monthly Telehealth Regional Tracker](#). Although substantial, that increase was less than the year-to-year increase the previous month, when telehealth claim lines increased 8,336 percent nationally from 0.15 percent of medical claim lines in April 2019 to 13.00 percent in April 2020. The data represent the privately insured population, excluding Medicare and Medicaid.

Against the backdrop of the year-to-year increase, telehealth claim lines fell 33 percent nationally from 13.00 percent of medical claim lines in April 2020 to 8.69 percent in May 2020.

The four US census regions (Midwest, Northeast, South and West) all showed trends similar to the nation as a whole. In each region, there were large percent increases in volume of claim lines from May 2019 to May 2020, but these increases were smaller than the increases from April 2019 to April 2020. In addition, in each region, there was a drop in volume of claim lines from April to May 2020. The biggest drop was in the South, where the decrease from April to May was 40 percent, from 9.81 percent of medical claim lines to 5.87 percent.

Higher telehealth utilization from March to May 2020 by comparison with the same months in 2019 suggests the impact of the COVID-19 pandemic. In March and April, many states prohibited elective procedures and non-emergency medical care when rendered in person, making telehealth an attractive alternative. Many of these prohibitions expired in May as states began to open up, perhaps accounting for the drop in the telehealth share of total medical claim lines that month relative to April. Nevertheless, the pandemic continued and telehealth usage remained high by comparison with 2019.

Other notable findings of the Monthly Telehealth Regional Tracker concern the top five telehealth diagnoses:

- Mental health conditions, already the number one telehealth diagnosis nationally and in every region in April 2020, accounted for an even larger share of telehealth claim lines in May 2020. Nationally, this diagnosis increased from 34 percent to 40 percent of telehealth claim lines from April to May 2020. In May 2020, it constituted 40 percent or more of telehealth claim lines in every region but the South, whereas in April 2020 it did so only in the Midwest.
- In May 2020, developmental disorders ranked among the top five telehealth diagnoses in all regions and nationally, whereas in April 2020 this diagnosis was in the top five in only one region (the West). In May 2019, it was not in the top five in any region. The COVID-19 pandemic appears to be driving the movement toward more use of telehealth in this area.

Launched in May as a free service, the Monthly Telehealth Regional Tracker uses FAIR Health data to track how telehealth is evolving. An interactive map of the four US census regions allows the user to view an infographic on telehealth in a specific month in each region, or in the nation as a whole. In addition to data on the volume of claim lines and on diagnoses, each infographic includes findings on urban versus rural usage and the top five telehealth procedure codes.

FAIR Health is a national, independent nonprofit organization dedicated to bringing transparency to healthcare costs and health insurance information. FAIR Health President Robin Gelburd stated: "COVID-19 is having a pronounced impact on telehealth, but the specifics of that impact vary from month to month. FAIR Health's Monthly Telehealth Regional Tracker is showing in detail how this venue of care is evolving."

For the Monthly Telehealth Regional Tracker, click [here](#).

Follow us on Twitter [@FAIRHealth](#)

<sup>1</sup> A claim line is an individual service or procedure listed on an insurance claim.

## **About FAIR Health**

FAIR Health, a national, independent nonprofit organization that qualifies as a public charity under section 501(c)(3) of the tax code, is dedicated to bringing transparency to healthcare costs and health insurance information through data products, consumer resources and health systems research support. FAIR Health possesses the nation's largest collection of private healthcare claims data, which includes over 31 billion claim records contributed by payors and administrators who insure or process claims for private insurance plans covering more than 150 million individuals. FAIR Health licenses its privately billed data and data products—including benchmark modules, data visualizations, custom analytics and market indices—to commercial insurers and self-insurers, employers, providers, hospitals and healthcare systems, government agencies, researchers and others. Certified by the Centers for Medicare & Medicaid Services (CMS) as a national Qualified Entity, FAIR Health also receives data representing the experience of all individuals enrolled in traditional Medicare Parts A, B and D; FAIR Health includes among the private claims data in its database, data on Medicare Advantage enrollees. FAIR Health can produce insightful analytic reports and data products based on combined Medicare and commercial claims data for government, providers, payors and other authorized users. FAIR Health's systems for processing and storing protected health information have earned HITRUST CSF certification and achieved AICPA SOC 2 compliance by meeting the rigorous data security requirements of these standards. As a testament to the reliability and objectivity of FAIR Health data, the data have been incorporated in statutes and regulations around the country and designated as the official, neutral data source for a variety of state health programs, including workers' compensation and personal injury protection (PIP) programs. FAIR Health data serve as

an official reference point in support of certain state balance billing laws that protect consumers against bills for surprise out-of-network and emergency services. FAIR Health also uses its database to power a free consumer website available in English and Spanish and an English/Spanish mobile app, which enable consumers to estimate and plan for their healthcare expenditures and offer a rich educational platform on health insurance. The website has been honored by the White House Summit on Smart Disclosure, the Agency for Healthcare Research and Quality (AHRQ), URAC, the eHealthcare Leadership Awards, appPicker, *Employee Benefit News* and *Kiplinger's Personal Finance*. FAIR Health also is named a top resource for patients in Dr. Marty Makary's book *The Price We Pay: What Broke American Health Care—and How to Fix It* and Elisabeth Rosenthal's book *An American Sickness: How Healthcare Became Big Business and How You Can Take It Back*. For more information on FAIR Health, visit [fairhealth.org](http://fairhealth.org).

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<https://www.usatoday.com/story/news/health/2020/08/01/covid-vaccine-how-change-life-baby-boomers-seniors/5548821002/>

## Medical care

- **Time to learn telemed.** Only 62% of people over 75 use the internet – and fewer than 28% are comfortable with social media, according to data from the Pew Research Center. “That’s lethal in the modern age of health care,” Dychtwald said, so there will be a drumbeat to make them fluent users of online health care.
- **1 in 3 visits will be telemed.** Dr. Ronan Factora, a geriatrician at Cleveland Clinic, said he saw no patients age 60 and up via telemedicine before the pandemic. He predicted that by the time a COVID-19 vaccine is available, at least a third of those visits will be virtual. “It will become a significant part of my practice,” he said. Older patients likely will see their doctors more often than once a year for a checkup and benefit from improved overall health care, he said.
- **Many doctors instead of just one.** More regular remote care will be bolstered by a team of doctors, said Greg Poland, professor of medicine and infectious diseases at the Mayo Clinic. The team model “allows me to see more patients more efficiently,” he said. “If everyone has to come to the office and wait for the nurse to bring them in from the waiting room, well, that’s an inherent drag on my productivity.”
- **Drugstores will do more vaccinations.** To avoid the germs in doctors’ offices, older patients will prefer to go to drugstores for regular vaccinations such as flu shots, Factora said.
- **Your plumbing will be your doctor.** In the not-too-distant future – perhaps just a few years from now – older Americans will have special devices at home to regularly analyze urine and fecal samples, Dychtwald said, letting them avoid the doctor’s office.

[https://www.ruralhealth.va.gov/providers/Enterprise\\_Wide\\_Initiatives.asp#:~:text=Rural%20Veterans%20Telerehabilitation%20Initiative%20provides,homes%20through%20secure%20internet%20video.&text=Teleaudiology%20provides%20audiology%20remote%20fittings,audiometric%20testing%20for%20rural%20Veterans.](https://www.ruralhealth.va.gov/providers/Enterprise_Wide_Initiatives.asp#:~:text=Rural%20Veterans%20Telerehabilitation%20Initiative%20provides,homes%20through%20secure%20internet%20video.&text=Teleaudiology%20provides%20audiology%20remote%20fittings,audiometric%20testing%20for%20rural%20Veterans.)

### Enterprise-Wide Initiatives

The Office of Rural Health (ORH) implements programs that deliver increased care and support to rural Veterans nationwide in a more uniform manner. ORH's programs are in two categories: [Rural Promising Practices](#) and Enterprise-Wide Initiatives (EWI). EWIs expand national U.S. Department of Veterans Affairs' (VA) program offices' health care efforts to sites that serve rural Veterans. [Initial funding](#) support is available by ORH to support implementation in VA facilities across the country.

To learn more about these initiatives, visit our EWI menu to read the [2020 EWI descriptions](#).

**(Disclaimer:** This link directs to an internal VA site. You must have access to the VA network to view this page)

### Primary Care

- **Home Based Primary Care** expands home-based Patient Aligned Care Team services to rural areas.
- **Medical Foster Home** provides an alternative to nursing home for Veterans who need daily assistance, are unable to live independently, and have no available family caregiver.
- **Telephone Lifestyle Coaching** Promotes change in health behaviors, including unhealthy eating, inactivity, obesity, tobacco use, stress and alcohol use.

### Specialty Care

- **Rural Veterans Telerehabilitation Initiative** provides physical, occupational and recreational rehabilitation services to Veterans in their homes through secure internet video.
- **Tele-Intensive Care Unit (ICU)** connects VA facilities that do not have intensivists on staff with VA intensivists nationwide via telehealth to increase access to ICU services and specialty inpatient care for rural Veterans.
- **Clinical Pharmacy Specialist Providers** delivers medication and chronic disease management services to rural Veterans using pharmacists' expertise through telehealth into Veterans' homes, VAMCs, or CBOCs.
- **Genomic Counseling Services for Rural Facilities** uses telehealth to increase rural access to genomic services including comprehensive genetic testing. This program includes provider education to recognize genetic cancer and connective tissue disease.
- **Telerehabilitation Services** expands an integrated network of specialists who are specifically trained in delivering physical and rehabilitative therapy to rural Veterans using telehealth technology.
- **National Telestroke Program** provides emergent telehealth care by qualified stroke neurologists to Veterans with stroke symptoms at VA medical centers that do not have stroke neurologists on site.
- **Teleaudiology** provides audiology remote fittings and aftercare services, remote diagnostic testing, and audiometric testing for rural Veterans.

- **Tele dermatology** expands store-and-forward tele-dermatology to rural sites; includes primary care training on dermatologic consults and minor procedures.
- **Gerofit, Geriatric Fitness Program** provides physical activity therapy to elderly rural Veterans using telehealth technology.
- **Lung Cancer Screening** provides clinical navigators to support cancer screening at VAMCs serving rural Veterans
- **Sleep Telemedicine** supports diagnosis, care and remote monitoring of Veterans with sleep apnea via web-enabled devices.
- **Technology-based Eye Care Services** is a telehealth-based eye screening initiative that places ophthalmology technicians in rural VA clinics to collect information about a patient's eyes and transmit to VA ophthalmologists for diagnosis and follow-up.
- **Pharmacy Providers Improve Access for Rural Veterans with Opioid Use Disorder** delivers greater access to medication assisted treatment for rural Veterans by integrating Clinical Pharmacy Specialist Providers in collaborative care models.
- **National Tele neurology Program** establishes telehealth sites to ensure access to neurology in rural areas where providers are unavailable.
- **National Tele oncology Program** provides rural Veteran patients access to the latest technology in cancer treatment, including molecular analysis of tumor samples to detect acquired gene mutations in multiple cancer-associated genes.
- **Telediabetes** provides specialized diabetes services to rural Veterans with uncontrolled diabetes through secure internet video.
- **National Video Blood Pressure Visits** conducts blood pressure check-ins to Veterans in their homes, reducing clinic no-shows and eliminating travel barriers to care.

#### Mental Health

- **Rural Suicide Prevention** connects Veterans to comprehensive suicide prevention services and resources through enhanced education, public awareness campaigns, community training, crisis support, firearm safety and care management for high risk individuals.
- **Rural Access Network for Growth Enhancement** provides intensive case management services, including homeless outreach, to seriously mentally ill Veterans in rural areas.
- **Vets Prevail Web Based Behavioral Support** provides Veterans suffering from depression and/or post-traumatic stress disorder with tools to overcome these challenges. Focus is on returning Veterans from recent conflicts, Operation Enduring Freedom, Operation Iraqi Freedom and Operation New Dawn.
- **Military Sexual Trauma Web Based Therapy** uses telehealth to deliver specialized mental health care directly to Veterans' homes in caring for those who have experienced military sexual trauma.
- **Social Work in Patient Aligned Care Teams** expands the integration of rural social workers into the Patient Aligned Care Team model to improve care coordination for rural Veterans and their interdisciplinary care teams.
- **Advanced Care Planning via Group Visits** connects Veterans to advanced care planning experts who help them develop a plan to address how health care decisions will be made if they are unable to communicate.

#### Workforce Training and Education

- **Clinical Skills Training in Women Veterans Health Care** trains providers in rural locations in skills unique to the treatment of rural women Veterans.
- **Rural Health Training Initiative** provides rural clinical training sites for health professions students and clinical residents. Trainees include social workers, nurse practitioners, pharmacists, psychiatrists, optometry students, and dental and family medicine residents.

- **Simulation Learning, Education, and Research Network Rural Coordinators** develops a simulation based training infrastructure to improve rural clinicians' technical skills without leaving their home clinic.
- **VA-ECHO Expansion in Specialty Care** uses telehealth to train providers in a wide variety of specialties, including treatment for chronic kidney disease, hepatitis C and pain management.
- **Rural Interprofessional Faculty Development Initiative (RIFDI)** provides training for residency proctors, enabling them to better train, mentor, and monitor residents serving rural areas.

#### Telehealth Clinical Resource Hubs

- **Clinical Resource Hubs:** These Veterans Integrated Service Network hubs provide primary, mental health, and specialty care to Veterans in underserved areas.
  - **Teleprimary Care** establishes teleprimary care sites to ensure access to primary care in rural areas.
  - **Telemental Health** connects specialists with rural Veterans to ensure access to mental health care services in rural areas.
  - **Telespecialty Care** connects specialists with rural Veterans to ensure access to specialty care services in rural areas.

#### VA Video Connect

- **Patient Tablet Program** provides rural Veterans with video telehealth tablets to connect patients with and transmit patient data to a remote VA health care provider through a secure internet connection.

#### Care Coordination

- **Women Veteran Care Coordination and Management** creates, enhances and expands care coordination in the areas of maternity care, mammography, cervical cancer screening and breast cancer care.
- **Rural Health Community Coordinator Health Information Exchange** provides personnel who facilitate secure and effective data exchange between VA and community providers.

#### Research

- **VHA Rural Needs Assessment** gathers VISN and VAMC perspectives to better understand rural Veteran health care access needs and help in determining future ORH program offerings.
- **Rural ChooseVA Access Evaluation** evaluates VA efforts to improve access to care across the enterprise.
- **Center for the Evaluation of Enterprise-Wide Initiatives** systematically reviews EWIs to improve evaluation and comprehensively analyze impact while contributing to the field of implementation science.
- **Project ATLAS Rural Telehealth National Evaluation Innovation** evaluates VA efforts to provide telehealth in partner governmental and community locations such as Federally Qualified Health Centers, community retailers, and Veterans Service Organization facilities.

#### Innovation

- **VA Farming and Recovery Mental Health Services (VA FARMS)** provides Veterans with agricultural vocational training and behavioral health care services from licensed providers at nine VHA sites of care.
- **Rural Innovation Ecosystem** supports new service delivery innovations and the national implementation of standardized best practices intended to improve access to care and services for rural Veterans.
- **Transitions Nurse Program** improves coordination between tertiary VA and non-VA hospitals and rural PACT sites following hospitalization through a proactive, personalized, nurse-led and Veteran-centered intervention.
- **MISSION Act Emergency Room Specialty Care Scribe Program** places medical transcription assistants in Specialty Care and Emergency Departments to allow providers to focus on patient care.

#### Transportation

- **Veteran Transportation Services** provides medical transportation services for rural Veterans; and includes leases of vehicles, salaries for drivers and mobility managers.

<https://www.uvawise.edu/2020/04/20/telemental-health-use-jumps-600-percent/>

August 3, 2020

## **Telemental health use jumps 600 percent**

The necessary social distancing measures following the COVID-19 pandemic is causing an uptick in the use of telehealth services as healthcare providers treat many patients virtually to halt the spread of the deadly and highly contagious virus.

The same holds for individuals who need mental health services. Derek Hubbard, director of the Appalachian Telemental Health Network, said he has seen a 600 percent jump since the COVID-19 crisis.

“The state of Virginia has tasked us to increase access to mental health services to the residents of Southwest Virginia and far Southwest Virginia,” Hubbard said.

ATHN, housed at the University of Virginia’s College at Wise, operates a software platform with Adaptive Telehealth. The network is basically a set of online solutions sponsored by Virginia and other partners to serve the commonwealth’s mental and behavioral health providers by including everything a Virginia-licensed provider needs to provide HIPAA-secure mental and behavioral health services.

Hubbard said ATHN touches many organizations and includes licensed psychiatrists, psychiatric nurse practitioners, counselors, psychologists, social workers, marriage and family therapists and addiction counselors. Services are provided through a HIPAA-secure online platform where patients can obtain services from either their local primary care office or their own home.

“The project began in October 2018 with the first project year being utilized for our software platform development with Adaptive Telehealth,” Hubbard said. “Our software platform has been up and running since December 2019, and we are experiencing an increase in patients requesting services since a lot of patients aren’t able to be seen in the office. Our program works with patients looking for mental health services via telehealth and the mental health providers throughout the state.”

ATHN is funded by the Virginia General Assembly to establish a behavioral/mental health network to the underserved Appalachian counties of Virginia via telehealth. It works in collaboration with the University of Virginia Center for Telehealth in Charlottesville, Virginia to connect the primary care physicians, nurse practitioners and physician assistants of Appalachia to the appropriate resources for their patients. “Through the advanced technologies of telehealth, patients can connect with psychiatrists, psychologists, social workers, and counselors not just at UVA but throughout the state in order to receive behavioral and mental health services,” Hubbard said.

Although the program has specific areas of Virginia to serve patients, it is also recruiting providers all over the state to be part of the program.

“Currently, we are still recruiting patients to participate as referrals and continually recruiting mental health clinicians to provide these services as rendering providers,” Hubbard said.

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The University of Virginia’s College at Wise

1 College Avenue

Wise, VA 24293

276.328.0100

REVISED: July 2020

See Page 9 for more information

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**REDESIGNING**

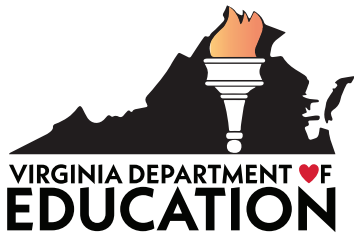
**RESTART**

**20  
20**

A comprehensive  
plan that moves  
Virginia Learners  
and Educators  
**FORWARD**



**VIRGINIA  
IS FOR  
LEARNERS**



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Governor of Virginia



Atif Qarni  
Secretary of Education



Dr. James F. Lane  
Superintendent  
of Public Instruction



Jenna Conway  
Chief School  
Readiness Officer

### MISSION

The mission of the Virginia Department of Education is to advance equitable and innovative learning.

### VISION

Virginia will maximize the potential of all learners.

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President



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Vice President

### CORE SKILLS

The 5-C's are core skills that students and educators should possess:

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration
- Citizenship



Dr. Francisco  
Durán



Anne B.  
Holton



Dr. Tammy  
Mann

### CORE VALUES

Core Values are values that every employee of VDOE should embody:

- Inclusion
- Excellence
- Service
- Optimism



Dr. Keisha  
Pexton



Pamela  
Davis-Vaught



Dr. Jamelle S.  
Wilson

VIRGINIA IS FOR *all* LEARNERS



# FOREWORD

The Commonwealth, like the country, is now wrestling with how to effectively manage the public health risks of COVID-19 while simultaneously resuming the core functions of our society. It is abundantly clear that this public health crisis will ripple through our communities and impact schools and students for years to come. Amidst this, the Virginia Department of Education (VDOE), Board of Education, and Secretary of Education remain committed to the health and well-being of all school community members, and to supporting the academic progress of all students. It is especially important that we are mindful of the needs of vulnerable student groups including early learners, English learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities. Through this document, we strive to offer guidance, technical support, best practices and alternate solutions as divisions prepare to continue providing instruction to all 1.3 million Virginia students under uncertain and evolving circumstances.

In addition to the previously convened *Continuity for Learning Task Force*, this spring VDOE formed a *Return to School Recovery Task Force* and an *Accreditation Task Force* with practitioners and local leaders to inform state policies on critical topics. Members of the Task Forces included superintendents, principals, teachers, instructional leaders, and content knowledge experts, who came together in recent weeks to identify key considerations, craft comprehensive guidance, and make recommendations to state policy makers. At the core of their considerations was the pressing question about how to equitably serve every student to ensure their safety and their success. The inequities in our education system have been exacerbated by the circumstances, but the extraordinary leadership in our divisions are capable of rising to the challenge if properly resourced and supported. It is critical that we center equity at the core of our planning and take care to ensure that our marginalized student groups remain a priority.

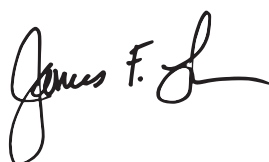
Additionally, Secretary Qarni created *Virginia's COVID-19 Education Response and Recovery Work Group* to develop recommendations to align policies throughout the Commonwealth's PreK-20 education system and ensure continuity of learning in the long term. In recent weeks the Work Group conducted listening sessions with more than 800 stakeholders on a variety of topics. The work of the VDOE Task Forces and the Secretary's Work Group significantly informed the content of this document and numerous state policy decisions during this crisis. Their work is woven throughout this document, and we are grateful to everyone who has shared their time and expertise as part of this incredible collaboration.

Governor Northam has recently announced the beginning of a phased physical reopening of Virginia's PreK - 12 schools, while simultaneously calling on every school to provide a high quality educational experience for every student in the coming school year regardless of the physical or technological setting. This creates significant operational and instructional challenges for schools, as they face the potential of another year of physically disrupted learning. While the phased reopening sets guardrails for all, divisions will have discretion and some flexibility as they implement these policies and procedures in each of their school buildings. In order to support local leaders through that process, this document outlines both the parameters of the phased reopening approach, and offers guiding questions, examples and best practices for consideration during implementation.

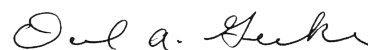
We know this continues to be an immensely difficult time for families, schools, and communities across the Commonwealth and throughout the country. We now collectively face the significant challenge of preparing for the 2020-2021 school year in the face of a persistent public health threat. We are immensely grateful for Virginia's educational leaders, and the tremendous dedication and commitment they have demonstrated in the face of great challenges. Together, despite these circumstances, we can continue to maximize the potential of all of Virginia's learners.



Atif Qarni  
Secretary of Education  
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Superintendent  
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Daniel A. Gecker  
President  
Virginia Board of Education

# CONTRIBUTIONS AND ACKNOWLEDGMENTS

This volume represents the work of hundreds of people who have contributed their expertise, time, and talents to help all learners and educators in Virginia return to school successfully. This group of contributors included a wide variety of classroom teachers, instructional specialists, parents, school counselors, special education experts, superintendents, independent school representatives and operations and facilities leaders from every corner of the Commonwealth. The complete, diverse list of contributors is included below. It also reflects the insight and discussion conducted by the Secretary's Work Group with more than 800 stakeholders during topical listening sessions. They represent large and small divisions, urban, rural and suburban, and brought an incredible breadth and depth of expertise to the conversations. It is not possible to sufficiently express the appreciation that the Virginia Department of Education's leadership team and state officials have for the contributions of these committed, caring professionals. The list below acknowledges key leaders, but it is important to note that a complete listing of individuals who participated in the various task forces, committees, and advisory groups is provided in the links to the documents these groups generated.

A debt of gratitude is owed to everyone who has been a part of this enormous effort to compile useful information and guidance for schools to recover, redesign and restart to move Virginia learners and educators forward. Whereas we have listed the chairs of the committees below, please note that the document is reflective of the input of a wide variety of classroom teachers, instructional specialists, parents, school counselors, special education experts, superintendents, independent school representatives and operations and facilities leaders. Their perspectives and insights were incredibly helpful in the development of this document.

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## **WHAT'S IN THIS REVISION?**

- Updated Phase Guidance on Pages 16-21, to reflect Phase III updates from VDH and VDOE.
- Updated Phase III content in charts in the School Reopening section (starts on page 23).
- A few names and titles were corrected in the acknowledgments and appendices.

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# CENTERING EQUITY

## RETURN TO SCHOOL EQUITY PLANNING

As we begin planning for return to school, our commitment to ensuring that Virginia’s public education system is one that provides equitable educational opportunities to all students is unwavering. Meeting the needs of all Virginia learners, especially those disproportionately impacted by school closures or learning loss, is especially important during this time. As we transition our guidance at the VDOE from a focus on continuity of learning amid current extended school closures, to return to school recovery planning, equity must remain at the center of our work. Our goal is to provide guidance and support to local schools and division leaders to mitigate the effects of COVID-19 on our students to the greatest extent possible. The considerations, key steps and strategies below were informed by the work of the Return to School Recovery Task Force and its Equity Planning Subcommittee.

The extended period of school closures in Virginia have exacerbated previously existing differences in student experiences, levels of support and access to resources. NWEA, a nonprofit organization that develops and offers student assessments, [estimates](#) that students may return to school in the fall (in-person, or virtually) with roughly 70% of the learning gains in reading relative to a typical school year. In mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions ([The COVID-19 slide: What summer learning loss can tell us](#), NWEA).

## KEY STEPS TO ENSURING EQUITY DURING COVID-19

- Meet Student Needs First
  - Prioritize the physical and social-emotional needs of particularly vulnerable students. Ensure safety, belonging and mental health as a foundation for learning.
- Ensure Equitable Access and Adequate Supports
  - Achieving equity in distance learning is more complex than simply providing equality in access to learning resources and technology. Insufficient support for families and students may widen disparities instead of narrowing them.
- Centralize Communication to ALL Families
  - Be mindful of the needs of vulnerable student groups including early learners, English learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities.
- Develop and Implement a Return to Learning Equity Audit
  - The impact of sustained learning loss during this period of school closures combined with disparities in implementation of continuity of learning models has the potential to exacerbate previously existing gaps in student achievements. Begin identifying students experiencing learning gaps now and developing strategies to mitigate the longer-term impact of school closures on these students.

## VDOE QUICK LINKS

[COVID-19 Homepage](#)  
[Frequently Asked Questions related to COVID-19](#)  
[Virginia Learns Anywhere - Continuity of Learning Report and Recommendations](#)  
[Guidance on Graduation Requirements, Awarding of Credits, and Continuity of Learning](#)  
[Special Education and Student Services Frequently Asked Questions](#)  
[COVID-19 Parent Guide](#)  
[Social Emotional Quick Guides – for Parents and Caregivers, Military Connected Learners, and Early Learners](#)  
[Joint Guidance on Emergency Child Care during School Closures](#)  
[State Regulatory and Statutory Waivers and Relief Measures in Effect](#)  
[Information on the Coronavirus Aid, Relief and Economic Security \(CARES\) Act](#)  
[VDOE Staff Contacts by Division](#)  
[VDOE Staff Contacts - Alphabetical](#)

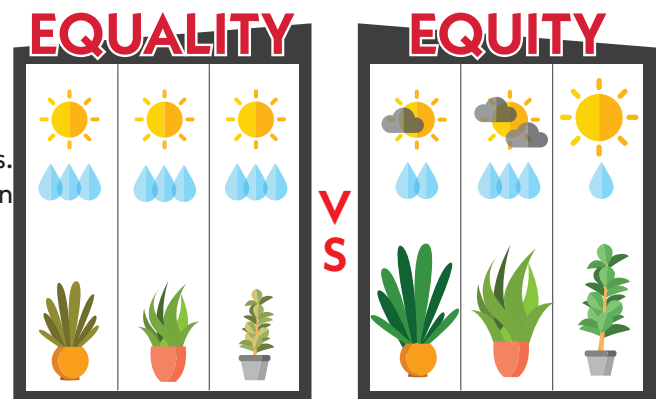
## OTHER USEFUL LINKS

[Virginia Department of Health \(VDH\) COVID-19 Web Page for Schools, Workplaces & Community Locations](#)  
[VDH Interim Guidance on Screening, Monitoring and Testing Employees Returning to Work: Non-Essential Workforce](#)  
[Centers for Disease Control \(CDC\) Opening Schools Decision Tree](#)  
[CDC Guidance for Schools](#)  
[CDC Printable Signs and Resources](#)

## TEN RETURN TO SCHOOL EQUITY STRATEGIES



- 1. CENTER EQUITY** - Evaluate whether your plan will improve or worsen disparities between student groups and establish measurable equity goals that are informed by your diagnostic data. Consider conducting a Return to School Planning Equity Audit.
- 2. REFLECT** - Establish processes and accountability levers to facilitate equitable implementation of your plan and mitigate unintended disparate impacts and consequences. Monitor the impact of your plan on underserved groups, including students of color, multilingual students (ELs), students experiencing poverty and homelessness.
- 3. STRENGTHEN RELATIONSHIPS** - Ensure family engagement, student support, instructional approaches, assignments, and learning opportunities are culturally relevant and culturally responsive. Consider implementing protocols to ensure that strategies and initiatives have been evaluated through a cultural and economic competency lens.
- 4. OUTREACH** - Devote adequate resources to outreach, communication, and family engagement, in multiple languages and through multiple channels to ensure that the most vulnerable families have access to information and understand expectations of students. Identify community partners and stakeholders and empower them with information in support of your communication efforts.
- 5. PRIORITIZE** - Prioritize access to learning loss recovery programs/interventions for students who are disproportionately impacted by learning loss during school closures. Before mandating participation and attendance in these programs, evaluate unintended consequences and disparate impact. (i.e. students in low-income families, students whose families have been impacted by unemployment, those whose parents are essential workers, students with disabilities who have struggled to get services remotely, students whose families have been disconnected from school during the school closure, and English learners).
- 6. MITIGATE** - Identify and mitigate barriers to student participation for reasons outside of the student's control (i.e., caring for younger children, housing instability, health concerns, transportation, adult support).
- 7. REFRAME** - Examine discipline/student code of conduct policies to mitigate against bias and embed safeguards to evaluate student trauma manifesting through behaviors. This is especially important for marginalized student groups disproportionately impacted by exclusionary discipline policies.
- 8. SUPPORT STAFF** - Provide professional development and instructional resources to school leaders and teachers related to "student engagement" and "cultural responsiveness" to support their delivery of remote and virtual distance learning instruction. Particular emphasis should be placed on facilitating understanding of the impacts of social determinants of health, poverty, unemployment, and cultural values on student learning post COVID-19 closures.
- 9. CLOSE THE DISTANCE** - Access to devices and the Internet alone are not sufficient to ensure delivery of high-quality distance learning that is available and engaging to all students. Prepare multiple delivery modes for remote learning, avoid an over reliance on technology to facilitate student engagement in learning, and ensure adequate support for families to be partners in student learning.
- 10. DOUBLE DOWN** - Now is the time to double down on equity investments. Examine the use of federal stimulus (CARES Act) funding to address equity gaps (small class size, technology, access to early learning). Prioritize funding to meet the needs of English Learners, students with disabilities, undocumented students, and students living in poverty.



# PHASED REOPENING OF VIRGINIA'S SCHOOLS

The decision to reopen schools is a challenging topic for education leaders and public health officials around the world. The academic and social and emotional needs of children, the public health risks and the capacity of schools must be carefully evaluated in a localized fashion. The unique dynamics of COVID-19 also require careful consideration in school settings and dramatically impact the use of facilities, academic instruction, and social and extracurricular activities. Virginia's approach to reopening school buildings is based on the public health data available, and subject to revisions as public health conditions change. As detailed below, the Governor has outlined a phased guidance approach that slowly reopens buildings for in-person instruction and gradually eases physical distancing and capacity requirements as public health conditions improve. In order to minimize the inequitable impact closures have had on students, this approach prioritizes the needs of students who have been most impacted by school building closures, and for whom in-person instruction is most beneficial. It simultaneously recognizes the disruption closures have had on all students and seeks to bring them back to the classroom as soon as is safe and practicable.

The decisions about Virginia's school reopenings have been informed by a variety of public health experts and school leaders tasked with the practical challenges of reopening in these difficult circumstances. In particular, the VDOE Return to School Recovery Task Force provided comprehensive considerations.

## RETURN TO SCHOOL TIMELINE ADVISORY PANEL CONSIDERATIONS

The Virginia Department of Education (VDOE) formed an advisory panel within the framework of the Return to School Recovery Task Force to focus on the key considerations necessary for the development of a timeline to reopen Virginia's public schools. This expert panel consisted of current and past school division superintendents from across Virginia. Over the course of a multi-day convening the *Return to School Timeline Advisory Panel* compiled information regarding essential actions to ensure operations support a safe and organized transition back to classroom instruction beginning with summer school programming being offered across the Commonwealth. These recommendations were provided to the Superintendent of Public Instruction and shared with the Secretary of Education's COVID-19 Education Work Group.

The Advisory Panel evaluated three school opening scenarios related to summer school and the fall calendar. These scenarios included:

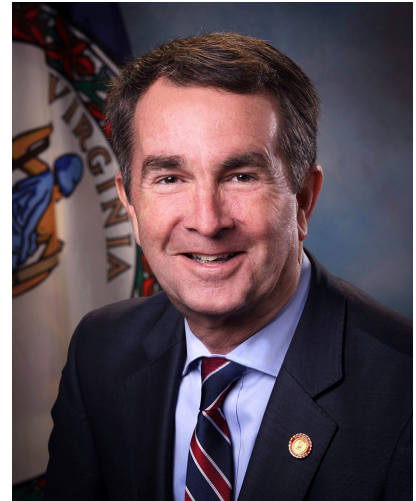
- I. Traditional Summer Programs Reopen Date (Summer School) with options with or without in-person instruction;
- II. Fall On-Time Reopen Date or Early Calendar Start, again with options for traditional in-person instruction or limited in-person instruction with strict physical distancing protocols; and
- III. Fall Late Reopen Date/Extended Out-of-School Learning.

For each of the three scenarios, the Advisory Panel identified key questions that public health and school officials would need to collaborate on and determine answers to. In addition, the Panel identified key topics around which further guidance would need to be developed in each scenario. These topics included student supports, staff support, family engagement and communication, technology needs, school budget and finances, public health guidance, school operations, and student transportation. The key considerations and questions for policymakers helped inform state leaders in their reopening approach and in determining the types of guidance necessary throughout this document to support divisions in navigating these scenarios.

The full report of the Advisory Panel can be found online.

# VIRGINIA'S PHASED REOPENING OF VIRGINIA SCHOOLS

On June 9, 2020 Governor Northam released [Phase Guidance for Virginia Schools](#), which recommends gradually opening up in-person instructional opportunities for students as public health conditions permit. This Phase Guidance was updated on July 1, 2020. The guidance for the first three phases of the plan are detailed below. While in-person instruction may vary by division and throughout the summer and next year, all divisions must resume new instruction with all students for the 2020-2021 school year. Regardless of the delivery format, all students are expected to cover the content over the course of the year.



This phased approach closely aligns with those outlined in the [Forward Virginia Blueprint](#) which allow businesses to gradually open up activities. Specific gating criteria, as defined by public health officials, must be met prior to entering into each new school reopening phase. If conditions worsen and the public health data indicates increased risk, school operations may need to revert back to recommendations in earlier phases. At all times, schools should be prepared for intermittent dismissals or closures depending on local public health circumstances. Finally, the guidance and recommendations of each phase are subject to revision and updates as public health conditions evolve in the Commonwealth.

## VIRGINIA'S PHASED REOPENING SCHOOL PLAN

The following guidance is intended to mitigate risk of COVID-19 transmission in public and private pre-K-12 school settings, while supporting the resumption of peer-to-peer learning and providing crucial support for parents and guardians returning to work. Schools, working together with local health departments, have an important role in slowing the spread of diseases and protecting vulnerable students and staff, to help ensure students have safe and healthy learning environments.

These recommendations should be implemented in accordance with the [Forward Virginia Blueprint](#), any existing Executive Orders, [CDC Interim Guidance for Schools and Daycamps](#), [CDC Considerations for Schools](#), and in partnership with local and state public health officials. The school reopening phases are aligned with the existing Forward Virginia phases, through which the state will progress by monitoring public health data and key measures on disease transmission, healthcare capacity, testing capacity, public health capacity to trace contacts of cases, and other relevant factors. Community mitigation strategies (e.g. physical distancing, enhanced cleaning, etc.) will be necessary across all phases to decrease the spread of COVID-19.

This guidance document, which is aligned with the interim CDC guidance for schools, serves as a recommendation for Virginia schools to mitigate risks associated with COVID-19. Divisions should make decisions on implementing such guidance, and assuming additional risk, in consultation with local health departments and school board attorneys. Public health conditions and practical limitations may inform decisions to deviate from the guidance. Resources, such as the [CDC Guidance for Schools](#) may also be helpful to communities with no or minimal community transmission of COVID-19.

This document reflects current guidance and recommendations, and recommendations are intended to reduce, not eliminate, risk of transmission of COVID-19. Because COVID-19 is a novel disease, this literature is growing rapidly, and new information is emerging almost every day. This information is subject to change as more is learned about the prevention and control of COVID-19.

## GUIDING PRINCIPLES TO KEEP IN MIND

Per the Centers for Disease Control and Prevention, the more people a student or staff member interacts with and the longer the interaction, the higher risk of potential COVID-19 spread. As such, different activities come with different levels of risk:

- lowest risk: Students and teachers engage in virtual-only classes, activities, and events.
- more risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least six feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- highest risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Therefore, schools should consider mitigation strategies detailed in CDC guidance to promote behaviors that reduce spread, maintain healthy environments and operations, as well as prepare for when someone gets sick.

COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. The most important preventive measures include masks/face coverings, physical distancing, monitoring for symptoms, handwashing, and cleaning frequently touched surfaces are most effective when used consistently and in combination.

## SUMMARY OF PHASES

### PHASE I

#### PROGRAM RECOMMENDATIONS

- Remote learning is still the dominant method of instruction.
- School divisions may elect to provide in-person instruction for students with disabilities in both extended school year services and school year special education services, including private placements, with physical distancing. Students will only attend such programs if the Individualized Education Program (IEP) team agrees it is appropriate and the parent consents. Virtual instruction may remain appropriate for certain students who may be challenged with adherence to the strict physical distancing and safety guidelines as determined by the IEP team and the parents' consent.
- With the approval of the local division superintendent, or private school leader, accommodations may be offered for students to access the school building for critical instructional needs, such as accessing a secure assessment, if all health, safety and physical distancing measures are adhered to.
- Child care for working families may operate in schools but are subject to existing operational requirements for childcare programs and should be focused on providing programming/care to children of working families and limited to children in the local geographic area.
- Divisions should notify VDOE of their intent to provide in-person instruction or programming that varies from the phase guidance. This notification is only required when exceeding the recommended programmatic offerings, or deviating from the recommended health mitigation strategies in any phase.
- No athletics or extracurricular activities may be offered.
- Schools may provide student services such as school meal programs.

#### HEALTH, SAFETY AND PHYSICAL DISTANCING RECOMMENDATIONS

- Schools should follow operational guidance from the CDC, including enhanced physical distancing measures, physical distancing, and cleaning, disinfecting and other mitigation strategies.
- Physical distance should be created between children on school buses (e.g. seat children one per seat, every other row) limiting capacity as needed to optimize distance between passengers. In Phase I, limit bus capacity to 10 persons to the extent possible.
- The number of persons in a classroom should not exceed 10, and physical distancing of at least six feet should be maintained to the greatest extent possible.
- Other physical distancing precautions should include, but are not limited to:
  - Restrict mixing classes/groups of students.
  - Close communal spaces.

- No large gatherings, assemblies, etc., per the Governor’s Executive Order.
- No athletics or extracurricular activities.

## PHASE II

### PROGRAMMATIC RECOMMENDATIONS

- Extended school year and special education services that are allowed in Phase I may continue to operate.
- Emergency child care for working families which are allowed in Phase I may continue to operate.
- Summer camp in school settings may be offered to children of all ages. Programs should ideally be limited to children in the local geographic area.
- Schools may offer limited in-person instruction to preschool through third grade and English Learner students given the unique challenges of providing remote academic and physical emotional support to young learners and English language learners.
- Divisions should notify VDOE of their intent to provide in-person instruction or programming that varies from the phase guidance. This notification is only required when exceeding the recommended programmatic offerings, or deviating from the recommended health mitigation strategies in any phase.
- Schools may continue to ensure provision of student services such as school meal programs.
- Extracurricular activities (such as clubs) may be offered if physical distancing mitigation strategies can be implemented.
- Athletics should be limited to individual or team-based practice, skill-building drills or conditioning activities that allow maintenance of physical distancing at all times.
- It is not recommended that youth recreational/school sports competition take place in Phase II, unless physical distancing can be maintained at all times (e.g. individual swimmers showing up at scheduled times to have their event timed, etc). Competition that involves contact with other athletes should be avoided.
- If physically distanced competitions are taking place, the following conditions should also be met:
  - Outdoor recreational sports are allowable if 10 feet of physical distance can be maintained by all participants and spectators at all times and all shared items can be disinfected between uses. The total number of attendees (including both participants and spectators) cannot exceed the lesser of 50% of the occupancy load of the venue (if an occupancy load exists) or 50 persons.
  - Indoor recreational sports (including practices and classes) may occur if 10 feet of physical distance can be maintained by all participants at all items and all shared items can be disinfected between uses. The total number of attendees (including participants, referees, coaches, etc.) cannot exceed the lesser of 30% of the occupancy load of the room in which the sport is being held or 50 persons. Spectators may not be present except parents or guardians who are supervising children. Spectators must wear face coverings consistent with any active Executive Orders and due to behaviors which may bring greater risk (e.g. cheering), it is recommended that spectators be separated by 10 feet of distance from other persons.

