

Attendance/No Show - Support Plans

Goal: Ensure that all students are able to participate in virtual instruction as soon as possible

- Over 7000 No Shows on 9/8  Down to 2500 No Shows on 9/10!

Immediate Steps:

- **DIT has built a SIS Report to replace the Google Form starting Monday!**
- Schools form response team with an identified school lead
- School team make all efforts to electronically contact students (phone/text/email)
- Centralized Community Messages (e.g., FCPS text reminders, Radio, Churches, etc.)

Week of September 14: Form team for Student Engagement visits

- Detailed guidance on team formation and guidelines shared Principal Briefing (9/11)
- Teams = school staff and auxiliary staff (e.g., bus drivers)
- Bus runs to neighborhood bus stops, community sites
- Visits to student homes

In-Person Phase-in Implementation Plan







Guiding Principles for Phase-in Model

- All phase-in decisions will be made with student and staff safety as the highest priority
- All efforts will be made to honor teacher intent/preferences from July
- Phase-in priority/schedule will be based on addressing equity issues
- Phase-in plan must clearly distinguish between limited cohorts in Operating Level 2 and larger student groups in Operating Level 3
- Any in-person sessions would be scheduled in a way that it could fit with Operating Level 3 and beyond when/if more students and courses return

Challenges to Overcome

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

<p>1</p>  <p>Health conditions support safe phase-in</p>	<p>2</p>  <p>Identify teachers and staff available for in-person instruction</p>	<p>3</p>  <p>Identify students to be served in-person</p>	<p>4</p>  <p>Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability</p>
Considerations			
<i>Following guidance of health department; identifying available public health nurses and student health aides</i>	<i>Completing ADA review of staff preferences for in-person or online</i>	<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>	<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>

Level 2: In-Person Cohort Plan - DRAFT

Group 1

Week of 9/28: 4 locations, 5 teachers, 62 students

Group 1: < 1% of students

- **Specialized high school courses** with specific in-person requirements due to external regulatory boards without flexibility for virtual (Firefighting, LPN, Construction Technology, Student Auto Sales) (1-2 days/week)

Group 2

Week of 10/5: 127 schools, 178 teachers, 1,734 students

Group 2: 1% of students

Groups 1 & 2: 2% of students

- **Preschool Autism and Preschool Class-based students** (full-day, 4 days/week if social distancing standards can be met)
- **SLIFE** (English learners with limited and/or interrupted formal education) in grades 3-12 (Monday AM)
- **Specialized high school courses** that are not possible for students to do hands-on experiences from home (EMT, Intro to Nursing, Carpentry, Cosmetology) (1-2 sessions/week)

Level 2: In-Person Cohort Plan - DRAFT

Group 3

10/19: All schools, 350 teachers, 4,000 students

(+ additional ELs identified by need using MTSS process)

Group 3: 2% of students

Groups 1-3: 4% of students

- Key Center and Kilmer Center students (full-day, 4 days/week)
- Secondary and Elementary students that access the Adapted Curriculum (full-day, 4 days/week)
- Elementary Comprehensive Services Sites (CSS) students (full-day, 4 days/week)
- SLIFE in grades 3-12 (full-day, 2 days/week)
- English Learner Newcomers (entered US schools after 7/1/2019) ELP level 1 (Monday AM)
- Specialized high school courses that are not possible for students to do hands-on experiences from home (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 days/week)

Group 4

10/26: 18 schools, 70 teachers, 4,000 students

Group 4: 2% of students

Groups 1-4: 6% of students

- Burke School (elementary students) (full-day, 4 days/week)
- Specialized high school courses that benefit strongly from in-person hands-on experiences (Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photography, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers) (1-2 days/week)

Level 3: In-Person Hybrid Plan - DRAFT

Group 5

November 2: **All Schools, ____ teachers, 14,500 students**

(+ additional ELs identified by need using MTSS process)

- **PreK and Kindergarten** students (full-day, 2 days/week)
- **English Learner Newcomers** (entered US schools after 7/1/2019) ELP level 1 Grades 3 - 12, or additional ELs identified by need using MTSS process) (ES half-day, 4 days/week; secondary full-day, 2 days/week)

Group 5: 8% of students

Groups 1-5: 14% of students

Group 6

November 16: **All ES/primary schools, 27,000 students**

- **Grade 1-2** (full-day, 2 days/week)

Group 6: 14% of students

Groups 1-6: 28% of students

Group 7

November 30: **All ES/upper schools, 50,000 students**

- **Grade 3-6** (full-day, 2 days/week)

Group 7: 26% of students

Groups 1-7: 54% of students

Group 8

Start of Second Semester: **All schools, 88,000 students**

- **All Middle School Grades** (full-day, 2 days/week)
- **All High School Grades** (full-day, 2 days/week)

Group 8: 46% of students

Groups 1-8: 100% of students

Implementation Planning

DRAFT

	Actions to be Completed	Dates
Step 1	<ul style="list-style-type: none"> • Determine locations for each program • Notify health department of locations and numbers of students • Principals identify/notify teachers/staff who will be supporting in-person instruction • Principals submit teachers/staff list to HR for ADA review • Identify students needing transportation 	Four weeks in advance
Step 2	<ul style="list-style-type: none"> • Staffing - HR completes Tier 1 approvals; staffing support provided to cover gaps • Principals/HR resolve staffing issues <ul style="list-style-type: none"> ◦ Teachers, IAs, food service, custodial, etc - notified of assignments 	Three weeks in advance
Step 3	<ul style="list-style-type: none"> • Principals communicate schedule/assignments to staff who will be supporting in-person instruction • Communicate course/program schedules to students • Ensure PPE availability • Technology testing for any concurrent video/technology issues 	Two weeks in advance
Step 4	<ul style="list-style-type: none"> • Teacher planning/preparation time provided (Monday, and one asych day) • Orientation with student/parents who will be in-person - communicate transportation schedules 	One week in advance

Human Resources

Key Updates & Decisions:

- Reporting employee COVID positive cases:
 - Complete the [Employee COVID Case Intake Form](#)
 - Send an email to PMCC@fcps.edu indicating that you have an employee who has tested positive and that you have submitted the intake form
 - Camille Bartus in HR Benefits Services will reach out to you with next steps
 - **DO** send the COVID positive employee home if they reported to the work site
 - **DO NOT** call the Health Department (FCHD) directly; HR will make the report
 - **DO NOT** send other employees home or notify other employees unless directed to do so by FCHD
 - Refer to the [Employee COVID Case Management](#) page for additional information

Facilities

Key Updates & Decisions:

- Health and Safety guidelines can be found here. fcps.edu/return-school/student-health-and-safety-guidance-document
- PPE Updates
 - Principals need to order (and pay for) what they need. Don't over order! Supplies are in the warehouse.
 - One plexiglass will be provided for every classroom (requested through CARES funding; no response as of yet on County funding)
 - All schools should have Face Shields
 - Bus attendant gowns will be provided based on student need
 - Actiongram is coming on the care package (PPE) for Isolation rooms.
 - [Updated sheet](#) in the Principal's' Corner
- Expanded bus routes for meal service from 13 to 58
- Schools will receive names of bus drivers and attendants that may need to access restrooms at schools.

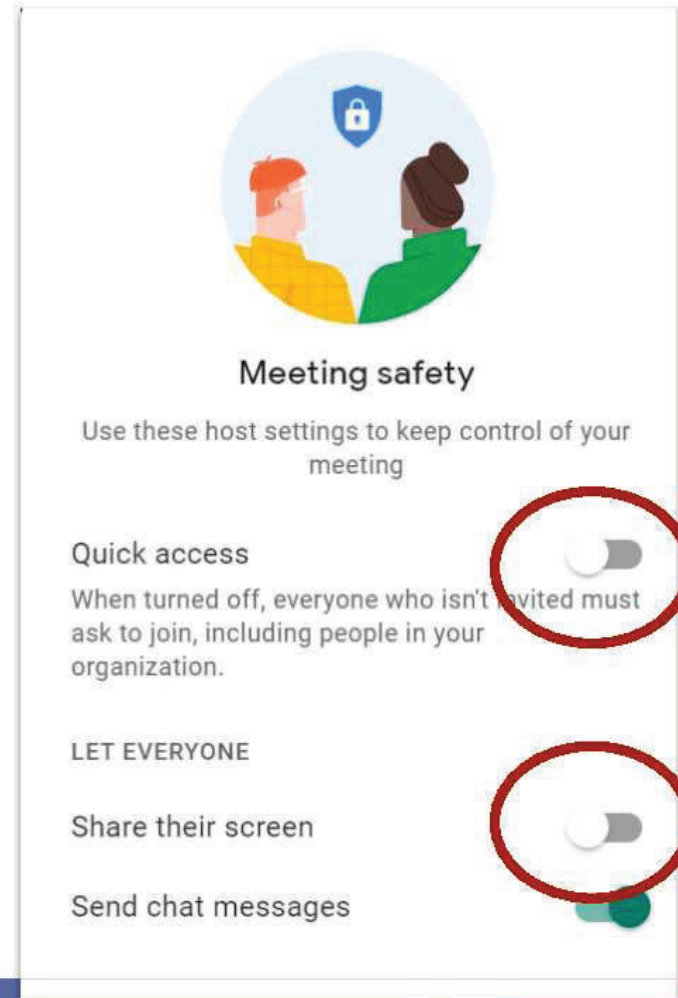
Questions or Blockers:

- Need clear communication on the timeline of the phasing in approach
 - Principals would like an expected timeline for special populations to return to the building
 - Principals will need time to set up for social distancing as was planned during hybrid but not executed. Primary Schools believe they have additional conflicts/issues due to membership.
- What cohort model will we be using?
- When will teachers be allowed to get into their classrooms to set up?
- What protocols do we need to use when we start to bring in small groups of students? What do we need to do to prepare for this?
- What does childcare look like when we return special populations to return to the building?

Technology

Key Updates & Decisions:

- **Google Meet Issues**
 - Telephony issue - likely Quick Access host settings in the blue shield
 - Kids in meeting before teacher? - looking into this



Technology


Key Updates & Decisions:

- **Merging gradebooks** - Meeting this AM to look at options
- **BBCU Breakout rooms** - participants become presenters automatically; Blackboard setting
- **BBCU & VPN** - Using BBCU with VPN should no longer be a problem
- **Resumption of teacher laptop distribution** - The Spring refresh cycle was completed. A new cycle is forthcoming.
- **Issues with ST Math** - Remember the login page is <https://clever.com/in/fairfax>

Communication

Key Updates & Decisions:

- **Out of School Time Supports:** We are working with FFX government to craft a list of programs available in the community that parents and families can access to get support. This will include many of our non-profit group partners.. We hope to have this finalized in the next few weeks.
- **Grab and Go Meals**
 - Need to promote the grab and go meal sites
 - Ask teachers to remind students about meals in morning meetings and end of 3rd/4th period.
 - Schools need to identify and publish which sites are closest to neighborhoods to help their families
- **Attendance**
 - Mass messaging needed in multiple languages regarding attendance?
- #FirstDayFairfax campaign went well

The background image shows a desk with various school 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 pencil holder filled with pencils. To the right of the sign is a black stapler. In the background, there are scissors and a box with the text "DO YOU HAVE WHAT IT TAKES TO BE".

Secondary Principal Briefing

September 18, 2020

Agenda

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



**Thank you to our
amazing directors
of student services
for your leadership,
innovation, and
care!**

Instruction

Key Updates & Decisions:

- Student Engagement Visits
- Phase-in Planning
- SAT

Assessments for Performance Monitoring (MS/HS)

Goal: Be able to articulate how successfully are we serving the educational needs of our students throughout the 2020-21 implementation of our operational model

Action: Identify fall, winter, and spring screening/progress monitoring assessments:
Math Inventory (MI), Reading Inventory (RI), NoRedInk Writing Diagnostic

- **MS 6-8 RI** - Fall/Spring all students, Winter Basic or Below Basic in fall
- **MS 6-8 MI** - Fall/Spring all students, Winter below fall 50th percentile
- **MS/HS 7-12 NoRedInk** - Fall/Spring all students, Winter students in Eng. 8/Eng. 11 courses
- **HS 9-12 RI** - Fall/Spring all students in literacy interv. courses, Winter Basic or Below Basic in fall
- **HS 9-12 MI** - Fall/Spring all students in Algebra 1 course, Winter below fall 50th percentile

See also the updated [at-a-glance assessment schedule](#) and [detailed assessment calendar](#).

Attendance - Student Engagement Visits

Goal: Ensure that all students are able to participate in virtual instruction as soon as possible

- Over 7000 No Shows on 9/8  Down less than 700 on 9/17!

