

Community Partnerships



Key Updates & Decisions:

- Child care for teachers: offer 4 days/week attendance for students of FCPS teachers to alleviate child care needs
- SACC before and after care aligned with the the FCPS bell schedule with fee adjustments
- FX County providing technical assistance to community based organizations and regulated child care centers/homes to increase school aged care slots

Outstanding Items with Estimated Completion Date:

- Explore extending 4 days a week of school to all school-based employees and bus drivers (8/1/20)
- PD for regulated child care providers and community based organization to support virtual and asynchronous instruction (9/1/20)

Facilities - Health and Safety Updates



Key Updates & Decisions:

- Daily Health Screening Questionnaire
 - Students, Staff, Visitors
- Parent/Guardian Health Screening Commitment Form
 - One time form, submitted prior to school start for face-to-face instruction
- Health and Safety Guidance Document with Instructional Considerations:
 - Health screening protocols; isolation rooms; cloth face coverings; temperature checks; cleaning/disinfecting; PPE; athletic protocols; recess; considerations for meals; use of communal items
 - PPE Training, available in MyPDE- Required for all staff

Outstanding Items with Estimated Completion Date:

- Finalized guidance document to be posted for public- Anticipated July 10
- Parent/Guardian Health Screening Commitment Form- Anticipated Early August

Human Resources



Key Updates & Decisions:

- Extension for Staff Questionnaire moved to July 15.
- LOA deadline is July 24.
- Telework Regulation is in the queue with Division Counsel for final edits.
- EER has received approximately 500 ADA requests
- ADA FAQs are completed and ready for sharing.
- Guidance on Primary Reasons for Preferences ready for sharing.

Outstanding Items with Estimated Completion Date:

- Reminder email to teachers who selected Primary Reason (1) Medical/Risk Self or (2) Medical/Risk family member to contact ADA/EER to have their request logged and processed (July 16).
- Principals/DSS will work with staffing assistants in TAM to identify teachers who are in Tier 3 (Primary Purpose Childcare) and Tier 4 (Personal Preference)---Ongoing throughout the summer.

Instruction



Key Updates & Decisions:

- 8 period bell schedules for MS and HS (in-person and virtual will be aligned)
- Schools will schedule their own virtual sections and work with other schools as needed (no regional/division online school)
- Division alpha split for scheduling will be A-K (Tues/Thurs) and L-Z (Wed/Fri). Schools will adjust as needed for special programs, being mindful of transportation limitations
 - Families with different last names will follow schedule of eldest child in the household
- [Training to support MS/HS scheduling is available](#) and additional coaching/contacts are being developed

Outstanding Items with Estimated Completion Date:

- Determining final transportation Start/End Times for Bell Schedule across levels (Monday 7/13) and 8 period instructional times to include advisory/SEL (Friday 7/17)
- Additional clarity about Monday intervention
- First quarter curriculum posted on on [RTS Hub](#) (beginning of August)
- [Secondary Scheduling Guidance](#) in development, including courses that are not available virtually (ongoing updates/edits)

Key Updates & Decisions:

- New laptops in process of being delivered to MS and ES
- Web-conferencing tool RFP kick-off; Dustin Wright is principal SAC Chair
- Existing MiFi requests filled; keeping stock of devices for fall need

Outstanding Items with Estimated Completion Date:

- Need to publish laptop distribution plan info for principals (Jul 17)
- Share BBCU and Google Meet Updates with principals (Jul 17)
- Exploring additional cost-effective home access models for students and staff (TBD)
- Identifying additional principal, school staff, student and parent stakeholders for web-conferencing tool RFP (Jul 17)

Bell Schedule Options



Proposed RTS Bell (shared with SB in 6/15)	Option 2	Option 3
MS 7:15-2:00	ES 7:15-2:00	ES 7:15-2:00
SS 8:10-2:55	ES 8:10-2:55	ES 8:10-2:55
HS 8:10-2:55	MS 9:10-3:55	HS 9:10-3:55
TJ 8:10-3:30	TJ 9:40-5:00	SS 9:10-3:55
ES 9:10-3:55	SS 10:05-4:50	TJ 9:40-5:00
ES 10:05-4:50	HS 10:05-4:50	MS 10:05-4:50

Considerations	
ES	<ul style="list-style-type: none"> Concerns about 4:50 PM end time being developmentally appropriate Concern for students walking in dark at 7:15 AM or 4:50 PM Largest number of students and staff of each of the levels
MS	<ul style="list-style-type: none"> Previous start times have been 7:30; significant changes would cause need for staff to adjust personal/family schedules After school activities Previous interest in moving back middle school start times to support sleep/wellness Teacher sharing with High School
HS	<ul style="list-style-type: none"> Need earlier release time to accommodate athletics, activities, and student work schedules Current Board policy provides later high school start times to support student health and wellness Teacher sharing with Middle School Academy schedules are still in development - need windows that would allow for transportation

Secondary Principal Briefing July 17, 2020

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WELCOME
BIENVENUE ようこそ
добро пожаловать
ترحيب BEM-VINDO

Agenda



- Dr. Brabrand Updates
- Action Team Reports
 - Health and Safety Updates
 - Technology
 - Instruction
 - Human Resources
 - Facilities & School Operations
 - Community Partnerships
 - Communications

Health & Safety Protocols



Key Updates & Decisions:

- Health Guidance document sent to principals and posted, InfoGram coming soon with links to forms
- Face covering regulation in development - will address exemptions, those who refuse
- Students **MAY** choose to bring disinfectant wipes but **NOT** disinfectant sprays to clean their desks
- Staff can supervise the isolation room from door as long as **ALL** of the students can be seen
- School Health Aide will assist with screening for those who are sent to clinic - will have a decision tree
- If using cafeteria, custodians will clean tables in between each lunch shift (takes 10 minutes using Virex) - suggest a rotation of tables
- Office staff needs to disinfect guest check-in system in between each user
- Finalizing Health & Safety Guidelines in Instructional Spaces (e.g., PE, Band, Labs, etc.)

Questions:

- Can students use water bottle fillers? (Facilities)
- What is the expectation for staff and the daily screening - complete a 1 time form like the families that states they will complete a health check daily and not come to school if they are sick? (HR)

Technology



Key Updates & Decisions:

- Laptop delivery/collection/distribution planning for principals (*update slides follow for principals*)
- Web-conferencing tool RFP stakeholder plan update
- MiFi devices for fall - have met identified needs; ordering additional stock
- New work team has launched to consolidate resources for parents (Equity office leading)

Outstanding Items with Estimated Completion Date:

- Fall tech support plan for staff, students and parents (Aug. 10)
- Exploring additional home access solutions for staff/families (TBD)

Questions or Blockers:

- Need to consider possible recommendations to teachers on youngest students carrying laptops back and forth

Technology - Laptop Distribution



- High School students will continue to use their FCPSON laptops for virtual and/or face-to-face
- Middle School students will be assigned a new FCPSON laptop for use virtual and/or face-to-face
- Elementary School - each student in preK-6 will have a laptop available to them; note this means more than one per family
 - New devices provided to ALL 6th grade students
 - New devices provided to Title 1 5th grade students
 - Rolled down devices from middle schools will transfer this summer, per the inventory allocation plan
 - Existing viable devices will be prepped for use
- Senior TSSpecs and TSSpecs will meet with individual admin teams at each HS, MS and ES to establish timelines and activities related to collection and/or distribution for that school

Technology - Laptop Distribution



<p>Phase 1 June 15 - July 16</p>	<p>Phase 2 July 20 - August 7</p>	<p>Phase 3 July 27 - August 21 (no distribution before SIS rollover - Aug. 17)</p>	<p>Phase 4 August 17 - September 4 (no distribution before SIS rollover - Aug. 17)</p>
<p>Activities - Collecting and Imaging</p>	<p>Activities - Collecting and Imaging</p>	<p>Activities - Receiving and Planning</p>	<p>Activities - Distribution</p>
<p>MS TSSpecs: receive delivery of new MS laptops and begins imaging</p>	<p>Senior TSSpecs: Meet with individual school principal and TSSpec to finalize school timelines and activities</p>	<p>ES TSSpecs: receive delivery of new 6th and Title 1 5th grade laptops and begins imaging</p>	<p>Principals and TSSpecs: laptop distribution to HS (9th graders), MS and ES students</p>
<p>Schools: Collect High School Senior laptops HS TSSpecs: Re-image laptops</p>	<p>Middle Schools: Begin collection of loaned laptops</p>	<p>TSSpecs: complete re-imaging activities</p>	<p>HS and ES Principals: Messaging to 10th-12th students and K-4 students with a laptop at home to turn laptop on once per week</p>
<p>ES TSSpecs: Ongoing re-imaging of existing laptops remaining at ES schools</p>	<p>TSSpecs: Ongoing imaging activities; roll down of existing MS devices to ES sites</p>	<p>Principals and TSSpecs: Finalize distribution plans</p>	
		<p>HS and ES Principals: Messaging to 10th-12th students and K-4 students with a laptop at home to turn laptop on once per week</p>	

Laptop Collection Key Points

Elementary Schools

- Collect laptops from any student departing your school as soon as possible
 - **Why?** We can re-image and prep those machines to re-assign to your students
- Collect laptops from rising 6th graders and Title 1 5th graders
- Do not collect from rising preK-4.

Middle Schools

- Collect laptops from your students as soon as possible
 - **Why?** We need to package and transport MS laptops to ES. Once at ES, machines need to be re-imaged with the ES image before they can be given to ES students. Need as much time as possible.

High Schools

- Collect laptops from any students departing your school as soon as possible
- Do not collect laptops from your rising 10th-12th grade students

Laptop Distribution Key Points

- Senior TSSpecs and TSSpecs will meet with individual admin teams at each HS, MS and ES to establish timelines and activities for that school.
- Schools should wait until August 17 to distribute laptops to allow SIS enrollment lists to rollover for each school.
 - **Why?** The laptop checkout system is tied to student assigned school in SIS, and checkouts will be more accurate on August 17.
- We will work with each school to develop a safe and efficient distribution process that minimizes contact between individuals.

Key Updates & Decisions:

- Period Rotations for MS and HS Bell Schedules Finalized:
 - Tuesday and Wednesday are Periods 1,3,5,7
 - Thursday and Friday are Periods 2,4,6,8
- [Master Schedule Support](#)
 - Next session on Tuesday (7/21) at 1:00
- [Health & Safety Guidelines in Instructional Spaces](#)

Outstanding Items with Estimated Completion Date:

- Finalize the Monday Schedule
 - Develop criteria for in-person or online interventions
 - Time allocation for PD (e.g., staff meeting, CTs, Individual)
- Develop Guidelines for Use of In-Person Instructional Time and Teachers Providing Office Hours outside of class time
- Finalize August Inservice PD Plan (focus on preparation for blended learning)

Key Updates & Decisions:

- Documents circulated- “Master Schedule Guidance” and “Accommodations Tiered Approach for Teacher Scale Employees”
- PDR updated to include teacher preferences
- LOA status updates on/about July 28
- ADA status updates on/about July 17 and July 22
- Tier 1 Placement Collaboration Meetings on July 21

Outstanding Items with Estimated Completion Date:

- Telework notification, to include Telework Request Form, for non-teacher employees on/about July 20

Facilities & School Operations



Key Updates & Decisions:

- Plexiglass is being provided for public facing areas initially (main office, etc.)
- Face shields will be provided for staff members upon request
- A more robust plexiglass shield will be installed in the main office soon
- Request made for more hand held thermometers per school
- Hand sanitizing stations to be provided as follows; 16 per high school, 8 per middle school, 4 per elementary school

Outstanding Items with Estimated Completion Date:

- Request for plexiglass shields for teacher's desks/tables and in all offices-under review
- Request for more hand sanitizing stations-under review
- Draft bell schedule has been developed and requested distributed

Questions or Blockers:

- Are there protocols for students entering the building - not currently
- How do elementary schools indicate the FCPS staff members' children who are accessing the bus on the extra days?
- Status of clubs after school? Bus service not available prior to approximately 5:30 PM - will monitor upon school start
- Will the plexiglass be in place when we start school - yes initial installation will occur in public facing areas
- When will signage be delivered to schools - in process now; schools responsible for placing these in their buildings

Community Partnerships



Key Updates & Decisions:

- **Staff Child Care:**

- The 4 day option was shared with employees
- Google Form was sent to employees 7/15/2020
- Form will close Monday night 7/20/2020
- Data will be sent to principals Tuesday 7/21/2020
- If schools need help as they receive request data, they should reach out to Region offices
- Monday is still in discussion - don't have a final plan yet
- Students will engage in a blend of asynchronous/synchronous learning on the additional days at their school site using a workshop model
 - This will be added to the principal FAQ as well.

- **Family Child Care:**

- Decisions about low incidence special education 4 day option has not been finalized and still in exploration at this time.

Outstanding Items with Estimated Completion Date:

- SACC locations/needs in schools not finalized (August)
- Heat maps sent to families of care available (August)

Communications



Key Updates & Decisions:

- Student health and safety guidance document
- Two staff messages sent this week regarding possible child care options

Outstanding Items with Estimated Completion Date:

- Finalize opening of schools checklist
- Association presidents will send out checklists 7/15. Needs to be added to FAQs and Principal's Corner

Next Steps

- Videos (from FCPS): What to expect: On the Bus, In School (ES and Secondary), Home health screening

Principal RTL Task Lists:

- [Elementary](#) [Secondary](#)

A desk with school supplies including a pencil holder, scissors, a stapler, and a sign that says "YOU ARE AMAZING".

Principal Briefing: Phase-In Planning

October 16, 2020

Agenda

- Dr. Brabrand Updates
- Principal Collaboration/Meetings
- Concurrent Instructional Model
- Human Resources
- Health & Safety
- Other - Time Permitting
 - Transportation
 - Communications
 - Additional Instructional Updates

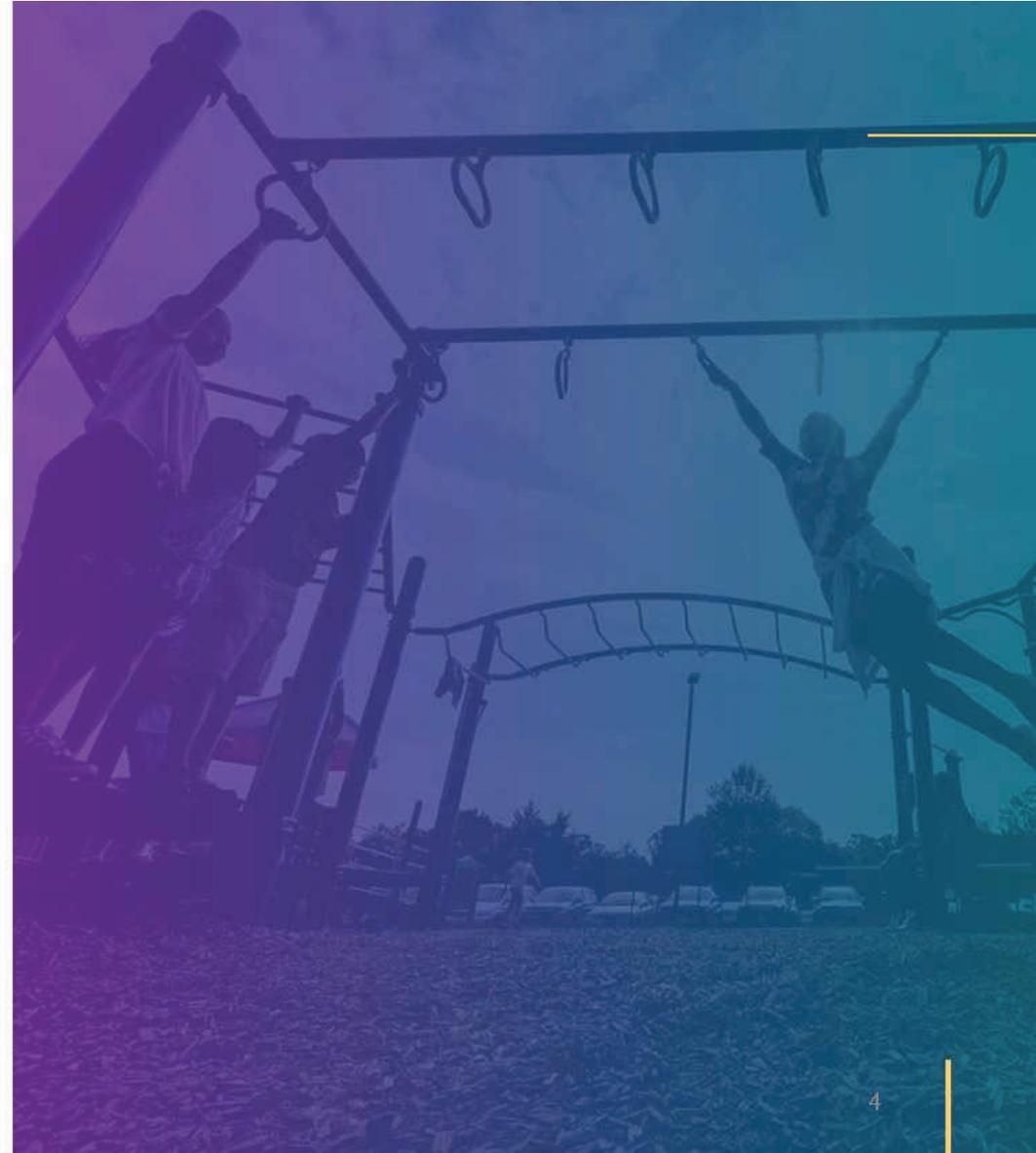
Principal Collaboration & Meeting Structure

Proposed communication structure starting next week October 19th:

- **Tuesdays:**
 - LT/Principal Association Reps Problem Solving Workgroup
- **Throughout the week:**
 - Department Office Hours
 - Action Teams (as needed by action team leads and/or Principals)
- **Fridays:**
 - Principal Briefing by Level each week

We recognize the need to go back to what was working and we appreciate your flexibility with the changes!!!