#### *Health, Safety and Physical Distancing Recommendations*

- Schools should follow operational guidance from the CDC, including enhanced physical distancing measures, physical distancing, and cleaning, disinfecting and other mitigation strategies.
- [CDC](#) advises that individuals maintain six feet of distance to reduce the risk of COVID-19 transmission. The [World Health Organization](#) (WHO) advises that schools maintain a distance of at least one meter (approx. three feet) between everyone present at school, and is monitoring ongoing research. Additionally, the [American Academy of Pediatrics \(AAP\)](#) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness. Physical distancing is not limited to distance between children; physical distancing between adults is a key mitigation measure. It will be important to continue to monitor the community context of COVID-19 prevalence into the fall and winter. In areas where the community transmission of COVID-19 is more substantial, distancing of at least six feet will need to be strongly considered; this guidance may be subject to change as we learn more.
- Therefore, in school settings, schools are encouraged to aim for six feet of physical distance to the greatest extent possible however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.



- Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together may sit together on the bus, and assign seating where possible. If possible given the age of students, weather conditions, etc., consider opening windows to improve ventilation.
- In addition to physical distancing described above, other physical distancing precautions should include, but are not limited to:
  - Restrict mixing classes/groups of students.
  - Close communal spaces.
  - Limited athletics and extracurricular activities.
  - Limit outdoor activities/recess to 50 people, with a priority on physical distancing and restricting mixing of classrooms.
  - No gatherings (assemblies, graduations, etc) of more than 50 people (indoor or outdoor). Indoor gatherings should be held only as necessary, and be limited in duration.

*\*Please note that for public health disease investigations, VDH will continue to use the standard definition of close contact, i.e. being within six feet of a person with COVID-19 for 15 minutes or more. Per CDC guidance, the use of face coverings are not a factor in the assessment of close contact.*

## PHASE III

### PROGRAMMATIC RECOMMENDATIONS

- In-person instruction may be offered for all students, however physical distancing measures should be implemented.
- Remote learning exceptions and teleworking should be options for students and staff who are at a higher risk of severe illness ([as defined by the CDC](#)).
- Mitigation strategies may impact operations and capacity limits. A multi-faceted instructional approach may need to be planned for Phase III.

### HEALTH, SAFETY AND PHYSICAL DISTANCING RECOMMENDATIONS

- Divisions should notify VDOE of their intent to deviate from the recommended health mitigation strategies in this phase through the Phase III health plan submission form.
- Physical distancing and other measures will remain important prevention strategies. Additional operational requirements will include measures such as gathering limits (consistent with any existing Executive Order) and other mitigation strategies. Schools should follow all guidance from the CDC to the greatest extent possible.
- [CDC](#) advises that individuals maintain six feet of distance to reduce the risk of COVID-19 transmission. The [World Health Organization](#) (WHO) advises that schools maintain a distance of at least one metre (approx. three feet) between everyone present at school, and is monitoring ongoing research. Additionally, the [American Academy of Pediatrics \(AAP\)](#) says spacing as close as three feet may have similar benefits if students wear cloth face coverings and do not have symptoms of illness. Physical distancing is not limited to distance between children; physical distancing between adults is a key mitigation measure. In areas where the community transmission of COVID-19 is more substantial, distancing of at least six feet will need to be strongly considered; this guidance may be subject to change as we learn more.
- Therefore, in school settings, schools are encouraged to aim for six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible (inclusive of buildings and school buses), schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.
- Physical distance should be created between children on school buses when possible (e.g. seat children one per seat, every other row, and/or staggered, aisles and windows) limiting capacity as needed to optimize distance between passengers. If three to six feet of distance can not be maintained, wearing of face coverings is strongly encouraged and may help reduce disease transmission. Children (such as siblings) living together

may sit together on the bus, and assign seating where possible. If possible given the age of students, weather conditions, etc. consider opening windows to improve ventilation.

- In addition to physical distancing, other distancing precautions should include, but are not limited to:
  - Consider restricting mixing classes/groups of students.
  - Consider closing or staggering the use of communal spaces.
  - Consider limiting the size of groups participating in outdoor activities/recess, with a priority on physical distancing and limiting mixing of classrooms.
  - Large school gatherings are not encouraged and limited to 250 people, per the large group gathering limitation in Phase III of Forward Virginia.
- For school athletics, indoor and outdoor recreational sports may occur if ten feet of physical distancing can be maintained by all instructors, participants, and spectators, with the exception of incidental contact or contact between members of the same household. This applies during instruction, practice, and during competitive events. Competition that involves close contact with other athletes must be avoided.
- For school athletics, the total number of attendees (including both participants and spectators) cannot exceed the lesser of 50% of the occupancy load on the certificate of occupancy, if applicable, or 250 persons. For sports played on a field, attendees are limited to 250 persons per field.
- This guidance is in alignment with the Forward Virginia [Phase III Guidance for Recreational Sports](#).

\*Please note that for public health disease investigations, VDH will continue to use the standard definition of close contact, i.e. being within six feet of a person with COVID-19 for 15 minutes or more. Per CDC guidance, the use of face coverings are not a factor in the assessment of close contact.

## BEYOND PHASE III

- School divisions will return to a “new-normal” for instructional and extracurricular operations in consultation with public health officials.
- Some restrictions may still be recommended at such a time.
- Additional guidance will be forthcoming as public health data, safety precautions, and guidance evolve.

## PUBLIC HEALTH GUIDANCE FOR ALL PHASES

Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. Schools should implement several strategies to encourage behaviors that reduce the spread of COVID-19, based on [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#) and follow all [CDC Considerations for Schools](#) guidance for reopening schools and [CDC Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again](#). Other helpful resources are available on the VDH and DOE websites.

This includes, but is not limited to, the following:

- Implement strategies to prioritize the health of staff and students, mitigate disease transmission, and maintain healthy environments.
- Provide remote learning exceptions and teleworking options for students and staff who are at a higher risk of severe illness.
- Schools should strongly encourage families, faculty and staff to self-monitor their signs/symptoms and stay home when ill.
  - If possible, conduct daily health screenings for staff and students. These should be done safely and respectfully, in accordance with privacy laws. Encourage symptomatic individuals to stay home and seek care as appropriate. Health screenings can be achieved via different methods; a school should decide what works best for their community (e.g. via apps or screening questionnaires). Sample school health screening tools can be found on the [DOE website](#).
  - School staff (as well as bus drivers) should observe students throughout the day and refer students or faculty/staff who may be symptomatic to the school healthcare point of contact.
- Public health has case investigation, contact tracing, and outbreak response guidance for school settings. This guidance is available on the [VDH website](#).
- Face coverings for students: Students should use cloth face coverings, when at least six feet of physical

distancing cannot be maintained, as is medically and developmentally appropriate. The [AAP](#) states that “if not developmentally feasible, which may be the case for younger students, and wearing face coverings cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so.”

- Face coverings for staff: Staff should use cloth face coverings when at least six feet of physical distancing cannot be maintained, as is medically appropriate.
- During meetings or gatherings or in narrow hallways or other settings where physical distancing may not be easy to maintain, a face covering would be prudent to wear. Other considerations such as speaking loudly, singing, etc should be considered and may require additional distance.
- The use of cloth face coverings by teachers may inadvertently impede the education process for some populations. In these situations, schools should consider options on a case by case basis, and optimize physical distancing and other mitigation strategies where possible. Examples include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.
- Divisions should also follow the Emergency Regulations to Control, Prevent and Mitigate the Spread of COVID-19 if/when applicable.

# LOCAL DIVISION PLANS

## HEALTH PLANS REQUIRED OF ALL PUBLIC AND PRIVATE SCHOOLS

Before entering Phase III, every school in Virginia, public or private, is required to submit to the VDOE a plan outlining their strategies for mitigating public health risk of COVID-19; [per an Order of Public Health Emergency from the State Health Commissioner](#). The Virginia Council for Private Education (VCPE) will receive plans submitted by private schools accredited through a VCPE Approved State Recognized Accrediting Association. All private schools must submit health plans, regardless of affiliation with VCPE.

Links to a plan template and online submission forms are on the VDOE website.

## NOTIFICATION OF PUBLIC DIVISION'S INTENT TO VARY FROM PHASED GUIDANCE

As part of the public health plan submissions in Phase III, public school divisions should notify VDOE if they intend to vary from the phase guidance by deviating from the recommended health mitigation strategies.

## 2020-2021 INSTRUCTIONAL PLANS REQUIRED OF ALL PUBLIC SCHOOLS

Additionally, public school divisions are required to submit a plan to the VDOE outlining the provision of new instruction to all students in the 2020-2021 academic year, regardless of phase or the operational status of the school at the time. This plan must also include strategies to address learning lost due to spring 2020 school closures and plans for fully remote instruction should public health conditions require it. School divisions must also post instructional plans on their websites for public viewing.

Links to a plan template and online submission forms are on the VDOE website.

## ADDITIONAL GUIDANCE AND RESOURCES TO PRINT AND DISPLAY FOR ALL PHASES

[Federal Partner Resources](#) (multiple languages)

[CDC What You Need to Know](#)

[CDC Stop the Spread of Germs](#)

[CDC Symptoms of COVID-19](#)

[CDC What Do You Do If You Are Sick](#)

[CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)

[CDC What you Need to Know About Handwashing VIDEO](#)

[Printable Handwashing Signs](#)

[CDC Guidance for Child Cares That Remain Open](#)

[CDC Guidance Keeping Children Healthy While School's Out](#)

[CDC Decision Tree for Schools Reopening](#)

[CDC Decision Tree for Youth Programs and Camps](#)

[VDH Daily Symptom Monitoring Log](#) (in multiple languages)

# SCHOOL OPERATIONS

## INTRODUCTION

The phased reopening of Virginia's schools will require divisions to conduct operations very differently in order to protect the health of staff and students while public health risks of COVID-19 persist. In addition to implementing the CDC Guidance for Schools and the *Phase Guidance for Virginia Schools*, this section provides essential questions for school divisions to consider during implementation. These considerations were developed by the VDOE Return to School Recovery Task Force and its Subcommittee on Operations.

While the broad parameters of each phase are defined by the state, a great deal of local autonomy exists and school divisions have the flexibility to respond to this guidance within the capacity and resources of the division. In all operational areas, decision-makers should ensure that their policies have been reviewed and are up to date to provide sufficient guidance during unforeseen future challenges.

Many factors will need to be considered to ensure that each phase of reopening is successful. This section includes guiding questions for school leaders to assess relative to sanitation equipment and supplies, transportation and health services.

Additionally, the training of and professional development for all school employees on new policies and practices will ensure that the safest and highest level of service is provided to school division stakeholders.

Another key issue that must be addressed is the need for ongoing and transparent communication to the entire school community. The development of essential questions should provide a guide for communicating with stakeholders to ensure that critical areas are addressed to support the local school division in successful operations. These questions may be organized by what leaders should do first in (Do First), immediately prior to any school opening (Prior to Opening), and when schools are open and operating with students physically present (Open and Operating).

Please note that the *Phase Guidance for Virginia Schools* and Virginia's School Reopening Phases are subject to revision by state officials as public health conditions evolve.

## GENERAL RESOURCES/LINKS RECOMMENDED BY THE OPERATIONS SUBCOMMITTEE

- [San Diego County Office of Education Planning Assumptions](#)
- [Return to School Roadmap](#)
- [Reopening Recommendations Report from Connecticut \(Higher Ed\)](#)
- [Missouri School Boards' Association's Pandemic Recovery Considerations](#)

## HEALTH AND SAFETY PROCEDURES

As COVID-19 continues to present a public health risk to Virginians, schools must implement strong health, safety and physical distancing precautions in order to reduce transmission, minimize risk to students and staff, and promote community health and well-being. This requires a variety of mitigation strategies, health screenings, and generous sick and leave policies. Schools should follow all CDC guidance for schools.

## MITIGATION STRATEGIES, HEALTH SCREENINGS, AND SICK POLICIES

Schools are should implement a variety of mitigation strategies that minimize the spread of COVID-19, [as recommended by the CDC](#). This includes, but is not limited to:

- Encourage staff and students who feel sick to stay home, and establish clear policies about when they can return; what happens if a school member gets sick; etc.
- Conduct daily health screenings for symptoms and history of exposure for students and staff, such as those described in [VDH Interim Guidance for COVID-19 Daily Screening of Employees](#) or described in CDC [guidelines for child care](#).
- Provide educational materials to staff, students and families about how to stop the spread of COVID-19, symptoms of COVID-19 and what to do if you feel sick, proper handwashing, and physical distancing measures.
- Increase handwashing hygiene among students and staff.
- Clean and disinfect frequently touched surfaces.

## **POLICIES TO ACCOMMODATE STUDENTS AND STAFF WHO ARE SAFER AT HOME**

The public health community has identified populations of individuals who are at greater risk of severe illness from COVID-19, and for whom more stringent physical distancing is necessary. Therefore, per the Governor’s phased reopening plan, divisions should implement policies that provide for remote learning exceptions for students and teleworking for staff who are at a higher risk for severe illness and who are therefore safer at home. [Additional resources about this population of individuals and actions to protect them are online here](#). Divisions should be prepared to adjust these policies as needed as more is understood about COVID-19 and its transmission.

Additionally, divisions will need to be responsive to the evolving needs of students, staff and their families during this pandemic. Some school communities’ members will get sick, need to care for sick family members, and face significant disruptions in their personal lives as the pandemic continues to take a toll on all aspects of our society. Additionally, the mental health of students and staff should remain a top priority during these challenging times. Divisions should consider mental health supports and leave policies for students and staff, in addition to procedures that promote their physical health.

## **HEALTH SERVICES**

The well-being of returning staff and students is predicated on careful planning and the development of safety protocols. The effective deployment of these plans will involve training of staff and communications across stakeholder groups. Essential questions which correspond to the stages outlined in the chart in this section should provide a foundation on which school divisions can build their Health Services response. Links to resources are also provided to support schools in their process to develop reopening plans.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Health Services</i>	<i>Plans for responses to suspected cases; confirmation of availability of personal protective equipment (PPE) if necessary; training and professional development to prepare staff; staffing supports to meet the health needs of students and staff</i>	<i>Hygiene protocols established; screening protocols for students, staff and/or visitors to building; essential staffing supports availability</i>	<i>Mental health supports for students and staff as schools reopen</i>

## ESSENTIAL QUESTIONS FOR HEALTH SERVICES

### Do First

- Have you contacted your cleaning supplies vendor(s) regarding the availability of supplies and equipment?
- What is your plan for how you will respond to suspected COVID-19 cases within a school facility or on a school campus to include protocols for communication and quarantine?
- Have you planned protocols to conduct traditional school health services expectations (i.e., immunizations, sports physicals, vision and hearing screening, related health services for special education students etc.)?
- Have you conducted an analysis of the feasibility of conducting screenings of occupants prior to entering buildings? What are the ramifications of this approach?
- Do you have a process for data collection (absenteeism, health office/clinic visits, exclusions due to illness, reporting of COVID-19 incidents)?
- Have your school health personnel completed training on contact tracing?
- Do you have a process to address medically fragile students and employees per physician’s guidance that cannot attend school or work?
- What additional staffing might you need to meet the health needs of students and staff?

### Immediately Prior to Opening

- Have you established hygiene protocols for staff, students, and visitors for each school facility prior to opening school?
- Have you considered a screening protocol for arriving students, staff, and visitors prior to entering school facilities?
- What protocols have you planned to ensure the safety and health of all operational personnel as support services are delivered daily (i.e., food service, transportation, custodial, maintenance, etc.)
- Have you established a protocol for reporting suspected cases of COVID-19?
- Do you have enough substitute nurses or clinic assistants to meet potential demand?

### Open and Operating

- How will you provide guidance to affected individuals with COVID-19 regarding self-reporting, quarantine and return-to-school expectations?
- What plans do you have to provide mental health support to students and staff as school reopens?

## RESOURCES FOR HEALTH SERVICES

- [National Association of School Nurses Coronavirus Disease 2019 Resources](#)
- [Resources for Response to COVID-19](#)
- [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease](#)
- [How to safely reopen schools after COVID-19 closures](#)
- [K-12 education and the coronavirus](#)
- [COVID-19 & Virginia Public Schools](#)
- [New York Coronavirus \(COVID-19\) Guidance for P-12 Schools](#)
- [Coronavirus \(COVID-19\) - Health Services & School Nursing \(CA Dept of Education\)](#)
- [School Guidance on Novel Coronavirus or COVID-19](#)
- [COVID-19 Resources for Student Health Services - Kentucky Department of Education](#)

## SCHOOL NURSES/CLINIC STAFF

As school divisions start planning for a return to school, divisions should continue to collaborate, share information, and review plans with local health officials to help protect the health and safety of all members of the school. School reentry plans should be designed to complement other community mitigation strategies, protect high risk populations, minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. Plans should build on everyday proactive health strategies such as physical distancing, hand hygiene and face protection and include strategies for before, during, and after a possible COVID-19 outbreak.

## ESSENTIAL QUESTIONS FOR SCHOOL NURSES/CLINIC STAFF

1. How will schools ensure students, school personnel, and administrators have the necessary training and information related to safe hygiene practices, physical distancing requirements, and stay at home/return to school guidelines?
2. How and where will routine, non COVID-19 related health services be provided? What are the specific considerations required to manage the care of students and/or staff that become ill while at school?
3. Does the division have sufficient staffing of school nurses and/or other school health personnel to meet the potential demand?
4. What is the school plan if a student or staff member is diagnosed or exposed to COVID -19 or the community mitigation status changes?
5. What is the school plan for tracking student or school personnel absenteeism? Will school health personnel be trained or involved in contact tracing?
6. How are schools communicating health concerns to parents, school personnel and/or the community in order to reduce anxiety and concern?
7. What processes are in place to ensure availability of Personal Protective Equipment (PPE) for school staff?
8. What processes are in place to ensure the availability of cleaning supplies and adequate janitorial staffing to maintain a safe school environment?

## CONSIDERATIONS FOR SCHOOL NURSES/CLINIC STAFF

**Training:** School staff and students will need to be provided information and training to promote proactive health strategies such as handwashing, proper use of facemasks and physical distancing in the school setting. Schools should include appropriate signage for public spaces, reminders about moving in public spaces, and provide mechanisms for physical distancing such as floor marks for adequate spacing. This will be essential for maintaining a healthy school environment. School health staff may require additional training, which may include:

- Revised processes and procedures for clinic visits based on visit type (e.g. routine medication administration; accident or injury; clinical signs of illness);



- Procedures for disposal of contaminated materials;
- Cleaning procedures for nebulizers, ventilators, or similar medication/oxygen delivery systems which may omit aerosolized virus if contaminated.

**High Risk populations:** Older adults as well as adults and children with chronic disease or who are medically fragile are at high risk for contacting illness or complications associated with COVID-19. These students and employees should check with their healthcare provider before returning to work or school.

**Health clinic:** Schools should arrange their health clinic space in order to distance students coming to the clinic for routine visits from those who are sick. It may also be necessary to establish new processes to limit the number of students in the clinic at one time. Schools should identify an alternative space for children or staff with symptoms of COVID-19 in order to *immediately* isolate them from the general population and each other. Any alternative space being used for those with clinical signs of illness should be supervised and cleaned thoroughly between uses.

**Communication:** School health staff, school administrators and local health departments should establish a clear communication protocol regarding concerns of increased absenteeism, identified cases of COVID-19, or those in quarantine due to exposure. Communication with the Virginia Department of Health (VDH) or local health department will help schools identify a course of action, if needed. School nurses may need to assist local health departments in contact tracing.

Similarly, clear communication between schools and parents regarding stay at home/return to school guidelines will be essential in maintaining a healthy school environment. An established, strong two-way communication mechanism between parents and schools will also facilitate identifying when students are absent due to COVID-19.

Schools should implement communication plans prior to the start of school. Keeping parents informed about preparations for school start will reduce fear and anxiety in children and families. Frequent messaging to keep sick children at home, parameters for returning to school and healthy strategies to deal with stress provide clear expectations to parents and confidence for a safe return to school for their children. Equally important are procedures or guidelines for school personnel to follow in order to work or to return to work after an exposure or illness. The CDC provides useful resources for parents and teachers to follow as they plan for school to start or in case of closure.

## RESOURCES FOR SCHOOL NURSES/CLINIC STAFF

**COVID-19 and Virginia Public Schools:** the VDOE provides guidance, support documents, and resources for schools and families relating to COVID-19.

**Role of School Nurse in Return to School Planning:** from the National Association of School Nurses (NASN).

**Physical Distancing:** this resource from the Centers for Disease Control and Prevention (CDC) provides examples of ways to limit contact between people and slow the spread of germs. Available in English and Spanish.

**COVID-19: Clinical Presentation in Children (CDC):** provides information on the clinical signs and presentation of COVID -19 in children which may vary from adults.

**School Mitigation Decision Tree:** provides updated guidance for schools to develop policies and procedures to address COVID-19 in schools.

**Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick** (NASN)

**It's a SNAP Toolkit: Handwashing:** The Healthy Schools, Healthy People, It's a SNAP! (School Network for Absenteeism Prevention) program is a joint initiative of the American Cleaning Institute and the Centers for Disease Control and Prevention.

**CDC Health Promotion Materials:** a variety of resources to help learn more about keeping hands clean and preventing illnesses.

# FACILITIES, SCHEDULES AND TRANSPORTATION ACCOMMODATIONS

## PHYSICAL DISTANCING

Given the highly communicable nature of COVID-19, stringent physical distancing measures are recommended during the early reopening phases in order to limit disease transmission. Generally, physical distancing has two components to it: keeping individuals a safe distance from one another (approximately six feet); and reducing the number of people with whom any individual interacts. Virginia's School Reopening Phases provide some parameters for physical distancing in each phase.

These parameters provide the maximum flexibility a division may choose to implement, and nothing prevents a division or region from maintaining more stringent procedures or policies based on local health conditions. These physical distancing requirements may be eased as public health conditions improve and Virginia moves through reopening phases. Finally, it is important to note that the phases and the operations guidance is subject to revision as public health conditions evolve. The terms social distancing and physical distancing are used interchangeably by some. The very nature of schools is social and as leaders determine the parameters around the reopening of schools, the intent should not be to diminish the importance of social interactions but how they occur to maximize the safety of all.

In addition to physical distancing considerations for students, and between students and teachers, school and division leaders should also consider distancing adjustments to internal division and school building functions. This includes considering accommodations to workspaces and offices, faculty meetings, professional development, and staff engagement with parents, families and the broader community.

The *Phase Guidance* provides the following recommendations for each phase:

	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>In-Person Instruction</i>	<i>In addition to child care programs and schools issued a variance; programs may be offered to special education students</i>	<i>All previously permitted options, plus in-person instruction for Preschool thru third Grade; instruction for English Learners; and summer camp programs in school buildings are permitted</i>	<i>In-person instruction can be offered for all students, however physical distancing measures should be implemented</i>
<i>Gathering Limits (applies to offices, classrooms, cafeterias, auditoriums, graduation ceremonies, etc.)</i>	<i>Max size of 10 individuals per room or bus</i>	<i>Gathering limit increased to 50 if other physical distancing measures are in place</i>	<i>Gathering limit increased to 250 if other physical distancing measures are in place</i>
<i>Physical distancing</i>	<i>Maintain six foot separation between desks, tables and workstations; and between students and staff to the greatest extent possible</i>	<i>Maintain six foot separation to the greatest extent possible</i>	<i>Maintain six feet of physical distance to the greatest extent possible; however, if six feet of distance is not feasible, schools should implement a combination of face coverings and a minimum of three feet distance between everyone present.</i>
<i>Bus Capacity</i>	<i>Six foot distancing with a max capacity of 10 students</i>	<i>Physical distance should be created between children on school buses when possible</i>	<i>Physical distance should be created between children on school buses when possible</i>
<i>Recess</i>	<i>Groups of 10 or less, physically distanced</i>	<i>Groups of 50 or less, physically distanced, and with minimal mixing of groups</i>	<i>Consider limiting the size of groups participating in outdoor activities/recess, with a priority on physical distancing and limiting mixing of classrooms</i>
<i>Health Screenings and Temperature Checks</i>	<i>If possible, conduct daily health screenings for symptoms and history of exposure for students and staff</i>	<i>If possible, conduct daily health screenings for symptoms and history of exposure for students and staff</i>	<i>If possible, conduct daily health screenings for symptoms and history of exposure for students and staff</i>
<i>Face coverings</i>	<i>Cloth face coverings should be worn by staff in times when at least six foot physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where six feet of physical distancing cannot be maintained.</i>	<i>Cloth face coverings should be worn by staff in times when at least six foot physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where six feet of physical distancing cannot be maintained.</i>	<i>Cloth face coverings should be worn by staff in times when at least six foot physical distancing cannot be maintained. Schools should encourage the use of face coverings for students as developmentally appropriate in settings where six feet of physical distancing cannot be maintained.</i>

	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>Athletics and Extracurricular Activities</i>	<i>Prohibited</i>	<i>Limited athletics and extracurricular activities with physical distancing</i>	<i>Limited athletics and extracurricular activities with physical distancing</i>

## SAMPLE ALTERNATIVE SCHEDULES

In order to adhere to the physical distancing requirements, schools will need to consider alternative and innovative schedules for their school buildings. These schedules will need to consider the developmental abilities and academic needs of the students served in each scenario, while maximizing physical distancing of students. For example, the expectations for kindergarteners and high school students vary greatly, as do the academic supports they would most benefit from in-person. In addition, schools should consider staggered drop-off and pick-up times in order to limit contact between individuals or large group gatherings.

While students and staff are in the building, schedules should be arranged to minimize contact between groups. Schools should consider alternatives such as keeping students in the same classroom all day and rotating teachers; closing or staggering uses of communal spaces; and limiting non-essential volunteers, visitors and activities.

In all scenarios, schools are expected to provide remote or virtual learning in addition to in-person instruction to ensure students are covering all necessary content, regardless of the number of hours they receive in-person instruction.

It is also important to note the disruptive nature that these alternative schedules have on families. Divisions should be thoughtful about incorporating family input and perspective in those decisions.

This document provides potential school schedules for reopening schools that could be considered as school divisions develop schedules. While this list of options is not exhaustive, they should serve as conversation starters. School divisions will also need to consider room, hallway, and common area capacities related practical implications of physical distancing requirements.

## SAMPLE SCHEDULES

### **Students physically attend school on reduced days or alternating schedules.**

- Students come in to receive direct instruction/download or pick-up assignments/collaborate with one another.
  - *Scenario 1* - students attend physically 1 day/week
    - Student Group 1 attends all classes on Monday
    - Student Group 2 attends all classes on Tuesday
    - Student Group 3 attends all classes on Wednesday
    - Student Group 4 attends all classes on Thursday
    - Fridays are used for teacher planning and/or to receive professional development, have digital meetings with students, or hold office hours while students attend/work digitally/remotely and buildings are cleaned
    - Reduces transportation costs and possibly repurpose drivers 1X per week
  - *Scenario 2* - students attend physically 2 days/week
    - Student Group 1 attends all classes on Monday and Wednesday
    - Student Group 2 attends all classes on Tuesday and Thursday
    - Fridays can be used for teacher planning and/or to receive professional development, have digital meetings with students, or hold office hours while students attend/work digitally/remotely and buildings are cleaned
    - Reduces transportation costs and possibly repurpose drivers 1X per week

## Split days - AM and PM shifts

- Provides daily instruction and connection with school/teacher
- Lunch can possibly be served before students leave or when they first come to school
- Provides opportunity for high school students to have workplace/internship opportunities for half a day.
- Cleaning procedures should be considered in between
- Students physically attend only 4 days per week to allow for teachers to plan and/or receive professional development, have digital meetings with students, or hold office hours while students attend/work digitally/remotely and buildings are cleaned
- Reduces transportation costs

**Students attend physically on alternating days or weeks.** Students are split into two groups by address, grade level, or other to reduce load on buses and support physical distancing requirements.

- *Scenario 1* - staggered attendance by week, alternating days
  - Week 1
    - Student Group 1 attends physically Monday, Wednesday, and Friday
    - Student Group 2 attends physically Tuesday and Thursday
  - Week 2
    - Student Group 1 attends physically Tuesday and Thursday
    - Student Group 2 attends physically Monday, Wednesday, and Friday
  - Students attend/work digitally/remotely on off days
- *Scenario 2* - staggered attendance by week, alternating days - 4-day weeks
  - Student Group 1 attends physically Monday and Wednesday
  - Student Group 2 attends physically Tuesday and Thursday
  - Fridays could be used for teacher planning and/or to receive professional development, have digital meetings with students, or hold office hours while students attend/work digitally/remotely and buildings are cleaned.
  - Reduces transportation costs
- *Scenario 3* - staggered attendance by week, to achieve [pulsing model](#)
  - Student Group 1 attends physically Monday - Thursday during Week 1; works remotely during Week 2
  - Student Group 2 attends physically Monday - Thursday during Week 2; works remotely during Week 1
  - Fridays could be used for teacher planning and/or to receive professional development, have digital meetings with students, or hold office hours while students attend/work digitally/remotely and buildings are cleaned.

## Other Considerations

- School divisions may want to consider having older students attend remotely and use their physical building space to serve younger students.
- Child care will be a major consideration in all scenarios. School divisions will need to work with community partners to plan, communicate, and develop options for parents.

## Additional Scheduling Considerations for Young Learners (Preschool – Grade 3)

Young children learn best in supportive face-to-face environments filled with adult-to-child interactions and activities that build skills and develop behaviors that carry them through many years of learning. Research shows that when children start behind academically that they often stay behind. School divisions should make it a high priority for preschool through grade 3 children to return to classrooms as soon as safely possible. If group sizes are limited to no more than 10, the following may be considered:

- **Classroom space:** utilize all safe, available rooms within elementary buildings (e.g., resource rooms, library, 4<sup>th</sup> & 5<sup>th</sup> grade classrooms) and if necessary, utilize secondary facilities.
- **Staff:** utilize all appropriate, available staff (e.g., resource teachers, ITRTs, counselors, instructional assistants) in flexible groupings and instructional models to provide small group adult supervision.

**Looping:** consider assigning teachers and staff to instruct children they have already built relationships with from the previous school year.

## CLEANING

In addition to physical distancing measures, robust cleaning and disinfecting procedures along with working ventilation and increased air circulation are needed in order to mitigate the spread of COVID-19. [Schools should follow all CDC guidance on cleaning.](#)

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Cleaning</i>	<i>Cleaning protocols; materials and supplies on hand</i>	<i>Cleaning protocols; adequate staffing to ensure clean spaces; adequate supplies</i>	<i>Cleaning protocols; adequate staffing to ensure clean spaces; adequate supplies; appropriate scheduling for deep cleaning</i>
<i>Large Spaces</i>	<i>Planning for use of facilities/ athletics spaces, before and after school care, extracurricular activities</i>	<i>Determination of community use - allowable?</i>	
<i>VDH Facilities requirements</i>	<i>Evaluation of building and spaces to ensure physical distancing requirements are met; exit/entrance protocols established; appropriate signage</i>	<i>Analysis of building capacity to ensure physical distancing requirements are met; exit/entrance protocols followed; proper signage</i>	

## ESSENTIAL QUESTIONS FOR FACILITIES

### **Do First**

- What cleaning protocols will be followed to prepare for the reopening of schools? What systems maintenance (ventilation, HVAC, water/plumbing) need to be conducted before buildings can be reopened? And the ongoing operation of schools?
- What types of cleaning supplies and materials will you need? What is the availability for acquisition of necessary products?
- Will you need to make facility modifications to schools, especially to accommodate physical distancing guidelines, prior to the reopening of schools?
- Have you considered traffic flow patterns within school facilities once school opens in order to maintain physical distancing guidelines?
- Are you considering modifications in capital projects plans (i.e., new construction, renovations, etc.) due to COVID-19 and uncertainty with resources or capacity to complete on the original schedule?
- What are your plans to use school facilities, including athletic spaces, for the purpose of providing before school, after school, extracurricular and athletic programs to students once schools reopen?
- Have you conducted an analysis of your building's capacity, given physical distancing requirements that may be mandated? (i.e., X square foot/student) What daily entry protocols will be established to allow employees to enter all facilities?
- What facility entry and exit protocols will be established for employees and visitors?
- What type of signage will be needed to facilitate traffic flow and physical distancing?

### **Immediately Prior to Opening**

- What cleaning protocols will be followed when schools are reopened?
- Will you have adequate staffing to implement the cleaning protocols prior to opening and during the ongoing operations of schools?
- Will you need to implement alternative work and school schedules to accommodate cleaning protocols?
- Do you have enough supplies to meet your future and ongoing cleaning and disinfecting needs?
- Have you reviewed all spaces in schools to declutter environments in order to facilitate physical distancing guidelines?
- Will you allow community use of school facilities during non-school hours?
- Do you have adequate plans in place to accommodate student drivers and a potential increase in students transported by their parents?

### **Open and Operating**

- How will you ensure that all established cleaning protocols will be followed per school division expectations?

## RESOURCES FOR FACILITIES

- [CS Webinar April 23 2020.pptx](#)
- [April 30 worksheet Corona Capacity and Reopening Strategies](#)
- [CS\\_NCSF Webinar April 30 2020](#)
- [Restart Building Cleaning and Safety Resource 5.5.20](#)
- [Minnesota Dept. of Health COVID-19 Cleaning Guidance for Schools](#)
- [Schools Are Opening Worldwide, Providing a Model for the U.S.](#)
- [Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries](#)

## TRANSPORTATION

When in-person instruction and pupil transportation resumes, physical distancing and cleaning protocols will need to be applied to school buses. All schools should adhere to [CDC recommended guidelines](#). This includes consideration of spacing of passengers, personal safety materials for operators, frequent cleaning/disinfection, and opening windows for ventilation.

Additionally, the *Guidance* places the following capacity limits during each phase:

	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>Bus Capacity Considerations</i>	<i>Six foot physical distancing and 10 person limit</i>	<i>Physical distance should be created between children on school buses when possible</i>	<i>Physical distance should be created between children on school buses when possible</i>

*\*This guidance is subject to revision as public health conditions evolve.*

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Transportation Guidance</i>	<i>Review protocols and make modifications as necessary; staffing levels reviewed to ensure coverage of routes needed to accommodate physically distancing requirements; modifications of school buses to meet physically distancing requirements</i>	<i>Access to transportation to ensure equitable services provided to students; cleaning protocols established; scheduling to ensure deep cleaning is occurring; personal safety equipment provided to transportation staff</i>	<i>Physical distancing guidelines followed with input from VDH; cleaning protocols established; scheduling to ensure deep cleaning is occurring; personal safety equipment provided to transportation staff; continued access to transportation to ensure equitable services</i>

## ESSENTIAL QUESTIONS FOR TRANSPORTATION

### Do First

- Have you established a local advisory team to review protocols and make recommendations pertaining to transportation?
- Do you have stakeholders other than transportation personnel on the local advisory team?
- Have you considered employment contract questions pertaining to classified personnel (i.e., additional hours, overtime, flexible schedules, hourly pay vs. per diem, etc.)?
- Have you considered additional budgetary expenditures that will be incurred by running different routing schedules, maintaining physical distancing, implementing cleaning protocols, etc.?
- Do you expect a transportation staffing shortage (administration, drivers, mechanics, aides, etc.) due to fear of COVID-19 or actual illnesses?
- Will you have to add buses and personnel to increase routes for buses due to the limited number of students that will be allowed on a single bus?
- Within allowable regulations, what modifications may be needed to your buses and vehicles to ensure the safety of all occupants?

### Immediately Prior to Opening

- Will all students have access to transportation to ensure the equitable delivery of educational services?
- Will you need to increase transportation staff to accommodate the diverse educational programs (i.e., regional programs, school-sponsored field trips, and athletic programs)?
- Have you considered unique challenges in transporting special education students during the COVID-19 crisis?
- Are you planning to ask certain students to ride bus transportation while asking parents to transport others to



accommodate physical distancing guidance?

- Have you provided training on cleaning processes, timeframes, and physical distancing protocols for transportation employees?

### Open and Operating

- Have you established physical distancing protocols in accordance with guidance from health officials (i.e., student ingress/egress on buses, seating arrangements on buses, training of students prior to opening school, car rider protocols, student walkers/drivers, etc.)?
- Have you planned how you will modify transportation schedules, student pick-up and routing plans when circumstances require a quick change in plans?
- Are you planning to support the social and emotional well-being of transportation personnel?

## RESOURCES FOR TRANSPORTATION

- [April 30 worksheet Corona Capacity and Reopening Strategies.xlsx](#)
- [What Bus Transit Operators Need to Know About COVID-19](#)
- [Coronavirus/COVID-19 Resource Page for Student Transportation - Management](#)
- [National School Bus Associations Discuss 'New Normal' of Post COVID-19 World - STN Media](#)

## TECHNOLOGY

The pandemic has created an opportunity for schools to approach the delivery of instruction in unique and diverse ways. Remote learning has increased in frequency and school divisions are assessing how to maximize the use of technology, in all of its formats, to effectively meet learners' needs and equip staff in their delivery of instruction. The use of technology by schools is further complicated by the availability of Internet resources within a community and the access learners and staff have to those resources. School divisions are urged to bridge the digital divide among their stakeholders by working closely with local leaders. Within resources and internet availability, divisions should provide materials and devices to all students.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Technology</i>	<i>Process and procedures for collecting, refreshing and distributing devices to students; providing Internet connectivity, technology and literacy/tech-training for students and families; process and procedure for remote learning; Process/Procedure for collecting, refreshing and distributing student devices; accessibility to Internet, technology and I</i>	<i>Evaluation of cyber security and safety protocols</i>	<i>Provide ongoing support to ensure instructional and operational needs are successful for students, staff and families</i>

## ESSENTIAL QUESTIONS FOR TECHNOLOGY

### Do First

- What are your plans for collecting, refreshing, and distributing devices to students?
- What is your plan for providing greater access to Internet connectivity, technology, and literacy/tech-training for all students/families, particularly subgroups and vulnerable populations?
- What are your plans for the use of technology or remote learning in providing services to students/families/staff who are not returning to school due to COVID-19 risks?
- What technology resources do you need to accomplish your division’s instructional goals?
- Have you assessed and considered all available resources that can support the use of technology (i.e., Cares Act, E-Rate, State’s flexibility funds, etc., state, federal, private funding, or collaborations)?

### Immediately Prior to Opening

- Have you assessed cyber security and safety protocols for infrastructure maintenance, fraud, data security, and harassment?

### Open and Operating

- What ongoing supports may be needed by students, staff, and families to ensure the ongoing success of the division’s instructional and operational needs?

## RESOURCES FOR TECHNOLOGY

- [Learning in the Time of COVID-19](#)
- [CoSN’s 2019 K-12 IT Leadership Survey Report](#)
- [US Dept. of Ed. Office of Civil Rights Brief Webinar](#)
- [PREPARING FOR LIFE IN A DIGITAL WORLD](#)
- [Resources for Teaching Remotely](#)

## SCHOOL NUTRITION

Across Virginia, School Nutrition staff have mobilized to feed their communities. This work has required keen attention to the safety of workers, food preparation, delivery stations and pick-up sites. The extended closure of schools and local businesses has created a greater need for food assistance by students and their families in many communities. As schools plan to reopen the chart below and essential questions will help guide the strategic development of School Nutrition programs. In this phased approach to opening schools, even when students are at home, divisions are expected to continue providing meals to students who qualify. To accomplish physical and physical distancing, and avoid congregate gatherings of students, schools will need to consider serving meals in classrooms and in other alternate ways.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>School Nutrition</i>	<i>Evaluate inventory; evaluate the use of disposable products; evaluate physical distancing scenarios and meal service needed; evaluate the availability of any waivers</i>	<i>Evaluate substitute pool for potential increased absence; develop contingency plans in the event of changes in operations</i>	<i>Evaluate process for menu changes to address any meal shortages; established monitoring for budget, inventory, and revenues</i>

## ESSENTIAL QUESTIONS FOR SCHOOL NUTRITION

### Do First

- Do you have an accurate inventory of all of your food supplies and equipment needs?
- Are there any benefits to using disposable products in food service operations?
- How will meals be served, given various physical distancing scenarios and thresholds?
- How will students with food allergies be accommodated in physical distancing scenarios?
- How will you discourage sharing of food among students?
- How will you promote handwashing immediately before and after eating?
- Are any waivers needed to meet the nutritional requirements and reimbursement associated with USDA expectations?
- What hygiene protocols will you be using to ensure safe food preparation and food handling practices?
- Have you coordinated with your school nutrition Directors in the development of plans? Are alternative ordering methods available - google surveys, digital online ordering platforms, etc.?

### Immediately Prior to Opening

- Do you have alternative contingency plans should your initial plans need to be modified or revised?
- Do you have adequate substitute staffing to meet your operational needs if employees are not able to work?
- Have you considered developing complimentary meal service plans that align to the attendance model in place?

### Open and Operating

- How will you handle changes in menus if there is a shortage of food supply?
- What budget and inventory monitoring practices are in place to track revenue and expenditure trends?

## RESOURCES FOR SCHOOL NUTRITION

- [School Nutrition Association](#)
- [Institute of Child Nutrition \(ICN\)](#)
- [No Kid Hungry VA](#)

## BEFORE AND AFTER SCHOOL

Many school divisions provide or partner with providers of before and after school programs, which are gradually permitted through the phased reopenings. As reopening plans are developed, school leaders will need to work closely with these providers and local health departments to ensure safety measures are in place and effective communication plans are developed for staff, students, and families.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Before and After School</i>	<i>Coordinate with partner providers to review protocols and procedures; communicate with local health department; determine impacts on facilities by allowing partners to share space</i>	<i>Develop or review shared procedures; Establish frequent communication guidelines</i>	<i>Establish any school meal protocols in the event that in-person school sessions are not occurring; develop communication protocols to inform of operational changes</i>

## ESSENTIAL QUESTIONS FOR BEFORE AND AFTER SCHOOL

### **Do First**

- Have you coordinated with partner providers to discuss protocols and procedures and alignment with school division expectations?
- Have you coordinated with local health officials and partner providers about different requirements for opening before/after school programs alongside or separate from school opening?
- How will the operation of these programs impact your plans for staffing, facility cleanliness, transportation, and other operational factors?
- Have you discussed overall community-wide child care needs with your community partners?
- Where space is shared, have you considered how cleaning supplies, protective equipment, and protocol can be provided, shared or coordinated?
- Have you discussed overall parent child care needs with your community partners and involved libraries, recreation centers, local higher education, independent providers and other partners in planning?
- Have you surveyed your workforce to identify their concerns related to child care for their own family?
- Will there be an increased need for before school and after school programs under various operating scenarios?

