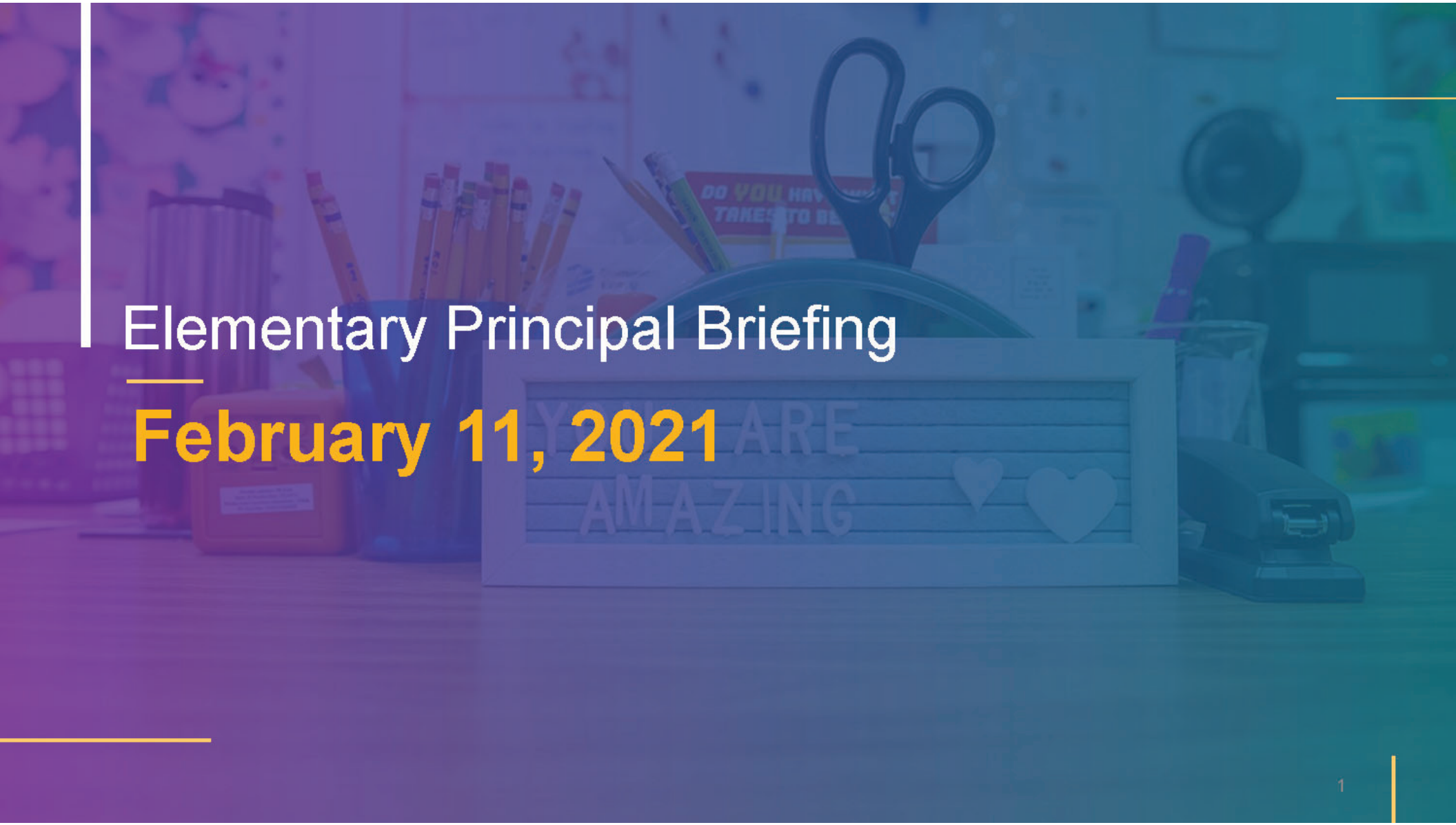
ATTACHMENT 12:

Principals' Briefings that include information regarding Recovery Services



Elementary Principal Briefing

February 11, 2021

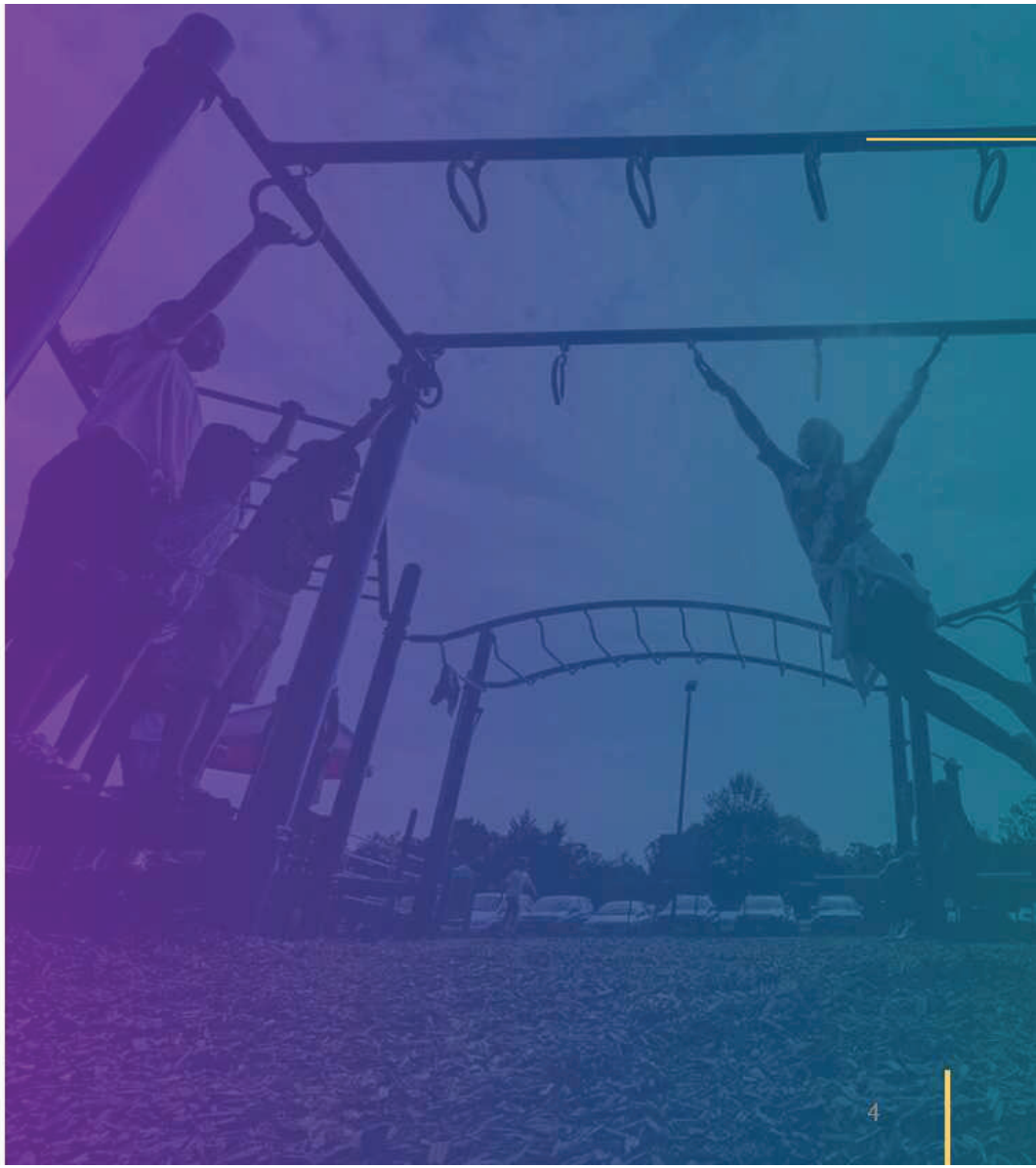
Agenda

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

Upcoming Superintendent Message (Video)

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

Special Services



Health Services Updates*/ Reminders

Face Masks Non-Compliance and Transportation*	SHA & PHN Student Group Return Support*	FCPS Medication Intake Guidelines (Infogram #87)

If a student does not comply with the face covering regulation (R2109) ...
 	
