

Congratulations!

FCPS Outstanding Principal - Congratulations, Amy!



FCPS Outstanding New Principal - Congratulations, Anthony!

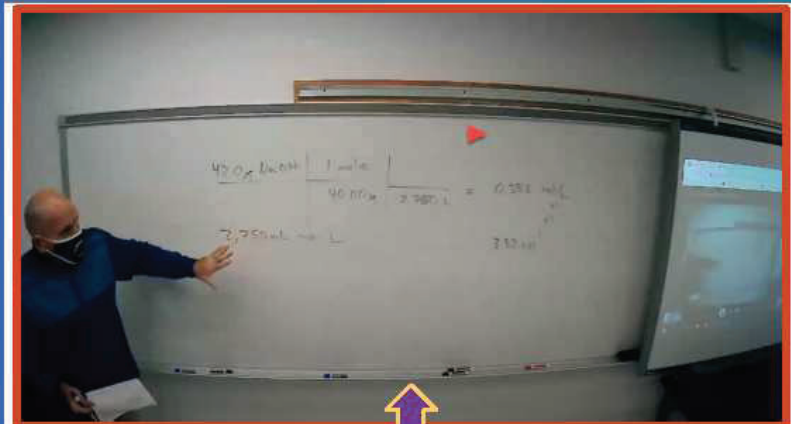




**Welcome back,
students and staff!**



Pilot Update @ WSHS



View for students at home on their laptops



Upcoming Days with Schedule Adjustments

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

Early Release-This time is used for teachers to plan, conduct grading activities, and meet with their collaborative learning team (CLT) at their discretion.

- Regulation 4421

Communications

Audience	Who is sending?	Send Date?	Response date?
Teacher Intent (groups 5-8)	Dr. Brabrand	10/23	10/30
Student Intent for group 5-8	Principals	10/23	10/30
Community letter, video	Dr. Brabrand	10/23	N/A
Survey (Collect parent and student feedback on the need for concurrent model, SEL, student homework/workload)	Dr. Brabrand	10/26	11/4

Instruction



Guiding Principles for Instructional Decision-Making

- We believe in-person instruction is best to meet our students' academic, social and emotional needs
- We want to phase students back to in-person instruction as safely, efficiently, and as early as possible
- All phase-in decisions will be made with student and staff safety as the highest priority
- We will provide explicit health and safety protocols for staff and students
- Phase- in priority/schedule will be based on **equity and addressing student needs for in-person instruction**

In-Person Instructional Model = Concurrent Instruction

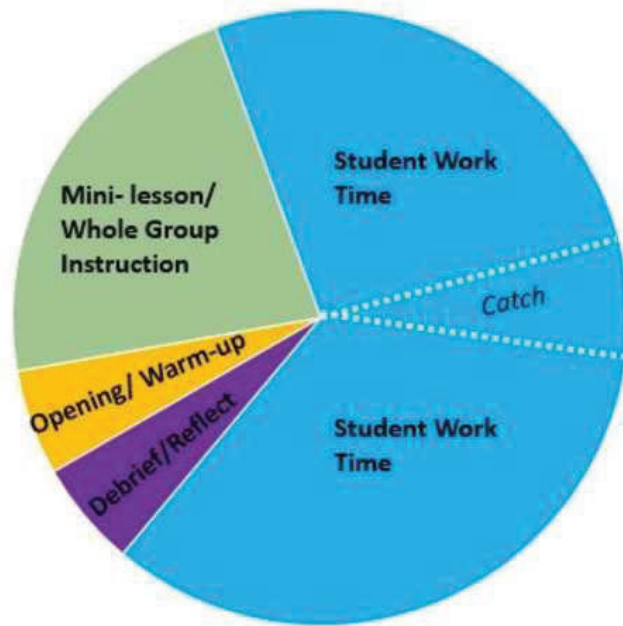
Model	Advantages	Disadvantages
CONCURRENT 2 days in-person and 2 days synchronous from home 1 day asynchronous at home In-person students attend school Tues/Wed or Thurs/Fri	<ul style="list-style-type: none">• Concurrent does not require 100% synchronous - instructional flexibility (e.g., workshop model)• Provides 4 days/week of teacher-supported instruction• Provides parity with 100% Online Model which provides 4 days/week of teacher-supported instruction• Allows students to continue receiving instruction if sick/quarantined	<ul style="list-style-type: none">• Instruction & Classroom Management challenges• Additional teacher professional development and preparation needed• Requires some additional technology acquisition (microphones; cameras optional)

Concurrent Instructional Schedule

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

Using the Concurrent Model honors our leadership commitment to keep Equity at the center of all that we say and do

Workshop/Engagement Model



Teacher	In person Students	Virtual Students
Opening/Warm Up (5 min)	Hand washing Preparing materials Logging in Warm-up activity	Logging in Warm-up activity
Mini- lesson (15 min) Teacher delivers whole group instruction	Students participate in whole group instruction	Students participate in whole group instruction via video
Student Work Time (30 min) Teacher circulates the room to informally assess student understanding Teacher will work with students individually or in small groups	Students read, write or talk to learn content and collaborate with other students Students meet with teacher for small group/individual instruction	Students read, write or talk to learn content and collaborate with other students <u>asynchronously</u>
Catch (may occur throughout work time) Teacher clarifies confusion or misconceptions	Students pause to listen to clarifications	Students pause to listen to clarifications
Student Work time (30 min)	Students continue work time and may be working independently	Students continue work time and meet with teacher for small group/individual instruction online
Debrief (10 min) Teacher designs an activity to synthesize the learning: exit tickets, share out, reflection	Students participate in debrief	Students participate in debrief either <u>live or asynchronously</u>

Questions: Instructional Scheduling

Question	Response
Are we using the alpha-split for scheduling?	Yes, the alpha-split is intended to help coordinate family schedules vertically across school levels. Principals do have flexibility to deviate from the alpha-split when necessary, but must still honor individual family requests needed to keep families/siblings together. Contact RAS/EPs to address specific concerns.
Many sections at each of the middle and high schools have more than two times the number of students for in-person than can be allowed in a room due to social distancing. Even if the alpha split could be applied evenly, there are too many students in sections to fit into a room. What should schools do if they are not able to meet social distancing for the hybrid model in multiple sections?	<p>At this time, six feet of social distancing is still the standard/requirement.</p> <p>Initial thinking is to identify the number of sections in the schedule that have this concern and consider alternative room assignments where possible. Additionally, overflow classrooms may need to be considered when a room is over capacity.</p> <p>Further discussion will continue with principals and directors of student services on Monday.</p>
May we allow 4 days of in-person if numbers allow?	Our initial thinking is to start with 2 days due to equity considerations. Further discussion will continue with principals on Monday and Division guidance will be provided soon.

Central Office - Next Step Actions

- Develop communication resources to help staff and community understand how the concurrent model will work (videos, PPTs, Family Handbook)
- Collaborate with principals to develop clear expectations for the loose and tight expectation during concurrent instruction and asynchronous/independent learning days
- Develop best practices and professional development for staff
- Provide 2 Teacher Work Days prior to Group 8 return date - to be included in division communication

Principal - Next Step Actions

- Schools inform families of opportunity to update preference for in-person or online by 10/26 (Families update preferences by 10/30). Planned MS/HS start is 1/26
- Determine how many sections you currently have in your schedule that may necessitate use of an adult monitor. Complete HR Google Form to request adult monitors where needed.
- Collaborate with Central Office to develop clear expectations for the loose and tight expectation during concurrent instruction and asynchronous/independent learning days
- Work with teachers/staff to explain the reason why we're using a concurrent model and to identify supports needed to ensure success (Division to provide communication tools/ppt to support/guide this - delivered to schools week of 10/26)
- Provide teachers with access to PD (centrally provided asynchronous) beginning week of 11/2

| Technology



Technology?

- Can an update be provided on Bandwidth and technology? That is, what will work in our schools in terms of numbers of students who can work virtually from school and when should we expect to receive any technology/cameras?

Response [Principal Q \(10/23/2020\)](#)

Special Education

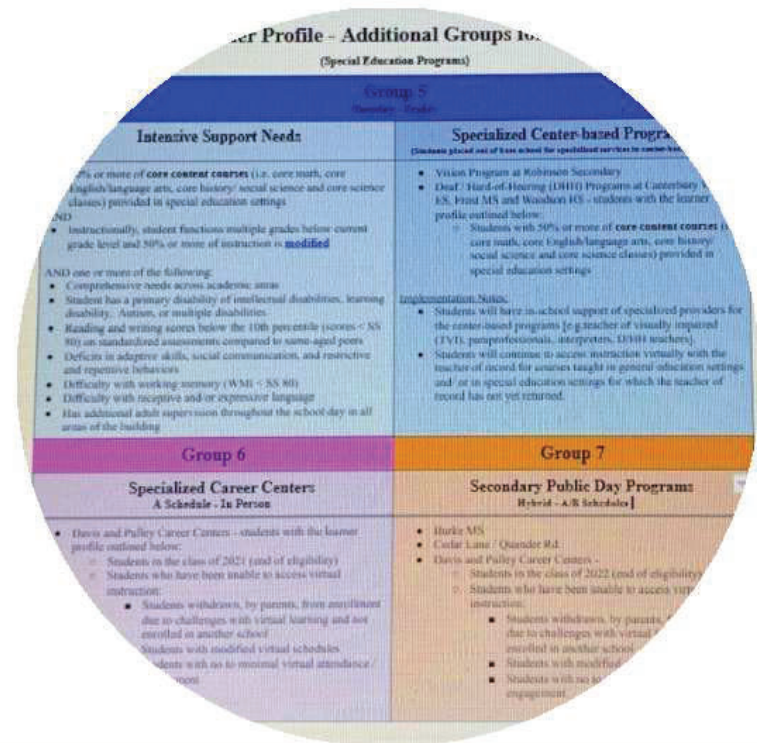


Special Education: Groups 5 and Beyond

Rationale:

- Support additional SWD, vulnerable in virtual instruction, instructed with the general curriculum
- Support SWD exiting special education due to age of eligibility
- Provide direct access to specialized services difficult to deliver in virtual settings

Group 5 and Beyond: Learner Profile



Cintas Lab Coat Laundering Program

- On **October 28**, Cintas will begin delivering racks that will hold clean lab coats along with bins that will be used to collect the soiled lab coats.
- **October 28 - November 16**, Cintas will deliver lab coats to schools on a rolling basis:
 - Group 2 - lab coats to be received by **November 9th**
 - Groups 3 & 4 - lab coats to be received by **November 16th**
- Disposable gowns will be / have been provided for staff use until the laundering program has been set up at your school.
- Additional program information will be communicated next week to the billing and inventory points of contact identified at each school.

Procedural Updates

IEP Addendums for Returning Students w/ Disabilities

- **Who** - Students returning for in-person instruction who special education and related services will be different in-person than in the virtual setting
- **When** - services shall be provided in accordance with the most recent IEP with consent → IEP shall match services when in-person instruction begins
- **How** - Determine services for in-person instruction via an addendum w/ or w/o a meeting

[Guidance Document](#)

Guidance Document on Recovery Services

- Who should be considered for recovery services?
- Who determines if recovery services are required?
- When should IEP meetings for recovery services be held?
- What data is needed to determine if recovery services are required?



Designated Planning Mondays



Please ensure classroom, special education teachers have planning time on designated planning Mondays.

If classroom, special education teachers are providing services on Mondays, please:

- Collaborate with them to identify a time(s) that the services could be provided Tuesday – Friday
- If all options have been exhausted, please contact OSEI to access additional support (e.g. coverage)

Note: Related service providers and other non-classroom based, special education staff may continue with the provision of service on Mondays.

| Human Resources



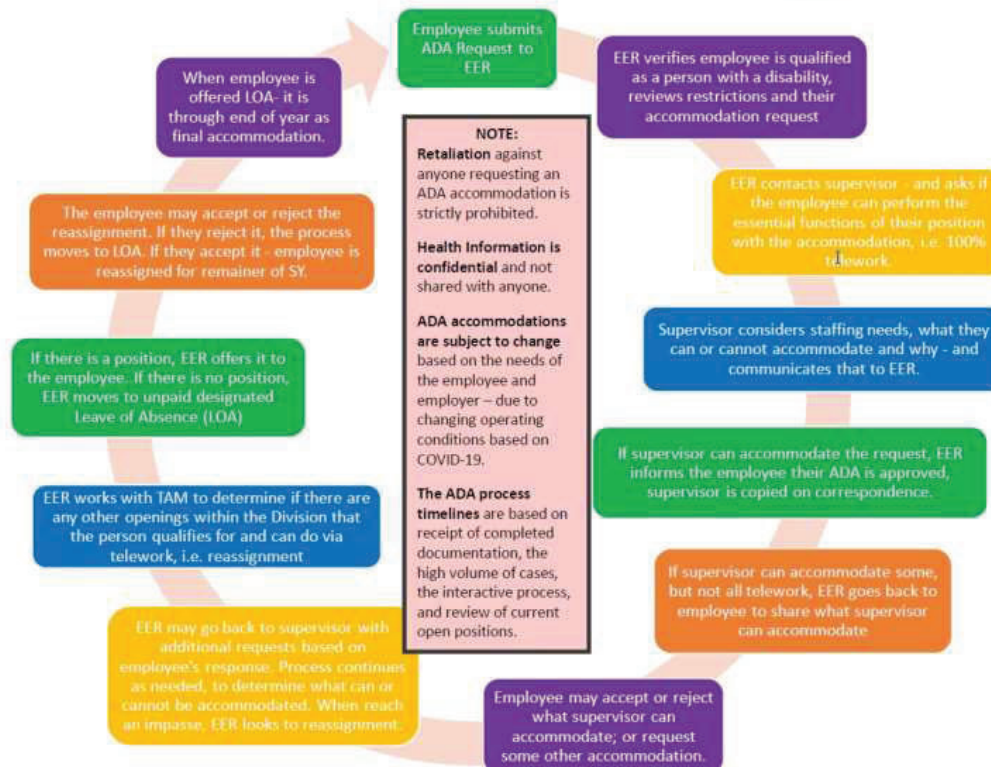
Human Resources

Question	Response
Where are additional staff coming from? What positions may supervise?	A base allocation of sub funding will be provided to each school to support adult monitors. Title I schools will receive additional funds. A specific amount will be provided next week.

ADA Request Life Cycle

AMERICANS WITH DISABILITIES (ADA) INTERACTIVE PROCESS IN RESPONSE TO COVID-19

For more information about designated unpaid leave of absence, please visit the Benefits [website](#).



Status of ADA Requests for Group 5

- EER staff continue to engage individuals and their supervisors in the interactive process
- Requests are being prioritized based on student cohort group

	Number of Requests	Resolved
FECEP/Head Start Teachers and IAs	20	12
Kindergarten Teachers and IAs	103	67
Vision Program Teachers and IAs	0	N/A
Deaf/Hard of Hearing Teachers and IAs	1	1

Coverage Strategies

- Consider re-deploying other staff within your building such as:
 - Instructional Assistants
 - Specialists
 - Other operational staff (check with HR)
- After exhausting all available staffing options, consider using adult monitors
- Link to indicated need for monitors for [Groups 1-4](#)
- Link to indicate need for monitors for [Groups 5-8](#)

Health & Safety



Facilities and Health

Question	Response
Isolation Room staffing	Our recommendation is a rotational schedule for staff willing to support. The division is looking at potential additional resources.

SICK STUDENT NOTIFICATION

Student Name: _____

Date: _____

School: _____

Time: _____ AM/PM

Parent/Guardian:

Your student presented to the health room today with the following new and unexplained symptoms:

☐ Fever/chills ☐ Cough ☐ Shortness of breath ☐ New Loss of taste/smell

Temp: _____

☐ Sore throat ☐ Fatigue ☐ Muscle aches ☐ Runny nose/congestion

☐ Stomachache ☐ Diarrhea ☐ Nausea/Vomiting ☐ Headaches

☐ Other: _____

Due to COVID-19 in the community, evaluation by a healthcare provider is recommended for all sick children. Please take this form to your healthcare provider.

