

Mask Tolerance

Student returned
to in-person
instruction Feb.
16th with Groups
1-4

Determine if student is able to wear a face covering consistently and correctly at least 90% of the day, excluding mask breaks

· If the student is able to wear a face covering consistently and correctly for 90% of the day, excluding mask breaks, no additional action is required.

If the student is not able to wear a face covering consistently and correctly for 90% of the day, excluding mask breaks, and does not have a mask exemption, the following will occur:

- Review and/or revise the face covering tolerance plan* with the family.
 - The mask tolerance plan must, at minimum, include:
 - § Strategies to build mask tolerance;
 - § Frequency for which the student's mask progress will be reviewed; and
 - § Review of the student's academic performance to include a review of IEP goal progress for SWD
- Explain mask exemptions to the family and ensure they understand the FCPS process for mask exemptions
- Provide a face covering warning letter to the family.
- If the student is unable to meet the above stated expectation following the dissemination of the warning letter, the student is to be transitioned to virtual learning to continue to build mask tolerance through the stated face covering tolerance plan*.

***Goal is to return the student to in-person instruction as soon as possible.**

Designated
school staff (e.g.
teacher, case
manager, school
counselor)

Mask Tolerance



Student did not return to in-person instruction Feb. 16th with Groups 1-4

School staff are to initiate contact with the student's family to review and discuss the student's progress with mask tolerance.

- If the reported or observed mask tolerance is at least 90%, the student may resume in-person instruction.

If the reported or observed mask tolerance is not at least 90% and the student does not have a mask exemption, implement the following:

- Review and/or revise the face covering tolerance plan* with the family.
 - The mask tolerance plan must, at minimum, include:
 - § Strategies to build mask tolerance;
 - § Frequency for which the student's mask progress will be reviewed; and
 - § Review of the student's academic performance to include a review of IEP goal progress for SWD
- Explain mask exemptions to the family and ensure they understand the FCPS process for mask exemptions
- Provide a face covering warning letter to the family.
- If the student is unable to meet the above stated expectation following the dissemination of the warning letter, the student is to be transitioned to virtual learning to continue to build mask tolerance through the stated face covering tolerance plan*.

***Goal is to return the student to in-person instruction as soon as possible.**

Designated school staff (e.g. teacher, case manager, school counselor)

Instruction



Deepening Understanding of Equity

March is Equity in Education Month

- Reprising the Equity Dashboard
- Ensure RTS has issues of disproportionate impact centered through our efforts to Affirm
- Implementing board approved changes to TJ admissions
- Schools completed equity audits
- Listening to varied groups across the division to hear multiple perspectives
- Continuing the development of anti-racist/anti-bias curriculum development
- Engaging intersectional racial equity training for senior leaders

Deepening Understanding of Equity

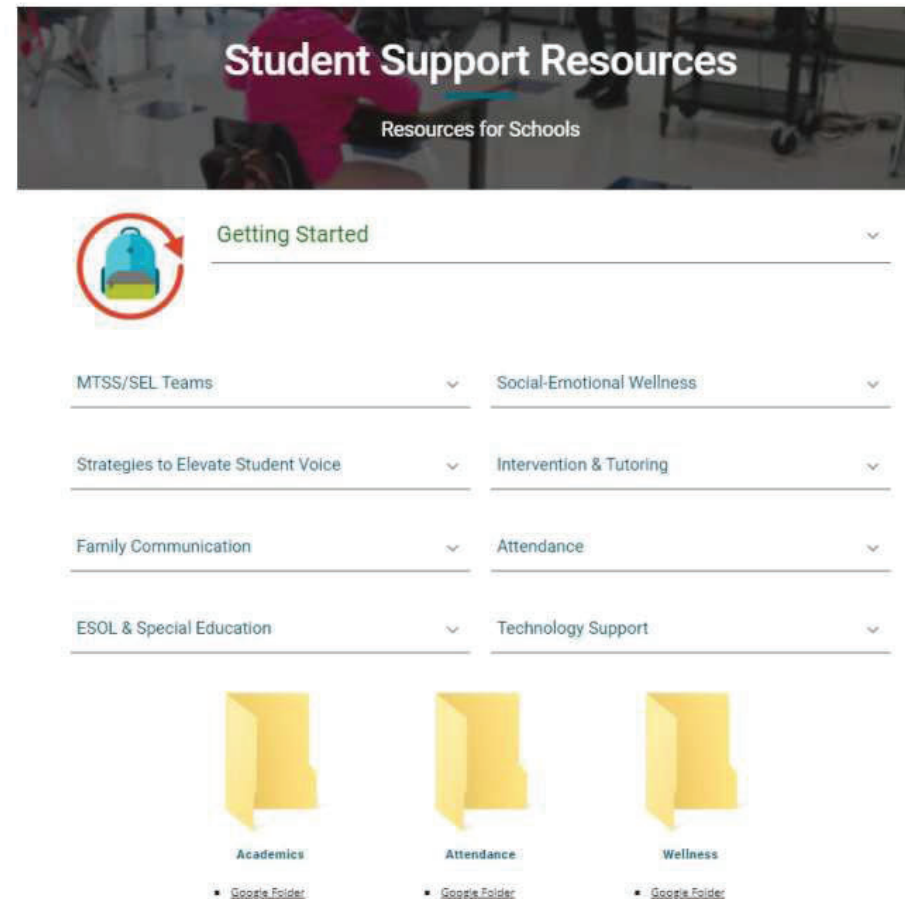
March is Equity in Education Month - Calendar coming

- ACPM
- Cultural Proficiency Module VII
- Region Meetings March 10th
 - Begin Unpacking our Focus for Next Year
 - Affirm, Assess, & Advance

Leadership and Practice March 12th (**Cancelled**)

Student Support Resources

- Data and student feedback indicate ongoing student needs in the areas of ***Social and Emotional Wellness, Academics, and Attendance***
- Divisionwide resources have been developed to support schools as we prioritize our caring culture and student success in the return to school efforts
 - [Divisionwide Student Support Plan Overview](#)
 - [School-based Planning Protocol](#)
 - [Resources to Support Schools](#)
- More discussion in Region meetings on 3/10



Return to School 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**

Transportation Changes

- Friendly reminder that the transportation scheduling request deadlines have expired.
- Transportation will not be provided the first week of school for student changes that were not received by the deadline (Feb. 19th) in Groups 6-8.
- Please communicate to your families they will have to provide their own transportation for the first week of RTS.
- FCPS will provide transportation beginning the following week to allow staff time to process student updates.

Collaborating with Bryant, Mountain View, and Interagency Alternative Schools (IAS)

- High school teams are encouraged to connect with Bryant, Mountain View, and IAS colleagues to discuss potential opportunities for students demonstrating significant academic or social and emotional needs who may benefit from an alternative setting as a form of intervention
- More information to come about specific program details and openings across locations

Attendance Details

The synchronous learning code, SYC, is active for secondary school office personnel, administrators, and teachers as of ~~2.25.21~~ 3.1.21

This code should be considered in the following cases:

- Parents notify school of student's virtual participation
- Students are on an adjusted schedule for hardship reasons
- Students are on extended virtual participation for quarantine

Attendance Details

Daily attendance notifications resume for both AM and PM March 16

- Unverified student absences
- Unexcused absences
- Full day and period absences

ASY, asynchronous codes, applied centrally

Feb. 25/26 Teacher Planning days

Other future asynchronous student days being considered by team

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 will be taken by both in-person and full-time virtual students.

What	When	How
SOL Non-Writing	April 26-June 4	In-person only - parent refusals do not count against school ratings
OPTIONAL: Horizon Reading Math 6-7, Pre-Alg, Alg 1, Geometry, Alg 2	Mar. 22-June 11	<i>In-person or virtual delivery allowed - based on school preference</i>
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)	

| Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: February 26, March 5, 12, 19; 11:30-12:30 p.m., [BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Topic	Decision
Should teachers open windows and doors?	<p>Our buildings are programmed to bring in outside air. Opening the window does not improve the air quality. This is not recommended.</p> <p>ECPS Ventilation Report</p>
Mask Breaks	<p>Any temporary exception to the requirement of wearing a face covering/mask during the school day will be under the direction and supervision of a school official(s) when it is safe to do so:</p> <ul style="list-style-type: none">o Face covering/mask breaks may only occur outsideo No singing, shouting during a face covering/mask breako Face covering/mask breaks should be scheduled, if possibleo Face covering/mask breaks should be short, no more than 15 minutes.o Social distancing of 10 feet must be maintained
Are PHNs and SHAs coming back?	<p>Health Dept will provide a list of schools where SHAs will return. Not all schools will have one. The health department will release more each week. We will continue to update you as we continue to bring more students back to in-person learning.</p>

Principal Support Team: SY 20/21 Staffing Needs

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

Topic	Response
A teacher who does not feel well as a result of the vaccine, or otherwise wants to telework. How is this covered?	If a teacher is not feeling well but would like to teach virtually on that day, the decision would be principal discretion. If a principal approves virtual teaching for the day, the sub coverage cost would be funded by the school. If a teacher needs to quarantine and is approved to teach virtually from home, the sub coverage cost is funded centrally.
Are ADAs continuing and/or extending into the 2021-22 school year?	ADA telework accommodations related to COVID expire on June 30, 2021. Employees who need an ADA accommodation for the 2021-2022 SY must submit a new ADA request with updated medical information.
Many schools experienced a decline in student enrollment this year. School staffing meetings begin April 5. When will staffing numbers be released to schools for planning purposes?	Staffing numbers are slated to be released to schools March 12 th . This date gives schools several weeks to work through the numbers with their leadership team prior to the start of staffing meetings.

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

Office Hours: March 3rd 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

Additional 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
How can we help virtual and in-person students be successful in the concurrent environment?	A PBL unit is available to support Introducing the Concurrent Environment to Students . The unit aims to amplify student voice and support the exploration of the experiences students may have across learning environments during concurrent instruction. The PBL is modifiable by teachers with student-facing slides.

Link to [Weekly Office Hours Topics](#)

Principal Support Teams

Team	Office Hours	BbCU Link
RTS Operational Logistics	Fridays, 11:30 a.m. - 12:30 p.m., through March 19 Submit a question	Link
SY 20-21 Staffing Needs	Tuesdays, 2:00 p.m. - 3:00 p.m., through March 16 Submit a question	Link
Interventions (Academic and SE)	March 3 rd , March 10 th , March 17 th 9:30 AM-10:30 AM Submit a question	Link
Concurrent Instruction/Technology	Fridays through March 19, 12:00 p.m. - 1:00 p.m. Submit a question	Link

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. 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

March 4, 2021

Agenda

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

| Health and Safety



Travel: Quarantine & Testing Not Required

FCPS follows [Centers for Disease Control and Prevention](#) (CDC) and [Virginia Department of Health](#) (VDH) guidelines regarding domestic and international travel requirements/restrictions.

Currently, the CDC and VDH do not mandate quarantine after travel domestically or out of the country. **FCPS is following this guidance.**

- **VDH urges all Virginians to avoid non-essential travel**, especially if you are at higher risk of serious COVID-19 or if you will be visiting someone at higher risk of serious COVID-19. This recommendation applies to everyone, even if you have been vaccinated against COVID-19 or have fully recovered from COVID-19. OCCR will support public messaging for families in the coming weeks.
- The Virginia Department of Health (VDH) recommends (but does not require) that all people get tested before and after travel and stay home or reduce non-essential activities for at least 7 days after travel.
- Students and staff are not required to quarantine or provide COVID 19 test results.
- Families may opt to keep their students at home for 14 days after they return from travel, however, it is not required.

| Human Resources



Daily Report on Level of Impact: Staffing

Level of school impact status only changes when a new form is submitted. Please be sure to submit a form every day by 10 a.m.

- **Critical** - Submit immediately. Triggers an immediate email notice to Leadership Response Team
- **Strained**- Submit no later than 10 a.m. A once daily email to Leadership Response Team summarizing all strained impacts
- **Normal**-If you have entered normal and the level of impact continues to be normal there is no need to submit a new form.

Calendar invite sent as a daily reminder with the reporting link embedded. Consider forwarding the calendar invite to your AA or administrators in your building responsible for completing the form

Note: Please also email the following special education points of contact if you have strained or critical staffing in the following classes.