### **Immediately Prior to Opening**

- Is there a need to develop shared use around technology/devices/services to better integrate afterschool providers and coordinate on student supports?
- Have you identified an individual or team who will communicate relevant news regularly?

### **Open and Operating**

- How can community partners and afterschool programs help address school meal needs if students are not attending in-person school daily?
- How will changes in school operating schedules be communicated to partners?
- Will school divisions provide accommodations for services be maintained by partner agencies during closure?

## RESOURCES FOR BEFORE AND AFTER SCHOOL

- [Guidance for Child Care Providers and Families Related to Coronavirus \(COVID-19\)](#)
- [COVID-19 Resource Page – Virginia Out-of-School Time Resource Exchange](#)
- [VIRGINIA DEPARTMENT OF SOCIAL SERVICES DIVISION OF LICENSING PROGRAMS COVID-19 Frequently Asked Questions: Child Care](#)
- [Afterschool & Summer in the Time of COVID-19](#)
- [Virginia Out-of-School Time Resource Exchange](#)
- [School Settings | COVID-19](#)

## ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Extracurricular activities and athletic programs are an integral part of school life for many students, staff and families. Ensuring the safety of all participants - students, coaches, sponsors, spectators, just to name a few, is paramount to any decision to begin these programs again. Physical distancing guidelines impact practices, rehearsals, and crowd gatherings and consideration of equitable access to resources is critical. Activities and or programs which involve external agencies should be coordinated in partnership with these entities (for example, the Virginia High School League (VHSL). The VHSL, in partnership with NHSL, will provide more detailed guidance in the future.

Additionally, the *Guidance* places the following limits on each phase:

	<i>Phase I</i>	<i>Phase II</i>	<i>Phase III</i>
<i>Athletics and Extracurricular Activities</i>	<i>Prohibited</i>	<i>Limited athletics and extracurricular activities with physical distancing. No competition should occur unless physical distancing can be maintained at all times.</i>	<i>Limited athletics and extracurricular activities with physical distancing. No competition should occur unless physical distancing can be maintained at all times.</i>

## ESSENTIAL QUESTIONS FOR ATHLETICS/EXTRACURRICULAR ACTIVITIES

### **Do First**

- Have you considered changes to how group physicals are offered to student athletes?
- Are you planning to modify or reduce programs and schedules in accordance with the need to comply with physical distancing guidelines?
- How can you ensure that decisions are made through an equity lens, especially related to access for all students?
- How will you begin to ensure athletes have returned to satisfactory physical shape/condition?
- What activities will be allowable under each phase of the Governor’s Virginia Forward plan?

### **Immediately Prior to Opening**

- How might you continue with athletics/extracurricular activities if distance learning is extended without any face-to-face instruction?
- What mental health supports will have put in place if students are not able to participate in extracurricular or co-curricular activities/events?
- Have you considered webcasting strategies to broadcast events to a larger audience while hosting events with no or limited spectators?
- How will you communicate expectations to Official/Referee Associations?

### **Open and Operating**

- Have you evaluated and analyzed the impact that the inability to conduct after school events will have on your division’s finances, student well-being, and school morale?

## RESOURCES FOR ATHLETICS/EXTRACURRICULAR ACTIVITIES

- [National Federation for High Schools Guidance for Opening Up High School Athletics and Activities](#)
- [Core Principles of Resocialization of Collegiate Sport | NCAA.org - The Official Site of the NCAA](#)
- [Northeast Tennessee Return to Action Plan](#)

## FINANCE AND BUDGET

Given the uncertainty surrounding the economic conditions and the potential impact on budgets, it is important to review the following finance and budget related essential questions and resources. School divisions should ensure they are proactive in their approach to communication with their funding partners, contractual suppliers of equipment and supplies, determination of the best use of federal stimulus dollars, and have contingency plans in place for modifications that may be necessary during the course of the fiscal year. A review of existing policies, contracts and expenditures is critical during this time of uncertainty. Additionally, ongoing monitoring is going to be critical to ensure school divisions are meeting anticipated revenue within their budgets. Finally, careful consideration should be given to using one-time federal stimulus funds for ongoing expenses.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Budget and Finance</i>	<i>Evaluate short-term or one-time expenditures to determine best use for CARES Act funding; evaluate budget balancing techniques; evaluate FY20 savings that may be carried over into FY21 to support operational budgets; review contracts to determine if there are any revisions needed to align with scheduling changes, etc.</i>	<i>Contingency plans for revenue shortfalls; evaluate supply chain to ensure operational supplies can be obtained and delivered on a frequency to ensure continued operations occurs with no interruptions</i>	<i>Evaluate impact on FY22 budgets - if no additional stimulus funds are provided; communication with supply chain to ensure access to supplies remains</i>

## ESSENTIAL QUESTIONS FOR BUDGET AND FINANCE

### Do First

- Have you determined the best use of federal CARES Act funding to accommodate short-term or one-time expenditures due to expected losses in State and Local revenue?
- What is your ability to utilize savings from FY20 for the purpose of mitigating expected revenue reductions in FY21?
- Have you considered available budget balancing strategies (i.e., classifying expenditures as essential/non-essential, delaying capital projects, delaying one-time expenditures to protect recurring costs, utilizing attrition in personnel to reduce costs in the long-term, requesting carry-over of any identified savings from the FY2020 to governing body, etc.) in planning the 2020-21 budget?
- What impact might a reduction in student enrollment have on state revenues such as Basic Aid and other enrollment-driven state revenues?
- Will your school division be able to use fund balance from FY20 to offset reductions, even one-time costs, in FY21 (i.e., cleaning supplies, personal protective equipment, needed repairs, school safety enhancements, etc.)?
- Have you reviewed the solvency of your food service financial operations to determine if there may be any impact on the school division's operating budget?
- Are you considering systems changes or internal spending controls to manage uncertainty in revenues and expenditures in the future?
- Have you reviewed expenditure deadlines that apply to federal and state resources (grants) as part of your budgetary planning for FY20 and FY21?
- Have you reviewed division contracts to determine if there are any provisions available to allow you to exit a contractual obligation if necessary?
- Is there a need to modify contracts to align with any adjustments in school scheduling?
- Have you reviewed insurance policies, especially workers compensation, as cases may relate to COVID-19?

### Immediately Prior to Opening

- Have you contacted your cleaning supplies vendor(s) regarding the availability of supplies and equipment?
- What contingency plans have you made for the use of extracurricular and co-curricular funds if these activities do not take place? How can these funds be used to support your division’s operational and instructional needs?

### Open and Operating

- Have you contacted your cleaning supplies vendor(s) regarding the ongoing availability of supplies and equipment?
- Have you considered how decisions related to the federal CARES Act in FY21 may impact your FY22 budget?

## RESOURCES FOR BUDGET AND FINANCE

- [GFOA Debt Committee Releases Urgent Member Guidance for COVID-19 Debt Service and Disclosures](#)
- [Governor’s Emergency Education Relief Fund](#)
- [COVID-19 and School Funding: What to Expect and What You Can Do](#)

## COMMUNICATIONS

Effective communication plans have never been more important than in these unique times. Attention to the use of multiple channels and modalities will increase the effectiveness of messages and the likelihood of reaching the greatest number of stakeholders. Special attention must be given to the diversity of stakeholder groups and their ability to access and assimilate messages. The inclusion of a variety of staff and community members in the development of communication plans is encouraged to ensure stakeholders’ needs are being met, their questions answered, and as a measure of whether communications are being received as intended.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Communication</i>	<i>Evaluate and establish appropriate methods for communication; consistent vocabulary; determine frequency of dissemination of information; communication formats to reach all stakeholders (varied languages, underserved communities, special education/504 students); engage stakeholders in relevant decision-making processes</i>	<i>Clear delineation of communication protocols; provide details to ensure that measures have been taken to create a safe environment; establish a communication plan;</i>	<i>Communicate on a frequency established in prior phases; identify key resource who will synthesize daily news and communication; analyze communication methods that will reach your community best and continue with those</i>

## ESSENTIAL QUESTIONS FOR COMMUNICATIONS

### Do First

- Have you established appropriate methods of communication (website, email, newsletter, social media) for each constituent group (parents, students, faculty, building staff, administrative staff)?
- Have you established informal and formal ways to communicate with local/regional health officials, local policymakers, and other stakeholders to collaborate on decisions related to COVID-19 (i.e., local task force)?
- Have you identified what information will be disseminated and the frequency of dissemination of that information? For example, how will new policies be communicated? How will information regarding changes in protocols be communicated? If there is a positive case within the school community (parents, students, faculty, building staff, administrative staff) will you notify the broader community?
- Have you established a consistent vocabulary with which to discuss matters? For example, do you distinguish between school closure and campus closure? How do you refer to online learning (online, distance, remote, virtual, etc.)?
- How will you provide all communications in formats to accommodate all ELL students, select special education/504 students, and underserved communities?
- Have you established a process to involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?
- Have you summarized the steps being taken to create a safe environment for the return to in-building education?
- Have you engaged relevant stakeholders in the decisions associated with opening schools and following the opening of schools?

### Immediately Prior to Opening

- Is there a clear delineation of communication protocols within the school district to ensure continuity of messages and clarity to those who receive the messages?
- Are you prepared to provide details of the steps being taken to ensure a safe environment to each of the stakeholder groups?
- How will you communicate clear expectations regarding adherence to new policies and protocols?
- How will you communicate clear expectations regarding academic delivery plans (have you established clear expectations)?
- Have you identified an individual who will monitor and synthesize relevant news daily?
- Have you established an ongoing communications plan to stress the importance of complying with physical distancing and other health related behaviors to continuously inform students, staff and visitors of appropriate behaviors?
- Will tolerance and understanding by all be embedded within communications to reduce the potential for bullying and harassment?

### Open and Operating

- Have you identified what information will be disseminated and the frequency of dissemination of that information?
- How can you continually involve families in all ongoing messaging in order to amplify the schools' messages within the homes and further build the school/family partnership?
- Have you identified an individual who will monitor and synthesize relevant news daily?
- Are you analyzing your communication methods to determine their effectiveness?
- Are there trusted community members who can help in communicating your important messages?

## RESOURCES FOR COMMUNICATIONS

- [National School Public Relations Association | The Leader in School Communications](#)
- [Communicating COVID-19: A Guide and Panel Discussion](#)
- [Communicate with families during COVID-19 | K-12 Research](#)
- [School Safety and Incident Communications Toolkit](#)



## HUMAN RESOURCES

The COVID-19 pandemic is impacting employees in all school divisions. Employees are concerned about their work environments, health care plans, and policies related to sick leave and other forms of leave. Professional development must be developed and delivered to ensure newly-developed protocols are implemented with fidelity and ensure the safety of staff and students. Effective communication of expectations and avenues for support are all critical components for consideration as schools reopen. The chart, essential questions, and links below provide guidelines for school divisions as they consider various employee groups, mental health needs and other HR-related issues. Any decisions made in this area should be made in consultation with school board attorneys.

	<i>Do First</i>	<i>Prior to Opening</i>	<i>Open and Operating</i>
<i>Human Resources</i>	<i>Develop plans for potential shortage of personnel when school opens; develop plans for addressing situations where employees refuse to come to work; Plan for distribution of employee contracts; Consult with legal counsel regarding contracts, worker’s compensation, etc.</i>	<i>Process for onboarding; Communicate any requirements for self-reporting of employees; professional development for staff in preparation for virtual instruction</i>	<i>Plan for supporting staff mental health; plans for payment to hourly, substitutes, coaching stipends, etc. if schools are closed or placed in a modified schedule.</i>

### ESSENTIAL QUESTIONS FOR HUMAN RESOURCES

#### Do First

- What are your plans for a potential shortage of personnel when school opens due to illness, fear of returning, and/or have high risk family members or perhaps are in a high risk category themselves?
- How will you handle a situation where an employee refuses to report to work based on their perception that the work environment is unsafe? Are these employees able to access FMLA?
- What is your plan for distributing contracts to your employees?
- Have you included language in your contracts related to a potential furlough or modification of work schedules due to unforeseen circumstances?
- Have you shared your contracts with your school division attorney?
- Will you distribute contracts to all employee groups at the same time?
- What health practices will be mandated? How will you address employees who don’t follow these practices? Have you consulted with your school division attorney to ensure compliance with all applicable laws and regulations?
- Have you consulted with your worker’s compensation provider regarding employee benefits should an employee become ill as a result of COVID-19 exposure?

#### Immediately Prior to Opening

- How will you handle onboarding of new personnel prior to reopening of facilities?
- What self-reporting expectations can be set forth for self-disclosure by employees? Have you consulted with your school division attorney to establish the parameters for self-reporting and determine how HIPPA guidelines impact these decisions?
- Do you plan to revise your evaluation documents and associated timelines to accommodate for any potential modifications in instructional delivery and operating schedules?
- How will the use of distance learning, video conferencing impact division technology use and boundary policies? Have you consulted with your school division attorney to determine whether modifications to policies are necessary?

## Open and Operating

- How will you handle pay for contracted, hourly, substitutes, coaching supplements and stipends if changes in operational schedules are required?
- What are your plans for supporting the social emotional needs of your employees?

## RESOURCES FOR HUMAN RESOURCES

- [Here's How Many Teaching Jobs Could Be Lost in Each State in a COVID-19 Recession - Politics K-12 - Education Week.pdf](#)
- [Superintendent's Memo #202-10](#)

# STUDENT AND STAFF SUPPORTS

In addition to prioritizing the health and safety of students and staff as school buildings reopen, the social emotional well-being of students, their families and school division staff should be a top priority for division school leaders. School divisions should consider a variety of flexible policies and supports that address a range of student and staff needs in order to implement successful recovery plans.

## REMOTE LEARNING AND TELEWORK POLICIES

The public health community has identified a number of populations of individuals who are at greater risk of severe illness from COVID-19, and for whom more stringent physical distancing is necessary. Therefore, per the Governor's phased reopening plan, divisions should implement policies that provide for remote learning exceptions for students and teleworking for staff who are at a higher risk for severe illness and who are therefore safer at home. [Additional resources about this population of individuals and actions to protect them are online here.](#) Divisions should be prepared to consult with school division counsel to adjust these policies as needed as more is understood about COVID-19 and its transmission.

Additionally, divisions will need to be responsive to the evolving needs of students, staff and their families during this pandemic. Some school community members will get sick, need to care for sick family members, and face significant disruptions in their personal lives as the pandemic continues to take a toll on all aspects of our society. Additionally, the mental health of students and staff should remain a top priority during these challenging times. Divisions should consider mental health supports and leave policies for students and staff, in addition to procedures that promote their physical health.

## SOCIAL EMOTIONAL WELL-BEING OF STUDENTS AND FAMILIES

As school divisions plan for an eventual reopening of schools, parents and caregivers are key stakeholders to engage and consider in developing the plan. While many parents are excited to have their children return to school, others may be anxious about the readiness of schools to reopen. School division leaders need to consider the following key areas:

- Parents and caregivers may be concerned about how schools will ensure the health and safety of their children. Some may decide to keep their children at home due to lack of confidence in public health measures. Have you consulted with your school division attorney to ensure that compulsory attendance requirements will be met?
- The economic impact of COVID-19 may create stressors for many families who are struggling to meet their basic needs such as food, housing, or access to medical care.
- Schools have a diverse population of students and their families who may face different barriers. School divisions will need to consider the specific needs of various groups or subgroups, such as students experiencing homelessness, students with disabilities, students in foster care, low-income students, and immigrant or refugee families.
- Depending on school schedules, hybrid instructional models, or rolling closures, parents and caregivers may

face challenges with balancing their work schedules and caring for their children at home.

- In addition to managing their children’s social emotional health, parents and caregivers may also be coping with their own anxieties, grief and loss, or with strained family dynamics exacerbated by changes due to COVID-19.

## ESSENTIAL QUESTIONS

- How do we effectively communicate with and re-engage families? How do we include parent feedback in responding to evolving challenges?
- How do we meet the specific needs of the students and families with diverse backgrounds?
- How do we accommodate the needs of students and families who are most at risk from COVID-19 or who have difficulties with meeting public health guidelines?
- What community resources are available to assist students and their families? How do we help families connect with and support each other?
- How do we connect families with services for children and adults, particularly mental health services, crisis response, and wraparound services?
- What coordination and collaborations with community partners are needed to provide flexible supports for families with out-of-school time?
- Have you consulted with your school division attorney to determine to develop a plan for how to balance protecting students’ and families’ privacy with coordination and communication with stakeholders regarding public health?

## RESOURCES

[COVID-19 Parent Guide](#): the VDOE has created a guide to serve as a resource for parents, families, and caregivers on a variety of topics related to COVID-19 and their students.

[Social Emotional Wellness Considerations for Parents and Caregivers](#): quick reference resources for parents and families in supporting their own social emotional wellness.

[Project HOPE-Virginia Resources for Families in Crisis](#): the Office of the State Coordinator for Homeless Education, has created a dedicated resource page for families in crisis.

[Enhancing Family Engagement and Re-engagement](#): the School Mental Health Program at UCLA provides applications designed to engage and re-engage families, focusing on differences among families with respect to resources, motivation and needs, and barriers to involvement with the school.

[Addressing Families’ Social-Emotional Needs During COVID-19](#): the K-12 Info Brief from Hanover Research provides strategies for supporting the social-emotional needs of families, including communication practices for school divisions.

## IDENTIFYING ABUSE AND NEGLECT

Teachers are among those most engaged with children and students on a regular and ongoing basis. As such, it is often our teachers that are able to identify when students are having difficulties at home, including instances of abuse or neglect. Even in online or remote settings, teachers should remain cognizant of the importance of their role as mandated reporters of abuse or neglect (per § 63.2-1509). However, it is not always as easy to detect the signs and indicators without regular, face-to-face interaction. Local school divisions should work with their local departments of social services to help ensure that teachers have the tools they need to detect abuse or neglect in all learning environments. School divisions may also consider distributing relevant resources broadly to encourage community engagement in protecting children and students.

[Families Forward Guidance for Counselors and Teachers during COVID19 and Other Crises](#)

## MENTAL HEALTH SUPPORTS FOR SCHOOL STAFF

As school divisions prepare to reopen after COVID-19 school closures, school personnel are critical resources and will need significant support to ensure their wellness and safety. A recovery plan that meets a range of professional and emotional needs will help school staff to feel ready to return to teaching. Important issues leaders will need to plan for:

- To be effective instructional leaders, staff may need a comprehensive range of information, professional development, and training to prepare them to meet evolving challenges.
  - New operational procedures and instructional models such as hybrid distance learning strategies may require ongoing education and guidance for staff.
  - To compensate for lost instructional time and due to anticipated increased emotional distress for students after a prolonged school closure, additional and new practices and pedagogy will need to focus on academics as well as social emotional learning for students.
  - Trauma-sensitive practices will be beneficial especially in supporting vulnerable students and reinforcing a positive school climate. Increased mental health knowledge will help staff to identify and respond to stress reactions from others.
  - To be responsive to students' and families' needs, staff will need readily available material to share, from basic needs to mental health resources.
- All members of the school community have been through a crisis. While it is important to focus on the social emotional wellness of students, school staff has also been impacted. Returning staff will have different emotions and abilities to adjust to the transition back to school, meet changing expectations, and manage increased student needs. Staff may also be dealing with their own worries and anxieties for themselves and their families. Some may be grieving losses of family members, colleagues, or students who are no longer with the school or who have succumbed to the illness. Social emotional learning and self-care starts with adults, and leaders should consider making resources available and build well-being activities into daily routines for staff. Staff experiencing more difficulties may need positive coping mechanisms, additional mental health services, or crisis support.
- In addition to the mental well-being of school staff, division leaders need to develop flexible and creative plans for staffing that will reduce stressors for school employees. Many educators may need help with child care in order to perform their jobs. They may become sick or must care for family members. Staff shortages may result from hiring freezes, staff illnesses, increased student needs, or the need for additional personnel based on new operational procedures. School divisions will need to consider a range of staffing options and resource needs in anticipation of various scenarios.

## ESSENTIAL QUESTIONS

- How do we provide a multi-tiered system of supports for staff and recognize when someone needs additional assistance? What resources or services such as Employee Assistance Programs (EAPs) and telehealth options will be available to school staff?
- How do we prioritize staff self-care to prevent compassion fatigue and burnout?
- What professional learning and training opportunities do school staff need, and what types of collegial support such as mentors or coaches are available?
- What supports are available to teachers who need assistance with classroom behavior management?
- What plans do we have to ensure staffing capacity? What school division policies or regulations need to be updated to support staff, and how do we protect staff who are most at risk from COVID-19?

## RESOURCES

[COVID-19 and Virginia Public Schools](#): the VDOE provides guidance, support documents, and resources for schools and families relating to COVID-19.

[Social Emotional Wellness Quick Guides](#): the VDOE has developed a series of guides for educators and families that offer key facts, essential questions, and resources to support their own well-being and that of their students.

[Plan Ahead to Support the Transition Back](#): the Center for Mental Health in Schools at University of California, Los Angeles (UCLA) highlights essential supports for the transition to schools reopening.

[NCSMH Resources for Staff and Administrators](#): the National Center on School Mental Health (NCSMH) accumulated resources and tips for school staff to protect their health and the health of those around them.

[Trails to Wellness](#): the University of Michigan Trails offers a menu of strategies for self-care, each grounded in empirical research.

[School Mental Health Quality Guides](#): the NCSMH School Mental Health Quality Guides is a series that provides guidance to school mental health systems to advance the quality of their services and supports.

[Resilient Educator COVID-19 Toolkit](#): this toolkit equips teachers with actionable strategies and advice in working with and supporting children, parents, and families during these difficult times. Rich teacher wellness and self-care resources nurture teachers to become more resilient.

[Compassion Resilience Toolkit](#): this offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and increase compassion resilience. It is designed for flexible implementation by facilitators within their school.

[Coping with the COVID-19 Crisis: The Importance of Care for Caregivers Tips for Administrators and Crisis Teams](#): the National Association of School Psychologists (NASP) provides tips for how to support themselves and others.

## SUPPORTS FOR STUDENTS

When schools were closed to mitigate the spread of the novel coronavirus, the lives of students and their families were unexpectedly disrupted beyond what anyone imagined. As the closure due to the pandemic has extended from days to weeks and now months, the stress of the change is being experienced by all but in different ways. Access to resources and a variety of other factors impact the ability of students and their families to manage the strain. Acknowledging and planning for the unique needs of students is part of the daily work of schools. The unique circumstances of the COVID-19 pandemic require extra effort on the part of schools to create environments which foster student success.

Due to the extended closure, the normal routine of the school day has become a distant memory for some. As school divisions create plans to reopen schools in phases, routines and expectations will need to be re-established. Care must be taken to accommodate mental health needs of students which may have been exacerbated in these uncertain times. School leaders should anticipate potential student angst and work with staff to establish protocols which reflect restorative practices within Codes of Conduct. Student success is measured by more than test scores and school divisions have the responsibility to ensure students can assimilate into a new educational paradigm.

## SOCIAL AND EMOTIONAL LEARNING

The cumulative effects of COVID-19 have had an impact on every student, every family, and every staff member across Virginia. These universal impacts have heightened the need for learning environments that are welcoming to and supportive of all students. We can help students weather this crisis through recognizing and responding to their emotions and leaning on positive, prosocial relationships. Social emotional learning (SEL) is critical to re-engage students, support adults, rebuild relationships and school communities, and create equitable learning environments for all students.

### KEY FACTORS

**QUALITY OVER QUANTITY:** Leaders should carefully select specific and targeted initiatives that can be implemented with fidelity and embraced by school staff. SEL initiatives hinge on manageability of implementation, teacher buy-in,

and authenticity.

**COMPREHENSIVE DEVELOPMENT:** According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), the goal of a social emotional learning (SEL) program is to foster the development of five emotional and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**DEDICATED TEAM:** Schools may use existing teams focused on multi-tiered systems of support (MTSS), student services, student support teams (SST), or social-emotional learning (SEL) for the planning and implementation of social-emotional and wellness curriculum and supports. SEL teams should consist of administrators, teachers, non-instructional staff, after/before-school providers, other community partners, students, and families. School divisions may also wish to establish a specific SEL team to support the return to schooling following COVID-19.

**VALUING STUDENT VOICE:** Including students in SEL action planning is a key component. School teams must have meaningful conversations with their students to understand their perceptions and gain feedback on future plans and current initiatives.

**TEACHER SOCIAL EMOTIONAL WELLNESS:** Social emotional learning and self-care starts with adults, and planning for supports for staff can increase the efficacy of the model and training. Leaders should consider making resources available and build well-being activities into daily routines for staff. School leaders should model their interactions with staff how they want their teachers to interact with students. Staff experiencing more difficulties may need positive coping mechanisms, additional mental health services, or crisis support.

**PRIORITIZE TWO-WAY COMMUNICATION BETWEEN FAMILIES AND SCHOOLS:** Communication between schools, families, and community organizations has always been critical to SEL, but is particularly front and center during this time of uncertainty and transition. That means that to promote SEL, schools and families will need to work closely to learn from and support one another in creating the environments that can support students socially and emotionally, which includes helping families address their own stresses, anxieties, etc. and asking families to inform school and division approaches to SEL.

## ESSENTIAL QUESTIONS

- How are we cultivating an emotionally safe and engaging learning environment that prioritizes relationship building?
- What data sources can we use to examine the development, needs, and perspectives of our students, families, and staff so that we can purposefully select SEL initiatives that align with our needs?
- Do we need to re-examine current staff roles and responsibilities in order to effectively utilize our school counselors and other mental health specialists to enhance the delivery of our SEL initiatives?
- How can we value and foster staff SEL development through purposeful incorporation in meetings, routines, staff-expectations, and professional development?

## RESOURCES

The VDOE, Office of Student Services (OSS), has compiled [Instructional Support Mental Health Resources During School Closures](#) (Word) as well as targeted [Social Emotional Wellness Guides](#) to assist division instructional support personnel with mental health and wellness service delivery during school closures.

[Leveraging SEL to Reopen and Renew Your School Community \(CASEL\)](#): This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.

[Mental Health/Social Emotional Well-Being Resources from PBIS](#): Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend Positive behavioral Interventions and Supports (PBIS) with mental health supports in schools.

[Guidance for Teachers and Counselors during COVID-19 and other Crises](#): This tool is to provide guidance and support as you continue to be a role-model and champion for students.

### [Planning for Virtual/Distance School Counseling During COVID-19](#)

[SEL Three Signature Practices Playbook](#): Practice ways to introduce and broaden the use of SEL Practices in classrooms, schools and workplaces.

[Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies](#): This brief analyzes widely-used SEL programs and provides comprehensive details, transparent information, and provides cross-program analysis about the various in-school and out-of-school time programs that are currently available.

## CURRICULUM DEVELOPMENT

[Social Emotional Learning at Home](#): Remote Learning Options (MHTTC) This resource provides ways to bring SEL activities into distance learning. There is also a guide to SEL activities that families, students, and teachers can print out or access online.

[Closegap](#) is a free web-based portal that educators can use to assess the social emotional status of their students each day, and provide them with additional support if needed.

[EVERFI's](#) free, online social emotional learning resources are designed to equip educators with tools to nurture skills like compassion, leadership, conflict resolution, self-awareness, and resilience. [Register here](#).

[PATHS](#) is an online social emotional learning program and curriculum that is currently free to educators.

[Rethink Ed Social and Emotional Learning and Mental Health](#): This is an evidence-based program delivered on a digital platform and designed for easy implementation.

### [Elementary Book Nook for Dealing with Big Emotions](#)

### [Emotional Well-Being Resources for Grades PreK-5](#)

### [Emotional Well-Being Resources for Grades 6-12](#)

[SEL Providers Council Free Resources](#): The SEL Providers Council is committed to providing free resources and curriculum to support e-learning efforts across the country. Follow the links to each provider's individual page where the curriculum is located.

## STUDENTS WITH DISABILITIES

When students return to school after an extended closure, their needs may be very different. To facilitate a successful school opening, local education agencies (LEAs) should create guidance in order to be proactive when considering, planning, and implementing both procedural and substantive aspects of a free appropriate public education (FAPE) for students with disabilities. School division guidance should focus on the following: safety, health, and welfare of all students; provision of FAPE; identification of the need for and provision of compensatory services; consistent and detailed documentation of services and supports; and consistent communication with families regarding the Individualized Education Program (IEP).

School divisions are encouraged to maximize leadership to align the priorities, supports and services of special education with general education. These priorities should focus on academic as well as auxiliary supports needed to close achievement and opportunity gaps that existed before and may have been exacerbated by the extended school closure. Special Education Administrators need to be at the table in order to make plans from a division level perspective and communicate next steps to building level leadership.

COVID-19 or any response initiatives be it professional development, technical assistance, or training opportunities should include all staff who play a role in the provision of services to students with disabilities. This includes but is not limited to special education teachers, bus drivers, general education co-teachers, and classroom aides.

The [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#) (Regulations) are the state requirements that outline obligations under the Individuals with Disabilities Education Act (IDEA). Public schools are required to follow the Regulations. However, they do offer latitude for adjustments per student needs such as parents agreeing to an IEP amendment without convening a meeting. The VDOE's Department of Special Education and Student Services developed a guidance document for Special Education Directors to assist them in preparing school staff and parents for the return of students with disabilities to school settings. The document entitled, "Special Education Students After COVID-19 – Key Considerations," This document addresses potential topics, issues, and impactful factors divisions may encounter as they prepare for students' return to school. Some of the considerations in this document recommend division changes that will have a direct effect on all students. It is important to note that some changes could have a financial impact on local educational agencies (LEA). In addition to providing guidance to local school divisions, this document identifies opportunities for projects and initiatives to be supported by the CARES Act funding. Planning for students with disabilities should be conducted alongside general education to utilize other funding sources as well as assist in a cohesive unified approach for all students.

The school closures have also had varying impacts on students previously attending private day schools. As private day and public schools gradually reopen, all parties should collaborate to ensure the unique needs of each student are met. Local school divisions should work with their local Community Policy and Management Teams (CPMT), local CSA office and partnering private schools to discuss this matter as transitions through the reopening phases occur. Ongoing communication by all parties will be critical to ensure the needs of students are met as public health conditions evolve.

## RESOURCES

- [VDOE Special Education and Student Services' Frequently Asked Questions](#) (Word) – This document provides school divisions and stakeholders with information and solutions around the provision of services for special education and student services.
- [Instructional Resources Supporting Students with Disabilities](#) (Word) – This repository of resources has been compiled to support Virginia school divisions as they endeavor to meet the continuing learning needs of their students with disabilities during the COVID-19 school closures.
  - [TTAC ONLINE](#)
  - [Accessible Instructional Materials Virginia \(AIM-VA\)](#)
  - [Autism Center for Excellence](#)
- [Virtual IEP Meeting Tip Sheets](#) – This resource was developed by the U. S. Department of Education's grant funded centers to support parents in understanding how to hold and participate in virtual IEP meetings.
- [Special Education Regulatory Resources](#) - This webpage from the Virginia Department of Education provides information on a variety of special education topics to include Fast Facts, Procedural Safeguards, Service and Staffing as well as Outside Resources.
- [SSEAC Statement on Coronavirus \(COVID-19\)](#) (Word) – This document was created to serve as an additional resource for school divisions, parents, and stakeholders with information related to COVID-19.
- [National Center for Systemic Improvement](#) (NCSI) - This webpage hosts COVID-19 Resources for supporting students with disabilities.
- [Supporting Individuals with Autism Through Uncertain Times](#) - This guide from the UNC Frank Porter Graham Child Development Institute contains evidence-based strategies to support students with changes in routines and expectations.



## VULNERABLE LEARNERS

Schools should be taking a proactive approach to identify and prioritize acceleration needs for learning due to the COVID-19 school closure. Effective schools will support their stakeholders as they work together to navigate new territories, formats, and systems of learning to provide students with a meaningful education that prepares them for a successful future. In this, schools must adjust supports to meet the needs of identified groups of vulnerable learners, focusing on equity and quality over quantity and the status quo prior to school closures. Recognizing that traditional bell-to-bell teaching is no longer feasible in distance learning environments that may extend into the fall; schools need to maximize contact, communication, and instruction in a way that does what is best for students.

Vulnerable students in particular may experience more drastic declines in their motivation, connection to school, and self-efficacy, compared to their peers. Educators should be prepared for the possibility that the students who benefit the most from the structures and support from schools may feel abandoned and not see the benefits anymore. An opportunity from this crisis is the opportunity to reimagine school for true equity; to implement innovative and best educational practices that build students' identities, agency, and Virginia's 5 C skills, as described in the [Virginia Learns Anywhere document](#) (page 23).

**What are the various populations of students who will need targeted attention throughout all phases, as they may be the most impacted by the extended school closures?**

- Early learners, English Learners, students experiencing homelessness, students from low socio-economic backgrounds, and students with disabilities, and students with social/emotional needs
- Students experiencing food, housing, or healthcare insecurity
- Students under state care, including foster care, detention facilities, and hospitals
- Students requiring Therapeutic Day Treatment Services
- Students with auditory or visual impairments
- Students experiencing trauma as a result of COVID-19, including those who have been personally impacted by personal or family illness, family death or job loss
- Academically vulnerable students, including students that need additional support to reach the academic standards necessary for promotion to the next grade level or graduation
- Students with a previous history of inconsistent attendance
- Students in transitional years of their education (transitioning to middle or high school).
- First-generation college-bound students, including those participating in AVID and other programs that promote equitable access to rigorous coursework
- Students with medical conditions
- Students 18 years of age and older
- Accelerated and gifted students

## KEY CONSIDERATIONS FOR SCHOOL DIVISIONS

- Establish **measurable goals and monitoring systems** for student access and engagement.
- Establish **measurable goals and monitoring systems** for students' social-emotional and academic learning.
- Develop a **data analysis plan** to determine periodic progress towards the goals.
- Plan and ensure that **IEP services** are reflective of the school's new general education plan/schedule.
  - Consider Specially-Designed Instruction (SDI) plans (e.g. specific to virtual learning, meet virtually with case managers, sharing screenshots, students/families need to know that the virtual supports are there).
  - Develop a protocol/checklist for LIEP services, based on WIDA standards and proficiency level descriptors and performance definitions, for ELs (per civil rights guidelines), curriculum, and focus on language development rubrics, using content as a means for practicing and using academic English.
- Conduct ongoing needs assessments from all stakeholders

## KEY CONSIDERATIONS FOR TEACHERS

- **Identify individual students** within classes who may need extra resources and targeted supports, in

addition to the identified groups above.

- **Collaborate with school counselors** to quickly support the expressed needs of vulnerable students, as they arise or are discovered.
- Implement **instruction consistent with IEPs/504 plans**.
- **Differentiate instruction and materials** for a variety of proficiency levels of ELs.
- Connect with [Training and Technical Assistance Centers \(TTACs\)](#), who offer regional support to school divisions and teachers for students with disabilities.
- Refer to [Virginia Tiered Systems of Support COVID-19 update](#) to inform revisions to curriculum and instructional practice.

## MENTAL HEALTH AND PSYCHOLOGICAL SUPPORTS

School closures due to COVID-19 have created stress, anxiety, fear, depression, and trauma for some students and adults. For some, symptoms that existed before COVID-19 may have been exacerbated by these closures. As we prepare for a transition back to school instruction, planning must focus on how schools can address barriers to learning and re-engage disconnected students. Schools know that emotional, behavior, and learning problems are interconnected and can negatively impact even the best instruction and teachers. To address the varying levels of impact, a multi-tiered approach to mental health supports and services may be the best way to provide equitable learning opportunities for our students. Tier 1 or universal supports and practices are provided for all students in all classrooms. Some students, though, may require additional intervention (Tier 2) and mental health treatment (Tier 3).

### ESSENTIAL QUESTIONS FOR PLANNING

**Identification** Do we have a data driven systematic approach (e.g. progress monitoring or mental health screening) in place to identify students that require Tier 2 and Tier 3 mental health supports? If not, what needs to be in place for schools to determine when students require additional support?

**Personnel** What school staff are available to provide mental health supports and services to students? Are there ways to ensure that current staff can be available to provide that support? If not, do we need to consider additional personnel?

**Practices** What current evidence-based or other practices do we have in place to support the mental health needs of students? Are there ways to expand those practices to meet the needs of more students?

**Telehealth** Are we providing mental health consultation and counseling services virtually to our students during the school closure? How might those services look when schools reopen? What do we need to put in place to offer those services?

**Collaborate** How can we collaborate with community agencies and private providers to ensure that all students have access to effective Tier 2 and Tier 3 mental health supports and services?

**Equity** How will we provide supports for (and not punish/re-traumatize) those not adjusting well?

### KEY FACTORS

**Positive School Climate** - In a positive school climate, students feel safe, connected, and engaged in learning. Schools need to consider what practices are currently in place (e.g. Virginia Tiered Systems of Supports, Social Emotional Learning, Trauma Informed Practices) and could be expanded on in order to strengthen their school climate. By expanding these practices, students are more likely to respond favorably to universal supports and there may be fewer students that require Tier 2 and Tier 3 mental health supports.

**Student Groups at Increased Risk for Mental Health Concerns**- Each school community has unique needs. In order to prepare for school reopening, schools need to identify which students may be at risk for needing Tier 2 or Tier 3 mental health supports and services. Students at increased risk may include, but are not limited to students with

existing mental health concerns, students experiencing significant changes (e.g. youth in military families, youth that are homeless or in foster care), students in violent homes or experiencing trauma, LGBTQ students, and students who have experienced loss.

**Mental Health Early Intervention and Treatment** - At Tier 2, students continue to receive universal supports but also receive early intervention, which may include group intervention with students with similar needs, mentoring, or additional classroom support, such as daily check-ins with the teacher or a home-school note system. Students who continue to struggle, may require additional Tier 3 mental health treatment. This treatment is individualized and provided by school-based or community mental health providers.

**Mental Health Personnel** - School counselors, school psychologists, and school social workers have the education and training to provide mental health services and supports to students in schools. They are also assigned additional responsibilities. In planning for the increased mental health needs of students, schools need to determine how available those personnel will be to address mental health needs.

**Community Resources** - Each school community has different resources to draw from in order to provide mental health services. Collaboration between schools and community mental health is essential to meet the needs of students.

**Virtual Delivery** - During the school closures, schools have provided learning, counseling, and consultation with parents through virtual platforms. Although much of that may change with schools reopening, there may still be opportunities to use telehealth services to meet the mental health needs of students. Identifying the community needs (i.e. bandwidth and availability of technology) of families is important to provide equitable access to mental health services.

## RESOURCES

### MENTAL HEALTH RESOURCES FOR SCHOOLS

[MHA: Tools 2 Thrive Toolkit](#) (Mental Health America)

[Responding to COVID-19 | School Mental Health Resources](#) (Mental Health Technology Transfer Center, MHTTC)

[Supporting Student Mental Health: Resources to Prepare Educators](#) (MHTTC)

[Mental Health Framework](#) (Wisconsin Department of Public Instruction)

[COVID-19: Crisis and Mental Health](#) (National Association of School Psychologists, NASP)

### MENTAL HEALTH AT TIER 2 AND TIER 3

[Early Intervention and Treatment Services Guide \(Tier 2 and 3\)](#) (National Center on School Mental Health, NCSMH)

[NCSMH Telehealth Guidance and Training](#): Technology to support school mental health at Tier 2 and Tier 3.

[Standards for Technology in Social Work Practice](#): A collaborative report by the National Association of Social Workers, Council on Social Work Education, Association of Social Work Boards, and Clinical Social Work Association.

[HIPAA and FERPA Infographic](#) (Centers for Disease Control and Prevention)

[Planning for Virtual/Distance School Counseling During COVID-19](#) (American School Counselor Association, ASCA)

### SPECIFIC MENTAL HEALTH TOPICS

[Comprehensive Suicide Prevention and Intervention During Distance Learning](#) (NASP)

[A Tip Sheet for School Counselors: Supporting LGBTQ Students During the Coronavirus Quarantine](#) (Human Rights campaign Foundation and ASCA)

### TRAUMA SENSITIVE SCHOOLS

[Trauma Sensitive Schools \(TSS\) Online Professional Development System](#) (Wisconsin Department of Public Instruction)

[Trauma Sensitive Schools: Helping Traumatized Children Learn](#) (Trauma and Learning Policy Initiative)

## SCHOOL DISCIPLINE

Planning for and developing division and schoolwide positive and preventative disciplinary practices is a priority for local school divisions when returning to school following the COVID-19 school closures. School divisions can do this by developing a trauma-sensitive approach to discipline practices. A schoolwide positive behavior approach teaches appropriate behavior and ensures student safety in a supportive learning environment. Students who feel safe and supported are better equipped to learn, and learning is the fundamental goal for all students in all schools. The U.S. Department of Education recommends these guiding principles in an approach to improve school climate and discipline:

1. Create positive school climates that focus on prevention;
2. Develop clear appropriate and consistent expectations and consequences to address disruptive student behaviors; and
3. Ensure fairness, equity, and continuous improvement.

According to the World Health Organization (WHO), a school environment that is warm, friendly and rewarding promotes cooperation rather than competition; facilitates supportive, open communications; views the provision of creative opportunities as important; and prevents physical punishment, bullying, harassment and violence.

As students and staff return to school, it is important to remember that behaviors communicate needs. Understanding what the behavior is communicating is more important than ever in the aftermath of a pandemic that has impacted many facets of children's and adult's lives. It is the adults' responsibility to understand what is being communicated and to respond with appropriate interventions to meet those needs. If a student does not understand that  $2 + 2 = 4$ , we teach. The same is true with behavior. When students don't understand the harm their behavior causes, we should teach, not through punitive means, but through approaches that are known to work and based on sound evidence – social emotional learning, restorative practices, and trauma-informed care.