Concurrent Instruction



Instructional Model Comparison

In-Person Students

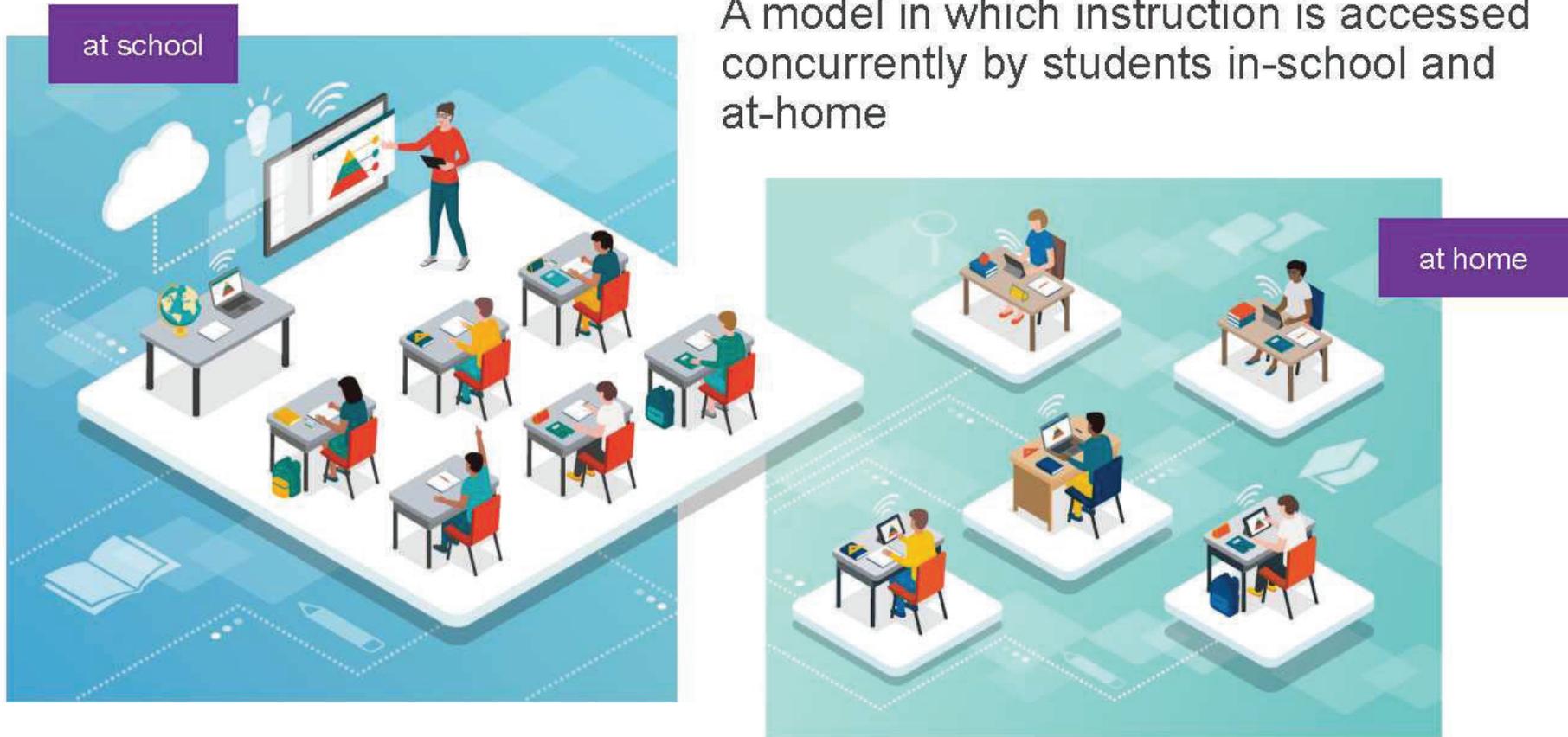
- Students receive 4 days of teacher-led instruction per week
- 2 days of in-person instruction; 2 days of synchronous virtual instruction (using a concurrent instructional model)
- Complete independent learning activities on Mondays
- Maintain current daily schedule as possible
- Remain with current teachers and students as possible

100% Virtual Students

- Students receive 4 days of teacher-led instruction per week
- Uses a full-time virtual/online instructional model
- Complete independent learning activities on Mondays
- Maintain current daily schedule as possible
- Remain with current teachers and students as possible

Concurrent Instruction

A model in which instruction is accessed concurrently by students in-school and at-home



Concurrent Instruction - Schedules

The Concurrent Model is the only way to maintain 4 days/week of teacher-led instruction for in-person students

ES Concurrent Instructional Schedule				
	Tuesday	Wednesday	Thursday	Friday
Group A	In-School	In-School	Online	Online
Group B	Online	Online	In-School	In-School
Group C <i>(full time online)</i>	Online	Online	Online	Online

MS/HS Concurrent Instructional Schedule				
	Tuesday	Wednesday	Thursday	Friday
Group A	Periods 1,3,5,7 In-School	Periods 2,4,6,8 In-School	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online
Group B	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online	Periods 1,3,5,7 In-School	Periods 2,4,6,8 In-School
Group C <i>(full time online)</i>	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online

Mondays would become full-day independent learning for students as groups/grade levels phase-in

Flexibility within Concurrent Instruction

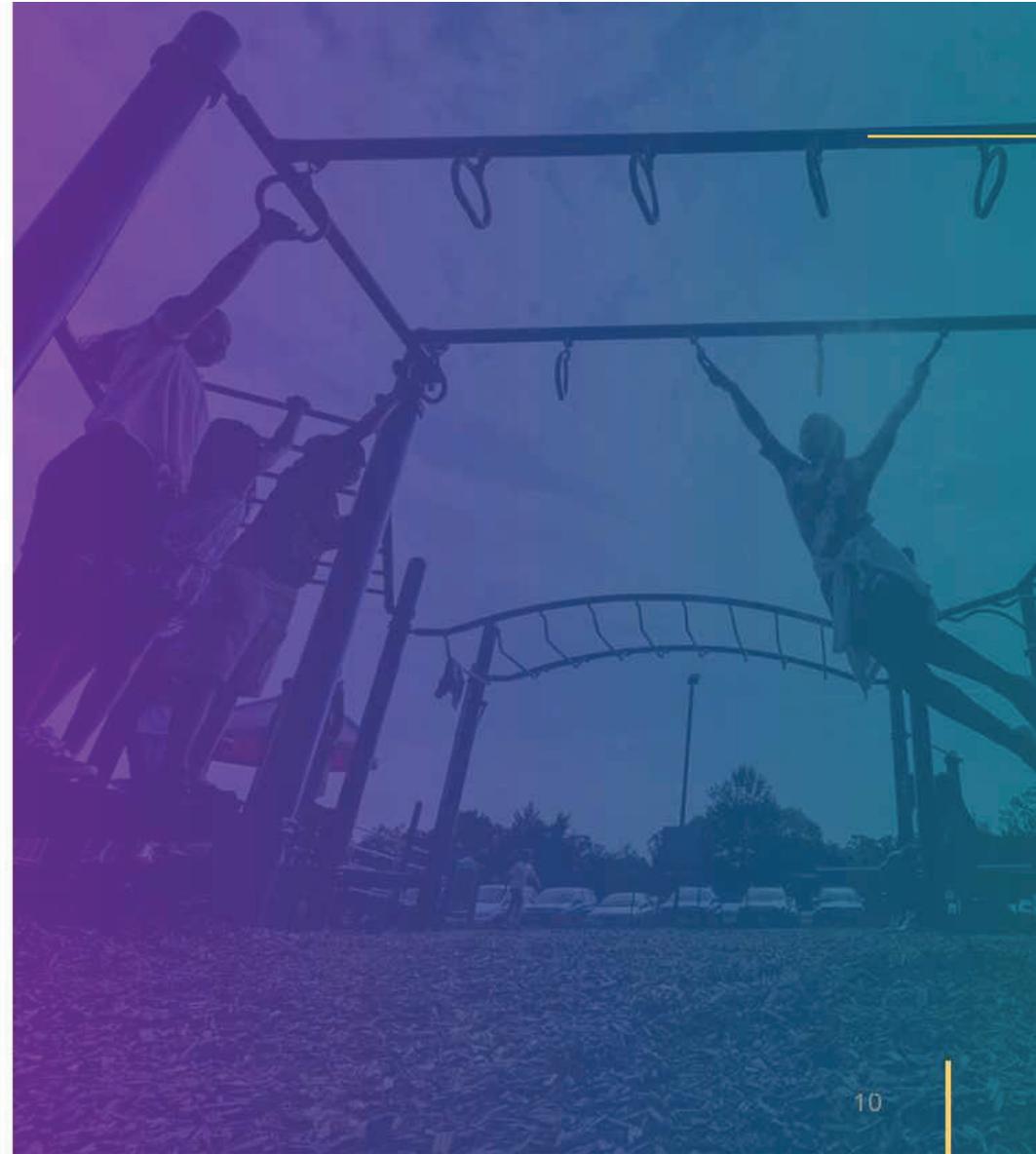
Concurrent teaching does not have to mean 100% simultaneous

- **Online students will disconnect during breaks and lunch as well as student/family time and specialized instruction as appropriate at the ES Level (ES)**
- **Teachers may structure instructional blocks time to use synchronous time intentionally such as:**
 - **Brief and debrief.** Use synchronous instruction to do a quick overview at the beginning of the class session and a quick debrief at the end, leaving the middle for independent work, group work, or small-group instruction with the teacher.
 - **Put direct instruction on video.** A pre-recorded video of direct instruction and then bring students together for discussion

Concurrent Instruction - Preparations

- Synthesizing best practices from research literature
 - Collaborating with other school divisions on best practices
 - Preparing for Pilot to begin the Week of Oct 19th
 - West Springfield High School (English, mathematics & science)
 - Kings Park (1st grade)
 - Testing technology and implications for teaching and learning
 - Number of Pilot sites will scale up later in October
 - Developing Professional Development and guidance for scaling
-

| Human Resources



Planning for Staffing Availability

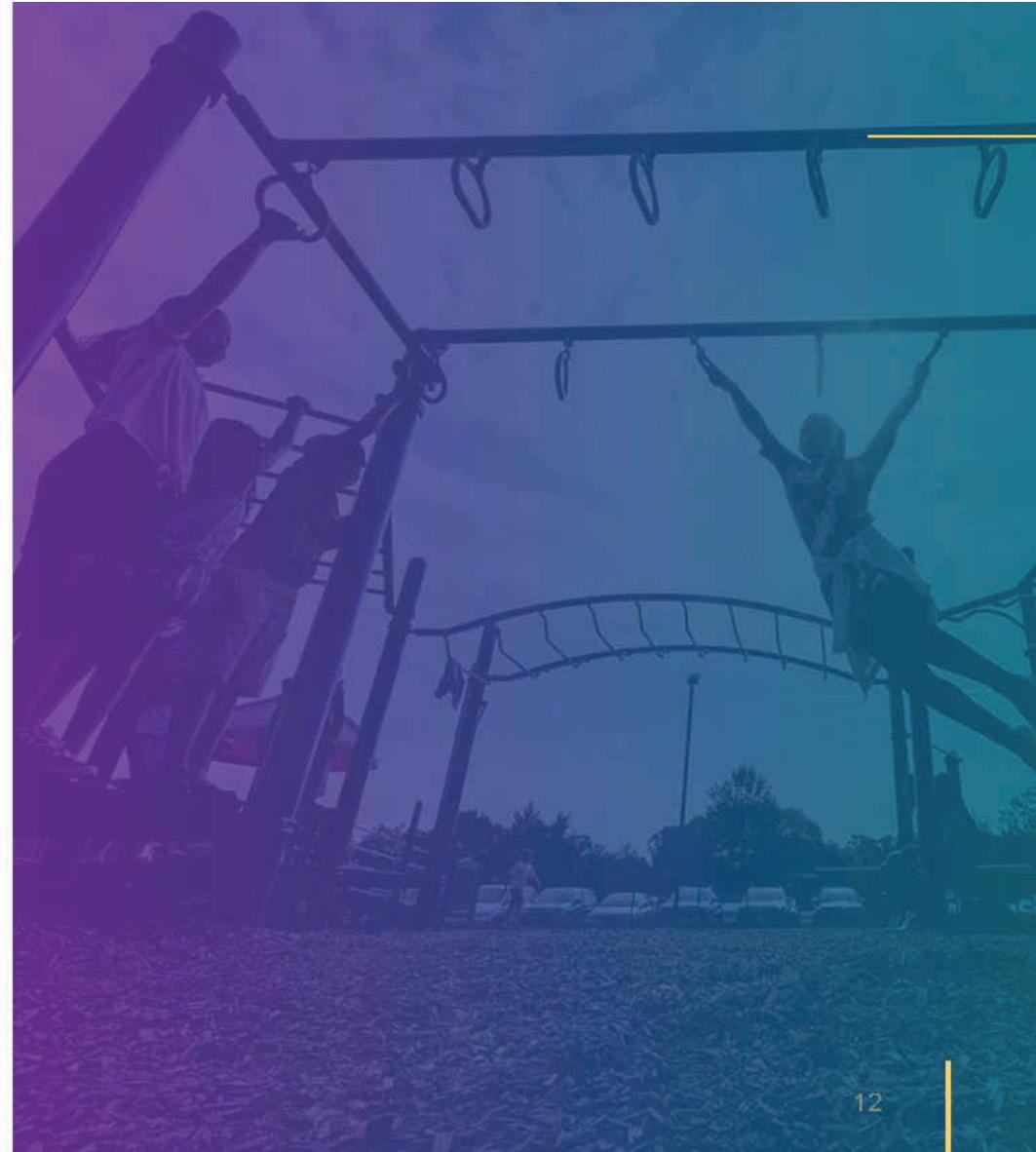
Groups 3-4

- School administrators in process of notifying staff expected to return to support Groups 3-4
- School administrators will report staffing gaps to HR and plan for coverage

Groups 5-8

- Divisionwide communication to staff needed to support these Groups forthcoming

Health & Safety



Office Hours- Health and Safety

DSS School Health and Facilities will begin offering office hours during the week of October 19.

Office hours will be held on Mondays from 10-11, Wednesdays 1-2 and Thursday 8:30-9:30.

Information has been posted on the Principal's Corner.

An infogram went out this week as a reminder.

Please continue to reference updated health and safety information at our Health and Safety Guidance document at: <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>

School-Based Health & Safety Metrics: Response to Changing Conditions

Response to change in community-wide conditions:

- If FCPS community health conditions worsen, FCPS, in collaboration with County Health Department, will pause phase-in progression, reverse progression, or suspend all in-person instruction

Response to urgent school-based conditions:

- FCPS, in consultation with County Health Department, will close individual classrooms and/or schools as follows when a significant health risk is present:

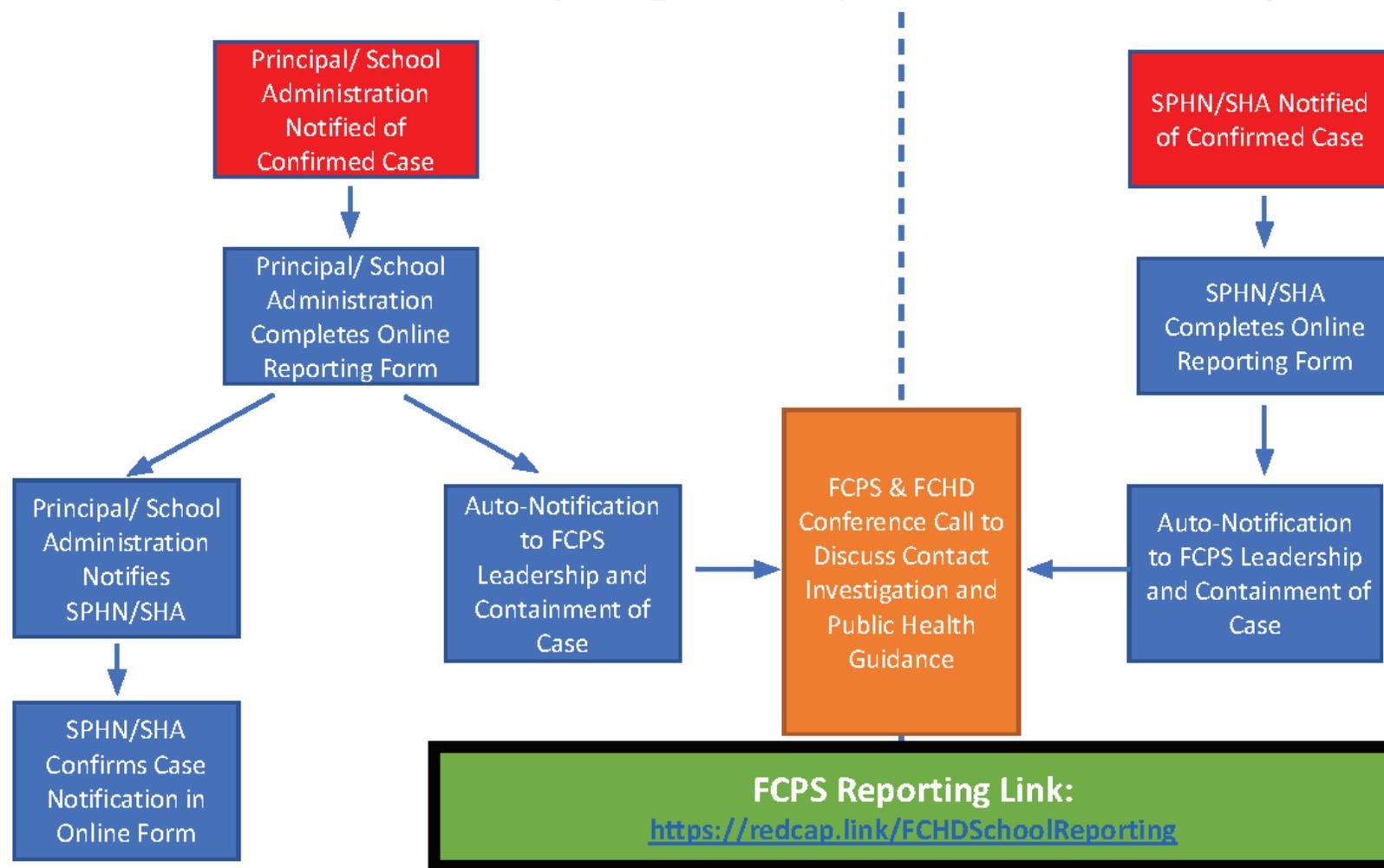
Level	Transition to 100% Virtual Learning	Resume In-Person Instruction
Classroom	1 confirmed case COVID-19 *FCPS & FCHD will notify classroom and school community in writing.	100% virtual learning for up to 14 days from date of onset; length of time may change based on contact investigation and tracing by the FCHD.
School	Decision based on FCHD contact investigation findings and any connections between multiple cases *FCPS & FCHD will notify school community in writing.	As recommended based on contact investigation and tracing.