- **Ellie Stack:** Cat A & Cat B
- **Tina Wilkerson:** EAC
- **Denise Forrest:** PAC; ECCB

Daily Report on Level of Impact: Staffing

Sample message to Leadership Response Team regarding strained impact:

All Critical Schools Table

No.	School	Region	Today	SA	TM	Cu	OS	FS	He	Grades Paused	Courses Paused
1		4	Critical		C					Open	Open

School Administrators Strained Table

Region 5 - - Strained - 03/02

Note: Principal is on last day of a 14-day quarantine after a family member tested positive.

Teachers / Monitors Strained Table

Region - - Strained - 03/02

Note: The staff is strained at

Region 1 - - Strained - 03/02

Note: We are utilizing admin team members to cover gaps while we await three monitors being cleared. Ray Lonnert helped us secure central office coverage for next week.

Region 1 - - Strained - 03/02

Note: For information only - no assistance needed at this time. Autism teacher has to quarantine due to mother being COVID positive - she will teach virtually but we have to pull an IA from the other Autism class to be present

Region 1 - - Strained - 03/02

Note: We are using security and other staff to cover for teachers/IA out with pending ADA.

Region 1 - - Strained - 03/02

Note: One IDS teacher and one IDS IA out and substitutes did not show- have to combine cohorts of students to provide staffing

Region 2 - - Strained - 03/02

Note: 1 IA and 1 teacher are absent without substitutes. We are piecing coverage together on site.

Region 2 - - Strained - 03/02

Note: Not fully staffed with Classroom Monitors; have combined cohorts and using teachers as monitors.

Region 2 - - Strained - 03/02

Note: 2 monitors still need to be processed with HR. We're good this week since it is just 8th graders.

Region 3 - - Strained - 03/02

Note: reassigned staff

Region 4 - - Strained - 03/02

Note: Cat B is down 1 teacher and 1 IA due to Covid Symptoms.

Region 4 - - Strained - 03/02

Note: Still need 5 monitors. 3 for special ed teachers and 2 classroom teachers. One classroom teacher is being covered by an IA. Classroom teacher no monitor or IA

Custodians Strained Table

Region 2 - - Strained - 03/02

Note: One of our daytime custodians called in, we cannot request a field custodian for daytime (per building supervisor). We only have one person to do the frequent, enhanced cleaning.

Region 2 - - Strained - 03/02

Note: has 1 custodian quarantined due to COVID exposure outside of the building. Due to the limited number of students in the building, we are able to manage.

Region 3 - - Strained - 03/02

Note: One custodian out today; just learned a few minutes ago - trying to get a field custodian.

Daily Report of Level of Impact: Staffing

Sample message to Leadership Response Team regarding **critical** impact:

Thank you for submitting your staffing information. This information has been sent to your Region Office and Leadership Response Team.

 Elementary School



Date: Tuesday 03/02/2021 10:28 AM

REGION COMMUNICATION

Yes- emailed information

TEACHERS / MONITORS: Critical

Counselors- only have a .5 counselor, two counselors are out on leave.


Principal, ES


Employee Wellness

- As staff return to support in-person learning, please check-in with them
 - Please include the weekly “Spotlight on Wellness” in your staff newsletters
 - STAC Concern: What do teachers need to do to protect themselves from accusations of having done something inappropriate when there is only one student in the room during class?
-

Substitutes

- Updated substitute guidance
 - Effective March 8, 2021, virtual and in-person teachers may request a substitute on the first day of absence
 - Substitute FAQ (will be published Friday in Principal Corner)
-

Instruction



Secondary Summer Preview

- Large Professional Development Events
- Summer Curriculum Development
- Summer Programs

Large FCPS Virtual Professional Development Events

Event	Date(s)s	Audience
AAP Summer Institute	June 15-17	K-8 Teachers register for 1,2, or 3 days
High School Advanced Placement Summer Institute (College Board)	June 21-26	AP Teachers as needed
African American History Institute	June 21-22	Middle and High School Teachers, Representative(s) from each ES School
Equity Symposium	June 23 and July 1	Open to all FCPS Staff (details to come)

Summer Curriculum Development Opportunities

Curriculum projects across all levels, content areas, and programs are being advertised for this summer.

- *Summer projects are happening between June 21st -July 16th.*

Important Dates to Know:

- **Teacher application** on the SCD database: March 15th -April 2nd
 - Email communication for **Hiring: Begins April 12th**
 - Email Communication for **No Offer or Waitlist: Begins April 19th**
-

Summer Program Goals & Assumptions

Goals

To address expected student learning needs through increased summer programming opportunities.

To provide students opportunities for credit accrual and enrichment.

Assumptions

- Need to accommodate an increased number of students
- **In-person program**
- Social Distancing will still be needed
- Mathematics and literacy are a priority
- School allocations should be needs-based

Secondary Academic Programs

Opportunities for All

- Continued Access to Imagine Learning (Gr 6)
- Continued Access to ST Math (6-8)
- Centrally mailed summer workbooks
- Google sites for Literacy and Mathematics

Special Education

- Extended School Year (ESY)
- SE Recovery Services *New*

School-Based Middle School

- IMAGINE *New Math and Lit Program*
- Young Scholars (YS) *All Schools*

School-Based High School

- Credit Recovery
- Online Campus

Extended School Year Services (ESY)

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.

Program Design*:

- **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)

*** Information provided is for direct, class-based services. Additional extended school year services are provided to students as required.**

Note: Students who qualify for ESY and wish to participate in the comprehensive summer school offerings, may need to receive ESY services outside the traditional date frame.

Special Education Recovery Services

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.

Program Design*

- **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

* services designed by IEP teams based on specific student data analysis

Note: Students who qualify for recovery services who wish to participate in the comprehensive summer school offerings, may need to receive recovery services outside the timeframe listed above.

Middle School School-Based Programs

IMAGINE & Young Scholars

Program Design:

- **Timing:** July 12 - July 30
- **Teachers:** 17 days 4.5 hours a day
- **Students:** 15 days, 4 hours a day (Class Ratio: 12 to 1)
- **Other Staff:** Site Director, ESOL/SE Resource Teachers, IAs, etc.

School Allocations:

- **IMAGINE:** All schools (# sections TBD)
- **YS:** All schools (2-4 sections)

Middle School Action Items

- **Wednesday, March 10** from 9:30 am-10:30 am
 - Instructional Services staff will hold optional office hours to answer questions about 2021 Summer Learning opportunities for **middle schools**. Submit questions ahead of time by completing this form.
 - Office Hours BBCU link
- **By Monday, April 5**
 - Recruit and identify your Site Director.
 - Recruit and identify your Site Director
 - Position description
 - Identify your Site Director by completing this form

High School School-Based Program

Credit Recovery

Program Design:

- **Courses (25):** English 9-12, English 9-11 for ELs, Biology, Chemistry, Geosystems, Algebra 1, Geometry, Algebra 2, Algebra Functions and Data Analysis (*New*), WH/Geography 1-2, VA/US History, VA/US Govt., ESOL Literacy, ESOL Numeracy, Reading WorkKeys, Writing WorkKeys, SOL Remediation classes
- **Timing:** 2 Sessions: June 28-July 16; July 20-August 6
- **Students:** 70 hours, 14 days X 5 hours per day
- **Staff Includes:** Administrators(s), Counselors, Classroom Teachers, ESOL/SE Teachers, Librarian, IAs, etc.

High School School-Based Program

Credit Recovery

Action Items

- **Friday, March 12** from 1:00 pm-2:00 pm
 - Instructional Services staff will hold **optional office hours** to answer questions about 2021 Summer Learning opportunities for high schools.
 - Submit questions ahead of time by completing **this form**.
 - **Office Hours BBCU link**
- **Monday, April 5:** Recommend candidate names to HR for the principal and assistant principal positions. Names should be submitted through this **form**.

Other High School Options

Online Campus and Virtual Virginia

Registration: 17 courses for new or repeat credit

Tuition: \$375

- **Student Dates:**

- Honors Geometry: Monday, June 21-Thursday, July 29
- Algebra 2 Head Start: Monday, July 19-Friday, July 23
- CTE, EPF, English 10, English 12, and Spanish: Monday, June 21-Tuesday, July 20
- All other courses: Monday, June 21-Wednesday, July 21

Note: Virtual Virginia will be used on a case-by-case basis. Families pay \$375 tuition. Each high school will be provided 1 Virtual Virginia mentor position as part of the summer program.

Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: March 5, 12, 19; 11:30-12:30 p.m., [BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Topic	Decision
Mask breaks	We hope to provide updates next week.
Transportation	<ol style="list-style-type: none">1. Early release: Friday 3/5 – if you have any unique scheduling concerns, please contact transportation.2. Shuttle schedules will be provided to each academy school.3. Please ensure students requiring transportation for in-person instruction are coded “Y” <u>and</u> select the applicable A/B schedule or 4 days Tue-Fr.4. When a student is participating in multiple programs (i.e. Interventions, testing), please keep them separated, they should remain on the spreadsheet.

Principal Support Team: SY 20/21 Staffing Needs

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

Topic	Response
Are principals able to hire additional monitors, if they have funds?	<p>Yes, principals may use school funds to hire additional monitors.</p> <p>Schools may use the hourly funds allocated centrally to hire the number of monitors needed. Please be sure to closely monitor the fund balance. Once the centrally allocated funds are depleted, school funds will need to be used to cover the monitor position(s) in order to finish out the school year.</p>

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

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

How are schools building teacher efficacy with MTSS?

- ☐ Do we have problem solving conversation sentence starters?
- ☐ Do we have problem solving student talk structures?

[MTSS Self-Assessment Hyperdoc](#): Has resources to support and build capacity of teams across the tiers.

- [Protocol](#) available to help CTs to identify needs
- Asset language resource can be found [here](#).
- Review of essential standards resource [here](#)
- Division Student Support Plan [site](#)

Additional Resources Available

[MTSS Decision Rules](#)

[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](#)

Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

Topic	Response
Do teachers still need to record whole-class instruction once in-person groups return?	Teachers should continue to record and post synchronous whole-class instruction through the remainder of the school year.
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](#)

Principal Support Teams

Team	Office Hours	BbCU Link
RTS Operational Logistics	Fridays, 11:30 a.m. - 12:30 p.m., through March 19 Submit a question	Link
SY 20-21 Staffing Needs	Tuesdays, 2:00 p.m. - 3:00 p.m., through March 16 Submit a question	Link
Interventions (Academic and SE)	March 10 th , March 17 th 9:30 AM-10:30 AM Submit a question	Link
Concurrent Instruction/Technology	Fridays through March 19, 12:00 p.m. - 1:00 p.m. Submit a question	Link

Questions



March 18, 2021 Secondary Principal Briefing

Agenda

- Dr. Brabrand - Welcome
- Health & Safety
- Instruction
- Human Resources
- Information Technology
- Principal/Operational Support Teams

| Health and Safety





Updates to Regulation 2109- Face Coverings to Mitigate the Spread of Infectious Disease

REVISED CONTENT:

- Any student seeking an exemption from the face covering requirement shall produce to school officials the written statement of his or her physician confirming that not wearing a face covering is **necessary**. This includes documented health conditions **AND** communication impairments, or disabilities.

NEW CONTENT:

- Per CDC guidance, students under the age of 2 and students who are unable to remove their mask without assistance will be exempted from the face covering requirement without having to produce a physician's note.
https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/CFC_Guide_for_School_Administrators.pdf.

NEW CONTENT:

- Upon receipt of a physician's statement **OR** automatic exemption without a physician's note, FCPS staff will complete the *Face Covering Mitigating Measures Checklist*.



Mask Mitigating Measures Checklist (R2109)

[/fcpsnet.fcps.edu/ssse/healthinfo/documents/MaskMitigatingMeasuresChecklist.docx](https://fcpsnet.fcps.edu/ssse/healthinfo/documents/MaskMitigatingMeasuresChecklist.docx)

Step-by-Step Process for School Staff: Will be available on Principal's Corner when updated R2109 has been posted, including the updated flow chart.

STEP 1: Review Health Condition, Communication Impairment or Disability

- Students under the age of 2 or unable to remove their mask without assistance (CDC Criteria)
- Students with documented health condition, communication impairment or disability (Physician's statement)

STEP 2: Assess Level of Educational Progress (as applicable)

- Is the student making progress toward his/her individualized education program (IEP) goals?

STEP 3: Assess Implementation of Additional Health Precautions/Accommodations to Support the Environment

- Includes seven (7) guided questions
- See [Mask Exemption Precaution / Accommodation Information](#).

STEP 4: Complete Environment Evaluation

- School must be able to implement **4 of the 7** environmental precautions / accommodations to support the student with a mask exemption in-person.