School Public Health Nurse/Aide Observation:

Comments: _____

Signature: _____ RN / Health Aide

Follow the Return to School Policy if your child was sent home with any of the above symptoms:

IF NO KNOWN EXPOSURE TO COVID-19 AND:

- No COVID-19 test or Positive COVID-19 test – Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 Test is negative – Stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- Alternate diagnosis by a healthcare provider that explains symptoms – stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving or longer per healthcare provider's instructions.

IF KNOWN EXPOSURE TO COVID-19:

- No Covid-19 test or negative test: Stay home for 14 days from date of last exposure, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 test is positive: Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.

Permission to Return to School/Child Care

Patient Name: _____

Date of Visit: _____

Date of Most Recent Exposure (if applicable): _____

Date of Test (if applicable): _____

Date of First Symptoms (if applicable): _____

The following return-to-school guidance aligns with the recommendations of the Centers for Disease Control & Prevention and the Virginia Department of Health and reflects the best possible clinical assessment of a healthcare provider at the time of service and any applicable test results. This guidance is not a guarantee of any individual's current health status.

Check one:

- ☐ Patient tested POSITIVE for COVID-19 and experienced symptoms. Patient may return to school 10 days after symptoms started, as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested POSITIVE for COVID-19 and has NOT experienced symptoms. Patient can return to school 10 days after the test was taken.
- ☐ Patient was evaluated according to VDH guidelines for community incidence level of COVID-19. A non-COVID source of symptoms was identified so TESTING WAS NOT INDICATED. Patient can return to school when fever-free for 24 hours* and symptoms have improved.
- ☐ Patient experienced symptoms that may be consistent with COVID-19, but was NOT TESTED. Patient may return to school 10 days after the start of symptoms as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested NEGATIVE or was NOT TESTED, but has been in close contact with a person known to have COVID-19. Patient may return to school 14 days after last contact with the person with COVID-19 as long as no symptoms develop.
- ☐ Patient tested NEGATIVE or was NOT TESTED but is a household contact of a person known to have COVID-19 and is unable to fully isolate from that person. Patient may return to school 14 days after the person with COVID-19 was able to end isolation.
- ☐ Patient experienced symptoms that could be related to COVID-19, but tested NEGATIVE and does not have any known exposures or ill contacts. Patient does not require quarantine. Patient may return to school when free of fever for 24 hours* and symptoms have improved.

The patient/caregiver was notified of the test results and has been instructed to follow the guidelines above with regard to school attendance.

* without using fever-reducing medication

The earliest date this patient may return to school is _____. This statement is valid based on current relevant information but may change based on new symptoms, exposures, or results. The patient's family has been instructed to notify the office for any changes.

Signature: _____

MD/DO/NP/RN/LPN

Phone #: _____

Name: _____

Breakouts



Breakouts

- [HR](#) (Sean McDonald, Becky Baenig)
- [Facilities and Health](#) (Lea Skurpski, Lorraine Trouton, Jeff Platenberg)
- [Concurrent Instruction](#) (Sloan Presidio, Mark Greenfelder)
- [Instructional Schedules](#) (Dave Jagels, Noel Klimenko, Jen Glaser)
- [Special Education](#) (Michelle Boyd, Mike Bloom)

Debrief & Group Share Out

Reminder - Office Hours:

- [DSS School Health and Facilities](#): Mondays, 10:00 -11:00 a.m., Wednesdays, 1:00-2:00 p.m. & Thursday, 8:30-9:30 a.m. (beginning the week of October 19)
- [Elementary CSS and Burke MS](#) (elementary program): Monday, 3:30-4:00 p.m., Friday, 2:00-2:30 p.m.
- [ESOL](#): Tuesday & Wednesday, 1:00 - 2:00 p.m.
- [Adapted Curriculum/Category B](#): Tuesday 10:00-11:00 a.m. & Thursday, 11:00 a.m.-12:00 p.m.
- [HS Specialized Programs](#): Thursdays, 9:30 - 10:30 a.m.
- [Cohort 5 and 6 Special Education](#): Monday 12:00-1:00 p.m., Wednesday 3:00-4:00 p.m., Thursday 12:00-1:00 p.m.

Final Thoughts

As we finish today, please give us feedback on the structure used today by placing a number in the chat.

- 1- No WAY!
- 2- Needs some revising
- 3- Ok
- 4- Much better
- 5- YES!

Concurrent Instruction

Concurrent Instructional Model

- What is the default model for K-2?
 - Family choice for in-person or 100% virtual
 - Phase-in to concurrent instruction to allow in-person students to access teacher-led instruction 4 days per week
- Approved by SB? Will concurrent change again on 11/12?
 - Board was informed that FCPS will use the Concurrent Model in Grades PK-12
 - A report on the Pilots will be shared with SB on 11/12
- Will the phase-in timeline change? SB seems to want to move faster and it seems for this to be most effective we need to take time to prepare and learn from each group that is phased in.
 - Groups 5 & 6 are firm assuming health conditions support a safe return to in-person learning
 - On 11/12, Board will consider whether to accelerate return date for Groups 7-8

Concurrent Instructional Model

- Are ½ day AM/PM classes being considered?
 - This model is not possible due to lack of transportation capacity once Group 8 returns
- Do enough schools in the Pilot represent unique situations, ie: paired schools, immersion programs
 - The Pilot schools were based on volunteers early in the process and limited by the SB at the 10/15 meeting. Pilots are expanding and will contain a varied of program configurations.
- Is the expectation that all teachers come in the building to teach concurrently so we don't have to move students classes?
 - Principals may direct teachers (without ADA approval) to teach from school building to support the master schedule needs
- If we do a concurrent model and have capacity can we run in-person for 4 days?
 - This is under consideration due to equity but the division will likely establish a system wide decision.

Concurrent Instructional Model

- What are the best practices for grouping students based on their preference for online or in-person instruction?
 - Best practice would be to create separate classes for students requesting 100% virtual and students selecting in-person.
 - In situations where, due to staffing issues and scheduling challenges, this will not be possible, classes may contain students from Groups A, B, and C. In this situation, teachers will need support to implement full concurrent instruction as soon as possible
- Considerations in place for central office to provide 3 to 5 days of lessons to support ASY time for students? Time to transition.
 - Due to unique pacing from school-to-school, providing additional lessons is not possible. It is suggested that teachers use ST Math and Imagine Learning.

Concurrent Instructional Model

- Technology challenges, need additional docking cameras; Is there a list of recommended technology for best practice? Do schools have the bandwidth for a true concurrent model?
 - Technology recommendations, based on information from the Pilot, are being developed
 - Schools will have options for purchase based on individual school needs (e.g., microphones, projectors, document cameras, etc.)
- Technology equipment - How to best use your space in concurrent model (cameras, screens, etc.) - share best practices?
 - Planned to be part of the professional development (Target date Nov 2)
- Enough laptops, charging stations, and WIFI to allow students in the building to use some technology?
 - Board approved purchase of additional teacher and student laptops at 10/22 meeting

The background image shows a desk with various school supplies. In the center, there is a wooden sign that says "YOU ARE AMAZING" with two heart cutouts. To the left of the sign is a pencil holder with several pencils. To the right is a stapler. In the background, there are scissors and a book with the text "DO YOU HAVE WHAT IT TAKES TO BE".

Secondary Principal Briefing: Phase-In Planning

October 30, 2020

Agenda

- Dr. Brabrand Welcome
- Updates by Topic
 - Instruction
 - Technology
 - Human Resources
 - Childcare & SPED Reminders
 - Facilities & Health
 - Communications
- Debrief

| Instruction & Technology



Social Distancing Guidelines

Please submit the number of classes over capacity for 6ft social distancing:

<https://forms.gle/piHePz5U3ZrUmqR39>

Student Intent General Trends:

- Middle school has seen an increase in online preference in the past few days, but remains about 2:1 in-person preference
- High school (especially seniors) are trending towards online preference

Grade	Online				In-Person			
Grade	Total Updates	Confirmed Online	Changed from In-Person to Online	New Online	Total Updates	Confirmed In-Person	Changed from Online to In-Person	New In-Person
Middle	349	167	138	44	507	164	288	55
High	1094	442	523	129	1425	763	511	151

Concurrent Instruction - PD Guidebook

Overview

What is Concurrent Instruction?

Setting your schedule

A Process-oriented Approach: Reflect to Iterate/Improve

PROFESSIONAL
DEVELOPMENT



Section One: Getting Started

What technology hardware do I need?

Setting up the physical classroom [video idea](#)

Section Two: Working with Collaborative Teams to Plan Instruction:

Section Three: Social Emotional Learning and Foundations for Building Strong Classroom Communities

Building Community: Bridging two communities as one

Classroom Management: Routines and Procedures

Concurrent Instruction - PD Guidebook

Section Four: *Instructional Structures/Models*

- Whole group focus lessons

- Small group instruction

- Asynchronous/Independent Tasks

Section Five: Planning *Considerations for Instruction when Working with Diverse Learners*

- Implementing accommodations

- Scaffolds

Section Six: *Co-teaching and Collaborating with Others*

- In-Person Monitors

- Role of the IA

Section Seven: Next Steps

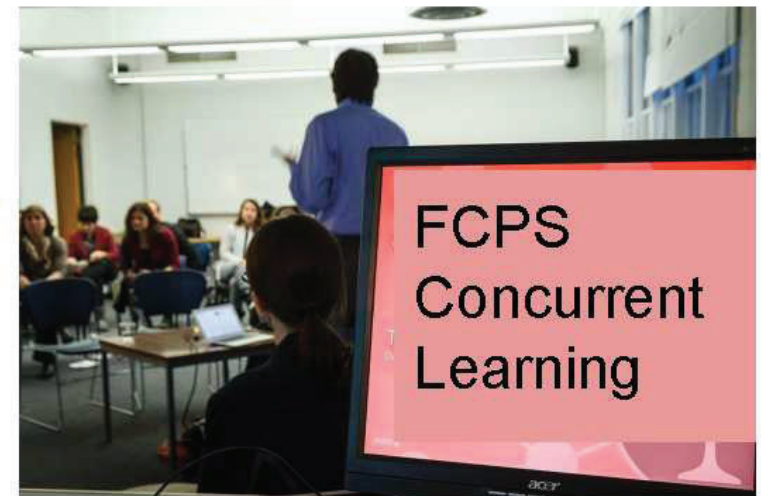
PD Guidebook Sections

Videos

- Less than 5 minutes
- Pilot Schools
- Curated from outside the county

Guiding questions

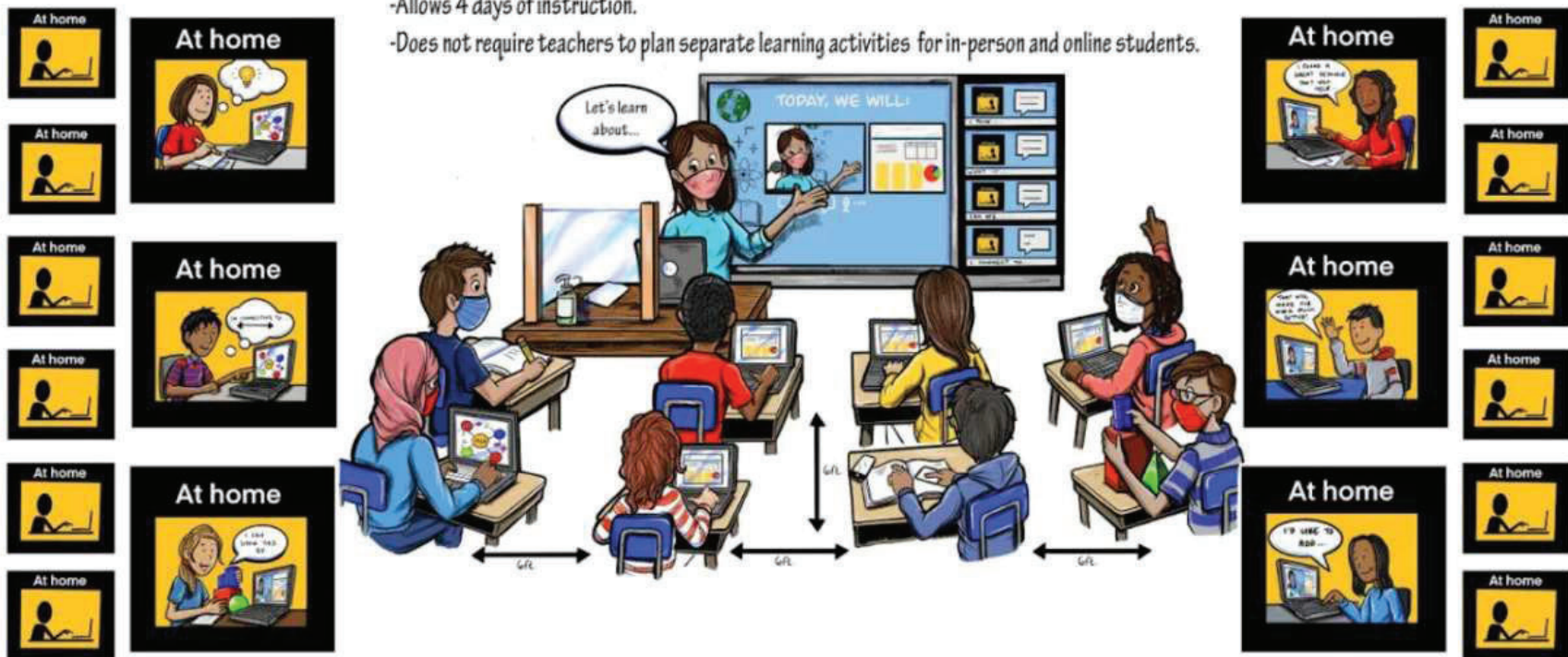
Resources



WHAT CAN CONCURRENT LEARNING LOOK LIKE?

A model in which instruction is accessed by students in school and at home at the same time

- Supports social distancing and best health practices for student and teacher safety.
- Provides students and staff with scheduling flexibility.
- Maximizes synchronous learning opportunities.
- Allows 4 days of instruction.
- Does not require teachers to plan separate learning activities for in-person and online students.



Concurrent Learning: A step in safely integrating students back to school!

A TEACHER'S ROLE IN CONCURRENT LEARNING

PROVIDE EQUITABLE ACCESS TO INSTRUCTION

Use technology as a resource
to foster participation
for all students.