Developing clear, consistent, equitable school-wide behavior expectations with a plan to teach and reteach expectations to all students is an important first step towards creating a trauma sensitive approach and to preventing potential discipline issues. A leadership team representative of all stakeholders should be formed to develop a school-wide discipline plan (many schools and local divisions already have such a mechanism). That team should consider the traumatic experiences and the safety of students and staff as they set the behavior expectations for reopening. Teams should consider these questions:

How have the behaviors we expect to see in our school changed? What has stayed the same? What new behaviors do we need to teach? How can those new behaviors be related to our previous expectations?

1. What are our school-wide behavior expectations? What are the routines we need to explicitly teach and reteach students?
2. Are the expectations, routines, and related behaviors free from implicit bias?
3. How can we build social emotional learning (SEL) skills through routines and explicit instruction?
4. How can we improve our capacity to provide a trauma-sensitive school environment related to behavior expectations and discipline practices?
5. Do our policies and practices avoid excluding students from school and provide for opportunities to teach behavior expectations while students continue to engage academically?
6. When behavior incidents occur, what process will we follow to address them? What social emotional, behavioral, and academic supports are needed to change the behavior and continue academic progress?
7. Do we consistently meet to discuss school-wide data and analyze hot-spots related to behavior in the school?
8. How do we ensure that all students and staff are treated equitably?
9. How can we measure our success at creating a safe, warm, friendly place to learn? What data will we gather? How will that data be used?

Establishing behavioral expectations that are clear, consistent, and equitable is the foundation for creating a safe,

supportive school climate where each student is able to achieve and grow. Teaching and reteaching ways to meet those expectations, providing appropriate support, and acknowledging success are key to preventative discipline. Through genuine, supportive relationships, processes that restore when harm is done, and instruction in social emotional learning skills, every student can achieve in a school that is safe, warm, friendly, and rewarding.

## RESOURCES

Virginia Board of Education's [Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension](#)

[Virginia Tiered Systems of Supports: Defusing Disruptive Behavior](#)

[Responding to the Novel Coronavirus Outbreak through PBIS](#)

[Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

[Teaching Expectations and Reinforcement Systems](#)

[Embedding Culturally Responsive Practices in Tier 1](#)

[Trauma Sensitive School Training Package](#)

[Mid-Atlantic PBIS Community Conversation Webinar Series](#): In this video webinar, Dr. George Sugai explores how to leverage multi-tiered systems to plan for return to school.

[CASEL CARES](#): A new initiative from The Collaborative for Academic, Social, and Emotional Learning (CASEL) that connects the global community with experts to address how SEL can be most helpful in response to today's circumstances.

# INSTRUCTION

## 2020-2021 MANDATE FOR NEW INSTRUCTION

Governor Northam announced a plan for phased reopening in Virginia’s school buildings which gradually allows in-person instructional opportunities for students as public health conditions permit. Balancing health and safety as key priorities, the Superintendent of Public Instruction is also committed to providing local school divisions with the support they need to ensure the maintenance of instructional rigor and compliance with state-level requirements. All divisions must resume new instruction with all students for the 2020-2021 school year. While in-person and virtual instruction delivery will vary by division, all schools are expected to provide instruction in new content over the course of the year.

Phases I, II, and III of the reopening framework may require local school divisions to make adjustments to their school days and school calendars to meet physical distancing requirements and implement mitigation strategies. As such, requests to waive the 180-day/990-hour length of school term requirement as provided in § 22.1-98 of the *Code of Virginia* will be generously considered assuming instructional quality for all learners is guaranteed. Division superintendents will be required to certify the following are being implemented in their divisions:

- New students are being enrolled;
- Students in need of specialized instruction, whether English learners, special education, or gifted, are being identified early and accommodated appropriately;
- All students are receiving new instruction;
- Students with disabilities are being served and their IEPs are being fulfilled;
- Students greater risk of health complications who are safer at home are offered robust remote/virtual learning opportunities at all times;
- Remediation opportunities exist for students who need them; and
- Instruction/curriculum and pacing include thoughtful response to recovery/ learning loss.

When school divisions transition back to full school days for all students, they will be required to meet length of school term and instructional time requirements, proportionate to time adjustments in earlier phases. No additional waivers of teaching time requirements will be considered unless there are extenuating circumstances and in such cases, local school divisions will need to adhere to the waiver request process outlined in § 22.1-98 of the *Code of Virginia*. While normal school operations may have resumed, the Superintendent of Public Instruction will still provide flexibility on average daily membership counts as not all parents and students will be comfortable returning to the classroom at the same pace as reopening.

In order to ensure students move forward in their education, nothing in this guidance prevents a division from enforcing the compulsory attendance requirements set forth in § 22.1-254 of the *Code of Virginia*, which permits participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements. Thus, participation in remote and virtual learning would be required, but divisions should plan for flexibility in the time required.

## RESUMING TEACHING AND LEARNING

On March 13, 2020, Virginia’s public schools were closed to students and teachers for in-class instruction for the remainder of the 2019-2020 school year. Teachers across the Commonwealth adapted their instruction in accordance with [Virginia’s Continuity for Learning Framework](#) to provide opportunities for students to continue learning from home. The abrupt interruption and shift in instructional approaches have illuminated a number of unique challenges.



As Virginia transitions from extended school closures into the 2020-2021 school year, school divisions need to shift from planning for providing continuity of learning to planning for continuity in equitable new instruction for ALL students.

- Dr. James F. Lane



Between March 13, 2020, and the return to school for 2020-2021, learning loss will be a major factor in recovery for all students. Students will have been out-of-school longer than they normally are for summer vacation. Research supports the fact that attrition will be even greater for some groups of students than others, especially for disadvantaged students.

*“Schools do matter, and they matter the most when support for academic learning outside school is weak. . . . The powerful role of schools in fostering achievement of all children is one lesson informed by a seasonal perspective on learning. A second is that disadvantaged children, on the whole, are capable learners. They keep up during the school year, but before they start first grade and in summers between grades, the out-of-school resources available to them are not sufficient to support their achievement.”*  
Alexander, K.L., Entwistle, D.R., Olson, L.S. (2001)

School divisions will need to plan and implement efficient and effective ways to determine learning gaps that have manifested and grown during the extended school closure, address learning gaps through revisions to curricula and pacing, and prepare teachers and students for various models of instructional delivery. The recommendations found in this section will assist in planning and implementing curriculum, instruction, and professional development in accordance with their unique reopening conditions.

School divisions will need to prepare for various instructional delivery methods including:

- Traditional Instruction - face-to-face;
- Remote Instruction - online learning, student packets, pre-loaded computers and/or thumb drives; and
- Hybrid Instruction - both face-to-face and remote learning.

As school divisions begin to explore options for traditional or remote learning, careful consideration should be made to provide equitable access and support for a variety of student learning needs. Care should be taken not to exacerbate existing gaps in student achievement. It is critically important that all educators are mindful of the needs of vulnerable student groups including early learners, English Learners, students experiencing homelessness, students from low socio-economic backgrounds, and students with disabilities. Achieving equity in remote learning requires leaders to be intentional about ensuring support for student populations that often already have reduced opportunities for academic success in our traditional in-person education model. As you review the recommendations and resources provided, please take care to keep equity at the forefront of your planning. Educators are equity champions in our communities, and we must ensure that the needs of ALL learners remain our priority during this time.

The recommendations for Instruction fall into four sections:

1. [Division-Level Considerations](#)
2. [Planning and Preparing for Instruction](#)
3. [Teaching, Monitoring, and Reflecting](#)
4. [Equitable Supports for Students](#)

Each section includes key considerations for successful recovery for students and recommendations for professional development to support the needs of faculty and staff, students and their families, and the community.

## DIVISION-LEVEL CONSIDERATIONS

As students prepare to return to learn during the summer and fall, the following considerations are provided to guide division-level efforts. These critical elements have been identified to focus planning conversations: Community Engagement and Communication, Technology Needs, Lost Instruction, Needs of Special Populations, and Local Policy.

**Community Engagement and Communication** - Establish communication lines with parents and communicate plans and expectations.

- Develop consistent and transparent communications with families, including providing communications to:

- Families that are non-English speaking, with consideration to those who are not literate in their native language;
- families that require telephone communication; and
- families who require alternative methods of communication due to a disability.
- Develop a streamlined approach to communications that is consistent between buildings, grade levels, and teachers.
- Establish communication helplines for frequently asked questions.
- Develop a plan to identify and monitor students and families who need social and emotional learning (SEL) support.
- Consider ways to reaffirm with families who may feel disenfranchised or vulnerable the importance of education and of participating in remote learning.
- Develop a plan to collaborate with school communities on delivery of educational information and provide supports to enhance community engagement.
- Consider creative options for students who are difficult to reach, such as for those who may be difficult to reach: safe home visits, apartment complex partnerships for common space with different times for different age groups, flyers with QR codes dropped at doors, working with refugee/religious organizations that may have more access to or relationships with families, mail or deliver printed activities to students whose families do not have access to transportation and/or technology.
- Develop communications to identify school safety procedures, precautions, and measures related to COVID-19 to reinforce a safe school environment.
  - Physical distancing measures
  - Face covering policies and procedures
  - Cleaning and sanitation procedures
- Develop reflection teams on the COVID-19 pandemic that focus on:
  - What worked well?
  - What did not work well?
  - What possibilities exist for improvement?
  - What plan of action will be put into place to ensure a strong position for similar future events?
  - What lessons were learned that should be incorporated into teaching and learning going forward?
  - What are effective ways to survey families regarding technology accessibility?

**Technology Needs** - Identify technology assumptions and needs.

- Identify divisionwide needs (e.g., devices and Internet service).
- Distribute devices and/or Internet hot spots.
- Identify and establish areas for community access to WIFI.
- Work with local Internet providers to identify current access service areas.
- Partner with providers to improve and provide wireless Internet access points in remote communities.
- Develop plans to train families to use technology tools that support remote learning, with special attention provided to vulnerable populations, including families that require translation and/or interpreting services and those with housing insecurity.
  - Web-based resources can assist teachers and families in modifying online instruction to meet the needs of vulnerable populations, including special education and EL students. ([Loudoun County Public Schools example](#))
- Provide a Learning Management System (LMS) to deliver instructional content.
  - Verify that the necessary number of users are supported through the current contract.
  - If the school division does not currently have a LMS, then consider utilizing the expansion of the [Virtual Virginia](#)'s LMS services. School divisions may also import content from Virtual Virginia into their own LMS.
  - Consider how to monitor student instructional engagement remotely.

**Lost Instruction** - Identify the school division's approach to mitigate lost instruction.

- Identify impacted courses and programs.



- Choose methods for mitigation of lost instructional content in each course or program by
  - Developing learning modules (no-tech, low-tech, or high-tech/remote); and/or
  - Revising curricula to integrate missing content.

**Needs of Special Populations** - Supports for vulnerable groups (See [Equitable Supports for Students](#)).

- Ensure that all division- and school-level communications are provided in multiple languages spoken by the community.
- Develop a plan to revise Individualized Education Programs (IEPs)/504 plans to adjust learning goals due to lost instruction and address the potential for continued distance learning.
- Plan for the adaptation of collaborative teaching practices and supports to ensure that students with disabilities continue to be educated in the least restrictive environment.
- Ensure that English Learners (Levels 1-4.3) have contact with a Language Instruction Educational Program (LIEP) specialist to the extent possible.
- Plan for safe and effective delivery of instruction for homebound students.

**Local Policy** - Identify local policy needs to support instructional and operational changes.

Potential areas for local policy reflection may include:

- 140 clock-hour requirement flexibility;
- Requirements for fire, tornado and lockdown drills;
- Expectations for student conduct in remote settings;
- Student attendance definitions to allow for remote attendance;
- Flexibility in dress codes to allow for protective face coverings;
- Impacts related to special populations;
- Grading and GPA calculation; and
- Transcripts and class ranking.

## LOCAL ATTENDANCE POLICY CONSIDERATIONS

Monitoring and tracking attendance in an online or remote environment is more challenging than in the brick and mortar school settings since teachers and administrators are not able to gauge attendance based on a visual observation or face-to-face interaction.

Local school boards will need to evaluate their policies on student attendance to allow for all potential learning environments. Among some of the key considerations local school boards should weigh are:

- What constitutes “in attendance” for either the brick and mortar or remote setting? Is it measured by time, engagement, or performance? Some focused questions might be whether attendance is measured by roll call, minutes of instruction, number of keystrokes, time logged in, participation, work product, or another measure?
- What are the equity considerations in your definition of attendance? For example, if measuring attendance by virtual engagement, would students with limited internet access or slower speeds be counted? How is attendance considered if the student does not have internet access at home but is using approved paper packets or is limited to time online at a public access point (such as a library)?
- When defining attendance, are there notable differences between “virtual”, “online” or “remote” settings that need to be addressed in local policy?
- What instructional delivery methods will the school division be employing and what are feasible and reasonable methods of measuring attendance?
- What are the data collection and reporting considerations?
- How are teachers and staff identifying truant students in an online or remote environment and how are supports being provided to those students?

Divisions should consult their school board attorney to ensure that nothing in their guidance shall be construed to excuse a parent or guardian from the compulsory attendance requirements set forth in § 22.1-254 of the Code of

Virginia, which permits participation in educational programs and courses at a site remote from the school with the permission of the school and in conformity with applicable requirements.

Additional VDOE guidance on attendance and related topics such as average daily membership, calculating instructional time, etc. is forthcoming.

**Student Privacy:** As instructional delivery methods and school administrative processes continue to evolve and adapt in response to the pandemic, school divisions should remain aware that the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), or FERPA, and other applicable federal and state laws for the protection of a student’s personally identifiable information and maintenance of student education records remain in effect even in virtual and remote settings.

The U.S. Department of Education (USED) has provided guidance and a number of resources in helping to navigate FERPA in online and remote settings. An overview of FERPA can be found on the [USED page for protecting student privacy](#). Specific to FERPA and COVID-19, USED has also provided educational institutions with the following:

- [Frequently Asked Questions on FERPA and COVID-19](#);
- [FERPA and Virtual Learning Resources](#); and
- [FERPA and Virtual Learning PowerPoint](#).

## PLANNING AND PREPARING FOR INSTRUCTION AND ASSESSMENT

### ASSESSMENT FOR LEARNING

#### [Overall Assessment Considerations](#)

A primary consideration in determining assessment strategies is that assessment should not be interpreted to mean a “testing event.” Rather, assessment is a process of data collection that is ongoing, formative, and low or no-stakes. In addition, consider student readiness when planning for assessment processes (e.g., addressing SEL needs first to help promote student confidence and competency). The following is a list of reminders to school divisions as they plan to identify student needs and instructional gaps.

- **Consider a combination/balance of broader diagnostics with “just-in-time” formative assessments** that inform immediate instructional needs.
- Consider the physical conditions under which students return, if **physical distancing** is required. Will classrooms, computer labs, and other instructional spaces be able to accommodate all students simultaneously?
- Consider ongoing **strategies to collect information from families** regarding their experiences during the school closure:
  - Many families were “thrust” into distance learning with little or no pre-planning. What new or additional supports/flexibilities for students and families are needed if distance learning is necessary or desired?
  - Accessibility and equity considerations: How can schools ensure that in-class and at-home experiences are comparable, if some families request a continuation of learning-at-home?
  - Specially-Designed Instruction (SDI) must be facilitated, especially if families are unable to provide learning support.
- **General considerations**
  - Determine what data from local assessments or other standardized assessments will be useful in evaluating student progress.
  - Consider creating an inventory of assessments used within the schools and determine their effectiveness by analyzing the data available that will assist with remediation and acceleration efforts.
  - Consider the use of “just-in-time” formative assessment prior to instruction to identify gaps in understanding instead of administering comprehensive assessments as the school year begins, and determine what professional development is needed to support this approach.
  - Utilize tools like Collaborative for Academic, Social, and Emotional Learning (CASEL) [guide to](#)

### reopening schools.

- Utilize content progression tools to pinpoint targeted areas for individual student remediation (e.g., classroom remediation, intervention strategies, before/after school remediation or acceleration, expedited retakes, etc.) or acceleration.

### Planning for Assessments to Identify Student Needs and Learning Gaps

As school divisions plan for assessing students to identify their social-emotional learning (SEL) needs or instructional gaps, the following list provides planning considerations.

- Consider, given the potential variability in school start dates, **calendar adjustments**, and the likelihood that some students may return to school at different times. Division- and school-based teams should consider utilizing existing student performance data from 2019-2020 (and prior) to help assess student learning needs and readiness.
  - Reading levels
  - Prior local/unit assessments and diagnostics
  - Mid-year assessments
  - Feedback from previous year's teachers through vertical team meetings
- Consider the ability to do **pre-assessments and/or surveys for SEL needs and potential instructional gaps** prior to the return to school:
  - Using online and/or at home pre-assessments or surveys
  - Scheduling small, staggered groups in the school
  - Assessing close to the return to school to capture most recent data
  - Accounting for individuals not reached in the summer
  - Using adaptive diagnostic assessments with remote proctoring features
- Consider **assessment variance by subject area and grade level** (e.g., assessing continuity gaps between grade 3 and grade 4 mathematics is different than between Algebra I and Geometry)
- Consider how "anecdotal" information could be leveraged to determine **SEL wellness**.
  - How can we help our teachers to be able to do this?
    - Consider open-ended questions on a Google form that maximizes responses from students.
  - Focus the in-person time on SEL and use virtual in a balanced way to address content.
  - How are we capturing student participation and engagement in the current reality as SEL data?
    - How do we define and track engagement?
    - Consider developing a communication/interaction "chain of contact" (with administrators, school counselors, the school psychologist, teachers, the school nurse, etc.) to connect with the most vulnerable students who have inconsistent attendance, poor technology access, health concerns, etc. Recognize that much of this effort will require a direct, 1:1 contact strategy (e.g., pre-arranged alternatives such as designated meeting place, schedule options, etc.). Utilize a "feeder" strategy to locate siblings who may be able to assist with contact.
- Consider **providing all students an SEL assessment**. This can be accomplished through morning meetings (elementary) or advisory meetings (secondary) to re-establish norms and assess mental wellness of students over an extended period of time.
- Consider how **assessment results should inform master scheduling**.
  - Consider compacted/stripped down curricula to address essentials.
  - Consider the appropriateness of selected teachers "looping" with students from the previous year to the next grade in elementary grades.
  - Consider what transitions may look like in the effort to isolate or put physical distance between students.
  - Consider a transition period at the elementary level that allows the previous year's teacher to welcome students back to school and support the new teacher in getting to know student strengths.
- Consider how reopening conditions may impact **testing windows and local resources for assessments** (Phonological Awareness Literacy Screening (PALS), Virginia Kindergarten Readiness Program (VKRP), locally implemented assessments, etc.)
  - Accessibility of devices if distance learning continues, and
  - Fewer students returning at a time/modified attendance schedule.
- Consider **identifying the students in the vulnerable populations** that we do not always capture (e.g. COVID-19 related trauma, parents not sending back to school, previous significant summer slide, other risk

factors, etc.). [Virginia's Continuity for Learning Framework](#) provides helpful resources (e.g., Appendices C and D) for schools with important considerations for vulnerable student populations.

- Children entering Kindergarten
  - Many students may be new to school or classroom setting; authentic assessment may take longer in order to fully evaluate children's skills
  - Assessment of social-emotional skills including self-regulation and social skills is essential
- English Learners
  - Translation/Interpretation services
  - How to use 2019-2020 WIDA ACCESS Data to inform support
  - Engaging and supporting families with English acquisition in the absence of "formal" school
- Students with Disabilities (SWD)
  - SWD Specialized Instruction that families are unable to provide
  - Continuation of testing accommodations
- Rural Students and Those with a Lack of Technology
  - Connectivity issues
  - Enough broadband or hotspots to serve
  - Consider providing learning/assessment opportunities that do not require connectivity.
  - Small groups come into the school to assess
  - Assessment brought to communities in small groups (Community centers, places of worship, etc.)
- Students Experiencing Poverty and/or Homelessness
  - Assessment brought to communities in small groups (Community centers, places of worship, etc.)
- Students Marginalized by Race
  - Provide culturally relevant instruction
  - Focus on high expectations for all and a growth mindset
  - Avoid using data to separate, rather to inform instruction
  - Consider how COVID-19 has disproportionately impacted the African-American community-- more deaths
  - Consider that more Hispanic families are impacted by factors related to COVID-19 than other groups
  - Be sensitive to how different cultures may view and react to the COVID-19 crisis and returning to school
- Accelerated or Gifted Students
  - Consider learning needs for students who did not receive enrichment during the period of school closure
  - Consider curriculum compacting for students who do not need review, additional diagnostics, and are immediately ready for new/advanced learning

### Implementing Assessments

Incorporate ongoing, formative diagnostic assessment into the first few weeks of school to support social-emotional learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and fostering student confidence and competence.

- **Balance** the urgency of needing to know where students are academically with making them comfortable coming back to school.
- Consider **informal strategies for SEL assessments** and/or executive function screenings. This may include utilizing morning meetings, advisory periods, PBIS strategies, etc.
  - Virginia Tiered Systems of Supports (VTSS) schools may consider utilizing the [Tiered-Fidelity Inventory \(TFI\)](#) to identify a narrow set of school-wide strategies/practices to promote a consistent, inclusive, motivating, and safe return environment.
- Pre-assess students using small, frequent, "**just-in-time**" formative assessments.
  - Use "just-in-time" formative assessment prior to instruction to identify gaps in understanding instead of administering comprehensive assessments as the school year begins, and determine what professional development is needed to support this approach.
- **Engage families to support learning** by providing appropriate, leveled resources and support in how best to

utilize them.

- Account for how each plan includes and addresses the **specific needs of vulnerable populations** including:
  - English Learners
    - Translation/Interpretation services
    - How to use 2019-2020 WIDA ACCESS Data to inform support
    - Engaging and supporting families with English acquisition in the absence of “formal” school
  - Students with Disabilities (SWD)
    - SWD Specialized Instruction that families are unable to provide
    - Consider how to maintain and provide necessary accommodations under each of the reopening scenarios
  - Rural Students and Those with a Lack of Technology
    - Connectivity issues
    - Enough broadband or hotspots to serve
    - What can be done offline
    - Small groups come into the school to assess
    - Assessment brought to communities in small groups (Community centers, places of worship, etc.)
  - Students Experiencing Poverty and/or Homelessness
    - Assessment brought to communities in small groups (Community centers, places of worship, etc.)
  - Students Marginalized by Race
    - Focus on growth mindset and high expectations for all
    - Avoid using data to separate, rather to inform instruction
    - Avoid deficit mindset
  - Accelerated or Gifted Students

### Resources to Consider

- [Virginia Kindergarten Readiness Program](#)
- [Responsive Lesson Planning Template](#)
- [Sample Data Analysis Matrix Template - CCPS](#)
- [Sample Mathematics Pre-assessment Vertical Articulation Guide \(K-Algebra I\) - Hampton City Public Schools](#)
- [Sample Mathematics SPBQ Report - Hampton City Public Schools](#)

## INSTRUCTION

### Revising Curricula and Pacing

It is essential that school division curricula and pacing guides be revised to address missing content as a result of the extended school closures in Spring 2020. School divisions may want to consider regional solutions to curricula and pacing. This may include developing regional curricula, pacing, and instructional resources, as well as aligning school division professional development days to provide regional training.

There are four major components of curricula and pacing revision work - identification of instructional groups for which curricula/pacing may need to be revised, identification of the missing content, identification of content connections and progressions, and revision of curricula and pacing.

- **Identification of Instructional Groups** – Groups in need of revised curricula/pacing might include students in accelerated, adapted, or other programs, in addition to the majority groups in each grade level or course. Special consideration should be given to accelerated groups, particularly during the 2020-2021 school year, to ensure that students have sufficient time to recover unfinished learning from the previous school year while still allowing adequate time for the development of knowledge, skills, and processes in the new grade level. Rushing students through missed content from the previous school year, while attempting to instruct in new content at an accelerated pace, could have detrimental results in student understanding.
- **Identification of Missing Content** - The identification of missing content will include input from teachers and administrators, in conjunction with school division pacing guides.
  - Instructional Content Tracking Tools - VDOE has provided Standards of Learning instructional tracking logs to help teachers, schools and divisions track content.

- [English and Reading](#)
- [History and Social Science](#)
- [Mathematics](#)
- [Science](#)
- **Identification of Content Connections and Progressions** - Reflection on how the depth or complexity of instructional content progresses from grade level to grade level and course to course is imperative in assisting teachers with making connections that improve retention.
  - Content Progression Charts - VDOE has provided Standards of Learning content progression charts that will assist with making connections that are vital to revising content to address missing content. Hampton City Public Schools provides an [example](#) of how mathematics progressions can be utilized to assist teachers in understanding content connections.
    - English Progression Charts - Identify the grade/course at which specific skills are formally introduced in the 2017 English Standards of Learning (SOL) for [Communication](#), [Reading](#), [Writing](#), [Grammar](#), and [Research](#).
    - [History and Social Science Progression Charts](#) - Identify the grade/course at which specific skills are formally introduced in the 2015 History and Social Science SOL.
    - [Mathematics Progression Chart](#)s - Identify concepts aligned to the 2016 Mathematics SOL that articulate across mathematics grade levels or courses.
    - Science Progression Charts - Currently in development based on the 2018 Science SOL, however the [SOL and Curriculum Framework](#) documents will provide relevant information.
    - Fine Arts Progression Charts - The [2020 Fine Arts SOL](#) were approved in May 2020 by the Virginia Board of Education and progression charts are in development.
    - [World Language Progression Charts](#) - Based on the 2014 World Language SOL.
- **Revision of Curricula and Pacing** - Thoughtful work to review and revise curricula and pacing is essential to minimizing the long-term impact of extended school closures for all students. Utilizing content tracking tools and considering content connections and progressions, the revision of curricula and pacing will need to occur with the school division's approach to addressing missing content in mind. Some school divisions will be incorporating missing content into the next year's curricula and some will be developing instructional learning modules delivered by a self-paced, face-to-face, or blended (combination of self-paced and face-to-face) model.
  - Key considerations when developing instructional learning modules
    - Develop no tech, low tech, and high tech virtual and/or remote learning modules.
    - Provide for student choice and empower students - aimed at creating personalized learning opportunities with individualized assessments of and for learning that focus on deeper learning.
    - Integrate essential knowledge and Virginia's 5 C's - critical thinking, creative thinking, communication, collaboration, and citizenship.
    - Ensure instructional plans address the specific needs of diverse populations including early learners, English learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities.
    - Use instructional models and tools with innovative approaches to teaching and learning, as outlined in the [Virginia Learns Anywhere](#) publication: learner centered, teacher centered, hybrid.
    - Ensure that assessments for learning are included that allow students to choose how they can demonstrate their ability to apply, analyze, synthesize, and evaluate.
    - Consider providing consistency in resources and tools including those used for communication to students and parents.

### [Planning and Implementing Professional Development](#)

Sustained professional development is key to effective implementation. In the planning phases, it is imperative to consider the professional development needs of all primary stakeholders - teachers, students, and parents and the community. Ideas for professional development for each of these groups is provided.

- **Teachers**
  - Understanding and addressing the social and emotional needs of students
  - Understanding and addressing the needs of special populations including students with disabilities,

- English Learners, students that are economically disadvantaged, and others
- Understanding curriculum revision and pacing updates
- Learning Management Systems (LMS) - how to use a LMS to develop courses, manage content, manage assignments, develop assessments, and communicate effectively
- Teaching in an online and/or blended setting - classroom management, developing lessons that support deeper learning, integrating the 5 C's, and performance assessments. Consider providing templates/samples for lesson planning in remote learning.
- Accessing tools or resources for translation/interpretation services
- **Students**
  - Learning online
  - Digital citizenship, including expectations for student behaviors and etiquette in a virtual setting
  - Getting assistance with technology
  - Scheduling a learning day
  - Expectations for returning to a graded learning environment
- **Parents/Community**
  - Options for Internet access outside of the school building
  - Getting assistance with technology
  - Communicating with teachers, administrators, and school officials
  - Supporting children during remote learning
  - Scheduling/organizing a child's day
  - Understanding remote learning
  - Advocating for school division needs (necessary initiatives including the need for devices)
  - Providing social-emotional support
  - Providing information on changes to internal processes and systems (IEPs, school counseling, forms, fees, etc.)
- **Administrators**
  - Flexible scheduling
  - Teaching in an online and/or blended setting - classroom management, developing lessons that support deeper learning, integrating the 5 C's, and performance assessments. Consider providing templates/samples for lesson planning in remote learning.
  - Supporting and evaluating teachers in situations requiring remote or hybrid instruction
  - Understanding curriculum revision and pacing updates
  - Understanding and addressing the social and emotional needs of students
  - Understanding and addressing the needs of special populations including students with disabilities, English Learners, students that are economically disadvantaged, and others
  - Learning Management Systems (LMS) - how to use a LMS to develop courses, manage content, manage assignments, develop assessments, and communicate effectively while protecting student privacy ensuring their safety online.

## TEACHING, MONITORING, AND REFLECTING

When students and teachers return to school, teachers will need to be prepared to provide instruction traditionally, through remote learning, and perhaps a hybrid of both. Instruction must continue to be student-focused, highly engaging, relevant to students' lives, and offer students choice and voice. Learning should focus on social-emotional needs of students, be equitable in practice, and focus more on deeper learning than rote memorization.

FROM VIRGINIA ASCD'S PROFILE OF A VIRGINIA CLASSROOM, HIGHLY EFFECTIVE TEACHERS:

- Design worthwhile and relevant experiences
- Leverage interdisciplinary thinking
- Utilize collaborative structures
- Develop purposeful checkpoints
- Consult with students
- Cultivate a classroom community
- Tailor learning experiences

ADDITIONAL VASCD RESOURCES

Implementing Quality Instruction  
Planning for Deeper Learning  
Redefining Student and Teacher Roles  
Creating a Culture of Respect  
Embedding Assessment and Feedback

TRADITIONAL FACE-TO-FACE INSTRUCTION RECOMMENDATIONS

- Students have been through a lot in the past few months, so when we return to school, teachers should focus on students' **social and emotional needs first**, and then focus on academics.
- There is a potential that in teachers' classrooms, there will be large gaps in individual student's learning readiness and skills; hence, **learning opportunities need to be differentiated** in ways that provide access for all students.
- Teachers should seek to integrate cross-curricular teaching of the essential knowledge with Virginia's **focus on the 5 C's**. This could provide the opportunity for teachers to promote personalized and deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, and communicating
- Teachers should seek to design and implement **authentic learning experiences**. Authentic learning is a term used to describe instructional strategies that are designed to connect the subjects students are taught in school to the real world. Authentic learning can: prepare students for the real world; help students make informed career choices; bridge skill gaps; enhance critical thinking; improve creativity; increase engagement; motivate students; boost retention of information; provide multiple perspectives on issues; and help build 21st Century skills.
- While many school divisions have their own definition of **deeper learning**, the Virginia Department of Education defines it as "[demonstrating] knowledge through six competencies: mastering core academic content, thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets." Deeper learning provides opportunities for students to: create communities of learning; lead their own learning; connect learning to larger themes, concepts and across multiple subjects; apply learning to real-world issues and problems; network beyond the school walls; personalize learning; and use technology as a tool to support learning.
- Teachers may also design a variety of learning experiences that **integrate technology into daily instruction** including: authentic learning experiences; inquiry-based learning; online course work; online research; project-based learning; simulations; virtual games; and virtual learning experiences.
- Teachers should implement effective and **student-focused teaching practices**:
  - Inquiry-based learning
  - Project-based and/or performance-based assessments
  - Integration of the 5Cs
  - Personalization and differentiation through instructional practices, including performance assessments
  - Build in opportunities for student choice, voice, pace, and place options
    - True student engagement occurs when students are allowed agency and self-direction in their learning. Student choice allows students to determine how they want to demonstrate mastery of the skills they have learned (i.e., choice of projects, choice of problems or prompts, student-developed rubrics, etc.), who they work with or if they work independently, and/or what they would be most interested in learning about within a defined unit.
    - Student-focused classrooms also allow student voice to be the center of the learning experience. When student voice is centered in a classroom, the students' opinions, beliefs,



- interests, cultural perspectives, and values are considered when planning instruction.
- To further enhance student-focused learning, teachers can allow students to decide the pacing of their work, and the place where they complete their work (i.e., does it have to occur in the classroom, does it have to occur in assigned seating, does work have to be turned in on a certain date or it's considered late/penalized, etc.).
- Teachers will need to **collaborate** with school counselors, co-teachers, administrators, and other support staff to meet the expressed needs of students.
- Teachers need to identify individual students within their classes who need extra resources and supports. Collaborate with colleagues within the building to address solutions and support individual students. For example, a Special Education/IEP teacher should work in tandem with a core classroom teacher when developing weekly lessons. Together, lessons can be adapted to meet the specialized needs of their student populations.

The Virginia Learns Anywhere recommendations provide detailed examples of [instructional models and resources for elementary and secondary courses](#) and instructional resources for learner-centered, teacher-centered, and hybrid instructional models in each core discipline area.

## REMOTE AND HYBRID INSTRUCTION RECOMMENDATIONS

While instruction across the state transitioned from traditional to remote on short notice in March 2020, school divisions and their teachers now have a little more time to plan and prepare for this contingency or new approach to education. **One of the keys to transitioning to remote or hybrid settings is thinking about the most efficient ways to leverage technology to support continued learning when not in a face-to-face instructional setting.**

- Students have been through a lot in the past few months, so when we return to school, teachers should focus on students' **social and emotional needs first**, and then focus on academics.
  - Pose a question when you communicate with students (for example, what is one fun thing you did today?).
  - Social-emotional learning and equitable teaching practices are always important, but perhaps most important during periods of distance learning.
  - Provide students plenty of grace during periods of distance learning. That might include flexible deadlines, lots of choice in assignments, the opportunity to participate in your class asynchronously, etc. Consider recording classes for students to access on their own time.
  - However, teachers need to make themselves available for synchronous instruction, as that is key to building classroom community. If all students don't show up for the synchronous lesson, it doesn't mean teachers aren't successful. Office hours are also a beneficial time to connect with students one-on-one or in smaller groups.
  - If students do not have access to the Internet, teachers must consider what they send home for students to complete: Is it self-explanatory? Does it address essential learning needs? Is it equitable to what is being taught online?
- **Ensure instructional plans address the specific needs of diverse populations** including early learners, English Learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities. Encourage gifted students to go deeper in learning and provide opportunities to extend their learning.
- **Identify essential knowledge** in grade levels and content areas at a division level. Design distance learning instruction to address the most essential knowledge first. Pare down instruction; distance learning is not business as usual. It takes children longer to do assignments at home, so be mindful of assignments you are posting on learning management systems for students to complete independently.
- **Choose an instructional model** to support teaching and learning based upon your level of comfort and students' needs ([learner-centered](#), [student-centered](#), [hybrid](#)).
- **Choose instructional strategies that leverage technology to supplement face-to-face instruction.**
  - Providing students with weekly or biweekly assignments and instructional resources like videos and interactive activities delivered through a learning management system can support ongoing work regardless of physical location.
  - Providing students with choices in learning resources and ways to demonstrate their understanding will improve engagement and assist them with determining the best way that they learn in a digital

environment. In addition, learning remotely helps students develop independence and persistence.

- Face-to-face interactions with students should focus on teaching content that might be more challenging to present in a digital environment, reteaching content, enrichment activities, and activities that require access to physical equipment or resources.
- Providing online formative assessments prior to classroom instruction is key to optimal use of face-to-face instructional time. Students should be provided communication tools to reach out with questions, and teachers should be provided with time to respond prior to face-to-face instructional time.
- Teachers may want to work through virtual grade level or content-area **professional learning communities (PLCs)** to determine what essential knowledge and skills need to be addressed during an extended school closure.
- Teachers may want to consider assigning work to students that integrates **cross-curricular teaching** of the essential knowledge with **Virginia's focus on the 5 C's**. This could provide the opportunity for teachers to promote personalized and deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating.
- Extended school closure is a time to consider **innovative approaches to learning**. Consider exploring the following innovative learning opportunities for students:
  - Activities that require student reflection;
  - Authentic learning experiences;
  - Career exploration;
  - Creativity in learning;
  - Critical thinking exercises;
  - Game-based instruction;
  - Inquiry-based learning;
  - Outside investigations/explorations;
  - Play-based learning;
  - Project-based learning;
  - Problem-solving activities;
  - Reading a variety of genres;
  - Technology-based direct instruction;
  - Voice and choice for students (choice boards);
  - Workplace readiness preparation; and
  - Writing for a variety of purposes.
- **Provide guidance for students and families as to learning expectations and timelines.**
- **Check in with students** about how they are doing using emails, Google Docs, letters to students, notes, phone calls, postcards, videos, video-conferencing, texts, and other means.
- **Establish a time to host virtual class meetings** or office hours with students using a variety of electronic means, and call students who may not have access to technology.
- **Communicate to students** regularly and consistently.
  - Use age- and language proficiency-appropriate communication to students.
  - Consider setting "office hours" for students to contact teachers.
  - Coordinate communication with collaborating teachers including English learner teachers, special education teachers, gifted resource teachers, and others.
  - Obtain feedback from students on the effectiveness of communication.
  - Contact students with class messages at least once per week using: emails, Google Docs, a Learning Management System, phone calls, mailings, school websites, social media platforms, texts, and video-conferencing.
  - Provide critical communication in languages reflecting those spoken by student populations.
  - Communicate entire classroom expectations for learning but also communicate with individuals when needed for additional support.
- Establish and **utilize a Learning Management System** from the beginning of the school year so that if periods of distance learning are required, all students are proficient in how to utilize their school's learning management system. This is usually a division-level decision.
- Utilize [Virtual Virginia](#) and [#GoOpenVA](#) for a cache of **educational resources**, many of which are ready for online learning.

- **Utilize effective and student-focused teaching practices:**
  - Inquiry-based learning
  - Project-based and/or performance-based assessments
  - Integration of the 5Cs
  - Personalization and differentiation through instructional practices including performance assessments
  - Build in opportunities for student choice, voice, pace, and place options
- **Collaborate** with school counselors, co-teachers, administrators, and other support staff to meet the expressed needs of students.
  - For remote learning to be successful, teachers need to identify individual students within their classes who need extra resources and supports. This is the best time for educators to collaborate with colleagues within the building to address solutions and support individual students. For example, a Special Education/IEP teacher should work in tandem with a core classroom teacher when developing weekly lessons. Together, lessons can be adapted to meet the specialized needs of their student populations. Another example, school staff could deliver learner printed activities to students whose families do not have access to transportation and/or technology.
  - Teachers' key role for addressing the needs for students with disabilities is to collaborate with each other and related services specialists/therapists to adapt individual student's Individualized Education Program (IEP) services for a virtual or distance learning environment. All teachers should recognize and accept that learning outcomes will vary for the students they serve and understand that they are responsible for implementing instructional accommodations and modifications as needed. Therefore, teachers should have access to students' IEPs. If the continuation of learning includes co-teaching, then the expectations for those teachers should be to co-plan together to reach all of the learners.

The Virginia Learns Anywhere recommendations provide detailed examples of [instructional models and resources for elementary and secondary courses](#) and instructional resources for learner-centered, teacher-centered, and hybrid instructional models in each core discipline area.

## TEACHING AND LEARNING WITH PHYSICAL DISTANCING MEASURES

As students return to school for the 2020-2021 school year, school divisions may have students returning in reduced student capacity scenarios. These scenarios will include strict physical distancing based on CDC and VDH recommendations. These physically-distanced settings will require schools to adopt new instructional delivery models. In addition, some students will choose not to return to school physically, which will require remote learning approaches.

School divisions will need to prepare for various instructional delivery methods including:

- Traditional Instruction - face-to-face;
- Remote Instruction - online learning, student packets, pre-loaded computers and/or thumb drives; and
- Hybrid Instruction - both face-to-face and remote learning.

Schools may need to transition from one method to another throughout the year.

Learning management systems (LMS) are necessary to support the entire range of teaching and learning - from traditional to remote and/or a hybrid of both. Teaching using hybrid instruction may be considered one type of blended learning.

## UNDERSTANDING BLENDED LEARNING

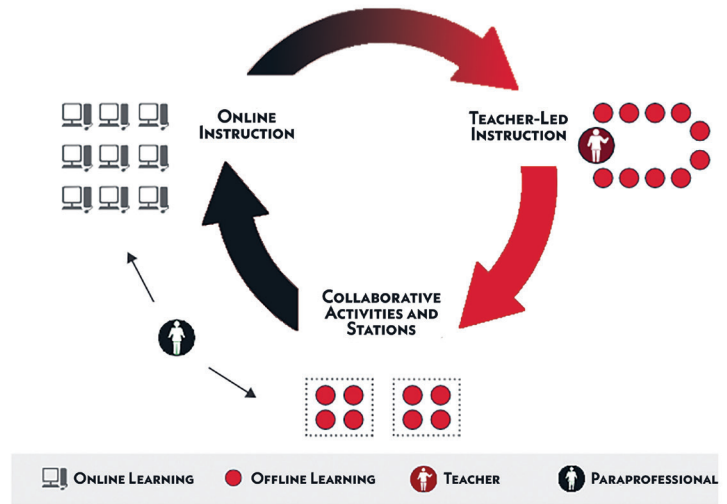
### Definition

Blended learning combines face-to-face learning supported by meaningful, online learning. The online portion typically utilizes a LMS to direct instruction.