Enable students to be transported and have principal (designee) to contact the family and take the appropriate action based on the specific circumstances of the situation (CURRENT PROCESS)
 	
Rationale: Students remain under staff supervision (safety) and have access to personnel who may be able to get them to comply (caring culture).
 	
Background Information:
Governor Northam's Executive Order EO72, as well as presidential Executive Order EO13998, require wearing of face masks on school buses.
• *School buses are included because the order applies to state and local conveyance operators (public schools), and passengers onboard such conveyances. The order also applies to private school buses because these are conveyances operated for a non-personal, commercial use.*
• Exemptions for certain groups continue to apply.
	• SHA and PHN coverage will be provided to schools
	  ○ The goal is to have SHAs covering no more than 2 schools
	  ○ Key and Kilmer will have their unique staff given the student population served
	• Staff lists of SHAs and PHNs should be available mid to late next week (week of Feb. 8th)
	• SHA / PHN staff should be in schools by Feb 15th for the first return group (Groups 1-4)
	• Health Services is partnering with the FCHD on the remainder of the staff return timeline, Health Care Plans, medical flags for students in the SIS, and training for school-based staff to serve in the "alternate capacity" for minor health care needs
		If you receive medication prior to your SHA return please refer to the guidance below:
		
		Medication Intake FCPS Reference Guide provides the necessary guidance on how to receive, confirm, and document student medication from parents/guardians including:
		
		• Confirmation of accurate information on the designated FCPS authorization forms: Medication SS/SE-63, Epinephrine SS/SE-64, and Inhaler SS/SE-65
		• Confirming medication expiration date(s)
		• Ensuring medication is in the original pharmacy or manufacturer's container
		• Ensuring medication is accurately labeled and matches the authorization forms
		• School staff receiving medication will complete and sign the medication chart, SS/SE-46