FOSTER COLLABORATION AND RELATIONSHIP DEVELOPMENT

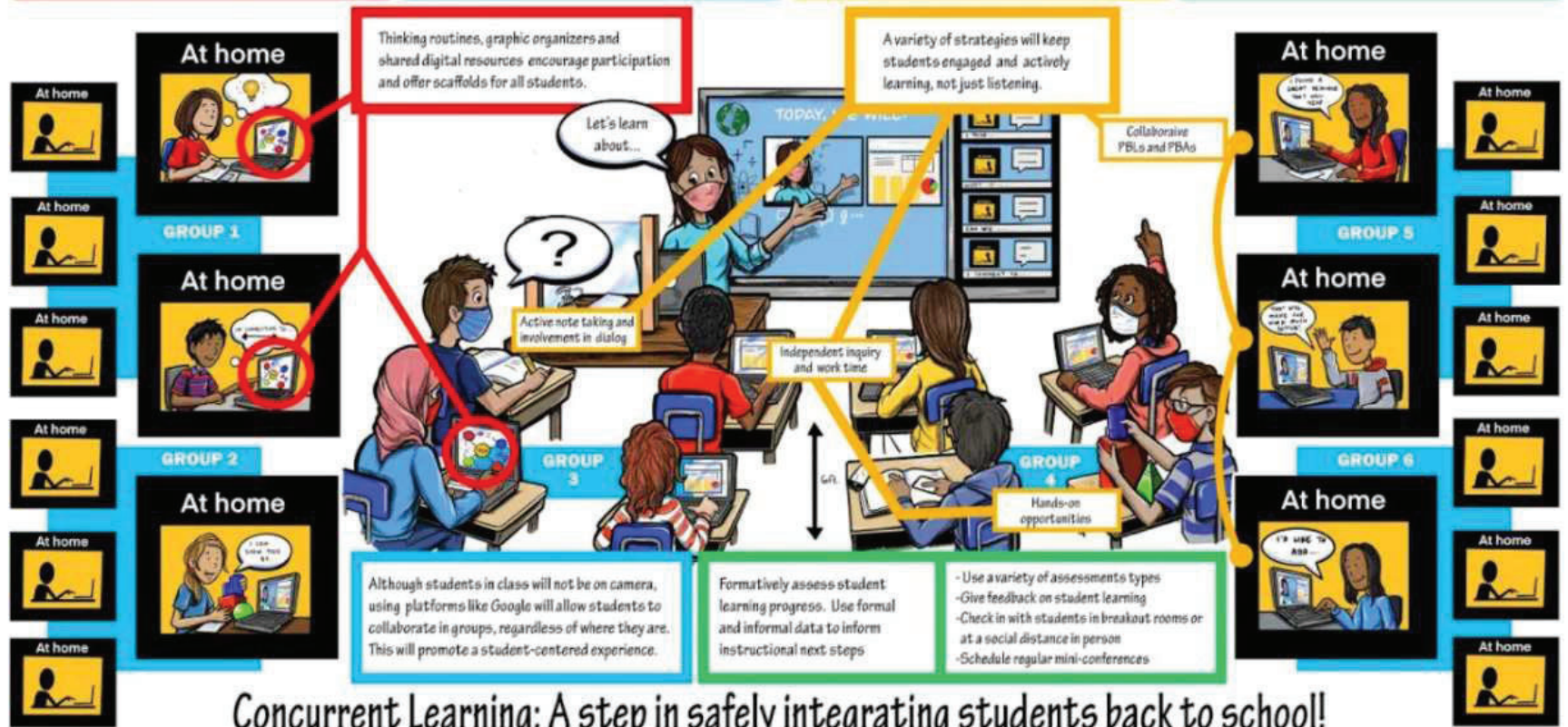
Create opportunities for students to interact in partner, small group, and whole class learning.

USE A VARIETY OF INSTRUCTIONAL PRACTICES

Utilize a workshop or engagement model to promote active learning with accessible resources so that all students can learn at their own path and pace.

CONNECT WITH STUDENTS AND MONITOR PROGRESS

Plan to check in with students to develop relationships and ensure their needs are being met.



Concurrent Learning: A step in safely integrating students back to school!

Concurrent Resource Release Dates

PD Guidebook Sent to Principals on Monday

- Optional email template to send to staff
- Optional powerpoint slides to use

Posted in My PDE on Tuesday

Guidebook Updates

- Returning group videos will be posted two weeks prior to their return
- Information will be continuously be updated to support upcoming groups



Technology

- DIT sourced 1,000 cameras to rapidly support pilot classrooms in the near term. Secondary schools will be receiving them next week.
- DIT has created a flexible AV camera equipment bundle to support grant funded classroom tech
- Next week principals will be emailed an order form with a menu of options and an allotted budget amount. Please work with your school team to get in your orders when ready
- To allow for purchase and delivery we will start placing rolling orders on a weekly basis
- Delivery timelines will be provided as an order is placed
- DIT will work with procurement and finance to ensure grant purchase and tracking rules are adhered to in the order
- Accessories (long cables, power strips, adaptors, etc.) that would not qualify for the grant funded purchase can be ordered directly from the procurement catalog with school funds

Human Resources



Human Resources

Staffing Decision Framework

Tier 1	ADA accommodation based on personal health condition	Resources must be used here first
Tier 2*	Virtual assignment preference due to member of household designated as high risk based on CDC guidelines	If virtual assignments available after Tier 1, then assign to Tier 2 based on seniority
Tier 3*	Virtual assignment preference due to child care concerns	If virtual assignments available after Tier 1 and 2, then assign to Tier 3 based on seniority
Tier 4*	Virtual assignment preference due to personal preference	If virtual assignments available after Tier 1-3, then assign to Tier 4 based on seniority

*Provide flexibility where possible. Dependent on staffing needs at individual schools.

Human Resources

Classroom Monitors

- Available this year only due to COVID-related staffing challenges. Providing this resources goes above and beyond what is required under the ADA
- HR will provide information about classroom monitors today, to include funding allocation, policies for using funds, and an overview of the process
- When EER calls to engage you in the interactive process, be sure you have a clear picture of all available resources. Use of a monitor must be approved by EER as part of the interactive process

Staff Intent

- Staff intent deadline is October 30, 2020
- [FAQ document](#) available on the FCPS website
- Please complete the [Intent Summary Google Doc](#) by 4:30pm on Wednesday, November 4

Reminders | SPED & Childcare



Spec. Education Updates & Reminders

- Special transportation requests are to be updated in the STR (Special Transportation Request) card for Groups 5 & 6 by November 4th
- Updated Special Education Office Hours
 - [Adapted Curriculum/Category B](#): Tuesday 9:30-10:30 a.m. & Thursday, 10:30-11:30 a.m.
 - [Cohort 5 and 6 Special Education](#): Monday 12:00-1:00 p.m., Wednesday 3:00-4:00 p.m., Thursday 12:00-1:00 p.m.

Childcare Solution Reminders

FCPS Staff with FCPS Children	FCPS Staff with out of county children
<ul style="list-style-type: none"> As student facing staff are called back to work, they can bring their child(ren) (K-8) with them to their work site (<i>back of room or supervision room</i>) Once their child's (K-6) cohort goes to in-person learning, they switch to 4 days in person at the child's regular school site On Mondays they can still bring their child to their work site 	<ul style="list-style-type: none"> As student facing staff are called back to work, they can bring their child(ren) (K-8) with them to their work site (<i>back of room or supervision room</i>) <i>**They do not enroll them in FCPS, they attend their home district's virtual classes at their parent's worksite</i> Once their child's school system goes to in-person learning, they attend as planned. (They can still attend work site on asynchronous days)

- **Staff Data- 4 day In Person Requests Sent to ES Principals**
- **EXAMPLE:**
 - *HS ESOL teacher returned to work on 10/26/20*
 - *Teacher has a 3rd grader who attends a different school.*
 - *Their 3rd graders comes to the teacher's work site with them until 1/4/21*
 - *On 1/4/21 their 3rd grader starts attending their regular school Tuesday-Friday instead of the parent's worksite*
 - *Occasionally on Monday's the teacher brings the child with them*

| Facilities & Health



Face Covering Non-Compliance Resource for Principals

- Resource to address non-compliance with face coverings is available on the Principal's Corner and referenced in an Infogram that went out 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 (Translated versions available)
 - Notifications to parents/guardians of instances of non-compliance
 - Notification of required transition to distance learning

Face Covering Exemption Follow up Letter and Resource for Principals

- Students requesting an exemption must submit a signed, written statement from their physician.
- R2109 indicates the exemption may be permitted only where sufficient public health protections can be implemented without unreasonably interfering with the instructional program.
- FCPS will assess the impact of this on instruction in the classroom as well as the impact on the health and safety of other students and staff.
- Due to COVID-19, an exemption from this requirement may alter or preclude access to in-person learning in cases when effective public health precautions cannot be put in place without impacting instruction in the classroom.
- A letter has been developed to share this information with families who have requested exemptions. A guidance document has also been developed. These available on the Principal's Corner and School Health Hub.

DAILY TEMPERATURE CHECKS - False Readings?



SICK STUDENT NOTIFICATION

Student Name: _____

Date: _____

School: _____

Time: _____ AM/PM

Parent/Guardian:

Your student presented to the health room today with the following new and unexplained symptoms:

☐ Fever/chills ☐ Cough ☐ Shortness of breath ☐ New Loss of taste/smell

Temp: _____

☐ Sore throat ☐ Fatigue ☐ Muscle aches ☐ Runny nose/congestion

☐ Stomachache ☐ Diarrhea ☐ Nausea/Vomiting ☐ Headaches

☐ Other: _____

Due to COVID-19 in the community, evaluation by a healthcare provider is recommended for all sick children. Please take this form to your healthcare provider.

School Public Health Nurse/Aide Observation:

Comments: _____

Signature: _____ RN / Health Aide

Follow the Return to School Policy if your child was sent home with any of the above symptoms:

IF NO KNOWN EXPOSURE TO COVID-19 AND:

- No COVID-19 test or Positive COVID-19 test – Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 Test is negative – Stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- Alternate diagnosis by a healthcare provider that explains symptoms – stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving or longer per healthcare provider's instructions.

IF KNOWN EXPOSURE TO COVID-19:

- No Covid-19 test or negative test: Stay home for 14 days from date of last exposure, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 test is positive: Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.

Permission to Return to School/Child Care

Patient Name: _____ Date of Visit: _____
Date of Most Recent Exposure (if applicable): _____ Date of Test (if applicable): _____
Date of First Symptoms (if applicable): _____

The following return-to-school guidance aligns with the recommendations of the Centers for Disease Control & Prevention and the Virginia Department of Health and reflects the best possible clinical assessment of a healthcare provider at the time of service and any applicable test results. This guidance is not a guarantee of any individual's current health status.

Check one:

- ☐ Patient tested POSITIVE for COVID-19 and experienced symptoms. Patient may return to school 10 days after symptoms started, as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested POSITIVE for COVID-19 and has NOT experienced symptoms. Patient can return to school 10 days after the test was taken.
- ☐ Patient was evaluated according to VDH guidelines for community incidence level of COVID-19. A non-COVID source of symptoms was identified so TESTING WAS NOT INDICATED. Patient can return to school when fever-free for 24 hours* and symptoms have improved.
- ☐ Patient experienced symptoms that may be consistent with COVID-19, but was NOT TESTED. Patient may return to school 10 days after the start of symptoms as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested NEGATIVE or was NOT TESTED, but has been in close contact with a person known to have COVID-19. Patient may return to school 14 days after last contact with the person with COVID-19 as long as no symptoms develop.
- ☐ Patient tested NEGATIVE or was NOT TESTED but is a household contact of a person known to have COVID-19 and is unable to fully isolate from that person. Patient may return to school 14 days after the person with COVID-19 was able to end isolation.
- ☐ Patient experienced symptoms that could be related to COVID-19, but tested NEGATIVE and does not have any known exposures or ill contacts. Patient does not require quarantine. Patient may return to school when free of fever for 24 hours* and symptoms have improved.

The patient/caregiver was notified of the test results and has been instructed to follow the guidelines above with regard to school attendance.

* without using fever-reducing medication

The earliest date this patient may return to school is _____. This statement is valid based on current relevant information but may change based on new symptoms, exposures, or results. The patient's family has been instructed to notify the office for any changes.

Signature: _____ MD/DO/NP/RN/LPN Phone #: _____
Name: _____

Cleaning and Disinfecting for Isolation Rooms

- **Close off areas** used by person who is sick.
- **Open outside doors and windows** (where applicable) to increase circulation in the area.
- **Wait 24 hours** before you clean and disinfect the area. If 24 hours is not feasible, wait as long as possible.
- **Clean and disinfect all areas used by the person who is sick...** including classrooms, restrooms, common areas, shared equipment, etc.
- **Vacuum the space if needed.** Use a vacuum equipped with HEPA filter.
- **Once area has been appropriately disinfected, it can be opened for use.**
 - Workers without close contact with the person who is sick can return to work immediately.
- If more than 7 days since the person who is sick visited the facility, additional cleaning and disinfecting is not necessary.

FCPS Community Use-Phase 1

FCPS Community Use-Phase 1 (Outside Grounds Use Only)

Start date: 10/30/2020

- The goal of FCPS Community Use Phase 1 is to provide limited access to FCPS *outside grounds* to FCPS school support groups (PTA, PTO, PTSA, and Boosters).
- Once events are approved by the Principal and Regional Assistant Superintendent (RAS), parents and/or students will be able to attend events held *outside* on school grounds.
- PTA After School Vendor Programs are *NOT* permitted during Phase 1.
- The selling of items (food, tickets, etc.) is *not* permitted at events in Phase 1.
- Please note that school usage will continue as normally scheduled for FCPS staff events and Fairfax County Government agency events.

FCPS Community Use-Phase 1

- All requests for events must be submitted to the principal of the school, then the Principal will receive approval from the RAS.
- Once approved by the Principal *and the* RAS, the event will be submitted by the school to *FCPS Community Use* via FSDirect for processing.
 - Process- Event Request>principal>RAS>Community Use
- Only school support group events approved and supported by the school's Principal and RAS are eligible for submission into FSDirect.
- The participation limit for the event will be determined by the Principal and RAS based on CDC recommendations for space size considerations. (See attached-"Staying Safe at Events and Gatherings" Document.

FCPS Community Use-Phase 1

- Events which *do not* involve direct or in-person exposure/contact are permitted *without* a participation limit. See examples below:
 - Car Parades (Participants remain in cars)
 - Drive-in style activities such as movies, music, etc (Participants remain in cars)
 - Drive-through food drives (Participants remain in cars)
- Phase 1 events are strictly for outside grounds use ONLY. (We will not be providing access to the inside of the school building to minimize transmission of the virus. Event sponsor is to responsible for any required temporary bathroom facility scheduling and costs).
- Event groups are expected to provide all necessary supplies such as hand sanitizer, trash bags, etc.
- Event sponsors are expected to remain on campus during the event, adhere to CDC guidelines and to clean-up the approved space after the activity.

FCPS Community Use-Phase 1

- **Event** requestor will have to review and accept COVID-19 CDC guidelines for “Staying Safe at Events and Gatherings” requirements.
- All participants must be symptom free:
 - No Fever, cough or shortness of breath
 - No contact with a person suspected of COVID exposure for 14 days
- All participants must wear a mask on FCPS grounds at all times. Any temporary exception to the requirement of wearing a face mask during the school day, such as while eating, drinking or exercising, will be under the direction and supervision of a school official(s) when it is safe to do so.
- All participants must maintain social distancing of 6 feet between participants and wash/sanitize hands.
- *Violation of any of the above CDC safety requirements can result in the denial of any future usage or events by the requesting school support organization.

Communication

- Return to School PPT presentation for town halls, community meetings
<https://sites.google.com/fcpsschools.net/fcps-principal-corner/home>
- RTS Family Guide: <https://www.fcps.edu/returntoschool/familyguide>
- Oct. 28 student/staff stress letter and video.
<https://www.fcps.edu/blog/end-first-quarter-message-superintendent>
- Oct. 23 RTS Update; <https://www.fcps.edu/blog/superintendent-return-school-update-october-23> included a video demonstrating concurrent instruction at West Springfield HS and Kings Park ES; staff letter; principals letter
- All superintendent messages here: https://www.fcps.edu/blog?field_term_blog_topic_target_id=238
- RTS weekly newsletter each Monday
<https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/2a7767b>
- 11/19 Town Hall

Breakout Links (if needed)

Group 1: <https://us.bbcollab.com/guest/fb2b6c907ff44224ae4a72d120523ef6>

Group 2: <https://us.bbcollab.com/guest/48bf42eab68a4f05a6b878852f52f3e5>

Group 3: <https://us.bbcollab.com/guest/7ea65999d1bf46bf91b57f6bf3cf83ce>

Group 4: <https://us.bbcollab.com/guest/d7e5c13b9eaa4372bed866a6c63135a4>

Group 5: <https://us.bbcollab.com/guest/0393a3a700b64aa9aee68712a820f7aa>

Group 6: <https://us.bbcollab.com/guest/9b94f0ed47cd4b73849eae6b3d5d95f2>



Secondary Principal Briefing: Phase-In Planning

November 6, 2020

Agenda

- Dr. Brabrand Welcome
- COVID Communication Protocols
- Monitors/Subs
- Classroom Capacity Analysis
- Academy Students
- Debrief

COVID Communication Protocols



COVID-19 Communication Updates

1. Scenario cards with hyperlinked flowcharts have been developed to assist building level administrators and program managers in know what to do when presented COVID-related issues
2. Additional personnel is being added to ensure timely support to building level administrators and program managers.
3. FCSP COVID-19 Dashboard launched November 2, 2020

COVID-19 Scenario Cards



COVID-19 Response Scenarios for Principals and Program Managers

Positive Student or Staff

Student or staff member attending in-person instruction or work within the last 14 days reports that he/she has been diagnosed with or tested positive for COVID-19.