FCPS Face Covering Mitigation Measures Checklist

FCPS Face Covering/Mask Mitigating Measures Checklist

Student: _____ Date: _____

Staff Member(s) Completing Checklist: _____

Purpose/Requirements: As required by R2109, this checklist will be used to assess staff's ability to implement mitigating measures during the school day and determine under what conditions the student's face mask exemption can be implemented safely and effectively while at school and/or during transport (if applicable).

STEP 1: REVIEW HEALTH CONDITION, COMMUNICATION IMPAIRMENT OR DISABILITY INFORMATION

YES	NO	Is the student under the age of 2 OR is the student unable to remove the mask without assistance? (See CDC Guidance (https://www.cdc.gov/media/releases/2020/s0924-mask2.html)).
		<ul style="list-style-type: none"> ➤ If YES, proceed to STEP 3. ➤ If NO, proceed to the next question in STEP 1.
YES	NO	Has the student provided a written statement from a physician confirming that not wearing a face covering is necessary due to a health condition, communication impairment or disability? (See R2109, Section VIII, D and F).
		<ul style="list-style-type: none"> ➤ If YES, proceed to STEP 3. ➤ If NO, proceed to STEP 2.

STEP 2: ASSESS LEVEL OF EDUCATIONAL PROGRESS (AS APPLICABLE)

YES or N/A	NO	Is the student making progress toward his/her individualized education program (IEP) goals?
		<ul style="list-style-type: none"> ➤ If YES or N/A, school staff will: <ul style="list-style-type: none"> ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ➤ If NO, school staff will: <ul style="list-style-type: none"> ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ▪ Contact the school's Procedural Support Liaison (PSL) for guidance on next steps.

STEP 3: ASSESS IMPLEMENTATION OF ADDITIONAL HEALTH PRECAUTIONS/ACCOMMODATIONS TO SUPPORT THE ENVIRONMENT (See [Mask Exemption Precaution / Accommodation Information](#)) Please indicate the environmental precautions / accommodations that can be implemented for this student with a mask exemption and proceed to STEP 4.

- _____ Staff have been fully vaccinated or have been provided the opportunity to do so.
- _____ The student with the exemption can adhere to 6 feet of physical distancing (with or without prompting), especially when there are other students with mask exemptions and when masks are off while eating and drinking.
- _____ Masks can be consistently worn by staff and by all students who can wear them. Note: Staff or other students who choose to double mask (disposable mask under a cloth mask) may do so for additional protection.
- _____ If staff need to be within 6 feet of a child who can't wear a mask, they can consistently wear eye protection (e.g., a face shield, goggles) in addition to masks.
- _____ The student may be seated apart from children who cannot wear masks in areas of the classroom where there is less chance of contact (opposite corners, side rows, not the middle of the classroom).
- _____ A plexiglass barrier (e.g. plexiglass desk shield) can be provided as an added layer of protection.
- _____ Ventilation systems offer increased air exchanges and when feasible and when weather conditions allow, fresh outdoor air may be increased by opening windows and doors.

STEP 4: COMPLETE ENVIRONMENT EVALUATION

Can at least four (4) of the above environmental precautions / accommodations can be implemented for this student?

- _____ YES - STUDENT w/ MASK EXEMPTION CAN BE SUPPORTED IN-PERSON
- _____ NO - Contact your school's school health specialist for assistance

Instruction



High School Grading Flexibility

Changes for High School Credit Bearing Courses (SY20-21):

- Use of NM (no mark) instead of F grade for High School credit-bearing courses
- Final exams used only to raise student grades
- Pass (“P”) Option - students may choose P mark instead of letter grade in up to 2 classes
 - *This is on top of previous allowances in R2436*

Grading Flexibility - Middle School Only

Changes for Middle School Students (SY20-21):

- Students receiving a final mark of F in any course will be assigned a NM on the report card/transcript
- Students receiving a final mark of D / D+ in any course will be assigned a mark of P on the report card/transcript
- Students/parents may choose a mark of P instead of any passing letter grade as their final mark in any middle school or high school credit-bearing course.

4th Quarter Catch-Up Days

- All FCPS MS/HS will continue to offer catch-up days during 4th quarter
- Schools may choose days and days may be different by subject/team
- Students will keep the in-person/virtual schedule (not an asynchronous day)

2021 Fairfax County Regional Science and Engineering Fair Awards Ceremony

- Awards Ceremony will be live-streamed on Channel 99 from 3:00 – 4:00 p.m. on Sunday, March 21, 2021.
- Grand Prize Winners will be contacted Saturday afternoon and have the option to attend in person or live virtually.
- Dr. Ivey will attend in-person to congratulate students.
- All awards will be posted on fcps.edu/sciencefair by Monday, March 22, 2021.

Summer Program Update

Middle School

- [Elementary & Middle School Summer Learning google site](#) is now available. Site includes information about commonly asked questions and will continue to be updated over time.

High School

- Actiongram Monday with summer program Principal and AP hiring info.

Requests for Summer Acceleration

- Regulation 2408 provides guidance on Earning High School Credits, including requests to pursue courses from non-FCPS programs during summer
- *New for 2021:* Virtual Virginia is offering select middle school [summer courses](#) for students in Grades 6 - 8
 - FCPS is not supporting summer acceleration or replacement of a standard school year middle school course.
- Additional talking points and information for internal use is available in the following document: [Summer 2021 - Acceleration](#)

Special Education Updates

Guidance for 4-Day Support for Students with Disabilities

4-Day Support for Students Identified through the MTSS Process

Students with disabilities may be considered for a return to 4 day in person support the same as all students. The IEP services should remain the same and case managers and school leaders will notify parents the IEP will be implemented.

4-Day Support and Recovery Services

Recovery services are services beyond those currently listed in the student's IEP - they are intended to supplement the current services and cannot supplant current services.

Recovery services should be scheduled at a time to ensure it does not interfere with students' existing instructional program and service hours. IEP teams should document Recovery services on the IEP with the code "R."

Additional guidance is [available](#).

ESY and Recovery Services Reminders



What is the difference between Recovery Services and Extended School Year (ESY)?

ESY and Recovery Services have different eligibility criteria.

- 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.
- 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.

Can a student qualify for both ESY and recovery services? How does that work logistically for a student who may qualify for both?

Students may qualify for both ESY and recovery services. The number of days and dates shared for each program in the summer program overview reflect a general or estimated range as the frequency, duration and dates for services for ESY and recovery services are determined by the IEP team. If a student's IEP team determines the student is to receive ESY and recovery services, the IEP team will work collaboratively with the family to work through the logistics (e.g. dates, times). FCPS will ensure that a student does not have to forgo one service for another and will develop creative solutions to ensure the student receives the supports identified by the IEP team.

What data is used to make decisions regarding eligibility for ESY and recovery services?

IEP teams used a variety of data, including parent input, to inform decision-making relative to ESY and Special Education Recovery Services eligibility. As with all decisions made by the IEP team, no one data point should be used in isolation when making decisions.

Resuming Instruction in the Community: CBI and CWE

What	Community-based Instruction (CBI) and Community Work Experience (CWE)	Note: While out in the community, FCPS staff and students will continue to comply with all mitigation guidelines and safety mandates of the school system, including: wearing a mask, 6' social distancing as much as possible, and frequent hand washing as outlined in the Student Health and Safety Guidance Document for 2020-21 . Per guidance provided in Executive Order 72, students with mask exemptions can participate in CBI/CWE..
Who	Stakeholders Receiving Services: <ul style="list-style-type: none">• CBI: FCPS students in middle and high school category B programs• CBI and CWE: FCPS students in 18-22 programs (STEP, Davis and Pulley Career Centers) Stakeholders Providing Services: <ul style="list-style-type: none">• Category B Staff• 18-22 Program Staff	
When	Beginning April 5 (CWE) and April 12 (CBI)	
Where	CWE: Hotels, Retail Establishments, Outdoor Parks and Recreation, Fitness Centers, Restaurant/Food Service, FCPS Schools, Grocery Stores, etc. CBI: Community Centers, Grocery Stores, Fast Food Restaurants, Target/Walmart, Pet Store, etc.	
Why	Effective March 16, 2021, FCPS made available in-person instruction for all students who selected in-person instruction. Instruction in the community is an important component of the instructional program for some students with disabilities as it provides students the opportunities to generalize and apply skills learned in their classroom to natural environments. This instruction is essential as we prepare students for the greatest amount of independence once they leave the school system. Community work experience for students in 18-22 programs is critical as these programs support an immersive model of instruction in the community for the majority of the school day. In order to mitigate the spread of COVID-19, a variety of PPE is available to staff and FCPS staff who wished to be vaccinated have had the opportunity to do so.	

Required PD Assigned 3/31, Due 6/1

MyPDE

Supporting Gender Expansive and Transgender Youth

Why: Members of the LGBTQIA+ community are more likely to experience victimization, violence and suicidality, and as a result, Reg 2603 was approved to ensure FCPS schools provide a safe learning environment

What: 30-minute training outlining staff responsibilities to provide GE & T students an equitable, safe and supportive school environment; a one-page translation provided in 6 languages.

Who: All school-based staff and additional staff who may interact with students

Title IX Reporting Obligations for All K-12 Employees

Why: US DOE, Office of Civil Rights, requirement for all K-12 employee who learns about Title IX sexual harassment must report to their manager

What: 10-minute training outlining employee obligations for reporting sexual harassment; one-page translation is provided in 7 languages

Who: All FCPS employees

| Human Resources



HR Updates

Leaves of Absence (LOA) Processing Updates:

- Generally, most employees and their principals have received information about their status via email already
- For those employees who have been unable to meet the deadline to provide information about their LOA intentions, HR is reaching out to ascertain status and will communicate results as they are available
- Spreadsheets will also be provided to principals with updated LOA status for their schools the last week in March

| Information Technology



Information Technology Updates

Updating MS/HS Bandwidth Guidance

Monitoring use, tuning systems, adapting to additional load

- With all RTS Groups students back in our buildings, we have seen a **steady** increase in wireless network consumption clocking 60,000 devices on Tuesday the 16th
- Our HS consumption ranged from an average of 600 to a max of 1557 connections
- With the current consumption and network tuning we are **ready** to update our bandwidth guidance to increase the BBCU connections starting next week for MS/HS instructional use

[IT - Document with Video conf guidelines \(UPDATED\)](#)

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

Topic	Decision
PE Equipment Sanitization	<p>Please see the following links for information regarding PE equipment and CPR equipment sanitization:</p> <p>Equipment</p> <p>CPR/AED/First Aid</p>

Principal Support Team: SY 20/21 Staffing Needs

Instructional Hiring	Andrea Garris (ajgarris@fcps.edu)
Monitors - Operational Hiring	Andrea Martini (ALMartini@fcps.edu)
Substitutes	Lena Cohen (lmcohen@fcps.edu)
ADA/LOA & Evaluation	Juan Torres (jtorres1@fcps.edu)
Supporting Staff Wellness	Leona Smith (LMSmith@fcps.edu); Tia Lott (TJLott@fcps.edu); Kathleen Walts (KSWalts@fcps.edu)
Supporting Hiring Needs	Carolyn Haydon (CRHaydon@fcps.edu)

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Friday, March 19, 12:00 p.m. [BbCU link](#) [Submit a question](#)

Topic	Response
How have substitutes been organized in concurrent instruction? What supports are available?	<p>Some schools use Mondays to help long-term subs understand the technology and how to log in. The sub office has been sharing videos created by OCCR with substitutes.</p> <p>Concurrent Instruction: Learning from Pilot Schools (All levels)</p> <p>How Colvin Run Set Up Classrooms for Concurrent Instruction</p> <p>Concurrent Learning: Morning Meetings at Brookfield ES (Elementary)</p> <p>Concurrent Instruction: Overview (All levels)</p>

Link to [Weekly Office Hours Topics](#)

Principal Support Team: Interventions

Join the MTSS Team for [MTSS Weekly Office Hours](#) every Monday from 2-3 PM

MTSS Contacts:

Karen Durocher- MTSS Program Manager 571-423-4112 KDDurocher@fcps.edu

Region 1 - Kathy McQuillan 571-423-4180 KMcQuillan@fcps.edu

Region 2 - Karen Durocher 571-423-4112 KDDurocher@fcps.edu

Region 3 - Erin Sylves 571-423-4195 ESylves@fcps.edu

Region 4 - Katie Baxter-Gagen 571-423-4112 KPBaxtergagen@fcps.edu

Region 5- Theresa Lieteau 571-423-4112 talieteau@fcps.edu

Contact Your Region MTSS Specialist to Learn About Monthly Newsletters, Resources, Tools, and Tips!!