Communication Protocols for Responding to COVID Cases in Schools

- FCPS will work with Fairfax County Health Department (FCHD) through the contact tracing process.
- Public Health Nurses (PHNs) and School Health Aides (SHAs), identified as the school health team, will support contact tracing at the school level to identify specific individuals who should receive required communications.
- The FCHD Containment Branch will guide FCPS in the necessary communications to staff and community.

Confirmed Case	Communications
Cohort	<ul style="list-style-type: none"> ● Initial communication will go out to the cohort <u>and</u> to the community when the case occurs in the cohort. ● Follow up communication will go out to the cohort <u>and</u> the community when contact tracing is complete, as recommended by the FCHD.
School	<ul style="list-style-type: none"> ● Initial communication will go out to the community when multiple cases or an outbreak occurs in a school. ● Follow up communication will go out to the community when in-person learning can resume, as recommended by the FCHD

**Fairfax County Health Department (FCHD)
COVID Communication Process for FCPS
Case Reporting Guidance (for both students and staff)**



What is a case?

Cases that are reported through the reporting form are only cases that have a positive lab result or a physician diagnosis.

Individuals that are symptomatic or are being tested for COVID do NOT need to be reported through the reporting form until the above has been met.

COVID-19 Reporting and Communication

1

Principal completes the FCHD Case Notification form located at:

<https://redcap.link/FCHDSchoolReporting>

- ✓ This will initiate the contact tracing process by the FCHD.
- ✓ FCPS COVID team contacts will be automatically notified including Camille Bartus (Human Resources); Lorraine Trouton (School Health); Richard Michelback (Safety and Security), John Reynolds (Athletics), Lucy Caldwell (OCCR) and Lea Skurpski (DSS).

2

Principal notifies RAS

- ✓ Notification to RAS that there is a self-reported COVID case, the case notification form has been submitted to the FCHD and contact tracing has been initiated.

COVID-19 Reporting and Communication

3

Principal notifies the PHN and SHA

- ✓ The PHN and SHA will guide the principal in the necessary **communications to the cohort** and any other impacted staff. This may include transportation staff, paraprofessionals, related services providers, etc. as identified by the PHN.
- ✓ In the absence of the PHN or SHA, the principal or designee should contact the COVID-19 Call Center at 703-267-3511 9-7 weekdays and 9:40-5 on weekends.
- ✓ Identified students and staff in the cohort will be informed that they are to pause instruction and transition to distance learning, or remain home from work, for contact tracing and cleaning/disinfecting. The PHN will provide the communication letter to be sent.
- ✓ The school should keep a list of all those students and staff receiving this communication so that they can follow up with communication to all members of the cohort after contact tracing is completed.
- ✓ Principal will send **community notification** that COVID case investigation has been initiated.

COVID-19 Reporting and Communication

4

Follow up Communicable Disease (CD) call will be scheduled with FCHD CD Unit

- ✓ Upon completion of contact tracing, the FCHD will organize a follow-up CD call with the principal and COVID Team contacts.
- ✓ Principal will forward meeting information to RAS.
- ✓ The FCHD will provide recommendations regarding required cleaning and disinfecting; when the non-exposed students and staff in the cohort may resume face to face instruction; and when exposed students and staff may return and the required communications.
- ✓ **FCHD will advise what communication is necessary and share the required letters for principals to send at that time.**

5

Principal follows-up and sends out communications, as recommended by the FCHD.

FCPS COVID Team updates the case in the COVID Database.

OCCR coordinates any additional division-level communications or notifications to the SB.

FCHD COVID Communication Process for FCPS FCHD Contact Information

Question(s) related to a specific confirmed case/outbreak from FCPS

Calls should be directed to CD Outbreak staff to 703-409-8449 (phone answered 24/7)

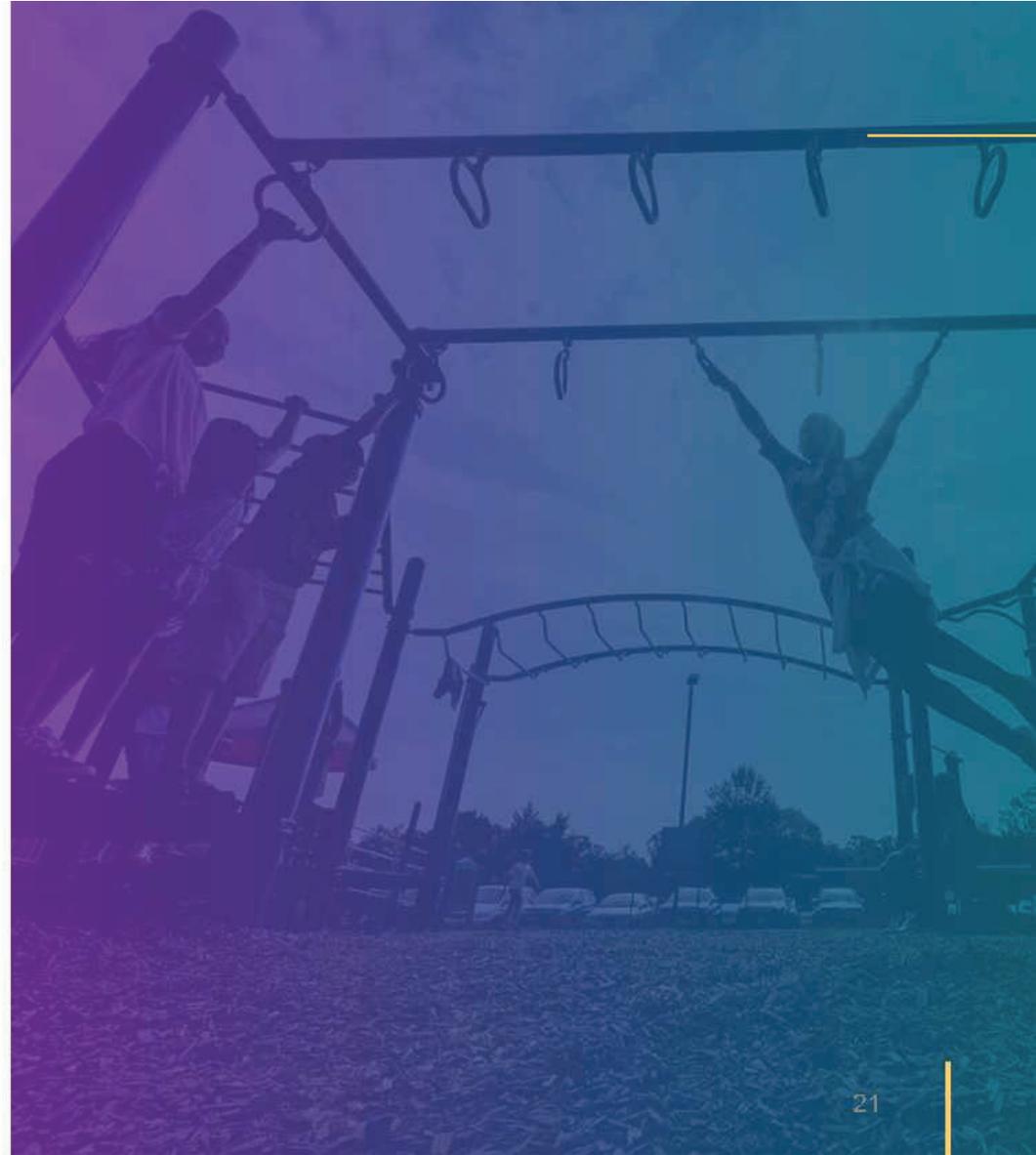
Question(s) related to COVID guidance/process/etc from a specific school principal/administrator

Calls should be directed to assigned FCHD School PHN

Question(s) related to COVID guidance/process/etc From FCPS Central Office

Calls should be directed to FCHD School Health Leadership Team at 703-246-2962

Transportation



Transportation

Temperature Checks

- Student temperatures will be taken at the bus stop (anticipated until second semester). Students demonstrating a temperature greater than or equal to 100.4° Fahrenheit will not be able to board the bus and will be sent home with the parent/guardian.
 - The bus attendant will log the temperature reading and the school will be notified by dispatch
- A K-5 student not accompanied by a parent/guardian registering a temperature will not be able to board the bus. The school will be notified to contact the parent and school staff and transportation staff will be requested to meet the bus until a parent arrives to take the student home

Transportation

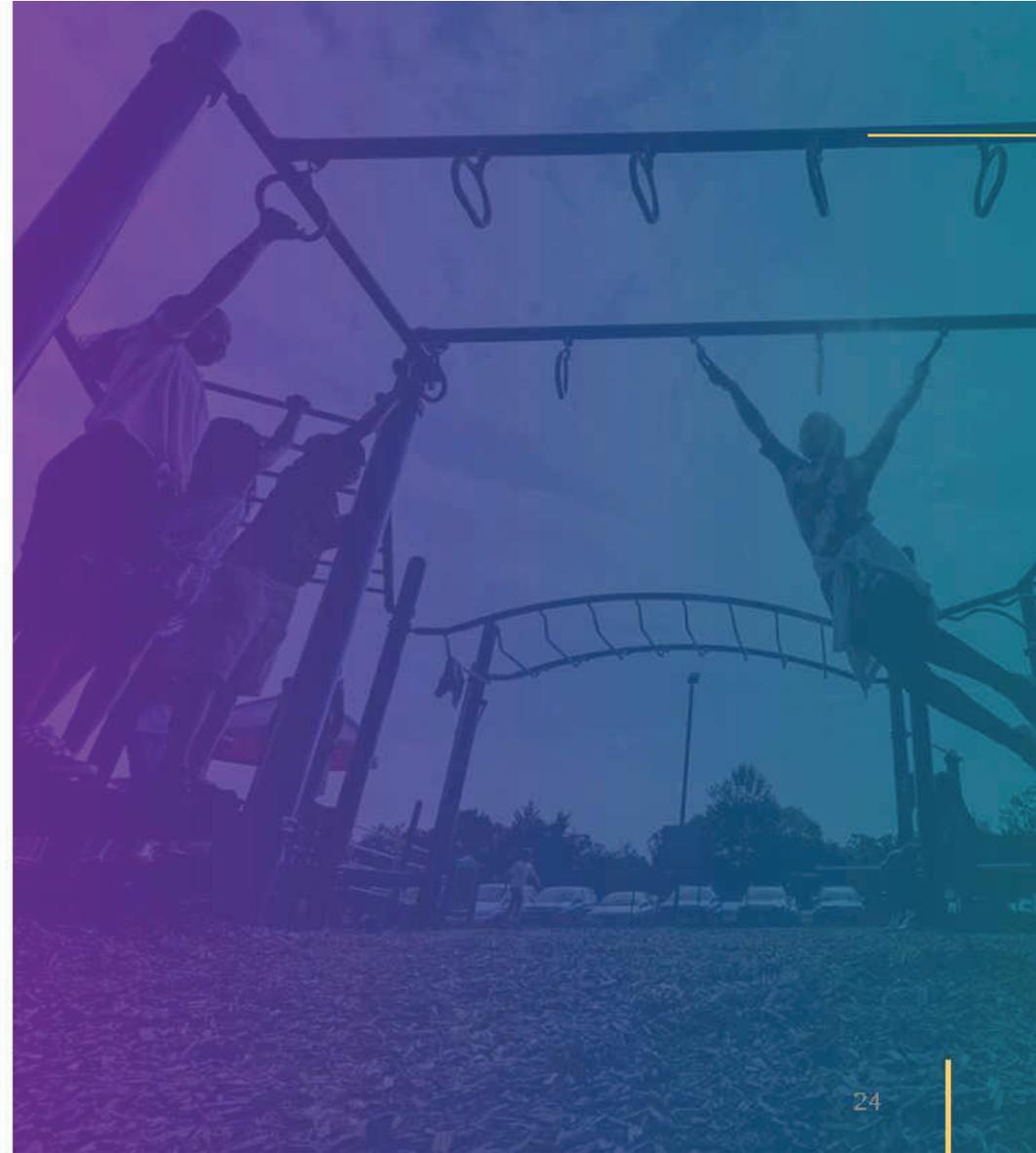
Route Information

- PS/PAC bus route information was provided to schools on October 14
- Groups 3 & 4 route information will be sent to schools on October 19
- Schools must notify parents with route information
- Route data will be available in Parent Vue
- Here Comes the Bus will become active October 20th.
- Student Immunization - Schools staff may include student data on list with a notation *Needs Immunization*. Contact the Transportation Supervisor once the student should be transported

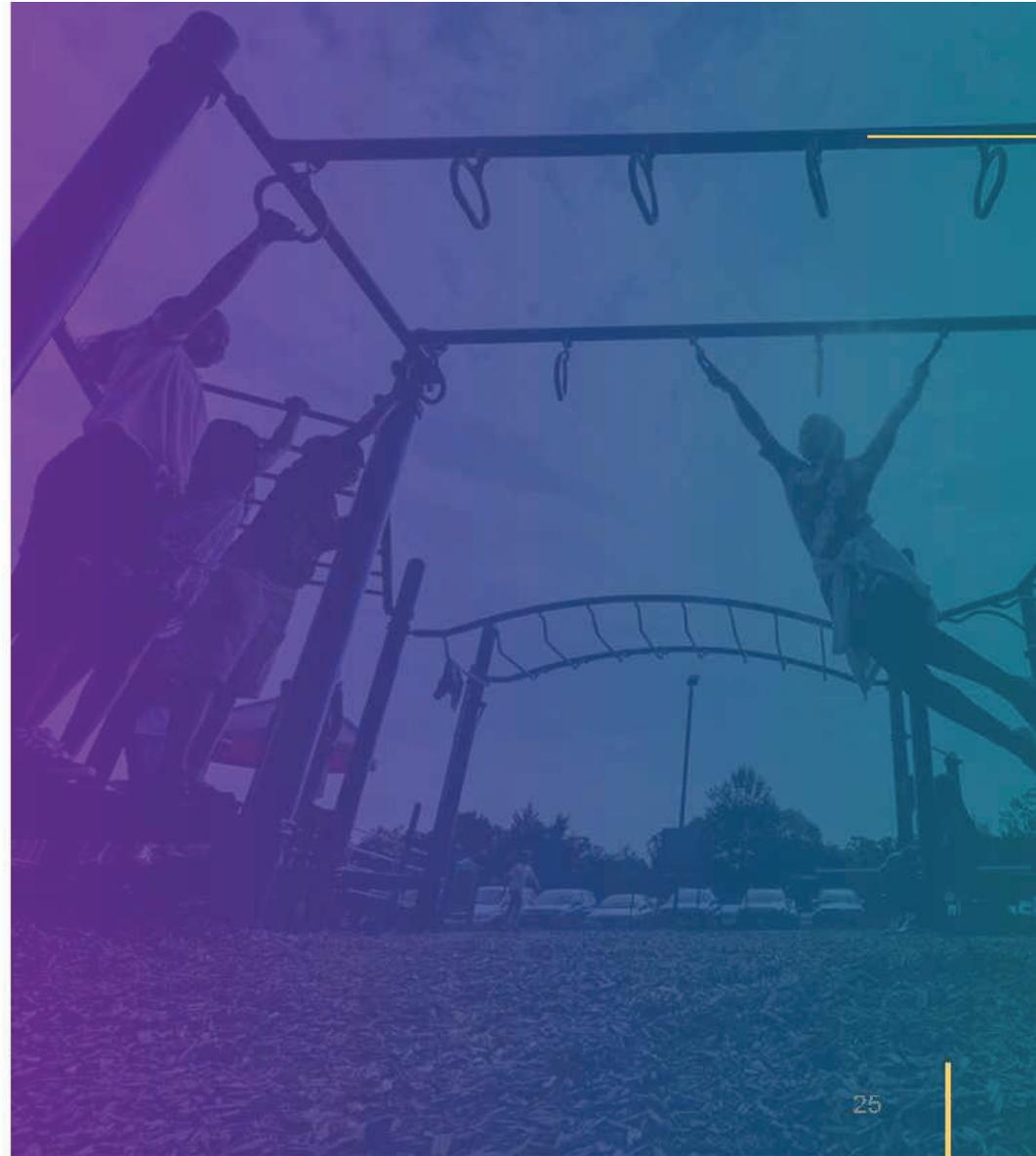
Bell Schedule Reminder

- As students return to the school building for face to face instruction, schools will operate on the 2020-2021 Bell Schedule, until such time it becomes necessary to switch to the Hybrid Bell Schedule (anticipated second semester)

Communications



| Instructional Updates



Attendance for returning cohorts

Students assigned to cohorts require status documentation in SIS

- To indicate the “in person” schedule, the following must occur
 - Obtain the list of returning students
 - Locate the Return to School student tab in SIS
 - Enter the schedule specifics (e.g. T-Fri in person) in each student record
- More details are in the [Elementary](#) or [Secondary](#) Attendance plans in the Reopening of Schools section of the Principal Corner

Elementary Monday Attendance Process

Mondays

Did teachers check in with the student?

YES

Teachers mark ASY or SYC by end of day Monday

Morning Meeting or Activity

NO

Teacher enters UNV by end of day Monday

Did the student complete weekly assignments?

YES

Teacher enters ASY end of Monday

Did you provide intervention for the student?

YES

Teacher enters SYC by end of Monday

Did the Parent affirm with the Front Office Staff the Student did independent work?