Student Engagement Guidelines Provided in Region Principal Meetings:

- The staff chosen for this team need to be **willing to participate on the team**
- Two or more FCPS employees should travel to the neighborhood/home
- Staff identification badges should be worn and easily visible to families/students
- FCPS personnel should wear a face covering/face shield and gloves
- Ask the family member(s) and/or student to wear a face covering, may supply one at the time of the visit

In-Person Phase-in Implementation Plan







DRAFT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5)	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)				
GROUP 2 (week of 10/12)		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)				
		Key Center and Kilmer Center Adapted Curriculum Elementary CSS (4 full days per week)			
		SLIFE (2 full days per week; varies by school)			
	EL SLIFE & Newcomers (ELP 1) (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 3 (week of 10/19)					
GROUP 4 (week of 10/26)		Burke 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 (1-2 sessions per week; varies by school)				
GROUP 5 (week of 11/2)		PreK and Kindergarten (2 full days per week)			
		EL SLIFE & Newcomers (ES - half-day 4 days per week; Secondary - 2 full days per week)			
GROUP 6 (week of 11/16)		Grades 1-2 (2 full days per week)			
GROUP 7 (week of 11/30)		Grades 3-6 (2 full days per week)			
GROUP 8 (start of second semester)		Grades 7-12 (2 full days per week)			

Challenges to Overcome

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

<p>1</p>  <p>Health conditions support safe phase-in</p>	<p>2</p>  <p>Identify teachers and staff available for in-person instruction</p>	<p>3</p>  <p>Identify students to be served in-person</p>	<p>4</p>  <p>Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability</p>
Considerations			
<i>Following guidance of health department; identifying available public health nurses and student health aides</i>	<i>Completing ADA review of staff preferences for in-person or online</i>	<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>	<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>

Phase-in Next Steps

- Board Meeting - Tuesday 9/22
- Divisionwide communication to staff clarifying expectations for returning to support in-person instruction following division's phase-in model (including Central Office staff)
- Partnering with “pilot” schools to develop a planning/implementation process and resources to support schools with implementation of in-person instruction

Key Phase-in Decisions

- How will we address Tier 2-4 ADA requests? Can we provide notice to staff on how those requests will be treated?
Only ADA approved Tier 1 requests can be honored; CARES Act leave and unpaid leave options available; info will be included in division communication on 9/22
- Will we provide staff another notice of the opportunity to submit ADA reviews?
ADA info will be included in division communication on 9/22
- If a teacher has approved ADA request for an Operational Level 2 program/course, is any additional staffing (e.g., sub, IA) available to support/monitor in-person instruction?
HR is exploring use of central sub funds, staffing reserve, and over-staff for this purpose; staff trades and Title I staffing are also possibilities
- Do we have any childcare options for staff returning for in-person instruction?
LT is reviewing available options (e.g., SRS availability, allowing attendance in parent's classroom)

Key Phase-in Questions

- Should we provide an option for families to “update their choice” for in-person or virtual learning? If so, when? Should this be sent to the school or managed through a central “survey update”?
- Will there be COVID testing or daily Temp checks before students and teachers return to schools?
- What technology solutions will we have to support concurrent teaching?

Support for SAT School Day

- RAS/EP will be connecting with each high school principal today to confirm remaining “in person” support needs for SAT School Day
- Principals should share their challenges, status and need for proctors with their RAS/EP's and provide an update to your region by COB today
- Each HS principal should talk to your pyramid principals to request additional volunteers from within the pyramid
- Transportation colleagues will be available to support as needed, especially in the event of no shows, last minute cancellations, or other needs on test days
- Additional central office colleagues will also be assigned to support schools

Human Resources

Key Updates & Decisions:

- Update on Substitutes
 - *Substitutes must complete required training in MyPDE prior to accepting jobs*
 - *Beginning September 21, schools may secure a substitute after the second day of absence (Updated Guidance)*
- Designating Staff for Dial Up in PDR-Look for a communication
- Job Match Program Update
- Leave Options Available for Employees
- ADA Interactive Process Overview

Human Resources

Americans with Disabilities Act (ADA) Requests for Reasonable Accommodations

- EER receives the employee's request
- EER verifies the employee qualifies as a person with a disability
- EER reviews the accommodation request, i.e. to telework
- EER then engages in the interactive process – talking with the supervisor and employee to determine how the employee can be reasonably accommodated and still fulfill the essential functions of their position
- Interactive process continues until exhausted
- Exhausted means a reasonable accommodation is found or the individual has declined a reasonable accommodation

ADA - Interactive Process

- EER contacts the supervisor.
- Supervisor talks with EER and determines if they can accommodate the request; and if so, how - to what extent?
- Analysis is based on the essential functions of the position.
 - *How much of the employee's job can be done via telework? Supervisor should be able to articulate why the employee is needed at the worksite.*
- Supervisor should tell EER what accommodations can be provided at the worksite to accommodate the employee, such as more PPE, separate office, limited 1-to-1 interactions in socially distanced setting, etc.
- EER goes back to employee with what supervisor offered/agreed to, and Employee agrees to accommodations or declines offered accommodations or may propose some alternative accommodation. Interactive process continues until exhausted.

ADA - Interactive Process

- If NO – supervisor cannot accommodate telework request at all, supervisor needs to be specific with EER as to why – how the person cannot fulfill the essential functions of their position via telework.
- EER then goes back to the employee to discuss with them why their telework request cannot be accommodated, and asks about other supports, i.e. additional PPE, etc.

Facilities

Key Updates & Decisions:

- Food Service will be adding more Grab and Go sites. Supper and snack program details are coming soon.
- Reminder to allow drivers/attendants that may need access to the facilities with proper identification as they follow health and safety protocols daily.

Technology

Key Updates & Decisions:

- Excited to welcome our new CIO, Gautam Sethi, on Monday!
- Next round of MiFi's arrive today! Schools should have them on Monday to cover the remaining requests.
- Currently have 75 families approved and completing Cox registration. Submitting more daily as received.
- Senior TSSpec's are using no-show lists to determine if students still need to check-out technology

Communication

Key Updates & Decisions:

- Student Face Coverings Refusal (Regulation 2109)
- Draft Flow Chart Beyond Medical Exemptions, SPED student considerations
 - Clear steps, parent involvement, refusal letter
- Staff & Face Coverings
 - Must have ADA accommodation to not wear mask
 - Go through EER if there is staff refusal
 - Message to parents/families about the face covering requirement and possible consequences
- School Based Confirmed COVID Cases: flowchart
 - Intake Form on Principal Corner with contacts, next steps, specific health questions that need to be answered, notifications, return plans
 - FCHD often takes 48 hrs to respond
 - Discussion about a message to all families once students begin to return about the procedures that will be followed if a staff member or student tests positive and the notification process.
- TJHSST release; town hall Sept. 23.
- Return to work staff message is being planned.

A background image of a desk with various school supplies. In the center, a wooden sign reads "YOU ARE AMAZING" with two heart cutouts. To the left, a blue pencil holder contains several pencils. To the right, a pair of black scissors is visible. Other items include a stapler, a glue stick, and a small sign that says "DO YOU HAVE WHAT IT TAKES TO BE".

Secondary Principal Briefing

January 7, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- RTS: Key Questions & Answers
- Instruction
- Human Resources
- Technology

RTS: Key Questions and Answers

Question	Answer
When will Groups 1-4 return for in-person learning?	All Groups (including Groups 1-4) are paused until a revised RTS timeline is developed and approved by the School Board.
When will the new Bell Schedule begin?	FCPS will maintain its current bell schedule while in-person learning is paused. The new bell schedule will be implemented when the revised RTS timeline is developed and approved by the School Board.
Will Monday, January 11 still be an asynchronous day for students?	Yes - this will complete the 2 Mondays provided for teacher planning and preparation for RTS
Are we adjusting the other Teacher Prep Dates?	Yes, new dates will be established as part of the revised RTS timeline.

RTS: Key Questions and Answers

Question	Answer
What is the status of the designated dates for teachers to return to work in school buildings.	New return to work dates will be established as part of the revised RTS timeline
What is the status of small group in-person testing like WIDA?	Testing can proceed - test windows will be extended wherever possible
Can we continue to bring in small groups of students for in-person interventions?	All Groups (including interventions) are paused until a revised RTS timeline is developed and approved by the School Board.
Can we continue to move forward with returning in-person student activities after school?	TBD - being discussed in Principal Association meetings

RTS: Key Questions and Answers

Question	Answer
Will parents/guardians be able to update their preference for in-person or virtual learning?	We will not be doing a divisionwide re-survey of family preference for in-person versus virtual. However, all school teams will continue to work with parents/guardians who have a desire to change their current preference. Individual schedule change requests will be considered on a space available basis but availability of courses and programs in both virtual and in-person at each school are not guaranteed.

Instruction



Supports for Events of January 6th

Instructional Resources created by Equity & Cultural Responsiveness and Social Studies Teams

- New page: [Events of January 6th](#) on the [Election 2020 Google Site](#).
- Additional resources are available on [Controversial Issues Site](#)

Equity and Cultural Responsiveness Office Hours

- To support leaders throughout the rest of the week, as you process ways to provide safe and supportive spaces for teachers and students.
- Drop in anytime between 9-4 either Thursday or Friday
<https://us.bbcollab.com/collab/ui/session/guest/6695d65d86604eb08e35dffb88f40c60>

Student Support Plans

- **Purpose:** Document high level actions a school will take to address student achievement and wellness concerns:
 - Academic and Wellness Interventions, Family Engagement, Grading, Workload, Special Populations
- **Timeline:** Each school will submit a Student Support Plan to the Region Office by Monday, January 11
- **Links on Principal Corner Under “Phase In Planning”**
 - [Checklist format](#)
 - [Open-ended format](#)

Estimated Capacity of Large Spaces with Desks

- Floorplans being updated, as requested, to provide estimated capacity of larger spaces with desks, including gyms, cafes, lecture halls
- Actual capacity numbers may vary based on furniture and built-in shelves, etc.
- Other uses (P.E., band, etc.) would follow Instructional Guidance
- Updates will be provided via email to principals by early next week

Additional High School Updates

- **HS Academy Schedules:** Details about developing high school academy schedules for in-person will be shared via email with HS DSS
- **PSAT 10:** Planning for PSAT 10 in April; more details to be shared in Testing Memo
- **ASVAB:** Will be seeking one volunteer high school site per Region to host ASVAB for seniors planning to pursue the military after graduation

| Human Resources



Human Resources Updates

Classroom Monitors:

- Hourly funds were allocated; FTE information was for illustrative purposes only
- Hiring process/background is standard hiring process
- Once the monitor clears background check, may start work at principal's discretion
- Sub coverage for monitors is permitted (look for InfoGram next week)
- Virtual Job Fair on Friday, January 15

90-day Long-Term Sub Rule Waiver:

A waiver of the provision in § [22.1-302](#) that a temporarily employed teacher may only be employed to fill a teacher vacancy for up to 90 teaching days has been approved. For the 2020-2021 school year only, a school board may use a temporarily employed teacher to fill a vacancy for a period longer than 90 days without approval from the Superintendent of Public Instruction so long as the school division actively recruits and seeks to fill the vacant position.

Local school divisions exercising this flexibility must ensure that any temporarily employed teacher placed in a vacancy for longer than 90 days has the knowledge, skills, and abilities to provide instruction in the relevant grade/subject/assignment/endorsement area; must be mentored by a licensed teacher in their assigned grade/subject/assignment/endorsement area; and must receive a satisfactory evaluation during the initial 90 days.

Human Resources Updates

Coronavirus Relief Package:

- Emergency Paid Sick Leave (EPSL) extended through March 31, 2021
- Future updates on other provisions

Teacher Hiring Deadline:

- Deadline extended to February 26
- Individuals who are hired after January 26 will not be eligible for year of service credit/step increase

Mid-Year Evaluation Guidance:

- [Updated mid-year evaluation guidance](#)

Technology



Technology Updates

- **Zoom selected by enterprise RFP search to replace BBCU for SY 2021**
- **Central IT Bandwidth upgrade completed successfully over the winter break (60Gbps bandwidth available for FCPS)**
- **Concurrent classroom technology from Rounds 1 & 2 continues to arrive.**
 - About 9400 out of 32,000+ items have arrived.
 - Most items are showing estimated delivery January/early February.
 - Please help us make sure that school staff are forwarding a copy of the packing slips to ITCaresReceiving@fcps.edu. We need these as soon as possible to pay invoices and track grant funded items for any future audits.
 - Any schools with leftover funding will be allowed a final Round 4 order. Working with reps from some of those schools to set an appropriate deadline.

Questions



Secondary Principal Briefing

January 14, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- Health - Vaccine Updates
- Instruction - RTS Timeline
- Human Resources
- Technology

Health



FCPS COVID-19 Vaccination Plan

COVID Vaccine Scheduling Plan

STEP 1:

All FCPS employees received directions for COVID-19 vaccine registration and the registration link on **Wednesday, January 13, 2021**. Staff also received information regarding FCPS staff prioritization (Week 1, Week 2 or Week 3) for registering for the COVID-19 vaccine in this correspondence.

- Appointments for Week 1 (January 16-22) will be available the morning of **Thursday, January 14, 2021**. Appointments for subsequent weeks (Weeks 2-4) will be added to the Inova site gradually. Staff assigned to Weeks 2 & 3 are encouraged to check the site periodically to view appointments as they are added.

STEP 2:

Employees will register for the vaccination on INOVA link during their assigned week.

Note: Monitoring of registration during the appropriate time frame is limited to the honor system

FCPS COVID-19 Vaccine Registration Groups



FCPS developed a COVID-19 vaccine schedule to support staff, essential to school opening, in scheduling their vaccines first. The goal is to align staff scheduling with student group return order.