# COMMON MODELS FOR BLENDED LEARNING

## STATION/LAB ROTATIONS

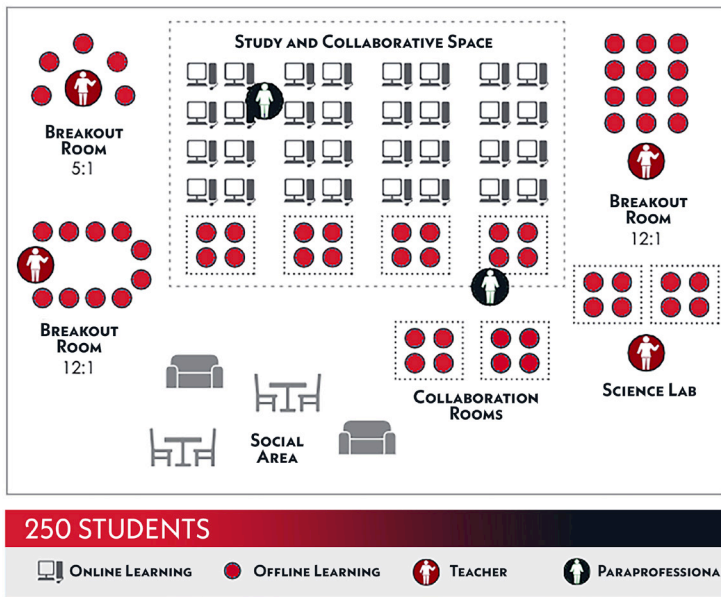
Students rotate through a teacher-led station, collaborative work, and independent online instruction within a class period. The online station may be in a computer lab or in a classroom utilizing one-to-one devices, or a bank of devices, where students complete assignments or instructional explorations at their own pace.



Used with permission from the [Christensen Institute](#).  
 Staker, H., & Horn, M. B. (2012). [Classifying K-12 blended learning](#). Christensen Institute.

## FLEX MODEL

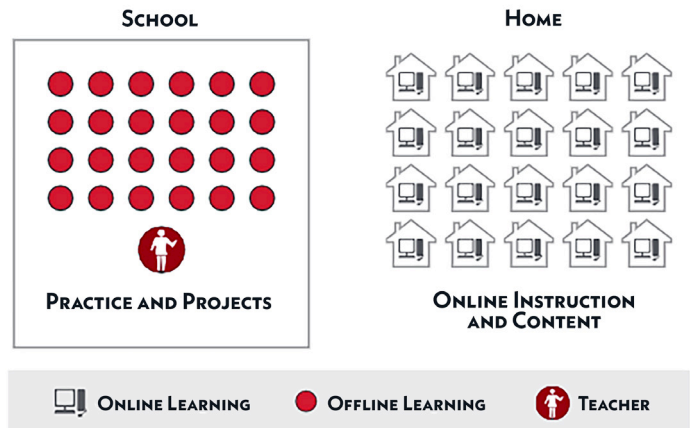
A 'Flex' model uses a LMS to deliver instructional content and activities. Student learning can be completed at their own pace and choice in online activities allows for differentiation. Student learning is supported by face-to-face instruction that is varied based on data. Teachers use flexible grouping to provide differentiated activities.



Used with permission from the [Christensen Institute](#).  
 Staker, H., & Horn, M. B. (2012). [Classifying K-12 blended learning](#). Christensen Institute.

## FLIPPED CLASSROOM

In 'Flipped' classrooms, students use online instructional resources that have been assigned through a LMS. Teachers support online learning with face-to-face instruction. The face-to-face time is structured to include activities, practice with feedback, and collaborative tasks/projects.



Used with permission from the [Christensen Institute](#).  
 Staker, H., & Horn, M. B. (2012). [Classifying K-12 blended learning](#). Christensen Institute.

## THE ROLE OF THE TEACHER IN BLENDED LEARNING

In blended learning settings, teachers begin by examining curricular goals and identify desired student outcomes. Teachers leverage technology to provide online instructional activities and resources to engage students. Teachers identify what instructional activities, supports, and enrichment are appropriate for the face-to-face setting versus what content and learning activities are best completed online. Typically, face-to-face interactions with students should focus on teaching content that might be more challenging to present in a digital environment, reteaching content, enrichment activities, and activities that require access to physical equipment or resources.

It is a common and effective practice in blended learning to provide students with weekly or biweekly sets of assignments and instructional resources such as videos and interactive activities delivered through a learning management system. These activities can support continuity of learning regardless of physical location. It is imperative for teachers to spend time helping students understand what is expected during their online learning from home and how to access the online resources.

Providing students with choice in learning resources and ways to demonstrate their understanding improves student engagement and assists them with determining the best way that they learn in a digital environment. In addition, learning remotely helps students develop independence and persistence.

Providing online formative assessments prior to classroom instruction is key to optimal use of face-to-face instructional time. Students should be provided communication tools to reach out with questions, and teachers should be provided with time to respond prior to face-to-face instructional time.

### Teaching and Learning with Reduced Daily Numbers of Students

When teaching in a reduced student capacity scenarios, the teacher may only see students up to a few times per week. The teacher will have to rely on instructional activities and online applications delivered through a LMS for the majority of instruction, as is commonly found in flipped classrooms. Face-to-face instructional time should be used to provide big-picture overviews and connections. The limited face-to-face instructional time should not be focused on answering questions. Teachers are encouraged not to attempt to deliver a week's worth of content in one class interaction with students. As the number of face-to-face instructional time increases, teachers should provide time for collaboration adhering to physical distancing requirements and community building.

Seeing students multiple times during the week provides for the ability to split students into smaller groups and provide differentiated instruction, based on instructional data and through formative assessment. As students adjust to this instructional model, class time may be used to deliver instruction to develop knowledge and understanding that is difficult to convey through online learning or to access necessary physical equipment or resources. Students should be provided communication tools to reach out with questions, and teachers should be provided with time to respond prior to face-to-face instructional time.

## SUPPORTING BLENDED LEARNING WITH DIFFERENTIATED, SMALL GROUP INSTRUCTION

Traditional building spaces can be used to support blended learning with differentiated, small group instruction. The keys to space utilization to support blended learning include identifying areas:

- In which teachers can provide small group, differentiated instruction;
- Where groups of students can work independently on assigned coursework; and

Where groups of students can work collaboratively.

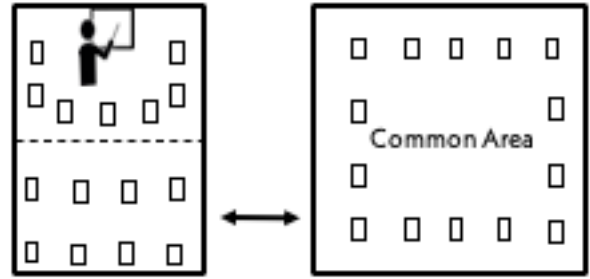
In addition to identification of space, consideration will need to be given to student behavior expectations when working independently and collaboratively and processes for collaborative area use. Depending on physical distancing requirements and recommendations, common areas, hallways, and libraries/media centers may be used to support smaller classroom capacity requirements, and collaborative and/or independent work.

## CONSIDERATIONS FOR IMPLEMENTATION OF BLENDED LEARNING

### Processes, Procedures, and Expectations

As your staff becomes more focused on providing differentiated, small group instruction that allows for independent and collaborative student work, school administrators and teachers will need to develop detailed processes, procedures, and expectations for students working independently or in a collaborative setting. Use of collaboration areas can be challenging to monitor.

Reduced Student Loads - small group instruction with others working independently



While small group instruction is occurring, students from multiple classrooms could work independently in their own classroom or in a common area

## COMMUNICATION

The importance of communication between students and teachers is paramount to the academic success of students. Students working independently or remotely will need the ability to communicate directly with teachers. The most effective way to establish these communication lines is via email, electronic request form, online help forum, or communication through the LMS. Schools should develop a system for consistent communication to students and parents. To support all learners, teachers should consider providing both written and video communication.

### Professional Development

- Teachers
  - Understanding a blended learning model
  - Using a LMS - building courses (different approaches to course organization); sources of quality instructional resources including videos and interactive activities; copyright awareness; collaboration features
  - Understanding processes, procedures, and expectations for working independently or in collaborative settings
  - Identifying methods of communication between teachers and students
  - Creating teacher-created instructional videos
  - Using data to organize flexible groups and identify instructional needs
- Students
  - Understanding a blended learning model
  - Using a LMS - accessing and navigating courses, uploading assignments, using task lists/ calendars, and grades
  - Understanding processes, procedures, and expectations for working independently at school or from home or in collaborative settings
  - Requesting help or communicating with teachers, when working independently at school or from home
  - Structuring a remote learning environment to support learning
- Parents/Guardians
  - Understanding a blended learning model
  - Using a LMS - accessing and navigating courses, assignments, task lists and/or calendars, grades
  - Supporting students with learning from home (space set-up, time management, scheduling work time)

### Blended Learning Model Images

[Staker, H., & Horn, M. B. \(2012\). \*Classifying K-12 blended learning\*. Christensen Institute.](#)

## KEY CONSIDERATIONS FOR YOUNG LEARNERS (PRESCHOOL – GRADE 3)

Throughout a child's early years, adults play a major role in his or her physical, social-emotional, and cognitive development. To maximize learning using a hybrid model for instruction the following strategies should be considered when using different delivery methods:

- **Face-to-Face Instruction**

- Plan for intentional opportunities to build adult/child relationships and foster meaningful back-and-forth conversations around important concepts.
- Help children develop self-regulation and persistence by scaffolding various hands-on activities.
- Introduce children to new academic concepts and provide many opportunities for guided practice.
- Assess children’s background knowledge and skill levels during discovery learning activities and individualize instruction accordingly.
- Address any learning gaps or deficits in reading, writing, or mathematical concepts.
- **Online or Learning Packet Instruction**
  - Individualize online instruction and learning packets aligned to children’s learning needs.
  - Reinforce concepts taught during face-to-face instruction.
  - Provide many opportunities for independent practice of concepts.
  - Design learning activities that provide for student’s voice and choice (e.g., choice boards, tiered assignments/activities).

## RESOURCES TO CONSIDER

- [Improving Adult-Child Interactions in Preschool](#)

## GUIDANCE FOR TEACHING ELECTIVE COURSES THROUGH REMOTE INSTRUCTION

Decisions about elective course offerings are determined at the local division level and must adhere to requirements in the Standards of Accreditation (SOA) and Standards of Quality for Virginia Public Schools. There are no plans to waive requirements for any instructional program, including electives, specials and resource classes, required in the SOA. The Governor, in conjunction with the Virginia Department of Health (VDH) will issue health and safety requirements and guidance for Virginia public schools for the 2020-2021 school year. Once the Governor’s guidelines and requirements are released, both core and elective courses may need to evaluate and adjust curriculum in order to meet the guidelines.

It is the VDOE’s position that divisions should ensure continuity of learning in core and elective classes whether students are instructed remotely, face-to-face, or with a hybrid approach. Elective courses in Virginia are important to the overall goals and mission for public education in Virginia and for the realization of the Profile of a Virginia Graduate. Elective courses can have an important role in promoting and maintaining student mental and physical wellness, as well as allowing students to continue preparing for workplace, college, and career goals. The VDOE staff can assist local divisions in developing solutions for challenges associated with Virginia’s plan for reopening schools.

## APPENDIX

Additional supports for courses in fine arts, health and physical education, world languages, and career and technical education are available in appendices accessible by the following links:

- [Remote Learning Support for Fine Arts Educators](#)
- [Remote Learning Support for Healthful Living](#)
- [Remote Learning Support for World Language Educators](#)
- [Remote Learning Support for Career and Technical Education Educators](#)

## KEY CONSIDERATIONS FOR ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND DUAL ENROLLMENT COURSES

School divisions should work with the sponsoring organization or college to determine the parameters for offering courses in instructional settings, which may vary based on health and safety recommendations.

## ASSESSING AND MONITORING

One of the hallmarks of masterful teaching is the use of assessment for learning. Teachers should be in the practice of frequently using formative assessments to monitor students’ learning and adjusting their instruction accordingly. Summative assessments should be given when students are demonstrating proficiency in skills to be assessed, and assessments should allow students agency in how they demonstrate skills. Project-based learning and performance-based assessments provide students greater leverage in demonstrating what they know, as opposed to traditional rote memorization and/or multiple-choice exams. Below are some examples of ways to assess and monitor students.

- Weekly assignments, projects, and video check-ins during periods of distance learning are all **methods to assess learning**. Asynchronous assignments give students choice in when and where they complete their learning.
- Conducting **synchronous learning sessions, in coordination with asynchronous assignments**, during periods of distance learning allows teachers to conduct direct instruction and/or to hold discussions and to ask and answer student questions to assess for learning.
- It is helpful for students and families if teachers/school divisions utilize just one instructional delivery platform to **make student learning and assessment of/for learning more efficient**.
- Review student work with a formative lens and provide feedback to students. **Teacher feedback to students is powerful**. Hattie identified the effect size of teacher feedback as 0.701 (Hattie, 2017), which is very strong. Feedback can be provided through a variety of means including:
  - Computer-based and web-based assessments (games, simulations, computer adaptive assessments);
  - Creative assessments (flip boards, blogs, vlogs, collage sketches, performances);
  - Discussion groups;
  - Exit slips;
  - Forms;
  - Group assessments;
  - Journal reflections;
  - Meaningful writing assignments;
  - Open-ended questions that allow students to think critically and write;
  - Peer-to-peer feedback;
  - Performance-based assessments;
  - Portfolio feedback
  - Rubric-based assessments;
  - Sentence stem-based assessments;
  - Virtual presentations and demonstrations; and
  - Virtual whiteboards.
- Develop and implement **equitable learning measures**
  - Diagnostic assessment should be given in the beginning of the year to determine students' individual needs.
  - Assessment for learning should be utilized daily (increase use of formative assessments).
  - Descriptive feedback related to academic skills should be prioritized over traditional grades.
  - Individual growth-measurements for students, rather than standardized achievement benchmarks, should be prioritized.
- Utilize **performance-based assessments** rather than standardized achievement benchmarks.

## REFLECTING AND ADDRESSING STUDENT NEEDS

At the end of any unit, whether in a brick or mortar school or during remote learning, teachers should reflect on what went well and what might need to be revisited or modified to improve student achievement and retention. Teachers may also find that they need additional professional development in targeted areas to better meet the needs of their students.

## EQUITABLE SUPPORTS FOR STUDENTS

### IDENTIFYING VULNERABLE STUDENTS

Schools should be taking a proactive approach to identify and prioritize acceleration needs for learning due to the COVID-19 school closure. Effective schools will support their stakeholders as they work together to navigate new territories, formats, and systems of learning to provide students with a meaningful education that prepares them for a successful future. As such, schools must adjust supports to meet the needs of identified groups of vulnerable learners, focusing on equity and quality over quantity and the status quo prior to school closures. Recognizing that traditional bell-to-bell teaching is no longer feasible in distance learning environments that may extend into the fall, schools need to maximize contact, communication, and instruction in a way that does what is best for students.

Vulnerable students in particular may experience more drastic declines in their motivation, connection to school, and



self-efficacy, compared to their peers. Educators should be prepared for the possibility that the students who benefit the most from the structures and support from schools may feel abandoned and not see the benefits anymore. An opportunity from this crisis is the opportunity to reimagine school for true equity; to implement innovative and best educational practices that build students' identities, agency, and Virginia's 5 C skills, as described in the [Virginia Learns Anywhere document](#) (page 23).

### **What are the various populations of students who will need targeted attention throughout all phases of reopening, as they may be the most impacted by the extended school closures?**

- Early learners, English Learners, students experiencing homelessness, students from low socio-economic backgrounds, students with disabilities, and students who may require additional support in the area of social/emotional development and supports
- Students experiencing food, housing, or healthcare insecurity
- Students under state care, including foster care, detention facilities, and hospitals
- Students eligible to receive Therapeutic Day Treatment Services
- Students with auditory or visual impairments and sensory disabilities
- Students experiencing trauma as a result of COVID-19, including those who have been personally impacted by personal or family illness, family death, or job loss
- Academically vulnerable students, including students that need additional support to reach the academic standards necessary for promotion to the next grade level or graduation
- Students with a previous history of inconsistent attendance
- Students in transitional years of their education (transitioning to middle or high school).
- First-generation college-bound students, including those participating in AVID and other programs that promote equitable access to rigorous coursework
- Students with medical conditions
- Students 18 years of age and older
- Accelerated and gifted students

### **KEY CONSIDERATIONS FOR SCHOOL DIVISIONS**

- Establish **measurable goals and monitoring systems** for student access and engagement.
- Establish **measurable goals and monitoring systems** for students' social-emotional and academic learning.
- Develop a **data analysis plan** to determine periodic progress toward the goals.
- Plan and ensure that **IEP services** are reflective of the school's new general education plan/schedule.
  - Consider Specially-Designed Instruction (SDI) plans (e.g., specific to virtual learning, meet virtually with case managers, sharing screenshots, students/families need to know that the virtual supports are there).
- Develop a protocol/checklist to use for Language Instruction Educational Program (LIEP) services, based on WIDA standards and proficiency level descriptors and performance definitions, for **English Learners** (per civil rights guidelines), curriculum, and focus on language development rubrics, using content as a means for practicing and using academic English.
- Conduct ongoing needs assessments reflective of all stakeholders

### **KEY CONSIDERATIONS FOR TEACHERS**

- **Identify individual students** within classes who may need extra resources and targeted supports, in addition to the identified groups above.
- **Collaborate with school counselors** to quickly support the expressed needs of vulnerable students as they arise or are discovered.
- Implement **instruction consistent with IEPs/504 plans**.
- **Differentiate instruction and materials** for a variety of proficiency levels of ELs.
- Connect with [Training and Technical Assistance Centers \(TTACs\)](#), which offer regional support to school divisions and teachers for students with disabilities.
- Refer to the [Virginia Tiered Systems of Support COVID-19 update](#) to inform revisions to curriculum and instructional practice.

## VIRTUAL SUPPORTS FOR STUDENTS WITH DISABILITIES

Schools should offer the same level of services to students with disabilities that they are providing to other children. If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of a free and appropriate public education (FAPE). According to a Fact Sheet entitled "[Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#)" published by the U.S. Department of Education's Office for Civil Rights, "Accessible technology may afford students, including students with disabilities, an opportunity to have access to high-quality educational instruction during an extended school closure, especially when continuing education must be provided through distance learning."

School divisions should ask themselves a series of questions to identify the need and scope of virtual supports for students with disabilities. Are students with disabilities able to acquire the same information, engage in the same interactions, and enjoy the same services in an equally effective integrated manner and with substantially equivalent ease of use as a learner without a disability? Are the curriculum and instruction programs available to every learner, including specially-designed instruction materials? Are the curriculum and instruction programs accessible to every student? Can every student use the curriculum and instruction programs? For example, how can students receive information from a device, interact with, and express or provide input into a product or a device (i.e., speech to text, keyboard options, etc.)?

School leadership/recovery teams should also consider the impact of this work on their faculty and staff and the support needed to ensure effectiveness and efficiency. Specific concerns include: how to train teachers, paraprofessionals, and related service providers in creating and obtaining accessible materials (WCAG2.0); needed technological resources for educators/staff and students/families; division contact information; which additional areas teachers will need to address (social/emotional, academic); which staff have/do not have access to WiFi; and how the school division can support WiFi in certain regions/neighborhoods (i.e., busses with WiFi hotspots). Many factors can also affect the division's plan in responding to the areas of need. Areas that should be considered are: access to technology, access to assistive technology, and the changing role of Assistive Technology (AT) in various environments including students' homes.

The [World Wide Web Consortium's Web Accessibility Initiative](#) developed a model with four components for educators to consider when planning for virtual instruction. The "POUR" model describes considerations for establishing and maintaining a virtual educational environment that is Perceivable, Operable, Understandable, and Robust (refer to AEM/CAST web site in the Resources section for additional information).

- PERCEIVABLE - School leaders should consider options that diverse students with special needs use, such as tactile (refreshable Braille), tablet (to change text size), screen (audio text), smart phone (alternative and spoken aloud)
- OPERABLE - Materials and programs, including teacher made documents, should have a table of contents, which helps students navigate books, worksheets, etc. Alternate input peripherals such as switches and voice recognition may be needed by students with physical disabilities.
- UNDERSTANDABLE - Language translation software options should be considered for English learners and students that use visual communication (i.e., sign language, cued speech interpreters).
- ROBUST - The curriculum and instruction programs, including specially-designed instruction, should work on a variety of platforms and with assistive technologies.

Accessible instructional materials (AIM) are printed textbooks and educational materials that are converted to alternate formats, such as Braille, large print, electronic text, and audio recordings, which are requested by a local school division for use by students with disabilities in the classroom. These materials include core instructional materials: textbooks, trade books, reading interventions, test preparation materials, worksheets, etc., in accessible formats. Under the Individuals with Disabilities Education Act (IDEA), all states are required to adopt and use the National Instructional Materials Accessibility Standard (NIMAS) when producing accessible instructional materials for students who are blind or who have other print disabilities. NIMAS is a technical standard used by publishers to produce source files that may be used to develop multiple specialized formats for instructional use. While IDEA requires all state educational

agencies (SEAs) to adopt NIMAS, SEAs and local education agencies (LEAs) may choose whether to coordinate with the [National Instructional Materials Access Center \(NIMAC\)](#), a national repository.

A valuable resource to supporting virtual supports for students with disabilities is the [Accessible Instructional Materials \(AIM-VA\)](#) center. AIM-VA is a service of the Virginia Department of Education (VDOE) through a grant to The Kellar Institute for Human Disabilities at George Mason University. AIM-VA provides accessible instructional materials to Virginia K-12 students who have an Individualized Education Program (IEP). AIM-VA is able to accept any curriculum-based material submitted in electronic form and paper formats. This can assist schools in providing materials in an accessible format so eligible students can independently complete work assigned by their teachers on Chromebooks, iPads, and computers. The Department for the Blind and Vision Impaired (DBVI) continues to provide Braille formats of needed hard copy and curriculum-based materials for eligible students ordered through the [AIM-VA Ordering Portal](#).

### Resources

- [Distance Learning Support for Virginia Schools](#)- Accessible Instructional Materials (AIM-VA). AIM-VA provides accessible instructional materials to Virginia K-12 students who have an Individualized Education Program (IEP).
  - [Support Library](#) - The AIM-VA Support Library provides its users with information and support for using and integrating Accessible Instructional Materials (AIM).
  - [COVID-19 Support Resources](#)
    - Chrome and Chromebook accessibility trainings
    - Continuity of Learning support materials
  - [Accessibility Features of Common Programs and Platforms](#)
  - [AEM: Resources for Access and Distance Education](#) Includes information about creating accessible documents, slides, and videos.
  - Training and Technical Assistance Centers (TTAC) Online <http://ttaonline.org/>
  - [Instructional Resources Supporting Students with Disabilities](#) – This repository of resources has been compiled to support Virginia school divisions as they endeavor to meet the continuing learning needs of their students with disabilities during the COVID-19 school closures.
- [SETT Framework](#) - Returning to school will present another transition for students who may have difficulty adjusting to change. The SETT Framework is a way to consider assistive technology by discussing the **S**tudent, **E**nvironment, **T**ask, and **T**ools. In many ways, when schools reopen, there will be changes in each of these areas. The SETT Framework can help identify these changes and guide teams in identifying solutions
- [Guidelines for School Division Transfer of Assistive Technology Devices](#) (PDF) – includes frequently asked questions and sample forms.
  - [Guidance on the Transfer of Assistive Technology](#) (M4V) – [Video transcript](#) (PDF)
- Captioning Programs (e.g., [Streamer](#)) provide options for closed captioning and open captioning across multiple platforms (e.g., Zoom) during meetings, online instruction and videos
- American Sign Language (ASL) interpreting services can be embedded into live online instruction, meetings and videos through multiple platforms (e.g., Zoom) [Remember Accessibility in the Rush to Online Instruction: 10 Tips for Educators](#)
- [How to Host Effective and Accessible Online Meetings with Deaf Participants](#)
- Early Intervention to Preschool: Supporting the Transition from Part C to Part B for Young Learners during COVID-19

## ENGLISH LEARNER CURRICULUM REVISION CONSIDERATIONS

English Learners (ELs) at any linguistic level can develop important language skills within face-to-face and virtual classes, as well as through offline means of calls and paper materials. Strategies to help English Learners and their families engage in and benefit from remote learning are included in many sections of this document.

Teachers who support English Learners are often given the opportunity to educate ELs who have had interruptions in their education, or lack of access to consistent, formal educational experiences. Therefore, the circumstances surrounding “Return to School” are not entirely unfamiliar. The same strategies recommended for ELs who are newcomers coming with beginning levels of literacy in English and their primary language are appropriate and supportive of any student who now has experienced an extended school interruption.

Instruction for English Language Development, delivered by Language Instruction Educational Program (LIEP)

teachers/EL Specialists within an ESL/ELD dedicated time/block, face-to-face, online or offline, should:

Integrate [WIDA's ELD Standards](#);

Incorporate four language domains: Speaking, Listening, Reading, and Writing;

Use a variety of content topics and themes from across all disciplines (Fine Arts, Language Arts, History/Social Sciences, Mathematics, Science) to explicitly teach academic language and discourse/communication; and

Articulate language objectives focused on language functions and features of the content topic and skill.

Language Instruction promotes competencies within Virginia's 5 C's. Language and cognition are intertwined and necessary for cross-cultural communication and collaboration. By focusing curriculum on language connected to specific analytical and thinking processes, divisions/schools/teachers can help students build cognitive skills as they build language skills.

While divisions have the autonomy to create curriculum and instructional materials that meet the needs of their local context, the VDOE EL Instruction Program recommends a genre and key uses of academic language-organized curriculum framework like the one below:

### **Unit 1: Language to Narrate and Describe**

Sub-units: Sequencing, Describing in detail

Lesson Topic Examples: Self (Identity) and Community; Cultural stories, historical events, figures, literature, or art from home country

### **Unit 2: Language to Inform and Explain**

Sub-Units: Comparing/Classifying, Identifying Causes/Effects

Lesson Topic Examples: Career paths, science in everyday life, country features and common practices, works of art

### **Unit 3: Language to Argue and Persuade**

Sub-Units: Justifying, Comparing Perspectives

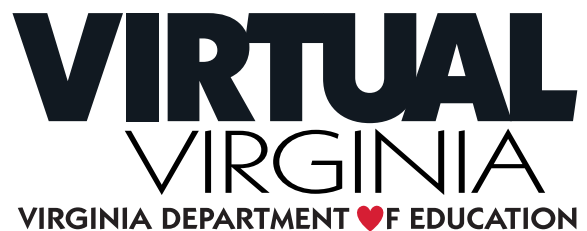
Lesson Topic Examples: Community engagement, stances on current events, ways to solve real-world problems

## **VIRTUAL VIRGINIA OUTREACH PROGRAM**

The Virginia Department of Education's Virtual Virginia Program (VVA) offers **online courses, professional learning opportunities, and digital content** to schools, students, and educators across the Commonwealth.

A core service of Virtual Virginia, [The VVA Outreach Program](#), is designed to assist Virginia public school divisions, teachers, and students by providing access to **instructional resources** via the Virtual Virginia learning management system **at no cost**. The VVA Outreach Program is available to support all Virginia public school divisions with content, resources, and the online learning environment.

Currently high school content is available to public school divisions through the Outreach Program, and elementary and middle school learning modules are also now available. All Virginia public K-12 educators have the ability to use online resources with their students through the VVA LMS at no cost to the school division.



### **Virtual Virginia can provide:**

- A solution to provide scaled online content delivery to a school division's students, by a school division's teachers
- A Learning Management System (LMS) platform
- Onboarding - schools, teachers, and students
- Content - High school (currently) and K-8 Expansion (May 2020 and beyond)
- Support - Tiered to support administrators, school counselors, educators, students and parents/guardians

### **Participating divisions benefits include:**

- K-12 Learning Modules including fully-developed lessons and a selection of teacher-graded assignments

- Local teacher autonomy to use, modify, and develop modules from the provided learning resources to address missing content or provide new instruction
- Local school teachers are enrolled in a statewide Professional Learning Network of Virginia educators, and may participate in workshops and statewide training

## DIGITAL LEARNING

### SETTING UP A DIGITAL LEARNING PROGRAM

Does your division have the capability to equitably educate all students while they are learning remotely from home during school closures? How far has your digital learning program evolved since the COVID-19 pandemic began? Have you stood up the appropriate technologies and are you prepared to provide continuity of learning to students if closures or intermittent closures persist in the months ahead?

In March 2020, Virginia’s Continuity of Learning Committee (C4L) provided guidance and considerations for establishing a digital learning plan. [Appendix E on pages 46 and 47](#) of the C4L document includes very specific considerations in the areas of:

1. Equity
2. Computing devices and considerations when issuing to students
3. Communication about your digital learning plan
4. Use of digital resources
5. Student privacy
6. Online Learning Environments
7. Expectations

The C4L guidance regarding digital learning and technology can be found here:

<http://www.doe.virginia.gov/instruction/c4l/virginia-learns-anywhere.pdf>

Additionally, state education agencies (SEAs) are sharing guidance documents across the country in order to support one another, while maximizing resources and not recreating the wheel whenever possible. Thankfully, our good friends at the Mississippi Department of Education produced a comprehensive checklist and guiding questions document that all school divisions throughout the country can use to assess and stand up exemplary digital learning programs. The VDOE has thoroughly reviewed Mississippi’s “Digital Learning District Guidance” document and believes it is a tremendous resource and a step-by-step guide to establishing an exemplary digital learning plan. While a one size fits all approach is never possible when it comes to technology integration, it is suggested that all divisions have their technology and instructional teams review this document to determine their capacity for digital learning and any additional technology needs they may have in the weeks and months ahead.

The following four steps are recommended to help school divisions assess where they are as well as how to ask the right questions, develop a plan, budget, and evaluate how the digital learning plan is working.

1. Digital Learning Capacity - Use these tools to determine, on a scale of 1-5, how close your division is to a 5, which exemplifies an exemplary digital learning plan.
2. Digital Learning Guiding Questions - These questions will help divisions know which questions to ask to develop a comprehensive digital learning plan.
3. Digital Learning Next Steps and Supports - This section will help divisions develop/enhance a digital learning plan.
4. Digital Learning and Budget Questionnaire Form - This section will assist divisions in building a budget and prioritizing key components that act as building blocks for digital learning.

Access the Mississippi Department of Education’s “Digital Learning District Guidance” for a comprehensive and strategic approach to standing up an exemplary digital learning plan using the following tool:

[https://mdek12.org/sites/default/files/documents/digital\\_learning\\_district\\_guidance.pdf](https://mdek12.org/sites/default/files/documents/digital_learning_district_guidance.pdf)

## COMPUTING DEVICES AND INTERNET

It has been well documented that one of the greatest challenges to implementing exemplary continuity of learning plans during school closures has been a lack of computing devices and Internet connection for certain students and staff. This is not a new phenomenon. School divisions have been dealing with this problem for years, which has frequently been referred to as the “homework gap.” This problem is no longer just about equity for students when doing homework, but it is affecting tens of thousands of children throughout Virginia in their ability to connect to the school and learn while school is closed for long periods of time. While the enormity of this challenge differs from division to division, it has limited every school division in its ability to implement an exemplary digital learning plan for ALL students.

The Virginia Department of Education (VDOE) is working on two fronts to overcome this significant issue.

1. The first is coordinating efforts with the State’s Chief Broadband Advisor to understand and explore long-term solutions to this problem. It is well understood that the only real solution to the “Internet for ALL” problem is to ensure the remaining 300,000 businesses and residences in Virginia without high speed Internet access are connected through modern infrastructure improvements. The Commonwealth has a plan to work with local communities to connect all Virginians to the Internet over the next five years. That work and plan can be found at <https://www.commonwealthconnect.virginia.gov/>. The VDOE will continue to coordinate and advocate for the most expedient plan to permanently connect all homes to high speed Internet.
2. The most immediate work being done by the VDOE is to coordinate efforts with local school divisions to gather data and develop a plan to connect as many students with devices and an Internet connection as possible during school closures. This plan so far has included a statewide data collection to assess the enormity of the problem, as well as webinars, guidance documents, and examples of home grown, movable WiFi solutions being deployed across the state.

There are generally three reasons why a student or staff member cannot connect to the Internet: lack of a computing device (iPad, Chromebook, laptop, etc.), lack of Internet due to expense, and/or lack of Internet due to infrastructure (networking, fiber, strong cellular service, etc.). The following are action steps that the VDOE and school divisions should be taking to mitigate the above constraints:

1. The VDOE will be employing consulting services for school divisions to use to help coordinate an “Internet for All” plan in their division. A strategic, realistic plan to connect as many students and staff as possible to the Internet is crucial in moving toward an exemplary digital learning plan. These consultants will also assist the VDOE in understanding the complexity of the “Internet for All” problem throughout the state so resources can be effectively allocated. More information will be shared with school division superintendents as the VDOE expects these services to be available for school divisions beginning in July 2020.
2. In an effort to assist local school divisions in providing students with computing devices and personal and portable community hotspot capabilities as well as training on how to use them, the VDOE is recommending that CARES ACT funds be used in grants to all 132 school divisions for these purposes. A grant application will be provided in June 2020 that will allow grant funds to be used in coordination with local money/CARES Act funds to provide as many students with devices and an Internet connection as possible.
3. It is recommended that all school divisions have an understanding of every student’s access to a computing device and the Internet, as well as what technological infrastructure improvements are necessary to add more devices and network capacity within the school system.
4. School divisions should also inform all students about low cost/free Internet programs that are being offered for students through major Internet and mobile phone carriers.

## CYBER SECURITY

Cyber security requires everyone to participate and make informed decisions about information access, sharing, and retention. The state is stronger when everyone works together to protect students and technology environments from harmful activity. The beginning of the school year is always a good time to review and update the security of a school division’s technology environments. It is even more important than ever to review and strengthen cyber security programs now, as there are new and increased risks in our teleworking and remote learning environments.

- **Strength in Updated Software**
  - Allow Windows and web browsers to update your computer. Don't skip or delay installs and updates. If your school division manages patches and updates through central software, make sure that critical patches are pushed to devices as soon as possible.
- **Passwords and Authentication**
  - It is always a great time to change passwords if not already required to change them on a regular basis. Change your passwords for frequently used systems, services, and websites. Employ tricks such as passphrases to help remember passwords.
  - Be sure to choose a complex password containing both letters and numbers. Some systems may require special characters to be used.
  - Allow and encourage users to configure two-factor authentication such as a text message or email to verify identity.
- **Approved Software**
  - The IT team should publish a list of vetted, paid, and approved software titles as well as website resources.
  - Remind staff that only approved software should be installed on physical computers and only approved websites and services should be used with students.
  - Teachers should encourage students to be critical of websites and online services and not to share personal information with unknown vendors.
  - Teachers should discourage student sign up for websites that have not been locally vetted for student data privacy and basic cyber security precautions.
- **Email Scams and Phishing**
  - Teleworking across the nation has sparked a new wave of phishing, spam, and malicious emails and websites. Be critical of emails that create a sense of urgency, contain errors, or require you to verify information for services or systems that you don't recognize. When in doubt, delete the email.
  - Do not respond to emails that ask for personal information or make unbelievable claims.
- **Email Distribution**
  - Owners and managers of email distribution lists should take time to verify membership and roles for accuracy and account for staff movement between buildings and functions.
  - Send sensitive information only to school officials with legitimate educational interests as permitted by FERPA. It may be easier to email to the entire school or division, but sensitive information should be protected.
- **User Account Maintenance**
  - The IT team should take time to cull user accounts from major systems and directories. Users with no further need for access should be disabled or deleted as appropriate.
  - The IT team should audit user privileges and role-based security on major systems including financial and student information systems.

# PARENT & FAMILY RESOURCES

## VDOE COVID-19 PARENT HANDBOOK

The first priority for local school division consideration when returning to school following the COVID-19 school closure is to keep families and students safe. School divisions can do this by ensuring that parents have access to resources that will provide them the most up-to-date information on what the expectations are when schools are permitted to reopen. Families need to be able to clearly articulate to their child what is meant by physical distancing and the other guidelines that will be in place when schools reopen. Additionally, families need to know where they can find information as they seek out meaningful supports for their children. Local school divisions should ensure an environment exists that is positive, patient, and collaborative for all stakeholders and be compassionate in the understanding that everyone; administrators, teachers, staff, students, and families are going through this together. Virginia's public schools will need to ensure their communication with parents, families and caregivers regarding a return to the school building and classroom instruction is accurate and timely.

Children may be anxious and will look to adults for guidance on their concerns about COVID-19 and its impact on school closure and reopening. The [National Association of School Psychologists \(NASP\)](#) and the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#) provide helpful resources for parents on talking to their children about COVID-19. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety. Specific guidelines include:

- Maintain a normal routine to the extent possible.
- Discuss new practices with your child to include activities that improve emotional health such as taking walks, calling a friend, exploring online educational or cultural opportunities, or creating an art project.
- Practice and model basic hygiene and healthy lifestyle practices.
- Be honest and accurate while remaining calm, easing fears, and reassuring for your child.
- Limit exposure to news and media stories that may be upsetting.

The Centers for Disease Control and Prevention (CDC) offer additional tips for [managing stress and anxiety](#). Additional [coronavirus resources and tips for parents, children, and others](#) are available from Prevent Child Abuse America for staying connected, engaged as a family, and managing stress and anxiety.

## RESOURCES

The VDOE has developed numerous resources focused on supporting parents, families and caregivers during extended school closures as well as assisting in planning and preparing for a return to the classroom environment.

- The VDOE has created this guide to serve as a resource for parents, families and caregivers on a variety of topics related to COVID-19 and their students.
  - [COVID-19: A Parent Guide for School-Age Children](#)
  - [COVID-19: Una Guía para Padres de Niños en Edad Escolar](#)
- [What Families of Students with Disabilities Need to Know](#) (PDF) - This document shares tips and resources for families of students with disabilities and areas to consider when working with school teams.
- [COVID-19 Guidelines for Military Families](#) (Word) - This document was developed to assist school personnel on how to support military-connected students and their families during the pandemic.
- [Social Emotional Wellness Considerations for Parents and Caregivers](#) (PDF) - Quick reference resources for parents and families in supporting their own social emotional wellness.
- [COVID-19 - Family Resources](#) (PDF) - This document provides a "one-stop" resource for parents to access information by bringing all of the COVID-19 resources specific to parents together in one place. Parents will not have to navigate through multiple websites. Resources on the document include links to general information about COVID-19, frequently asked questions related to special education services, opportunities for training, informational resources related to social emotional/mental health, nutrition, managing behaviors at home, assisting your child with distance learning, etc. This document is housed on the VDOE COVID-19 webpage under the [COVID-19 Resources for Parents, Families & Caregivers](#) section.



# WAIVERS AND POLICY CHANGES

## GRADUATION REQUIREMENTS

Governor Northam's [Executive Order Fifty-One](#) (EO51), issued on March 12, 2020, declared a state of emergency in response to the COVID-19 pandemic and authorized heads of executive branch agencies to waive any state requirement or regulation on behalf of its regulatory board. [Chapter 1283](#) and [Chapter 1289](#) of the 2020 Acts of Assembly (or the Appropriation Act) gave the Superintendent of Public Instruction the additional authority to grant temporary flexibility or waivers for certain deadlines and requirements as provided in the [Title 22.1](#) of the *Code of Virginia* and Appropriation Act that cannot be met for fiscal year 2020 (school year 2019-2020) or fiscal year 2021 (school year 2020-2021) due to the state of emergency and subsequent school closures. With this authority, the Superintendent of Public Instruction provided a number of waivers and relief measures for state-level mandates that could not be resolved through existing pathways or flexibilities and where inaction would have caused irrevocable harm to students, families, and teachers.

An early and urgent concern when considering which waivers and relief measures to pursue was ensuring those students graduating with the 2019-2020 cohort were able to earn their diplomas. The Superintendent of Public Instruction waived any verified credit requirement, as set out in [8VAC20-131-50](#), that was a barrier to graduation for students who were enrolled in the Virginia public schools as well as the requirement to complete training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation (§ [22.1-253.13:4.D.7](#)) and a virtual course (§ [22.1-253.13:4.D.9](#)). The Superintendent of Public Instruction also made modifications to the award of diploma seals for the 2019-2020 graduating class and worked with the Virginia Board of Education to provide flexibility for issuing standard units of credit for the spring 2020 term.

For students who were enrolled in high-school credit-bearing courses at the time of the closures but not graduating with the 2019-2020 cohort, the Superintendent of Public Instruction and Virginia Board of Education provided waivers and flexibility for the award of both standard and verified units of credit, including options for recovering instructional time and how locally-awarded verified credits could be earned. Additional guidance and resources on these items are provided in the Virginia Department of Education's [Guidance on Graduation Requirements, Awarding of Credits, and Continuity of Learning](#).

Other key waivers and relief measures were provided to parents, schools, and school divisions in order to remain compliant with other state-level mandates, addressing areas such as assessment requirements, accreditation, evidence of progress requirements for home instruction parents, reporting, and deadlines, among others. A full list of waivers and relief measures can be found on the [Virginia Department of Education's dedicated COVID-19 page](#).

## INSTRUCTIONAL PERSONNEL LICENSURE

Alongside public school students, teachers, other licensed personnel, and administrators were among those in the public school community to be significantly impacted by the COVID-19 pandemic. Both the extended school closures and general closures in the community limited teachers' and other licensed instructional personnel's ability to meet licensure requirements, such as testing and professional development requirements. The Superintendent of Public Instruction made immediate modifications to the educator preparation program requirements. Additional flexibility provided in [Chapter 1283](#) of the 2020 Acts of Assembly allowed the Superintendent of Public Instruction to waive the hands-on Cardiopulmonary Resuscitation (CPR) requirement for initial licensure and license renewal, extend for one year renewable licenses of individuals unable to meet renewal requirements, as well as offer a One-Year License to those individuals who were unable to meet certain requirements for full licensure due to the COVID-19 pandemic.

Beyond state-level waivers and relief measures, the Virginia Department of Education has also received a number of federal waivers from the U.S. Department of Education that provided flexibility in how federal funding was spent, state-level accountability measures, and the operation of School Nutrition Programs, including National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program. As School

Nutrition Programs will continue to evolve, additional waivers and flexibilities will be made available on the [Virginia Department of Education's page for school nutrition](#).