YES

Front Office Staff change UNV to ASY by end of Tuesday

NO

Front Office Staff change UNV to appropriate absence code

Secondary Monday Attendance Process

Mondays

Did teacher check in with the student?

YES

Teacher verifies attendance by end of Monday

Student or Parent Complete Attendance Google Form

NO

Teacher enters UNV by end of Monday

Did the student complete weekly assignments?

YES

Teacher enters attendance

Submitted assigned work

NO

Teacher enters UNV if assignment/activity not completed

Did the Parent affirm with the Front Office Staff the Student did independent work?

YES

Front Office Staff change UNV to present by end of Tuesday

NO

Front Office Staff change UNV to appropriate absence code

Upcoming Days with Schedule Adjustments

- **Thursday, October 29: *PSAT Day for HS***
 - Only students who are taking the PSAT/NMSQT will be in-person. All students in grades 9 - 12 who are not taking the PSAT are virtual and asynchronous.
 - No change for ES or MS schedule
- **Friday, October 30: *End of 1st Quarter/2 Hour Early Release Day***
 - No CTE/HS specialized in-person
 - No ESOL in-person
 - No SPED in-person
- **Monday, November 2 and Tuesday, November 3: *School Planning Day and Teacher Workday***
 - No CTE/HS specialized in-person
 - No ESOL in-person
 - No SPED in-person

PSAT Day

Thursday, October 29 at All High Schools

- InfoGram on 10/15: Staffing
- ActionGram on 10/19: Attendance
 - *Thursday, October 29 will be a virtual, asynchronous day for all students in grades 9-12 who are not testing*
- PSAT Coordinators continue to meet regularly
- High school principals should communicate expectations to teachers/staff and students:
 - As previously communicated in Actiongram #45 and TM #006-21, students checking in to take the PSAT exam on October 29, 2020, are recorded with a testing (TST) activity code in SIS and are excused from asynchronous learning activities.
 - Encourage flexibility with asynchronous expectations for staff participating in-person
 - Staff supporting adapted curriculum in-person should be excluded from testing responsibilities to focus on IEP and/or other responsibilities related to in-person return, as feasible

****Elementary and Middle School and Central Office Volunteers: [Sign Up Here by 4:00 p.m.](#)****

Academy/Host and Base School Responsibilities for Preferences, SIS RTS Tab, and Health Form *(High Schools Only)*

Item	Base School	Academy (or Host HS of specific in-person course)	Communication Between Schools
In-Person vs. Virtual Preference	Should update (if applicable) as part of phase in timeline for Hybrid (in school two or more days per week)	Should not update preference	When the base school updates the preference, the academy or host school will see the update immediately.
<p>SIS Return to School Tab “Student In Person Days” Field</p> <p><i>Note: Must be updated >6 days prior to in-person return date in order to generate a notification of the Health Commitment Acknowledgment form in ParentVUE</i></p>	Should insert a record in the grid for the base school (if applicable) as part of phase in timeline for Hybrid (in school two or more days per week). If the student’s days of the week change, the prior record for the base school should be end dated and a new record created.	Should insert a record in the grid for the academy or host school as part of phase in timeline for Cohort learning (one or two days per week based on course). If the student’s days of the week change, the prior record for the academy or host school should be end dated and a new record created.	When the base school or academy/host school inserts record in the “Student In Person Days”, both schools will see the data immediately.
Health Form	<p>For phase in groups 3-8, a notification of the Health Commitment Acknowledgement form will be sent and updated through ParentVUE as long as SIS Return to School Tab is updated >6 days prior to in-person return for parents with ParentVUE access. If the SIS Return to School Tab is updated after a student returns to school and the student does not yet have a health commitment form agreement, the Health Commitment form should show to the parent in 30 minutes or less.</p> <p>Within 30 minutes of the parent completing the form in ParentVUE, the Health Commitment on the RTS tab should be updated for the student and siblings in SIS.</p> <p>If a paper form is collected by academy/host, the form should be sent to base. Base school should update Health Commitment in SIS. Within 30 minutes, the Health Commitment on the RTS tab should be updated for any siblings with no response.</p>		When the base school updates the Health Commitment for paper forms, the academy or host school will see the update immediately. ParentVUE submissions will update automatically within 30 minutes.

General Timeline for Updating Preferences, SIS RTS Tab, and Health Form *(Non-Academy Schools - All Levels)*

Item	School
<p>In-Person vs. Virtual Preference</p>	<p>Updates (if applicable) as part of phase in timeline for Hybrid (in school two or more days per week)</p>
<p>SIS Return to School Tab “Student In Person Days” Field</p> <p><i>Note: Must be updated >6 days prior to in-person return date in order to generate the Health Form notification for ParentVue</i></p>	<p>Updates (if/when applicable) as part of phase in timeline for Cohort or Hybrid (in school one or more days per week). If the student’s days of the week change, the prior record should be end dated and a new record created.</p>
<p>Health Form</p>	<p>For phase in groups 3-8, a notification of the Health Commitment Acknowledgement form will be sent and updated through ParentVUE as long as SIS Return to School Tab is updated >6 days prior to in-person return for parents with ParentVUE access. Within 30 minutes of the parent completing the form in ParentVUE, the Health Commitment on the RTS tab should be automatically updated for the student and siblings in SIS.</p> <p>If a paper form is collected, school should update Health Commitment in SIS. Within 30 minutes, the Health Commitment on the RTS tab should be updated for any siblings with no response..</p>

Phase In Planning Office Hours

All Levels:

- **DSS School Health and Facilities:** Mondays, 10:00 -11:00 a.m., Wednesdays, 1:00-2:00 p.m. & Thursday, 8:30-9:30 a.m. (beginning the week of October 19)

Elementary:

- **ESOL:** Monday-Thursday, 8:00 - 9:00 a.m.
- **ECCB/PAC:** Tuesday, Thursday & Friday 12:30-1:30 p.m.
- **Enhanced Autism:** Monday, Wednesday & Friday 11:00 a.m.-12:00 p.m.
- **Adapted Curriculum/Cat B:** Tuesday 9:00-10:00 a.m., Wednesday 3:00-4:00 p.m. & Thursday, 10:00-11:00 a.m.

Secondary:

- **Elementary CSS and Burke MS (elementary program):** Monday, 3:30-4:00 p.m., Friday, 2:00-2:30 p.m.
- **ESOL:** Monday-Thursday, 1:00 - 2:00 p.m.
- **Adapted Curriculum/Category B:** Tuesday 10:00-11:00 a.m., Wednesday 3:00-4:00 p.m., Thursday, 11:00 a.m.-12:00 p.m.
- **HS Specialized Programs:** Thursdays, 9:30 - 10:30 a.m.

Questions & Discussion

A desk with a pen holder, scissors, a stapler, and a sign that says "YOU ARE AMAZING". The background is a blurred office or classroom setting with a calendar and a sign that says "DO YOU HAVE ANY TAKES TO BE".

Secondary Principal Groups 1-4 Phase-In Planning

September 29, 2020

Agenda

Purpose of today: Planning for the Return of Groups 1-4

- Process for phase-in planning
- Information and Updates (time permitting)

[Capture questions here](#)

Phase-in Timeline

DRAFT

As of 9/28	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 <i>(week of 10/5)</i>	Firefighting, LPN, Construction, Student Auto Sales <i>(1-2 sessions per week; varies by school)</i>				
GROUP 2 <i>(week of 10/12)</i>	Preschool Autism and Preschool Class-based students <i>(4 full days per week)</i>				
	EMT, Intro to Nursing, Carpentry, Cosmetology <i>(1-2 sessions per week; varies by school)</i>				
GROUP 3 <i>(week of 10/19)</i>	Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) <i>(4 full days per week)</i>				
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) <i>(Monday AM)</i>				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC <i>(1-2 sessions per week; varies by school)</i>				
GROUP 4 <i>(week of 10/26)</i>	Burke Elementary School <i>(4 full days per week)</i>				
	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs <i>(1-2 sessions per week; varies by school)</i>				
GROUP 5 <i>(week of 11/2)</i>	Early Head Start, PreK, and Kindergarten <i>(2 full days per week)</i>				
	EL SLIFE & Newcomers (grs 3-12) <i>(2 full days per week)</i>				
GROUP 6 <i>(week of 11/16)</i>	Grades 1-2 <i>(2 full days per week)</i>				
GROUP 7 <i>(week of 11/30)</i>	Grades 3-6 <i>(2 full days per week)</i>				
GROUP 8 <i>(start of second semester)</i>	Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) <i>(2 full days per week)</i>				

English Learners - Operational Level II Phase-in Programs

Group	Phase Category	Student Profile	Schools
Group 3 Week of 10/19	SLIFE	<ul style="list-style-type: none"> ES students in biliteracy intervention MS and HS students in Literacy Essentials for ELs intervention 	<ul style="list-style-type: none"> Bailey's Upper ES, Braddock ES, Centre Ridge ES, Hutchison ES, Lynbrook ES Glasgow MS, Jackson MS, Liberty MS Annandale HS, Centreville HS, Fairfax HS, Falls Church HS, Herndon HS, Justice HS, Lewis HS, West Potomac HS
Group 3 Week of 10/19	Newcomers	<ul style="list-style-type: none"> Grades 3-12 WIDA ELP level 1 Entry Date US schools after 6/30/2019 	<ul style="list-style-type: none"> All schools EL Data Portfolio Dashboard Instructions
Group 3 Week of 10/19	Additional ELs identified at the school level School Decision	<ul style="list-style-type: none"> Grades 3-12 SLIFE (SF code) not in biliteracy Intervention or Newcomer category WIDA ELP level 1 or 2 experiencing challenges with virtual learning 	<ul style="list-style-type: none"> All schools

Special Education - Operational Level II Phase-in Programs

Group	Phase Category	Programs
Group 3 Week of 10/19	Key Center Kilmer Center Adapted Curriculum K-12* 4 Full Days (Tuesday-Friday)	<ul style="list-style-type: none"> ● Key Center & Kilmer Center ● Intellectual Disabilities (ID) K-12 Classrooms ● Intellectual Disabilities - Severe (IDS) K-12 Classrooms ● Mixed Non-categorical Secondary Classrooms Adapted Curriculum, Special Education setting 50% or more

*See the [Special Education - Level II Phase-in Student and Program Profile](#) for additional details regarding students returning in Group 3.

HS Specialized Courses

The courses listed below include academy and specialty courses at base schools. These are not standard course offerings across base schools.

Group	Courses/Program
Group 1 Week of 10/5	Firefighting at West Ox Road Fire Academy. Construction at Spring Village Estates, Nursing at Plum Center
Group 2 Week of 10/12	Carpentry, Cosmetology, Emergency Medical Technician, Intro to Nursing
Group 3 Week of 10/19	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC
Group 4 Week of 10/26	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs

HS Specialized Courses *continued*

- Draft plans indicate 1 - 2 sessions per week
 - Every student does not have to come every week; there could be a monthly/weekly rotation for courses with high enrollment
- Sessions may take place on Mondays or Tuesdays - Fridays
 - Transportation availability is pending for T - F. It may be possible for students to ride the bus in with students who will be doing four days per week in person, however, supervision for all class periods would be needed.
 - If sessions are offered when transportation is not available, consider adding another option that includes transportation
 - *Example: If students who drive may come in one time between Tuesday - Friday for their designated period, can there be a session offered on Monday with transportation as an option?*

HS Specialized Courses *continued*

- If a student/parent indicated a preference for all virtual school but would like to attend the select in-person lab experiences during cohort learning, that is an option for the student/parent
 - *Pending: For FCPS Operational Level 3 (Hybrid), how do we address in-person options/requests for students/parents who selected all virtual but would like to attend in-person for specialty courses?*
- If a teacher(s) of the course are all Tier 1, it may be possible to collaborate with other schools to provide in person experiences to students, depending on availability of instructors and course enrollment

Challenges to Overcome

Phase-in Dependent on Health Conditions, Staffing, and Scheduling Issues

 <p>Health conditions support safe phase-in</p>	 <p>Identify teachers and staff available for in-person instruction</p>	 <p>Identify students to be served in-person</p>	 <p>Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability</p>
<p>Considerations</p>			
<p><i>Following guidance of health department; identifying available public health nurses and student health aides</i></p>	<p><i>Completing ADA review of staff preferences for in-person or online</i></p>	<p><i>Identify number of students the school can serve in-person during each Operating Level; Understanding needs of individual students, identified student groups, and specialized courses that benefit from in-person instruction</i></p>	<p><i>Balancing with current master schedule (including concurrent sections), availability of transportation, meal service, etc.; Potential revisions to schedules, including teacher and teaching assignments</i></p>

Phase-in Planning Tools

- [Phase-in School Planning Hyperdoc](#)
- [Irving MS Sample](#)
- [General Template to copy](#)

Childcare Options - Level 2 (Groups 1-4)

Option 1 - Work Space	Option 2 - Supervision Room
<ul style="list-style-type: none"> ● All school based staff required to return to work may bring child(ren) with them to their work space* ● County of residence does not matter ● Grades K-8 ● Facilities guidelines on social distancing must be maintained ● Child(ren) must be able to work with limited supervision ● Number of children of staff is limited based on maintaining social distancing in work space ● Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty 	<ul style="list-style-type: none"> ● All school based staff required to return to work may bring child(ren) with them to their work space* ● Supervision room(s) is established by principal ● Principal determines supervision assignment and schedule ● County of residence does not matter ● Grades K-8 ● Facilities guidelines on social distancing must be maintained ● Number of children of staff is limited based on maintaining social distancing in work space ● Principal reserves the right to determine if arrangement is impacting employees ability to fully perform their duty

Confidentiality in the work space must be maintained at all times

Childcare Option- Operational Level 3 - Hybrid

- Instructional employees can access Level 2 child care options (classroom/supervision room) until their child's cohort entered into hybrid status.
- Children of all FCPS staff who are of elementary age (K-6) are eligible for 4 days of instruction at their base school when their cohort enters hybrid status
- Staff childcare intent data of this option captured in summer will be used and shared with site principals
- Childcare options utilized during Level 2 ceases when elementary groups are in hybrid status.

Transportation Times Available

- **Mondays (Base Schools and Academies):**
 - AM Session: 8:30 Arrival and 11:00 Departure
 - PM Session: 12:00 Arrival and 2:30 Departure
 - ESOL Session: 9:00 Arrival and 12:00 Departure
- **Tuesdays - Fridays (Base Schools)**
 - 8:10 Arrival and 2:55 Departure
 - *If you are exploring a different schedule for a specific high school course/program, please contact your Shawn Stockslager, Pattie Hammond, Christopher Lester Daniels, and Michele Phillips to discuss*
- **Tuesdays - Fridays (Academies)**
 - *Academy schedules are being developed based on each course and teacher availability. Please contact Pattie Hammond and Shawn Stockslager if you have specific questions*

Student Transportation for CTE/HS Specialized and ESOL

- All students invited to in-person instruction will be offered transportation to and from school
- Principals shall add student names to the Google sheets in their school folder [here](#) **by October 7**
 - **Only for CTE/HS Specialized and ESOL. See SPED details on next slide.*
- Google sheets will need to be updated periodically by schools as phases progress (e.g. Newcomer or SLIFE student may attend Mondays only to begin and then switch to two different days later in the fall)
- Transportation Services contacts are Michele Phillips and Christopher Lester Daniels

Special Transportation Request (STR) for Students with Disabilities

- Special Transportation Request (STR) for students with disabilities in Groups 1-4 must have a correct STR submitted no later than **COB October 1**
- Pick up/drop off addresses and phone numbers should be verified with parents/guardians
- Indicate any transportation accommodations selected in the IEP (seatbelts, safety vests, wheelchairs, etc.)
- Indicate current height and weight of student (ECCB and PAC only)
- All students with no transportation accommodations attending in-person must have a STR submitted to have appropriate transportation services created
- Update the start date for each in-person cohort group
- For every student remaining virtual, the STR should be corrected to “transportation no longer needed” so service is not created
- Accuracy review of STR spreadsheet will be required by **COB October 5**

***Please reach out to your transportation supervisor or transportation specialist if you have additional questions.**

Staffing & Scheduling Support: October Office Hours

	Elementary	Secondary
ESOL	Monday-Thursday, 8:00 - 9:00 a.m. https://us.bbcollab.com/guest/691c7f3bf02e4c9f96010fcd332f8a18	Monday-Thursday, 1:00 - 2:00 p.m. https://us.bbcollab.com/guest/e9e21c77fb08404f8d6a6ca4185a713b
SPED	<u>ECCB/PAC:</u> Tuesday, Thursday & Friday 12:30-1:30 p.m. <u>Enhanced Autism:</u> Monday, Wednesday & Friday 11:00 a.m.-12:00 p.m. <u>Adapted Curriculum/Cat B:</u> Tuesday 9:00-10:00 a.m., Wednesday 3:00-4:00 p.m. & Thursday, 10:00-11:00 a.m.	<u>Adapted Curriculum/Category B:</u> Tuesday 10:00-11:00 a.m. Wednesday 3:00-4:00 p.m. Thursday, 11:00 a.m.-12:00 p.m.
HS Specialized Programs		Thursdays, 9:30 - 10:30 a.m. https://us.bbcollab.com/guest/0b8320d9e3bc413a9c404d7509d9b746



Questions & Discussion

[Capture questions here](#)

The background of the slide is a photograph of a desk with various office supplies. In the center, there is a wooden sign that says "YOU ARE AMAZING" with two heart cutouts. To the left of the sign is a blue pen holder with several pens. To the right is a black stapler. In the background, there are scissors, a pencil sharpener, and a calendar. The entire image is overlaid with a semi-transparent blue and purple gradient.