Suspected In-Person Student

Student attending in-person instruction has reported they have been directly exposed to someone who has been diagnosed with or tested positive for COVID-19.

In-Person Staff Pending at School:

An in-person staff member demonstrates COVID-like symptoms and is awaiting COVID-19 test results.

Suspected In-Person Staff

Staff member teaching in-person instruction has reported they have been directly exposed to someone who has been diagnosed with or tested positive for COVID-19.

Itinerant Staff Positive

An itinerant staff member, working in-person at a school location, notifies his/her Program Manager that he/she has been diagnosed with or tested positive for COVID-19.

Central Office Positive

Central office staff member working in-person in a non-school location reports to Program Manager they have been diagnosed or tested positive for COVID-19.

Itinerant Staff Pending Results

An in-person itinerant staff member working at a school demonstrates COVID-like symptoms and is awaiting COVID-19 test results.

Itinerant Staff Pending

Itinerant staff member working in a central office facility demonstrates COVID-like symptoms and is awaiting COVID-19 test results and is unable to return to work.

FCPS COVID-19 Dashboard- Daily Case Reporting

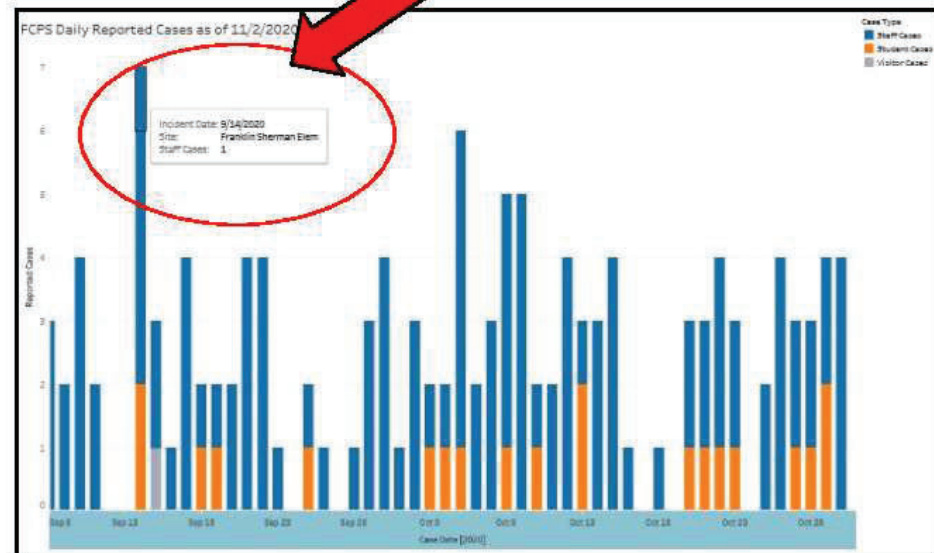


Table View

FCPS Daily Reported Cases (Table View) as of 11/2/2020 12:48:52 AM

Day of Incident Date	Site	Staff	Case Type	Student	Visitor
September 8, 2020	Dequoy Elem				
	Lorton Center				
	South Lakes High				
	Lorton Center				
	William Gelpi Administrative Center				
	Bottom Support Center				
	Porter Edge Elem				
	IPSC - Instructional Program Support Center				
	Marshall Road Elem				
September 11, 2020	Lorton Center				
	Lorton Station Elem				
September 14, 2020	Creighton Elem				
	Franklin Sherman Elem				
	Lorton Center				
	Hollan High				
	South Lakes High				
	Stonecroft Transportation Center				
September 15, 2020	Sunrise Valley Elem				
	South County Middle				
	Spring Hill Elem				
	Wilcox Woods Center				
September 16, 2020	Lorton Center				
September 17, 2020	Hayfield SS				
	Stonecroft Transportation Center				
	Westgate Elem				
	Wilcox Woods Center				
September 18, 2020	Marion Crest Elem				
	Tomball Lane Elem				
September 19, 2020	Lorton High				
	Lorton Center				
September 20, 2020	Centerville Elem				

Bar Graph view with hover over function by School



Search by School or Location

* Reporting Site

(None)

Annandale High
 Baileys Elem
 Belle View Elem
 Belvedere Elem
 Bryant ALC
 Bucknell Elem
 Cameron Elem
 Centre Ridge Elem

Human Resources



Human Resources

Hiring Process for Classroom Monitors

1. Locate applicants in BrassRing
2. Interview
3. Submit an [HR8](#) to your Operational Employment Specialist
3. Classroom monitors are not to report to the work site until they have cleared their background check. The Operational Employment Specialist will notify the school when this has occurred

Other Considerations:

- Parents cannot volunteer to serve as classroom monitors; however, you can hire parents to serve in that capacity
- Dining Room Assistants can be used as classroom monitor but need to be compensated as such

Classroom Capacity Analysis



Classroom Capacity Analysis

By 11/9 Please submit the number of classes over capacity for 6ft social distancing:
<https://forms.gle/piHePz5U3ZrUmqR39>

Student Intent General Trends:

- Elementary students trended towards changing to in-person
- Middle school students trended towards changing to in-person
- High school (especially juniors and seniors) trended towards online preference

Grade	Online				In-Person			
Grade	Total Updates	Confirmed Online	Changed from In-Person to Online	New Online	Total Updates	Confirmed In-Person	Changed from Online to In-Person	New In-Person
Elementary	4676	1501	2056	1119	5961	1504	2873	1584
Middle	953	342	486	125	1111	332	625	154
High	2991	980	1706	305	2812	1369	1067	376

Academy Students



Academy Students

- Academy students who select virtual as their preference but would like to attend their academy course in-person may continue to attend their academy courses in-person where possible
 - This is consistent with prior discussions in summer months and has been the practice for the supplemental in-person experiences during the phase in
 - Transportation will be the responsibility of the student/family in these types of scenarios





Secondary Principal Briefing: Phase-In Planning

November 13, 2020

Agenda

- Dr. Brabrand Welcome & Updates
 - Revised Phase-in Timeline
- Action Team Updates
 - Health
 - Human Resources
 - Instruction
 - Technology

Tentative Phase-in Timeline

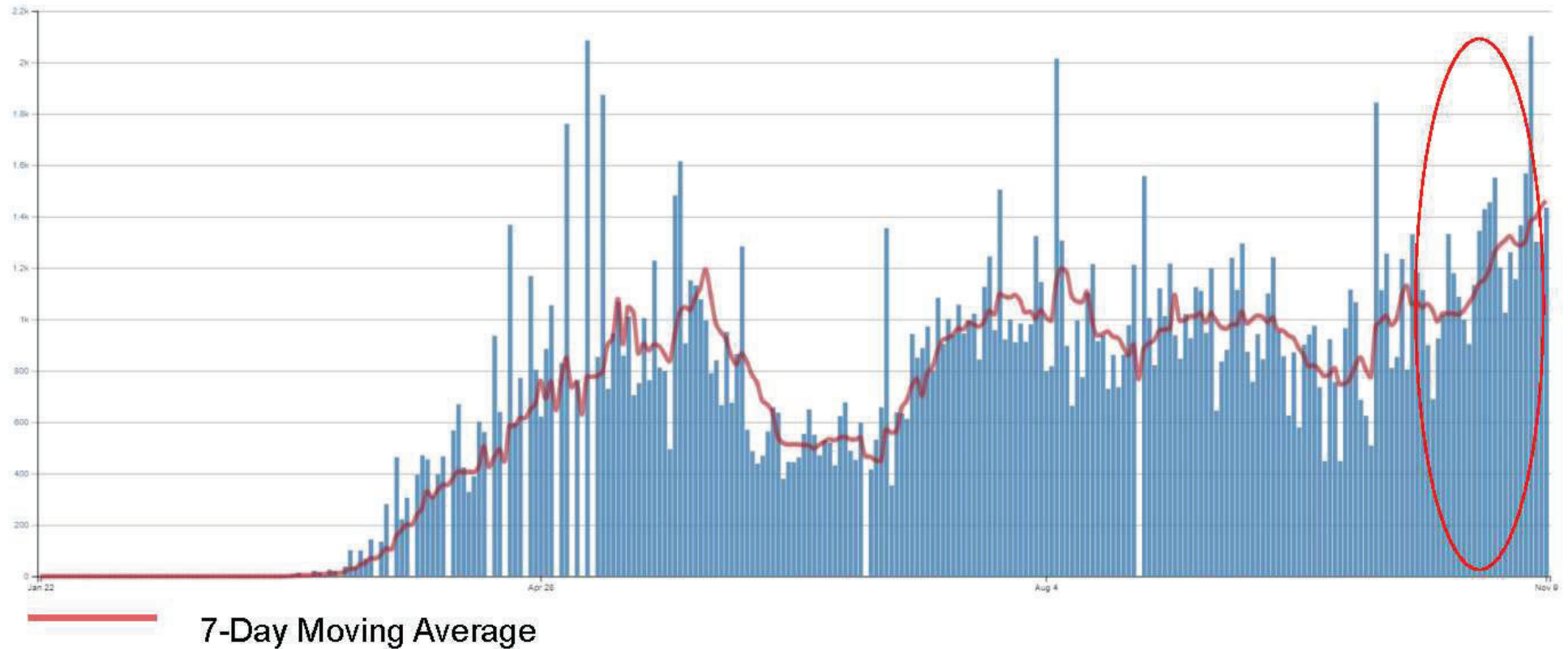
		October			November	December	January	
		5	19	26	17	8	12	26
COHORT LEARNING 	Group 1: Select Specialized Career Prep Classes							
	Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes							
	Group 3 & 4: Select EL, Specialized Career Prep Classes, and Spec. Ed. [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), Burke School-Elementary]							
	Group 5: Early Head Start (infants and toddlers) PreK (three and four year olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program @ Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in spec.ed. settings]							
HYBRID LEARNING 						Group 6: Grades 1-2, and Specialized Career Centers- Spec.Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)		
							Group 7: Students in Grades 3-6, (including 6th grade in middle schools), Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)	
							Group 8: Middle and High School Students in Grades 7-12 and Davis & Pulley Career Centers	

| Health



COVID Cases in Virginia on the Rise

Daily Trends in Number of COVID-19 Cases in Virginia Reported to CDC



Core Indicators, Fairfax, 11/11/2020

Total number of new cases per 100,000 persons within the last 14 days*

188.8

Percentage of RT-PCR tests that are positive during the last 14 days**

6.3%

Ability of the school to implement five key mitigation strategies

VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Fairfax or Northern Region, 11/11/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†

43.1%

Percentage of hospital inpatient beds in the region that are occupied‡

84.7%

Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡

6.3%

Existence of localized community/public setting COVID-19 outbreak§

Please refer to the Daily Region Metrics dashboard for information on outbreaks.
















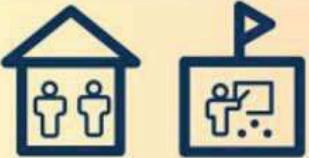








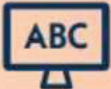

FCPS Data: Core and Secondary CDC Indicators

November 12, 2020

Indicator Risk Levels
Lowest
Lower
Moderate
Higher
Highest

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

CDC Alignment to Virginia Phased Guidance for Schools

 <h2>GUIDANCE FOR SCHOOLS</h2>		
<h3>LOWEST OR LOWER RISK</h3> <p>Schools may consider Phase III Recommendations</p> <div>       </div> <div>  </div> <p>In schools with lower risk of transmission, all students may be given the opportunity for in person instruction with mitigation and physical distancing measures in place. Facilities and staffing limitations may necessitate hybrid schedules.</p> <div>  </div> <p>A fully remote learning option should be available for all students and staff.</p>	<h3>MODERATE OR HIGH RISK</h3> <p>Schools may consider Phase II Recommendations</p> <div>       </div> <div>  </div> <p>In schools with moderate or higher risk of transmission, specific learners should be prioritized for limited in person instruction, including willing students with disabilities, english learners, and PreK - 3rd grade students.</p> <div>  </div> <p>All other students should be served remotely. Fully remote option should be available to all.</p>	<h3>HIGHEST RISK</h3> <p>Schools may consider Phase I Recommendations</p> <div>       </div> <div>  </div> <p>In schools with high risk of transmission, in person instruction should be limited to students with disabilities, as deemed appropriate by parents and IEP teams.</p> <div>  </div> <p>All other students should be served remotely. Divisions may consider a fully remote option.</p> <div>  </div> <p>Plans should be in place to phase back to in-person instruction.</p>

CDC's Third Core Indicator: 5 Key Mitigation Strategies In Schools

Five (5) Mitigation Measures

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with local health department

Reinforcement and Assessment of Mitigation Measures

- Signage in schools reinforcing mitigation measures
- Email reminders reinforcing mitigation measures, staying home when sick, and completing the daily health screening prior to reporting to work
- Audit teams will conduct walkthroughs of schools to monitor and assess the implementation of mitigation measures. The use of the designated teams ensures inter-rater reliability and enables school staff to focus on instructional tasks

Important Reminder: Staff and Students Staying Home when Sick

Current Health Thresholds for In-Person Decision Making: Two of Three CDC Core Indicators

	Community Introduction and Transmission		Transmission in Schools
FCPS Groups	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:
Group 1: 40 students (Spec. Career Prep)	> 200	> 10%	TBD
Group 2: 1,300 students (PAC, ECGB, Spec. Career Prep)	> 200	> 10%	TBD
Group 3: 4,100 students (Select Spec. Ed.)	> 200	≤ 10%	TBD
Group 4: 2,900 students (Select Spec. Ed.)	≤ 200	≤ 10%	TBD
Group 5: 6,800 students (Head Start, PreK, Kindergarten & Select Spec. Ed.)	≤ 200	< 8%	TBD
Group 6: 13,500 students (1st & 2nd Grades, Select Spec. Ed.)	≤ 200	< 8%	TBD
Group 7: 28,000 students (3rd - 6th Grades, Select Spec. Ed.)	TBD	TBD	TBD
Group 8: 52,800 students (Middle & High School)	TBD	TBD	TBD

<u>Current FCPS Data (11.1220)</u>	
Cases Per 100,000	188.8
Percent Positivity	6.3%

<u>CDC Indicator Thresholds</u>			
Virginia Phase	Risk Level	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days
Phase III	Lowest	< 5	< 3%
	Lower	5 to < 20	3% to < 5%
Phase II	Moderate	20 to < 50	5% to < 8%
	Higher	50 to ≤ 200	8% to ≤ 10%
Phase I	Highest	> 200	> 10%

Current Health Thresholds Impact on In-Person Instruction

In order to for a group to **BEGIN** in-person instruction:

- The established thresholds for the group must be met for **BOTH** the number of cases per 100,000 persons and the percent positivity for seven (7) consecutive calendar days.