## PUBLIC MEETINGS DURING DECLARED STATE OF EMERGENCY

Budget amendments recommended by the Governor and approved by the General Assembly at the Reconvened Session provide authority, subject to specified conditions, for public bodies, including school boards, to conduct electronic meetings during a declared state of emergency when it is impracticable or unsafe to assemble a quorum in a single location. See [Item 4-0.01](#) of the 2020 Appropriation Act for all requirements. The budget language requires that the purpose of the meeting be to discuss or transact the business statutorily required or necessary to continue operations of the public and the discharge of its lawful purposes, duties, and responsibilities. The budget language further provides that, “[i]f the means of communication allows, [then public agencies shall] provide the public with an opportunity to comment.” Therefore, public bodies are required to take public comment if the communication platform supports public comment, even if no other law or policy requires public comment. Divisions should consult with school division counsel to review their local policies and to determine the implications of the budget language for regular meetings of the school board as well as other meetings and proceedings convened by the school board, including, but not limited to, student disciplinary proceedings and teacher grievance and licensure hearings.

## STATE ACCREDITATION

### ACCREDITATION FOR THE 2020-2021 ACADEMIC YEAR

On March 13, 2020, Governor Northam closed schools for a minimum of two weeks (March 16 until March 27). Subsequently, on March 23, 2020, he announced that all schools would cease in-person instruction for the remainder of the 2019-2020 academic year in order to mitigate the spread of the coronavirus.

Due to the impact of these closures, school accreditation for the 2020-2021 academic year based on data from 2019-2020 will be waived. The accreditation rating assigned to all public schools for 2020-2021 will be “Accreditation Waived.”

### RECOMMENDATIONS OF VIRGINIA'S ACCREDITATION TASK FORCE REGARDING SCHOOL ACCREDITATION IN THE 2021-2022 ACADEMIC YEAR

#### IMPACT OF SCHOOL CLOSURES ON 2021-2022 ACCREDITATION RATINGS

Since schools closed prior to the spring 2020 administration of the Standards of Learning (SOL) tests in reading and mathematics, there are no baseline data to compare to spring 2021 SOL test scores to measure student growth. The administration of the ACCESS for ELs test, used to measure the progress of English Learners (ELs) in learning English, was almost complete at the time of the school closures. Some school divisions had completed the administration of the ACCESS for ELs assessment to all students but others had not. Therefore, the availability of spring 2020 English language proficiency data for ELs varies across school divisions.

Because the accreditation ratings are based on a “combined rate” which includes student growth for those who continue to fail the SOL tests in reading and mathematics and the progress of English Learners in learning English, the lack of test data from spring 2020 impacts accreditation ratings for 2021-2022.

It should be noted that barring a federal waiver, VDOE expects all divisions to administer SOL assessments in the spring of 2021. This assessment will establish a baseline for growth measures in the 2022-2023 school year if accreditation is waived for the 2020-2021 year.

## CHARGE OF THE ACCREDITATION TASK FORCE

In April 2020, Dr. James Lane convened the Accreditation Task Force to recommend changes to the 2021-2022 accreditation calculations to mitigate the lack of assessment data from spring 2020. In particular, he asked the task force to consider how to account for the student growth in reading and mathematics and the EL progress components of the combined rate. The work of the Accreditation Task Force is intended to inform the recommendations of the larger Recovering School Task Force which is meeting concurrently.

## WORK OF THE ACCREDITATION TASK FORCE

The task force was led by three co-chairs: Dr. Rosa Atkins (Charlottesville City), Dr. Scott Brabrand (Fairfax County), and Dr. Alan Seibert (Salem City). The membership has representation from many stakeholder groups including: superintendents, the Virginia Board of Education, division level directors and coordinators, principals, teachers, and professional education organizations. [A full roster is in the Report in the Appendix.](#)

The Task Force met a number of times and explored seven potential solutions for accreditation in 2021-2022. These included:

1. Measure growth of non-consecutive years, 2019 to 2021.
2. Apply an adjustment for growth and EL progress to each school based on statewide trend data.
3. Apply an adjustment for growth and EL progress to each school based on individual school level trend data.
4. Use local assessments from commercially available tests to measure student growth.
5. Administer the SOL assessments in early fall 2020 as a baseline for growth in 2021-2022.
6. Waive accreditation ratings for the 2021-2022 accreditation year.
7. Calculate the combined rate for accreditation without student growth or EL progress calculations.

These options served as a starting point for the discussions. Task Force members were encouraged to offer additional options beyond the seven presented and members of the task force were sent a survey to gather reactions to these seven options.

The results of the survey were shared with the team as well as more detailed information around three of the options that received favorable comments on the survey. Two options, 1) using a rate for achievement that did not include growth or EL progress and 2) administering the SOL assessments in early fall 2020 as a baseline for growth in 2021-2022, were removed from consideration.

In discussing the options and refining its final report, task force members noted that, if accreditation ratings are calculated in 2021-2022, the role of the other indicators such as chronic absenteeism, the graduation and completion index, and the dropout rate will need to be determined. Based on the charge of the task force and the limited number of task force meetings held, specific recommendations for these indicators were not discussed. However, should accreditation not be waived again for 2021-2022, the task force recommends that it be reconvened to address the additional indicators.

## RECOMMENDATIONS FOR 2021-2022 ACCREDITATION RATINGS

Considering the need to focus on the well-being of students and staff in 2020-2021, the task force's primary recommendation is that accreditation be waived for the 2021-2022 academic year, whether or not schools are able to offer in-person instruction to all students. The considerations behind this recommendation is outlined in greater depth in their full report. Additionally, the task force outlined a number of alternative options based on a range of potential instructional settings for students during the upcoming school year. These are outlined in more detail in the full report. The task force recommends that divisions maintain a primary emphasis on the social-emotional well-being for all students and staff. Schools should consider implementing strategies to encourage engagement, create a sense of routine in a potentially new atmosphere, and develop or create a sense of connectedness between students and their learning.

The task force also noted the need to assist school divisions that may not have assessment tools to inform individual student growth in reading and mathematics to acquire and use student growth measures. Criteria for recommending/ selecting these measures should be their ability to reveal learning gaps before new instruction occurs. Finally, they recommended that resources be provided to school divisions to identify potential learning gaps as part of

new instruction. To accomplish this, the Department could engage experienced teachers to identify prerequisite skills needed for the successful mastery of new content and recommend formative assessment strategies and tools. The VDOE would provide professional development opportunities to teachers on the proper use of these strategies and tools. The use of such informal assessments would allow a focus on moving forward to the next level of instruction as it occurs rather than focusing on the identification of all missed content at the beginning of the 2020-2021 academic year.

## **NEXT STEPS AND FUTURE CONSIDERATIONS**

The recommendations of the Virginia Accreditation Task Force are now under consideration by state policy makers as they work towards a final determination. At this point in time, VDOE anticipates that strong consideration will be given to waiving accreditation for 2021-2022 based on student data from 2020-2021. Information about a final decision will be forthcoming.

It should be noted that barring a federal waiver, VDOE expects all divisions to administer SOL assessments in the spring of 2021. This assessment will establish a baseline for growth measures in the 2022-2023 school year accreditation.

Additionally, in the course of the task force's discussions about the scope of accreditation for the 2021-2022 school year, some items arose that may inform long-term accreditation changes in Virginia. The task force chairs are compiling those secondary considerations and will issue a follow up letter outlining those issues for state policy makers.

# APPENDIX

## FOREWORD

[Virginia's COVID-19 Education Response and Recovery Work Group](#)  
[VDOE Continuity for Learning Task Force Report](#)  
[VDOE Return to School Timeline Advisory Panel Report](#)  
[VDOE Accreditation Task Force Report](#)  
[VDOE Return to School Recovery Task Force Report](#)  
[Task Force, Work Group, and Advisory Group Members](#)

## VDOE QUICK LINKS

[COVID-19 and Virginia Public Schools Homepage](#)  
[Frequently Asked Questions related to COVID-19](#)  
[Virginia Learns Anywhere - Continuity of Learning Report and Recommendations](#)  
[Guidance on Graduation Requirements, Awarding of Credits, and Continuity of Learning](#)  
[Special Education and Student Services Frequently Asked Questions](#)  
[COVID-19 Parent Guide](#)  
[Social Emotional Quick Guides – for Parents and Caregivers, Military Connected Learners, and Early Learners](#)  
[Joint Guidance on Emergency Child Care during School Closures](#)  
[State Regulatory and Statutory Waivers and Relief Measures in Effect](#)  
[Information on the Coronavirus Aid, Relief and Economic Security \(CARES\) Act](#)  
[VDOE Staff Contacts by Division](#)  
[VDOE Staff Contacts - Alphabetical](#)

## OTHER USEFUL LINKS

[Virginia Department of Health \(VDH\) COVID-19 Web Page for Schools, Workplaces & Community Locations](#)  
[VDH Interim Guidance on Screening, Monitoring and Testing Employees Returning to Work: Non-Essential Workforce](#)  
[Centers for Disease Control \(CDC\) Opening Schools Decision Tree](#)  
[CDC Guidance for Schools](#)  
[CDC Printable Signs and Resources](#)

## CENTERING EQUITY

[Return to School Planning Equity Audit](#)

## PHASED REOPENING OF VIRGINIA'S SCHOOLS

[Phase Guidance for Virginia's preK-12 Schools](#)

# INSTRUCTION

## REMOTE LEARNING SUPPORT FOR FINE ARTS EDUCATORS

During times where remote learning may be required in order to provide continuity of learning, fine arts courses can adjust and adapt curriculum to be delivered online. The following websites and recommendations may assist fine arts educators in delivering their programs more effectively.

### HELPFUL RESOURCES

- The VDOE's [Distance Learning Webinar](#) provides support for teachers to move instruction online.
- [Virginia Learns Anywhere](#) contains resources from Virginia's Continuity of Learning Task force and includes specific considerations and resources for elementary and secondary fine arts programs.
- National Art Education Association (NAEA) - [Position Statement on Distance Learning](#)
- NAEA - [Remote Learning Toolkit](#)
- National Association for Music Education (NAfME) - [Virtual Learning Resources](#)
- Arts for Learning Virginia - [Take 10 Video clips](#)
- Educational Theatre Association (EdTA) - [Distance Learning Resources](#)
- National Dance Educators Association (NDEO) - [Resources for Teaching Dance Online](#)

### REMOTE LEARNING CONSIDERATIONS FOR FINE ARTS

#### All Fine Arts

- Distance learning for arts classes can focus on essential knowledge related to the 2020 [Fine Arts Standards of Learning](#), including:
  - **Creative Process** - Students can create, devise, script, improvise, compose, or arrange. Students can be guided through a process to draft, refine, share ideas, and document their work to demonstrate growth and learning.
  - **Critical Thinking and Communication** - Students can learn to describe, analyze, interpret, and evaluate visual and performing arts. Students learn essential elements of the artform, as well as vocabulary.
  - **History, Culture, and Citizenship** - Students explore historical and cultural connections of fine arts, as well as how the arts are part of life and community events.
  - **Innovation in the Arts** - Students view and explore ways that artists are innovating art forms with and without technology. Students explore and demonstrate connections between fine arts disciplines and other fields of knowledge.
- **Pacing guides** - Teachers can maintain a pacing guide for the year's instruction to stay organized amidst changing learning environments.
- **Lesson planning for changing learning environments** - Plan for the possibility that modes of instruction such as remote, hybrid, and face-to-face could switch at intervals throughout a week or the year. Consider which learning targets have the best chance of success in remote learning environments and plan accordingly.
- **Project-based Learning (PBL)** - Students can have the opportunity to build and create a student-focused project that includes a peer and adult review, revision, and feedback loop. Virtual learning can allow the inclusion of more people than just their teacher or class.
- **Diversity** - When using video clips, audio sources, and visuals, ensure that diversity is represented.

#### Dance

- **Minimize safety risks** - Having students practice at home can pose safety risks as the teacher is not there to make corrections and adjustments to poses.
- **Provide at-home adaptations** - Show students how they can work at home, for example, using a chair as a ballet barre.
- **Keep practice journals** - Students may have limited ability to provide video of dance practices and routines. A practice log can be kept to demonstrate growth and learning during at-home practice sessions, and to communicate progress and challenges with the teacher.

## Music

- **Empower student creativity, voice, and choice** - Students can be guided to arrange, compose, and improvise music.
- **Keep practice logs** - Give students opportunities to document and share their practice sessions. Provide specific examples and questions to guide their thinking, such as:
  - What specific skill were you focused on during your practice session?
  - How does a musician, dancer, or performer get better at this skill?
  - What strategies will you take to practice?
  - Then, reflect on the session by explaining what went well and what didn't go well. What questions do you have, or what particular skills could you use assistance with?
- **Maintain a Listening Log** - Have students keep a record of the music they listen to or sing each day, including the title, artist and other information about the recording. Depending on level, students can:
  - Respond to the music with written statements describing musical aspects such as tempo, meter, instrumentation, etc.
  - Respond with a description of the way the music makes them feel.
  - Draw a picture or create movement to interpret their response to the music.
  - Create engaging virtual lessons focusing on performance skills that can be practiced at home.

## Theatre

- **Keep students active and creative** - Distance learning activities can encourage students to create, interact, perform, and respond.
- **Work within copyright requirements for viewing and performing** - Attain necessary rights when streaming performances.
- **Video lessons** - Teachers can create short video lessons on techniques that can be practiced at home.

## Visual Arts

- **Guide students through creative processes** - Beyond providing choice boards, teachers can guide students through steps for brainstorming, planning, creating, and sharing their ideas and artwork.
- **Video demonstrations** - Show students visual art skills using short video clips. Research shows that video clips should be kept under 6 minutes for optimal learning. Break long demonstrations down into a series of shorter videos.
- **Art Analysis** - Show students how to analyze an artwork that they choose from a digital collection, such as the Virginia Museum of Fine Arts, in ways such as:
  - Facilitate a process where students describe, analyze, interpret, and evaluate aspects of the work.
  - Ask students to reflect on and justify their personal opinions of the work, and to respectfully listen to/respond to the diverse opinions of others.
  - Ask students to pick out and explain relevant vocabulary terms related to the work.
  - Complete a "See/Think/Wonder" chart individually or as a class. This allows students to think deeply and notice details that they may have missed at first.

# REMOTE LEARNING SUPPORT FOR WORLD LANGUAGE EDUCATORS

World language learning prepares students to use their language and literacy skills to communicate with intercultural and global competence within our local and global communities. World language learners use their language and cultural knowledge to:

- Understand authentic spoken, printed, or visual communication, information or entertainment
- Engage in communication with others about information, ideas, feelings or opinions
- Share information and ideas to explain, persuade, or impact outcomes
- Investigate and interact across cultures to build understanding and relationships
- Engage with others to improve conditions in our local and global communities

## WORLD LANGUAGE STANDARDS

- [Virginia Standards of Learning for World Languages](#)

- [ACTFL World Readiness Standards for Learning Languages Video](#)

## HELPFUL RESOURCES

- [Virginia Learns Anywhere, World Language Instructional Models](#)
- The VDOE's [Distance Learning Webinar](#) provides support for teachers to move to instruction online.
- [Supporting World Language Learning for Students with Disabilities](#)
- [National Network for Early Language Learning Resources for Home Learning](#) (NNELL)
- [National Council of State Supervisors for Languages COVID-19 Resources](#) (NCSSFL)
- [LinguaFolio Can Do Statements and Evidence of Progress Toward Language Proficiency](#)
  - LinguaFolio® Online is FREE to Virginia teachers and students
  - [Virginia LinguaFolio® Website](#)
  - Online [PDF tutorials](#)

## CONSIDERATIONS FOR REMOTE LEARNING

- **Backwards Planning** – Focus on building towards communication and literacy goals. Use the [Standards of Learning](#) to guide instruction and [progression charts](#) to stay organized amidst changing learning environments.
- **Lesson planning for changing learning environments** - Plan for the possibility that modes of instruction such as remote, hybrid, and face-to-face could switch at intervals throughout a week or the year. Consider which learning targets have the best chance of success in remote learning environments and plan accordingly.
- **Project-based Learning (PBL)** - Students can have the opportunity to build and create a student-focused project that includes a peer and adult review, revision, and feedback loop. Virtual learning can allow the inclusion of more people than just their teacher or class.
- **Diversity** - When using video clips, audio sources, and visuals, ensure that diversity is represented.

## SUPPORTING ALL LANGUAGE LEARNERS

- Use Can-Do statements and performance targets to support continuity of language learning in remote learning environments. Keep in mind the performance abilities and proficiency expectations that determine what students will be able to do with the language as they progress.
- Focus on building communication and literacy skills. Encourage risk-taking with the language by recognizing that errors in grammar and syntax are a sign of learning progress.
- Use a language learning portfolio system to help document student progress towards meeting proficiency targets. [Virginia LinguaFolio® Online](#) is correlated to the Virginia World Language SOL and teachers can create customized Can-Do statements to match local curriculum themes and topics.
- Provide multiple examples of audio and/or video recordings using comprehensible input for students to hear/view. Ensure students have significant time with input before moving to language production tasks. Vary the length and complexity of recordings to match content and proficiency targets.

## SUPPORTING LEARNERS IN LEVELS I AND II

Learners in Level I and II classes typically function in the novice-mid to novice-high proficiency range. Novice-level language learners comprehend and communicate basic information about familiar topics and daily life using practiced words, phrases and simple sentences. They can:

- Identify information from things they read, listen to, or view
- Exchange information, ideas, and feelings with others
- Present information, descriptions, ideas, and preferences with a purpose

Novice-level language learners need:

- A strong focus on comprehensible input
- Multiple repetitions spaced over time
- Activities that build basic vocabulary and lead to real-world tasks

Some sample novice-level remote-learning tasks might include:

- Students make a map of their neighborhood or city, label places of interest and write or state three places they like and what they do there.



- Students create a children’s book about five countries in the world with images and captions describing their languages, people, famous landmarks, and more.
- Students make a vocabulary journal of feelings using language and visual images/art from around the world to illustrate how the emotion feels.
- Students choose a social or global issue and make a public service announcement with a slogan and action items.

## SUPPORTING LEARNERS IN LEVELS III AND IV

Learners in Level III and IV classes typically function in the intermediate-low to intermediate-mid proficiency range. They will often exhibit characteristics of higher proficiency levels during performance tasks on practiced topics and in familiar contexts. Intermediate-level language learners communicate main ideas related to familiar topics using a series of sentences, simple paragraphs, and questions to manage interactions and tasks from daily life. They can:

- Demonstrate understanding of big ideas and related information from things they read, listen to, or view
- Engage with others to request and provide information, ideas, and preferences to meet needs, provide advice, and share opinions
- Present information, descriptions, ideas, and preferences with a purpose

Intermediate-level language learners need:

- Opportunities to explore and take risks with the language
- Continued comprehensible input with repetitions spaced over time
- Encouragement to engage in unrehearsed conversations that require negotiation of meaning

Some sample intermediate-level remote-learning tasks might include:

- Students research and draft an itinerary for a five-day trip to a country in which the target language is spoken.
- Students research and create an infographic describing how the target language is used in Virginia and the United States.
- Students create a mini-lesson in the language for viewers.
- Students create a list of feelings or emotions accompanied by what they do when they feel that way and add images or drawings to illustrate their approach to expressing or releasing emotions. When I feel (sad) I (listen to music).
- Students choose a social or global issue to research and summarize their learning on a poster with facts, resources and ideas.

## SUPPORTING ADVANCED-LEVEL LANGUAGE LEARNERS

Students in programs with long sequences of study, who participated in elementary dual language/ immersion programs, or who are heritage language learners can often reach an advanced level of proficiency by the end of their high school course of studies. Advanced learners communicate to inquire, describe, discuss, and reflect on topics of interest using extended language with connections to past, present, and future contexts. Advanced-level language learners can:

- Understand main ideas and analyze related information from diverse topics of interest based on what they read, listen to, or view
- Sustain discussion to exchange, support and debate ideas related to social issues and other topics of interest
- Make presentations to inform, describe, persuade, or entertain

Advanced-level language learners need:

- Opportunities to explore complex topics in areas of interest to the learner.
- Gap analysis and targeted instruction. Heritage learners and fluent speakers will often have gaps in literacy and in academic language.

Some sample advanced-level remote-learning tasks might include:

- Students create a travelers' guide to foods, dining, and food culture in their community for speakers of the target language.
- Students interview others about what they do to express or manage emotional tides and present their findings along with their analysis, conclusions, and recommendations.
- Students choose a social or global issue to research and present a speech (in-person or video-recording) with their findings and proposal for personal and community action.

## REMOTE LEARNING SUPPORT FOR CAREER AND TECHNICAL EDUCATORS

During times where remote learning may be required in order to provide continuity of learning, Career and Technical Education (CTE) courses can adjust and adapt curriculum to be delivered online. It is recommended to flip the classroom as much as possible to maximize face-to-face time. A **blended learning** or blended course takes the “best of both worlds” by combining the best of face-to-face learning with the best of online learning. Technology may better facilitate some types of learning, and class time can be shortened and/or used for activities that better lend themselves to face-to-face interaction. An integrated course model accommodates a wider range of learning styles by offering flexibility, more options for learning, and integration of learning activities that lead to deeper learning.

## HELPFUL RESOURCES

- The VDOE's [Distance Learning Webinar](#) provides support for teachers moving instruction online.
- [Virginia Learns Anywhere](#) provides resources from Virginia's Continuity of Learning Task force and includes specific considerations and resources for career and technical education.
- ACTE - [Distance Learning Resources](#)
- AdvanceCTE - [Distance Learning in Rural Communities](#)

## REMOTE LEARNING CONSIDERATIONS FOR CTE

### [All CTE Program Areas](#)

Distance learning for CTE classes can focus on essential knowledge related to the specific course competencies. Sample teaching strategies and activities include:

- **Flipping the Classroom** - Flipping the classroom (also known as “inverting” a classroom) is a “pedagogy-first” approach to teaching in which course materials are introduced outside of class, and in-class time is re-purposed for inquiry, application, and assessment in order to better meet the needs of individual learners. Course materials might include readings, pre-recorded video lectures or research assignments. In-class activities might involve helping students work through course material individually and in groups, among other active learning strategies for students to gain practice applying knowledge gained prior to class.
  - The main goal in flipping a class is to cultivate more deeply [engaged learning experiences](#) for students when the instructor is present to coach and guide them. Emphasis is on higher-order thinking skills and application to complex problems.
- **Pacing guides** - Teachers can maintain a pacing guide for the year's instruction to stay organized amidst changing learning environments.
- **Lesson planning for changing learning environments** - Plan for the possibility that modes of instruction such as remote, hybrid, and face-to-face could switch at intervals throughout a week or the year. Consider which learning targets have the best chance of success in remote learning environments and plan accordingly.
- **Project-based Learning (PBL)** - Students can have the opportunity to build and create a student-focused project that includes a peer and adult review, revision, and feedback loop. Virtual learning can allow the inclusion of more people than just their teacher or class.
- **Diversity** - When using video clips, audio sources, and visuals, ensure that diversity is represented.
- **Keep students active and creative** - Distance learning activities can encourage students to create, interact, perform, and respond.
- **Video lessons** - Teachers can create short video lessons on techniques that can be practiced at home.
- **Guide students through creative processes** - Beyond providing choice boards, guide students through steps for brainstorming, planning, creating, and sharing their ideas and artworks.
- **Video demonstrations** - Show students visual art skills using short video clips. Research shows that video clips

should be kept under 6 minutes for optimal learning. Break long demonstrations down into a series of shorter videos.

## Specific Ideas by Career Cluster

### **AGRICULTURE, FOOD & NATURAL RESOURCES**

Digital lesson content, computer simulations, audio recordings, online discussion questions, online research, watching instructional videos, listening to podcasts, digital assessments, development apps, coding assignments, web conferences, chat sessions, online group discussions, blogs, digital portfolios, digital submission of assignments, learning management systems

### **ARCHITECTURE & CONSTRUCTION**

Online animation and simulation software, virtual job shadowing, Construction Industry OSHA 10- and 30-hour course ([CareerSafe](#)), safety and pollution prevention ([S/P2](#)) training, Workplace Readiness Skills credentialing, Career and Technical Student Organizations (CTSO) resources, webinars, scenarios, tutorials and seminars, and virtual mentorship opportunities

### **ARTS, A/V TECHNOLOGY & COMMUNICATIONS**

Online mail service for contact with students, apps, blogs, podcasts, webinars, online discussion forums, video clips, simulations, Career and Technical Student Organizations (CTSO) digital classroom resources, CTSO virtual competitions, virtual proctoring for credential testing, and rubrics for eLearning tool evaluation

### **BUSINESS MANAGEMENT & ADMINISTRATION**

Enhance networking and professional development through participation in virtual conferences and meetings; Workplace Readiness Skills tutorials (such as those available at [www.ctelearn.org/tutorials.php](http://www.ctelearn.org/tutorials.php); interactive virtual labs; alternative assessment; online simulations or scenarios; global collaborative projects; developing Workplace Readiness Skills through virtual Career and Technical Student Organizations (CTSO) activities; self-paced online courses and resources; using rubrics to enhance online learning; video clips and demonstrations; leadership enhancement through virtual leadership institute (funded in 2020 by Virginia FBLA Foundation); online proctoring for credentials; utilizing team workgroups for student and co-teaching using online discussion forums; blogs for sharing teacher resources and teaching tips, such as VBEA's Facebook Live Blog entitled "Business and Information Technology Resources and Collaboration"; virtual speakers bureau, such as that offered free through Junior Achievement of Central Virginia, to showcase a variety of industries and local professionals

### **EDUCATION & TRAINING**

Use [Bloom's Taxonomy – Learning In Action](#); create a bulletin board, posters, graphics using [Canva](#); incorporate credential requirements in instruction, such as [Education Childhood Education Assessment Bulletin](#) and [Education Fundamentals Assessment Bulletin](#); incorporate Career and Technical Student Organizations (CTSO) Resources such as [Competitive Events](#) and [Observations](#); assemble portfolios; use Process Skill Questions included in [VERSO](#) for each course competency; incorporate [rubrics](#), [scenarios](#), [simulation](#), [virtual field trips](#), [virtual tutoring resources](#), or [Work-Based Learning](#)

### **ENERGY**

Online animation and simulation software, virtual job shadowing, general Industry and construction industry OSHA 10- and 30-hour course ([CareerSafe](#)), Safety and Pollution Prevention ([S/P2](#)) Training, Workplace Readiness Skills credentialing, Career and Technical Student Organizations (CTSO) resources, webinars, scenarios, tutorials and seminars, virtual mentorship opportunities

### **FINANCE**

Free Stock Market instructional games; free online resources from numerous organizations, such as EverFi, Next Gen, Federal Reserve Banks, Virginia Credit Union, Junior Achievement; free ECONEDLink Membership to browse lessons, tools, and videos by grade level; online proctoring for credentials through Working in

Support of Education (W!se); utilizing instructional and student centered resources from [TeachingMoneyVA.org](http://TeachingMoneyVA.org), Workplace Readiness Skills tutorials (such as those available at [www.ctelearn.org/tutorials.php](http://www.ctelearn.org/tutorials.php)); Interactive Virtual Labs; alternative assessment; online simulations or scenarios (available free of charge from numerous banks and credit unions and the VDOE Curriculum Frameworks for scenarios); Global Collaborative Projects; developing Workplace Readiness Skills through virtual Career and Technical Student Organizations (CTSO) activities; developing Workplace Readiness Skills through virtually supervised work-based learning opportunities; self-paced online courses and resources; use rubrics to enhance online learning; online proctoring for credentials; utilize team workgroups for student and co-teaching using online discussion forums; blogs for sharing teacher resources and teaching tips, such as VBEA's Facebook Live Blog entitled "Business and Information Technology Resources and Collaboration"; Virtual Speakers Bureau, such as that offered free through Junior Achievement of Central Virginia, to showcase a variety of industries and local professionals

## **GOVERNMENT & PUBLIC ADMINISTRATION**

Digital lesson content; computer simulations; audio recordings; online discussion questions; online research; watching instructional videos; podcasts; digital assessments

## **HEALTH SCIENCE**

Virtual component of CPR training; online animation and simulation software; Workplace Readiness Skills credentialing; HOSA resources; webinars; scenarios; tutorials and seminars; virtual mentorship opportunities

## **HOSPITALITY AND TOURISM**

Online mail service for contact with students; apps; blogs; podcasts; webinars; Google Hangout for online discussion forums; video clips; simulations; Career and Technical Student Organizations (CTSO) digital classroom resources; CTSO virtual competitions; virtual proctoring for credential testing; rubrics for eLearning tool evaluation

## **HUMAN SERVICES**

Use [Bloom's Taxonomy – Learning In Action](#); create a bulletin board, posters, graphics using [Canva](#); incorporate credential requirements into instruction using [Nutrition, Food, and Wellness Assessment Bulletin](#); Career and Technical Student Organizations (CTSO) Resources for Family, Career, and Community Leaders of America (FCCLA): [National Programs](#) and [Competitive Events](#); portfolio; Process Skill Questions included in [VERSO](#) for each course competency; rubrics; scenarios; simulation; virtual industry tours; [Work-Based Learning](#)

## **INFORMATION TECHNOLOGY**

Online proctoring for credentials; Workplace Readiness Skills tutorials (such as those available at [www.ctelearn.org/tutorials.php](http://www.ctelearn.org/tutorials.php)); Interactive Virtual Labs; alternative assessment; online simulations or scenarios; Global Collaborative Projects; developing Workplace Readiness Skills through virtual Career and Technical Student Organizations (CTSO)-provided activities; developing Workplace Readiness Skills through virtually supervised Work-based Learning opportunities; self-paced online courses and resources; using rubrics to enhance online learning; video clips and demonstrations; utilizing teamwork groups for student and co-teaching using online discussion forums; blogs for sharing teacher resources and teaching tips, such as VBEA's Facebook Live Blog entitled "Business and Information Technology Resources and Collaboration"; virtual speakers bureau, such as that offered free through Junior Achievement of Central Virginia, to showcase a variety of industries and local professionals; enhance networking and professional development through participation in virtual conferences and meetings

## **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

Use [Bloom's Taxonomy – Learning In Action](#); incorporate credential requirements in instruction; Career and Technical Student Organizations (CTSO) Resources: [Skills USA](#); portfolio; Process Skill Questions included in [VERSO](#) for each course competency; rubrics; [scenarios](#); [simulation](#); [Work-Based Learning](#)

## **MANUFACTURING**

Online animation and simulation software; virtual job shadowing; General Industry OSHA 10- and 30-hour

course ([CareerSafe](#)); Safety and Pollution Prevention ([S/P2](#)) Training; Workplace readiness skills credentialing; Career and Technical Student Organizations (CTSO) resources; webinars; scenarios; tutorials and seminars; virtual mentorship opportunities

## **MARKETING**

Online mail service for contact with students; online discussion forums; video clips; simulations; Career and Technical Student Organizations (CTSO) digital classroom resources; CTSO virtual student competitions; virtual proctoring for credential testing; rubrics for eLearning tool evaluation

## **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**

Design briefs: engineering design notebook and design briefs using household items. Students with phone access could team with a few others to work on a project from a design brief, reverse engineer a product that they believe they can take apart and put back together. Give instructions to take photos as they go and carefully track parts as they take them out. Last out goes back in first. Online access: all should know a CAD program. Sources like AutoCAD free software for students and schools also have tutorials. Or the teacher can assign an object to be drawn and provide video lessons on the process, perhaps using Sketchup. After a lesson on certain aspects of the program, give them something they should be able to draw using the tools studied. An example is a series of lessons using the tools on a block. Then have them draw an airplane using the tools. Online Geospatial software is also available from ESRI with tutorials. Circuit simulation [software](#); science and mathematics simulations; free Game Design [Software](#). Age 13 and up: Technology Student Association (TSA) activities, and [VTTEA](#) online learning resources

## **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

Online animation and simulation software; virtual job shadowing, General Industry OSHA 10- and 30-hour course ([CareerSafe](#)); Safety and Pollution Prevention ([S/P2](#)) Training; Workplace Readiness Skills credentialing, Career and Technical Student Organizations (CTSO) resources; webinars, scenarios, tutorials and seminars, virtual mentorship opportunities

## DISTANCE-LEARNING LINKS FOR CTE EDUCATORS

- [Code.org](#) provides a K-12 Computer Science curriculum.
- [Girls Who Code](#) aims to support and increase the number of women in computer science by equipping young women with the necessary computing skills to pursue 21st century opportunities.
- [Kahoot](#) is a game-based learning platform where teachers can interact with students synchronously or students can play at their own pace to understand content knowledge.
- [Khan Academy](#) provides expert-created content resources to extend learning.
- [Live Binders](#) is a site where students can create portfolios and incorporate various materials within the portfolio.
- [Place-Based Education](#) (PBE) is anytime, anywhere learning that leverages the power of place, and not just the power of technology, to personalize learning.
- [Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.](#)
- [Scratch](#) is a free programming language and online community where you can create your own interactive stories, games, and animations. [Southern Regional Education Board](#) (SREB) includes virtual labs, simulations and interactive learning objects that allow STEM and CTE students to engage with and explore the world of science and technology in an online setting.
- Association for Career and Technical Education (ACTE) provides [CTE Distance Learning Lesson Plan Resources for Multiple Sectors](#).

## REMOTE LEARNING SUPPORT FOR HEALTH AND PHYSICAL EDUCATION

During times when remote learning may be required in order to provide continuity of learning, physical and health

education courses can adjust and adapt curriculum to be delivered online.

- The VDOE's [Distance Learning Webinar](#) provides support for teachers to move instruction online.
- [Virginia Learns Anywhere](#) contains resources from Virginia's Continuity of Learning Task force and includes specific considerations and resources for elementary and secondary fine arts programs.

## REMOTE-LEARNING CONSIDERATIONS FOR HEALTHFUL LIVING

### All Healthful Living

- Distance learning for healthful living content can focus on essential knowledge related to the [2020 Health Education](#) and the [2015 Physical Education](#) Standards of Learning:
  - **Comprehending Concepts:** Helping students comprehend key concepts related to health promotion, disease and injury prevention.
  - **Analyzing Influences:** Allowing students to analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
  - **Accessing Resources:** Allowing students to research, gather and assess health information, and develop support systems to take action on improving or maintaining their health.
  - **Interpersonal Communication:** Providing opportunities for students to learn and practice effective communication skills and develop a sense of belonging.
  - **Decision Making:** Providing activities to help students understand the decision-making process and how it can be applied to optimize performance and enhance health and safety.
  - **Goal Setting:** Allowing students to learn and assess their current behaviors and to identify things they want to change and set realistic, specific and measurable goals for improvement.
  - **Practice Health-Enhancing Behaviors:** Allowing students to apply the knowledge and skills they are learning and take action to establish healthy behaviors.
  - **Advocacy:** Providing opportunities for students to be advocates for personal, family and community health.
- **Pacing guides** - Teachers can maintain a pacing guide for the year's instruction to stay organized amidst changing learning environments.
- **Lesson planning for changing learning environments** - Plan for the possibility that modes of instruction such as remote, hybrid, and face-to-face could switch at intervals throughout a week or the year. Consider which learning targets have the best chance of success in remote learning environments and plan accordingly. Ensure all files, images and videos are accessible, and consider variations in student access to computers and stable internet service.
- **Diversity** - When using video clips, audio sources and visuals, ensure that diversity is represented.
- **Inclusion and equity** - Ensure all students develop a sense of belonging with opportunities to develop friendships. Be accessible to students with special needs. Have flexible policies, activities and assessments. Be identity-conscious and use equity-minded teaching, acknowledging students' vastly different experiences and social identities. Be proactive about supporting struggling students. Be relational by encouraging interpersonal relationships.

### Physical Education

Physical education is unique in that it focuses on learning about and learning through physical activity. It offers many opportunities for students to build positive interpersonal relationships, improve self-esteem, communicate effectively, set goals, apply strategies to enhance performance, exercise self-management skills, collaborate, and develop a sense of social responsibility. Virginia's Physical Education Standards of Learning are grouped into five overarching content strands: Motor Skill Development, Anatomical Basis of Movement, Fitness Planning, Social Development, and Energy Balance.

- **Minimize safety risks** - Having students practice at home can pose safety risks as the teacher is not there to

provide error-correction feedback. All physical activities must be age-appropriate and carefully selected to minimize the risk of injury.

- **Provide at-home adaptations** - Providing live or recorded video demonstrations on how to properly exercise at home using little to no equipment will enhance understanding. Videos will show how to adapt each exercise for maximum participation and safety of students (i.e., students can choose to perform a seated plank or full upright plank).
- **Focus on developing physically literate students** - Remote learning will emphasize increasing student knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

### Health Education

Virginia's Health Standards of Learning are designed to provide a core body of knowledge (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Competence, Violence Prevention, Community and Environmental Health), while also allowing flexibility for students to develop personal values and beliefs and shared positive group norms and for individual school communities to address local health issues and emerging health concerns.

- **Provide a personalized learning approach** -
  - Allow student "choice and voice" through a variety of assignment options that promote foundational skills like empathy, critical thinking and expression.
  - Incorporate self-reflection and goals setting.
  - Use digital content and tools in a purposeful way.
  - Involve students in grading conversations: students know exactly what they need to work on and what they are doing well.
- **Provide a Skills-Based Health curriculum** - Students will deepen their knowledge, attitudes and health skills by using a variety of web tools to apply their learning. For example, students may choose to create a podcast, blog, digital storybook, audio slides, infographic, sketch notes, or a public service announcement to demonstrate depth of knowledge and healthful living skills.

### DISTANCE-LEARNING LINKS FOR HEALTHFUL LIVING EDUCATORS

- National SHAPE America: [Guidelines for K-12 Online Physical Education](#)
- National SHAPE America: [Virtual Resources for Health and Physical Education](#)
- Centers of Disease Control: [Guidance for School Settings](#)
- CASEL CARES: SEL Resources: [https://casel.org/sp\\_faq/distance-learning/](https://casel.org/sp_faq/distance-learning/)

# RETURN TO SCHOOL RECOVERY TASK FORCE REPORT

## EXECUTIVE SUMMARY

### BACKGROUND:

As public school divisions begin planning for a return to brick and mortar schools, the Virginia Department of Education (VDOE) brought together a diverse group of school leaders and education stakeholders to provide areas of focus, key considerations and supports that may be needed by public schools in order to prepare for students and staff to safely return to school buildings. The Return to School Recovery Task Force (R2S Task Force) met over the course of a few weeks to develop essential questions, action items, and recommendations for school leaders to consider in the development of their return to school plans. The recommendations set forth in the R2S Task Force final report will be shared with key state policy makers, the State Superintendent of Public Instruction and with the Virginia Secretary of Education's Task Force.

The Task Force was divided into five sub committees as follows:

1. Return to School Equity Planning
2. Operations & Systems Recovery
3. Social Emotional Wellbeing
4. Academics
5. Staff Recruitment, Retention & Support

### R2S TASK FORCE LEADERSHIP:

*Dr. Scott Kizner, Superintendent, Stafford County Public Schools*  
*Mr. Rodney Robinson, Richmond City Public Schools, 2019 National Teacher of the Year*  
*Dr. Jeffery Smith, Superintendent, Hampton City Public Schools*  
*Dr. Samantha Hollins, Assistant Superintendent, Special Education & Student Services, VDOE*  
*Leah Walker, Director, Equity & Community Engagement, VDOE*

This summary report provides an overview of each of the five subcommittees' recommendations and the essential questions that informed their work.



## RETURN TO SCHOOL EQUITY PLANNING

### SUBCOMMITTEE CHAIRS

**MR. RODNEY ROBINSON**  
Richmond City Public Schools  
2019 National Teacher of the Year

**MS. LEONA SMITH**  
Director of Equity & Family Engagement in the Office of  
Professional Learning and Family Engagement,  
Fairfax County Public Schools

**MS. ROXANA BANDES MCCARTHY**  
Director of the Office of Equity and Accountability  
Stafford County Public Schools

**JENNÉ NURSE**  
Equity Coordinator  
Office of Equity & Community Engagement, VDOE

**LEAH WALKER**  
Director  
Equity & Community Engagement, VDOE

As planning begins for the reopening of schools, centering equity must be foundational to the development of a return to school plan. Inequitable access to technology, learning supports and resources will disproportionately impact many students, especially those who have historically been marginalized. The unprecedented nature of the COVID-19 pandemic affects all students, but will likely exacerbate already existing gaps in opportunity and achievement for historically underserved student groups. The impact of sustained learning loss during this period of school closures, combined with disparities in implementation of continuity of learning models, will have a lasting impact on our most vulnerable students. The recommendations outlined by this committee are meant to serve as a guide for practitioners to mitigate against these disparate impacts in the development of return to school plans. This moment provides opportunity for school and division leaders to thoughtfully re-design the public school experience to be one that increases opportunities for students and ameliorates the disparate impact of learning losses caused by this period of school closure.

The committee recommended four steps to ensure that equity is centered and that student are prioritized in return to school planning:

1. Form a diverse and representative return to learning team that includes specialized student group experts, community based partners, wrap around service providers, and representatives from state operated programs.
2. Evaluate existing data to identify students and student groups most vulnerable to learning loss disproportionality.
3. Design diagnostic systems to evaluate student learning growth for vulnerable students and establish accountability measures to monitor progress.
4. Prioritize the use of federal stimulus funds to address equity gaps.

To support the facilitation of equity minded decision making, the committee further recommended a list of guiding questions leaders should ask themselves to ensure that equity is centered in all return to school planning. These questions are grouped as “immediate” and “ongoing”. Immediate questions are those leaders should ask at the onset of planning, while ongoing questions should be considered at the beginning, during planning, and throughout implementation. The major distinction is that some aspects of planning can be completed in a single instance, while others, such as cultural competence, take time to develop and require ongoing attention and resources.