HS Specialized Courses FCPS Operational Level 2 (Groups 1 -4) Phase-In Planning

October 2, 2020

Agenda

Purpose of today: Planning for the Return of Group 2

- Phase-in Timeline & Group 2 Overview
- Health/Safety Protocols
- Transportation
- Food & Nutrition Services
- Child Supervision Options
- Scheduling Supports
 - Phase-in Task List
 - Sample Schedules
 - Staffing Needs
 - Coaching/Support Sessions

Phase-in Timeline

As of 10/1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5) 4 Locations, ~ 40 students	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)				
GROUP 2 (week of 10/19) 72 Schools, ~1,300 students	Preschool Autism and Preschool Class-based students (4 full days per week)				
	EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships (1-2 sessions per week; varies by school)				
GROUP 3 (week of 10/26) 171 Schools, ~4,000 students	Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)				
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays AM through 11/23/20)				
GROUP 4 (week of 10/26) 18 Schools, ~2,800 students	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
	Burke Elementary School (4 full days per week)				
	Culinary, Cyber Comp Tech, Dance, Early Childhood , MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				



Health & Safety Protocols

Regulation 2109 Face Covering/Mask Requirement

- Required for all students who are two years of age and older
- **Temporary exceptions**, such as while eating, drinking or exercising, will be under the direction and supervision of a school official(s)
- **Exemptions** due to a medical condition:
 - Parent provides a **written statement** from physician
 - Original documentation in the health section of the cumulative file
 - Exemption noted in the SIS on the *Return to School* tab.
- Any student not wearing a face mask for **any** reason, upon arrival to school will receive daily temperature check(s)
- Finalized information regarding students who are non-compliant with the face covering regulation can be viewed [HERE](#)

Daily Temperature Checks

For Cohort 2, FCPS will be doing daily temperature checks. Moving forward, these protocols may change based on public health guidance.

Designated staff must be available throughout the day to take temperatures and use appropriate PPE. Training available at: [How To Use a Temporal Thermometer.](#)

- **Bus Stop:** Temperatures will be taken at bus stops.
 - Parents/guardians will be required to accompany their child at the bus stop
 - Students with temperature greater than or equal to 100.4° Fahrenheit will not be able to board the bus and will be sent home.
- **School Arrival/Entry:** Temperatures will be taken for all students entering the building.
- **Students arriving late to school**
- **Students taking off their face mask during the day and not putting it back on**

Students with temperature greater than or equal to 100.4° Fahrenheit will be taken to the isolation room for further screening.

Parent/Guardian Commitment Form and Daily Health Screening

Students returning In-person are **identified on SIS Return to School tab**

- New fields indicate In-Person **start date** and the **days of the week** of instruction.

Parents/guardians will be asked to acknowledge a **one-time Health Screening Commitment form**

- Cohort 1: present a paper form which will be entered in SIS.
- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.

- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

Establishment of Isolation Rooms

- Predetermined, designated location. **Must be separate from the health room and separate from the SRS isolation room**
- It may be necessary to establish a **second room** in the event that the number of students exceeds the established capacity, or cleaning is required
- Isolation supplies and instructions for use of PPE were delivered to the attention of the principal on September 14, 2020. Isolation kits must remain outside the isolation room to prevent contamination

Staffing the Isolation Room

Who May Staff the Isolation Room?

- **Staff will need to be available at various times throughout the day to supervise any student exhibiting symptoms of COVID-19 while awaiting pick up by the parent or guardian.**
- The School Health Aide may not be assigned to the isolation room
- All staff may be assigned to the isolation room should the need arise
- Per the Code of Virginia, with the exception of school administrative personnel, staff may refuse to perform non emergency health-related services for students
- It is not necessary to remain in the room with the student, but staff should be ready to enter the room if the student requires assistance
- Staff supporting the isolation room will be provided with a gown or lab coat, gloves, a surgical mask and a face shield as appropriate, and should view the mandatory training video on the use of Personal Protective Equipment (PPE) available in MYPDE.

Isolation Room

What is the Criteria for the Isolation Room Visit?

Feeling feverish or chills

Fever ≥ 100.4

Headache (not due to another health condition, hunger, menstrual cramps stress, or injury)

A new cough (not due to another health condition)

Shortness of breath or breathing difficulties (not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)

A new sore throat (not due to another health condition)

Congestion or runny nose (not related to allergies or health condition)

Fatigue (more tired than normal or sudden onset)

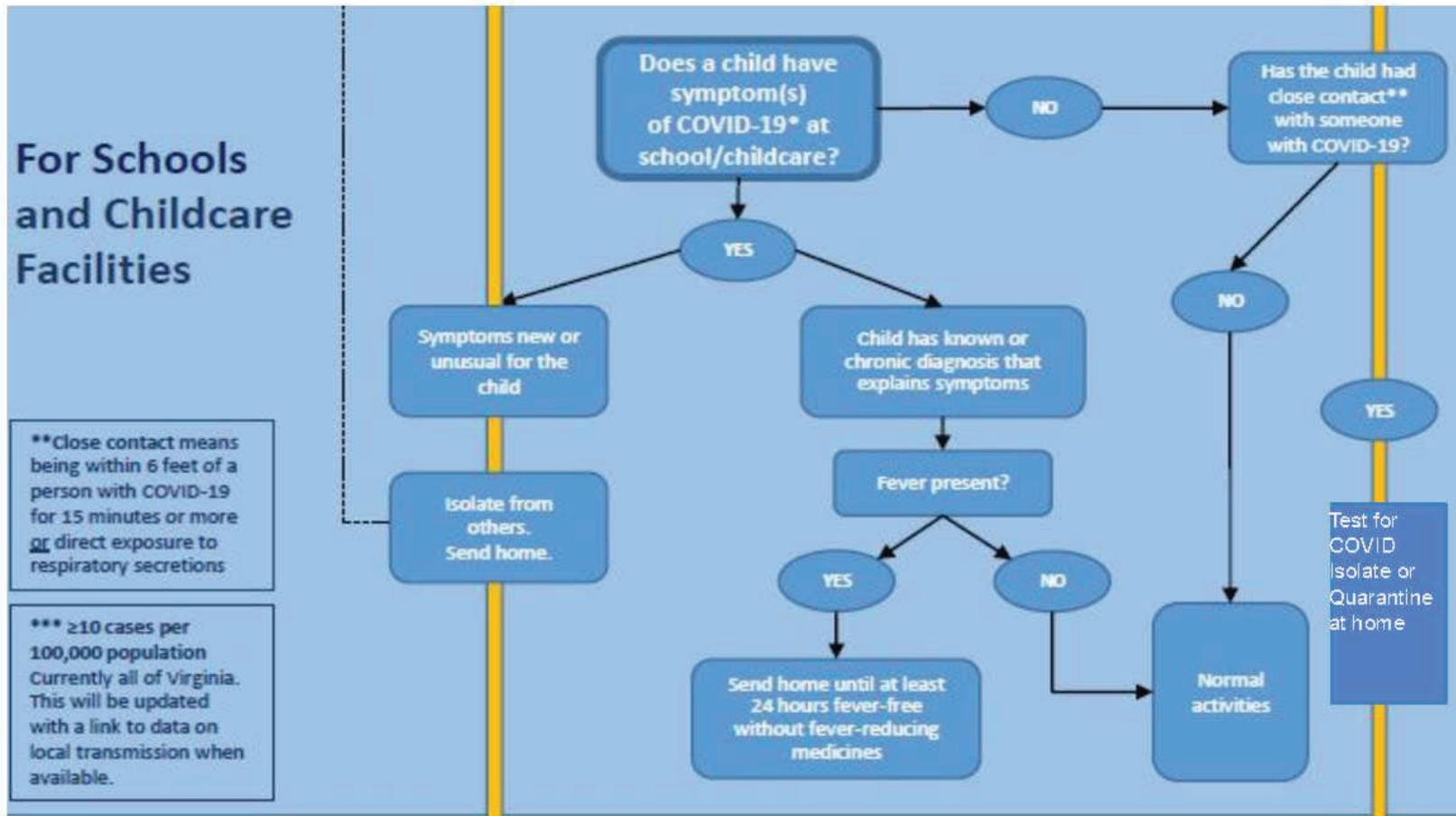
New muscle pain (not due to another health condition or that may have been caused by a specific activity such as physical exercise))

New loss of taste, smell, or appetite

Abdominal pain (not due to hunger, constipation, injury, or stress)

Nausea, vomiting or diarrhea

Virginia Department of Health Algorithm for Evaluating a Child with COVID-19



PHNs and SHA Supports

Will My School Have a Public Health Nurse (PHN) and a School Health Aide (SHA)?

- Each school will have a designated PNH and SHA. The PHN and the SHA are considered part of the school health team
- PHNs and SHAs are beginning to return to the schools, beginning with Cohort 2 on October 19
- The school health team will work closely with the principal and administrative staff should there be a positive case of COVID-19 and will provide guidance to the school in determining next actions which will include communication and community notification as needed
- The PHN will continue to provide guidance to the schools regarding medically complex students, participate in IEPs/504s, and develop health care plans as needed
- The SHA will continue to support students in the health room

Attendance Line and Absence Follow-Up

Consistency in Attendance Line and Absence Follow-up

- Schools will be required to update the attendance line and web page message. A script will be provided to schools
- FCPS staff will be responsible for contacting those families who have not provided information regarding why their student is absent
- It is critical that this contact occur early in the day in order to provide information to the school health team
- FCPS and FCHD are currently developing a process for tracking students to ensure that they do not return prior to the end of their quarantine, isolation, receipt of an alternative diagnosis or clearance by their healthcare provider
- An Actiogram will be sent out next week



Transportation Protocols

Transportation Times Available

- **Mondays (HS/Base Schools and Academies):**
 - AM Session: 8:30 Arrival and 11:00 Departure
 - PM Session: 12:00 Arrival and 2:30 Departure
 - ESOL Session: MS 7:30-10:30; HS 8:10-11:10; ES 9:00-12:00
- **Tuesdays - Fridays (Base Schools)**
 - 8:10 Arrival and 2:55 Departure (High School and Secondary)
 - 7:30 Arrival and 2:15 Departure (Middle School)
 - *If you are exploring a different schedule for a specific high school course/program, please contact Shawn Stockslager, Pattie Hammond, Christopher Lester Daniels, and Michele Phillips to discuss*
- **Tuesdays - Fridays (Academies)**
 - *Academy schedules are being developed based on each course and teacher availability. Please contact Pattie Hammond and Shawn Stockslager if you have specific questions*

Student Transportation for CTE/HS Specialized and ESOL

We have created a transportation and schedule template for groups 2-4 to help in your planning and preparation for the students returning to specialized CTE programs. Completing and sharing this form will allow us to capture the necessary information to arrange transportation, and keep all of the group 2-4 materials in one place. Once this template is complete, transportation will create routes for your school and share the transportation details with you.

When using this template please follow these procedures:

- Make a copy of the CTE and ESOL template and name it with your School Name CTE (or ESOL) Groups 2-4 Transportation Needs (date of last update). It is helpful to transportation if you update the title with the date each time you edit this form to ensure they are always working with the most recent version.
- Please save your sheet in your school's Google folder so it is shared as necessary.
- If you add students after submitting your original list highlight them in yellow and email transportation to alert them of a change.
- If you remove students after submitting your original list cross through them and email transportation to alert them of a change.
- Complete the schedule tab for the CTE courses in groups 2-4 at your school and update as needed.
- Email transportation to discuss changes and/or notify of updates: ***Transportation Services contacts are Michele Phillips and Christopher Lester Daniels***

Please complete for ESOL by October 7 | Group 2 by October 9 | Groups 3-4 by October 14

Special Transportation Request (STR) for Students with Disabilities

- Special Transportation Request (STR) for students with disabilities in Groups 1-4 must have a correct STR submitted no later than **COB October 1**
- Pick up/drop off addresses and phone numbers should be verified with parents/guardians
- Indicate any transportation accommodations selected in the IEP (seatbelts, safety vests, wheelchairs, etc.)
- Indicate current height and weight of student (ECCB and PAC only)
- All students with no transportation accommodations attending in-person must have a STR submitted to have appropriate transportation services created
- Update the start date for each in-person cohort group
- For every student remaining virtual, the STR should be corrected to “transportation no longer needed” so service is not created
- Accuracy review of STR spreadsheet will be required by **COB October 5**

***Please reach out to your transportation supervisor or transportation specialist if you have additional questions.**



Food & Nutrition Services

Food and Nutrition Services

CDC's Considerations

 Serve prepackaged meals.

 Ensure 6 feet in food service lines and while eating (preferably in classrooms).

 Have children wash hands or use hand sanitizer before and after eating.

Meal Service Planning

 Work with schools to begin with Grab & Go -- transitioning to hot meals when appropriate -- and continuously assessing food distribution. USDA waiver permits no-cost meals for all children through December.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>



Child Supervision Options

Child Supervision Options - Level 2 (Groups 1-4)

Option 1 - Work Space	Option 2 - Supervision Room
<ul style="list-style-type: none"> ● All school based staff required to return to work may bring child(ren) with them to their work space* ● County of residence does not matter ● Grades K-8 ● Social distancing guidelines must be followed as much as possible ● Child(ren) must be able to work with limited supervision ● Number of children of staff is limited based on maintaining social distancing in work space ● Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty 	<ul style="list-style-type: none"> ● All school based staff required to return to work may bring child(ren) with them to their work space* ● Supervision room(s) is established by principal ● Principal determines supervision assignment and schedule ● County of residence does not matter ● Grades K-8 ● Social distancing guidelines must be followed as much as possible ● Number of children of staff is limited based on maintaining social distancing in work space ● Principal reserves the right to determine if arrangement is impacting employees ability to fully perform their duty

***Confidentiality in the work space must be maintained at all times**

Child Supervision Option

Operational Level 3 - Hybrid

- All school based staff required to return to work can access Level 2 child care options (classroom/supervision room) until their child's cohort entered into hybrid status.
- Children of all FCPS staff who attend elementary school (K-6) are eligible for 4 days of instruction at their base school when their cohort enters hybrid status
- Staff supervision intent data of this option captured in summer will be used and shared with site principals
- Supervision options utilized during Level 2 ceases when elementary groups are in hybrid status.



Scheduling Support

Staffing

Intent to Return

- The deadline for staff to submit their Intent to Return responses has been extended to Tuesday, October 6th

Requests for Additional Staffing Supports

- If schools identify staffing shortages due to lack of staff availability to provide in-person instruction, please submit the estimated number of additional monitors (e.g. substitutes, reassigned operational staff) needed to provide in-person instruction/supervision

Additional staffing support may be needed when:

- A teacher has a Tier 1 accommodation and students are returning in-person
- When SPED cohorts return (in Operational Level 2) for full-day in-person instruction prior to the general education teachers return that results in a coverage need for classes not taught by in-person SPED teachers

Action: Complete FORM (coming soon) for adult monitors

HS Specialized Courses *continued*

- Draft plans indicate 1 - 2 sessions per week
 - Every student does not have to come every week; there could be a monthly/weekly rotation for courses with high enrollment
- Sessions may take place on Mondays or Tuesdays - Fridays
 - Transportation availability is pending for T - F. It may be possible for students to ride the bus in with students who will be doing four days per week in person, however, supervision for all class periods would be needed.
 - If sessions are offered when transportation is not available, consider adding another option that includes transportation
 - *Example: If students who drive may come in one time between Tuesday - Friday for their designated period, can there be a session offered on Monday with transportation as an option?*

HS Specialized Courses *continued*

- If a student/parent indicated a preference for all virtual school but would like to attend the select in-person lab experiences during cohort learning, that is an option for the student/parent
 - *Pending: For FCPS Operational Level 3 (Hybrid), how do we address in-person options/requests for students/parents who selected all virtual but would like to attend in-person for specialty courses?*
- If a teacher(s) of the course are all Tier 1, it may be possible to collaborate with other schools to provide in person experiences to students, depending on availability of instructors and course enrollment
- Teachers are **not** required to teach concurrently during FCPS Operational Level 2 (Cohort Learning); if a teacher opts to teach concurrently to virtual and in-person to practice, that is an option if circumstances allow
- Please offer flexibility for teachers to utilize asynchronous time for planning time during the week to plan and account for the time spent in-person experiences, as feasible/appropriate
- Samples of schools Google Forms that have been used for communicating with and gathering information from students/parents are in the speaker notes of this slide

HS Specialized Courses

The courses listed below include academy and specialty courses at base schools. These are not standard course offerings across base schools.

Group	Courses/Program
Group 1 Week of 10/5	Firefighting at West Ox Road Fire Academy. Construction at Spring Village Estates, Nursing at Plum Center
Group 2 Week of 10/19	Carpentry, Cosmetology, Emergency Medical Technician, Intro to Nursing
Group 3 Week of 10/26	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC
Group 4 Week of 10/26	Culinary, Cyber Comp Tech, Dance, Early Childhood , MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs

Seeking Consensus on Courses/Programs

We have heard from several schools with varying levels of questions about the need for in-person instruction prior to hybrid for the following courses/programs:

- Criminal Justice
- Early Childhood Careers
- JROTC

Question: Recognizing that there will be some variance across schools based on enrollment, staffing, and potential other factors, is there consensus that any of the above courses/programs should be removed entirely from the phase in prior to FCPS Operational Level 3 (Hybrid Learning)?