In order to for a group to **REMAIN** in in-person instruction:

- The number of cases per 100,000 persons or the percent positivity for may not exceed the established threshold for the group for seven (7) consecutive calendar days.

Groups will transition back to **DISTANCE LEARNING** if:

- The number of cases per 100,000 persons or the percent positivity exceeds the established threshold for the group for seven (7) consecutive calendar days.

FCPS Groups	Community Introduction and Transmission		Transmission in Schools
	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:
Group 1: 40 students (Spec. Career Prep)	> 200	> 10%	TBD
Group 2: 1,300 students (PAC, ECCB, Spec. Career Prep)	> 200	> 10%	TBD
Group 3: 4,100 students (Select Spec. Ed.)	> 200	≤ 10%	TBD
Group 4: 2,900 students (Select Spec. Ed.)	≤ 200	≤ 10%	TBD
Group 5: 6,800 students (Head Start, Presk, Kindergarten & Select Spec. Ed.)	≤ 200	< 8%	TBD
Group 6: 13,500 students (1st & 2nd Grades, Select Spec. Ed.)	≤ 200	< 8%	TBD
Group 7: 28,000 students (3rd - 6th Grades, Select Spec. Ed.)	TBD	TBD	TBD
Group 8: 52,800 students (Middle & High School)	TBD	TBD	TBD

Future Health Metrics for In-Person Decision Making: Guided by All CDC Three Core Indicators to Determine **Overall Risk In Schools**

	Community Introduction and Transmission		Transmission in Schools	Overall Risk in Schools
FCPS Groups	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:	
Group 1: 40 students <small>(Spec. Career Prep)</small>	> 200	> 10%	TBD	
Group 2: 1,300 students <small>(PAC, EGCB, Spec. Career Prep)</small>	> 200	> 10%	TBD	
Group 3: 4,100 students <small>(Select Spec. Ed.)</small>	> 200	≤ 10%	TBD	
Group 4: 2,900 students <small>(Select Spec. Ed.)</small>	≤ 200	≤ 10%	TBD	
Group 5: 6,800 students <small>(Head Start, PreK, Kindergarten & Select Spec. Ed.)</small>	≤ 200	< 8%	TBD	
Group 6: 13,500 students <small>(1st & 2nd Grades, Select Spec. Ed.)</small>	≤ 200	< 8%	TBD	
Group 7: 28,000 students <small>(3rd - 6th Grades, Select Spec. Ed.)</small>	TBD	TBD	TBD	
Group 8: 52,800 students <small>(Middle & High School)</small>	TBD	TBD	TBD	

Health: Key Points

- *Virginia's Phased Guidance for Schools* is based on risk in schools which may not equal risk in the community given the impact of mitigation measures.
- Once the audit process is fully implemented, "in-person instruction" decisions in FCPS will be based on risk in schools [comprehensive assessment of all three (3) CDC Core Indicators].
- In an abundance of caution, FCPS is grounding "in-person instruction" decisions for Groups 1- 6 on community transmission until the FCPS audit process for mitigation measures is fully implemented.
- COVID data is shared with all FCPS stakeholders through the FCPS COVID Case Dashboard and school / work site communications to staff and families and the Fairfax CDC Indicator data and link to the VDH Outbreak Dashboard will soon be available on the FCPS website.

Elements Guiding Phase-in Decision-Making

FCPS Readiness Level	Level 2 (Cohort Learning Groups 1-4)	Level 2 (Cohort Learning Groups 5)	Level 2 (Cohort Learning Groups 6)	Level 3 (Hybrid Learning Groups 7-8)	Level 4 (100% In-Person Learning)
Health Metrics Centers for Disease Control and Prevention (CDC) metrics for assessing transmission risk in FCPS community	Go	Go	Go	Caution	Stop
FCPS Operational Metrics: Staffing FCPS capacity to support in-person instruction based on staffing	Go	Go	Caution	Caution	Stop
FCPS Operational Metrics: Mitigation Strategies School preparedness including ability to implement CDC mitigating measures.	Go	Go	Go	Caution	Stop
FCPS Operational Metrics: School and Staff Readiness School preparedness including instructional and operational components	Go	Go	Go	Caution	Stop

Green: Go/Dial Up; Yellow: Caution; Red: Stop/Dial Back

Renaming of the Isolation Room

- New Name - **Care Room**
- Rationale - Reducing potential stigma for students
- Purpose of the room remains the same - separate students who present with COVID-like symptoms from other students while they are being assessed and/or waiting for guardian pick-up

PPE - Availability

- Suggest identifying one or more PPE rooms
- [Considerations for Personal Protective Equipment \(PPE\)](#)
- [Supplies and Delivery Information](#)
- [Replenishment Supplies Ordering Information from Warehouse](#)
- Reminder: Masks, gloves, face shields, and hand sanitizer available for all returning staff next week

| Human Resources



HR Updates

Classroom Monitor Updates/Reminders:

- HR is screening candidate resumes for minimum qualifications only. Please be sure to interview candidates and check references prior to submitting a request to hire (HR-8)
- To ensure expedited processing, please be sure to include the funding source on on the HR-8
- PD Playlist for Classroom Monitors--look for an email today

Other Updates:

- Progressive discipline guidance for situations where staff are not complying with the face covering requirement will be shared next week

Childcare Solution Reminders

- 4-day in person data as of 11/1 sent to schools within a Google Sheet
 - Begins as child(s) cohort returns to in person.
- Eligible staff who missed the deadline may reach out to attending schools directly
 - Principal discretion based on space at this time
 - Collaborative spirit to attempt to accomodate in support of staff return
 - Reminder- allowable for all student facing staff, including bus drivers, PHTA etc.
- Newly Hired Monitors
 - 4-day availability- Principal discretion based on space at this time at the work site
- Out of county staff can still bring their child(ren) to work sites as agreed upon with principal (not enrolled)
- SRS & SACC conversations still in progress, updates coming soon

Instruction



ACPM

- Time for your learning
- Keeping the main thing the main thing
- Leadership Team is invested and partnering with you

**Coaching for
Equitable Practices**

Nov 18

Additional Opportunities for In-person Activities

As Early as November 16

- VHSL Athletics - use of gyms/weight rooms
- VHSL Activities - use of indoor and outdoor facilities
 - Ex: Theater, Debate, Robotics, etc.

As Early as November 30

- HS Co-curricular activities - use of indoor and outdoor facilities
 - Ex: Marching Band, DECA, FBLA, Student Government, etc.
- HS Performing Arts and Instrumental Program Curricular Activities

As Early as January 11

- HS Extracurricular Clubs and Activities

As Early as January 26

- MS Extracurricular Clubs and Activities

Addressing Secondary Student Workload & Stress

- Extended Late Work Deadlines
- Including two “catch up days” per quarter at all Middle and High Schools
- Reinforced expectations on updated Homework and Grading practices
- Pass-Fail option at Middle and High schools will extended until 11/30
 - MS: limited to one elective credit as pass-fail to support students who are struggling with workload and grades
 - HS: limited to one high school credit; may be applied to health and physical education credits, world language credits, economics and personal finance requirements, or to credit other than those required for English, social studies, mathematics, laboratory science, and select specialized courses
- Extension of Course Drop Deadline without penalty for high school courses to 11/30
- Advocating with College Board and IB Organization for workload/testing reductions

Staff Return and Prep Dates

	Student Return	Start Work from School Building	Monday Prep Days	Additional Prep Days
Group 6	12/8	11/24	11/30, 12/7	12/3, 12/4
Group 7	1/12	12/15	1/4, 1/11	1/7, 1/8
Group 8	1/26	1/12	1/4, 1/11	1/19, 1/21



New Video

- Updated Concurrent Video
- Response to Principal input
 - Mitigation Strategies Highlighted
 - Instructional Practices Explicitly Stated
 - 1 teacher in the room
 - Shows parents the concurrent experience
- Consider Tweeting out or including in your community newsletters

SIS: Student Attendance Dates & Transportation Info

- Reminder to ensure that the Student In-Person Fields and Online Learning Intention fields in SIS are populated for all students returning to in-person
- Transportation utilizes the Student In-Person Fields to know which days (T/W or Th/F) each student will be attending.
- Transportation information will be provided to each principal for distribution to parents
- Health Forms will be sent automatically based on in-person start dates entered
- ES principals received reminder of this information, so secondary schools will have access to sibling in-person dates through reports once entered
- A-K (T/W) and L-Z (Th/F) is the starting point but schools have flexibility to adjust to make sections balanced

SIS: Student Attendance Dates & Transportation Info

Group 8 Student Cohort Transportation Target Dates are below:

- **Group 8** - Start Date: January 26: Transportation needs information in SIS/STR by 1/4 no changes after 1/13
- **ESOL/SLIFE/CTE and Concurrent Pilot** transportation requests must continue to be entered on the school specific spreadsheets.

*Please share with SIA, SSA and DSS the Ticket Submission Information portion of the document linked below if you would like IT to pre-populate the Start Date, Days of the Week, Meal Services and Bus Transportation fields located in the SIS Return to School Tab.

This [link](#) will have information on how to submit that request. Please contact itservicedesk@fcps.edu if support is needed.

Secondary Scheduling Support

- Upcoming Sessions: November 17 and 19
 - 25 minute one-on-one sessions for IT support - [sign-up sheet](#)
 - Open office hours will be held from 12 – 12:55 p.m. for MS and HS DSS and/or any team members who support master schedule building
- [DSS Secondary Scheduling Resources Google Site](#).
 - Sign up for one-on-one sessions, SIS Reports, links to recorded trainings, etc.
- **SIS will be unavailable:** Fri, Dec 11 @ 5 PM – Mon, Dec 14 at 6 AM and Fri, Dec 18 @ 5 PM – Mon, Dec 21 @ 6 AM

Reminder: If you haven't already, please submit the number of classes over capacity for 6ft social distancing:

<https://forms.gle/piHePz5U3ZrUmqR39>


Technology



Technology Purchase Updates

- 1500 cameras purchased and distributed to support Pilot schools. Additionally, all schools received a starter camera set for testing
- Schools provided a A/V bundle catalog order sheet to purchase additional items in support of customizing concurrent classrooms
 - Round 1 order sheets delivered to schools November 2nd
 - Round 1 order placed with vendors - \$3.5 million
 - 4868 Cameras
 - 1425 Doc Cameras
 - 602 Sound Amplifiers/Microphones
 - 4898 monitors (teacher workstation)
- Round 2 order sheets delivered to schools November 9th, order collection and processing next week

Questions



Secondary Principal Briefing: Phase-In Planning

November 20, 2020

Agenda

- Dr. Brabrand Welcome & Updates
 - Phase-in Timeline
 - Governor's Executive Health Order
- Action Team Updates
 - Health Mitigation Measures - School Safety Review
 - Human Resources
 - Instruction
 - Technology

In-Person Return Dates

- Group 5 In-Person Return Date is paused due to current health conditions; return date will be established following the published FCPS Health Metrics
- Teacher Preparation Days and Return to Work Days are also paused until Student Return Dates are established
- Monday, November 23 is a regular Asynchronous/Intervention Day
- Tuesday, November 24 is a regular Virtual Learning Day

Group Status and Program Clarification

Group 1	<ul style="list-style-type: none"> • Firefighting, LPN, Construction, Student Auto Sales 	Will not phase out based on health metrics
Group 2	<ul style="list-style-type: none"> • Preschool Autism and Preschool Class-based students • EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships 	Will not phase out based on health metrics
Group 3	<ul style="list-style-type: none"> • 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) • EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays) 	<p>Positivity Rate has to be greater than 10% for 7 consecutive days.</p> <p>This group has ZERO days exceeding the threshold as of 11/20</p>
Group 4	<ul style="list-style-type: none"> • 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 • 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 (MOVED FROM GROUP 3) • Burke ES 	<p>Greater than 200 Cases OR Positivity Rate greater than 10% for 7 consecutive days.</p> <p>This group may exceed the threshold for 7 day on 11/22.</p>

Updated

Governor's Health Order

- Governor's Executive Order impacts Community Use in FCPS
- Effective immediately, all Community Use events on FCPS grounds are capped at 25 participants
- Governor's Order does not apply 25 participant limit to the educational/instructional setting - ex: buses, cafeterias, playgrounds, etc.; Order does not affect SAT weekend testing

| Health



Health: In-Person Decision Making Reminders

As of Nov. 19th

Group	Current Status	In-Person Status Details	Metric Thresholds	Within the Last 7 Calendar Days: Number of Days Above the Threshold
		<p>Red = Paused Due to Health Metrics</p> <p>Yellow = Caution: Potential to Pause Due to Health Metrics</p> <p>Green = <u>Go</u> for In-Person Instruction</p> <p>White = Projected Start Date for In-Person Instruction Not Reached</p>		
Group 1 Spec. Career Prep	In-Person	Green = Go for In-Person Instruction	Metric 1: Greater than 200 Metric 2: Greater than 10%	Metric 1: 0 Metric 2: 0
Group 2 PAC, ECCB, Spec. Career Prep	In-Person	Green = Go for In-Person Instruction	Metric 1: Greater than 200 Metric 2: Greater than 10%	Metric 1: 0 Metric 2: 0
Group 3 (Select Spec. Ed.)	In-Person	Green = Go for In-Person Instruction	Metric 1: Greater than 200 Metric 2: Less than or Equal to 10%	Metric 1: 0 Metric 2: 0
Group 4 (Select Spec. Ed.)	In-Person	<p>Yellow = Caution: Potential to Pause Due to Health Metrics</p> <p>Group will transition to virtual if Metric 1 exceeds the threshold for 7 consecutive calendar days</p>	Metric 1: Less than or Equal to 200 Metric 2: Less than or Equal to 10%	Metric 1: 4 Metric 2: 0
Group 5 (Head Start, PreK, Kindergarten & Select Spec. Ed.)	Virtual	<p>Red = Paused Due to Health Metrics</p> <p>Group has been paused due to Metric 1 exceeding the threshold.</p> <p>Group must be within the threshold for Metric 1 AND Metric 2 for 7 consecutive calendar days to begin in-person instruction.</p>	Metric 1: Less than or Equal to 200 Metric 2: Less than or Equal to 8%	Metric 1: 4 Metric 2: 0

PCR Testing through Fairfax County Health Department (FCHD)

Rapid Testing

- Rapid testing is not recommended for schools at this time as the test can give false positives and false negatives.
- Rapid tests also have to be verified with PCR tests.
- The FCHD may be doing some rapid testing pilots with small divisions to see if rapid testing helps or hurts.

PCR Testing Sites w/ One Day Results

The FCHD has their own testing labs and are able to provide access to **FREE** testing with PCR tests (most reliable test) for the following individuals with results in **one (1) day**.

- Symptomatic students and staff
- Staff and students who have been identified as close contacts through contact tracing as a result of a positive staff or student at school
- In order to access PCR testing described, staff would need to make a request to the school's **PHN** who would then **coordinate** testing.

PCR Testing Sites

- There are currently five (5) sites open with a sixth site opening in the next week
- The FCHD will not be advertising these sites publicly but Public Health Nurses can facilitate referrals to these sites for FCPS staff and students who are having difficulty accessing testing.

Self Care:

Classroom Response to Minor Health Care Needs

As Age and Developmentally Appropriate

Mild headache or stomach ache 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 (only a small amount of blood that stops quickly)

Loose tooth/loss of baby tooth

Dry skin/chapped lips

Head lice (*call SHA if live lice or nits noted*)

Bathroom accidents (when a change of clothes is not required)

Tiered Support for Student Health Care Needs



Self-Care in the Classroom (as age and developmentally appropriate)

Mild headache or stomachache 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 (only a small amount of blood that stops quickly)
Loose tooth/loss of baby tooth
Dry skin/chapped lips
Head lice (*call SHA if live lice or nits noted*)
Bathroom accidents (when change of clothes is not required)



Health Room

Head or face injury
Nosebleed > 5 minutes
Diabetic emergency
Breathing Difficulties* (If diagnosed with Asthma or other respiratory disease)
Possible broken bone
Cut/scrape where bleeding is not resolved quickly
Insect sting
Fainting or feeling faint
Seizure
Allergic reaction
Earsache
Toothache
Permanent tooth loss
Students with Individualized Health or Action Plans who require specialized care



Care Room

Fainting, feverish or shills
Fever ≥ 100.4
Headache (Not due to another health condition, hunger, stress, or injury)
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)
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)
Rashes, VOMITING OR DIARRHEA (Not associated with a chronic gastrointestinal condition)

*Individuals with breathing difficulties should not wear a mask, per the CDC.