Immediate Essential Questions:	Ongoing Essential Questions:
<ul style="list-style-type: none"> <li>• Have we convened a representative and diverse planning team of subject matter experts, including students and included all diversely representative populations in planning, implementation, and monitoring of programs, policies, and procedures?</li> <li>• Is our planning team working with the various departments and wrap around organizations to ensure the immediate needs of students are met at onset and then on an ongoing basis?</li> <li>• Have we developed measurable goals in order to monitor progress that narrows gaps between the least and most advantaged children?</li> <li>• Have we provided professional learning opportunities for all staff on meeting Maslow's hierarchy of needs before we begin instruction?</li> <li>• Have we planned to support students and teachers in alternative settings (students under state supervision)?</li> <li>• Have we embedded social-emotional learning (SEL) in our plan?</li> <li>• Does our funding/resource/staffing models and allocations align with the needs of vulnerable student groups?</li> <li>• Have we identified internal and external barriers to student success by student group?</li> </ul>	<ul style="list-style-type: none"> <li>• Did we conduct a needs assessment of our stakeholders to include their needs in our planning?</li> <li>• Did we make assumptions about student groups in planning and if so, were they void of stereotypes?</li> <li>• Did we evaluate our plans to ensure that they do not perpetuate systemic inequities, discrimination, and/or lower expectations for particular student groups?</li> <li>• Have we planned to address the digital divide and mitigate the negative effects of lack of technology on students and families?</li> <li>• If choosing to include digital learning options, have we adequately supported and educated families on proper use?</li> <li>• Have we designed a plan in which it is evident that we see diversity as an asset? How? (think school culture)</li> <li>• Does our plan ensure that curriculum and instruction (including remote delivery) is culturally affirming? Do students see their culture reflected and celebrated in our instructional model?</li> <li>• Are culture and cultural competence principles embedded in the strategic planning, program design, and service delivery of your recovery plan?</li> <li>• Does our plan create a safe and supportive environment for all families? Have we evaluated what students consider safe and supportive looks like for them? How do we know?</li> <li>• Does our plan include high expectations for all students while providing proper scaffolds and supports?</li> <li>• Have you considered the digital literacy needs of families?</li> <li>• Are we being inclusive of the language, dialects, and literacy needs of all families?</li> <li>• Have we evaluated current grading expectations, practices and course placements?</li> </ul>

The full report also includes recommended action items to aid in the operationalization of division plans in ways that center equity in both access to opportunity and prioritize student social, emotional, and instructional support. The actions are separated into four categories according to the four aforementioned core steps. They, too, are categorized as immediate and ongoing actions. In this section, immediate actions are those that should be completed first in the spring and summer, while ongoing actions should be completed in the summer, fall, and into the school year as needed.

## OPERATIONS & SYSTEM RECOVERY

The work of the Operations Subcommittee of the Recovery Task force is intended to support and inform local school division superintendents and their teams in planning for the reopening of school in 2020-21. Local school divisions are encouraged to follow the guidance in this document, as well as guidance from national, state, and local health officials, as well as other state agencies in considering their reopening plans. The health and safety of all is paramount in local decision-making regarding the reopening of school.

**SUBCOMMITTEE CHAIRS**

**DR. JEREMY RALEY,**  
Superintendent  
Goochland County Public Schools

**DR. BEN KISER,**  
Executive Director  
Virginia Association of School Superintendents

**DR. MICHAEL THORNTON**  
Retired Division Superintendent

**CHRISTINA BERTA,**  
Assistant Superintendent  
Budget and Finance, VDOE

In addition to ensuring the health and safety of students, employees, and visitors by school divisions, the following core issues must be addressed by schools before making any operational decisions:

- Prior to opening schools for any option where students and staff will be in one physical location, it is imperative that clear guidelines on social distancing are established.
- There must be a sufficient supply of personal protective

- equipment (PPE), to include gloves, masks, gowns, and face shields both now and in the future.
- Schools' operational status will be influenced by sufficient current and future access to sanitation equipment and supplies.
- Issues related to access to broadband, funding support, and logistics must also be considered.

The format of this guidance consists of essential questions to be answered by local school divisions in the following major operational and system categories:

- Finance and Budget
- Health Services
- Technology
- Facilities
- Pupil Transportation
- Food Services
- Human Resources
- Athletics/Extracurricular Activities
- Communications
- Before and After School Programs

The guiding assumption is that local autonomy exists in all categories and that school divisions will have flexibility to respond to this guidance within the capacity and resources of the division. In all categories, decision-makers should ensure that their policies have been reviewed and are up to date to provide sufficient guidance during unforeseen future challenges. Clear practices related to social distancing and cleaning protocols must be established. The professional development of all employees related to the industry-based best practices for all employees will ensure that the safest and highest level of service is provided to school division stakeholders. Another key issue that must be addressed in each category is the need for ongoing and transparent communication to the entire school community.

A special thank you and appreciation is extended to all members of the operations subcommittee for their engagement, information sharing and development of guidance to support all Virginia public schools.

## SOCIAL EMOTIONAL WELL BEING

### SUBCOMMITTEE CHAIRS

**MR. DARRELL SAMPSON**

Director of K-12 School Counseling, Alexandria City Public Schools

**DR. MICHAEL D. LYONS**

Assistant Professor in Clinical and School Psychology, University of Virginia

**DR. SCOTT KIZNER**

Superintendent, Stafford County Public Schools

**MARIBEL SAIMRE**

Director, Student Services

COVID-19 has changed the landscape of schools and communities within the span of a few short months. Every student, every family, and every staff member have been impacted in some way. While much uncertainty remains regarding the return to school, we know that focusing on social-emotional wellness will be critical to re-engage students, rebuild relationships and school communities, and create equitable learning environments for all students.

The work of this committee focused on providing recommendations and resources related to the social-emotional wellbeing of three groups: Students, School Staff, and Families and Communities. These are inextricably linked to one another and addressing their collective needs are necessary to co-create learning environments where students can learn and thrive.

## STUDENT WELLBEING

Because of the universal and cumulative effects of the COVID-19 pandemic, it is imperative that schools plan for the social-emotional needs of all students. This will involve not only considering how to provide interventions for students with demonstrated higher levels of concern, but will entail providing services for every student. As such, it is recommended that plans for the reopening of schools include the following components:

- A dedicated time in each school’s master schedule for the delivery of social-emotional learning (SEL) curriculum and supports.
- A minimization to the extent possible of administrative duties assigned to school counselors, school psychologists, and school social workers. This will allow them to use more of their time in providing direct supports and services to students.
- Training for all school staff in the areas of mental health with a focus on the inclusion of trauma-informed strategies.

## SCHOOL STAFF

Supporting staff wellness is critical, not only as a result of the impact of COVID-19, but in achieving safe and supportive learning environments. A recovery plan that meets a range of professional and social-emotional needs will help school staff to be ready to return to teaching and promote the social-emotional wellbeing of their students. These key considerations are offered when planning for the social-emotional wellbeing of staff in the reopening of schools. These considerations focus on:

- Ensuring access to mental health support resources for all school staff. This includes those staff members that provide mental health supports and services to students as they bear heavy emotional responsibilities.
- Training for all school staff to prepare them to promote student social-emotional learning, implement self-care strategies, build strong relationships, and identify mental health concerns in their students and colleagues.
- Clear communication regarding plans and allowable flexibilities to address personal health and safety issues.

## FAMILIES AND COMMUNITIES

Engaging families and communities as partners is essential in providing safe and supportive learning environments that maximize the potential of all learners. Key considerations include:

- **Collaboration:** Strengthen existing, or develop new, relationships with families and community agencies. Community assets may shift as a consequence of the pandemic; working with other agencies to assess needs can reduce the burden on any single agency to address all wellbeing related concerns.
- **Communication:** Engage community agencies and families in two-way communication to give stakeholders an opportunity to provide input into the decision-making processes. In particular, consider how a communications strategy is inclusive of historically underrepresented or minoritized communities, to include languages spoken at home.
- **Diversity:** Consider how the consequences of the pandemic have differential effects on sub communities within the school or division. As a consequence, families and students may have different needs in order to support wellbeing. When supporting student wellbeing, consider what and how to also support the family.

## ACADEMICS

### SUBCOMMITTEE CHAIRS

DR. JEFFERY SMITH

Superintendent,  
Hampton City Public Schools

DR. TINKHANI WHITE,

Director of School Improvement,  
Chesterfield County Public Schools

DR. CHUCK WAGNER,

Assistant Superintendent for Instructional Services,  
Gloucester County Public Schools

MICHAEL BOLLING,

Assistant Superintendent  
Learning and Innovation, VDOE

DR. SAMANTHA HOLLINS

Assistant Superintendent  
Special Education and Student Services

The work of the Academics Subcommittee of the Recovery Task force is intended to support and inform local school division superintendents and their instructional leadership teams in planning for the reopening of school in 2020-2021. Local school divisions are encouraged to consider the guidance in this document, as well as guidance from national, state, and local resources, organizations and officials.

The recommendations provided in the document address four main areas:

- Division-Level Considerations
- Planning and Preparing for Instruction
- Teaching, Monitoring, and Reflecting
- Equitable Supports for Students

School divisions will need to plan and implement efficient and effective ways to determine learning gaps that have manifested and grown during the extended school closure, address learning gaps through revisions to curricula and pacing, and prepare teachers and students for various models of instructional delivery. The recommendations found in this section will assist in planning and implementing curriculum, instruction, and professional development in accordance with their unique reopening conditions.

School divisions will need to prepare for various instructional delivery methods including:

- Traditional Instruction - face-to-face;
- Remote Instruction - online learning, student packets, pre-loaded computers and/or thumb drives; and
- Hybrid Instruction - both face-to-face and remote learning.

As school divisions begin to explore options for traditional or remote learning, careful consideration should be made to provide equitable access and support for a variety of student learning needs. Care should be taken not to exacerbate existing gaps in student achievement. It is critically important that all educators are mindful of the needs of vulnerable student groups including early learners, English Learners, students experiencing homelessness, students from low socio-economic backgrounds, and students with disabilities. Achieving equity in remote learning requires leaders to be intentional about ensuring support for student populations that often already have reduced opportunities for academic success in our traditional in-person education model. As you review the recommendations and resources provided, please take care to keep equity at the forefront of your planning. Educators are equity champions in our communities, and we must ensure that the needs of ALL learners remain our priority during this time.

# STAFF SUPPORT, RETENTION & RECRUITMENT

## SUBCOMMITTEE CHAIRS

DR. CINDY REASONER

Director of Instruction and Human Resources  
Amelia County Public Schools

MS. SHERRY SAUNDERS,

Executive Director of Human Resources and Instruction  
Buckingham County Public Schools

TARA MCDANIEL

Director  
Teacher Education, VDOE

DR. DAVID MYERS

Assistant Superintendent  
Data, Research and Technology, VDOE

In an effort to support Virginia public schools upon the return to school, this committee addressed four overarching areas to address the needs of supporting, recruiting and retaining school staff. The Staff Support/ Retention/ Recruitment committee consisted of teachers, school and division leaders, parents, support staff, and other key stakeholders across Virginia. While this committee recognizes the burdens COVID-19 has placed on students, it has also placed many, if not more, of the same burdens on school staff. This committee researched and made recommendations for guiding questions and strategies to facilitate staff support, retention and recruitment.

## GUIDING QUESTIONS:

1. What are the best practices for hiring staff remotely?
2. What resources can we provide to staffers who may be struggling whether from depression, anxiety or loss of a loved one? How do we deploy trauma informed and mental health refresher training for staff?
3. What type of return to learning professional development should be considered/offered to teachers/school leaders?
4. How best might administrators facilitate communication with all employees to share information and maintain a sense of connection during school closures and all potential return to school options?

## RECOMMENDED STRATEGIES:

- Conduct virtual interviews, virtual mentoring plans, and bring community stakeholders into the mentoring relationship with new teachers.
- Onboard new teachers virtually, conduct a new employee needs assessment for working remotely, including new COVID hiring/teleworking policies and regulations.
- Plan virtual social interaction events for new teachers, including a virtual division Convocation, share weekly newsletters with critical communication and best practices.
- Plan for virtual PD, including how families might “meet teachers” in a virtual environment, develop guidelines on remote/distance learning regulations.
- Create safe and reliable environments where people who have experienced adversities and trauma feel supported, develop positive relationships, and have access to mental health supports they need.
- Establish a crisis response team, assess natural resources (personnel, existing partners) to determine internal and external supports.
- Create a list of outside providers and designate a mental health liaison (school based).
- Develop and staff a direct communication channel for district stakeholders to address mental health.
- Consider a procurement of additional mental health assessment services and acquire a mental health screener to establish ongoing screening/reporting protocols for mental health status.
- Include trainings on self-care, mindfulness, stress management, recognizing signs of potential mental health problems, social emotional challenges, and provide resources to assist.
- Assess technology needs of students and staff, assist teachers in learning to use remote learning platforms, identify where PD can be accessed to support teachers of students with special needs.
- Utilize Maslow’s Hierarchy of Needs and evaluate existing data to identify students most vulnerable to learning loss, design diagnostic systems to evaluate and monitor learning growth, consider utilizing Universal Design for Learning (UDL) to differentiate instruction, and create flexible instructional/planning schedules to support vertical instruction.

- Develop a strong communication plan that is regular and on-going, emulate in-person communication as much as possible and train staff on video conferencing.
- Include all employees in the communication plan and identify any employees that are not connecting through the established communication channels, provide individual support/and or accommodations for employees. Include an evaluation and self-reflection component.

# RETURN TO SCHOOL TASK FORCE MEMBERSHIP

Member		Title	School Division	Organizational Affiliation	Sub Committee
Robert	Arnold	Superintendent	Amherst County	Region V Superintendents	Academics
Roxana	Bandes M.	Director, Equity and Accountability	Stafford County Public Schools	VESA President, VAFEP board Member	Equity
Scott	Belako	Principal	Spotsylvania County Public Schools	VASCD	Academics
Gina	Bellamy	Coordinator of school health	Prince William County School	Virginia Assoc School Nurses	Staff Support
Sindy	Benevides	CEO	LULAC	LULAC	Equity
Derrick	Brown	Principal	Amherst County Public Schools	Amherst County High School	Equity
Andrew	Buchheit	Dr. Principal. President	Prince William County	Virginia Association of Elementary School Principals	Student Well Being
Kerry	Chilton	Attorney	N/A	disAbility Law Center of Virginia	Equity
Donna	Colombo	President	Loudoun County Public Schools	Virginia PTA	Student Well Being
Jelisa	Coltrane Wolfe	Executive Director of Student Services	Staunton	PK-12 public school.	Student Well Being
Casey	Conger	Principal	Virginia Beach City Public Schools	VAESP	Student Well Being
Steve	Constantino	Advisory member - Executive Professor	NA	The College of William & Mary	Academics
Jessica	Costa	EL Instruction Specialist	VDOE	VDOE	Academics
Grace	Creasey	Executive Director	n/a	Virginia Council for Private Education	Operations
Andrew	Daire	Dean	VCU School of Education	VCU School of Education	Student Well Being
Susan	Danielson	Principal	Prince William County	VAESP	Student Well Being
Pamela	Davis-Vaught	Principal and BOE member	Bristol Virginia	BOE	Staff Support
Yesenia	De La Cruz	Head Start Program Director	Roanoke	TAP	Staff Support
Sarah	Deel	Science Teacher	Smyth	Smyth County Public Schools	Academics
Blaire	Denson	Executive Director	NA	Virginia Partnership for Out-of-School Time (VPOST)	Operations
Judy	Diggs	Director, Equity and Diversity	Montgomery County Public Schools	Montgomery County Public Schools, VA	Student Well Being
Katrina	Dolak	School Psychologist	Newport News Public Schools	Virginia Academy of School Psychologists	Staff Support
Eric	Dragan	School Psychologist	Campbell County	NASP, VASP	Academics
Dr. James J.	Fedderman	Teacher	Accomack County	Virginia Education Association	Staff Support
Laura	Feichtinger McGrath	Director of English Learner Services	Harrisonburg City Public Schools	na	Student Well Being
Ta'Neshia	Ford	Principal	Richmond Public Schools	State Operated Programs	Equity
Kelly	Forsythe Acevedo	School Psychologist	Buckingham County Public Schools	Virginia Academy of School Psychologists	Student Well Being
Dan	Gecker	President	N/A	Virginia Board of Education	Operations
Adriane	Graham	Teacher-Coordinator	Newport News Public Schools	Virginia ACTE	Student Well Being
Amy	Griffin	Superintendent	Cumberland County Public Schools	Cumberland County Public Schools	Academics
Sidney	Gunter	Response to Intervention Coordinator	Richmond	RPS	Academics
Royal	Gurley	Assistant Superintendent	Dinwiddie County	Public School	Equity
Bernard	Hairston	Assistant Superintendent	Albemarle County	Yes	Academics
Grady	Hart	Community Partnerships Coordinator	Richmond Public Schools	RPS	Equity
Monica	Hatchett	Director of Communications	Henry County Public Schools	HCPS	Equity
Phillip	Hawkins Jr.	Teacher	Norfolk City Public Schools	Virginia Education Association	Equity
Christine	Hill	Associate. Supt.	Northampton	Central office	Equity
Joan	Hite	Director of Elementary Instruction	Mecklenburg	NA	Academics
Naila	Holmes	Human and Civil Rights Director	N/A	Virginia Education Association	Staff Support



Member		Title	School Division	Organizational Affiliation	Sub Committee
Michelle (Shelly)	Howell	Special Education Teacher	Mecklenburg County Public Schools	Teacher	Student Well Being
Denise	Huebner	Associate Superintendent for Special Education and Student Services	Prince William County Public Schools	Prince William County Schools	Student Well Being
Carolyn	Jackson	Supervisor, Office of Equity and Excellence	Arlington	APS	Equity
Kimberly	Jackson-Davis	Assistant Principal	APS	Washington Liberty	Operations
Hollie	Jennings	Supervisor of Discipline and Compliance	Amherst	NA	Student Well Being
Andrea	Johnson	Teacher/Department Chair	Salem Coty Schools	NBCT	Academics
Stacy	Johnson	Assistant Superintendent	King William	King William County Public Schools	Equity
Jeffrey	Johnson	Principal	Chesapeake	VASSP	Staff Support
Virginia	Justus	Special Education Teacher	Tazewell County	Richlands Middle school	Equity
Ben	Kiser	Executive Director		VASS	Operations
Scott	Kizner	TF Chair	Stafford County Public Schools	Superintendent	Student Well Being
Stephanie	Krauss	Advisory Member - Director Special Projects	NA	JFF	Equity
Amy	Lamb	Director of Instruction	Northumberland	Northumberland County Schools	Staff Support
Maria	Lawson-Davenport	Supervisor of Advanced Instruction	Suffolk Public Schools	N/A	Staff Support
Latasha	Lee	Teacher	Northumberland County	VEA	Staff Support
Gregory	Lyndaker	Teacher	Henrico County	Henrico High School	Staff Support
Michael	Lyons	Assistant Professor in Clinical and School Psychology	UVA	UVA	Student Well Being
Amy	Mallow	Teacher	Bedford County Public Schools	Elementary/2nd grade	Equity
Monica	Manns	Chief Equity and Diversity Officer	Henrico County Public Schools	HCPS	Student Well Being
Gennifer	Miller	Director of Childhood Learning	Bedford County Public Schools	Bedford County Public Schools	Academics
Brenda	Muse	Director of Curriculum & Instruction	Franklin County	School System	Academics
Tom	Nichols	Chief Academic Officer for High Schools	Stafford County Public Schools	NASSP, VASSP, VaLIN 2020 Cohort, VASCD	Equity
Keith	Perrigan	Superintendent	Bristol	Region VII	Operations
Debbie	Pfeiffer	Director, State Outreach Services	VA School for the Deaf and the Blind	VSDB	Staff Support
Sheli	Porter	Director of Secondary Teaching & Learning	Chesapeake Public Schools	Region 2 Equity Leadership Team, GWU	Student Well Being
Indira	Quarles	Principal Director, Elementary	Richmond City	Chief of Schools	Academics
Jeremy	Raley	Superintendent	Goochland		Operations
Rachel	Rasnake	Special Education and Student Services Coordinator	Charlottesville City Schools	None	Academics
Cynthia (Cindy)	Reasoner	Director of Instruction and HR	Amelia County Public Schools	VASCD	Staff Support
Caitlin	Reynal	Special education teacher	Chesterfield county	n/a	Student Well Being
Melvina	Robinson	CTE Coordinator	Middlesex County Public Schools	VA ACTE	Equity
Rodney	Robinson	TF Chair	Richmond City	NTOY	Equity
Jennifer	Rodgers	Teacher	Loudoun	Jennifer Rodgers/Dominion High School	Academics
Cristóbal	Rodríguez	Associate Professor of Educational Leadership & Policy	Equity & Access	Howard University	Operations
Sal	Romero	Director of Equity and Community Engagement	Harrisonburg City Public Schools	Harrisonburg City Public Schools	Equity
Carl	Rush	Division Equity Specialist	Winchester Public Schools	Winchester Public Schools	Operations
Darrell	Sampson	Director, K-12 School Counseling	Alexandria City Public Schools	ACPS	Student Well Being

Member		Title	School Division	Organizational Affiliation	Sub Committee
Dr. Aaliyah	Samuel	Advisory Member - Executive Vice President Government Affairs & Partnerships	None	NWEA	Academics
Ginger	Sanderson	School Board Chairman	Cumberland County	Cumberland County School Board	Equity
Sherry	Saunders	Executive Director of Human Resources and Instruction	Buckingham County Public Schools	Buckingham County Public Schools	Staff Support
Clara James	Scott	Education Committee Chairperson	Various	NAACP	Equity
Robin	Shepherd		JSRCC		Academics
Jeff	Smith	TF Chair	Hampton City		Academics
Leona	Smith	Director of Equity & Family Engagement, Office of Professional Learning and Family Engagement	Fairfax County Public Schools	Fairfax County Public Schools	Equity
Aaron	Spence	Superintendent	Virginia Beach City Public Schools	Virginia Beach City Public Schools	Operations
Taisha	Steele	Executive Director of School Counseling and Equity	Roanoke City Public Schools	Virginia School Counselor Association and several other educational and community affiliations	Student Well Being
Sandy	Strayer	Superintendent	Henry	HCPS	Academics
Rachel	Thompson	IB Spanish and AP Seminar teacher	Virginia Beach City Public Schools	VBCPS	Academics
Michael	Thornton	Retired Superintendent (Retired)	Surry County (Retired Superintendent)	Retired Superintendent	Operations
Stephanie	Totty	Instructional Coach	Appomattox County Public Schools	Appomattox Public Schools	Academics
Chad	Triolet	Assistant Principal	Chesapeake Public Schools	Sparrow Road Intermediate	Student Well Being
Janet	Turner-Giles	VSBA President Elect	Nelson County	VSBA	Staff Support
Chuck	Wagner		Goochland County		Academics
Emily	Webb	Director of Board Relations	N/A	Virginia Department of Education	Operations
Tinkhani	White	Director of School Improvement	Chesterfield County		Academics
Tina	Williams	President	FCPS	Fairfax county Federation of teachers (AFT Local 2401)	Staff Support
Eric	Williams	Superintendent	Loudoun	Loudoun County Public Schools	Operations
Dr. Patrice	Wilson	Principal	CCPS	Bensley ES	Staff Support
Kimberly M	Wilson	Career and Technical Education Teacher	Alexandria City Public School System	ACTE	Staff Support

# VDOE RETURN TO SCHOOL TIMELINE ADVISORY PANEL

## FINAL PANEL REPORT AND KEY OPERATIONAL CONSIDERATIONS

### BACKGROUND

As public school divisions begin to consider the timeline for a return to school the options for a reopen date present unique challenges and opportunities for school division's leadership to address. In considering the three main options for a return to brick and mortar schools the Virginia Department of Education (VDOE) has brought together a diverse group of school leaders to provide areas of focus, key considerations and supports that may be needed by public schools in order to prepare for students and staff returning to school buildings.

The Virginia Department of Education (VDOE) advisory panel within the framework of the Return to School Recovery Task Force to focused on a timeline for a return to classroom instruction for Virginia's public schools. This expert panel consisted of current and past school division superintendents from across Virginia and was convened to address the multitude of areas and considerations regarding a return to the school building. Over the course of a multi-day convening the Return to School Timeline Advisory Panel compiled information regarding essential actions to ensure operations support a safe and organized transition back to classroom instruction beginning with summer school programming being offered across the Commonwealth. These recommendations will be provided to the Superintendent of Public Instruction and shared with the Governor's Task Force.

### RE-OPENING TIMELINE OPTIONS

#### I. Traditional Summer Programs Reopen Date (Summer School)

- Face-To-Face Instruction Allowed (with or without a variance)
- Face-To-Face is not an option, or needs to be limited

#### II. Fall On-Time Reopen Date or Early Calendar Start

- Schools open with students and face-to-face instruction
- Schools open with limited face-to-face instruction and/or social distancing requirements
- Schools remain closed until a pre-determined or undetermined date. Once open, face-to face instruction may be limited or social distancing guidelines may still be in place

#### III. Fall Late Reopen Date/Extended Out Of School Learning

- Schools remain closed until a pre-determined or undetermined date. Once open, face-to face instruction may be limited or social distancing guidelines may still be in place

#### COMMITTEE LEADERSHIP:

AARON SPENCE,  
Chair, Superintendent,  
Virginia Beach City Schools

ERIC WILLIAMS  
Vice Chair, Superintendent,  
Loudoun County

#### MEMBERS:

ANNETTE BENNETT,  
Superintendent,  
Appomattox County

SARAH CALVERIC,  
Superintendent,  
Caroline County

BILLY HAUN,  
Executive Director,  
Virginia High School League

OLWEN HERRON,  
Superintendent,  
Williamsburg James-City County

GREG HARROW,  
Director of Operations and Transportation,  
Middlesex County Public Schools

DAISY HICKS,  
Superintendent,  
Buckingham County

MARK JONES,  
Superintendent,  
Pittsylvania County Is

BEN KISER,  
Executive Director,  
Virginia Association of  
School Superintendents

SCOTT KIZNER,  
Superintendent,  
Stafford County

KEITH PERRIGAN,  
Superintendent,  
Bristol City

JEFF SMITH,  
Superintendent,  
Hampton City

JAMES THORNTON,  
Superintendent,  
Isle of Wight County

MICHAEL THORNTON,  
Retired Superintendent

# KEY TOPICS CONSIDERED

## TECHNOLOGY NEEDS

- Devices
- Access to internet

## STUDENT NEEDS

- School nutrition
- Physical and Mental Health
- Social Emotional Supports
- Instructional Supports

## STAFF NEEDS

- PD – Distance Learning Pedagogy
- Retention Issues
- Health & Safety Considerations

## SOCIAL DISTANCING WHILE IN SCHOOL BUILDINGS

- Schedules
- Building Access
- Differentiated access for vulnerable student populations (ELL, SPED, etc.)

## FINANCIAL IMPLICATIONS

## STUDENT TRANSPORTATION

## FAMILY ENGAGEMENT/COMMUNICATION

- EL Families
- SPED Families
- Families Experiencing financial/food insecurity
- Disconnected Students

# TIMELINE I: TRADITIONAL SUMMER PROGRAMS REOPEN DATE (SUMMER SCHOOL)

Over the course of a multi-day convening the Return to School Timeline Advisory Panel compiled information regarding essential actions to ensure operations support a safe and organized transition back to classroom instruction beginning with summer school programming being offered across the Commonwealth.

Two scenarios were evaluated to ensure compliance with possible executive orders associated with the reopening of schools for traditional summer programs;

- Timeline 1:1: Face-to-face instruction allowed with or without a variance
- Timeline 1:2: Face-to-face instruction limited or needs to be limited

## KEY POINTS

Public school divisions in Virginia will require significant guidance from state agencies and the Office of the Governor. The timeline for decision making for development of summer semester instructional offerings is immediate. There are significant needs in the area of training, communication and logistical supports needed to implement compliance with any social distancing requirements or guidelines.

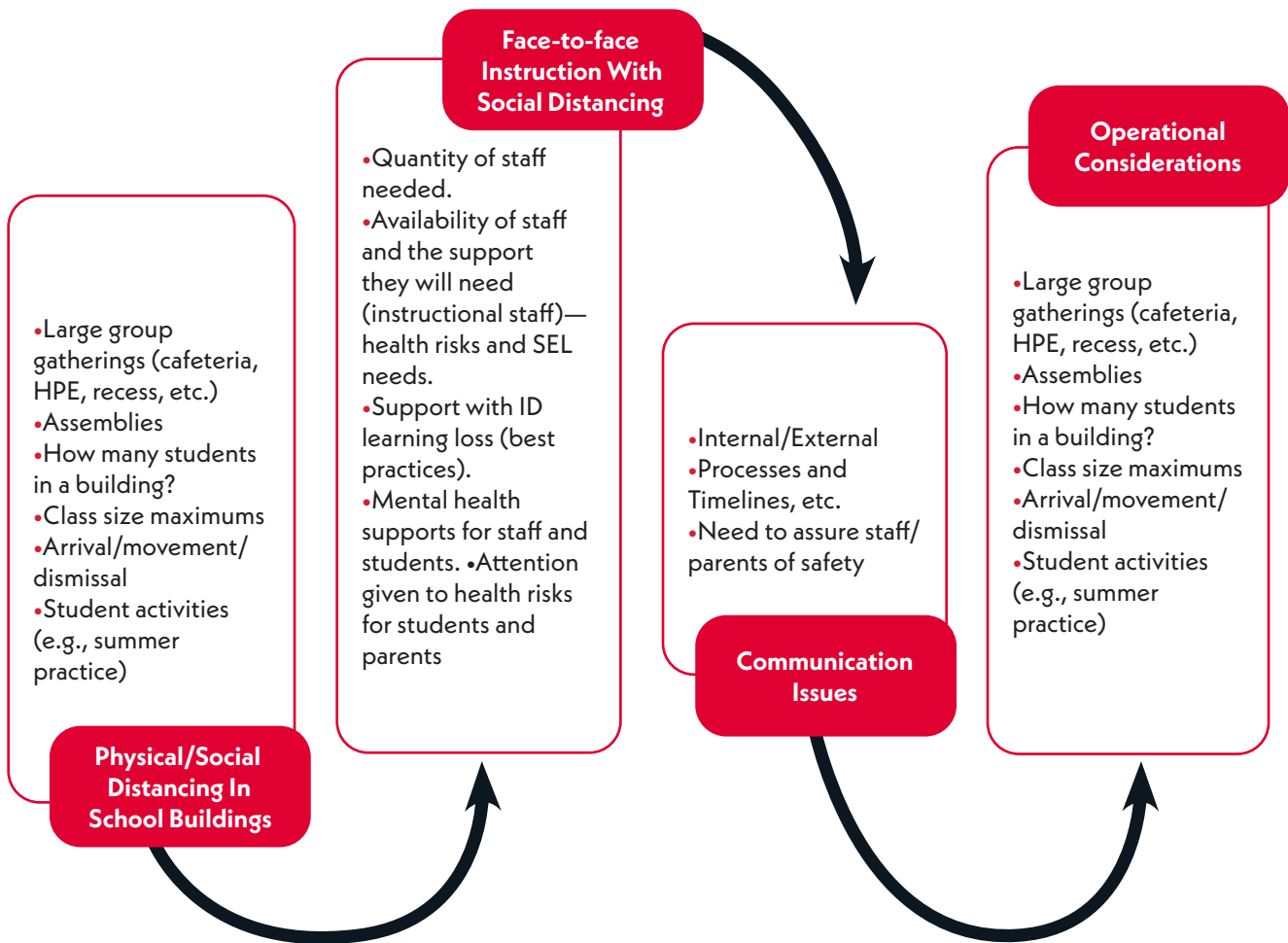
## SUMMARY

Public school divisions will need significant guidance from state agencies as well as their local health departments in order to be prepared to address not only situational concerns but also the significant preparation of facilities, operations and communications. The timeline for development, dissemination and consumption of this guidance will need to be expedited to ensure the ability of summer programming to be offered.

When planning for how to reopen schools for summer instruction schools will need time to plan for what implementation at the school level will look like, time to train staff accordingly and communication with parents, students and stakeholders. Significant logistical challenges may also need to be addressed in order to ensure full compliance with guidance and orders. Specific supports such as student transportation, food service, facilities, protocols (the use of personal protective equipment (PPE) and mitigating the impact on human resources will be key in ensuring that schools will be ready to reopen as soon as public health officials signal it is safe. Local school divisions may also require flexibility on requirements due to the lack of access and services for public health for example; physical health exams for students and employees would need to be considered in order to provide educational settings for summer instruction.

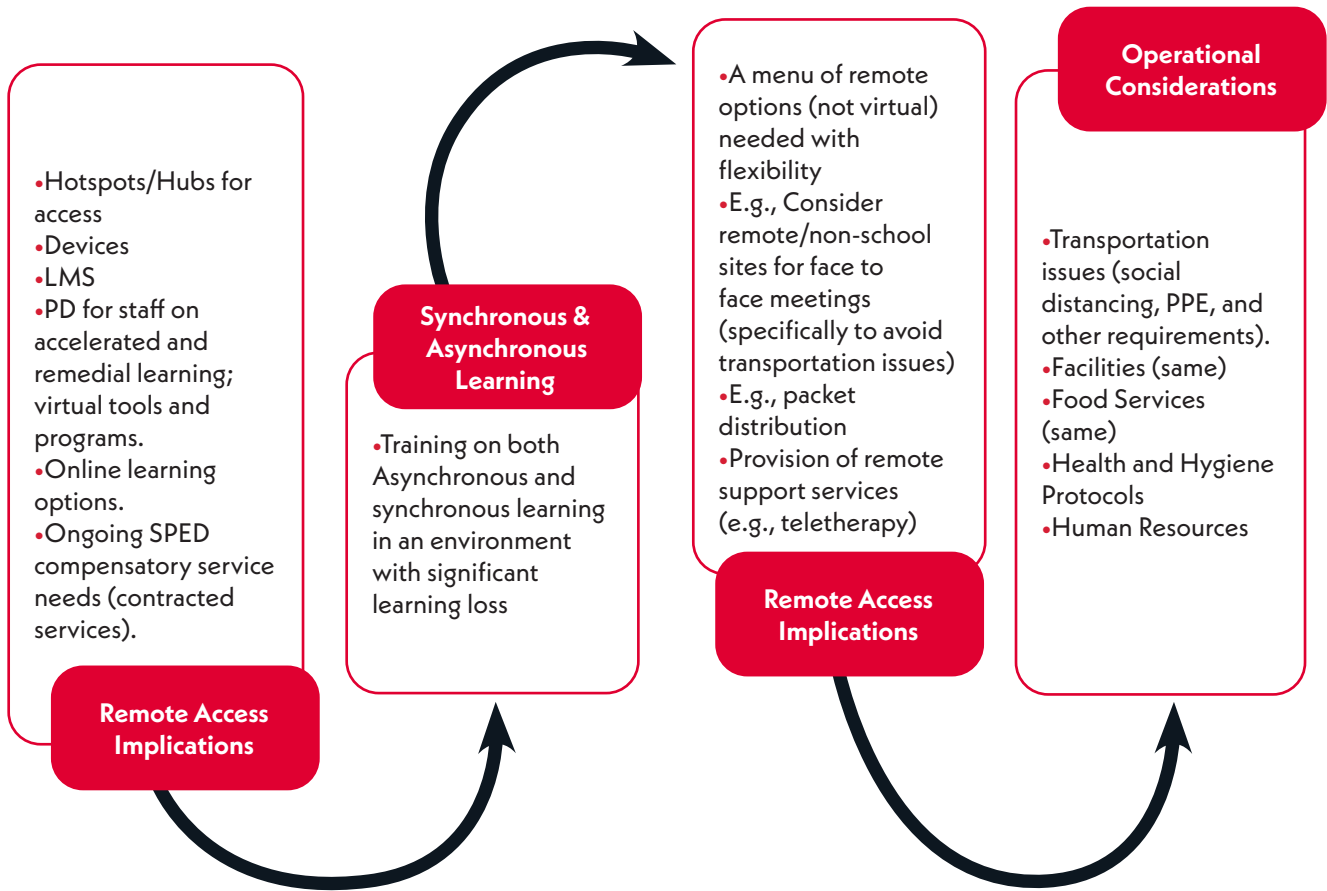
Once open, school divisions throughout the Commonwealth will need ongoing support in order to maintain compliance with executive orders and guidance from the state health department. Guidance may need to be individualized to regions and the impact in specific areas and communities. Additional resources and funding to support alternative methods of instruction and support for specific populations may be required in order to ensure the safety of all staff and students. Ensuring that supplies will continue to be available to maintain compliance with executive orders and guidance (PPE) and to ensure implementation of essential functions maintaining the health, safety and feeding of students and staff while on campus.

**TIMELINE I.1: TRADITIONAL SUMMER PROGRAMS REOPEN DATE (SUMMER SCHOOL)  
FACE-TO-FACE INSTRUCTION ALLOWED (WITH OR WITHOUT A VARIANCE)**



KEY QUESTIONS	
•	Is it ten or less students per class or building?
•	Will local health departments make guidance on opening/social distancing regionally or will it be statewide?
•	Will VDH provide or assist with communications?
•	When will the AG return an answer on bus driver physical flexibility?
•	What would be recommended for indoor air quality (IAQ/EAQ)?

**TIMELINE I.2: TRADITIONAL SUMMER PROGRAMS REOPEN DATE (SUMMER SCHOOL)**  
*FACE-TO-FACE NOT AN OPTION, OR NEEDS TO BE LIMITED*



KEY QUESTIONS	
•	Is it ten or less students per class or building?
•	Will guidance on opening/social distancing be made regionally by local health departments or will it be statewide?
•	Will VDH provide or assist with communications?
•	When will the AG return an answer on bus driver physical flexibility?
•	What will be the Medicaid requirements for determining eligibility for services (former/new)?

## TIMELINE II: FALL ON-TIME REOPEN DATE OR EARLY CALENDAR START

Over the course of a multi-day convening the Return to School Timeline Advisory Panel compiled information regarding essential actions to ensure operations support a safe and organized transition back to classroom instruction beginning with a fall on-time reopen date that would include the public school divisions around the Commonwealth that begin their academic year in August.

Three scenarios are presented to ensure compliance with possible executive orders associated with the reopening of schools for the fall of 2020;

1. Timeline 2:1: Schools open with student and face-to-face instruction
2. Timeline 2:2: Schools open with limited face-to-face instruction and/or social distancing requirements
3. Timeline 2:3: Schools remain closed until a pre-determined or undetermined date.

### KEY POINTS

- Public school divisions in Virginia will require significant guidance from state agencies and the Office of the Governor.
- There are significant needs in the area of training, communication and logistical supports needed to implement compliance with any social distancing requirements or guidelines.
- Considerations for regulatory and instructional program flexibility will be key to addressing the effect of extended school closures on students.

### SUMMARY

Public school divisions will require the support and guidance of state agencies, the state department of health as well as their local health departments in order to plan for a reopening of schools at the beginning of the 2020-2021 school year. The communication will need to include any requirements that the local education agencies (LEA) will have to meet in order to reopen as well as the requirements for any social distancing guidelines. These guidelines will have a direct impact on schedules, staff availability, student transportation services, and overall capacity of public schools. Logistical issues for public school buildings will also have to be addressed such as; hand sanitizing stations and capacity of temporary physical isolation/separation spaces based on conditions. Schools will need continuing access to preventative equipment (including personal protective equipment) and products to prevent spread.

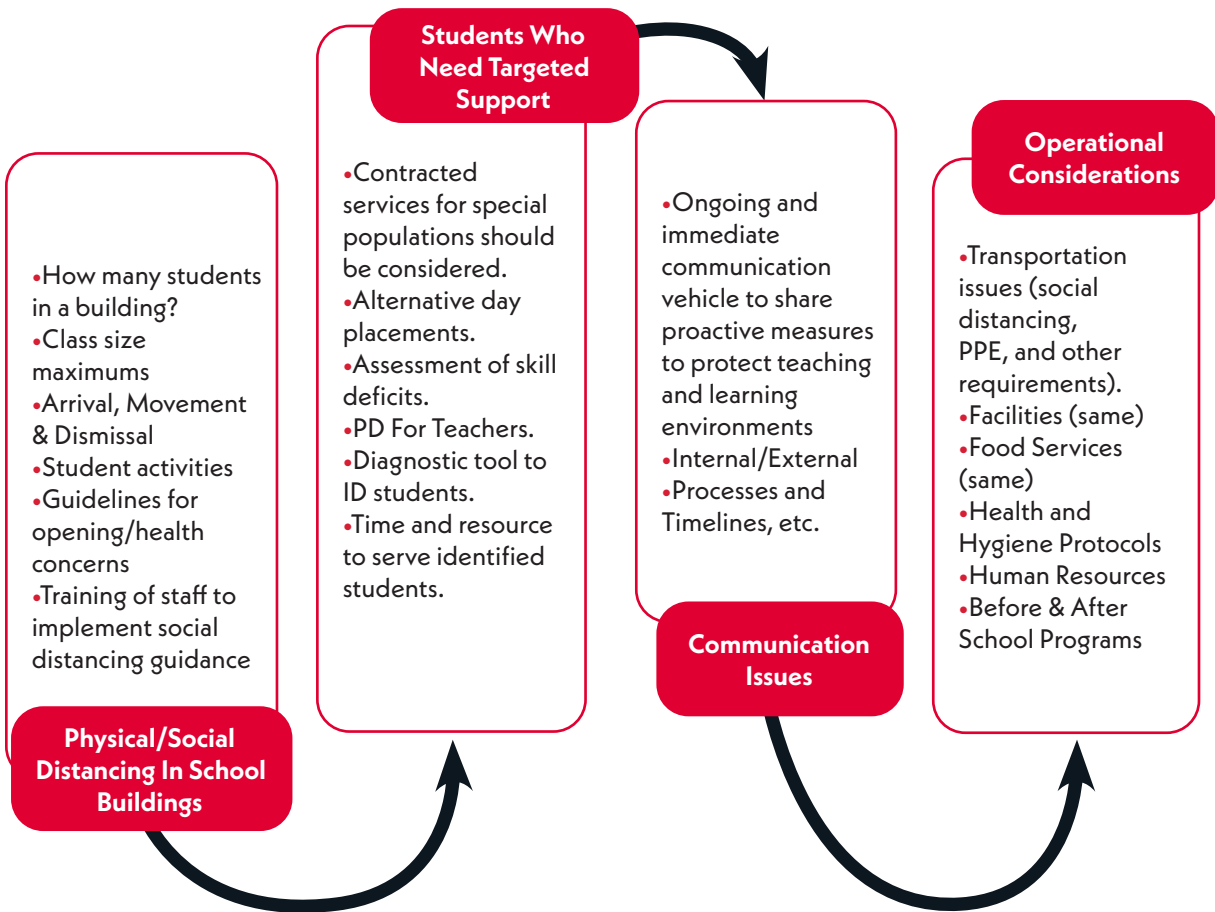
When planning for how to reopen schools for the fall divisions will need time to plan for what implementation at the school level will look like, time to train staff accordingly and models for communication with parents, students and stakeholders. Communication will need to be widespread and focused on the safety of the school campus and the provision of protocols to ensure the security for students and staff. Once open, school divisions throughout the Commonwealth will need ongoing support in order to maintain compliance with executive orders and guidance from the state health department. Guidance may need to be specific to regions in order to address the impact in specific areas and communities. Additional resources and funding to support alternative methods of instruction and support for specific populations may be required in order to ensure the safety of all staff and students. Ensuring that supplies will continue to be available to maintain compliance with protective orders and guidance (PPE) and to ensure implementation of essential functions maintaining the health, safety and feeding of students and staff while on campus.