Phase-in Planning Tools

- [Phase-in School Planning Hyperdoc](#)
- [Irving MS Sample](#)
- [General Template to copy](#)

Staffing & Scheduling Support: October Office Hours

	Elementary	Secondary
ESOL	Monday-Thursday, 8:00 - 9:00 a.m. https://us.bbcollab.com/guest/691c7f3bf02e4c9f96010fcd332f8a18	Monday-Thursday, 1:00 - 2:00 p.m. https://us.bbcollab.com/guest/e9e21c77fb08404f8d6a6ca4185a713b
SPED	<u>ECCB/PAC:</u> Tuesday, Thursday & Friday 12:30-1:30 p.m. <u>Enhanced Autism:</u> Monday, Wednesday & Friday 11:00 a.m.-12:00 p.m. <u>Adapted Curriculum/Cat B:</u> Tuesday 9:00-10:00 a.m., Wednesday 3:00-4:00 p.m. & Thursday, 10:00-11:00 a.m.	<u>Adapted Curriculum/Category B:</u> Tuesday 10:00-11:00 a.m. Wednesday 3:00-4:00 p.m. Thursday, 11:00 a.m.-12:00 p.m.
HS Specialized Programs		Thursdays, 9:30 - 10:30 a.m. https://us.bbcollab.com/guest/0b8320d9e3bc413a9c404d7509d9b746



Questions & Discussion

[Capture questions here](#)



Phase-in Timeline

As of 9/30	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5) ~ 40 students	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week, varies by school)				
GROUP 2 (week of 10/19) ~1,300 students	Preschool Autism and Preschool Class-based students (4 full days per week)				
	EMT, Intro to Nursing, Carpentry, Cosmetology (1-2 sessions per week, varies by school)				
GROUP 3 (week of 10/26) ~4,000 students	Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)				
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Monday AM)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week, varies by school)				
GROUP 4 (week of 10/26) ~2,500 students	Burke Elementary School (4 full days per week)				
	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week, varies by school)				



Secondary Principal Meeting: Group 1-4 Phase-In Planning

October 6, 2020

Agenda

Purpose of today: Planning for the Return of Groups 2 & 3

- Phase-in Timeline
- Group 3 - SPED
- Group 3 - ESOL
- Health/Safety Protocols
- Transportation
- Child Supervision Options
- Scheduling Supports

WORKING DRAFT

Phase-in Timeline

As of 10/2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5) 4 Locations, ~ 40 students	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)				
GROUP 2 (week of 10/19) 72 Schools, ~1,300 students	Preschool Autism and Preschool Class-based students (4 full days per week)				
	EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships (1-2 sessions per week; varies by school)				
GROUP 3 (week of 10/26) 171 Schools, ~4,000 students	Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)				
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays AM through 11/23/20)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
GROUP 4 (week of 10/26) 18 Schools, ~2,800 students	Burke Elementary School (4 full days per week)				
	Culinary, Cyber Comp Tech, Dance, , MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice (Level 2), TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				
GROUP 5 (week of 11/9) All Schools, ~8,800 students	Early Head Start, PreK, and Kindergarten (2 full days per week)				
GROUP 6 (week of 11/30) All ES/Primary Schools, ~13,600 students	EL SLIFE & Newcomers (grs 3-12) (2 full days per week)				
	Grades 1-2 (2 full days per week)				
GROUP 7 (week of 1/4) All ES/Upper Schools, ~27,800 students	Grades 3-6 (2 full days per week)				
GROUP 8 (week of 2/1) All Schools, ~53,000 students	Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)				



SPED - Group 3 Programs

Special Education Operational Level II Group 3 Phase-in Programs (Secondary)

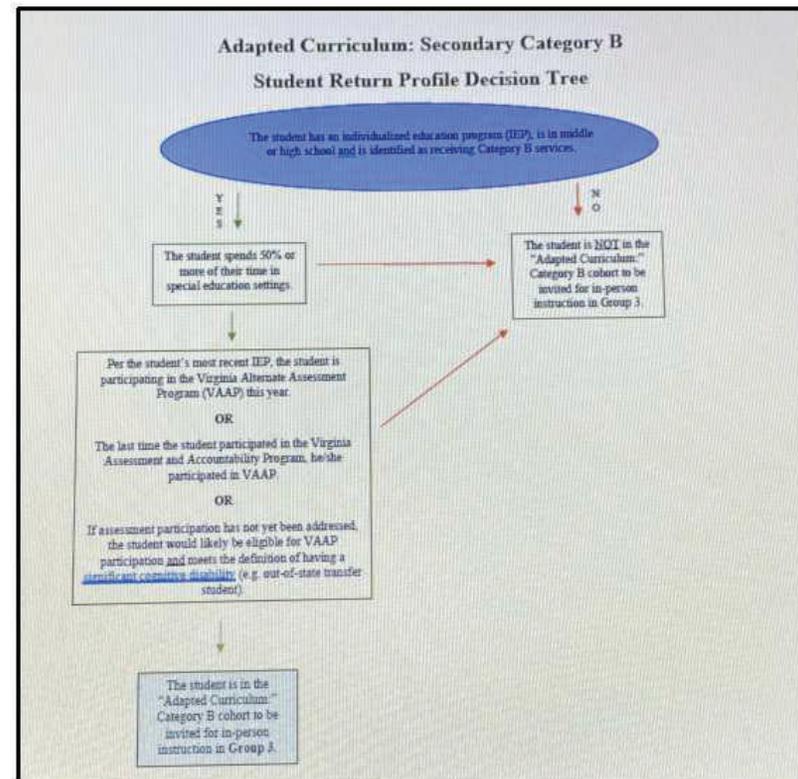
Group	Phase Category	Return Date	In-School Days	School Program	Eligible Students
3	Key & Kilmer Centers	10-26-2020	Tuesday - Friday (full-day)	Key & Kilmer Centers	All students enrolled Key and Kilmer Centers.
	Adapted Curriculum - Elementary & Secondary (Specialized Programs)	10-26-2020	Tuesday - Friday (full-day)	Intellectual Disabilities (ID) Classrooms	All students enrolled in ID classrooms.
		10-26-2020	Tuesday - Friday (full-day)	Intellectual Disabilities - Severe (IDS) Classrooms	All students enrolled in IDS classrooms.
		10-26-2020	Tuesday - Friday (full-day)	Cat B - Adapted Curriculum	Secondary students instructed with the adapted curriculum in special education settings for 50% or more of their instructional day.

*See the [Special Education - Level II Phase-in Student and Program Profile](#) for additional details regarding students returning in Group 3.

Adapted Curriculum Secondary Cat B: Student Return Profile Decision Tree

The [Secondary Category B \(Cat B\): Adapted Curriculum](#) Student Return Profile Decision Tree has been developed to assist school-based administrators in determining secondary Category B students to be invited to return to school in Group 3 under the “Adapted Curriculum” category.

Exception: In cases where the majority of the students in a self-contained, special education class are returning as part of a Group 3 cohort, the remaining students in that special education class may be invited to return if they spend 50% or more of their instructional day in that special education class.



Details for an “Exception” to Return w/ Group 3: Category B

Exception: In cases where the majority of the students in a self-contained, special education class are returning as part of a Group 3 cohort, the remaining students in that special education class may be invited to return if they spend 50% or more of their instructional day in that special education class.

Required Conditions

- Additional students can be supported with use of existing staff already scheduled to return in Group 3.
- Staff coverage to support additional students does not impact the integrity of the staff ratios in specialized classes (e.g. continue to have the designated number of teachers and paraprofessionals in ID/IDS classes).

Other Considerations

- Will other staff be needed to supervise students already scheduled to return who will participate in some courses virtually while physically in school?
- OSEI is developing a learner profile for an additional group of high needs, students with disabilities to return before the general student body. If implementing the exception now is not feasible, the additional students may be captured in the next group.

Intellectual Disabilities (ID) Severe & ID Class Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	<ul style="list-style-type: none"> • In-person class size maximum = 10(ID), 8(IDS) and 9(ID/IDS combination) students • Virtual class size should be relatively comparable to in-person maximum • This option is only viable to schools with multiple ID/IDS classes • Parents need to be notified in advance of teacher changes
Option B	Current staff deliver concurrent instruction to in-person and virtual students	<ul style="list-style-type: none"> • Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher • Adequate technology to support concurrent instruction • Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time
Option C* (Extenuating Circumstances)	Combine classes across schools to create in-person and virtual classes	<ul style="list-style-type: none"> • In-person class size maximum = 10(ID), 8(IDS) and 9(ID/IDS combination) students • Virtual class size should be relatively comparable to in-person maximum • Ideal partner schools are those in close proximity to one another • Collaboration is needed with the Department of Transportation to ensure routes are feasible • Collaboration with the Office of Special Education Instruction to ensure space availability and need • Parents need to be notified of teacher and school changes in advance • As conditions change (e.g. school operation levels), school assignments may change

*This option may only be available in extremely rare situations and requires input and support from the RAS, Office of Special Education Instruction, and Department of Transportation prior to implementation

Secondary Category B Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	<ul style="list-style-type: none"> ● In-person class size maximum = 8-10 students ● Virtual class size should be relatively comparable to in-person maximum ● This option is only viable to schools with multiple Cat B classes ● Parents need to be notified in advance of teacher changes
Option B	Current staff deliver concurrent instruction to in-person and virtual students	<ul style="list-style-type: none"> ● Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher ● Adequate technology to support concurrent instruction ● Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time



ESOL - Group 3 Programs

English Learners - Operational Level II Phase-in Programs

Category	Student Profile	Schools
SLIFE	<ul style="list-style-type: none"> ● ES students in biliteracy intervention ● MS and HS students in Literacy Essentials for ELs intervention 	<ul style="list-style-type: none"> ● ES: Bailey's Upper, Braddock, Centre Ridge, Hutchison, Lynbrook ● MS: Glasgow, Jackson, Liberty ● HS: Annandale, Centreville, Fairfax, Falls Church, Herndon, Justice, Lewis, West Potomac
Newcomers	<ul style="list-style-type: none"> ● Grades 3-12 ● WIDA ELP level 1 ● Entry Date US schools after 6/30/2019 	<ul style="list-style-type: none"> ● All schools ● EL Data Portfolio Dashboard Instructions
Additional ELs identified at the school level	<ul style="list-style-type: none"> ● Grades 3-12 ● SLIFE (SF code) not in biliteracy Intervention or Newcomer category ● WIDA ELP level 1 or 2 experiencing challenges with virtual learning 	<ul style="list-style-type: none"> ● All schools

Group 3 SLIFE/Newcomer Dates & Schedule

Schedule	Dates	Hours
Mondays Only	October 26 November 9 November 16 November 23	ES: 9:00 am - 12:00 pm MS: 7:30 am - 10:30 am HS: 8:10 am - 11:10 am
Two full days per week then integrated with returning grade-level groups (Students no longer attend on Mondays.)	Week of November 30 Days of the week TBD in collaboration with principal associations	ES: School bell schedule MS: 7:30 am - 2:15 pm HS: 8:10 am - 2:55 pm

Secondary SLIFE and Newcomer In-Person Programming Monday

Sample Schedule

- Check-in
- Breakfast/Clean Up
- EL Programing (Literacy Essentials for EL, ELD Strategies for Success)
- Math (Numeracy for ELs or Math Readiness)
- Breaks
- lunch/dismissal

High School ESOL Phase-In Considerations

Middle School ESOL Phase-In Considerations

Secondary SLIFE and Newcomer In-Person Programming 2x per week

Schedule	Program Design
Tuesday-Friday 2x per week	<ul style="list-style-type: none">● Receive in-person English Language Development (ELD), Strategies for Success (English and Math for ELs when possible)● Access to virtual content instruction and electives with support● Additional staff needed beyond ESOL teachers (e.g., virtual instruction supervision, planning, lunch break)

Secondary SLIFE and Newcomer Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	ESOL Teachers and students have hybrid schedules	<ul style="list-style-type: none"> • ESOL teachers teach their in-person and online classes from school site • Students receive ELD and Strategies for Success instruction in-person and access content and elective instruction online • Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher
Option B	ESOL Teacher A - provides in-person instruction and supervision of virtual instruction ESOL Teacher B - provides virtual instruction only from home	<ul style="list-style-type: none"> • This option is only viable to schools with multiple ESOL teachers • Parents need to be notified in advance of teacher changes • Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time
Option C	Concurrent instruction to in-person and virtual students	<ul style="list-style-type: none"> • ESOL teachers teach in-person and online concurrently • Adequate technology to support concurrent instruction



Health & Safety Protocols

Regulation 2109 Face Covering/Mask Requirement

- Required for all students who are two years of age and older
- **Temporary exceptions**, such as while eating, drinking or exercising, will be under the direction and supervision of a school official(s)
- **Exemptions** due to a medical condition:
 - Parent provides a **written statement** from physician
 - Original documentation in the health section of the cumulative file
 - Exemption noted in the SIS on the *Return to School* tab.
- Any student not wearing a face mask for **any** reason, upon arrival to school will receive daily temperature check(s).

Face Covering Non-Compliance Resource for Principals

- Resource to address non-compliance with face coverings is available on the Principal's Corner.
- An infogram is anticipated to go out on 10/8.
- Students who are non-compliant with wearing a face covering, without a medical exemption, may be precluded from in-person learning.
- Resource includes:
 - Protocols to address non-compliance at the bus stop and at school
 - Checklist for addressing non-compliant behaviors
 - Strategies to increase feasibility of wearing a face covering
 - Communication templates for families
 - Notifications to parents/guardians of instances of non-compliance
 - Notification of required transition to distance learning

Daily Temperature Checks

For Cohort 2, FCPS will be doing daily temperature checks. Moving forward, these protocols may change based on public health guidance.

Designated staff must be available throughout the day to take temperatures and use appropriate PPE. Training available at: [How To Use a Temporal Thermometer.](#)

- **Bus Stop:** Temperatures will be taken at bus stops.
 - Parents/guardians will be required to accompany their child at the bus stop
 - Students with temperature greater than or equal to 100.4° Fahrenheit will not be able to board the bus and will be sent home.
- **School Arrival/Entry:** Temperatures will be taken for all students entering the building.
- **Students arriving late to school**
- **Students taking off their face mask during the day and not putting it back on**

Students with temperature greater than or equal to 100.4° Fahrenheit will be taken to the isolation room for further screening.

Parent/Guardian Commitment Form and Daily Health Screening

Students returning In-person are **identified on SIS Return to School tab**

- New fields indicate In-Person **start date** and the **days of the week** of instruction.

Parents/guardians will be asked to acknowledge a **one-time Health Screening Commitment form**

- Cohort 1: present a paper form which will be entered in SIS.
- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.

- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

Cintas Lab Coat and Laundering Service

Designated Programs: Early Head Start, Pre-Kindergarten, Kindergarten, Early Childhood Class-Based (ECCB), Early Childhood Preschool Autism Class (PAC), Special Education Category B Programs, and bus attendants supporting these programs.

In order to manage this laundering service and to have the lab coats in place when your students return to in-person instruction, it is critical that we receive information from each school.

Admin Contact- Oversees use of materials and services provided on site; approves payment to vendor for services provided; provides guidance to staff on appropriate use of PPE.

Inventory Contact- Maintains inventory for school location; serves as a lead contact to Cintas to coordinate weekly services; shares any required changes in inventory or service needs with Cintas.

Billing Contact- Manages school level monthly billing and invoices; maintains required documentation for use of federal CARES funding; serves as lead contact for accounts payable for billing questions.

Action Required: Principals who have not yet done so are reminded to indicate their three contacts in the google doc at <https://forms.gle/sbVdvkRhvkYRPZCV7>. **Deadline: October 6**

Establishment of Isolation Rooms

- Predetermined, designated location. **Must be separate from the health room and separate from the SRS isolation room**
- It may be necessary to establish a **second room** in the event that the number of students exceeds the established capacity, or cleaning is required
- Isolation supplies and instructions for use of PPE were delivered to the attention of the principal on September 14, 2020. Isolation kits must remain outside the isolation room to prevent contamination

Staffing the Isolation Room

Who May Staff the Isolation Room?

- **Staff will need to be available at various times throughout the day to supervise any student exhibiting symptoms of COVID-19 while awaiting pick up by the parent or guardian.**
- The School Health Aide may not be assigned to the isolation room
- All staff may be assigned to the isolation room should the need arise
- Per the Code of Virginia, with the exception of school administrative personnel, staff may refuse to perform nonemergency health-related services for students
- It is not necessary to remain in the room with the student, but staff should be ready to enter the room if the student requires assistance
- Staff supporting the isolation room will be provided with a gown or lab coat, gloves, a surgical mask and a face shield as appropriate, and should view the mandatory training video on the use of Personal Protective Equipment (PPE) available in MYPDE.

Determination of Location of Care

CLASSROOM

- Mild stomachache or headache from hunger, need to use the bathroom, menstrual cramps or stress
- Itching bug bite (Not new insect sting)
- Minor scratch/scrape/ blisters/scab requiring Band Aid
- Minor nosebleed
- Loose tooth/loss of baby tooth, minor toothache
- Minor earache
- Dry skin/chapped lips
- Headlice
- Bathroom accidents

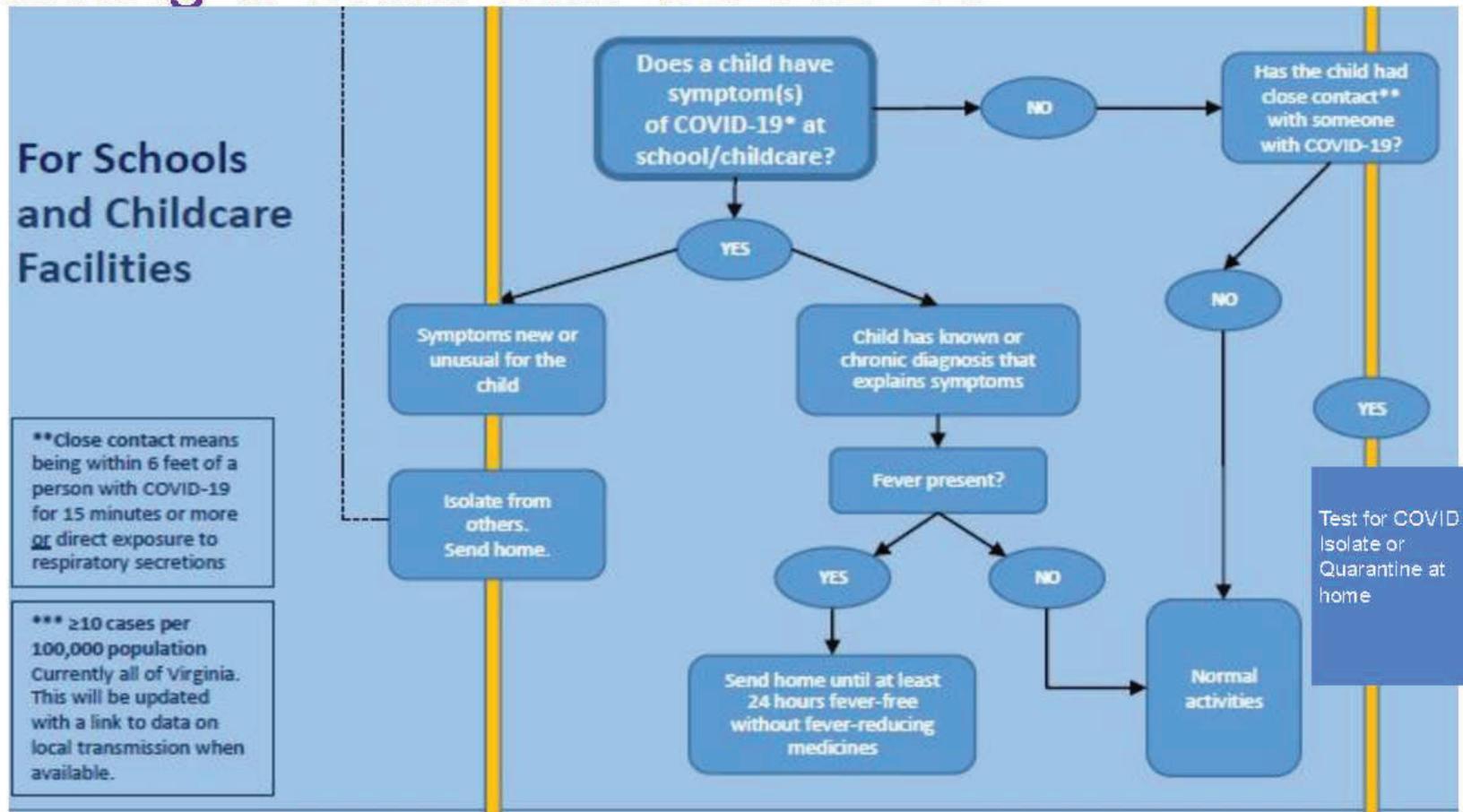
HEALTH ROOM

- Students with Individualized Health or Action Plans who require specialized care
- Head or face injury
- Nosebleed > 5 minutes
- Diabetic emergency
- Breathing Difficulties (if diagnosed with Asthma or other respiratory disease)
- Possible broken bone
- Severe cut (bleeding not resolved quickly)
- Insect sting
- Fainting or feeling faint
- Seizure
- Allergic reaction
- Permanent tooth loss