Additional Resources Available

[MTSS Decision Rules](#) [Division Student Support Plan](#) [MTSS Self-Assessment Hyperdoc](#)

[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](#)

Principal Support Teams

Team	Office Hours	BbCU Link
RTS Operational Logistics	Fridays, 11:30 a.m. - 12:30 p.m., through March 19 Submit a question	Link
SY 20-21 Staffing Needs	Tuesdays, 2:00 p.m. - 3:00 p.m., through March 16 Submit a question	Link
Interventions (MTSS Weekly Office Hours)	Mondays 2:00-3:00 PM	Link
Concurrent Instruction/Technology	Fridays through March 19, 12:00 p.m. - 1:00 p.m. Submit a question	Link

Questions

A background image of a desk with various school supplies. In the center, a wooden crate holds a sign that 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

March 25, 2021

Agenda

- Welcome
- Updated CDC Guidance
- Governor's Executive Order - Gathering Limitations
- Instruction

| Health and Safety



Updated CDC Guidance

- Change from 14-day to 7-day average for community transmission data
- Reduced the number of risk levels from five (5) levels to four (4) levels
- Added the importance of “isolation and quarantine” to the key mitigation strategies
- Refer to mitigation strategies now as “layered prevention strategies”
- Includes testing (i.e. diagnostic and screening) recommendations by community transmission level for students and staff
- Includes recommendations for sports indoor vs. outdoor and ability to use physical distancing
- Updated **recommendations for physical distancing** based on community transmission levels and school level (elementary vs middle/high)

Updated CDC Guidance

Community Transmission Based on 7-Day Average

Indicator	Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Total new cases per 100,000 persons in the past 7 days ²	0-9	10-49	50-99	≥100
Percentage of NAATs that are positive during the past 7 days ³	<5.0%	5.0%-7.9%	8.0%-9.9%	≥10.0%

Emphasis on the Importance of Isolation and Quarantine

Prevention Strategies: All Schools

All schools implement 5 key prevention strategies:

- Universal and correct use of masks required
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Contact tracing in combination with isolation and quarantine

Fairfax County Community Transmission Data

Number of Cases Per 100K

105.8

Percent Positivity

5.4

CDC Indicator for
Community Transmission

High

Updated CDC Guidance

Recommendations by Community Transmission Level

- Distinction in recommendations between Elementary and Secondary (Middle and High) Schools
 - **Elementary** - minimum of 3ft. physical distancing can be implemented at **all levels**
 - **Middle and High**
 - Minimum of 3ft. distancing can be implemented at **low**, **moderate**, and **substantial** transmission levels.
 - Use of less than 6ft. at **high transmission** is only to be done if cohorting can be implemented.

Prevention Strategies by Level of Community Transmission			
Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Elementary Schools Physical distancing: at least 3 feet between students in classrooms		Elementary Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting ² recommended when possible	
Middle and High Schools Physical distancing: at least 3 feet between students in classrooms		Middle and High Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	Middle and High Schools Schools that can use cohorting: at least 3 feet of distance Schools that cannot use cohorting: at least 6 feet distance between students in classrooms ²
Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance to the greatest extent possible ²		Sports and extracurricular activities Sports and extracurricular activities occur only if they can be held outdoors, with more than 6 feet of physical distancing ²	
Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance required ²			

Updated CDC Social Distancing Guidance

Summary

- CDC guidance (released on March 12) provides schools the opportunity to transition from 6' to 3' social distancing in some circumstances aligned to levels of community transmission.
- CDC 3' guidance applies to the space between students*. Staff-to-student and staff-to-staff spacing will remain at 6' at all transmission levels.
- CDC guidance remains at 6' when masks cannot be worn (e.g. when eating)
- Currently, **Fairfax County** is at “**Red**” or “**High**” levels of community transmission. Under high community transmission, the CDC recommends:
 - *3' social distancing in elementary schools*
 - *Use of less than 6' at middle and high school **only** if cohorting can be implemented (which FCPS cannot do)*

*When both students are wearing masks

FCPS Key Messaging on Updated CDC Guidelines

Based on the updated CDC guidance and subject to community and school health conditions, FCPS will:

- Offer additional days of in-person instruction to students who are experiencing the greatest learning challenges, as identified by our MTSS teams. This has been ongoing and will continue throughout the spring.
- Expand opportunities for students already attending in-person (PreK-12). This will be on a school-by-school basis, and dependent on staffing and space capacity. This will not look the same in every school. **Students eligible to return under this scenario will be contacted between April 13-27.**

Fairfax County Public Schools (FCPS) will continue to follow CDC guidance for all key mitigation strategies and will adjust as necessary.

FCPS will continue to monitor any changes to health data - especially as it relates to middle and high schools for which the CDC has different guidance when community transmission rates are high.

We want to utilize to the greatest extent possible, every available seat without major disruptions to the instructional program (i.e. Master schedule)

FCPS Key Messaging on Updated CDC Guidelines

The Transition to 3' Distancing May Look Different in Each School:

- Schools have a wide range of students currently attending in-person from 20% to 80%
- Schools have different numbers of students identified as high need through MTSS
- Space challenges vary including, current occupancy, size of classrooms, furniture, lunchroom space
- Schools need sufficient space for all students to eat lunch without a mask, 6' apart, and all facing the same direction
- Implementation may impact some school schedules
- Number of students needing transportation due to 2-to-a-seat bus limitations
- Strained staffing levels including challenges when staff are under quarantine

Next Steps

- **NO PLANNING IS NECESSARY UNTIL AFTER SPRING BREAK**
- Plans are embargoed until Dr. Brabrand shares with staff and the community after spring break. Please keep confidential.
- EP/Operational Team will resume office hours after Spring Break to provide problem-solving assistance
- Schools facing operational challenges should consult their Region Office Teams

Capacity Limitations

This guidance is based on Executive Order 72

- This does not apply to any educational instructional setting
- The EO was last updated on March 23, 2021 and effective April 1, 2021

Capacity Limitations

Event Type	Indoor Capacity Cap	Outdoor Capacity Cap	Notes
VHSL and Recreational Sports Events	The total number of spectators cannot exceed the lesser of 30 percent of the occupancy load of the certificate of occupancy for the venue, or 100 persons per field.	30 percent of the occupancy load of the certificate of occupancy for the venue or 500 spectators per field.	Athletes do not count against the cap. Cheerleaders do not count against spectator cap for outdoor events if they are on a separate field than the sports team playing. No spectators at Cross Country events.
FCPS Graduations	Events held indoors may have up to 500 people, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.	Events held outdoors may hold up to 5,000 people, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.	There is no distinction between spectators and participants. If no occupancy load has been determined, a ratio of 40 sq ft per person shall be used to determine occupancy limits.
Promotion and Award Ceremonies Held in Sports or Entertainment Venues (football stadiums, gymnasiums, auditoriums)	Events held indoors may have up to 500 spectators, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.	Events held outdoors may hold up to 30 percent of the lowest occupancy load on the certificate of occupancy. If no occupancy load has been determined, a ratio of 40 square feet per person shall be used to determine occupancy limits – only square footage that is likely to be accessed may be included in that determination.	Participants on stage or on the field will still be subject to social distancing requirements listed in EO 72.

Capacity Limitations

Event Type	Indoor Capacity Cap	Outdoor Capacity Cap	Notes
Musical and Dramatic Performances Held in Sports or Entertainment Venues (football stadiums, gymnasiums, auditoriums)	Events held indoors may have up to 500 spectators, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.	Events held outdoors may hold up to 30 percent of the lowest occupancy load on the certificate of occupancy. If no occupancy load has been determined, a ratio of 40 square feet per person shall be used to determine occupancy limits – only square footage that is likely to be accessed may be included in that determination.	Participants on stage or on the field will still be subject to social distancing requirements listed in EO 72.
All Night Grad Parties, Prom, and Other Social Gatherings (PTA, PTSA, PTO events)	50 people maximum.	100 people maximum.	These capacity restrictions would not be impacted based on whether the event is or is not on school property.
All Other Social Gatherings or Events*	50 people maximum.	100 people maximum.	There is no distinction between events run by FCPS and events run by private entities.

*According to Executive Order 72, the presence of more than 50 individuals indoors, or 100 individuals outdoors, performing functions of their employment or assembled in an educational instructional setting is not a “gathering.”

Instruction



End-of-Year Grading Updates

We are working to centrally automate processes wherever possible and develop resources to simplify actions for school staff and families. We will schedule sessions for Principals/DSS to review all related materials after Spring Break.

- Use of NM (no mark) instead of F grade for MS and HS courses - *will be automated**
- Use of P (pass) instead of D/D+ for grades earned in MS - *will be automated**
- Use of P (pass) for all MS and HS courses chosen by families - *will be automated**
- Final exams used only to raise student grades - *technical guidance being developed for different gradebook/grading set ups*

**** applied to both semester (1st/2nd) and full year courses***

End-of-Year Grading Updates

- Pass (“P”) Option - students may choose P mark instead of letter grade in up to 2 classes (HS) and any course (MS)
 - *Communication, request form, and updated website will be available after spring break to share with families on or before April 9*
 - *Requests require parent/guardian request and must be filed in cumulative folder*
 - *Schools will need to send letters and forms with 3rd quarter report cards - working on final language and translations*
 - *Deadline for requests is May 10*

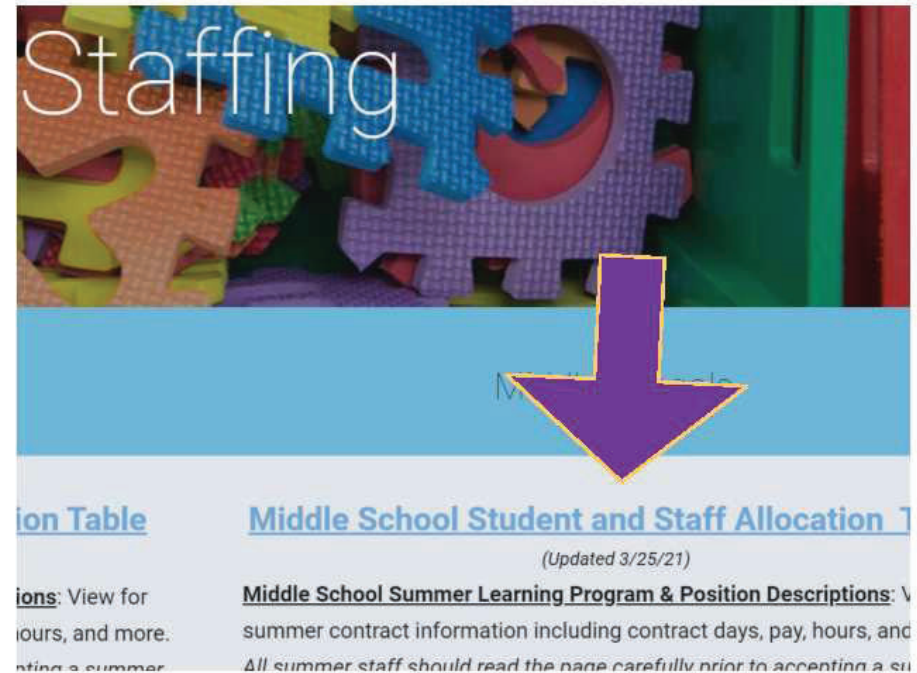
Summer Learning

MS Update:

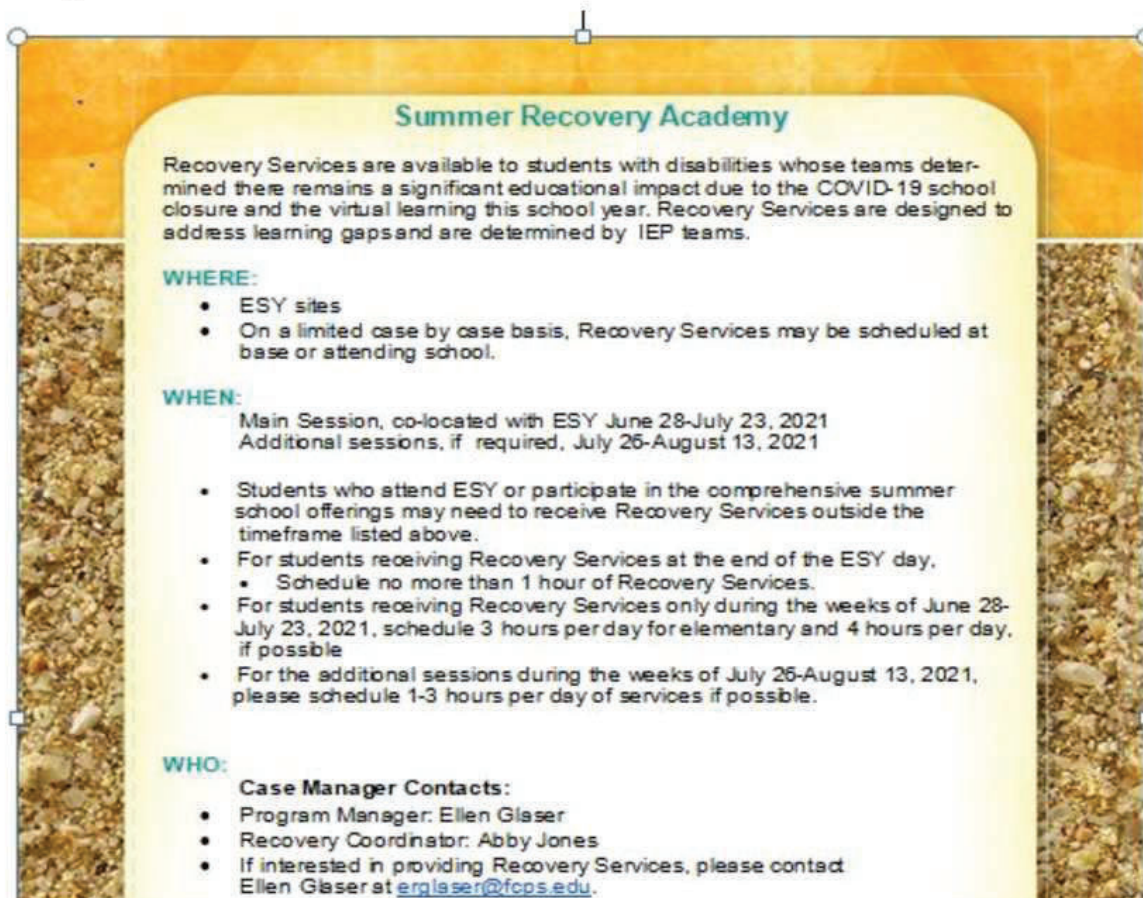
- IMAGINE Staffing is now available on [Summer Google Site](#)

HS Reminder:

- Monday, April 5: Recommend candidate names to HR for the principal and assistant principal positions. Names should be submitted through this [form](#).
- You may recommend individuals to work both sessions or one session.
- High School [Google Site](#) (Under Construction)



Special Education: Summer Recovery Academy

A flyer for the Summer Recovery Academy. It has a yellow header with the title "Summer Recovery Academy" in green. The background of the flyer is a textured, light brown color. The text is in black, with some headings in green. The flyer provides information about the availability of Recovery Services for students with disabilities, including where and when services are available, and who to contact for more information.

Summer Recovery Academy

Recovery Services are available to students with disabilities whose teams determined there remains a significant educational impact due to the COVID-19 school closure and the virtual learning this school year. Recovery Services are designed to address learning gaps and are determined by IEP teams.

WHERE:

- ESY sites
- On a limited case by case basis, Recovery Services may be scheduled at base or attending school.

WHEN:

Main Session, co-located with ESY June 28-July 23, 2021
Additional sessions, if required, July 26-August 13, 2021

- Students who attend ESY or participate in the comprehensive summer school offerings may need to receive Recovery Services outside the timeframe listed above.
- For students receiving Recovery Services at the end of the ESY day,
 - Schedule no more than 1 hour of Recovery Services.
- For students receiving Recovery Services only during the weeks of June 28-July 23, 2021, schedule 3 hours per day for elementary and 4 hours per day, if possible
- For the additional sessions during the weeks of July 26-August 13, 2021, please schedule 1-3 hours per day of services if possible.

WHO:

Case Manager Contacts:

- Program Manager: Ellen Glaser
- Recovery Coordinator: Abby Jones
- If interested in providing Recovery Services, please contact Ellen Glaser at erglaser@fcps.edu.

OFFICE HOURS

- Thursday, March 25, 2021
3:30-4:30 [BBCU Link](#)
- Wednesday, April 7, 2021
9:00-10:00 [BBCU Link](#)
- Monday, April 12, 2021
3:30-4:30 [BBCU Link](#)

Region Problem Solving

Please add your questions, challenges and possible solutions to the slide deck that best captures the focus of your concern

[Staffing Needs](#)

[Concurrent Instruction/Technology](#)

[Operations/ Logistics](#)

[Interventions](#)

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. 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 calculator, and a small sign that says "DO YOU HAVE WHAT IT TAKES TO BE".

Secondary Principal Briefing

April 8, 2021

Agenda

- Dr. Brabrand - Welcome
- Communications - Expanded In-person Learning Opportunities
- Health & Safety - Updated Community Transmission Data
- Instruction
- Human Resources
- Information Technology

Communicating FCPS Approach to New CDC Guidelines

MS and HS will transition to the new 3' distancing standard for in-person learning

During the month of April, schools will expand the number of students receiving 4 days/week of in-person learning as follows:

- Assess school capacity for supporting additional students
- Invite students via the MTSS process to attend 4 days per week
- Invite students currently enrolled for in-person learning to attend 4 days per week

Your plan should be tailored to your school specific circumstances to include: Space challenges, current occupancy, size of your classrooms, type of furniture lunchroom space and staff availability.

Expand as much as you can without majorly disrupting your master schedule and other programs. You should not redo your master schedule. You are filling as many empty seats as you can within your given parameters.

IMPORTANT DATES

Students will be returning during the month of **APRIL**

- Starting the weeks of **April 6 & April 13** - MTSS identified students
- Starting the week of **April 20th** - 2 day in person to 4 day
 - Start Date April 20 - Contact families the week of April 13th
 - Start Date April 27 - Contact families the week of April 20th
 - Transportation must be confirmed by April 13 or 20 for the two start dates above

No additional changes will be made after April

Communicating FCPS Approach to New CDC Guidelines

Division-wide communication tools have reinforced that:

- The transition process will look different at each school
- 4 day/week of instruction will be dependent upon each school's staffing and capacity limitations
- Parents will be contacted directly by schools should this option be available. Parents should not reach out to the school directly.

More specifics about 3 ft social distancing at the Secondary level was added yesterday after we knew the transmission rate had changed to Substantial.

Talking Points have been updated to include the 3 ft social distancing changes - Use the sections that apply to your circumstance for your specific school community. and remember to make it match your circumstances.

Additional letter templates will be provided to assist you with communication.

| Health and Safety



UPDATE

Fairfax County Community Transmission Metrics Decrease

Community Transmission Based on 7-Day Average

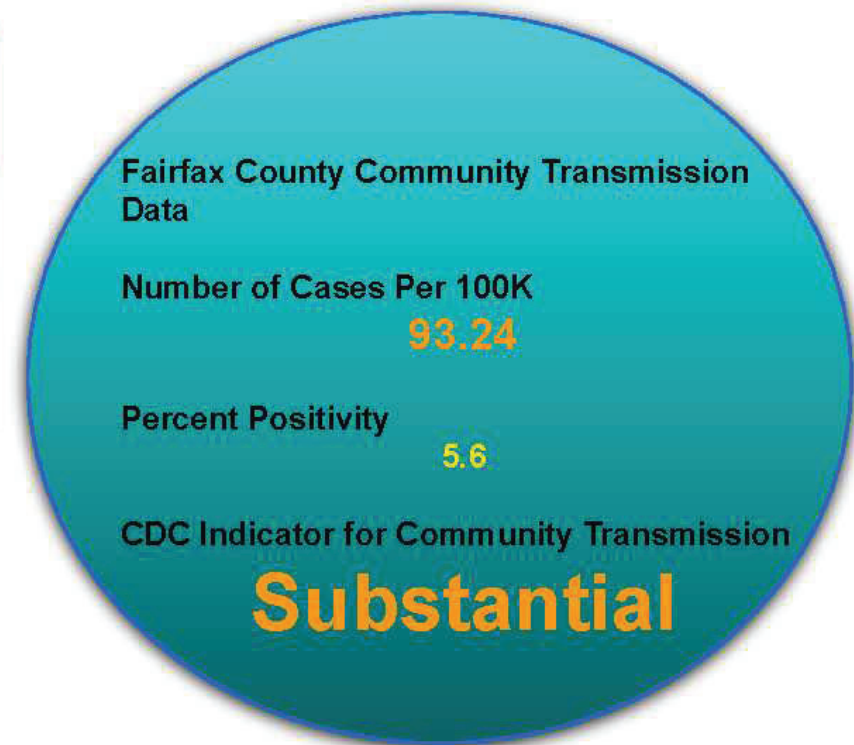
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Percentage of NAATs that are positive during the past 7 days ³	<5.0%	5.0%-7.9%	8.0%-9.9%	≥10.0%

Emphasis on the Importance of Isolation and Quarantine

Prevention Strategies: All Schools

All schools implement 5 key prevention strategies:

- Universal and correct use of masks required
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Contact tracing in combination with isolation and quarantine



Metrics updated weekly: Recent update 04/07/21



FCPS Middle and High Schools Can Now Transition to 3ft Physical Distancing

Recommendations by Community Transmission Level

- Distinction in recommendations between Elementary and Secondary (Middle and High) Schools
 - **Elementary** - minimum of 3ft. physical distancing can be implemented at **all** levels
 - **Middle and High**
 - Minimum of 3ft. distancing can be implemented at **low**, **moderate**, and **substantial** transmission levels.
 - Use of less than 6ft. at **high transmission** is only to be done if cohorting can be implemented.

Prevention Strategies by Level of Community Transmission

Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Elementary Schools Physical distancing: at least 3 feet between students in classrooms		Elementary Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting ² recommended when possible	
Middle and High Schools Physical distancing: at least 3 feet between students in classrooms		Middle and High Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	Middle and High Schools Schools that can use cohorting: at least 3 feet of distance Schools that cannot use cohorting: at least 6 feet distance between students in classrooms ²
Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance to the greatest extent possible ²	Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance required ²	Sports and extracurricular activities Sports and extracurricular activities occur only if they can be held outdoors, with more than 6 feet of physical distancing ²	

What Happens to MS/HS Distancing Requirements if Community Transmission Rate Increase to **HIGH** levels?

Schools will revert to 6ft of Distancing at high community transmission levels, **ONLY** if the school has:

- (1) more than two (2) outbreaks within 14 days; OR
- (2) an outbreak in the school does NOT remain small (as determined by the HD)

Instruction



Assessment Scheduling Options

Schoolwide/Grade Level (Full-Day) Asynchronous Plans ([Infogram #89](#))

- Bring in students across the school/grade level who are testing
- School/grade level shifts to asynchronous instruction for students opting out of testing
- **Challenge:** Family schedule change, with students potentially home (or at school) on a day they would not normally be there.

Class-Based (Partial-Day) Asynchronous Plans

- Tests are scheduled according to normal in-person learning schedules (T/W, R/F)
- *No new instruction* in class(es) on testing days - all students are asynchronous for at least one non-testing day (T/W, R/F)
- Students opting out of testing learn asynchronously from home
- **Challenge:** Decrease in teacher-directed instruction for *all* students. For *fully virtual students*, this impact is potentially two-fold (e.g., Tuesday tests and Thursday tests)

Assessment Scheduling Strategies

To minimize the need for asynchronous scheduling changes, school leaders may want to consider the following strategies, where feasible.

Strategy Consideration	Potential Benefit
Prioritize assignments of non-teaching staff for proctor/test administrator roles	Asynchronous lessons are not required during testing; Teachers continue concurrent instruction for students learning from home (and any in-person refusals) while their classmates are testing
Leverage increased bus seating capacity to allow virtual students to test the same days as their in-person classmates	Number of asynchronous days is halved for virtual students; Fully virtual students do not require asynchronous lessons on the day(s) they are testing at school

Assessment Schedule Communication

Schedule decisions are communicated to Region Offices, Office of Assessment and Reporting (OAR), Transportation Services.