COVID-19 symptoms are based on the 8/24/20 [VDH Algorithm for Evaluating a Child with COVID-19 Symptoms](#) and subject to change.

Tiered Support for Student Health Care Needs

Self-Care Guidelines for Students with Minor Complaints in the Classroom

CDC's Third Core Indicator: 5 Key Mitigation Strategies In Schools

Five (5) Mitigation Measures

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with local health department

Reinforcement and Assessment of Mitigation Measures

- Signage in schools reinforcing mitigation measures
- Email reminders reinforcing mitigation measures, staying home when sick, and completing the daily health screening prior to reporting to work
- Safety teams will conduct walkthroughs of schools to monitor and assess the implementation of mitigation measures. The use of the designated teams ensures inter-rater reliability and enables school staff to focus on instructional tasks

Important Reminder: Staff and Students Staying Home when Sick

School Safety Teams

- Established team of monitors to conduct surveys
 - Reaching out to former school administrators to expand group
- Provided initial training based on CDC/DOH mitigation strategy guidance
 - Advanced training still in development
- Will provide principals with metrics once finalized
- Conducted group-led practice survey to gain feedback from school administrators
 - Will conduct more practice reviews on Mon-Tues next week
- Begin more frequent reviews Monday, Nov 30
- Feedback will be immediate with school administration for supportive assistance

Mitigation Observation Tool (Draft)

Activity Observed:

Indicate all mitigation measures observed

Implementation of distance learning

Temperature checks upon arrival to school

[Social distancing](#) strategies in school, including modified layouts, physical barriers (e.g., desk dividers), one-way hallways, reduced class sizes, etc.

Modifications to class (i.e., [cohorting or podding](#)) and school operations (e.g., traffic flow in hallways, single entry/exit)

Ability to teach, reinforce, and/or require behaviors that reduce spread such as [hand hygiene](#) or [use of masks](#) for students, faculty, and staff

Protocols for [cleaning and disinfection](#) of frequently -touched surfaces and reducing sharing of common objects

Availability and use of appropriate resources (e.g., masks, hand soap, hand sanitizer) to promote behaviors that reduce spread of SAR-CoV-2 for faculty staff, and students

Modifications for meals and food service, such as pre-plating and staggered meal service

Modifications to large gatherings, after-school sports, after-care, school events, field trips, and extracurricular activities

Considerations for students and staff with [developmental and behavioral disorders](#), with [disabilities](#), or at [increased risk for severe illness from COVID-19](#)

Risk communication within schools, including posting of signs in visible locations

Noted Areas of Strength

Noted Areas of Challenge

Follow-Up Needed

| Special Education



Special Education Updates

Recovery Services

Recovery is not compensation for lack of FAPE, but a determination of need for services to fill in learning gaps caused by shut-down in Spring. IEP team process to consider student need for recovery by request.

Guidance documents:

[FCPS Guidance Document for IEP Teams for COVID Recovery Services](#)

[Supplemental Document for Recovery Services](#)

[Recovery Services: IEP Guidance Document Review \(BBCU Link\)](#)

Group 5: Intensive Support Needs

Additional information has been included to help clarify the criteria for Students with Intensive Support Needs.

Instructionally, student functions multiple grades below current grade level and 50% or more of instruction is modified to bridge the gap between the student's baseline knowledge and course standard with the expectation that the student will subsequently meet the standard.

Principals should invite students who meet the criteria to return to in-person instruction as part of Group 5.

Resources:

[Group 5: Intensive Support Needs Student Criteria Accommodations and Modifications](#)

De-Escalation Training - Level 1

- **Level 1 Training** - Virginia Regulations require that school personnel receive training on skills related to positive behavior support, conflict prevention, de-escalation, and crisis response, including follow-up support and social-emotional strategy support for students, staff, and families.
 - **Who:** Staff who interact with students, including any central office personnel support students at schools
 - **What:** Online module training in MyPDE (course # DLRS_R_S_2020-21), approximately 2 hours to complete
 - **When:** Completion required before Jan. 1, 2021

De-Escalation Training - Level 2

- **Level 2 Advanced Training** - Virginia Regulations requires that require at least one administrator per school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded
 - **Who:** One administrator per building, Crisis Response Teams and select staff based on reference to restraint and/or seclusion in student IEPs
 - 59 schools already meet the administrative requirement
 - **What:** MANDT, PCM Evidence Based Practice curriculums (schools will be able to select from various dates and times to best meet their needs)
 - **When:** Completion required before Jan. 1, 2021

| Human Resources



HR Updates

Q: Can part time teachers serve as classroom monitors and be paid with the hourly funds if they are interested in working additional hours?

A: Yes. The principal will still need to submit an HR-8 so HR can add the hourly monitor job to the employee's record.

Q: Is there a way for a classroom monitor to apply specifically for a particular school?

A: No. However, applicants can indicate a pyramid preference which is a searchable field in BrassRing.

Q: Is it possible to place the advertisement for classroom monitors more prominently on our FCPS website?

Yes. Also, HR and OCCR are collaborating on a press release with a call for applicants for both the classroom monitors and substitutes

Instruction



SIS: Return to School Tab

- Please continue to enter and update information in the Return to School Tab
- More information will be shared next week with details about how to request a mass loading of days of the week and start date
- Please connect with pyramid schools to talk with them about how you are scheduling your students
- The central survey will **not** be utilized to confirm meals or transportation needs for in-person students. Schools should communicate directly to families to confirm, as needed.
- Timeline
 - Group 7 - Days of in-person attendance should be entered into SIS/STR by 12/4 no changes after 12/11* (*updated date)
 - Group 8 - Days of in-person attendance should be entered into SIS/STR by 1/4 no changes after 1/13

Secondary Scheduling Support

- Upcoming Sessions: December 1 and 3
 - 25 minute one-on-one sessions for IT support - [sign-up sheet](#)
 - Open office hours will be held from 12 – 12:55 p.m. for MS and HS DSS and/or any team members who support master schedule building
- [DSS Secondary Scheduling Resources Google Site](#)
 - Sign up for one-on-one sessions, SIS Reports, links to recorded trainings, etc.
- **SIS enrollment will be unavailable:** Fri, Dec 11 @ 5 PM – Mon, Dec 14 at 6 AM
and **SIS will be unavailable:** Fri, Dec 18 @ 5 PM – Mon, Dec 21 @ 6 AM

Technology



Concurrent Classroom Tech - Delivery Updates

*Some items are already trickling in!

Device (Round 1):	When will it arrive (Earliest):	Device (Round 1):	When will it arrive (Earliest):
Logitech Meetup	January	AverMedia AW315s	January
Logitech Connect	January	AverMedia AW330	January
Logitech BCC950	February	FrontRow Juno	January
AVerMedia PW313	January	HP/Dell Monitors	December/January
Jabra 710	January	Epson PowerLite 109W*	January
HoverCam Solo 8 Plus	February	Dell WD19 Dock*	January
Aver M70W	January	ScreenBeam 960*	January
Aver F17-8M	January	ScreenBeam 760*	January
Lightspeed RedCat	January	AverMedia AW330	January

Concurrent Classroom Tech - Receiving

As a recipient of CARES funding, FCPS has a federal obligation to verify and track these purchases for the life of the device.

- TSSpecs and Finance Techs are getting instructions on the steps for receiving. High level steps for awareness:
 - Verify items received against menus (*Make sure they have a copy of your menus)
 - Sign packing slips, keep a copy, and email a copy to ITcaresreceiving@fcps.edu
- TSSpecs will need to tag and barcode equipment and enter into Asset system (they have instructions)

Planning Ahead for Blackout Dates

<i>System</i>	<i>Blackout Start</i>	<i>Blackout End</i>	<i>Purpose and Impact</i>
SIS Enrollment	Friday, Dec. 11 at 5:00 p.m.	Monday, Dec. 14 at 6:00 a.m.	To complete SIS new year rollover <ul style="list-style-type: none"> • Only SIS enrollment will be unavailable. • SIS is still accessible to staff. • ParentVue and StudentVue are still available
SIS Full System	Friday, Dec. 18 at 5:00 p.m.	Monday, Dec. 21 at 6:00 a.m.	To upgrade the SIS system for 2021 <ul style="list-style-type: none"> • SIS will not be available during the blackout. • ParentVue and StudentVue will not be available during the blackout.
FCPS 24-7 Blackboard	Friday, Dec. 18 at 5:00 p.m.	Wednesday, Dec. 23 at 5:00 p.m.	To upgrade Blackboard for continued support this school year <ul style="list-style-type: none"> • Blackboard Learn will not be available during the blackout.

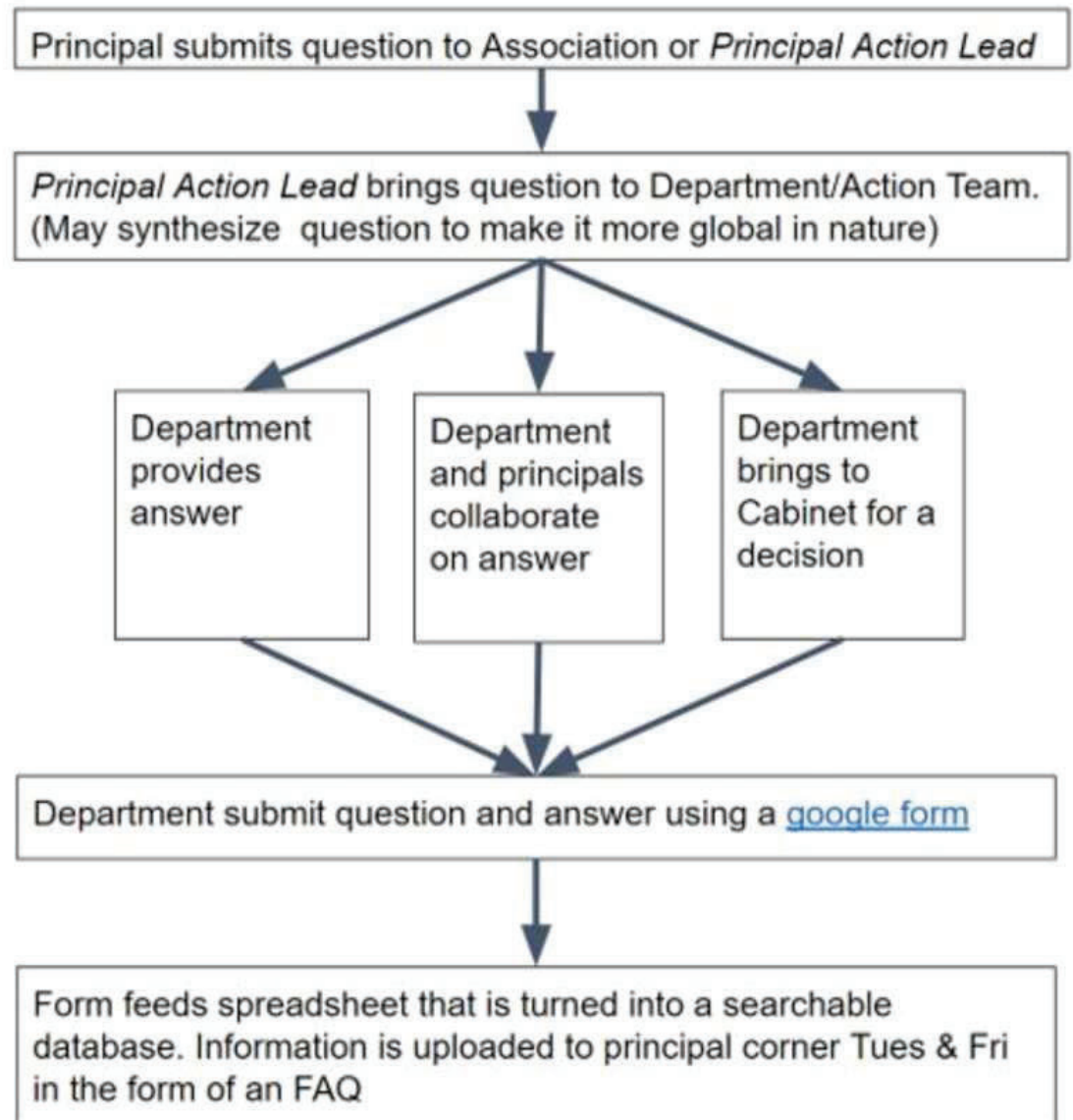
MiFi Roundup Heads-Up

- Need to begin collecting MiFi devices not being used to make them available for other students
- Have about 1500 devices system-wide that have not been used at all this school year
- TSSpecs will be working with Admin to identify those devices and collect those not needed in order to make them available centrally for ongoing student needs. We do continue to get student requests as family circumstances change.


FAQ Reboot

<http://fcpsnet.fcps.edu/supt/corner/FAQs.html> .

(Linked to Principal's Corner Google Site)



Questions

The background of the slide is a photograph of a desk with various school supplies. In the center, there is a wooden sign that says "YOU ARE AMAZING" with two heart cutouts. To the left of the sign is a blue pencil holder filled with pencils. To the right is a black stapler. In the background, there are scissors, a stapler, and a sign that says "DO YOU HAVE WHAT IT TAKES TO BE".

Secondary Principal Briefing: Phase-In Planning

December 4, 2020

Agenda

- Dr. Brabrand Welcome & Updates
- Action Team Updates
 - Instruction
 - Health & Mitigation Measures
 - Human Resources
 - Technology
 - Special Services

Instruction



Return to School Bell Schedule (Start Times)

As FCPS brings back Groups 4 and 5 on January 12, 2021 for face-to-face instruction, the Return to School Bell Schedule (Start Times) will be implemented. This transition places Middle Schools and Thomas Jefferson HS earlier than the previous schedule and also places approximately half of the elementary schools on the later bell schedule. <http://fcpsnet.fcps.edu/fts/fcpsgram/SY-2020-21-Bell-Schedule.pdf>

This change is necessary for the following reasons:

- Social distance requirements reduces bus capacity.
- Time between these runs must be built in so that the driver can sanitize the bus before the next group of students board.
- The bus driver shortage requires that multiple runs be conducted by each driver.

Interventions and 7th/9th/New Student Orientation Transportation Request

- Each school may gain access via the link below to the Google Document form to register student transportation requests.
 - [Student Transportation Requests](#)
- Enter data for students who are eligible to receive transportation.
- Title the completed form with your school name. Submit the Google doc to Michele Phillips and Christopher Lester-Daniels two weeks prior to the start of the program.
- OTS will provide each school with a (CSV) file along with the student transportation information. Each school can then provide parents the transportation arrangements via eNotify.