ISOLATION ROOM COVID-19 Symptoms

- **FEELING FEVERISH OR CHILLS**
- **FEVER > 100.4**
- **HEADACHE** (Not due to another health condition, hunger, stress, or injury)
- **A NEW COUGH** (Not due to another health condition)
- **SHORTNESS OF BREATH OR BREATHING DIFFICULTIES** (Not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)
- **A NEW SORE THROAT** (Not due to another health condition)
- **CONGESTION OR RUNNY NOSE** (Not related to allergies, or other health condition)
- **FATIGUE** (More tired than normal or sudden onset)
- **NEW MUSCLE PAIN** (Not due to another health condition or may have been caused by a specific activity such as PE)
- **NEW LOSS of TASTE, SMELL, or APPETITE**
- **ABDOMINAL PAIN** (Not due to hunger, constipation, injury, or stress)
- **NAUSEA, VOMITING OR DIARRHEA** (Not associated with a chronic gastrointestinal condition)

Virginia Department of Health Algorithm for Evaluating a Child with COVID-19



PHNs and SHA Supports

Will My School Have a Public Health Nurse (PHN) and a School Health Aide (SHA)?

- Each school will have a designated PHN and SHA. The PHN and the SHA are considered part of the school health team
- PHNs and SHAs are beginning to return to the schools, beginning with Cohort 2 on October 19
- The school health team will work closely with the principal and administrative staff should there be a positive case of COVID-19 and will provide guidance to the school in determining next actions which will include communication and community notification as needed
- The PHN will continue to provide guidance to the schools regarding medically complex students, participate in IEPs/504s, and develop health care plans as needed
- The SHA will continue to support students in the health room

Attendance Line and Absence Follow-Up

Consistency in Attendance Line and Absence Follow-up

- Schools will be required to update the attendance line and web page message. A script will be provided to schools
- FCPS staff will be responsible for contacting those families who have not provided information regarding why their student is absent
- It is critical that this contact occur early in the day in order to provide information to the school health team
- FCPS and FCHD are currently developing a process for tracking students to ensure that they do not return prior to the end of their quarantine, isolation, receipt of an alternative diagnosis or clearance by their healthcare provider
- Actiogram #50 was sent out on Monday, October 5, 2020



Transportation Protocols

Transportation Times Available

- **Mondays (HS/Base Schools and Academies):**

- AM Session: 8:30 Arrival and 11:00 Departure*
- PM Session: 12:00 Arrival and 2:30 Departure
- ESOL Session: MS 7:30-10:30; HS 8:10-11:10*; ES 9:00-12:00

**Transportation may be combined for these two sessions*

- **Tuesdays - Fridays (Base Schools)**

- 8:10 Arrival and 2:55 Departure (High School and Secondary)
- 7:30 Arrival and 2:15 Departure (Middle School)
- *If you are exploring a different schedule for a specific high school course/program, please contact Shawn Stockslager, Pattie Hammond, Christopher Lester Daniels, and Michele Phillips to discuss*

- **Tuesdays - Fridays (Academies)**

- *Academy schedules are being developed based on each course and teacher availability. Please contact Pattie Hammond and Shawn Stockslager if you have specific questions*

Student Transportation for CTE/HS Specialized and ESOL

We have created a transportation and schedule template for groups 2-4 to help in your planning and preparation for the students returning to specialized CTE programs. Completing and sharing this form will allow us to capture the necessary information to arrange transportation, and keep all of the group 2-4 materials in one place. Once this template is complete, transportation will create routes for your school and share the transportation details with you.

When using this template please follow these procedures:

- Make a copy of the CTE and ESOL template and name it with your School Name CTE (or ESOL) Groups 2-4 Transportation Needs (date of last update). It is helpful to transportation if you update the title with the date each time you edit this form to ensure they are always working with the most recent version.
- Please save your sheet in your school's Google folder so it is shared as necessary.
- If you add students after submitting your original list highlight them in yellow and email transportation to alert them of a change.
- If you remove students after submitting your original list cross through them and email transportation to alert them of a change.
- Complete the schedule tab for the ESOL and CTE courses in groups 2-4 at your school and update as needed.
- Email transportation to discuss changes and/or notify of updates: ***Transportation Services contacts are Michele Phillips and Christopher Lester Daniels***

Please complete for ESOL by October 7 | Group 2 by October 9 | Groups 3-4 by October 14

Reminder: Special Transportation Request (STR) for Students with Disabilities

- Special Transportation Request (STR) for students with disabilities in Group 3 must have a correct STR submitted no later than **COB October 6**
- Pick up/drop off addresses and phone numbers should be verified with parents/guardians
- Indicate any transportation accommodations selected in the IEP (seatbelts, safety vests, wheelchairs, etc.)
- Indicate current height and weight of student (ECCB and PAC only)
- All students with no transportation accommodations attending in-person must have a STR submitted to have appropriate transportation services created
- Update the start date for each in-person cohort group
- For every student remaining virtual, the STR should be corrected to “transportation no longer needed” so service is not created
- Accuracy review of STR spreadsheet will be required by **COB October 9**

***Please reach out to your transportation supervisor or transportation specialist if you have additional questions.**



Child Supervision Options

Child Supervision Options - Level 2 (Groups 1-4)

Option 1 - Work Space	Option 2 - Supervision Room
<ul style="list-style-type: none">● All school based staff required to return to work may bring child(ren) with them to their work space*● County of residence does not matter● Grades K-8● Social distancing guidelines must be followed as much as possible● Child(ren) must be able to work with limited supervision● Number of children of staff is limited based on maintaining social distancing in work space● Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty	<ul style="list-style-type: none">● All school based staff required to return to work may bring child(ren) with them to their work space*● Supervision room(s) is established by principal● Principal determines supervision assignment and schedule● County of residence does not matter● Grades K-8● Social distancing guidelines must be followed as much as possible● Number of children of staff is limited based on maintaining social distancing in work space● Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty

***Confidentiality in the work space must be maintained at all times**

Child Supervision Option

Operational Level 3 - Hybrid

- All school based staff required to return to work can access Level 2 child care options (classroom/supervision room) until their child's cohort entered into hybrid status.
- Children of all FCPS staff who attend elementary school (K-6) are eligible for 4 days of instruction at their base school when their cohort enters hybrid status
- Staff supervision intent data of this option captured in summer will be used and shared with site principals
- Supervision options utilized during Level 2 ceases when elementary groups are in hybrid status.

Child Supervision FAQ's

- [Added to principal corner](#)



The screenshot displays the 'FCPS Principal Corner' website. At the top left is the logo for Fairfax County Public Schools. The top right navigation bar includes links for 'Home', 'Videos', and 'Phase-In Planning', along with a search icon. The main header features a large purple and blue gradient banner with the text 'FCPS Reopening of Schools:' and a sub-header 'Principals' Corner'. Below the banner, there are three main sections: 'Overview of Virtual Start' with a dropdown arrow, 'Key Decisions and Updates' in a light blue bar, and 'Phase-In Planning' with a circular icon and a dropdown arrow.



Scheduling Support

Staffing

Intent to Return

- The deadline for staff to submit their Intent to Return responses has been extended to Tuesday, October 6th

Requests for Additional Staffing Supports

- If schools identify staffing shortages due to lack of staff availability to provide in-person instruction, please submit the estimated number of additional monitors (e.g. substitutes, reassigned operational staff) needed to provide in-person instruction/supervision

Additional staffing support may be needed when:

- A teacher has a Tier 1 accommodation and students are returning in-person
- When SPED cohorts return (in Operational Level 2) for full-day in-person instruction prior to the general education teachers return that results in a coverage need for classes not taught by in-person SPED teachers

Action: Complete FORM for adult monitors

Phase-in Planning Tools

- [Phase-in School Planning Hyperdoc](#)
- [Irving MS Sample](#)
- [General Template to copy](#)

Staffing & Scheduling Support: October Office Hours

	Elementary	Secondary
ESOL	Monday-Thursday, 8:00 - 9:00 a.m. https://us.bbcollab.com/guest/691c7f3bf02e4c9f96010fcd332f8a18	Monday-Thursday, 1:00 - 2:00 p.m. https://us.bbcollab.com/guest/e9e21c77fb08404f8d6a6ca4185a713b
SPED	<u>ECCB/PAC:</u> Tuesday, Thursday & Friday 12:30-1:30 p.m. <u>Enhanced Autism:</u> Monday, Wednesday & Friday 11:00 a.m.-12:00 p.m. <u>Adapted Curriculum/Cat B:</u> Tuesday 9:00-10:00 a.m., Wednesday 3:00-4:00 p.m. & Thursday, 10:00-11:00 a.m.	<u>Adapted Curriculum/Category B:</u> Tuesday 10:00-11:00 a.m. Wednesday 3:00-4:00 p.m. Thursday, 11:00 a.m.-12:00 p.m.
HS Specialized Programs		Thursdays, 9:30 - 10:30 a.m. https://us.bbcollab.com/guest/0b8320d9e3bc413a9c404d7509d9b746

Questions & Discussion

A photograph of a desk with various school supplies. In the foreground, a white sign with the text 'YOU ARE AMAZING' and two heart symbols is visible. Behind it, there are several pencils in a blue cup, a pair of black scissors, and a black stapler. The background shows a desk with a calendar and other items. The image has a blue and purple gradient overlay.

Secondary Principal Briefing

August 14, 2020

Agenda

- Update from Dr. Brabrand
- Action Team Reports - Key Decisions
 - Instruction
 - Technology
 - Human Resources
 - Communications

Instruction

Key Updates & Decisions:

Requirement to Record Virtual Class Sessions

- Teacher led direct instruction should be **recorded and posted** within Blackboard/Google Classroom to be accessed by students who can not attend synchronous session and/or provide review for all students.
- Small group and individuals instruction should **not** be recorded.

Grading Guidelines

- Teachers should provide maximum flexibility with late work, make-ups, and re-tests.
- Teachers should use the resources in the Secondary Grading Toolkit to support syllabi revisions.

Homework Guidelines

- Homework guidelines will be redefined to ensure that expectations are reasonable in scope and time
- When possible, asynchronous assignments should prioritize tasks such as reading and hands-on projects to minimize additional screen time

Instruction

Monday Intervention Model

School Requirements:

- All Instructional staff, as directed by the principal, will be available to engage synchronously with students for 3 hours
- MTSS process should be used to identify students for Tier 2 & Tier 3 intervention on Mondays
- All students will be assigned asynchronous assignments

School Options:

Connecting with students may take different forms:

- Intervention sessions
- Office hours
- Check and Connect/Morning Meeting (all students check in)
- Delivery of related services
- Delivery of specialized instruction for students with disabilities
- Delivery of small group or individual assessments
- Extra-curricular activities (offered so all students may participate)

Instruction

Attendance:

- LNTK training and resources for Administrators, Teachers, and SBTS
- Flexibility with how to capture attendance (VDOE requirement)
- New SIS status field for Adjusted Schedule
- Family communication on virtual attendance expectations for Tuesday to Friday and for Monday

Assessment:

- Classroom assessments are embedded in updated curriculum resources
- Streamlined expectations for formal assessments have been developed

SEL

- Teacher modules developed, built around CASEL
- Suggested lessons and curriculum resources available for elementary and secondary students, building in digital citizenship
- Menu of resources will be available soon

Instruction

Virtual Orientation

Teachers should conduct a virtual orientation for students and parents prior to the first day of school, September 8. The goal is to make the student transition to virtual learning as smooth as possible and to reduce any anxiety leading up to and on the first day of school.

Key points to make during the orientation would include:

- We miss you and we welcome you with an open mind and an open heart
- We are ready to support you in any way we can; you are going to be successful and we are here for you

The virtual orientation should include the following opportunities:

- Opportunity to support building relationships and community
- Opportunity to meet the teacher(s)
- Opportunity to provide an overview of how virtual learning will work, such as basic expectations on logging into students' FCPS Gmail accounts to access virtual classroom links, and how to use BBCU, GoogleMeet, and/or Schoology
- Opportunity to answer basic questions and to provide information to prepare families for the first day of school.

Instruction

Back to School Night

Each school will be expected to host a virtual Back to School Night or Nights during the month of September or October. These Back to School events may be customized and differentiated based on level (elementary, middle, high, secondary, and alternative programs), size of school, and the unique needs of the community.

The suggested format and information to be shared should include:

- Videotaped message(s) from School Board members
- Prerecorded welcome message from the Principal
- An overview of curriculum
- Clear definitions of synchronous and asynchronous learning experiences
- A brief overview of new virtual programs (i.e. S.T Math, Imagine Learning, Digital Textbook, etc.)
- A review of attendance, schedules, procedures, and routines
- An explanation of grading and assessments
- Although you may have previously submitted your Back to School Night information, the Region offices will be updating information through the pyramid principal leads to confirm or establish new dates, if needed

Technology

Key Updates & Decisions:

- Finalizing Google Enterprise license this week
- Working with Cox and on low cost internet options for families
- Laptop distribution on target
- OPFLE, CCR, IT working on videos for families
- Google Team working on link management guidance for students
- Virtual Learning tool RFP released and on target

Outstanding Items with Estimated Completion Date:

- Testing cameras for concurrent virtual sessions - concerns device availability
- Electronic form submission for families (first day folders)

Technology- Google Enterprise Update

Google-projected Availability	Features
Premium features immediately available with Enterprise license	<ul style="list-style-type: none">• Record a Meet session• Up to 250 attendees in Meet session
Features coming in September	<ul style="list-style-type: none">• Participants can't re-enter if moderator bans them• End meetings for all participants when class is finished• Disable in-meeting chat• Restrict who can present• Require teacher join first to start session• A 7x7 grid to see up to 49 students
Features coming in October	<ul style="list-style-type: none">• Blur or replace backgrounds• Attendance tracking• Breakout rooms
Features coming later this year	<ul style="list-style-type: none">• Hand-raising• Q&A and polling features

Human Resources

Key Updates & Decisions:

- Weighting Standard 7 of teacher evaluation now 15%
- Virtual Job Fair scheduled for August 19
- FCPS Regulation 4417-Telework published
- Substitute Updates
 - All jobs should be entered into SmartFind Express (note no sub needed for 3 or fewer days)
 - Long Term Teacher Subs may start work on August 14
 - Training on tech platforms
 - Recruitment efforts/new eligibility criteria

Outstanding Items with Estimated Completion Date:

- Re-deployment of Operational Staff

Communications

Key Updates & Decisions:

- Town Halls
- Return to School Countdown Community Newsletter
- Revised Principals' Corner page <https://sites.google.com/fcpsschools.net/fcps-principal-corner/home>
- Updated FAQs
- Multimedia Support Materials: Short videos, infographics, tip sheets, and other materials regarding instruction, technology and student wellness
- **Communication around field trips**
- **Expectations around Back to School Nights/Open House/Orientations**
- **Clarification and Communication around Mondays**
- **SACC/Childcare**

New “Principals’ Corner” for Reopening of Schools

The screenshot displays the 'FCPS Reopening of Schools: Principals' Corner' website. The main header is purple and blue with the title 'FCPS Reopening of Schools: Principals' Corner'. Below the header, there are several sections:

- Overview of Virtual Start**: A section with a dropdown arrow.
- Key Decisions and Updates**: A section with a light blue background.
- Access to Buildings**: A section with a school building icon.
- Attendance**: A section with a calendar icon.
- Assessment**: A section with a target icon.
- Child Care**: A section with a family icon and a dropdown arrow.
- Communication**: A section with a group of people icon and a dropdown arrow.
- Curriculum Guidance and Resources**: A section with a book icon and a dropdown arrow.
- Student Supplies**: A section with a pencil icon and an upward arrow. It contains a list of bullet points:
 - Please use the [Instructional Materials spreadsheet](#) to find recommendations for school-based purchases given the virtual start to the SY 2020-21.
 - Title I will deliver to schools
 - Distribution of materials and supplies for courses will be coordinated with laptop distribution plan - plan by 8/17
- Teacher Evaluation and Professionalism**: A section with an icon of three people and an upward arrow. It contains a list of bullet points:
 - Updated VDOE Standard 7 guidance: [Superintendent's Memo #272-19](#)
 - [Updated Performance Evaluation Matrix](#)
 - Teacher Professionalism Guidelines for working in a virtual environment are being finalized

- One-stop for all the reopening of schools information and updates

<https://sites.google.com/fcpsschools.net/fcps-principal-corer/>

A desk with school supplies including pencils, scissors, a stapler, and a sign that says "YOU ARE AMAZING".