Group Prioritization Rationale

- Support staff essential to school opening will have priority access to vaccine registration (e.g. FNS, custodians)
- Staff prioritization aligns with student group return (e.g. staff supporting Group 1 students will have access to registration prior to staff supporting Group 5 as Group 1 students return to in-person instruction first)
- Coaches supporting winter and fall sports have prioritization before other coaches as they are currently supporting in-person athletic programs
- School-based staff are prioritized over central office staff as the provision of in-person instruction is heavily dependent upon student-facing employees being on site

Registration Week	Assigned Staff
Week 1 January 16 – 22, 2021	<ul style="list-style-type: none"> • Bus Drivers and Bus Assistants • Custodial Staff • Food and Nutrition Service (FNS) Staff • School-Based Clerical Staff • Groups 1 - 4 and Pilot School Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Winter and Fall Sports' Coaches (including DSAs and trainers)
Week 2 January 23 – 29, 2021	<ul style="list-style-type: none"> • Groups 5-6 Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Central Trades Staff • Staff from Week 1 who were unable to schedule a vaccination or who need a makeup appointment
Week 3 January 30 – February 5, 2021	<ul style="list-style-type: none"> • Group 7-8 Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Substitutes • Central Office Staff (any employee not explicitly listed in Week 1 & 2) • School Board Members and Staff • Spring Sports' Coaches • Staff from Weeks 2 & 3 who were unable to schedule a vaccination or who need a makeup appointment
Week 4 February 6 – 12, 2021	Staff from Weeks 1, 2 & 3 who were unable to schedule a vaccination or who need a makeup appointment

Instruction



EMBARGOED DRAFT - Principal Requested Updates in Red

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	2 Prep Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA
Intervention Cohorts - Elementary, Middle, High	January 26	No Later Than January 25	NA
Group 1-4 (8,000 students): Select CTE and Spec. Ed.	February 16 (New Bell Schedule Starts)	No Later Than Feb 8	TBD
Group 5 (7,000 students): PreK-K and Spec.Ed.	February 23	No Later Than Feb 8	Completed in November
Group 6 (13,500 students): Grades 1-2	March 2 (March 9)	No Later Than Feb 8	Feb 25 & Feb 26 (Mar 4 & Mar 5)
Group 7 (14,000 students): Grades 3-4	March 9 (Combine Gr 3-6 on Mar 16)	No Later Than Feb 8	Mar 4 & Mar 5
Group 7 (13,500 students): Grades 5-6 (Grades 3-6)	March 16	No Later Than Feb 8	Mar 11 & Mar 12
Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8	February 16 (March 2)	No Later Than Feb 8	Feb 11 & Feb 12 (Feb 25 & Feb 26)
Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7	March 2 (March 9)	No Later Than Feb 8	Feb 25 & Feb 26 (Mar 4 & Mar 5)

*MS/HS will schedule orientation sessions for students new to the building

SEL Resources

- [SEL Lessons for 3rd and 4th Quarter](#)
 - Sequenced grade-band lesson packages including individual lessons with slide deck, teacher script, and instructions on use in concurrent and distance learning environments
 - One lesson per week
 - Use of these packages is *optional*, though schools are encouraged to continue to provide regular SEL instruction using these or other resources
- [SEL in FCPS Google Site](#)

| Human Resources



HR Updates

COVID-19 Vaccine-Related Questions:

If an employee with an ADA accommodation receives the vaccination and wants to return to work, what should they do?

- Employees can always revisit their ADA accommodation. If they receive the vaccine and plan to return to the physical work site, please have them contact EERADA@fcps.edu.

If an employee on an approved LOA wishes to return after receiving the COVID-19 vaccination, what should they do?

- Employee should contact their principal to request consideration for early return. When a request to return early from an approved LOA is submitted, principals/program managers will work with HR to determine if the request can be accommodated.

Classroom Monitor Hiring:

- Virtual Job Fair tomorrow (Friday, January 15)

Inauguration Day:

- Inauguration Day is a student and staff holiday

Technology



Technology - Web Conferencing Tool

- Contract with Zoom signed and vendor engaged officially as of Jan 13th
 - Phased implementation plan in development
 - Division wide switch from BBCU to Zoom Summer 2021
 - Key implementation parameters:
 - Create and deliver training for all staff on running secure virtual classrooms
 - Integrate with Schoology and streamline usage across all FCPS tools
 - Map BBCU use cases to Zoom/Schoology
 - Simplify logon and tool use for all students and staff
-

Technology - Device Updates

IA Laptops (1000): These are additional laptops purchased via volume discounts to support instructional teams

- 890 have been requested and distributed to schools

Classroom Technology:

- As of last week, received approximately 33% of equipment ordered (35,000+ items) from RTS grant funds
 - Lots of deliveries in progress this week and in process of being received, we expect the delivery status to grow significantly in the coming weeks
-

Questions

A background image of a desk with various school supplies. In the center, a wooden sign with the words 'YOU ARE AMAZING' and two heart cutouts is visible. Behind it, a pair of scissors and several pencils are in a container. To the left, there's a pencil sharpener and a glue stick. To the right, a stapler is on the desk. The background is slightly blurred, showing a bulletin board with papers and a small globe.

Secondary Principal Briefing

January 21, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- RTS Timeline
- Health
- Instruction
- Human Resources

EMBARGOED DRAFT - Revised RTS Timeline

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	2 Prep Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA
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*MS/HS will schedule orientation sessions for students new to the building

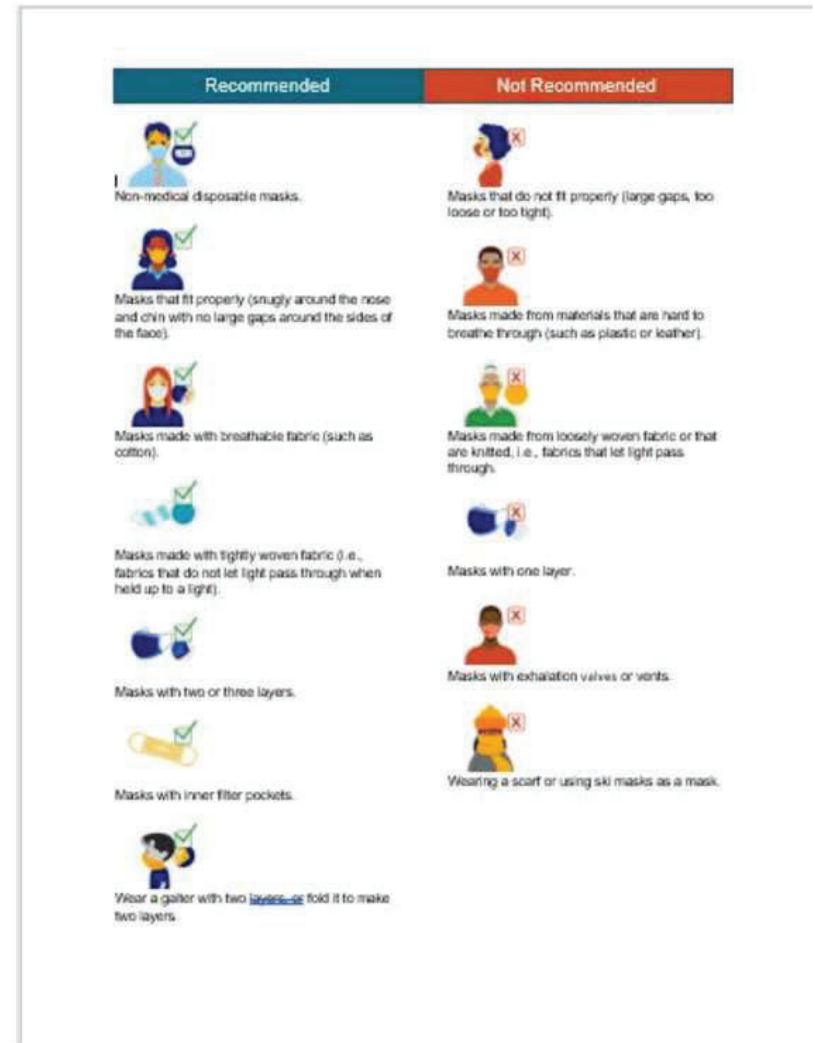
Health



Face Mask Infographic

Resource that describes and illustrates recommended vs not recommended face mask based on updated information from the CDC

Available in multiple languages in the [Face Mask Infographic Folder](#)



Temperature Checks Discontinued



Temperature checks in FCPS will be discontinued for the following reasons:

- CDC does not currently recommend schools conduct symptom screening for all students in grades K-12 on a routine (e.g., daily) basis.
- Symptom screening will identify only that a person might be sick, not that the person necessarily has COVID-19.
- Accuracy of thermometers is limited in extreme temperatures

CDC recommends that parents, caregivers, or guardians (“caregivers”) should be strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening.

CDC states that students who are sick should not attend school in-person.

COVID Vaccine Updates



The COVID vaccination clinic, conducted by Inova for public and private school staff within Fairfax County, began Saturday, January 16, 2021.

Over 11,000 FCPS staff scheduled COVID vaccine appointments at Inova within the first 24 hours following registration opening.

Vaccinations provide additional protection against spread of COVID-19; however, mitigation strategies continue to be paramount.

Persons identified as close contacts will continue to be required to quarantine even if they have already been vaccinated.

N95 Fit Testing for Staff Administering Nebulizer Treatment

- Three (3) people from each school to be designated to administer nebulizer treatments
- Persons will be fit tested and receive N95 masks
- Actiongram with additional details is forthcoming

*Coming
Soon!*

Instruction



Schoology Rollout (details in actiongram 1/19)

Schoology will our divisionwide learning management system starting July 2021.

Principal Overview/Q&A Session: Friday, January 22 1:00-2:00 pm (link in 1/19 Actiongram)

New date added Tuesday, January 26 1:00-2:00 pm

Principals asked to name school-based [Schoology Core Training Team](#) to facilitate professional learning that will help staff:

- Use Schoology to employ blended learning strategies; and
- Ensure meaningful learning experiences for all students across FCPS as they seek to develop Portrait of a Graduate attributes.

PD Plan coming soon and will include:

- Both asynchronous and synchronous components
- Zoom

Summer Program Planning

Currently developing plan for school-based, in-person (socially-distanced) summer programming:

Middle School Programs

- Mathematics and Literacy Acceleration (MLA) *New for all Schools*
- Young Scholars (YS) *Expanded to all Schools*

Program Model:

- 3 weeks in July
- School allocations would be needs based
- Staff to include: *Site Director, Classroom Teachers, ESOL/SE Resource Teachers, IAs, Clinic Aide*

High School Program

- Credit Recovery Academy

Program Model:

- Opportunity for students to recover 1 or 2 credits
- Seeking options for this to be more of a continuation of learning instead of recovery of credit
- School allocations would be needs based
- Staff to include: Administrators(s), Counselors, Classroom Teachers, ESOL/SE Teachers, Librarian, IAs, Clinic Aide

Sharing Proposal with School Board as part of Budget Work Session on 1/27

| Human Resources



HR Updates

Administrative Leave to Receive COVID-19 Vaccination:

- All contracted biweekly and monthly paid employees who have a COVID vaccine appointment scheduled during their regular scheduled work hours must enter administrative leave in MyTime. Leave time should include all time away from work for administration of the vaccine along with time traveling to and from the appointment. On the **Time off Calendar** employees must enter the following: under **Type** select **ADMIN LV – Administrative Leave**, for **Reason** – select **Other** and in the **Comment Box** enter “COVID Vaccination Appointment.”

Guidelines for Using Recorded Lesson for Observation:

- See guidance document in Principal Corner (will be posted today).

Classroom Monitor Hiring Updates:

- Please be sure to update the Region Monitor Google Doc weekly.

Questions



Secondary Principal Briefing **January 28, 2021**

THANK

YOU

PRINCIPALS

JANUARY 24-30 | 2021



VIRGINIA SCHOOL
PRINCIPALS
APPRECIATION WEEK

Agenda

- Dr. Brabrand - Welcome & Updates
- Vaccinations & Other Health Update
- RTS Timeline & Instruction
- Human Resources

Vaccinations & Health Updates



Vaccination Update

- FCPS is working with Inova and Fairfax County to reschedule appointments that were canceled earlier this week, beginning with several thousand appointments opening Thursday-Sunday (Jan. 28-31) for FCPS employees.
- Administrative leave is available to teachers and staff to obtain their vaccination through the Inova Clinic designated for FCPS staff.
 - Teachers may use the option of implementing asynchronous instruction for the time needed to obtain their vaccine
- If you do not get an appointment this week, please know that as vaccine supply allows, more appointments will be opened.
 - This includes the opportunity for staff members who have not yet been able to schedule an appointment. We will continue to provide updates about vaccine opportunities as soon as they become available.

Updated FCPS In-Person Learning Decision-Making Model

Level of Community Transmission

Criteria	Lowest / Lower / Moderate	Higher	Highest
Number of new infections per 100,000 population over prior 14 days (1st CDC Core Indicator)	<50	50-200	>200
COVID-19 PCR test positivity as a 14-day average (2nd CDC Core Indicator)	< 8%	8 – 10%	>10%

Level of School Impact

Criteria	Low	Medium	High
Transmission within Schools	Zero or sporadic cases with no evidence of transmission in school*	Two outbreaks within a short time period (14 days) or sporadic outbreaks** in school. Size of outbreaks remains small.	Several outbreaks in school within short time period (14 days); size of outbreaks is large or scope of outbreaks* is significant (e.g multiple classrooms or grade levels are impacted)
Staff Capacity†	Normal	Strained	Critical

*Schools default to the low category unless they explicitly meet the definition for “medium” or “high” impact.

** Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

Decision Matrix for Transitioning Between Virtual and In-Person Learning by School and Student Group

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.