Action for Decision/Communication	Timing	How to Submit
Submit testing schedule to OAR	Friday, April 23 (deadline extended)	Add to Google sheet
Ensure transportation for fully virtual students who will test in-person	At least 3 weeks before testing appointment	Email Excel sheet to Area Supervisor
Communicate asynchronous impacts of in-person testing to Region Office	At least 3 weeks before schoolwide, full-day impact; At least 1 week before class-level, partial-day impact	Email plans to Region Office (see elements requested)
Ensure transportation for in-person students who will test on a day they do not normally attend in-person	At least 3 weeks before testing appointment	Email Excel sheet to Area Supervisor

Grading Flexibility: Resources and Communication

Principal and DSS Resources: [Principal Corner - Grading - End of Year Grading Flexibility](#)

Public Web Resources including FAQ: [Secondary Grading and Reporting](#)

Additional Discussion and Resources will be shared at MS and HS DSS Meetings on 4/14

Resource	Middle School	High School	Notes
Sample language for community before third quarter report cards	Middle School Message	High School Message	Optional; make a copy and edit as desired
Message printed on third quarter report card	MS and HS Message Printed on Third Quarter Report Cards		Centrally generated; no school action
Message to be sent with third quarter report card	Middle School Message	High School Message	MS and HS include with third quarter report card mailings; now posted on public web with translations
Pass-No Mark Status Form	MS Form	HS Form	MS and HS include with third quarter report card mailings; translations now posted on public web; Reminder: no action/form needed for NM
Expunge Form	Form		MS include with third quarter report card mailings as appropriate; translations now posted on public web

Grading Resources for Teachers and Staff - Coming Soon!

| Human Resources



Staffing Allocation Update

- Middle and High Schools will have access to an additional 1.0 FTE to support impact of student migration out of Fine Arts courses
- This allocation is coming from the FCPS Staffing Reserve
- This FTE may only be used to staff other elective courses impacted
- If you do not need this resource, please return to the staffing reserve so resource can be used to meet other critical staffing needs

2021-22 Standard School Year Calendar

- The [2021-2022 standard school year calendar](#) was developed to respect, accept and honor the plurality of religious and cultural observances in Fairfax County.
- Includes 15 Religious and Cultural Observance(s) Days based on major religions where staff and/or student absences were above average at least once over the past 5 years.

2021-22 Standard School Year Calendar

These days for 2021-2022 are:

- Eid al-Adha – Jul 20, 2021 (Before SY)
- Rosh Hashanah – Sep 7, 2021
- Yom Kippur – Sep 16, 2021
- All Saints Day/Día de los Muertos – Nov 1 & 2, 2021
- Diwali – Nov 4, 2021
- Bodhi Day – Dec 8, 2021
- Three Kings Day/Epiphany – Jan 6, 2022
- Orthodox Christmas – Jan 7, 2022
- Orthodox Epiphany – Jan 19, 2022
- Lunar New Year – Feb 1, 2022
- First day of Ramadan – Apr 3, 2022 (Sunday)
- Good Friday – Apr 15, 2022
- Theravada – Apr 16, 2022
- Orthodox Good Friday – Apr 22, 2022
- Last day of Passover – Apr 22, 2022
- Eid al-Fitr – May 3, 2022

2021-22 Standard School Year Calendar

- Regulations 2234 (students) and 4817 (staff) will be modified. A committee of stakeholders will review, discuss, and make recommendations.
- Various instructional and student activities prohibited on identified days to prevent negative impact to the academic and social/emotional well-being of those students who engage in such observances.

Impacts for Balance of 2020-21 School Year

- Religious and Cultural Observances in 4th Quarter:

First Day of Ramadan	April 13, 2021
Theravada New Year	April 27, 2021
Orthodox Good Friday	April 30, 2021
Eid al Fitr	May 13, 2021

- Avoid new graded assignments or activities; tests, quizzes, or other assignments

| Information Technology



Summer Student Laptop Collection

- We will need to lay hands on all student laptops this summer to validate inventory and perform needed maintenance.
- Students who need/want to use the laptop this summer will be able to keep it for summer learning.
- We are working on processes to minimize and streamline the time needed with each device.
- Beginning tomorrow, Senior TSSpecs will be reaching out to principals to schedule consultations and develop a collection plan tailored to that school's needs and populations.

Principal Support Team - Operations & Logistics

Office Hours: April 9, April 16, April 23 & April 30: 11:30-12:30 p.m.,

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

- Office Hours for Operations & Logistics will resume on April 9 from 11:30-12:30.
- Reduced Capacity Layout Guidance and School Plans with calculations for 3 feet social distancing will be provided this week. This information will also be available in the Principal Corner.

Questions

A background image of a desk with various school supplies. In the center, a wooden crate holds several pencils and a pair of scissors. To the left is a stapler, and to the right is a stapler. A sign in the foreground reads "YOU ARE AMAZING" with two heart symbols. The image is overlaid with a blue and purple gradient.

Secondary Principal Briefing

April 15, 2021

Agenda

- Dr. Brabrand
 - Welcome
 - SY 2021-22 Updates
- Health & Safety
- Instruction
- Human Resources
- Information Technology
- Principal/Operations Support Team

| SY 2021-22 Updates



Planning for 2021-22: 5 Days of In-Person Instruction

- Effective July 1, 2021, SB1303 becomes law.
- SB1303 requires each division to offer full time in-person instruction to all enrolled students.
- As required by SB1303, FCPS will transition from providing in-person learning within the strict parameters of the CDC guidance to following the VA law and applying CDC guidance to the maximum extent practicable.

Virtual Enrollment Parameters

- Virtual enrollment will be limited
- Requests for virtual enrollment will be considered through an application process (no fee) similar to Homebound Education eligibility requirements (e.g., documented medical, social-emotional need)
- May 3 - 28: Initial application window for full-time virtual requests
- Some elective programs requiring highly specialized equipment will not be available to virtual students (i.e., select CTE courses)

School Year 2021-22 - What's Different

Updating Bell Schedules and Bus Schedules - End of May

- To meet requirements for instructional time, the division will be reverting back to the pre-pandemic bell schedules approach including seating two students to a bus seat and cleaning buses in morning and evening.

Discontinuing Use of Virtual (Telework) Work Assignments - Effective June 30

- All school based employees will be required to report in-person to perform their essential job duties, which for teachers and instructional assistants includes classroom management. As a result, telework will generally not be available in the upcoming school year because classroom management is an essential job function related to 5 days of in-person instruction.

Discontinuing Use of Classroom Monitors - Effective June 30

- The use of classroom monitors will no longer be provided to support in-person instruction, as new Virginia law requires in-person instruction for in-person students.

Expanding Outdoor Learning Capacity - Some Locations Starting July

- Currently assessing and adding outdoor learning spaces across the division to increase capacity for learning and lunch to support adherence to CDC social distancing guidance to the maximum extent practicable.

Communication and Outreach Plans

Launch Campaign for Fall Safe Return for all Children

OUR AUDIENCE



We are working to determine and identify who we need to build confidence with.

PLAN THE CONTENT



Build confidence and trust with community that schools are and will be safe.

Build enthusiasm for a safe September return.

Get families to register (K and those that left FCPS)

Welcome back those that have not been in buildings this year or at all

CHOOSE PLATFORMS



Utilize multiple methods to engage those we need to connect with.

Central Communication
Toolkits and Talking Points,
Town Halls

Multi-lingual podcasts

Schools connecting directly with families

Providing info at food distribution sites

Collaborating with Community and
Faith Based Groups

Parent Liaisons

Door to door to families and phone tree

ENGAGE AUDIENCE



Push out through our chosen platforms.

MEASURE RESULTS



Measure our touch points and see where we might need to pivot

| Health and Safety



Guidelines for Health and Physical Education (HPE)

- At least 6'- 8' of distance should be maintained during physical activity.
- Face coverings must be worn during physical education classes held indoors.
(Teachers should only consider low intensity activity indoors in well-ventilated spaces and only engage in high intensity activity outside when at least 6' of physical distancing can be maintained.)
- Students may remove face coverings during physical education classes held outdoors when 6' or greater of physical distancing can be consistently maintained.
- Additional guidance to support in-person health and physical education can be found in [Guidelines for In-person Health & Physical Education](#).

* More detailed information is available on the Health and Safety Guidance document at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>.

Guidelines for Instrumental/Choral (4-12)

- Physical distancing should occur as suggested by the CDC. Currently that distance is a 6' x 6' foot space around each student with the student sitting in the center for all music classes.
- Trombones should have an additional three (3) feet of distancing, making their space 9' x 6' feet. The player should be seated three feet in front of the back line, leaving an additional six feet in front of them due to the extended nature of the instrument
- Students must stand/sit all facing the same direction, back to front to minimize potential exposure.
- Spit valves should not be emptied on the floor but into an absorbent disposable material that can be discarded.
- Bell covers should be attached to woodwind and brass instruments. Fine Arts will purchase these for schools.
- Students must wear masks unless they have a medical exemption.
- Masks can be removed for the playing of woodwind and brass instruments. Students can also utilize specialized instrument face masks with a slit for the mouthpiece.

* More detailed information is available on the Health and Safety Guidance document at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>.

Guidelines for Choral Music (7-12)

- Students will stand/sit all facing the same direction, back to front to minimize the potential exposure.
- Students will maintain current 6-foot physical distancing guidelines within the classroom.
- A Choral Mask should be worn by the students and teachers. The Fine Arts Office will provide for the schools.

* More detailed information is available on the Health and Safety Guidance document at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>.

Code of Virginia: Updated Immunization Requirements Effective July 1, 2021- Affecting All Grade Levels

NEW REQUIREMENTS:

- VDH has developed a phase-in schedule for both the Hepatitis A and Meningococcal vaccinations.
 - A minimum of two doses of Hepatitis (A) vaccine are required: The minimum age for the initial dose is twelve months. At least six months spacing between the first and final dose. *For SY 2021/2022, Kindergarten students must have two doses of Hepatitis A.*
 - A minimum of two doses of Meningococcal (MenACWY) vaccine are required: The minimum age for the initial dose is ten years. The first dose is required for students entering 7th grade. The second dose is required for students entering 12th grade (dose must be administered at age 16 or older). *For SY 2021/2022, 7th grade students must have one dose and 12th grade students must have one dose.*
- A complete series of Human Papillomavirus (HPV) vaccine is required: The minimum age for the initial dose is nine years. The first dose is required for ALL students (boys and girls) entering 7th grade. ***The parent or guardian, at their sole discretion, may elect for the student not to receive the HPV series.***
- A minimum of one dose of Rotavirus (RV) vaccine is required: The minimum age for the initial dose is six weeks. One dose is required for students less than eight months of age. **This is applicable to elementary only.**

REGULATION: [Regulation 2101](#) details the specific health requirements for FCPS students and is in the process of being updated with the additional immunization requirements.

COMMUNICATIONS AND TRAINING

- E-notify was sent to parents/guardians communicating the new immunization requirements on 4/12/21.
- SIA/Registrars received memos about the new immunization updates on 3/26/21 and 4/13/21.
- An infogram will be sent to principals next week.
- Trainings by school health services is scheduled during the SIA/SSA/Registrar EOY conference on 5/13/21.



FCPS will Participate in the Virginia Department of Health (VDH) COVID Testing Pilot

Testing Purpose:

- Diagnostic Testing: Accelerate the timeline on which students/staff with COVID-19 symptoms are diagnosed, so schools can take mitigation measures to protect the school community
- Screening Testing: Identify infected people who do not have symptoms as early as possible so measures can be taken to keep the virus from spreading

Testing Pilots	Target Population	Participating Schools
Diagnostic Testing	Symptomatic persons and asymptomatic persons who are identified as a close contact	TBD
Screening Testing	Asymptomatic persons (FCPS will focus on students given FCPS staff have had the opportunity to be vaccinated)	TBD

What's Next? Requesting schools to volunteer to participate in the 6-8 week pilot. A meeting to discuss details with interested schools will be held the week of April 19th.

| Instruction



MS - State Assessment Options for Families

Families of In-Person and Virtual Students--Standards of Learning (SOL)	Families of Fully Virtual Students Only Virginia Remote Student Progress Test (VRSPT)
Tests Available: Grade 6-8 Reading and Mathematics, Grade 8 Science, EOC Algebra 1, Geometry, Algebra 2	Tests Available: Grade 6-8 Reading and Mathematics, Grade 8 Science (<i>no EOC Math</i>)
Eligibility: Grade 6-8 students able to test in a secure setting at school or another FCPS-approved site	Eligibility: Grade 6-8 fully virtual students whose families refuse SOL testing due to COVID-related concerns
Purpose: Fulfills federal testing requirements; Allows for comparison of individual and group/school performance in relation to past years; Provides baseline for Standards of Accreditation (SOA) growth	Purpose: Provides families with information on student performance in virtual learning
Timing: April 26-June 4	Timing: May 10-June 4

Assessment Office Hours (Principals with STC/AC): Tuesday 4/20 and Friday, 4/23, 12-1 p.m.