Transportation SIS/STR Information Deadlines

EMBARGOED DRAFT - Tentative Return to School Timeline Subject to Core Health/CDC and Staffing Metrics

	Student Return DRAFT (Tuesday Start Dates)	Transportation SIS/STR Deadlines
Group 1-4 Group 5 - PreK-K	1/12 New Bell Schedule Starts	Student Data Has Been Received
Group 6 - Grades 1-2	1/19	Student Data should have been Received per previous deadline by 11/16
Group 7 - Grades 3-4	1/26	Transportation needs information into SIS/STR by today, 12/4; no later than 12/17
Group 7 - Grades 5-6	2/2	Transportation needs information into SIS/STR by today, 12/4; no later than 12/17
Group 8 - Grade 7 Group 8 - Grades 9 & 12	1/26	Transportation needs information into SIS/STR by 1/4; no later than 1/13
Group 8 - Grade 8 Group 8 - Grades 10 & 11	2/2	Transportation needs information into SIS/STR by 1/4; no later than 1/13

Preparing for In-Person Schedules

Thank you for completing the brief form for Secondary Readiness for Group 8 - due today!

Concurrent Instruction

- Goal for secondary in-person schedules is the 50% model with 2 days per week in-person
- Alternative option of a 25% model with 2 days every other week in-person may be considered if readiness assessments and metrics show a need to explore it

Intervention Models

- Schools should work to develop intervention plan for students to include in-person cohort opportunities that could begin as early as 1/11

Monitoring Progress and Supporting Students

Thank you for continuing to analyze your data, identify students who need additional support and understand their needs to develop intervention plans

- We continue to hear from students and staff with concerns of workload and stress
- Divisionwide first quarter marks analysis shows a large increase across all grades, subgroups, and content areas in the percentages of failing students, and students who were previously not performing well, performed considerably less well this year.
- Under consideration
 - Establishing 50% as the lowest grade on a 100-point scale
 - Establishing maximum weight of an assignment/assessment at 20%
 - Determining increased flexibility for late work
 - Potentially provide increased acceptance window with a low maximum penalty
 - Implement specific strategies for supporting English Learners and Students with Disabilities
 - Increase family engagement strategies, including translations of progress reports
 - Required documentation of each school's intervention plan for students with multiple Ds and Fs or at risk of not graduating
- Future consideration: Use of P/F, NM, or I; Summer term

OSS Data and MTSS Regional Contacts

Please continue to connect with your OSS Data and MTSS Regional contacts as you analyze first quarter marks and other data

	Region 1	Region 2	Region 3	Region 4	Region 5
Data:	Alisha Martinez	Jessica Hernandez	Peter Wolf	Allison Barker	Anthony Ramakis
MTSS:	Kathy McQuillan	Karen Durocher	Erin Sylves	Katie Baxter	Theresa Lieteau

Monitoring Progress and Supporting Students

Reminders about Catch-up Days

Every middle and high school should designate 2 “catch-up” days per quarter (One “A” Day and one “B” Day)

Intent of these days:

- Students have the opportunity to complete previously assigned work including missed assignments/assessments and/or previously assigned longer term assignments that had not yet reached the due date
- NOT intended for completion of new assignments

Teachers are expected to take attendance and be available during the regularly scheduled class period to support any student who may need additional help

Communicate! Communicate! Communicate!

Health Services



Mitigation Strategies and Safety Teams

Future in-person decision making will be informed by all three Core CDC Indicators with the 3rd indicator being measured by FCPS Safety Teams

Number of Cases Per 100,000	Percent Positivity	Implementation of Mitigation Strategies
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Safety Teams Created to Enhance Mitigation Efforts

- Teams will survey each school every week and provide immediate feedback
- Purpose and intent is to provide additional supports during this pandemic
- Allows for quicker response and data tracking for consistency
- Will inform our ability for students to return to school

Mitigation Strategies and Safety Teams

Five (5) Key Mitigation Strategies:

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with the health department*

Mitigation Strategies and Safety Teams

What is involved:

- Every school site will be observed every week (depending on staff availability) with each school observation lasting two hours. Initially, as staff are being “certified” to conduct visits, pairs of observers will go out together, so schools will be observed every other week.
- Observations will include arrival/dismissal (depending on whether it is a morning or afternoon observation), main office, care rooms, staff break rooms, as well as at least three classrooms. Observation sessions occurring during lunch should also observe the lunchroom
- Observers may also ask a few simple questions of staff, students, or visitors as they move through the building to support their ratings.
- Observation notes and ratings will be recorded electronically
- Observers will roam through the school throughout their visit and will not need to be accompanied by school staff.
- Some observation visits will require two monitors to ensure reliability of the gathered data.

Mitigation Strategies and Safety Teams

- To support the primary purpose of the observations, the correctness and consistency ratings from each observer will be collated to determine an overall grade for each school visit. This grade can be used to support decision-making about an individual school, if needed. The five potential overall grades to be assigned are based on the CDC and FCHD guidelines, as follows:

Overall Grade	Description	Correctness Count	Consistency Count
5	All 5 strategies correctly and consistently Implemented	5	5
4	All 5 strategies correctly but inconsistently Implemented	5	4
3	3-4 strategies consistently and correctly Implemented	3 or 4	3 or 4
2	1-2 strategies correctly and consistently	1 or 2	1 or 2
1	Implemented no strategies	0	0

Mitigation Strategies and Safety Teams

- Additionally, to support the primary purpose of the observations across the Division (i.e., decision-making about in person instruction), overall grades at each school will be averaged across all schools observed that week to get a weekly Division average. The Division average will always be rounded down to the nearest whole number to determine how effectively FCPS implemented mitigation strategies that week. The Division average will be considered in conjunction with the other two COVID-19 health metrics (number of cases per 100,000; positivity rate) to support whether to dial up or dial down in-person instruction.

Division Average	Indicator Risk Level for Mitigating Strategies
5	Lowest
4 – 4.99	Lower
3 – 3.99	Moderate
2 – 2.99	Higher
1 – 1.99	Highest

Mitigation Strategies and Safety Teams

How will the data collected by the observers support continuous improvement at schools?

- Observer notes for specific strengths and challenges on each mitigating strategy will support the observations' secondary purpose of continuous improvement at schools. Once an observation is complete, principals will receive a copy of the notes received along with a communication on the three to five ways that adherence to high-quality implementation of all five strategies can be improved.
- The debriefed information about the observation will be accompanied by any needed supporting information (such as how to order masks and PPE, or how to receive reminder signs about social distancing). This type of information, rather than just the ratings, will be the most important information for principals and schools as they will not only support a deeper understanding of what strong implementation of mitigating strategies looks like but also how to achieve quick fixes toward this aim.

| Human Resources



HR Updates

Classroom Monitors:

- 504 applicants available in pool
- Monitors may begin working prior to student group return

Title IX Training:

- Look for memo next week
- Asynchronous module to be completed prior to January 8
- Synchronous training, by level, on January 8

Technology



Tech Updates

- Concurrent Classroom Technology Purchases
 - FCPS expended \$6.4M during the first two rounds of RTS equipment orders
 - **Classroom technology equipment ordered = 23,164**
 - Final round orders due Monday, 12/7 (to support timely delivery for RTS)
 - Although the funds do not expire Dec 30, later orders mean later arrival dates
- Additional Instructional Support laptops - Ordered and received 1,000 units
 - TSSpecs are working with Admin teams on critical needs in their buildings
 - TSSpecs will work on imaging machines and distributing to staff in January
- December blackout dates reminders
 - **SIS Full System** - Friday, Dec. 18 at 5:00 p.m. to Monday, Dec. 21 at 6:00 a.m.
 - To upgrade the SIS system for 2021
 - SIS **will not be available** during the blackout
 - ParentVue and StudentVue **will not be available** during the blackout.
 - **FCPS 24-7 Blackboard** - Friday, Dec. 18 at 5:00 p.m. to Wednesday, Dec. 23 at 5:00 p.m.
 - To upgrade Blackboard for continued support this school year
 - Blackboard Learn **will not be available** during the blackout.

| Special Services



Restraint and Seclusion Draft Policy (1st Read)

Main Proposal Components

- Prohibition of seclusion in all schools except Burke, Key and Kilmer
- Only the three schools permitted to use seclusion in the very rare instances where it may be considered will have "safe rooms." Doors on safe rooms at other sites will be removed prior to Jan. 1st
- Specific Definitions
 - **Serious physical harm** means bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty. For this policy, serious physical harm is synonymous to serious bodily injury.
 - **Imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention. For this policy, imminent risk is synonymous to imminent threat.

SET GOALS

1. Phase out use of seclusion at all FCPS schools through a multi-year process
2. Continue to use positive behavior interventions and supports to support students
3. Provide tiered support to meet student and staff needs



Proposed policy effective date is January 1, 2021

Restraint and Seclusion Draft Policy

(1st Read)

Main Proposal Components

- Prohibition of prone restraint (consistent with new state regulation)
- Prohibition of supine restraint (will be included in 2nd read)
- Student conference with trusted adult
- Revised parent notification timeline (will be same day for contact and written report in 2nd read)
- School personnel may implement physical restraint or seclusion **only** when other interventions are, or would be, in the reasonable judgment of the particular school personnel implementing physical restraint or seclusion in an emergency situation, ineffective and only to:
 1. Prevent a student from inflicting serious physical harm or injury to self or others.
 2. Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons.
Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.
 3. Defend self or others from serious physical harm or injury.
 4. Obtain possession of controlled substances or paraphernalia which are upon the person of the student or within the student's control.
 5. Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.



Support for Administration & Staff

- Additional professional development and coaching to enhance capacity of school staff and administration
- BITs and ABA coaching support through an equity model
- Technical assistance from the Intensive Support Team
- Expand Crisis Response Teams (CRTs) within existing personnel



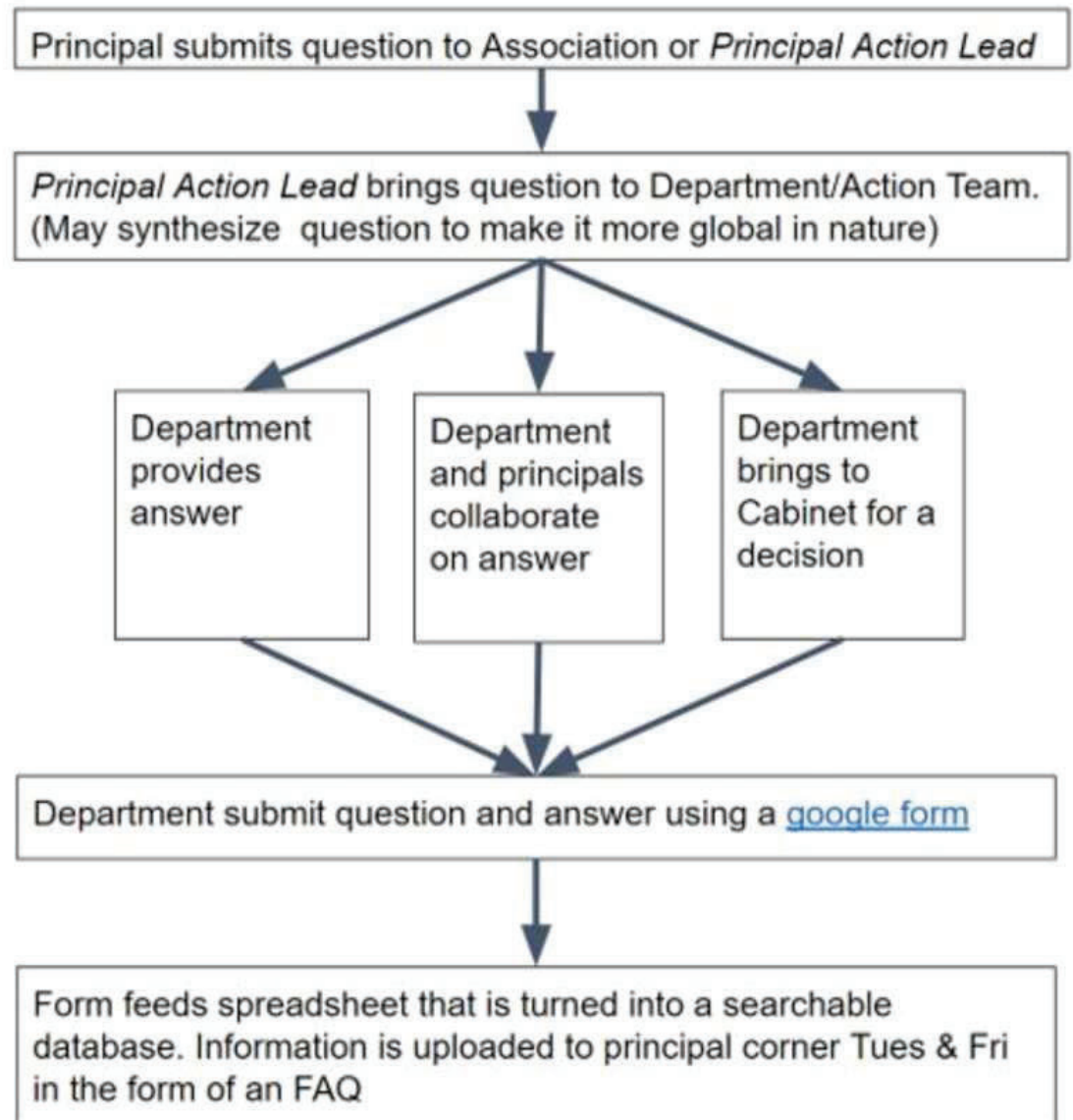
FAQs



FAQ Reboot

<http://fcpsnet.fcps.edu/supt/corner/FAQs.html>

(Linked to Principal's Corner Google Site)



Questions



Secondary Principal Briefing: Phase-In Planning

December 11, 2020

Agenda

- Dr. Brabrand Welcome & Updates on Return Timeline & Bell Schedules
- Health - VDH Health Metrics; Mixing of Groups
- Technology - Bandwidth Guidelines
- Instruction - Student Support Plans; Testing

Draft Updated In-Person Return Timeline

*Groups 1-3 will begin virtually for the first week following winter break

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Teacher Work from School Dates
Group 1-4: Select CTE and Spec. Ed. Group 5: PreK-K	January 12 (New Bell Schedule Starts)	No Later Than January 11
Group 6: Grades 1-2	January 19	No Later Than January 11
Group 7: Grades 3-4	January 26	No Later Than January 19
Group 7: Grades 5-6	February 2	No Later Than January 25
Group 8: Grade 7, 9 and 12 Poe, Glasgow, Holmes - Grade 6	January 26	No Later Than January 19
Group 8: Grade 8, 10 and 11 Poe, Glasgow, Holmes - Grade 7-8	February 2	No Later Than January 19

*MS/HS may begin offering in-person interventions starting on 1/11

*MS/HS will schedule orientation sessions for students new to the building prior to in-person return dates

Revised Bell Schedules - Effective January 12, 2021

CURRENT BELL SCHEDULES		REVISED BELL SCHEDULES	
Middle School	7:30-2:15	Middle School	7:15-2:00
Secondary School	8:00-2:45	Secondary School	8:10-2:55
High School	8:10-2:55	High School	8:10-2:55
Thomas Jefferson	8:40-4:00	Thomas Jefferson	8:10-3:30
Elementary School	8:30-3:15 rolling earliest to 9:20-4:05 latest	Elementary School	9:10-3:55 or 10:05-4:50

There are 72 elementary school bells starting before 9:00 AM and 71 elementary school bells starting at 9:00 AM or later. The ratio of the RTS bell schedule is 67 schools on the early 9:10 bell and 76 schools on the late 10:05 bell.