*Priority learners: Students for whom in-person instruction is most critical includes but may not be limited to those who are early learners, students with disabilities and English learners. It is generally thought that these groups are the most disproportionately impacted by the negative impacts of a lack of in-person instruction. FCPS Groups 1-6.

**Maximum In-Person: In-person instruction offered for all students; however, physical distancing measures should be implemented.

Example: XYZ Middle School

Level of Community Transmission	
Number of Cases Per 100K	636 (Highest)
Percent Positivity	8% (Higher)

Level of School Impact	
Outbreaks	Zero outbreaks in school (Low)
Staffing	Work is able to be completed with staff working within their designated roles with reassignment or additional duties <u>commensurate with pre-COVID operations</u> (Low)

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.

School Status	Priority learners (FCPS Groups 1-6) in-person. Add groups as capacity allows.
---------------	---

Example: ABC Elementary School

Level of Community Transmission	
Number of Cases Per 100K	636 (Highest)
Percent Positivity	12% (Highest)

Level of School Impact	
Outbreaks	Zero outbreaks in school within 10 days (Low)
Staffing	Work is unable to be completed due to lack of staffing (High)

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.

School Status	Temporary, remote instruction may be prudent for all.
---------------	---

Reminder: Temperature Checks

FCPS will no longer be doing temperature checks for students, staff, and visitors at bus stops or upon school arrival.

- CDC does not currently recommend schools conduct symptom screening for all students (PK-12) on a routine (e.g. daily) basis.
- Symptom screening will identify only that a person might be sick, not that the person necessarily has COVID-19.
- Accuracy off thermometers is limited in extreme temperatures.

Students, staff and visitors are still required to complete their daily health screening:

<https://www.fcps.edu/sites/default/files/media/forms/HealthScreeningQuestionnaire.pdf>.

Communications:

- Actiongram: January 25
- Infogram: January 28
- Updating information on the public webpage and Principal's Corner
- OCCR updating the Family Guide and including information in the PPT being created for principals to use for town hall meetings.

Stop the Spread Campaign



Community Video posted week of February 1st



PD Assigned week of February 1st ; Due March 1st



Student lessons taught by 1st week of student group return



Principal Certification March 16th

Instruction



Revised RTS Timeline

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	2 Prep Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA
Intervention Cohorts - Elementary, Middle, High	January 26	NA	NA
Group 1-4 (8,000 students): Select CTE and Spec. Ed.	February 16 (New Bell Schedule Starts)	No Later Than Feb 9	TBD
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Group 6 (13,500 students): Grades 1-2	March 9	No Later Than Mar 2	Mar 4 & Mar 5
Group 7 (27,500 students): Grades 3-6, Select Spec.Ed.	March 16	No Later Than Mar 9	Mar 11 & Mar 12
Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8 Cedar Lane & Quander Road	March 2	No Later Than Feb 23	Feb 25 & Feb 26
Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7, Select Spec.Ed.	March 9	No Later Than Feb 23	Feb 25 & Feb 26

*MS/HS will schedule orientation sessions for students new to the building

RTS Group Details - [Document for Principals](#)

Group:	Description:	Days Per Week:	Return Date:
Activities	HS VHSL activities & HS co-curricular	Determined by school	Determined by school
Interventions	Select students identified by school (ES, MS, HS, SLIFE/Newcomer)	Determined by school	Determined by school
Group 1	<ul style="list-style-type: none"> • Firefighting • LPN • Construction • Student Auto Sales 	1-2 sessions per week	February 16
Group 2	<ul style="list-style-type: none"> • Preschool Autism • Preschool Class-based students 	4 full days per week	February 16
	<ul style="list-style-type: none"> • Cosmetology • Youth Registered Apprenticeships 	1-2 session per week	
Group 3	<ul style="list-style-type: none"> • Key Center and Kilmer Center • Adapted Curriculum: <ul style="list-style-type: none"> ◦ 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	February 16
Group 4	<ul style="list-style-type: none"> • Burke School (Elementary) 	4 full days per week	February 16

RTS Group Meetings - Document for Principals

Group:	Description:	Days Per Week:	Return Date:
Group 5	<ul style="list-style-type: none"> • Early Head Start 	4 full days per week	February 23
	<ul style="list-style-type: none"> • PreK-K 	2 full days per week	
	<ul style="list-style-type: none"> • Intensive Support Needs <ul style="list-style-type: none"> ◦ Students instructed with modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day • Specialized Center-based Programs (special education) <ul style="list-style-type: none"> ◦ Vision Program @ Robinson ◦ Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS, and Woodson HS ◦ Students with 50% or more of core content areas in special education settings 	4 full days per week	
Group 6	<ul style="list-style-type: none"> • Grades 1-2 	2 full days per week	March 9
Group 7	<ul style="list-style-type: none"> • Grades 3-6 	2 full days per week	March 16
	<ul style="list-style-type: none"> • Secondary Public Day Programs (special education) <ul style="list-style-type: none"> ◦ Burke School (Middle School) ◦ Davis & Pulley Center - All other students that have not previously returned to in-person instruction and Davis STEP 	2 full days per week	
Group 8	<ul style="list-style-type: none"> • Grades 8, 9, 12 	2 full days per week	March 2
	<ul style="list-style-type: none"> • Secondary Public Day Programs <ul style="list-style-type: none"> ◦ Cedar Lane and Quander Road ◦ Davis & Pulley Center students who age out during the 2020-21 SY 	2 full days per week	
	<ul style="list-style-type: none"> • Grades 7,10, 11 	2 full days per week	March 9
	<ul style="list-style-type: none"> • Poe, Glasgow, and Holmes Grades 6-7 • Davis & Pulley Center students who age out during the 2021-22 SY 	2 full days per week	

RTS Group Details

- If any group in Groups 1-5 has 4 full days per week listed, it is expected that they will attend 4 full days per week for the remainder of the school year.
- SLIFE/Newcomer is no longer part of Group 3. They will return with grade level groups. ESOL Services recommends including these students in Intervention groups.
- If a high school specialized course or program is not specifically named in the list, the course or program is returning with the grade level groups.

Concurrent Instruction - Schedules

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 (full time online)	Online	Online	Online	Online

Mondays guidance will be finalized next week

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 (full time online)	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online	Periods 1,3,5,7 Online	Periods 2,4,6,8 Online

Principal/School Support Team	Team Leads
RTS Operational Logistics (e.g. health and safety, mitigation, cleaning protocols, facilities, transportation, food services, athletics/co-curricular/extracurricular events) BBCU Link: https://us.bbcollab.com/collab/ui/session/quest/89dc8fa4f2e642e48b0171634abbaa39 <i>Office Hours: January 29-8:00-9:00; Feb. 5, 12, 19, 26; 11:30-12:30</i>	Dave Jagels, Terri Edmunds-Heard, Penny Gros, Justin Moss, Lea, Lorraine, Francine, Bill, Maria, - Renee Lahuffman, Shannon Anderson, Kim Amenabar, Lisa Felder
SY 20-21 Staffing Needs (e.g. ADA, subs, monitors, etc--for current school year, staff and admin mental health) BBCU Link: https://us.bbcollab.com/quest/8b4b065c217b4a5d85ee68b6403b7d5c <i>Office Hours: Tuesdays, 2:00 - 3:00 p.m. through March 2</i>	Grace Taylor, Amielia Mitchell, Andrea Garris, Andrea Martini, Carolyn Haydon, Tia Lott, Kathleen Walts, Leona Smith, Juan Torres
Interventions (Academic and SE) BBCU Link: https://us.bbcollab.com/quest/a638244fcc1645ceb733c1107f9906b2 <i>Office Hours: January 27 9:00 a.m. - 10:00 a.m. & February 3, 10, 17 - 9:30 a.m. -10:30 a.m.</i>	Ray Lonnett, Lisa Reddel, Brendan Menuey, Eric McCann Jay Nocco, Mike Bloom, Deb Scott, Jen Glaser, Rich Pollio, Angie Robinson, Stephanie Jerauld, Karen Durocher, Tu Phillips, Gina Toler, Shannon Merriweather, Francine Furby, Kathy McQuillan Resources, Questions and Answers: https://docs.google.com/presentation/d/13-PQw6zLzttXtbnoYLj4j0MTYfQwkRJKuXGn42StkiA/edit#slide=id.gb8ce273340_0_28
Concurrent Instruction/Technology BBCU Link: https://us.bbcollab.com/quest/3e6895ad8a60417490767678fd974bd8 <i>Office Hours: Fridays, 12:00 - 1:00 p.m.</i>	Evangeline Petrich, Lisa Reddel, Fred Amico, Dave Jagels, Ray Lonnett, Ken Martin, Tracey Jewell, Andrea Hand, Annie Dipert, Niecy Semper, Courtney White, Leona Smith

Principal Support Team-Operational Logistics

Office Hours: January 29-8:00-9:00; Feb. 5,12,19,26; 11:30-12:30

Topic	Decision
Can playground equipment be used?	Not allowed currently. Updated guidance will be provided if/when HD advises otherwise
Cleaning Protocols	Cleaning between classes is not a requirement. Teachers may use Virex to clean desks between classes if they wish.
Cafeteria Protocols - are seating charts required; is 10 ft distance required	<u>Expectations for Meals in FCPS</u> <ul style="list-style-type: none">● Maintain <u>at least</u> 6ft. social distancing (REQUIRED)● Students are to face one direction (REQUIRED)● Eat lunch in the classroom or outside whenever possible (recommended)● Utilize seating charts (<u>strongly</u> recommended)

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. through March 2 [Form to Submit Questions](#)

Topic	Decision	Next Step/Status
Are monitors going to be able to call in for substitutes?	Yes. Substitute instructional assistants will be permitted to cover classroom monitor vacancies for daily absences. Schools may use Smartfind Express to post classroom monitor vacancies by selecting reason code 23-Concurrent Learning Support on the vacancy information page.	Contact Lena Cohen if you have additional questions.
Can I use recorded video for teacher observations?	Yes. Limit number of recorded lessons used for observations to twice/year (one prior to midyear; one prior to summative). Evaluators should work with the teacher to identify which recordings might best highlight the skills to be observed.	Information posted in Principal's Corner.
Are there add'l principal listening sessions scheduled?	At this time, additional principal listening sessions are not scheduled. If anyone would like to plan for principal listening sessions internally (i.e. region, pyramid, etc.) the ECR team can support.	Contact Leona Smith, Nina Thomas, or your region Equity Specialist.

Principal Support Team –Interventions

Office Hours: January 27th 9:00 - 10:00; February 3,10,17 9:30-10:30

<https://us.bbcollab.com/guest/a638244fcc1645ceb733c1107f9906b2>

Topic	Resource
What resources are available?	Intervention Planning Considerations Intervention Planning Ideas English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Questions asked at Office Hours:	https://docs.google.com/presentation/d/13-PQw6zLztXtbnoYLj4j0MTYfQwkRJKuXGn42StkiA/edit#slide=id.gb8ce273340_0_28
Submit a New Question to the Interventions Team	Submit a question

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 - 1:00 p.m. ([BbCU link](#))

[Submit a question](#) for the concurrent instruction/technology team.

Administrators from concurrent pilot schools will also be available during the office hours.

Reminder: [Professional Development Guidebook](#)

| Human Resources



HR Updates

Classroom Monitors:

- 594 hired as of January 25
- Next Classroom Monitor Virtual Job Fair is February 12
- Please continue to update your Region Google Doc weekly

Administrative Leave for Vaccines:

- Teachers may implement asynchronous teaching for time needed to obtain vaccine
- All contracted biweekly and monthly paid employees who have a COVID vaccine appointment scheduled during their regular scheduled work hours must enter administrative leave in MyTime. Leave time should include all time away from work for administration of the vaccine along with time traveling to and from the appointment. On the Time off Calendar employees must enter the following: under Type select ADMIN LV – Administrative Leave, for Reason – select Other and in the Comment Box enter “COVID Vaccination Appointment.”

Questions

A background image of a desk with various school supplies. In the center, a wooden sign with the words 'TEACHERS ARE AMAZING' and two heart cutouts is visible. To the left, there's a blue pencil holder with several pencils. To the right, a pair of black scissors is on top of a blue container, and a black stapler is on the desk surface. The image has a blue and purple color overlay.

Secondary Principal Briefing

February 4, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- Health & Safety Updates
- Instruction
- Principal/Operational Supports
- Human Resources
- Technology

| Health & Safety Updates



Reminders

Cohorting

Cohorting is an additional mitigation strategy, beyond the five (5) key mitigation strategies that can minimize the number of students close contacts if there is a positive. Given cohorting is an additional measure beyond the key strategies, schools are not required to cohort.

Discontinuation of Temp Checks

The discontinuation of temp checks applies to students, staff and visitors.

Teacher Cleaning Expectations

- Teachers are not required to clean.
- Given that teachers are not required to clean, it is recommended that staff avoid or minimize use of shared materials. Custodial staff will continue to clean and disinfect frequently touched surfaces in accordance with their departmental cleaning protocols.
- Should teachers or other school-based staff wish to clean items in their rooms (e.g. desks, tables, etc.), approved cleaning supplies (e.g. Virex) will be provided and staff will be required to complete the associated training.



Reminders

Parent/Guardian Commitment Form

Parents or guardians who chose in-person learning for their child are **required** to complete a [Parent/Guardian Health Screening Commitment form](#) as students are phased back into in-person learning.