All levels (ES, MS, HS) BBCU link: <https://us.bbcollab.com/guest/e451b2c86c3c4ac08d06e0e974702dc4>

Promotion and Retention

As a division we will favor promotion over retention and we encourage families to do the same. We will affirm and honor each child's strengths and challenges, and will meet them by name and by need, as we move forward together in 2021-22.

- [Promotion and Retention Resource](#)

HS: Culminating Activities/Final Exam Schedule

High schools should use the following document to guide their specific school timelines for culminating activities and final exams: [Internal Timeline and Guidance](#)

- *Note: Additional information regarding DIT processing timelines for final export will be shared soon*

School Based Summer Learning Programs - MS Programs

Criteria for MS School-Based Student Selection:

Young Scholars

- Rising 6,7 & 8 students who are identified as Young Scholars in SIS

IMAGINE: Mathematic and Language Arts Acceleration

- Current middle school students ending the 2020-21 SY currently performing below grade level in Reading and Math as measured by multiple assessments (i.e. Reading Inventory, Math Inventory, ST Math)
- EL level 1 students automatically identified

Timeline:

Action	Windows
Selection of Site Director	by April 5th
Solicit teacher interest and hire	by May 3rd
Central Pool of Available Candidates	April 8 - June 30
Select and invite students	April 5 - May 28th
Program Dates	July 12 - July 30

Actions to Hire/Incentivize:

- Create Central Pool
- Advertising/Recruiting Campaign
- Additional Compensation Incentives
- **Tracking School-by-School Hiring**

Summer Learning Programs - HS Programs

Criteria for School Based Credit Recovery Academy:

Student who earn a mark of F/NM in the following courses:

English 9-12, English 9-10 for Els

Biology, Chemistry

Algebra 1, Geometry, Algebra 2, Algebra Functions and Data Analysis (New)

WH/Geography 1-2, VA/US History, VA/US Govt

ESOL Literacy, ESOL Numeracy, Reading WorkKeys, Writing WorkKeys, SOL Remediation courses.

Students may take up to 2 courses, one each session.

End of Third Quarter Update:

- Estimated number of N/M in these courses: 6000
- Looking on how to meet the needs for HPE, EPF, and Geosystems
- ***Looking school by school to ensure all student needs are met***

Timeline:

Action	Windows
Selection of Administrators	by April 5
Determine # of Sections at Each School	by April 16
Solicit teacher interest and hire	Start April 19
Creation for Central Pool of Available Candidates	May 10
Student Registration	Session A: April 26 - June 21 Session B: April 26 - July 12
Program Dates	A: June 28-July 16 B: July 20-August 6

Actions to Hire/Incentivize:

- Create Central Pool
- Advertising/Recruiting Campaign
- Additional Compensation Incentives
- **Tracking School-by-School Hiring**

Summer Learning Programs - Special Education Programs

Criteria by Program:

Extended School Year (ESY)

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.

Recovery Services

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.

Preschool Autism Class (PAC)

PAC refers to services designed to address the specific needs of preschool-age children who have been identified as having Autism Spectrum Disorder or present characteristics on the autism spectrum, and who cannot benefit from the early childhood class based program.

Timeline:

Action	Windows
Selection of Recovery Coordinator and Lead Teachers	April 5
Solicit Teacher Interest and Hire	Beginning February (Recovery & March (ESY))
Target Creation for Central Pool of Available Candidates	May 10
Target Date for IEP Team Decisions	ESY: April 30 Recovery: May 7
Program Dates (general dates, actual dates determined by the IEP team)	Recovery: June 28 -Aug 13 ESY: June 28 - July 23 PAC: July 2- 29

Protecting Student Confidentiality

- All FCPS staff are responsible for protecting the confidentiality of student information under FERPA and IDEA.
- When planning, discussing, and/or communicating details with staff as well as the public, about students invited in for 4 days a week of in-person instruction, **be reminded that the specific reason (e.g. SWD, LEP, MTSS) an individual is being invited for 4-days of in-person support should not be revealed.**

| Human Resources



ADA and LOA Updates for SY 2021-22

- For individuals who have an ADA accommodation related to COVID-19, the ADA accommodation will expire on June 30, 2021
- We anticipate that for next year, virtual student instruction will be the exception. Most employees will be required to report in-person to perform their essential job duties, which includes classroom management for classroom-based staff
- We do not anticipate telework will be available as an accommodation for most positions in the upcoming school year
- The use of classroom monitors will no longer be provided to support in-person instruction, as new Virginia law requires in-person instruction for in-person students
- Extended leaves of absence will not be provided via the ADA process
- Per FCPS Regulation 4822, COVID-related LOAs were limited to SY 20-21 and will no longer be available for SY 21-22
- Employees may request an accommodation for SY 21-22, however, they will need to submit updated medical documentation
- EER will engage the employee and supervisor in the interactive process

ADA and LOA Updates for SY 2021-22

Communication Timeline:

- Share updates with the School Board at the Return to School Work Session on Tuesday, April 20
- Reminder/follow-up communication to principals on Wednesday, April 21
- Communication to employees with current ADA accommodations on Wednesday, April 21

Parent Volunteers to Support Lunch Supervision

- Parent volunteers may assist with lunch supervision
- Prior to providing support, parent volunteers must acknowledge that they have reviewed, understand, and agree to follow [FCPS Regulation 4135](#)
 - Complete COVID Screening Tool daily prior to reporting to the building
 - Stay home if answering “yes” to any of the Screening Tool questions
 - Report COVID-positive test result
 - Comply with face covering requirements
- [Parent Volunteer COVID Acknowledgement Form](#) can be found in the Principal Corner

| Information Technology



Information Technology Updates

- BBCU recently attempted to upgrade their system to include a gallery view. We have received numerous helpdesk tickets related to BBCU session stability post upgrade and have provided feedback to BBCU. Bb employed a fix overnight, and have advised that if that does not solve the problem, we may need to disable gallery view.
- As another step towards enhancing cybersecurity practices, we will be enabling 2-factor authentication for Google. Staff will receive a message tomorrow with enrollment information. Key items to know:
 - Enrollment period will be open from April 19th to May 24th, when it will become required.
 - Staff will now only need to authenticate to Google once every 7 days moving from the past daily login requirements.

Principal/Operational Support Team



Principal Support Team - Operations & Logistics

Office Hours: April 16, April 23 & April 30: 11:30-12:30 p.m.,

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Are students able to face each other during instruction?	It remains preferred that students face the same direction. However, if it is not feasible, then students may face one another as long as they are masked and are physically distanced. Please refer to the Health and Safety Guidance document found here: https://www.fcps.edu/return-school/student-health-and-safety-guidance-document .
Can round tables be used in the cafeteria?	If the only available seating option is a round table, schools shall ensure the following: Plexiglass dividers separate students. Students are seated at least 6ft. apart, to the greatest extent possible.
Do students from the same family also have to eat 6 ft apart?	No, students from the same household do not need to adhere to the 6ft rule. <u>Please note:</u> Outside of this family household exception, all students must have 6ft of social distancing when eating. Students <u>may not</u> eat in shifts in the same classroom with half eating and half masked per HD.

Principal Support Team - Operations & Logistics

Office Hours: April 16, April 23 & April 30: 11:30-12:30 p.m.,

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

What are the social distancing guidelines in hallways?

Students must maintain 6ft. (to the greatest extent possible) while in lines, moving through the hallways, in auditoriums and common areas.

Principal Support Team - Operations & Logistics

Office Hours: April 16, April 23 & April 30: 11:30-12:30 p.m.,

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Clarified Guidance Around Capacity for Events

Promotion and Award Ceremonies Held in Sports or Entertainment Venues (football stadiums, gymnasiums, auditoriums)

Indoor: Events held indoors may have up to 500 spectators, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.

Outdoor: Events held outdoors may hold up to 30 percent of the lowest occupancy load on the certificate of occupancy. If no occupancy load has been determined, a ratio of 40 square feet per person shall be used to determine occupancy limits – only square footage that is likely to be accessed may be included in that determination.

Notes: Participants on stage or on the field will still be subject to social distancing requirements listed in EO 72.

Musical and Dramatic Performances Held in Sports or Entertainment Venues (football stadiums, gymnasiums, auditoriums)

Indoor: Events may have up to 500 spectators, or 30 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.

Outdoor: Events may hold up to 30 percent of the lowest occupancy load on the certificate of occupancy.

Notes: Participants on stage or on the field will still be subject to social distancing requirements listed in EO 72.

Principal Support Team - Operations & Logistics

Office Hours: April 16, April 23 & April 30: 11:30-12:30 p.m.,

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

Clarified Guidance Around Capacity for Events

All other social gatherings or events (to include all night grad, prom, other social gatherings, PTA events, etc.)

Indoor: 50 people max.

Outdoor: 100 people max.

Notes: There is no distinction between events run by FCPS and events run by private entities.

Questions

The background of the slide is a photograph of a desk with various school supplies. In the center, there is a wooden crate with the words "YOU ARE AMAZING" and two heart cutouts. To the left of the crate is a blue pencil holder filled with pencils. To the right is a black stapler. In the background, there are scissors, a calendar, and other desk items. The entire image is overlaid with a semi-transparent blue and purple gradient.

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

October 9, 2020

Agenda

- Instructional Updates
 - Group 3 - Phase-in Timeline
 - Monday Planning Time
 - Concurrent Instructional Model
 - Evaluation Update
- Health/Safety Protocols
- Transportation
- Child Supervision Options

WORKING DRAFT

Phase-in Timeline

As of 10/9	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5) 4 Locations, ~ 40 students	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)				
GROUP 2 (week of 10/19) 72 Schools, ~1,300 students		Preschool Autism and Preschool Class-based students (4 full days per week)			
	EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships (1-2 sessions per week; varies by school)				
GROUP 3 (week of 10/26) 171 Schools, ~4,000 students		Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)			
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays AM)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
GROUP 4 (week of 10/26) 18 Schools, ~2,800 students		Burke Elementary School (4 full days per week)			
	Culinary, Cyber Comp Tech, Dance, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice (Level 2), TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				
GROUP 5 (week of 11/16) All Schools, ~8,800 students		Early Head Start, PreK, and Kindergarten (2 full days per week)			
GROUP 6 (week of 11/30) All ES/Primary Schools, ~13,600 students		EL SLIFE & Newcomers (grs 3-12) (varies by school)			
		Grades 1-2 (2 full days per week)			
GROUP 7 (week of 1/4) All ES/Upper Schools, ~27,800 students		Grades 3-6 (2 full days per week)			
GROUP 8 (week of 2/1) All Schools, ~53,000 students		Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)			

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

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

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

English Learners - Operational Level II Phase-in Programs

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

Group 3-8 SLIFE/Newcomer/Additional ELs Dates & Schedule

Schedule	Dates	Hours
Mondays Only	Starting October 26	ES: 9:00 am - 12:00 pm MS: 7:30 am - 10:30 am HS: 8:10 am - 11:10 am
IF POSSIBLE - 2 full days per week When full grade level returns, ELs no longer attend on Mondays	Week of November 30 (or sooner if possible)	ES: School bell schedule MS: 7:30 am - 2:15 pm HS: 8:10 am - 2:55 pm

School Tasks for Group 3 English Learners

Update list of all attending students in your school's EL Portfolio Return to School Dashboard

- [EL Data Portfolio Dashboard Instructions](#)
- List can be exported to Excel and includes student addresses

Update list of all attending students in your school Transportation folder [here](#)

- For access contact Michele Phillips or Christopher Lester Daniels

Phase-in Planning Tools

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

Staffing & Scheduling Support: October Office Hours

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

Staff Notification

Groups 3 and 4

- Staff intent survey results available in the PDR
- School administrators should communicate directly with staff needed to support in-person instruction for groups 3 and 4
- [Sample Letter](#) available in the Principal Corner
- [Request for Additional Staffing Supports for Groups 1-4](#) in Principal Corner
- [Guidance document](#) containing talking points located in the Principal Corner

Groups 5-8

- Following the October 15th School Board Work Session, a letter will go out to staff needed for remaining groups. Staff will be asked to respond by October 31.

Additional Supports

- **Evaluation Adjustments**

- For SY20-21, mid-year evaluations/review will not be required, with the exception of first year teachers, probationary employees (instructional and operational), teachers with a conditional rating, and employees currently on evaluation cycle not meeting performance expectations.
- Final evaluations and their respective timelines for completion have not changed.