Significant logistical challenges may also need to be addressed in order to ensure full compliance with guidance and orders. Specific supports such as student transportation, food service, facilities, protocols (the use of personal protective equipment (ppe)) and mitigating the impact on human resources will be key in ensuring that schools will be ready to reopen as soon as public health officials signal it is safe. Additional or extensions of a virtual delivery system for instruction and student learning involve a variety of complex factors for LEA across the Commonwealth. Disparate access to broadband internet services as well as the impact on students with more intensive support needs would continue to cause concerns for school divisions required to continue online and/or virtual classroom instruction.



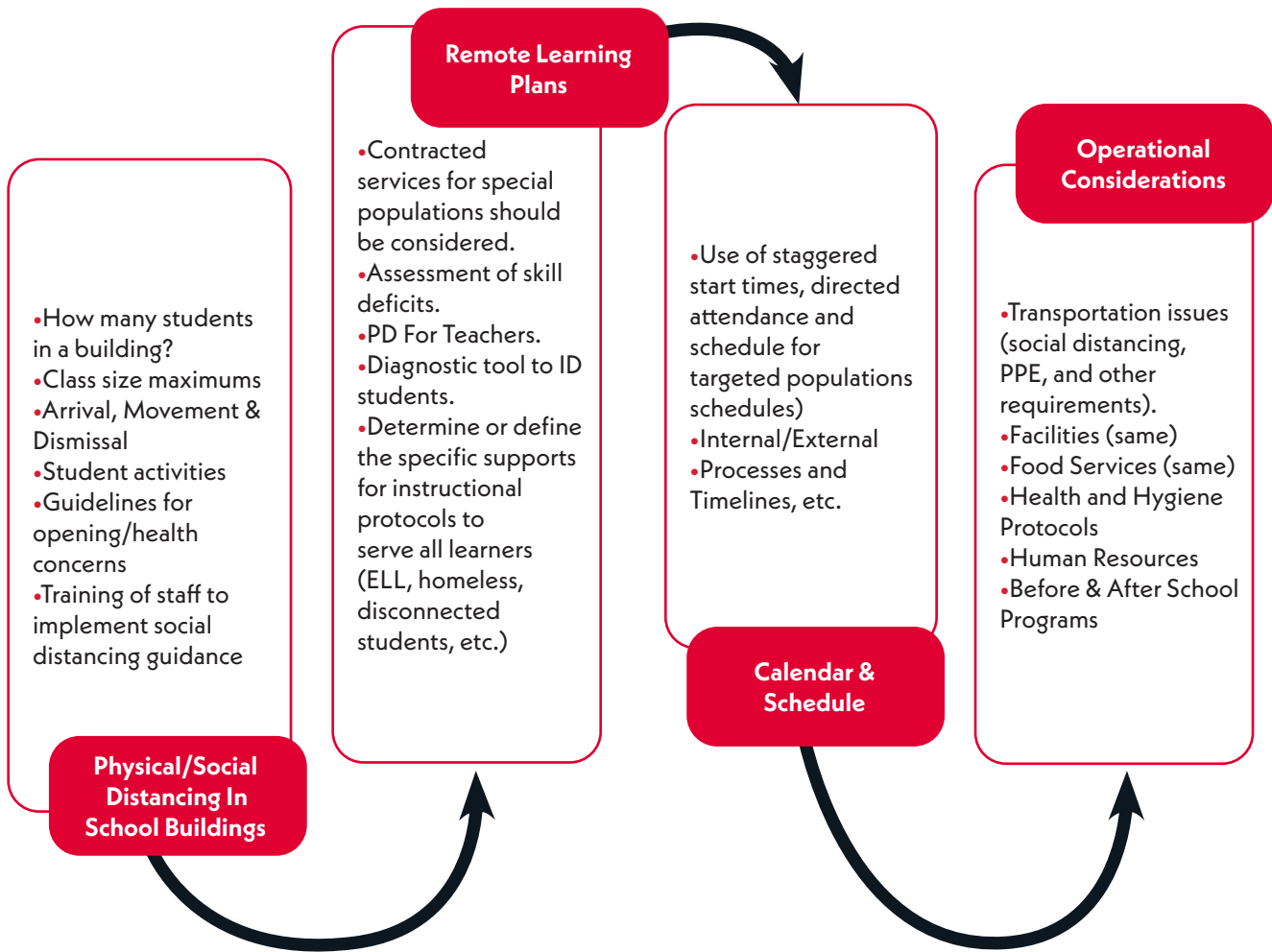
Local school divisions may also require flexibility on requirements such as mandatory attendance and instructional hours for programs and coursework. This flexibility could support the focus of schools to identify students who may need targeted supports based on extended learning loss. Time for staff development is also key in ensuring equitable supports are provided to students who may have been disproportionately affected by the extended school closures.

**TIMELINE II.1: FALL ON-TIME REOPEN DATE OR EARLY CALENDAR START**  
*SCHOOLS OPEN WITH STUDENTS AND FACE-TO-FACE INSTRUCTION*



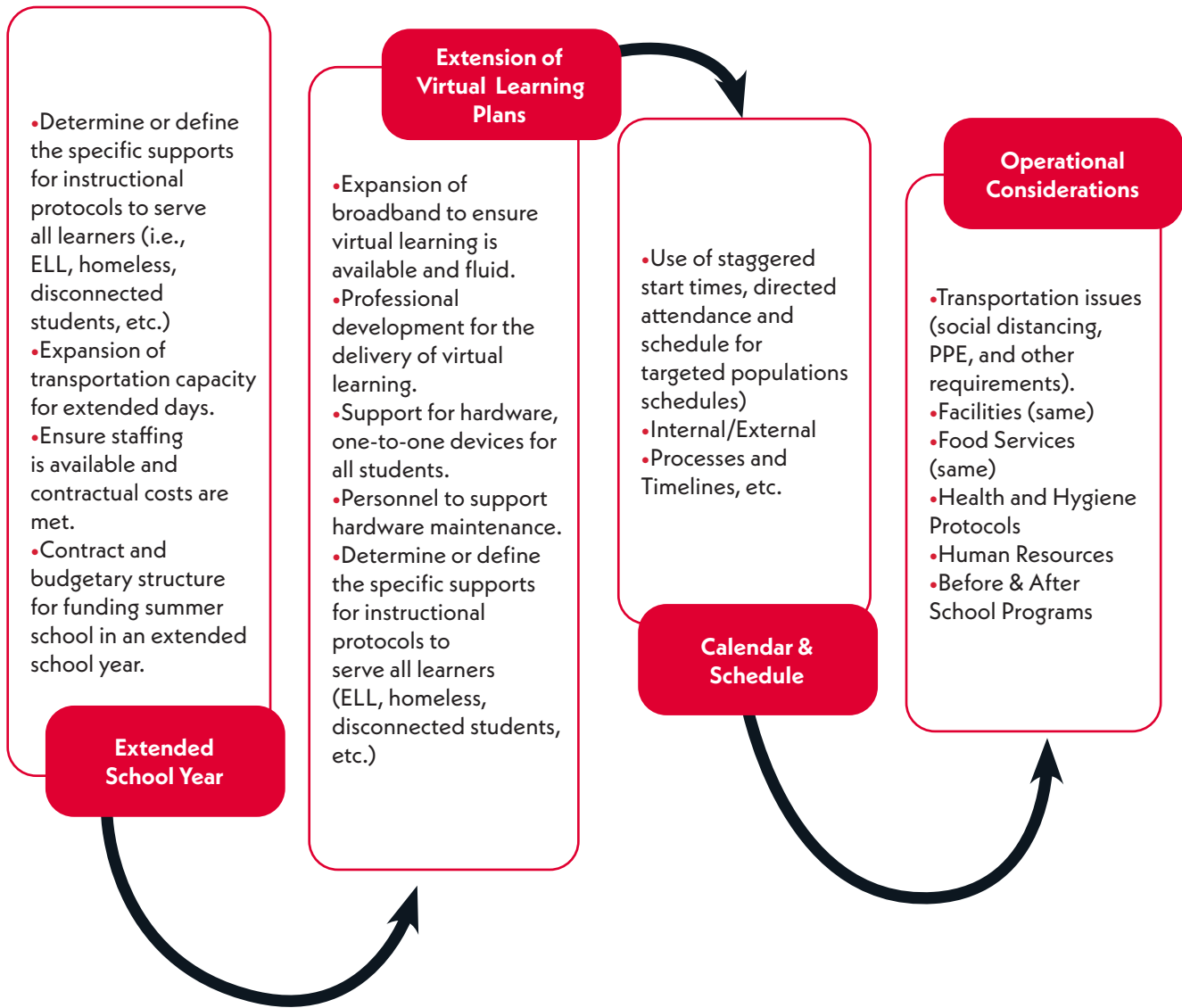
KEY QUESTIONS	
•	Is it ten or less students per class or building?
•	Will guidance on opening/social distancing be made regionally by local health departments or will it be statewide?
•	Will VDH provide or assist with communications?
•	When will the AG return an answer on bus driver physical flexibility?
•	What will be the Medicaid requirements for determining eligibility for services (former/new)?

**TIMELINE II.2: FALL ON-TIME REOPEN DATE OR EARLY CALENDAR START**  
*SCHOOLS OPEN WITH LIMITED FACE-TO-FACE INSTRUCTION AND/OR SOCIAL DISTANCING REQUIREMENT*



KEY QUESTIONS	
•	State requirements for distance learning in the SOA?
•	Clarity on Definition of ADM
•	Waiver of Accreditation
•	Definition of a "school day"?
•	SOLs – What is essential?

**TIMELINE II.3: FALL ON-TIME REOPEN DATE OR EARLY CALENDAR START**  
*SCHOOLS REMAIN CLOSED UNTIL A PRE-DETERMINED OR UNDETERMINED DATE.*



KEY QUESTIONS	
•	State requirements for distance learning in the SOA?
•	Clarity on Definition of ADM
•	Waiver of Accreditation
•	Definition of a "school day"?
•	SOLs – What is essential?

## TIMELINE III: FALL LATE REOPEN DATE/EXTENDED OUT OF SCHOOL LEARNING

Over the course of a multi-day convening the Return to School Timeline Advisory Panel compiled information regarding essential actions to ensure operations support a safe and organized transition back to classroom instruction. The scenario presented here is the final option and contains information and details related to a delayed start of the 2020-2021 school year. This delay would necessitate the need for extended out of school learning on a virtual or other alternative basis.

One final scenario is offered to ensure compliance with possible executive orders associated with a delayed reopening of schools for the fall of 2020;

### 1. Timeline 3: Fall Late Reopen Date/Extended Out Of School Learning

#### KEY POINTS

- Public school divisions in Virginia will require significant guidance from state agencies and the Office of the Governor.
- Additional extension of school closures into the 2020-2021 school year will require significant support and flexibility in order to assist public school divisions in meeting the needs of students, their families and staff.
- There are significant needs in the area of training, communication and logistical supports needed to implement compliance with any social distancing requirements or guidelines.
- Support and resources to develop, continue and evaluate student learning in a virtual or alternative delivery method will be required in individualized ways to meet the needs of school communities throughout the Commonwealth.
- Considerations for regulatory and instructional program flexibility will be key to addressing the effect of extended school closures on students.

#### SUMMARY

Public school divisions will require the support and guidance of state agencies, the state department of health as well as local health departments in order to plan for a delayed reopening of schools during the 2020-2021 school year. The anticipated impact of the possible extension of remote or virtual learning plans and supports will be a significant concern for many local education agencies (LEA) in Virginia.

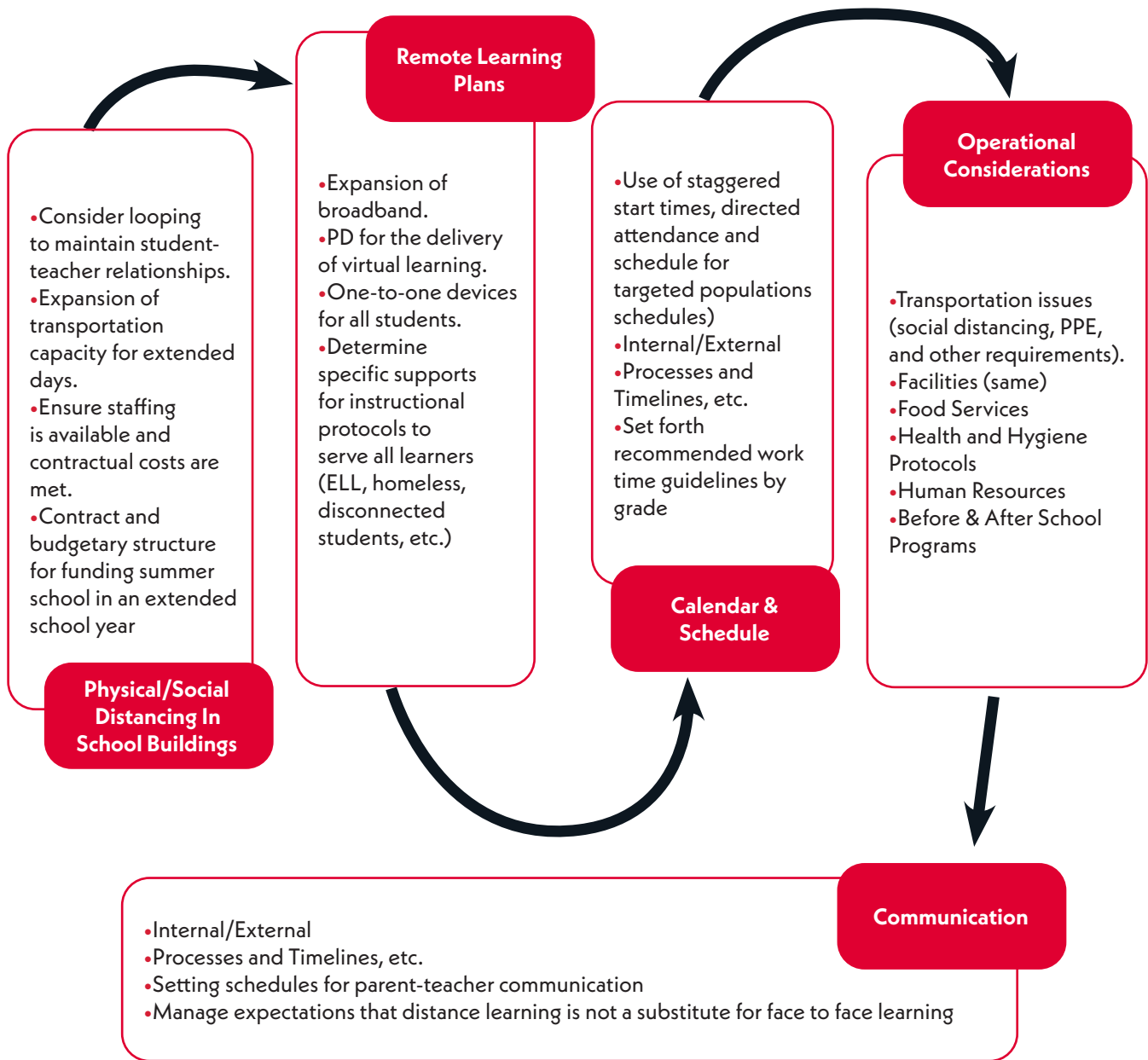
Communication dissemination to school communities regarding a delayed re-opening will need to include any requirements that the local education agencies (LEA) will have to meet in order to reopen as well as the requirements for any social distancing guidelines. These guidelines will have a direct impact on schedules, staff availability, student transportation services, and overall capacity. Logistical issues for public school buildings will also have to be navigated such as; hand sanitizing stations and capacity of temporary physical isolation/separation spaces based on conditions. Schools will need continuing access to preventative equipment (including personal protective equipment) and products to prevent spread.

When planning for how to reopen schools for a delayed fall start schools will need time to plan for what implementation at the school level will look like, time to train staff accordingly and communication with parents, students and stakeholders. Communication will need to be widespread and focused on the safety of the school campus and the provision of protocols to ensure the security for students and staff. Once open, school divisions throughout the Commonwealth will need ongoing support in order to maintain compliance with executive orders and guidance from the state health department. Guidance may need to be specific to regions and the impact in specific areas and communities. If schools re-open late with limited face-to-face or social distancing requirements, there will be the impact of school calendar and scheduling issues to address. School divisions may also seek to use staggered start times, directed attendance and specific schedule for targeted student populations. Each of these decision making points for local school divisions will increase the complexity of the issue.

Ensuring that supplies will continue to be available to maintain compliance with protective orders and guidance (PPE) and to ensure implementation of essential functions maintaining the health, safety and feeding of students and staff while on campus. Additional significant logistical challenges may also need to be addressed in order to ensure full compliance with guidance and orders. Specific supports such as student transportation, food service, facilities, protocols (the use of personal protective equipment (PPE) and mitigating the impact on human resources will be key in ensuring that schools will be ready to reopen as soon as public health officials signal it is safe.

Local school divisions may also require flexibility on requirements such as mandatory attendance and instructional hours for instructional programs and coursework. Requirements for the school calendar and school year timeline could also be considered; offering a shorter school year, a reformatting of learning to compensate for the additional and extended closures, and extension of the school year beyond typical closure dates (spring/summer 2021). This flexibility would also include portions of the Standards of Accreditation and requirements related to Career and Technical Education. Any flexibility offered could support the focus of schools to identify students who may need targeted supports based on extended learning loss. Time for staff development is also key in ensuring equitable supports are provided to students who may have been disproportionately affected by the extended school closures. School divisions may also seek flexibility and consideration in the development of the division/school budgets and allowances for identification and encumbrances of funds to support the above areas.

**TIMELINE III: FALL LATE REOPEN DATE/EXTENDED OUT OF SCHOOL LEARNING**  
*SCHOOLS REMAIN CLOSED UNTIL A PRE-DETERMINED OR UNDETERMINED DATE.*



KEY QUESTIONS	
•	Revise SOA – School day, hours, ADM, Accreditation
•	Teacher 200 day contract (length and possible extension into a new fiscal year).
•	Define Continuity of Learning & New Learning in SOA
•	Revise IDEA so that we work to support SWD with realistic expectations for all
•	Definition of a “school day”?
•	SOLs – What is essential?

## KEY QUESTIONS FOR VIRGINIA DEPARTMENT OF HEALTH (VDH) & CENTERS FOR DISEASE CONTROL (CDC)

- Virginia has set forth metrics for Phase 1 Reopening:
  - What metrics would be used to determine that schools could reopen with significant physical distancing and other public health mitigation strategies?
  - What metrics would be used to determine that schools could reopen without significant physical distancing or other public health mitigation strategies?
- What infrastructure and resources will exist to test, trace, and isolate new cases both generally AND in schools specifically?
- What evidence based public health measures should be implemented in schools?
- How can we align those measures with necessary instructional and well-being strategies that meet the needs of students and staff?
- What entry process/screening measures are recommended for schools?
- Can VDH provide training materials to train staff, parents, and students on these matters?
- Can VDH help schools apply general health recommendations specifically for physical education and interscholastic sports upon return to school?

### CONCLUSION:

The *Return to School Timeline Advisory Panel's* report is designed to inform policy makers' decisions and aide in the development of the planning that must happen in advance of Virginia students return to school. Reopening schools in a manner that is timely, safe, and equitable will be challenging. The following considerations are critical to the safe and equitable reopening of schools:

- Public school divisions will require the support and guidance of VDOE, VDH and local health departments in order to plan for a delayed reopening of schools.
- Communication will need to be widespread and focused on the safety of the school campus and the provision of protocols to ensure the security for students and staff.
- There are significant logistical issues that local schools will need guidance on in addition to adequate time to plan and deliver professional training on.
- Specific supports such as student transportation, food service, facilities, protocols (the use of personal protective equipment (PPE) and mitigating the impact on human resources will be key in ensuring that schools will be ready to reopen.
- Local school divisions may also require flexibility on requirements such as mandatory attendance and instructional hours for programs and coursework.
- Support and resources to develop, continue and evaluate student learning in a virtual or alternative delivery method will be required in individualized ways to meet the needs of school communities throughout the Commonwealth.
- Time for staff development is key to ensuring equitable supports are provided to students who may have been disproportionately affected by the extended school closures.
- There are significant needs in the area of training, communication and logistical supports needed to implement compliance with any social distancing requirements or guidelines.

Schools serve as important community assets and serve as a safety net for our most vulnerable students. Schools connect students with their peers and caring adults, teach critical life skills and essential knowledge, and provide enrichment opportunities while serving as community hubs. Virginia's leaders must carefully weigh all of the considerations outlined by the Return to School Timeline Advisory Panel before charting the course forward.

# REPORT OF THE VIRGINIA ACCREDITATION TASK FORCE

May 2020

## INTRODUCTION AND BACKGROUND

In March 2020 Virginia schools were required to cease all in-person instruction for the 2019-2020 school year due to the public health threat of COVID-19. While students and schooling changed dramatically as families and divisions responded to the crisis, state policies had to be adjusted to reflect the changing dynamics.

Due to the impact of these closures, it was decided that school accreditation for the 2020-2021 academic year based on data from 2019-2020 would be waived. Therefore, the accreditation rating assigned to all public schools for 2020-2021 will be "Accreditation Waived."

However, determinations for school accreditation for the 2021-2022 academic year remain undecided as the public health situation continues to change and schools adjust to provide instruction in a new way. This report reflects the recommendations a Task Force made to state policy makers on proceeding with changes to state accreditation.

## VIRGINIA'S ACCREDITATION TASK FORCE

### CHARGE OF THE TASK FORCE

In April 2020, Dr. James Lane convened the Accreditation Task Force to recommend changes to the 2021-2022 accreditation calculations to mitigate the lack of assessment data from spring 2020. In particular, he asked the task force to consider how to account for the student growth in reading and mathematics and the EL progress components of the combined rate. The work of the Accreditation Task Force was intended to inform the recommendations of the larger Recovering School Task Force.

### MEMBERSHIP OF THE TASK FORCE

The task force was led by three co-chairs: Dr. Rosa Atkins (Charlottesville City), Dr. Scott Brabrand (Fairfax County), and Dr. Alan Seibert (Salem City). The membership had representation from many stakeholder groups including: superintendents, the Virginia Board of Education, division level directors and coordinators, principals, teachers, and professional education organizations. A full roster is at the end of this report.

### IMPACT OF SCHOOL CLOSURES ON 2021-2022 ACCREDITATION RATINGS

Since schools closed prior to the spring 2020 administration of the Standards of Learning (SOL) tests in reading and mathematics, there are no baseline data to compare to spring 2021 SOL test scores to measure student growth. The administration of the ACCESS for ELs test, used to measure the progress of English Learners (ELs) in learning English, was almost complete at the time of the school closures. Some school divisions had completed the administration of the ACCESS for ELs assessment to all students but others had not. Therefore, the availability of spring 2020 English language proficiency data for ELs varies across school divisions.

Because the accreditation ratings are based on a "combined rate" which includes student growth for those who continue to fail the SOL tests in reading and mathematics and the progress of English Learners in learning English, the lack of test data from spring 2020 impacts accreditation ratings for 2021-2022.

### WORK OF THE ACCREDITATION TASK FORCE

Thursday, April 23, 2020: At this initial meeting, Dr. Lane outlined the charge of the Task Force and Virginia Department of Education (VDOE) staff provided an overview of seven potential solutions for accreditation in 2021-2022.



- Measure growth of non-consecutive years, 2019 to 2021.
- Apply an adjustment for growth and EL progress to each school based on statewide trend data.
- Apply an adjustment for growth and EL progress to each school based on individual school level trend data.
- Use local assessments from commercially available tests to measure student growth.
- Administer the SOL assessments in early fall 2020 as a baseline for growth in 2021-2022.
- Waive accreditation ratings for the 2021-2022 accreditation year.
- Calculate the combined rate for accreditation without student growth or EL progress calculations.

These options served as a starting point for the discussions. Task Force members were encouraged to offer additional options beyond the seven presented. After this initial meeting, members of the task force were sent a survey to gather reactions to these seven options.

**Tuesday, April 28, 2020:** The results of the survey were shared with the team as well as more detailed information around three of the options that received favorable comments on the survey. Two options:

1. Using a rate for achievement that did not include growth or EL progress; and
2. Administering the SOL assessments in early fall 2020 as a baseline for growth in 2021-2022, were removed from consideration.

**Tuesday, May 5, 2020:** The task force reviewed a draft outline of its report based on recommendations prepared by task force co-chair, Dr. Alan Seibert. The members provided reactions to the report and offered additional suggestions and concerns. In particular, task force members noted that, if accreditation ratings are calculated in 2021-2022, the role of the other indicators such as chronic absenteeism, the graduation and completion index, and the dropout rate will need to be determined. Further, members noted the potential need for changes to the accreditation rating methodology beyond 2021-2022. At the end of the meeting, several task force members volunteered to prepare a revised draft of the report for consideration by the larger group. The members of this subcommittee included: Thomas Taylor, Diane Watkins-Edwards, Dana Norman and Laurie McCullough. This draft was provided to the task force by email for review and comment prior to the May 12 meeting.

**Tuesday May 12, 2020:** Task force members reviewed and discussed a version of the final report that was prepared by this subcommittee following the May 5 meeting.

## RECOMMENDATIONS FOR 2021-2022 ACCREDITATION RATINGS

Considering the need to focus on the well-being of students and staff in 2020-2021, the task force offers the following recommendations for the 2021-2022 accreditation ratings.

Task force members recognize there are other indicators that would contribute to school accreditation calculations in 2021-2022 that are not specifically addressed in these recommendations. These indicators include: chronic absenteeism, the graduation and completion index, and the dropout rate. Based on the charge of the task force and the limited number of task force meetings held, specific recommendations for these indicators were not discussed. However, should accreditation not be waived again for 2021-2022, the task force recommends that it be reconvened to address the additional indicators.

The recommendations provided below are based on whether school is open for face-to-face instruction for the entire 2020-2021 school year or whether additional school closures occur.

## **SCHOOLS OPEN AND REMAIN OPEN FOR THE FULL ACADEMIC YEAR**

If schools open and are in session for the required 180 days/990 hours, the task force recommends the following options:

### **OPTION 1: WAIVE ACCREDITATION**

Waive Accreditation again for the 2021-2022 accreditation year. The SOL tests and the ACCESS for ELs assessments would be administered as usual in the 2020-2021 academic year and would serve as a baseline for student growth and EL progress for the 2022-2023 accreditation year.

### **OPTION 2: IF ACCREDITATION IS NOT WAIVED, USE THE FOLLOWING ADJUSTMENTS IN CALCULATING THE COMBINED RATE. THE TASK FORCE SUPPORTS USING A COMBINATION OF THESE ADJUSTMENTS IF THE RESULT IS ADVANTAGEOUS TO SCHOOLS.**

## **STUDENT GROWTH ON THE SOL TESTS IN READING AND MATHEMATICS**

1. Use the progress tables to compare 2019 and 2021 SOL assessment data to determine individual student growth.
  - The task force recommends that the Department explore modifying the criteria for meeting growth. This change could account for the potential of slower student growth over these two years due to the current instructional setting.
  - Because there will be no growth data available for students in grade 3 or grade 4 in 2020-2021, the task force recommends that the Department consider an adjustment to the student growth data for elementary schools.
2. Use historical student growth data for each school to determine an individualized school level adjustment for the 2021-2022 accreditation year only.

Allow schools that do not meet the accreditation benchmarks with these adjustments to submit evidence of student growth from locally administered commercial assessments. Assessments used for this purpose would need to undergo alignment studies to evaluate the extent to which they measure the Standards of Learning and linking studies to relate their results to the SOL test scale.

## **PROGRESS IN LEARNING ENGLISH FOR ENGLISH LEARNERS**

The task force recommends delaying a decision on how to address the EL progress component of the combined rate until more information regarding the availability of the ACCESS for ELs data from 2020 is obtained. The school closures took place with only a week remaining of the ACCESS for ELs administration window and many schools finished testing. Because of this timing, many schools will have ACCESS for ELs data from spring 2020 that can be used for EL progress in the combined rate for the 2021-2022 accreditation ratings. If sufficient data from spring 2020 are not available, 2019 scores on the ACCESS 2.0 could be compared to those from spring 2021 or historical data from each school could be used to derive an adjustment for EL progress.

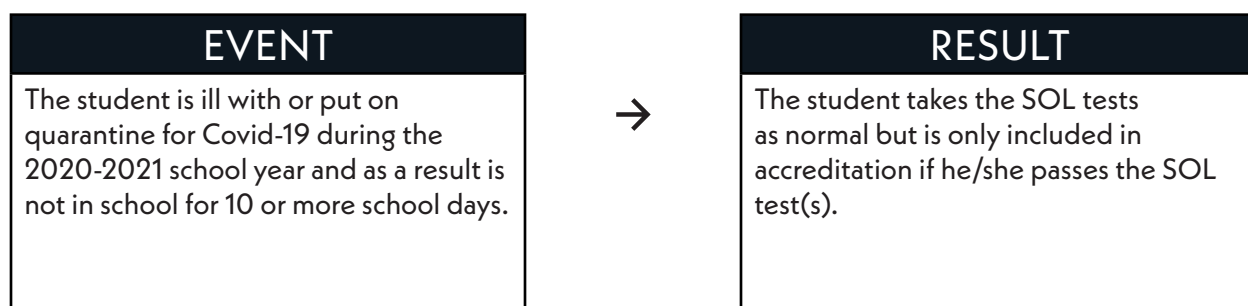
## **SCHOOLS ARE NOT OPEN FOR THE FULL ACADEMIC YEAR**

If schools are not open for face-to-face instruction for the entire 2020-2021 academic year the task force recommends that accreditation be waived again for the 2021-2022 accreditation year. The SOL tests and the ACCESS for ELs assessments would be administered as usual in the 2020-2021 academic year and would serve as a baseline for student growth and EL progress for the 2022-2023 accreditation year.

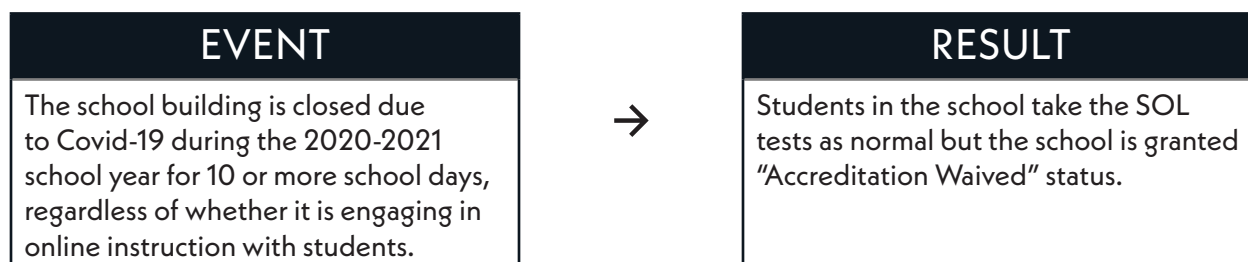
The task force recommends further discussions regarding the criteria that will be used to determine that a school is not open for the full academic year. Additionally, the task force recommends flexibility in determining school accreditation recognizing that individual students and schools may experience different impacts from Covid-19 in the 2020-2021 school year, from no impact at all to long-term interruptions in face-to-face instruction.

The graphic below provides an example of more individualized flexibility in accreditation if student or school level disruptions occur in 2020-2021. It keeps a system of accreditation in place, but takes into account different student and school events.

### Student Level Event



### School Level Event



## RECOMMENDATIONS TO THE RECOVERING SCHOOLS TASK FORCE REGARDING THE IDENTIFICATION OF LEARNING GAPS

The Accreditation Task Force recommends that the Recovering Schools Task Force consider:

1. Encouraging a primary emphasis on the social-emotional well-being for all students and staff. Schools should consider implementing strategies to encourage engagement, create a sense of routine in a potentially new atmosphere, and develop or create a sense of connectedness between students and their learning.
2. Assisting school divisions that may not have assessment tools to inform individual student growth in reading and mathematics to acquire and use student growth measures. Criteria for recommending/selecting these measures should be their ability to reveal learning gaps before new instruction occurs.

Providing resources to school divisions to identify potential learning gaps as part of new instruction. To accomplish this, the Department could engage experienced teachers to identify prerequisite skills needed for the successful mastery of new content and recommend formative assessment strategies and tools. The VDOE would provide professional development opportunities to teachers on the proper use of these strategies and tools. The use of such informal assessments would allow a focus on moving forward to the next level of instruction as it occurs rather than focusing on the identification of all missed content at the beginning of the 2020-2021 academic year.

## NEXT STEPS AND FUTURE CONSIDERATIONS

The recommendations of the Virginia Accreditation Task Force are now under consideration by state policy makers as they work towards a final determination. Information about a final decision will be forthcoming.

Additionally, in the course of the task force's discussions about the scope of accreditation for the 2021-2022 school year, some items arose that may inform long term accreditation changes in Virginia. The task force is compiling those secondary considerations and will issue a follow up letter outlining those issues for state policy makers.

## MEMBERSHIP OF THE ACCREDITATION TASK FORCE

We are grateful for the time and expertise of the following individuals who participated in the Task Force. Additionally, VDOE staff support was provided by Shelley Loving-Ryder, Assistant Superintendent for Student Assessment, Accountability and ESEA Programs.

Member	Region/Organization	Position	Division
Rosa Atkins (Chair)	Region 5	Superintendent	Charlottesville City
Scott Brabrand (Chair)	Region 4	Superintendent	Fairfax County
Alan Seibert (Chair)	Region 6	Superintendent	Salem City
Thomas Taylor	Region 1	Deputy Superintendent	Chesterfield County
Diane Watkins-Edwards	Region 2	Division Director of Testing	Chesapeake City
Amy Siepka	Region 3	Division Director of Testing	King William County
Angie Neely	Region 4	Special Education Director	Culpeper County
Jim Yurastis	Region 4	Division Director of Testing	Orange County
Dana Norman	Region 5	Chief Academic Officer	Amherst County
Sarah Robertson	Region 5	Division Director of Testing	Campbell County
Doug Straley	Region 5	Superintendent	Louisa County
Corey Alder	Region 6	ELL Coordinator	Roanoke City
Ben Williams	Region 6	Division Director of Testing	Roanoke County
Greg Mullins	Region 7	Superintendent	Wise County
Cynthia Whitaker	Region 8	Division Director of Testing	Greensville County
Diane Atkinson	Virginia Board of Education	Member	
Matt Hurt	Comprehensive Instructional Program	Director	
Jamill Jones	Virginia Association of Elementary School Principals	President-Elect and Principal	Portsmouth
Jenna Alexander	Virginia Parent Teacher Association	Vice President of Advocacy	
Laurie McCullough	Virginia Association for Supervision and Curriculum Development	Executive Director	
Tom Smith	Virginia Association of School Superintendents	Legislative Liaison	
Timothy Healey	Virginia Association of Secondary School Principals	President-Elect and Principal	Prince William County
Barbara Valentine	Virginia Education Association	Teacher	Montgomery County
Chantea Wright	Virginia Education Association	Instructional Technology Resource Teacher	Richmond

# RETURN TO SCHOOL

## PLANNING EQUITY AUDIT



VIRGINIA DEPARTMENT OF EDUCATION

### PLAN DEVELOPMENT



Did we use disaggregated data to inform our planning? **YES NO**  
(Select or circle)

If not, what are your next steps?  
(write in the space provided)

Did we engage representative stakeholder voices in the development of our plan: (Select or circle all included members)

- SPED Specialist EL Specialist School Nutrition Homeless Specialist Trauma Specialist  
School Nurses Student Services (School Counselors, Psychologist, etc.) Students & Families  
Community Stakeholders; including state operated programs Culturally Diverse Representation

If everyone is not included, what are your next steps? (write in the space provided)

Did we conduct a needs assessment of our community to inform our planning?  
(Select or circle)

**YES NO**

If not, what are your next steps?  
(write in the space provided)

Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?  
(Select or circle)

**YES NO**

If not, what are your next steps?  
(write in the space provided)

### CULTURAL COMPETENCE



Didn't check all boxes? What are the next steps?  
(write in the space provided)

DOES OUR PLAN: (check all completed)

Reflect that we value diversity? (think school culture)

Ensure that curriculum and instruction (including remote delivery) is culturally affirming?

Ensure that our instructional model (Remote/virtual/blended etc) reflects and celebrates students' cultures?

Include a process to ensure that cultural competency principles are executed in the delivery of our recovery plan?

Utilize strategies/interventions that rely on assumptions about student groups?

If yes to question above: Are these assumptions void of stereotypes and data informed?

# MEETING STUDENT NEEDS



Didn't check all boxes?  
What are the next  
steps?  
(write in the space provided)

Does our plan:

- Include a process to assess each student and tier services to meet their needs?
- Include a process and procedures for engaging wrap around service providers to meet student/family needs?
- Assess the ways in which social determinants of health and health inequities affect our school(s) and communities?
- Evaluate our student code of conduct and student discipline referral process to ensure it includes safeguards that assess student trauma manifesting through behaviors (especially for students disproportionately impacted by exclusionary discipline policies and economic insecurity)?
- Include a review of our student code of conduct and student discipline referral process?
- Include strategies to foster safe and supportive school climates for all students and families?
- Include measurable goals to monitor progress that narrows gaps between the least and most advantaged students?
- Place an emphasis on high expectations for all students while providing proper scaffolds and support?
- Include providing ongoing support for student social and emotional needs?
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

# STUDENT & FAMILY ENGAGEMENT



Didn't check all boxes?  
What are the next  
steps?  
(write in the space provided)

Does our plan:

- Allocate resources to engage families?
- Include an assessment of student and family needs?
- Include built in processes for ongoing evaluation of family needs?
- Include staff training on engaging with families post COVID?
- If yes to the question above: Is this training inclusive of strategies focused on communicating with marginalized groups (especially families marginalized by language, poverty, race, and ability)?
- Include targeted engagement strategies? (especially families marginalized by language, poverty, race, and ability)
- Establish protocols to ensure that family engagement strategies and initiatives are developed and implemented through an economic and cultural competency lens?
- Include resources to build the capacity of caregivers to support instruction?
- Include providing ongoing support for student social and emotional needs?
- Specify provisions for students with disabilities and students in need of specialized instruction, related services, or other supports?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

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# COMMUNICATIONS & COMMUNITY ENGAGEMENT



Does our plan:

- Specify established channels of communication with community partners?
- Assess the effectiveness of our communication channels with community partners?
- Include an assessment of the resources available in the community?
- Include a coordinated plan and point of contact overseeing community engagement?
- Include strategies to engage non-traditional education stakeholders (i.e., civil rights organizations, out of school providers, health agencies, etc.)?
- Include a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- Include an accessibility review process for all communication materials?
- Appear in publicly available spaces (accessible through district and school websites, email, and U.S. mail)?
- Include communication strategies to inform students and families of student progress and measures?
- Leverage multiple communication channels, strategies, and partners (email, social media, television, school and local media outlets)?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

Didn't check all boxes?  
What are the next  
steps?  
(write in the space provided)

# INSTRUCTION



Does our plan:

- Provide instruction to students previously and currently enrolled in alternative settings (i.e., state operated programs, specialty programs, alternative schools, etc.)?
- Establish targets and indicators of success that will answer the question; are we adequately meeting the needs of all student groups?
- Does our instructional plan incorporate tiered and scaffolded supports for all learners?
- Structure instructional time to meet the needs of students with varying levels of access to the internet and technology?
- Include strategies for providing at home learning support?
- Include professional development and instructional resources for teachers to support student engagement and cultural relevance?
- Include professional development to support increased efficacy in delivery of remote and virtual distance learning instruction for teachers?
- Identify internal and external barriers to student learning and success by student group?
- Include remote instruction delivery for students unable to access internet/virtual learning resources?
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

Didn't check all boxes?  
What are the next  
steps?  
(write in the space provided)

# RESOURCE ALLOCATION



Didn't check all boxes?  
What are the next  
steps?  
(write in the space provided)

Does our plan:

- Prioritize the needs of marginalized students and vulnerable student groups?
- Align budget allocations to the prioritization of marginalized and vulnerable students?
- Utilize CARES Funding to close equity gaps?
- Address teacher retention and recruitment and its impact on teacher assignment in high need schools specifically?
- Allocate human and collateral resources to deploy new and targeted communication strategies?
- Allocate resources to improve communication with students and families (interpretations services, multilingual collateral)?
- Allocate resources to mitigate the impact of gaps in access to technology/internet connectivity?
- Allocate resources to develop a division Distance Learning Plan that includes coordination of instruction across schools and assurance of equitable access for all students?
- Does our plan allocate resources to deploy devices and internet connectivity to students in need?
- Provide access to translated instructional materials or translation services for non-English speaking caregivers to support student learning?
- Specify supports and instructional strategies to meet the needs of English Learners (ELs)?
- Include a process for measuring student progress?

## NOTES & NEXT STEPS





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