- This document indicates the parent or guardian's agreement and commitment to completing a daily health screening prior to sending the student to school and also to keep ill students at home.
- School staff are not to complete a daily health screening for students who have not returned this form.
- School staff will contact the parents/guardians of all students who have not returned the Parent/Guardian Health Screening Commitment Form (either electronically or via hard copy) to communicate this requirement until all forms have been received.

Daily Health Screening

Daily health screenings are to be completed by students, staff and visitors on an "honor system" basis and are not required to be submitted to the school or work site.



SHA / PHN Support During Intervention Weeks

Due to the the need to support vaccine dispensing, the SHAs and PHNs will not be available during the intervention weeks of January 26th - February 12th. During this time, please:

- Use your back-up staff who have been previously trained to support the school health room to respond to minor first aid needs and to dispense medication;
- Send students home who demonstrate COVID-like illness (students are to wait in the CARE Room until the parent or guardian arrives); and
- Dial 911 in the event of a medical emergency.



**Key Mitigation
Strategy #5:
Contact Tracing**

Updates

#5: Contact Tracing in Collaboration with the Health Department

- Staff **ensure** that all visitors **and staff not based at the school** sign-in/out with time, phone number, **and email**
 - ~~◦ FCPS staff not based at the school also include employee ID.~~
 - Visitors and staff who are signing in should supply phone and email they check regularly
 - FCPS staff signing in can use work phone and email, rather than personal ones, if wanted
- Schools have **designated seating charts** for classrooms
- **Classroom sign-in/out sheets** for itinerant staff and other classroom visitors document **used to document** who has been in the room, for how long, **and how to contact those staff and classroom visitors**
 - Include phone number **and email**, ~~include employee ID for FCPS staff~~
 - Can also include purpose of visit to monitor visits for job functions only

Instruction



RTS Materials for School Community Events

- An RTS Town Hall presentation template is available for school leaders to use and customize for your community
 - Available on Principal Corner - Communication
 - Return to School Presentation for Parents ([PowerPoint](#) | [Google Slides](#)) -- UPDATED 2/3/21
- *Coming Soon!*
 - Stop the Spread video
 - Updated Family Guide on RTS
 - More RTS videos in the works
 - Spanish Podcasts for Families

Transportation Scheduling

Groups	Return Date(s)	Updates in SIS and STARS (when needed) Due	<i>Last Day to Update SIS and STARS (when needed) for 1st Day of Transportation</i>
Groups 1-4	February 16	February 1	February 5
Groups 5,6,7	February 23, March 9, March 16	February 8	February 12
Group 8	March 2, March 9	February 16	February 19

Contact your transportation route supervisor, Michele Phillips, or Chris Lester Daniels with questions

Child Supervision Guidelines

- 4-day in-person instruction at the base ES school for student's of FCPS student facing staff, **is the preferred option**. Data as of 11/1 of these requests, was sent to ES Principals schools. **(Gr K-6)**
- All school-based staff required to return to work may bring child(ren) in grades K-8 with them to their work space.* if needed and agreed upon by the principals as an additional option. Schools may also consider staffing a child supervision room using school-based funds. **(Gr K-8)**
- Once a student's group returns for in-person instruction, students are encouraged to attend their base school 4 days per week, space permitting
- County of residence does not matter for the site supervision model
- Child supervision option is contingent upon school's capacity to maintain social distancing in classrooms/workspace
- Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty. There may be days that principals need staff to complete work tasks where having their child won't be possible (i.e. SOL proctoring needs)
- Additional child care options (SRS and family child care) are also available through [Fairfax County's Office for Children](#)

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

Community Use Phase 2: Effective February 8, 2021

- Phase 2 will provide access to **OUTSIDE** grounds for PTA/PTO/PTSA/Booster managed Independent Contractors from the **end of the school day until 5:30 PM, Monday-Friday.**
- In accordance with the Governor's Executive Order -72, events are limited to **a total of 10 participants to include adult supervisors.**
- Phase 2 does NOT include the scheduling of public groups.

PTA/PTO/PTSA/Booster groups must meet the following requirements:

- Adhere to all FCPS/FCHD/CDC COVID guidelines and procedures
 - **Provide two adult supervisors for each event**
 - Submit events into FS Direct and obtain Principal AND Regional Assistant Superintendent approval
 - **Certificate of insurance, background checks, & completion of FS188 form prior to all event(s).**
-

HS Academy Schedules

- [Proposed Academy Bell Schedules for 2020-21](#)
- HS Academy Schedules are being finalized in collaboration with transportation with minor tweaks still possible
- Please refer to the document for details

Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: Feb. 5, 12, 19, 26; 11:30-12:30

Topic	Decision
<p>Should we be using employee IDs for our sign in sheets.</p>	<p>No. We will no longer ask for employee IDs. We will need additional information for our sign in sheets. This means that both visitor logs collected in the front office and the classroom sign-in sheets should collect the following information:</p> <ul style="list-style-type: none"> • Name • Time in/out • Phone Number • Email
<p>Guidance on how to designate if a room is at room capacity at a particular time in the day based on attendance, teachers/staff in the room, etc.?</p> <p>The assumption is that Gen. Ed., Sp. Ed. teachers, IAs, admin, visitors, etc. count in the room capacity?</p>	<ul style="list-style-type: none"> • The floorplans from Facilities provide an estimate of student capacity (i.e. Adult in the classroom + the red number on the plan) • The estimate was tested in several classroom with various shapes and consideration was given to , furniture and “built-in casework” (such as counters, cabinets, cubbies, etc). • The estimated capacity on floorplans may be higher or lower capacity once 6-feet social distancing is measured. <p><u>Points to remember:</u></p> <ul style="list-style-type: none"> • Clean out extra items and furniture where rooms become close to capacity. • Measure 6-feet social distancing seat to seat (think of it as “nose-to-nose”). • Staggered layouts, as in the “Reduced Capacity Layout”, maximize space and make a difference.

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. [BBCU Link](#) [Form to Submit Questions](#)

Topic	Decision
Are monitors only allocated to teachers with an ADA accommodation?	If you are using an ADA- funding source, they must be linked to a teacher on an approved ADA. If the school is using school funds, they can work with a virtual teacher that is not on an ADA accommodation. Monitors may support more than one virtual teacher.
What do I do if I have a sub vacancy for in-person?	Follow pre-COVID process by posting the vacancy in <i>smartfind express</i> and/or create the LTS ad using the PDR.. Call sub office or reach out to Lena Cohen lmcohen@fcps.edu for assistance.
How do I retain a daily sub (10 days or less)? Long-term sub (11 consecutive days or more)?	The teacher or designee would create the vacancy in <i>smartfind express</i> , using the attachment and comments functions to upload lesson plans and communicate any information they would like the sub to know. The absence will be advertised to all active subs. Schools handle the first two days of a remote absence in-house and may provide a buddy teacher for asynchronous instruction. In person vacancies can retain a sub on day 1. Long-Term Vacancies - Long-term vacancy process can be found here: http://fcpsnet.fcps.edu/hr/tam/substitutes/long-term-substitute-process-for-schools.html
Should 100% virtual teachers be required to teach from school?	Will be a school-based decision. Principals should make every effort to accommodate requests to work from home unless there is a significant operational need.

Principal Support Team: Interventions

Office Hours: February 10th & 17th (9:30-10:30 AM) **[Submit a Question](#)**

Question	Answer
Do interventions continue when cohorts return to the building?	Yes. It is always Important to look at the data and monitor progress to drive the decision-making. The MTSS structure and interventions are to take place all year long and support students who may be struggling. You may identify new students; it's an iterative, flexible process and needs may shift over time. Additional social emotional support may also emerge as a need

Resources Available
Intervention Planning Considerations Intervention Planning Ideas English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Feb 3rd Office Hour Slides and Questions Jan 27th Office Hour Slides and Questions

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. [BbCU link](#)

[Submit a question](#)

Topic	Response
What's the latest about when we will receive our concurrent teaching cameras/equipment?	Concurrent cameras and other concurrent classroom equipment continue to be delivered. Please send receipts to ITCaresReceiving@fcps.edu . Much of the delivery is expected late Feb/early March. As a reminder, our original concurrent classroom design was operable with the basic technology equipment already in our schools.
What are some tips/lessons learned from our pilot schools?	Principals and staff from the pilot schools shared some insights during the 1/29 office hours. Read their insights here
What additional opportunities are there for non-pilot schools to learn from pilot schools for concurrent instruction implementation?	In partnership with the departments, the team is exploring opportunities to elevate teachers' voices and their experiences from the pilot schools. Stay tuned.

| Human Resources



HR Updates

Managers Resources for EAP Services:

[EAP Overview](#) [COVID Toolkit](#)

EAP Support Services for Principals Program Managers:

- Manager's workplace consultation
- Call to speak with an EAP Management consultant – **855.355.9097**
- Counselors with expertise in workplace issues, behavioral health issues, best practices
- Can assist in developing dialogue for working through difficult conversations
- Employee referrals for services
- Guidance Resources Online - Work/Education > Manager Resources www.guidanceresources.com ID:FCPS
- Critical Incident Stress Management - generally arranged through HR
- Set up varied Staff Development and Training
 - Live webinars and [Workshops](#) (Can be arranged for your workgroup as needed)

HR Point of Contact: Helen Canepa, EAP Specialist, HGCanepa@fcps.edu, (571)423-4462

HR Updates

Evaluations:

- Deadline for midyear evaluations is **February 16**
- MyPDE will push all individuals on to the summative evaluation stage on **February 26**
- A step-by-step [Guide for Accessing Midyear Evaluations](#) guide for accessing midyear evaluation documents can be found in MyPDE. From the Landing Page in MyPDE (after login):
 - Select the User Guides Tile (far right)
 - Select “Evaluations”
 - Select the appropriate category (e.g. Instructional Evaluator; Operational Evaluator; Direct Report for either Instructional or Operational)
 - Select “Downloadable Resources” from the menu
 - Select the desired Quick Reference Guide

HR Updates

Evaluations (cont.)

Q: Is it necessary to take any action in MyPDE on teacher goals prior to the midyear?

A: Only if you think the goals are not adequate or if something has changed with the teacher's job and you want the teacher to revise them. However, administrators are responsible for directing teachers to complete the step in their workflow.

Technology



Tech Updates

Concurrent Classroom Equipment Delivery Timeframes - 67% of all equipment has been delivered

Order Round	Date Ordered	No. Items Ordered	No. Items Received	Percent Received	Pending Items
Round 1	11/10/20	11,884	8,101	68%	Document camera order backordered due to supply
Round 2	11/23/20	11,300	7,838	69%	Document cams, Logitech Cams in high demand
Round 3	12/9/20	8,259	5,261	64%	Document cams, Logitech Cams in high demand
Round 4	1/25/21	1,052	-	0%	Awaiting delivery dates

Tech Updates

Reminders

Concurrent Classroom Instruction - helping teachers get started with the basics before technology enhancements arrive:

- Principal Corner [Concurrent Instruction Guidebook](#)
- [MyPDE PD Guidebook: Getting Started with Concurrent Instruction](#)
- [Elementary, Grade PreK-6 Return to School site](#)
- [Secondary, Grade 7-12 Return to School site](#)

Got examples of rock star teachers that are making it happen with a basic set-up?

Tech Updates

REMINDER - Bandwidth Questions

- In-school/in-person BBCU student connections - Below is a reminder for the additional simultaneous student connections at each level. These are in addition to your staff connections.

School Level	Range of additional <u>simultaneous student</u> connections on a BBCU/Meet per school building
Elementary	70 - 100
Middle	120 - 175
High	200 - 400

- Repeated or widespread dropout should be reported to your TSSpec so they can activate the SWAT team to rapidly investigate and resolve
- [Additional Information and Tips](#)

Questions



Secondary Principal Briefing

February 11, 2021

Agenda

- Dr. Brabrand - Welcome & Planned Superintendent RTS Message
- Special Services
- Instruction/Attendance
- Principal/Operational Support Teams
- Human Resources
- Technology

Upcoming Superintendent Message (Video)

- **Express** gratitude for staff's continued support of our students and families
 - **Acknowledge** spectrum of feelings about returning and that it will be a different experience and share that supports are being identified
 - **Recognize** that In-person instruction will not address all of our students' needs - students will still have academic needs and may even experience more SE needs as they seek support from trusted adults whom they haven't been with for a year
 - **Emphasize** that while the inclination may be to assess academics first, our first focus is relationships, affirming experiences and supporting the social emotional needs of our students
 - **Share** the Student Support Plan will have resources and strategies to address SEL, Attendance and Academics
 - **Highlight** the need for all students to feel a sense of belonging (part of March Equity PD)
 - **Raise** Student voice
-