Secondary
Principal
Briefing

August 21, 2020

Agenda

- Welcome from Dr. Brabrand
- Action Team Reports - Key Decisions
 - Instruction
 - Human Resources
 - Facilities
 - Communications

Instruction

Key Updates & Decisions:

Special Education

- [Special Education Virtual Instruction Resource Hub](#) has been published with resources for instruction, professional development and IEP guidance documents
- Local screenings should resume
- PPE for principals and local screening chairs involved in LSC will be delivered by Friday



Special Education Virtual Instructi...

Home Suggested Instructional Mater... High Leverage Practices Professional Development More

Special Education Virtual Instruction Resource Hub

Instruction for all students will begin virtually this school year. This Google site is intended to support teachers and administrators with their virtual instruction for students with disabilities.

[Program Specific Information](#)

[Professional Development](#)

Instruction

Homework/Asynchronous/Outside of Class Assignments

- **Asynchronous tasks** are those tasks that are assigned to be completed **outside of the specified class time/period**
- Asynchronous tasks (including typical homework tasks) **should not exceed 60 minutes per course per week** for standard/honors courses and **75 minutes per week for Advanced Placement or International Baccalaureate courses**
- Asynchronous tasks are assigned by teachers to be completed on each Monday (designated asynchronous day for each week) or Tuesday-Friday on a limited basis.
- Asynchronous tasks may be independent or collaborative (i.e. practice activities, projects, research/analysis hyperdocs, flipped classroom activities, assessments, etc.)
- Teachers will use professional judgement to select assignments that can be completed in the allotted time by a typical student.
- Central communication will be provided to staff (early next week) and to families

Instruction

Grading of Asynchronous Work

- Current Policy states, “*Homework for practice or preparation for instruction may account for no more than 10 percent of a quarter grade.*”
- Asynchronous assignments that serve this same purpose should be held to that same 10% maximum standard
- Other types of asynchronous assignments, ones in which students will demonstrate their mastery and receive feedback, may have more weight with the understanding that no one assignment/assessment may count more than 30 percent of the quarter grade (as currently specified in FCPS grading policy)
- Teachers are reminded to provide maximum flexibility with late work, make-ups, and retakes due to the challenges with full-time online learning.

Instruction

Parental Permission for Digital Resource Use

- Parental permission form required for applications that collect/store student information
 - *Examples: Padlet, Flipgrid, Desmos, etc.*
- FCPS past practice required parental permission for students under 13 (using a paper process)
- Based on Division Counsel guidance, parental permission is now required for all students
- Division level information about the process of collecting parental permission is going to be included in the family newsletter
- Schools are also going to be provided communication resources including News You Choose Messages, social media posts, and FAQ's

Instruction

Blackboard Collaborate Ultra Information

- **Scheduling Collaborate Sessions (non-Schoology Schools):** schools use the Scheduler accounts and enter student FCPS email addresses so each student receives a unique log into access the session
- **Scheduling Collaborate Sessions (Schoology Schools):** create sessions within Schoology courses and groups. Teachers at Schoology Pilot schools continue to have access to Scheduler accounts if needed.
- **Guest links should not be used with students**

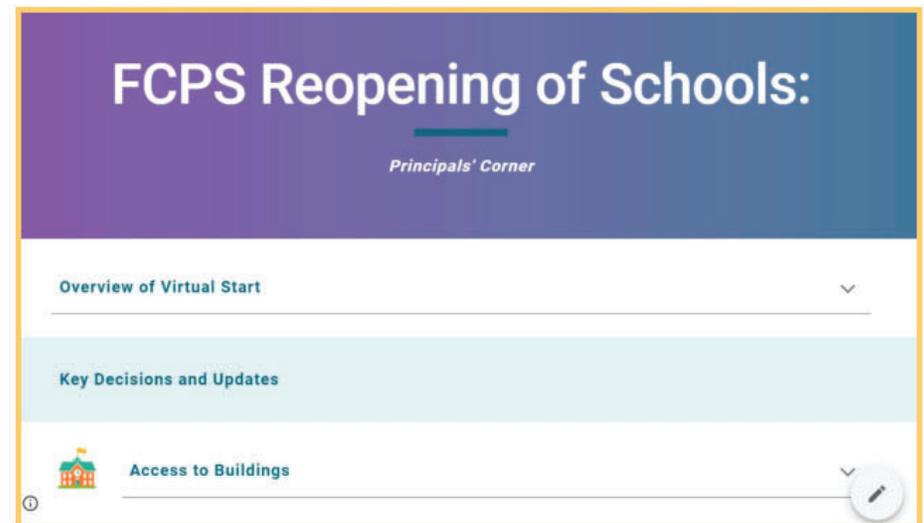
Google Meet

- **Scheduling Sessions (all schools):** Links to Google Meet should be created through Google Classroom

Instruction

Updates to Principals' Corner

- Assessment expectations
- Professional Practices for Virtual Instruction
- Setting up Digital Classroom and Secure Virtual Conferencing for Synchronous Instruction
- Supports for Families
- Mental Health supports



<https://sites.google.com/fcpsschools.net/fcps-principal-corner/>

Human Resources

Key Updates & Decisions:

- Professional Practices in the Virtual Environment-document in Principal Corner
- Substitute PD underway
- Operational Employee Job Match Survey-School survey coming out later today
- Teacher evaluations timeline, support document and virtual teaching look fors available next week
- Developing a temporary regulation and principal guidance on COVID-19 reporting for employees-available next week

Facilities & School Operations

Key Updates & Decisions:

- COVID Materials and Supplies committee update from Michelle Pratt and Justin Moss on delivery of supplies.
- Update on Supporting Return to School (formerly SACC). Mr. Smith will have a meeting with elementary principals with this program.
- Update on use of food service workers and bus drivers for alternative supports.
- One staff member per classroom if they are working in the building this fall is the current recommendation.
- No in person events (ie. Welcome Walks, Bus trips, Popsicles on the playgrounds, kindergartners at the park) besides laptop and material distributions.

Outstanding Items with Estimated Completion Date:

- Supporting Return to School (formerly SACC) for employee groups, specifically for our support employees that must come to work in the buildings each day

Communications

Key Updates & Decisions:

- **Guidance to principals about activities and events at schools-**
 - All schools closed for community use including PTA/PTO, booster clubs and other organizations.
 - Only in-person school events permitted are those essential to virtual start such as laptop distribution, school supply and material distribution, and food distribution at select sites.
 - Important to model health protocols that will help mitigate the spread of the virus, including use of facial coverings when social distancing cannot be maintained
 - **Town Halls**
 - **Community newsletter**
 - **Superintendent message**
 - **Online hub for tech support**
 - **Homework message**
 - **SRS program**

A desk with school supplies including pencils, scissors, a stapler, and a sign that says "YOU ARE AMAZING".

Secondary
Principal
Briefing

August 28, 2020

Agenda

- Welcome from Dr. Brabrand
- Action Team Reports - Key Decisions
 - Instruction
 - Human Resources
 - Facilities
 - Communications

Instruction

Key Updates & Decisions:

Curriculum access for parents:

- Division Level Expectations
 - Post essential standards by 4 core course, quarter
- School Level Expectations
 - Weekly Learning Plan/Schedule [Sec Sample](#)
 - eAssignments accessible to parents in Blackboard/Google/Schoology
 - Recordings of whole group instruction in Blackboard/Google/Schoology

Schedules for Monday

- Intervention time should be in the morning as advertised to families.

SEL and Advisory

Info Sessions for Administrators

- Synchronous sessions will provide information on available social emotional learning resources that can support instruction throughout the school year.
- Specifically, an overview of 1st Quarter resources available to support schools' SEL/Advisory will be introduced.
- Middle - Tuesday, September 1st from [2 p.m.-3 p.m.](#)
- High - Tuesday, September 1st from [10 a.m.-11 a.m.](#)
- To attend an information session, please register in **MyPDE** using the links above or by searching for **Course #005718**.

Pledge/Moment of Silence

- Policy 1352 outlines the requirements for the Pledge
- To adapt this to the virtual classroom setting, teachers may share an image of the flag on the screen and recite the pledge, followed by a moment of silence
- This may take place during a similar time frame as it would if we were in buildings, such as morning meeting, advisory, etc
- Students would have similar participation options in the virtual setting as they would in the school building, as long as they are not distracting the class during this observance
- ISD will create optional slides for schools to use (link will be in Principal's Corner next week)

Honor Code

Why	<ul style="list-style-type: none">● Teachers and administrators have asked for guidance/support on monitoring virtual graded assignments and assessments● Need for consistency across schools/classrooms● Positive messaging to students and caregivers
What	<ul style="list-style-type: none">● Honor Code statement included on graded assignments and assessments<ul style="list-style-type: none">○ "On my honor as a student, I have neither given nor received aid on this assignment/exam" - <i>UVA Honor Pledge</i>● Recommended to include in course syllabus and student handbook
How	<ul style="list-style-type: none">● Instruct students to type or acknowledge honor code for each graded assignment● Enforcement process in place to handle and respond to honor violations, as outlined in Honor Code

Long-term Strategy:

Support increased use of *authentic and performance tasks* to the extent possible to promote *unique, student-centered products*

Breakout Room Supervision

- Breakout rooms are a key strategy for engagement and collaboration
- Teachers need to have routines, procedures and expectations in place before starting
- Clear purpose and product will increase success
- [Using Break Out Rooms In Synchronous Instruction](#) document has been added to Principal's' Corner

Staff Counts for FCPS Bandwidth Assessment

- **Purpose:** collect information on the number of video-conference users per building in order to ensure sufficient network bandwidth access
- **Google Form** for principals to indicate the maximum number of staff who will be accessing video-conferencing tools at any one time (include teachers, IAs, admin)
- Responses due **September 2nd**
- Questions - please contact RAS

Staff Counts for FCPS Bandwidth Assessment

* Required

Region *

Region 1

Region 2

Region 3

Region 4

Region 5

School Name *

Your answer _____

On any given day of the week, what is the maximum number of staff you will have in your building accessing video conferencing tools (including teachers, IAs, administrators, etc.)? **

Your answer _____

Electronic Permission Forms

- As part of our commitment to protecting student data, FCPS is required by FERPA to secure parental permission for student use of software/applications for which FCPS does not have a confidentiality agreement
- Schools should aim to secure parental permission by Oct 1. After that date, individual students without permission should not be directed to use application(s) - Legal Office is exploring options for more flexibility
- An electronic process to collect permission has been developed; Paper version of form is being translated and available should it be preferred.
- [Resources are available to communicate with families](#)
- Some parents may opt out due limited understanding of how teachers use tools. Conversations can clear up misunderstandings

Technology

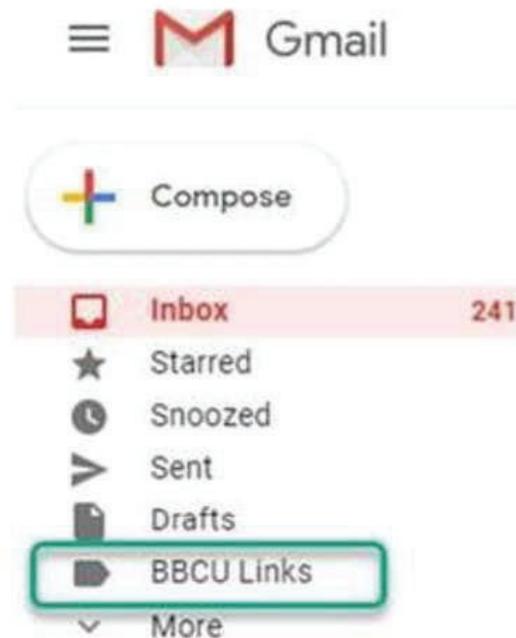
Key Updates:

- Laptop Distribution has gone really well the last two weeks! Still transferring to some schools that remain in need. Please work closely with your Senior TSSpec on any issues, as they are working across pyramids and regions to iron out issues.
- Access:
 - More MiFi's are coming. Please share your needs with your TSSpec to submit your counts for inventory.
 - Cox Connect2Compete - have a number of pilot schools collecting addresses from families. Finalizing agreement and hope to submit applications later today.
 - Remember this program requires family participation in federal subsistence programs like FRM.
 - Will send info to all principals as soon as the process is in place

Technology

Key Updates:

- Managing BBCU links in Gmail
 - *New BBCU email label*
 - *Can still find in inbox or click on BBCU Links label to find quickly*



Technology

Key Updates:

- Google Meet features coming by September 8
 - *Ability to control who can chat in a Meet session*
 - *Ability to control who can present in a Meet session*
 - *Ability to prevent someone who has been kicked out by the moderator from re-entering without “knocking.”*

Human Resources

Key Updates & Decisions:

- Evaluation timeline, virtual instruction look fors, guidance document--Sent via email 8/26/20
- Update on central staffing committee approach--Sent via email 8/26/20
- Substitute pyramid approach survey--Sent via ActionGram#31 8/26/20; due 8/28/20
- SAT/PSAT staffing guidance--Sent via InfoGram#2 8/27/20

Facilities & School Operations

Key Updates & Decisions:

- Any support needed from transportation for distributions at this time should go through the RAS. This may change based on HR survey results.
- Clarification on communication from Marcy 8-11-20 - A school-based administrator/program manager or designee will be present when staff are working from a classroom. Any clarification needed to be worked out between Principal and RAS.

Questions or Blockers:

- Drills (fire, lockdown and tornado) - Infogram sent out regarding status/waiver.

Communications

Key Updates & Decisions:

- Announcement of the new Asst. Superintendent for DIT
- Announcement of the parent technology help desk
- Operational employee town hall
- Special education town hall
- Sept. 1 Spanish-language town hall
- Sept. 2 Town hall (technology and parent supports)
- Superintendent message
- Has common language been determined for the fact that teacher assignments may change if we phase-in opportunities for in-person learning? (For consideration at later meeting)

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Secondary Principal Briefing

August 28, 2020

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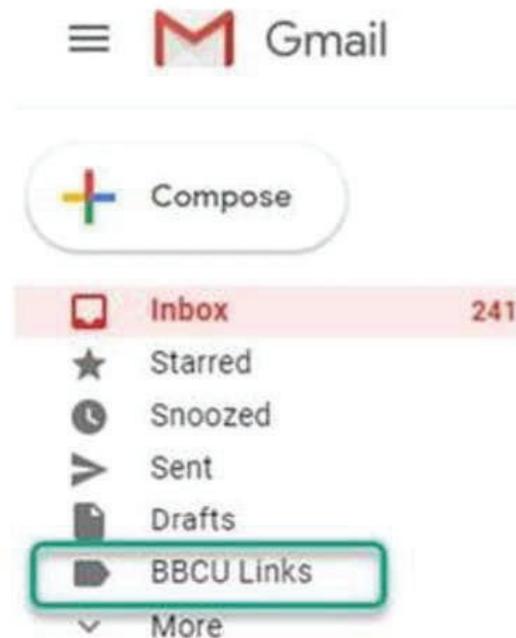
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 - Cox Connect2Compete - have a number of pilot schools collecting addresses from families. Finalizing agreement and hope to submit applications later today.
 - Remember this program requires family participation in federal subsistence programs like FRM.
 - Will send info to all principals as soon as the process is in place

Technology

Key Updates:

- Managing BBCU links in Gmail
 - *New BBCU email label*
 - *Can still find in inbox or click on BBCU Links label to find quickly*



Technology

Key Updates:

- Google Meet features coming by September 8
 - *Ability to control who can chat in a Meet session*
 - *Ability to control who can present in a Meet session*
 - *Ability to prevent someone who has been kicked out by the moderator from re-entering without “knocking.”*

Human Resources

Key Updates & Decisions:

- Evaluation timeline, virtual instruction look fors, guidance document--Sent via email 8/26/20
- Update on central staffing committee approach--Sent via email 8/26/20
- Substitute pyramid approach survey--Sent via ActionGram#31 8/26/20; due 8/28/20
- SAT/PSAT staffing guidance--Sent via InfoGram#2 8/27/20

Facilities & School Operations

Key Updates & Decisions:

- Any support needed from transportation for distributions at this time should go through the RAS. This may change based on HR survey results.
- Clarification on communication from Marcy 8-11-20 - A school-based administrator/program manager or designee will be present when staff are working from a classroom. Any clarification needed to be worked out between Principal and RAS.

Questions or Blockers:

- Drills (fire, lockdown and tornado) - Infogram sent out regarding status/waiver.

Communications

Key Updates & Decisions:

- Announcement of the new Asst. Superintendent for DIT
- Announcement of the parent technology help desk
- Operational employee town hall
- Special education town hall
- Sept. 1 Spanish-language town hall
- Sept. 2 Town hall (technology and parent supports)
- Superintendent message
- Has common language been determined for the fact that teacher assignments may change if we phase-in opportunities for in-person learning? (For consideration at later meeting)

A photograph of a desk with various school supplies. In the foreground, there is a white sign with the text 'YOU ARE AMAZING' and two heart symbols. Behind the sign, there is a blue pencil holder with several pencils, a pair of black scissors, and a black stapler. The background is slightly blurred, showing a desk with a calendar and other items. The image has a blue and purple gradient overlay.

Secondary Principal Briefing

September 11, 2020 ARE
AMAZING

Agenda

- Welcome from Dr. Brabrand
- Action Team Reports - Key Decisions
 - Instruction
 - Human Resources
 - Facilities
 - Technology
 - Communications

Instruction

Key Updates & Decisions:

- Parental Permission for Electronic Applications
- Attendance/No Show Reporting
- In-Person Instruction Phase-in Planning

Parental Permission Forms for Electronic Applications

- As part of our commitment to protecting student data, FCPS is required by FERPA to secure parental permission for student use of software/applications for which FCPS does not have a confidentiality agreement
- Schools should aim to secure parental permission by **Oct 30**.
- After that date, individual students without permission should not be directed to use application(s). However, schools may continue to use applications with any other students for whom parental consent has been obtained.
- [Resources are available to communicate with families](#)