- **Monday Schedules**

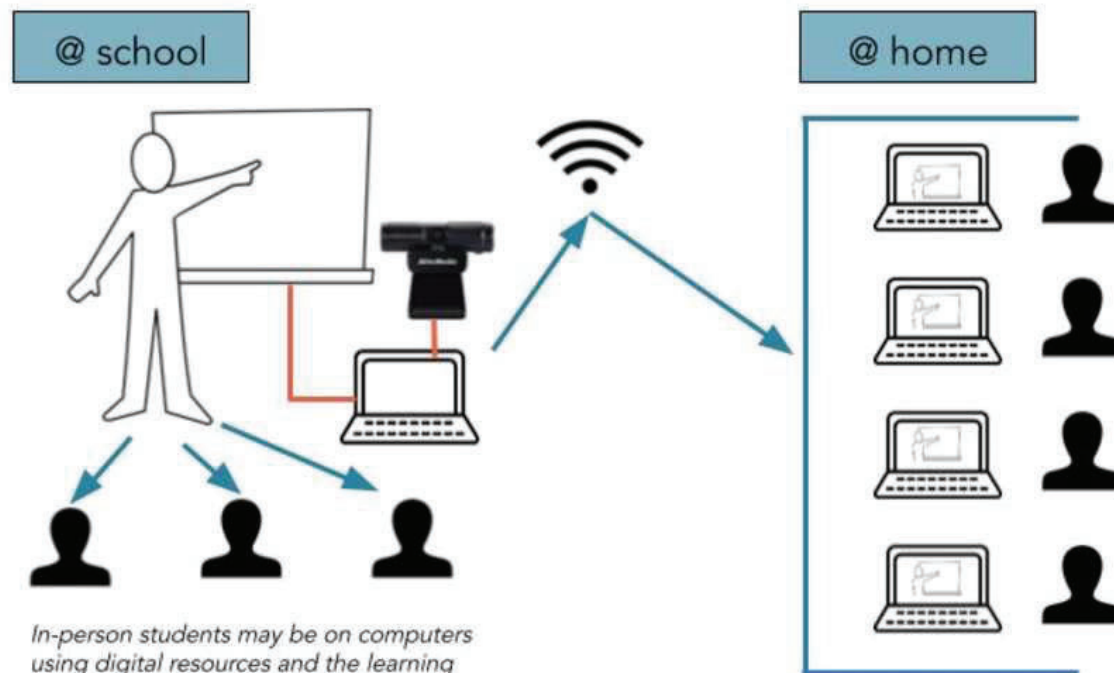
- Monday schedules will adjust to provide full-day planning time for teachers two weeks prior to the start of their assigned student group
- Example:
 - Group 8 (MS/HS) begins in-person on 2/1
 - Group 8 teachers begin receiving full-day planning on 1/18
- Example:
 - Group 3 & 4 (CTE) begin on 10/26
 - Group 3 & 4 teachers begin receiving full-day planning on 10/12 (or 10/19)

| Concurrent Instruction



Concurrent Instruction

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



In-person students may be on computers using digital resources and the learning management system, but will not be signed into BbCU or Meet.

External camera or teacher laptop camera may be used.

Concurrent Instruction

What are the benefits of this model?

- **Provides Student/Staff Scheduling Flexibility**
 - Currently many classes/sections are mixed with in-person and online students; concurrent instruction would not require class/schedule changes
 - **Maximizes Synchronous Learning Opportunities**
 - Allows in-person students to “log into” class on at-home days; provides 4 days of synchronous instruction (2 in-person, 2 virtual)
 - **Aligns In-Person and Full-Time Online Student Schedules**
 - Provides the same number of synchronous learning days for online and in-person students.
-

Concurrent Instruction

What would schedules look like?

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

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

Concurrent Instruction

What are some of the challenges?

- Preparation of teachers when they are already stressed and overloaded
 - Requires more planning time to meet the unique learning needs of each instructional group
 - *Full-day Monday Planning Time to begin 2 weeks prior to teachers' in-person return date*
 - Classroom management will be more challenging as a teacher will need to attend to learning needs of both in-person and online students
 - Quality of video and audio may impact the learning experience for students in each instructional group
-

Concurrent Instruction

How will we prepare teachers?

- Synthesizing best practices from research literature
 - Collaborating with other school divisions on best practices
 - Preparing for Pilot - week of Oct 19th
 - 3 high school teachers (English, mathematics & science)
 - 1 elementary school teacher (1st grade)
 - Test technology
 - Understand implications for teaching and learning
 - Developing PD and guidance for scaling
-

Concurrent Instruction

Summary

- Concurrent instruction will be the default model at all grade levels
 - Exceptions can be made when intact online sections were scheduled
 - Exceptions can be made for special programs/courses
 - Full-day Monday Planning Time will be provided
 - Scheduled to begin 2 weeks prior to teacher's in-person instruction start date
-



Health & Safety Protocols

Regulation 2109 Face Covering/Mask Requirement

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

Face Covering Non-Compliance Resource for Principals

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

Daily Temperature Checks

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

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

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

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

Parent/Guardian Commitment Form and Daily Health Screening

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

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

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

- Cohort 1: present a paper form which will be entered in SIS.
 - Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
 - Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.
- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
 - Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

Risks of Exposure

- **Lowest Risk:** Physical distancing cannot always be maintained.
- **Moderate Risk:** Tasks include those that require close contact within six feet of people who are not known or suspected to have COVID-19. Not all PPE listed may be needed for all situations.
- **Highest Risk:** Tasks include physical assessment of any individual suspected of having COVID-19 or during aerosol-generating procedures. Tasks that require close contact within six feet with students' bodily fluids or aerosol generating procedures.

[PPE Strategies: Guidelines for Proper Use of PPE](#)

Types of PPE by Risk Levels

- **Cloth Face Covering – Lowest Risk**
 - *Simple barrier*
- **Respirator (N95) – Highest Risk (ONLY Available to PHNs)**
- **Gloves – Moderate and Highest Risks (Situation Dependent)**
 - *When in contact with blood, body fluids, non-intact skin, mucous membranes, and contaminated items.*
- **Face Shield – Moderate Risk (Situation Dependent)**
 - *When a splash or spray of blood or body fluids may occur to the eyes, mouth, or nose.*
- **Gowns – Highest Risk**
 - *When saliva or other bodily fluids may come in contact with staff's clothing.*
- **Surgical Face Masks – Moderate and Highest Risks**
 - *When providing health care procedures or physical assistance for a symptomatic student*
 - *When providing respiratory procedures*
 - *When monitoring the isolation room*

PPE Supplies

- The Office of Procurement Services (OPS), the Office of Facilities Management (OFM) and the Office of Safety and Security (OSS) are working together to provide the necessary supplies. Supply allocations will be based on the number of employees, student enrollment and program need.
- Additional supplies and materials will be available for purchase from the OPS warehouse.
- For more information see the InfoGram dated 9/17/2020.
 - [Action/Info Grams](#)
 - *As described in the InfoGram – you must create a stock shopping cart.*
[FOCUS Stock Shopping Cart](#)
[Supply List](#)

Establishment of Isolation Rooms

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

Staffing the Isolation Room

Who May Staff the Isolation Room?

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

Determination of Location of Care

CLASSROOM

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

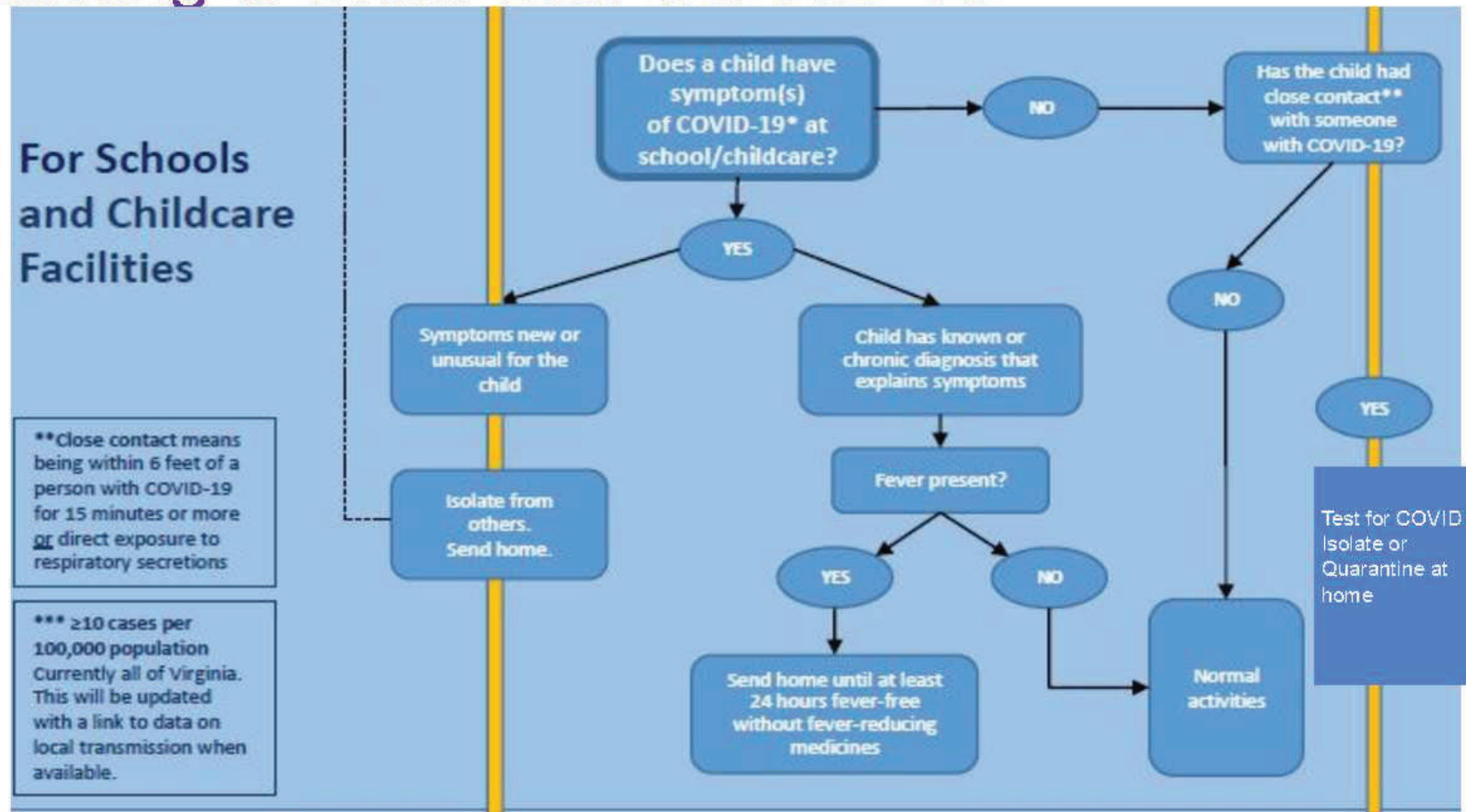
HEALTH ROOM

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

ISOLATION ROOM COVID-19 Symptoms

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

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



PHNs and SHA Supports

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

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

Attendance Line and Absence Follow-Up

Consistency in Attendance Line and Absence Follow-up

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



Transportation Protocols

Transportation Times Available

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

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

**Transportation may be combined for these two sessions*

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

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

- **Tuesdays - Fridays (Academies)**

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

Student Transportation for CTE/HS Specialized and ESOL

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

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

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

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

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

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

Phase-in Timeline Transportation Schedule

- Bell Schedules are currently anticipated to remain in accordance with advertised 2020-2021 School Year bell schedule until Second Semester group transition to the hybrid bell schedule beginning approximately January 2021.
- This forecast is predicated on all schools operating currently on the advertised bell schedules as agreed upon.
- This forecast is also based upon the approximate student counts identified on the Phase-in Timeline previously shown in this presentation and all operational and health expectations can be maintained effectively.
- Should the number of students choosing to attend in person, and requiring transportation, increase appreciably we may have to adjust earlier than forecasted. We will keep you informed.



Child Supervision Options

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

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

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

Child Supervision Option Operational Level 3 - Hybrid

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

Child Supervision FAQ's

- [Added to principal corner](#)



Questions & Discussion



Secondary Principal Briefing: Phase-In Planning

October 23, 2020

Agenda

- Dr. Brabrand Welcome
- General Announcements
 - Pilot update
 - Early release and schedule clarification
 - Communications
- Updates & Breakouts
 - Instruction
 - Technology
 - HR
 - Facilities/Health
 - Instructional Schedules/Specials
 - Special Ed