Special Services




Health Services Updates*/ Reminders



Face Masks Non-Compliance and Transportation*	SHA & PHN Student Group Return Support*	FCPS Medication Intake Guidelines (Infogram #87)
<p>If a student does not comply with the face covering regulation (R2109) ...</p> <p>Enable students to be transported and have principal (designee) to contact the family and take the appropriate action based on the specific circumstances of the situation (CURRENT PROCESS)</p> <p>Rationale: Students remain under staff supervision (safety) and have access to personnel who may be able to get them to comply (caring culture).</p> <p><u>Background Information:</u> Governor Northam's Executive Order EO72, as well as presidential Executive Order EO13998, require wearing of face masks on school buses.</p> <ul style="list-style-type: none"> • <i>School buses are included because the order applies to state and local conveyance operators (public schools), and passengers onboard such conveyances. The order also applies to private school buses because these are conveyances operated for a non-personal, commercial use.</i> • Exemptions for certain groups continue to apply. 	<ul style="list-style-type: none"> • SHA and PHN coverage will be provided to schools <ul style="list-style-type: none"> ◦ The goal is to have SHAs covering no more than 2 schools ◦ Key and Kilmer will have their unique staff given the student population served • Staff lists of SHAs and PHNs should be available mid to late next week (week of Feb. 8th) • SHA / PHN staff should be in schools by Feb 15th for the first return group (Groups 1-4) • Health Services is partnering with the FCHD on the remainder of the staff return timeline, Health Care Plans, medical flags for students in the SIS, and training for school-based staff to serve in the "alternate capacity" for minor health care needs 	<p>If you receive medication prior to your SHA return please refer to the guidance below:</p> <p>Medication Intake FCPS Reference Guide provides the necessary guidance on how to receive, confirm, and document student medication from parents/guardians including:</p> <ul style="list-style-type: none"> • Confirmation of accurate information on the designated FCPS authorization forms: Medication SS/SE-63, Epinephrine SS/SE-64, and Inhaler SS/SE-65 • Confirming medication expiration date(s) • Ensuring medication is in the original pharmacy or manufacturer's container • Ensuring medication is accurately labeled and matches the authorization forms • School staff receiving medication will complete and sign the medication chart, SS/SE-46

Special Education Updates / Reminders

Transportation for Students Attending Four (4) Days Per Week	Extended School Year*	Recovery Services*
<p>The days students are attending school in-person are to be listed on the Special Transportation Request (STR) card so that their transportation can be routed accordingly.</p> <p>If the student also has transportation accommodations in their IEP (e.g. seatbelts, safety vests, wheelchairs, etc.), those accommodations are to be listed in the</p> <p>Transportation Due Dates Reminders:</p> <ul style="list-style-type: none"> • Group 5 - 7: Feb. 12th • Group 8: Feb. 19th 	<p><i>ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.</i></p> <p>Program Design*:</p> <ul style="list-style-type: none"> • Format: In-person and virtual options • Administrators: June 21-July 23 • Teachers: June 23-July 23 • Students: June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary • Locations: 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School) 	<p><i>Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.</i></p> <p>Program Design*</p> <ul style="list-style-type: none"> • FORMAT: individual and small group learning on targets skills • WHEN: afterschool spring 2021, Summer Academy, 2021-2022 • WHO: DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds • LOCATIONS: Paired at ESY Sites • TRANSPORTATION: DPE works with Transportation <p>* services designed by IEP teams based on specific student data analysis</p> <p>ECPS Recovery Services Guidance Doc.</p>

Professional Development Updates

Stop the Spread PD

Area / Topic of Clarification	Response
Use of Cubbies	Cubbies can be used according to CDC if they are individualized/not shared
Cleaning	Staff are not being directed to clean others' spaces, but they are being reminded to clean up after themselves
6 Feet Distance	Students and staff are to maintain 6 feet distance to the greatest extent possible.

Return to School Presentation for Parents

The "If Sick at School" section of the presentation has been updated (2/9/201)

Note: Health guidance regarding COVID continues to evolve and in turn our internal practices and procedures are updated. Updates will be share with principals as soon as possible.

Instruction



Revised RTS Timeline

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	Mondays (2 Days for Prep) <i>Dates are set - teachers may choose to prep from school or from home</i>	2 Additional Prep Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA	NA
Intervention Cohorts - Elementary, Middle, High	January 26	NA	NA	NA
Group 1-4 (8,000 students): Select CTE and Spec. Ed.	February 16 (New Bell Schedule Starts)	No Later Than Feb 9	TBD	TBD
Group 5 (7,000 students): PreK-K and Spec.Ed.	February 23	No Later Than Feb 16	Completed in November	Completed in November
Group 6 (13,500 students): Grades 1-2	March 9	No Later Than Mar 2	3/1, 3/8	Mar 4 & Mar 5
Group 7 (27,500 students): Grades 3-6, Select Spec.Ed.	March 16	No Later Than Mar 9	3/8, 3/15	Mar 11 & Mar 12
Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8 Cedar Lane & Quander Road	March 2	No Later Than Feb 23	2/22, 3/1	Feb 25 & Feb 26
Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7, Select Spec.Ed.	March 9	No Later Than Feb 23	2/22, 3/1	Feb 25 & Feb 26

*MS/HS will schedule orientation sessions for students new to the building

Mondays: Guidelines After Student Groups Return In-Person

General Guidelines:

- In recognition of the additional challenges in supporting students' in-person return and concurrent instruction, teachers will receive additional planning time on Mondays after a teacher's class/group returns to in-person learning.
- All schools will use the MTSS process to identify students who need extra support services or interventions and create a plan for **in-person and virtual support** to occur throughout the week (Monday-Friday).
- Teachers who are designated to provide interventions on Mondays with principal pre-approval will be compensated for their lost planning time. Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose.
- Schools will follow existing protocols for documenting the use of ESSER/CARES funds for intervention services.

Mondays: Guidelines After Student Groups Return In-Person

Questions	Instruction Perspective
Are teachers allowed to work remotely on Mondays?	<ul style="list-style-type: none">Teachers may work remotely on Mondays unless directed otherwise by principals in order to support in-person activities such as interventions and student testing.
Are teachers required to provide intervention/support services to students on Mondays?	<ul style="list-style-type: none">Teachers who are designated to provide interventions on Mondays with principal pre-approval will be compensated for their lost planning time.Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose.
Will testing (WIDA, Sped...) be allowed/ required on Mondays?	<ul style="list-style-type: none">The FCPS Assessment Plan allows schools to schedule testing on Mondays at all levels (various assessments and dates). Teachers will be required to support in-person testing on Mondays as directed by principals; additional compensation will not be provided when teachers are required to provide testing support.The PSAT 10 date for high school is set for Monday, April 19. ASVAB will also be held at five high school locations on Mondays during the spring. High schools may expect staff to proctor/support in-person testing on these dates.

Mondays: Recommendations for Use/Expectations

Questions	Instruction Perspective
Will teachers provide synchronous check-ins on Monday	<ul style="list-style-type: none"> Teachers will be required to take attendance (synchronously or asynchronously) on Mondays to track student participation in independent/asynchronous learning activities. Schools will share/remind families of expectations for student attendance on Mondays.
Can schools hold meetings on Mondays?	<ul style="list-style-type: none"> Schools can conduct faculty meetings on Mondays but should limit such meetings to reasonable amounts of time in order to reduce conflicts with teacher planning needs. CLT meetings can be held on Mondays and are considered teacher planning time per FCPS Regulation.
Can PD happen on Mondays?	<ul style="list-style-type: none"> Mondays can be used for teachers to complete division required professional development. Schools should continue to leverage School Planning Days for site-based professional development. Schools can also embed site-based professional development in CLTs and staff meetings.
Will VHSL and approved co-curricular events be allowed on Mondays?	<ul style="list-style-type: none"> VHSL activities and co-curricular events are allowed on Mondays following the same guidelines and procedures outlined by the division for such events; additional compensation is not required.

Temporary Classroom Monitor Guidelines

Guidelines for TEMPORARY Use of School-based Staff & <u>Central Office Staff as Classroom Monitors</u>	
Purpose: <ul style="list-style-type: none"> As schools honor staff ADA requirements, they may need to use a monitor in the classroom to be with in-person students while the teacher teaches virtually from an alternate location. When schools are unable to fill all monitor vacancies, it may be necessary to temporarily utilize existing school-based or central office staff until a permanent monitor is hired. It is recognized that doing so may take the staff members away from their primary function but may be necessary in order to make scheduling work. Use of any of the staff members being used as monitors will require Region approval as stated in Regulation 4422 	
Existing staff to consider using as monitors	Existing staff to avoid using as a monitor
<ul style="list-style-type: none"> Instructional Assistants Reading Teachers Instructional Coach AART Librarian Math Resource Teacher Reading Resource Teacher Science/Steam Resource Teacher Central Office Volunteers 	<ul style="list-style-type: none"> SBTS and TSPEC - due to the need to provide ongoing technology support for concurrent instruction Counselor - due to the need to focus on the social and emotional needs of students Social Workers/Psychologists ESOL and Special Education Teachers
Regulation 4422 provides considerations that may be helpful in assigning temporary monitors, including: <ul style="list-style-type: none"> Teaching staff must receive a minimum of 300 minutes planning time per week. Art/Music/PE may be used to provide support if they do not exceed maximum teaching time per week 	

Assessment Support Guidance - Staff Assignments

All school staff are expected to support in-person assessment needs within the school, unless they have an approved ADA accommodation or the principal has specifically released them from support responsibilities. *All staff must complete required training for their assessment support role(s), as directed by the principal, school test coordinator, or assessment coach.* **The assessment support expectation applies to:**

- All teacher and non-teacher instructional staff
- All operational/support and administrative staff
- Classroom monitors and substitutes reporting to the building
- Itinerant, food services, psychology services, and other staff who serve the school site but may report outside the school

Releasing Staff from Assessment Support

The principal may **release** specific staff members from assessment support duties in order to complete other mandated responsibilities, including but not limited to:

- Classroom teaching/monitoring assignments
- Student support/intervention services
- IEP meetings
- Supervisory responsibilities, such as hall/lunch room monitoring, extra-curricular/co-curricular activities, etc.
- Necessary operational duties, such as meals preparation, custodial responsibilities, etc.

Additionally, when scheduled assessment needs on a particular day will not require support from every staff member, the principal may use his/her discretion to **release** staff members from assessment support duties, based on the instructional or operational needs of the school.

Recruiting Support

*When available staff are not sufficient to address assessment needs on a particular day, schools may **recruit** parent/community **volunteers** and/or central office support, following all guidelines for school visitors.*

Assessment Scheduling Option - Asynchronous Days

With permission from the **Region Office**, each middle and high school/center may identify *one or more* day (T-F) to run **asynchronously**.

- Selected days must be *coordinated with **Transportation Services*** to ensure modified student busing needs can be met. The capacity for transportation to support modified busing schedules may be limited depending on available buses/drivers.
- This option is intended to recognize variance in individual school needs, depending on facilities/staffing capacity, student testing requirements, etc. *Vetting school requests for asynchronous testing days through the **Region Office and Transportation Services** will ensure the option is used appropriately, accounting for community and student needs.*

Examples:

- All LMN HS students needing **SOL math tests** report to school on Wed., Apr. 14 (B-day), and students without a SOL math test work asynchronously from home that day.
- All LMN HS students needing **SOL science tests** report to school on Thurs., Apr. 22 (A-day), and students without a SOL science test work asynchronously from home that day.

AP/IB Exam Considerations:

With new flexibility announced/coming soon from College Board and IB, central staff continue to work with school leaders to explore additional potential scheduling supports to specifically address AP/IB challenges 15

Cultural Proficiency Module VII – Amplifying and Affirming the Voices of those who are Marginalized by: Systems, Society, & Status Quo

- Schools and centers have the flexibility to offer this PD on either March 5th or 8th, 2021.
- Equity Leads have received facilitator training and materials during their Equity Lead PD Sessions. Schools and offices who would like more facilitators, such as administrators or Equity Team members, should register in MyPDE to attend
- What a great way to get ready for students return, connecting to the power of belonging and caring culture.

Athletics



Mask Policy in Athletic Programs

- All students who are two years of age and older are required to wear face masks (cloth or disposable) while on school property (including inside FCPS facilities, during FCPS-provided transportation and school sponsored activities). [Regulation R2109](#)
- It is paramount that in our athletic activities, especially in situations where celebrations or other close contact is occurring, that all staff, athletes, and parents adhere to our mask policy.

Attendance



Attendance: Return to School Summary

MS/HS Plan Summary

- **Period Attendance captured at teacher level**
 - Enter student data same day for all sessions
 - Within 2 days for adjusted schedules
- **Monday Advisory/Intervention Time:** attendance affirms full day attendance or alternative evidence of progress submission/review
- **Hybrid Learning**
 - In person days recorded in SIS
 - Attendance codes do not change, e.g. treat students attending virtually and in person the same
 - Use standard_teacher attendance entry codes
- **eNotify** sent for unverified or unexcused absences

ES Plan Summary

- **Consistent daily attendance entry required M-F**
- **Monday morning meeting or intervention -** document participation in SIS
- **Alternative: verify asynchronous work and progress**
- **Hybrid Learning**
 - In person days recorded in SIS
 - Attendance recording codes do not change
 - Use same attendance codes regardless of student location (in classroom or virtual)
- **eNotify** sent for any UNV or unexcused absences

Attendance Office Hours Tuesdays, 9-10 AM [BB Link](#)

Hybrid and Virtual Learning Priorities

- VDOE requires attendance reporting with percentage of instruction offered virtually and in-person during the 2020-21 school year
- Enter data for returning students and days they will participate in classrooms
- Accurate entry enables teachers and administrators to identify students present in the building for health and safety reasons
- Students who need to quarantine for COVID19 exposure may stay at home, with **new** SIS field entry (switch from in person to virtual, for a specified period)
- Please provide feedback for students participating synchronously
- [Google Form - Synchronous Scenarios](#)

Hybrid and Virtual Learning Recording

Student Menu Find Undo

Student Name: School: Teacher: Room:

Demographics Other Info Parent/Guardian Emergency Enrollment Enrollment History Classes Documents Attendance Graduate Information

RETURN TO SCHOOL

Last Name First Name Middle Name Suffix Student ID Grade State Testing ID

Teacher Room Name Active School Last School

Student In-Person Days

In-Person School	Start Date	End Date	Monday In-Person	Tuesday In-Person	Wednesday In-Person	Thursday In-Person	Friday In-Person
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The In Person designation is a history of the days of week a student is attending classes in person.