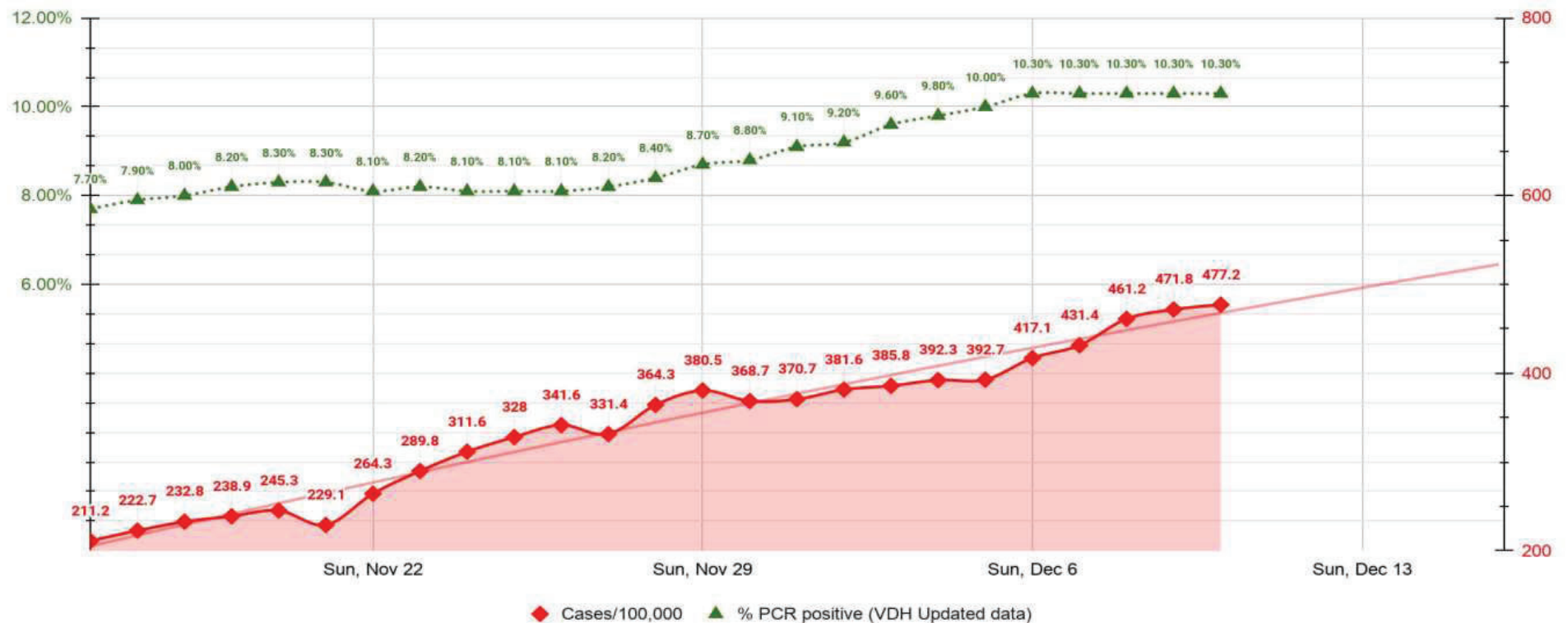
Complete listing of bell schedules can be found at <http://fcpsnet.fcps.edu/fts/fcpsgram/SY-2020-21-Bell-Schedule.pdf>

Health



Community Transmission: Fairfax County CDC COVID Indicators

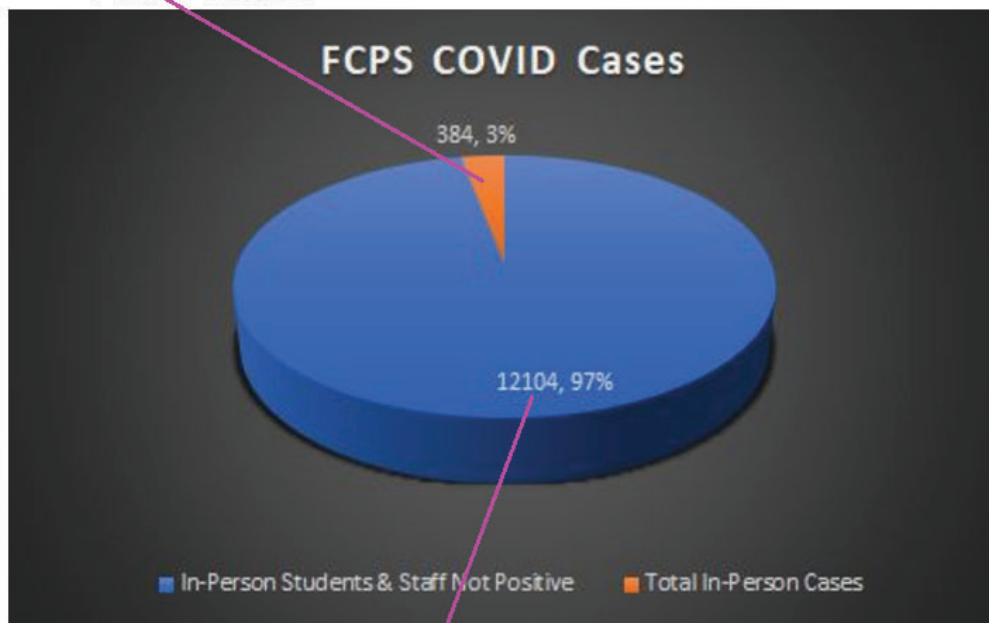
Fairfax Core Indicators



FCPS by the Numbers

384 Total In-Person Cases

3% Positive



Rounded to the nearest whole percent

97% Not Positive

12,104 In-Person Students & Staff

September 8 - December 7, 2020

COVID Positive Cases	Number	Estimated Percent
In-Person Student	32	0.8%
In-Person Staff	295	5.8%
SRS Students	11	.8%
SRS Staff	16	2.8%
Visitors	10	
Student Athletes	17	0.2%
Staff Athletics	3	0.5%
Epi-Linked Students & Staff (Transmission in Schools)	39	10.2% of all cases 0.3% of all in-person students & staff
Cases (Community Transmission)	345	89.8% of all cases 2.8% of all in-person students & staff

CDC Five Key Mitigation Measures

Stop the spread of germs that can make you and others sick!



Consistent and correct use of masks



Social distancing to the largest extent possible



Hand hygiene and respiratory etiquette



Cleaning and disinfection



Contact tracing in collaboration with your local health department

Mitigation Strategy Updates

Cohorting is an additional mitigation strategy, beyond the five (5) key mitigation strategies that can minimize the number of students close contacts if there is a positive.

- Given cohorting is an additional measure beyond the key strategies, we will proceed with planning for in-person return of older students understanding that they will need to mix and will not be able to cohort.

Social Distancing, maintaining six (6) feet between persons, is a key mitigation strategy. At this time, schools should have social distancing incorporated in their planning.

Additional Actions to Foster Mitigation Strategies: Lessons Learned from Transmission in Schools

Area of Need	Mitigation Strategy Adjustment
Unintentionally Reverting Back to Pre-COVID Practices	Daily messaging to remind all stakeholders of the importance of mitigation strategies (email, social media, announcements)
Face Mask Exemptions	Examine, on an individual basis, the ability to support face mask exemptions (need to maintain a safe environment for students and staff)
Social Distancing	Collaboration between department managers and the FCHD to revise existing processes for certain job functions to support implementation of social distancing

Additional Actions to Strengthen Mitigation Strategies

Area of Need	Mitigation Strategy Adjustment
Social Distancing	Restrict visits to other classrooms and offices unless required to complete work functions
	Require use of PPE as outlined <i>PPE Strategies: Guidelines for Proper Use of PPE</i>
Correct & Consistent use of Face Mask	Students who do not have face mask exemptions and are having challenges with the consistent and correct use of masks, even with the support of staff, may have to be temporarily transitioned back to virtual learning to build their tolerance then return back to in-person instruction (PSLs will work with their assigned schools to provide support and guidance on next steps)

VDH - Core and Secondary Indicators for Fairfax County

Core Indicators, Fairfax, 12/10/2020

Total number of new cases per 100,000 persons within the last 14 days*

477.2

Percentage of RT-PCR tests that are positive during the last 14 days**

10.3%

Ability of the school to implement five key mitigation strategies

VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Indicator Risk Levels

Lowest

Lower

Moderate

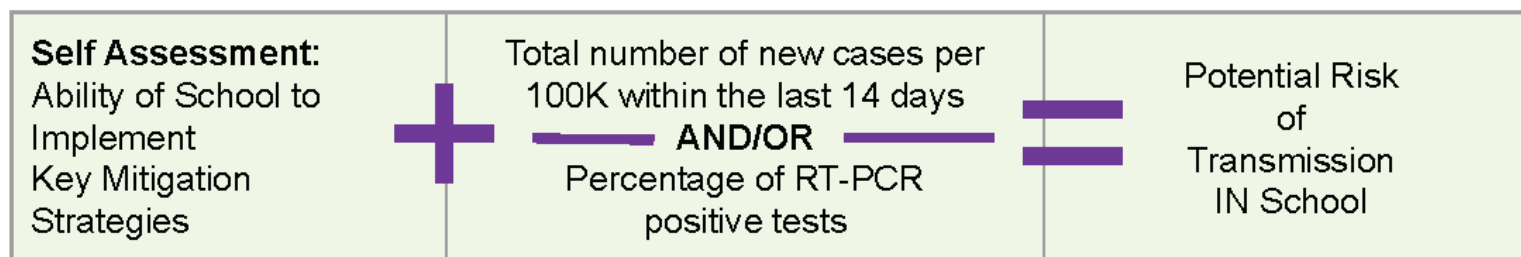
Higher

Highest

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

Dynamic School Decision Making

- When deciding to open, close, or reopen schools, CDC recommends the use of 3 core indicators
 - Two measures of community burden (number of new cases per 100,000 persons in the past 14 days; and percentage of RT-PCR tests that are positive during the last 14 days); **AND**
 - One self-assessed measure of school implementation of key mitigation strategies.
- The community indicators are a measure of the level of **community transmission**.
- While increasing community burden increases the risk of introduction of SARS-CoV-2 to a school, **the risk of transmission within the school is dependent on the implementation of the 5 key mitigation strategies within each school.**



Considerations for Transitioning Between School Instructional Models

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Up to 2 unrelated clusters* in the school within 14 days of each other	Greater than 2 unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other.
Staff capacity to conduct classes and school operations†	Normal	Strained	Critical

* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

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

Decision Matrix for Transitioning Between Methods of Instruction

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	In-Person	In-Person	Hybrid*
	Medium	In-Person	Hybrid*	Remote
	High	Hybrid*	Remote	Remote

*In some circumstances, schools may take a less restrictive approach than what is suggested in the table above. For example, if a school is operating with a full in-person instructional model and able to manage with low school impact despite a “substantial” level of community transmission, then schools can very reasonably hold course and continue with in-person instruction if resources allow.

Technology



Tech Updates

Concurrent Classroom Tech:

- Have spent 99% of funding (\$8.3M) to purchase 32,000+ items
- 6,000+ items already delivered
- DIT team tracking vendor deliveries on a weekly basis
- Large Majority of Round 1 orders to be delivered by mid January, round 2 orders to follow

Tech Updates

Student Overflow scheduling guidelines

- [Link to detailed Guideline document](#)
- The following guidelines were developed in support of school requests to balance schedules with classroom monitors for additional **simultaneous student virtual conferencing (BBCU or Google Meet) connections at each school.**
- Note that staff/teacher internet use is already accounted for in our base bandwidth upgrades and should not be factored in student scheduling calculations.

School Levels	Range of additional simultaneous concurrent overflow student connections on a BBCU/Meet per school building
Elementary	70 - 100
Middle	120 - 175
High	200 - 400

Instruction



Student Support Plans

- **Purpose:** Document high level actions a school will take to address student achievement and wellness concerns:
 - Academic and Wellness Interventions, Family Engagement, Grading, Workload, Special Populations
- **Timeline:** Each school will submit a Student Support Plan to the Region Office by Monday, January 11

Student Support Plans - Format Options

Student Support Plan

School Name: _____

The intent of this plan is to document high level actions a school will take to address student achievement and wellness concerns. Please highlight all responses that apply to indicate how you currently are or will address each section. Please use the additional information box to add comments or insert links to other aligned documents as needed.

Section 1 : Collect & Analyze Data

Data sources that will be utilized to analyze student achievement: <input type="checkbox"/> D/F school wide data <input type="checkbox"/> D/F course data <input type="checkbox"/> Summative Assessment Data <input type="checkbox"/> Attendance data <input type="checkbox"/> Other :	Diverse student perspectives are collected to inform actions through: <input type="checkbox"/> Student listening sessions <input type="checkbox"/> Focus groups <input type="checkbox"/> Townhall <input type="checkbox"/> Survey <input type="checkbox"/> Other:
Build capacity of teachers/staff to interpret data and the development/implementation of the plan through: <input type="checkbox"/> Faculty Meetings <input type="checkbox"/> Teacher Leader Group <input type="checkbox"/> Collaborative Teams or Departments <input type="checkbox"/> Other:	Additional information that supports collecting and analyzing data::

Section 2: Implement Academic Interventions

Intervention Lead: _____ List when the interventions will begin: _____
 Format for interventions: In-person _____ and/or Virtual _____

Check criteria will be used to select students for academic intervention: <input type="checkbox"/> Grades <input type="checkbox"/> Attendance <input type="checkbox"/> Connectivity issues <input type="checkbox"/> Teacher referral <input type="checkbox"/> Other:	List the type of interventions planned: <input type="checkbox"/> Support for work completion <input type="checkbox"/> Use of program such as Edmentum <input type="checkbox"/> Basic skills remediation <input type="checkbox"/> Progress monitoring by counselor or advisor <input type="checkbox"/> Tutoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Other:
Time when the interventions will take place: <input type="checkbox"/> Mondays <input type="checkbox"/> Advisory/SEL Period <input type="checkbox"/> After School <input type="checkbox"/> Saturdays <input type="checkbox"/> Other:	List the staff who will provide the interventions: Share the cycle for monitoring the progress of interventions:
Additional information related to implementing academic interventions:	

Section 1 : Collect & Analyze Data

Guiding Questions	School Response
<ul style="list-style-type: none"> What data sources will be used to analyze student achievement? How will diverse student perspectives be collected to inform actions? How will all teachers/staff be included in understanding data and the development/implementation of the plan? 	

Section 2: Implement Academic Interventions

Guiding Questions	School Response
<ul style="list-style-type: none"> Who will take the lead in organizing the interventions? What criteria will be used to select students for academic intervention? How will they be delivered? What type of interventions are you planning? When will the intervention take place? Who will provide the interventions? When will they start? When will you revisit interventions to see if they are working? 	

Section 3: Support Wellness

Guiding Questions	School Response
<ul style="list-style-type: none"> How will the school engage in individual check-in conferences (sample/support resource coming soon!) with every student through Advisory by February? What staff will support check in? 	

Bell Schedules for Return to School

<u>Tight</u>	<u>Loose</u>
<ul style="list-style-type: none">● Start/End Time● Four periods per day, block schedule (no embedded periods)● Must include Advisory/SEL/Intervention in third or fourth period	<ul style="list-style-type: none">● Strategy for Advisory/SEL/Intervention period will be determined by school● Passing time (must be between 8-15 minutes)● Number of lunch shifts

Classroom Capacity

Responding to questions from yesterday's meeting:

- If schools measure classroom space and are able to fit more desks than the facilities' estimates suggest, schools may use their measurements.
 - Note: The 6 foot measurement must be "nose to nose" of the students
- Reference document: [Reduced Capacity Layout Guidance](#)
- Capacity Architect will be connecting with each school that shared concerns with classroom capacity

In-Person Assessment - Still Allowed



Schools and offices may be closed or open with limited personnel reporting. Telework continues wherever possible. Limited or no public transitions inside of buildings.

All students learn virtually.



Schools and offices open for staff with limited public transactions.

Identified students in greatest need of additional support receive one or more days of in-person instruction in a cohort. Monday opportunities for cohorts of students to supplement virtual instruction. All other students continue virtual learning.

Operational Level 2:

In effect since August 2020
(see slide 47 from [8/18 SB WS](#))

Permits

- Individual student assessments (SpEd evaluation, WIDA Screener, etc.)
- Assessment for groups of students (SOL, WorkKeys, SAT, NNAT, etc.)

Questions