The Start Date should be the first day that the student is expected to start in person attendance. If a student returns to full virtual learning, a leave date should be entered.

If a student has a change in days of the week, a leave date should be entered, and a new line created. This is critical for accurate state reporting. Please review meal service and transportation intent for students returning to in-person and update as needed.

The SIS Return to School tab includes a data entry screen to indicate which students will participate in hybrid learning, the days they will be assigned, and the date range for such instruction.

SIS Reports and Resources for RTS

- **SIS Report U-GBK8516: Student information for Social Distancing:** Administrators may use this to generate student lists by section. Run this report in Excel, delete not needed columns and sort by the Homeroom teacher column
- **SIS report U-MST8503: In Person Class Roster:** This report can be used to print a daily list of students scheduled to be present each day. This list will help schools account for students in the building during a Fire Drill or to trace potential exposure by classroom, if a covid case is suspected. Instructions can be found in the SIS More Information page under Reports
 - http://fcpsnet.fcps.edu/it/offices/itss/fasteam/sis/reports/in_person_cls_rstr.pdf
- **SIS Process for RTS**
 - RTS tab entry, Enrollment/Registration, Schedule/Day Changes, Attendance
- **Master Schedule Resources Google Site** (Secondary)

EDSL MTSS Worksheet Chronic Absenteeism Enhancement

This dashboard, which can be found by clicking on the analytics tab in the worksheet, provides:

- Visualizations of chronic absences at the division, region, and school level,
- Ability to modify and tailor your data based on metric types (student count, percentage), grouping (ELP, ethnicity, grade, SWD), and tier,
- Ability to click on the bar graph (at the school level) and move to the identified group of students in the worksheet to begin solution-seeking conversations for MTSS.
- A brief [resource](#) has been developed to support your MTSS Team as they navigate these new enhancements.

Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: February 12, 19, 26; 11:30-12:30 p.m.

Are we charging for breakfast and lunch?	No. Breakfast and lunch will continue to be provided at no charge to students through the end of the year.
Band/Strings Issue	<p>They should follow the concurrent teaching model and resources should be linked in the concurrent teaching guidebook. Teachers have already received resources and curriculum information for their classes.</p> <p>The Student Health and Safety Guidelines provides details that are unique to certain programs for FCPS, and the information is updated/vetted by the Health Department. You can find the PPE information if you scroll down to the bottom of the page for each of the music disciplines.</p>
In Person attendance in SIS	If parents believe the children are not ready, we need to maintain their participation as virtual. We now have access to the Return to School "In Person day" entry in SIS, which should indicate when students return in person, and which days of the week.
Sign In Sheets?	Sign in/out of building is only for visitors and for staff not based at the school, which includes itinerant staff or other staff regularly fulfilling job responsibilities at the school but not based at the school. Sign in/out of classrooms is for anyone not based in the classroom.
Late Buses	Late buses can be arranged for a 4:45 pick-up. Please put a request in through your area transportation office.

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m.

[BBCU Link](#)

[Form to Submit Questions](#)

Topic	Decision
How do I retain a sub for quarantine periods for teachers awaiting COVID test results?	<p>In-person classroom teachers required to work remotely due to quarantining can retain a substitute instructional assistant to support the need for supervision in the classroom.</p> <p>To obtain a sub IA, the classroom teacher or designee would create a vacancy in <i>Smartfind Express</i>, noting <u>instructional assist 300</u> as the Classification, <u>remote</u> as the Location Type and <u>23-Concurrent Learning Support</u> as the reason.</p>
Long term subs are a challenge to fill. What support can HR help us with in filling these positions?	<ul style="list-style-type: none">•The sub office can provide you a list of available subs interested in any location. TAPs, and in some cases, the AA or Office Assistant at your school have been trained in pulling available sub reports in <i>Smartfind Express</i> and should be able to provide administrators with a list of available subs. Schools are encouraged to create a preferred sub list.•Long-term substitute vacancies, should be posted through the PDR. This will ensure the available sub pool is aware of the need and can apply accordingly.•You may access more information regarding the long term sub process and other sub processes on the intranet (FCPSnet Home > Human Resources > Talent Acquisition and Management (TAM) > Substitutes)
Are subs available for monitors?	<p>Yes, substitute IAs will be permitted to cover classroom monitor vacancies for daily absences. Schools may use <i>Smartfind Express</i> to post classroom monitor vacancies by selecting reason <u>code 23-Concurrent Learning Support</u> on the vacancy information page.</p>

Principal Support Team: Interventions

Office Hours: February 17th 9:30-10:30 AM

[Submit a Question](#)

Question	Answer
If students attend school throughout the week for intervention, will their bus change when larger groups return to school?	Transportation adjustments may be necessary to accommodate for more students, busses and additional drivers. Transportation will communicate changes with the school.
Is transportation available to support After School Intervention Programs?	Transportation will work with schools as they have done in previous years to support after school programming needs. Most likely, transportation will be available around the 4:45 time frame. Contact your area Transportation Supervisor to coordinate.

Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

[Feb 10th Office Hour Slides and Questions](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. [BbCU link](#)

[Submit a question](#)

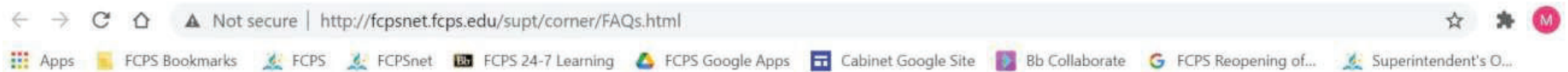
Topic	Response
What does concurrent instruction look like? Can I see some videos that highlight concurrent instruction?	K-12 videos created from the pilots are compiled in The Concurrent Instruction Video Playlist .
What support is available to help school leaders plan for the number of simultaneous student BbCU/Meet connections during the school day?	IT - Document with Video Conferencing Guidelines provides tips and considerations. Additionally, Ken Martin and Tracey Jewell are available to be thought partners with school leaders for instructional and/or technical considerations.

Link to [Weekly Office Hours Topics](#)

Principal & Operational Supports

Team	Office Hours	BbCU Link
RTS Operational Logistics	February 5, 12, 19, 26 - 11:30 a.m. - 12:30 p.m. Submit a question	Link
SY 20-21 Staffing Needs	Tuesdays, 2:00 p.m. - 3:00 p.m. through March 2 Submit a question	Link
Interventions (Academic and SE)	February 3, 10, 17 - 9:30 a.m. - 10:30 a.m. Submit a question	Link
Concurrent Instruction/Technology	Fridays, 12:00 p.m. - 1:00 p.m. Submit a question	Link

Searchable FAQ Reminder



Principal's FAQ:

Below is a list of frequently asked questions. Use the search box to narrow the list down to a specific audience, topic, or text within the question/answer. You can also sort each column by clicking on the title for that column. Please keep in mind the the answers will update as more information becomes available.

Show All entries					Search: <input type="text"/>
Date	Audience	Topic	Question	Answer	
7/2/2020	Principals	Financial Services	Can principals have more flexibility on cashing out any vacancies now to use the money for increased intervention programs and resources?	Positions requested to be reallocated must be vacant as of the date of the request and must remain vacant for the remainder of the fiscal year. Reallocations for which a vacant position is traded out to gain funding are for the remainder of the fiscal year and cannot be reversed in a subsequent month. The reallocated position will not be available to fill again until the following fiscal year. Funds not expended due to vacancies, hiring delays, and underfills shall be credited to budgeted salary lapse and cannot be reallocated.	
7/30/2020	All Staff	Meals	Will school lunches be available to students on days when they are not physically in the building?	FCPS will continue to provide grab-and-go meals through the remainder of the summer and once the school year begins. Food and Nutrition Services is currently researching how to best meet the needs of families this upcoming school year, while exploring meal service options. Food distribution information will be announced as soon as possible.	
				In March 2020, all FCPS student travel was canceled until further notice. FCPS will continue the prohibition on student travel through School Year 20-21. This would include routine, unusual, and international field trips as defined by School Board	

| Human Resources



HR Updates

Topic	Decision
Are classroom monitors entitled to a paid lunch break?	Classroom monitors are considered non-exempt under the FLSA. Non-exempt employees must be compensated for “work time”. In other words, a duty-free lunch is unpaid.
If a teacher is required to quarantine due to COVID exposure, can the school request a sub to support in-person students and permit the teacher to work remotely during the quarantine period?	Yes, with the principal's approval.
If a teacher is approved to work remotely during quarantine period, how should the Substitute Coordinator or TAP code the time?	The Sub Coordinator or TAP should follow the established verification process in Smart Find Express. In this instance, the reason code should be “23-Concurrent Learning Support”.

Technology



Technology

- As students prepare to return to school, here are a few reminders that we've included in the recent parent guide:
 - Make sure students are bringing their laptop and charger with them to school each day.
 - Make sure that the laptop is fully charged each morning before school.
 - Make sure that students fully shut down the laptop at the end of each day (powered off, not just closed) to allow it to keep the latest updates.
- We've enhanced our existing process for responding to network difficulties as students begin to return to in-person learning.
 - Please report any issues directly to your TSSpec.
 - The TSSpec will then triage the issue to ensure it isn't an isolated problem with a particular laptop.
 - Once diagnosed, the TSSpec will put in an expedited ticket to the SWAT (School Wireless Action Team) team for immediate response and restoration.
- Planning for unforeseen – while we have put in a lot of effort over the past school year to ensure our network holds up well under the full RTS load, we still need to be prepared for the occasional unplanned system issues.
 - We do recommend that schools have conversations with faculty regarding asynchronous or alternative contingency educational delivery plans if technology systems have local or regional outages during a school day.

Questions



Secondary Principal Briefing

February 18, 2021

Agenda

- Dr. Brabrand - Welcome
- Instruction
- Principal/Operational Support Teams
- Human Resources

Instruction



Revised RTS Timeline

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	Mondays (2 Days for Prep) <i>Dates are set - teachers may choose to prep from school or from home</i>	2 Additional Prep Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA	NA
Intervention Cohorts - Elementary, Middle, High	January 26	NA	NA	NA
Group 1-4 (8,000 students): Select CTE and Spec. Ed.	February 16 (New Bell Schedule Starts)	No Later Than Feb 9	Schedule Varies by School	Schedule Varies by School
Group 5 (7,000 students): PreK-K and Spec.Ed.	February 23	No Later Than Feb 16	Completed in November	Completed in November
Group 6 (13,500 students): Grades 1-2	March 9	No Later Than Mar 2	2/22*, 3/1*	Mar 4 & Mar 5
Group 7 (27,500 students): Grades 3-6, Select Spec.Ed.	March 16	No Later Than Mar 9	3/1*, 3/15*	Mar 11 & Mar 12
Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8 Cedar Lane & Quander Road	March 2	No Later Than Feb 23	2/22, 3/1	Feb 25 & Feb 26
Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7, Select Spec.Ed.	March 9	No Later Than Feb 23	2/22, 3/1	Feb 25 & Feb 26

****MS/HS will schedule orientation sessions for students new to the building**

RTS: Key Questions and Answers

Question	Answer
Should schools inform parents if their children will be supported by Classroom Monitors?	<p>Yes, schools should proactively communicate with parents when students will be supported by a Classroom Monitor</p> <p>OCCR will provide draft parent communication template. Need to emphasize that even where Monitors provide in-person support, students will receive teacher-led instruction</p>
Will the learning format for early release days be virtual or in-person?	All remaining early release days (3/5 & 3/26) will follow the in-person (hybrid/concurrent) format
Will the division provide special masks for our Band students?	FCPS will provide specialized masks/equipment for all student participating in the division's Band program (without cost to the schools)

Middle School Spring Division Assessments

Why: Spring assessments fulfill state requirements (SOL) and provide important data points to measure support needs within RTS at both individual student and division levels (Horizon, RI, MI, NoRedInk).

Who: Division assessments are made available for all students, both in-person and full-time virtual.

What	When	How
SOL Non-Writing	April 26-June 4	In-person only
Horizon (Reading, Math 6-7, Pre-Alg, Alg 1)	Mar. 22-April 30	In-person delivery <i>preferred</i> for in-person students; Virtual delivery available for all <i>virtual</i> students and as an <i>alternative</i> model for in-person students, based on school need
Horizon - <i>optional</i> - (Geom, Alg 2)	Mar. 22-June 11	
Reading Inventory (RI) and Math Inventory (MI)	May 10-June 11	Virtual delivery (asynchronous or synchronous) <i>with in-person as a school/teacher choice</i>
NoRedInk Writing	Feb 1-May 28 (Gr 8) May 3-28 (Gr 7)	

Attendance



Attendance: Return to School Secondary Updates

[MS/HS Plan](#) Summary

- Period Attendance captured at teacher level
 - Enter student data same day for all sessions
 - Within 2 days for students with adjusted schedules
- Monday Advisory/Intervention Time: attendance affirms full day attendance or alternative evidence of progress submission/review
- Hybrid Learning
 - In person days recorded in SIS in Return to School section
 - Attendance codes at the period level will change to accommodate students with unique circumstances
 - Teachers will have access to one more attendance code to affirm synchronous attendance

[Attendance codes](#) chart is annotated with RTS clarifications

- Updates will be posted in Principals Corner and via typical communications paths (e.g. InfoGram)
- eNotify is sent for unverified, unexcused, and CUT-related absences every evening; 5- day UNX weekly
- Attendance Office Hours: Tuesdays 9-10AM [BB Link](#)

Hybrid and Virtual Learning Attendance Priorities

- Account for all students, virtual or hybrid
- FCPS schools enter data in RTS tab for students returning “in person”
- With parent notification, students who are assigned “in person” days and may not be able to participate in person for legitimate reasons have options
 - SYC, or teacher-entered synchronous attendance coding for their participation
 - Adjustment of their “in person” status to “virtual” for extended illness or quarantine periods
 - Students who are COVID positive and too ill to participate may be coded C-EXC, for an unlimited number of school days, without a 15-day withdrawal

EDSL MTSS Worksheet Chronic Absenteeism Enhancement

This dashboard, which can be found by clicking on the analytics tab in the worksheet, provides:

- Visualizations of chronic absences at the division, region, and school level,
- Ability to modify and tailor your data based on metric types (student count, percentage), grouping (ELP, ethnicity, grade, SWD), and tier
- Ability to click on the bar graph (at the school level) and move to the identified group of students in the worksheet to begin solution-seeking conversations for MTSS.
- Enables teams to consider data as part of an early warning system for students at risk for course failure and dropout
- A brief [resource](#) has been developed to support your MTSS Team as they navigate these new enhancements.

| Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: February 19, 26; 11:30-12:30 p.m., [BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Topic	Decision
Early Release Days	Instruction will follow the in-person (hybrid/concurrent) format on remaining early release days (March 5 & March 26)
Clinic Cards	<p>FCPS staff will not be expected to update clinic cards. Clinic cards will remain in the clinic to ensure confidentiality.</p> <p>Refer to the Tiered Support for Student Health Care Needs for additional details regarding self care in the classroom and needs to be addressed in the health room or Care Room.</p>
PPE for Bus Attendants	It was determined in November that schools with students of highest contact risk (saliva, bodily fluids) would provide lab coats for bus attendants. Schools and the area transportation supervisor would work together as students/routes are identified. The school would supply each attendant with lab coats and instructions on the process for returning soiled lab coats for laundering. I believe you may contact the warehouse for lab coat supply order.
Sign In Sheets?	Sign in/out of building is only for visitors and for staff not based at the school, which includes itinerant staff or other staff regularly fulfilling job responsibilities at the school but not based at the school. Sign in/out of classrooms is for anyone not based in the classroom.(Please see next slide)

Key Mitigation Strategy #5:

Contact Tracing in Collaboration with the Health Department

- No need to collect Health Questionnaire
- Two sign in/out sheets:
 - Visitor log (usually in front office) that all FCPS staff not based at the school and visitors use
 - Room sign in/out that everyone uses
- Visitor Log and individual Room Sign In/Out must collect the following information:
 - Name, time in/out, phone number, email, (Purpose of visit is optional)
- Staff can use work phone number and email
- Can be collected electronically or in hard copy:
 - Sample hard copy form is available at: [Sign in/out sample sheet](#)
 - Electronic version via QR code (with instructions) available at:
<https://docs.google.com/document/d/1m5hUAlualo-2JAFWl3StFo4CMIxnzEOUEDbiFhNLvql/edit>

Principal Support Team: SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. [BBCU Link](#) [Form to Submit Questions](#)

Topic	Response
Monitor status continues to change and requires oversight to ensure appropriate staffing and coverage for classrooms. What support is available from HR, particularly when we don't have back-up IA support?	The substitute employment team continues to monitor the long term vacancy list and has started providing subs based on this information on a weekly basis. If support is needed in filling a LTS vacancy, reach out to the substitute employment team. If support is needed in filling a monitor vacancy, reach out to your operational employment specialist.
A teacher who has previously requested a LOA is now willing to return in person. What is the requirement to make the change?	Employees will need to contact the Office of Benefit Services about changing their LOA status (call 571-423-3200, Option 2 or email DisabilityandLeaves@fcps.edu). However, if their LOA was provided as a final ADA accommodation through EER (few were), then they should contact EERADA@fcps.edu .

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

Office Hours: February 24th 9:30-10:30 AM [Submit a Question](#)

Come Next Week to Learn About Resources to Support Your MTSS Work!

MTSS Decision Rules

Using the MTSS Insight Worksheet in EDSL to Document Interventions

Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

[Feb 10th Office Hour Slides and Questions](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. [BbCU link](#)

[Submit a question](#)

Topic	Response
What professional development is available for staff?	These upcoming professional development opportunities are available in MyPDE.
Can students log their personal devices (computers, tablets, phones, etc.) to the network or will that have an impact on our bandwidth or network connections?	<p>Student devices (FCPS or BYOD) that are accessing non-video conferencing applications (e.g. Google Suite, online resources) are fine. IT has factored in that these activities are occurring during the school day.</p> <p>The range of student simultaneous connections in the IT - Document with Video Conferencing Guidelines applies to any in-person student who logs in on any device (FCPS or BYOD) and connects to a virtual video conferencing session. If a BYOD student comes to school, logs into a BbCU or Google Meet session from school, that counts as one of your video conferencing student connections.</p>

Link to [Weekly Office Hours Topics](#)

Health Updates

Topic	Decision
Round Tables in Cafeteria	<p>Rectangle or square tables or individual desks are the recommended table type for student seating in the cafeteria as it enables students to face the same direction while sitting at least 6ft. apart to minimize the exchange of respiratory droplets while students are maskless.</p> <p><u>If the only available</u> seating option is a round table, schools shall ensure the following:</p> <ul style="list-style-type: none"> • Plexiglass dividers separate students • Students are seated at least 6ft. apart, to the greatest extent possible
Updated Quarantine Guidance CDC updated information as 2.10.2021	<p><u>Vaccinated persons with an exposure</u> to someone with suspected or confirmed COVID-19 are not required to <u>quarantine</u> if they meet all of the following criteria:</p> <ul style="list-style-type: none"> • Are fully vaccinated (i.e., ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine) • Are within 3 months following receipt of the last dose in the series • Have remained asymptomatic since the current COVID-19 exposure
Mask Updates CDC updated information as 2.13.2021	<p><u>Key mask considerations:</u></p> <ul style="list-style-type: none"> • Make sure your mask fits snugly against your face. • Pick a mask with layers to keep your respiratory droplets in and others' out. <p>Cloth masks that fit snugly on the face are still a good option, but double masks may be used for better fit and protection.</p>

| Human Resources



HR Updates

Classroom Monitor Reassignment

- If a classroom monitor is no longer needed to support assigned classroom due to a teacher withdrawing ADA request, please work with your HR staffing specialist to re-assign monitor to a school with a vacancy

Questions

A background image of a desk with various school supplies. In the center, a wooden sign reads "YOU ARE AMAZING" with two heart cutouts. Behind it, a pair of scissors and several pencils are visible. To the left, there's a pencil sharpener and a container of pens. To the right, a stapler and a small fan are on the desk. The image has a blue and purple gradient overlay.

Secondary Principal Briefing

February 26, 2021

Welcome Back!



Christoph Hill, Principal Westlawn ES
Alanna Dushok, SBTS Westlaw ES

Agenda

- Dr. Brabrand - Welcome
- Human Resources
- Health & Safety - Updated Closure & Notification Procedures
- Instruction
- Principal/Operational Support Teams

| Human Resources



Level of School Impact-Daily Report

Daily School Staffing Report
[Logout](#)

Please select your school:
Aldrin Elementary School

School Administration

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Teachers / Monitors

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Custodians

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Daily Report for Critical Staffing Groups:

- School Administrators
- Teachers/Monitors
- Custodians
- Office Staff
- Food Service Managers
- Health Room Staff

HR Updates

- Schools submit daily report by 10am via provided link (link to be shared next week)
 - Reports of “Critical” impact should be submitted promptly-email notification will go to Region Office and Leadership Response Team
 - Reports of “Strained” impact-email notification to Region Office and Leadership Response Team at 3pm daily
- [School Impact Guidance Document](#)-reference for determining level of impact

HR Updates

Weekly Wellness Messaging starts this week!

- InfoGram based
- Provides Principals and Program Managers with Spotlight on Wellness-themed weekly offerings
- Just point,click,copy and paste!

HR Updates

Investigations Managed by Fairfax County Health Department (FCHD)

- FCHD will validate exemption status if an employee is deemed a close contact and meets the CDC guidelines for quarantine exemption
 - If validated by FCHD, the employee will be waived by HD from quarantining AND
 - Employee does not need to present validation to HR

HR Updates

Vaccinated Employees Not Managed by FCHD**

- Reports case to principal/program manager
- Employee takes screenshot of the CDC COVID-19 Vaccination Record card that they received at vaccination administration
- Employee completes the top part of the [COVID Release Authorization/Return to Work Form](#)
- Sends both to PMCC@fcps.edu in HR
- PMCC validates and notifies the employee and manager that employee is cleared to be at the worksite

HR Updates

Employee COVID Reporting-Updated Resources

- [Reg 4135](#)
- [COVID Release Authorization/Return to Work Form](#)
- Questions: [!\[\]\(97af3c54975544f91d5ebe57debc8d26_img.jpg\) PMCC@fcps.edu](mailto:PMCC@fcps.edu)


Health & Safety



Health Updates

<p>Social Distancing Guidance</p> <p>CDC updated information as of 2.04.2021 2.12.2021</p>	<p>There is no change to the current physical distancing recommendation of 6 feet spacing seating/desks at least 6 feet apart when feasible:</p>
<p>Vaccinations and Quarantine</p> <p>CDC updated information as of 2.10.2021</p>	<p>Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria[†]:</p> <ul style="list-style-type: none"> • Are fully vaccinated (i.e., ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine) • Are within 3 months following receipt of the last dose in the series • Have remained asymptomatic since the current COVID-19 exposure <p>Note: Decisions regarding quarantine are to be made by local public health authorities, not FCPS.</p>
<p>Mask Guidance</p> <p>CDC updated information as of 2.13.2021</p>	<p>Key mask considerations:</p> <ul style="list-style-type: none"> • Make sure your mask fits snugly against your face. • Pick a mask with layers to keep your respiratory droplets in and others' out. <p>Cloth masks that fit snugly on the face are still a good option, but double masks can be used for better fit and protection.</p>
<p>FCPS Contact Tracing Support</p>	<p>Persons submitting Redcap notifications are to have the following available for the contact tracing / investigation call from the FCHD:</p> <ul style="list-style-type: none"> • Seating charts for each class of the index case (positive student or staff) • Cafeteria seating chart as applicable • Contact information close contacts

Updated PK-12 FCPS COVID Positive Response

Scenario	Action Effective March 1st	Rationale
Positive Case 	<p>Students and staff are only transitioned to virtual if identified by the health department as a close contact <u>and</u> directed to quarantine.</p> <ul style="list-style-type: none"> Classes will no longer automatically transition to virtual learning / telework due to a COVID positive case(s) as is done in our current process. 	<p><u>Positive Case Decision</u></p> <p>ALL: The FCHD recommendation has always been to transition only close contacts to virtual. FCPS desired to incorporate the automatic transition to virtual for the cohort in an abundance of caution as we started in-person learning in the fall.</p> <p>SECONDARY: Students are unable to cohort due to instructional program needs. Students change classes and if classes were transitioned to virtual out of an abundance of caution (current process) 70 - 100 students and 7-8 teachers could be transitioned to virtual for one (1) positive case while contact tracing is completed.</p> <p>Former process could potentially also create operational challenges for additional classes if staff are virtual in an abundance of caution because of one student in one of the teacher's sections (teacher's other classes may have to go to virtual if a sub or monitor can't be obtained)</p> <p>ELEMENTARY: Some elementary students need to break cohorts / pods to receive services in the least restrictive environment, targeted intervention or receive other services.</p> <p>Data indicates that younger students are less likely to have or transmit the disease.</p> <p>Change in process would allow for PK-12 consistency.</p>
Outbreak	<ul style="list-style-type: none"> Transition class(es) to virtual instruction as recommended by the health department Transition "student groups" to virtual, if appropriate, per the FCPS Decision Making Model for In-Person Instruction <p>Note: Communicate that the HD will facilitate cotracing and will be the entity contacting families directly.</p>	

Outbreak: Pre-established process as outlined in the decision-making model and any additional direction provided by the HD due to the nature of the outbreak

COVID-19 Notification Updates



Stakeholder Group	Action
Families	<p>School-wide notification of positive case</p> <p>Note: Dashboard remains available as an additional resource. <i>Families may opt to have their students to engage in instruction virtually pending implementation of contact tracing.</i></p>
Targeted Communication from the Health Department	<p>Persons identified as close contacts will be contacted by the Health Departments</p> <p>Note: There will no longer be cohort letters from FCPS, pausing a whole class</p>
Staff	<p>School-wide notification of positive case</p> <ul style="list-style-type: none">• Notification within 24 hours required (<i>Department of Labor (DOL) notification requirement to those that are potentially exposed</i>) <p>Note: Dashboard remains available as an additional resource</p>

Note: COVID communication will continue to be disseminated for in-person cases only (on-site within the last 14 days)