Special Education Updates / Reminders

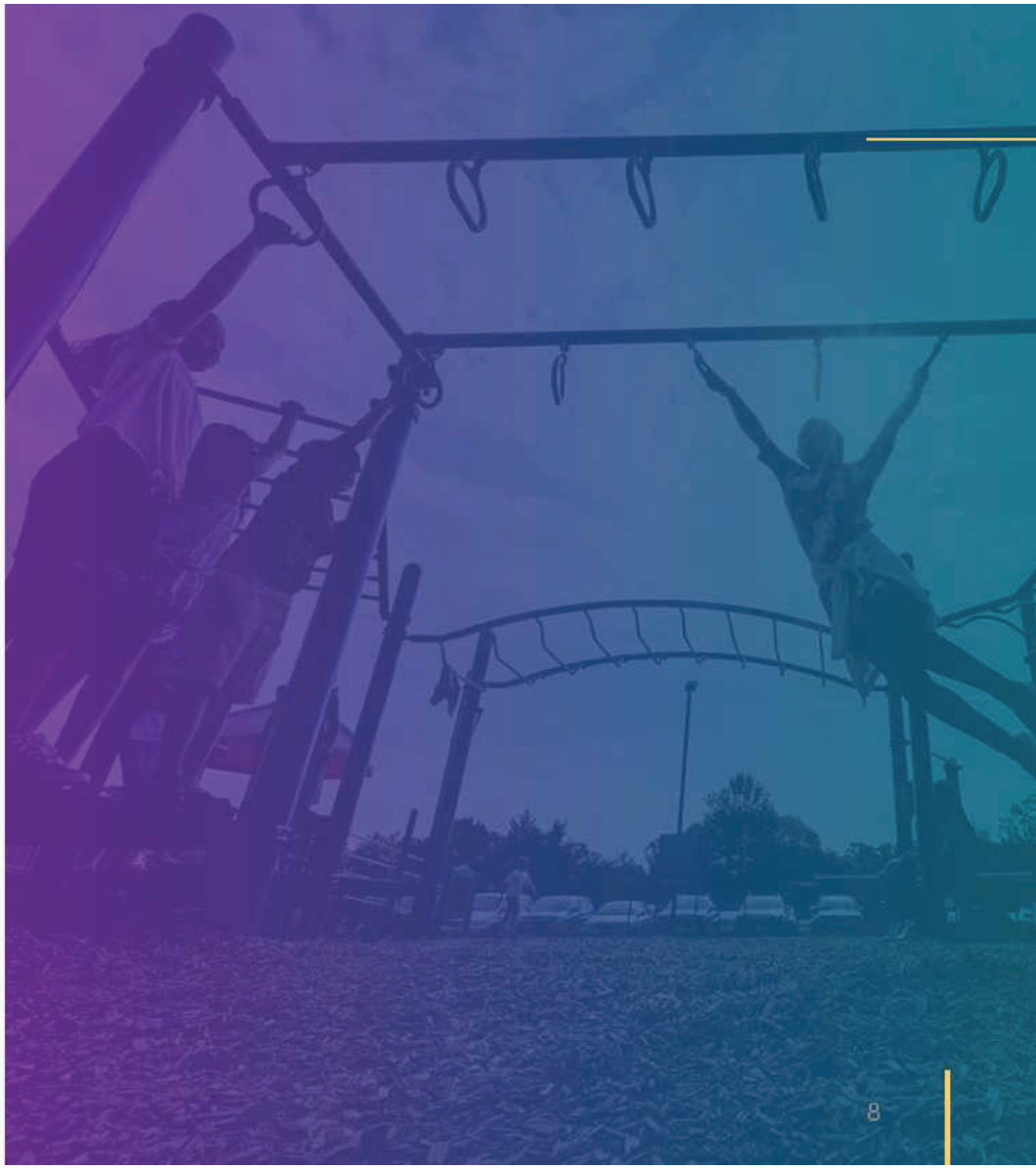
Transportation for Students Attending Four (4) Days Per Week	Extended School Year*	Recovery Services*
The days students are attending school in-person are to be listed on the Special Transportation Request (STR) card so that their transportation can be routed accordingly. If the student also has transportation accommodations in their IEP (e.g. seatbelts, safety vests, wheelchairs, etc.), those accommodations are to be listed in the Transportation Due Dates Reminders: • Group 5 - 7: Feb. 12th • Group 8: Feb. 19th 	*ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.* **Program Design*:** • **Format:** In-person and virtual options • **Administrators:** June 21-July 23 • **Teachers:** June 23-July 23 • **Students:** June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary • **Locations:** 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School)	*Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.* **Program Design*** • **FORMAT:** individual and small group learning on targets skills • **WHEN:** afterschool spring 2021, Summer Academy, 2021-2022 • **WHO:** DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds • **LOCATIONS:** Paired at ESY Sites • **TRANSPORTATION:** DPE works with Transportation * services designed by IEP teams based on specific student data analysis FCPS Recovery Services Guidance Doc.

Professional Development Updates

Stop the Spread PD	
Area / Topic of Clarification	**Response**
Use of Cubbies	Cubbies can be used according to CDC if they are individualized/not shared
Cleaning	Staff are not being directed to clean others' spaces, but they are being reminded to clean up after themselves
6 Feet Distance	Students and staff are to maintain 6 feet distance to the greatest extent possible.
Return to School Presentation for Parents	
The "If Sick at School" section of the presentation has been updated (2/9/201)	

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

Instruction



Revised RTS Timeline

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

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

Mondays: Guidelines After Student Groups Return In-Person

General Guidelines:

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

Mondays: Guidelines After Student Groups Return In-Person

Questions	Instruction Perspective
Are teachers allowed to work remotely on Mondays?	• Teachers may work remotely on Mondays unless directed otherwise by principals in order to support in-person activities such as interventions and student testing.
Are teachers required to provide intervention/support services to students on Mondays?	• Teachers who are designated to provide interventions on Mondays with principal pre-approval will be compensated for their lost planning time. • Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose.
Will testing (WIDA, Sped...) be allowed/ required on Mondays?	• The FCPS Assessment Plan allows schools to schedule testing on Mondays at all levels (various assessments and dates). Teachers will be required to support in-person testing on Mondays as directed by principals; additional compensation will not be provided when teachers are required to provide testing support. • The PSAT 10 date for high school is set for Monday, April 19. ASVAB will also be held at five high school locations on Mondays during the spring. High schools may expect staff to proctor/support in-person testing on these dates.

Mondays: Recommendations for Use/Expectations

Questions	Instruction Perspective
Will teachers provide synchronous check-ins on Monday	• Teachers will be required to take attendance (synchronously or asynchronously) on Mondays to track student participation in independent/asynchronous learning activities. Schools will share/remind families of expectations for student attendance on Mondays.
Can schools hold meetings on Mondays?	• Schools can conduct faculty meetings on Mondays but should limit such meetings to reasonable amounts of time in order to reduce conflicts with teacher planning needs. • CLT meetings can be held on Mondays and are considered teacher planning time per FCPS Regulation.
Can PD happen on Mondays?	• Mondays can be used for teachers to complete division required professional development. • Schools should continue to leverage School Planning Days for site-based professional development. Schools can also embed site-based professional development in CLTs and staff meetings.
Will VHSL and approved co-curricular events be allowed on Mondays?	• VHSL activities and co-curricular events are allowed on Mondays following the same guidelines and procedures outlined by the division for such events; additional compensation is not required.

Temporary Classroom Monitor Guidelines

Guidelines for TEMPORARY Use of School-based Staff &
Central Office Staff as Classroom Monitors

Purpose:

- As schools honor staff ADA requirements, they may need to use a monitor in the classroom to be with in-person students while the teacher teaches virtually from an alternate location.
- When schools are unable to fill all monitor vacancies, it may be necessary to temporarily utilize existing school-based or central office staff until a permanent monitor is hired.
- It is recognized that doing so may take the staff members away from their primary function but may be necessary in order to make scheduling work. Use of any of the staff members being used as monitors will require Region approval as stated in Regulation 4422

Existing staff to **consider using** as monitors	Existing staff to **avoid using** as a monitor
• Instructional Assistants • Reading Teachers • Instructional Coach • AART • Librarian • Math Resource Teacher • Reading Resource Teacher • Science/Steam Resource Teacher • ***Central Office Volunteers***	• SBTS and TSPEC - due to the need to provide ongoing technology support for concurrent instruction • Counselor - due to the need to focus on the social and emotional needs of students • Social Workers/Psychologists • ESOL and Special Education Teachers

Regulation 4422 provides considerations that may be helpful in assigning temporary monitors, including:

- Teaching staff must receive a minimum of 300 minutes planning time per week.
- Art/Music/PE may be used to provide support if they do not exceed maximum teaching time per week

Assessment Support Guidance - Staff Assignments

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

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

Releasing Staff from Assessment Support

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

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

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

Recruiting Support

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

Assessment Scheduling Option - Asynchronous Days

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

- *FAESP Executive Board and central staff are exploring other potential scheduling supports to specifically address elementary level challenges*
- Selected days must be *coordinated with **Transportation Services*** to ensure modified student busing needs can be met. The capacity for transportation to support modified busing schedules may be limited depending on available buses/drivers.
- This option is intended to recognize variance in individual school needs, depending on facilities/staffing capacity, student testing requirements, etc. *Vetting school requests for asynchronous testing days through the **Region Office** and **Transportation Services** will ensure the option is used appropriately, accounting for community and student needs.*

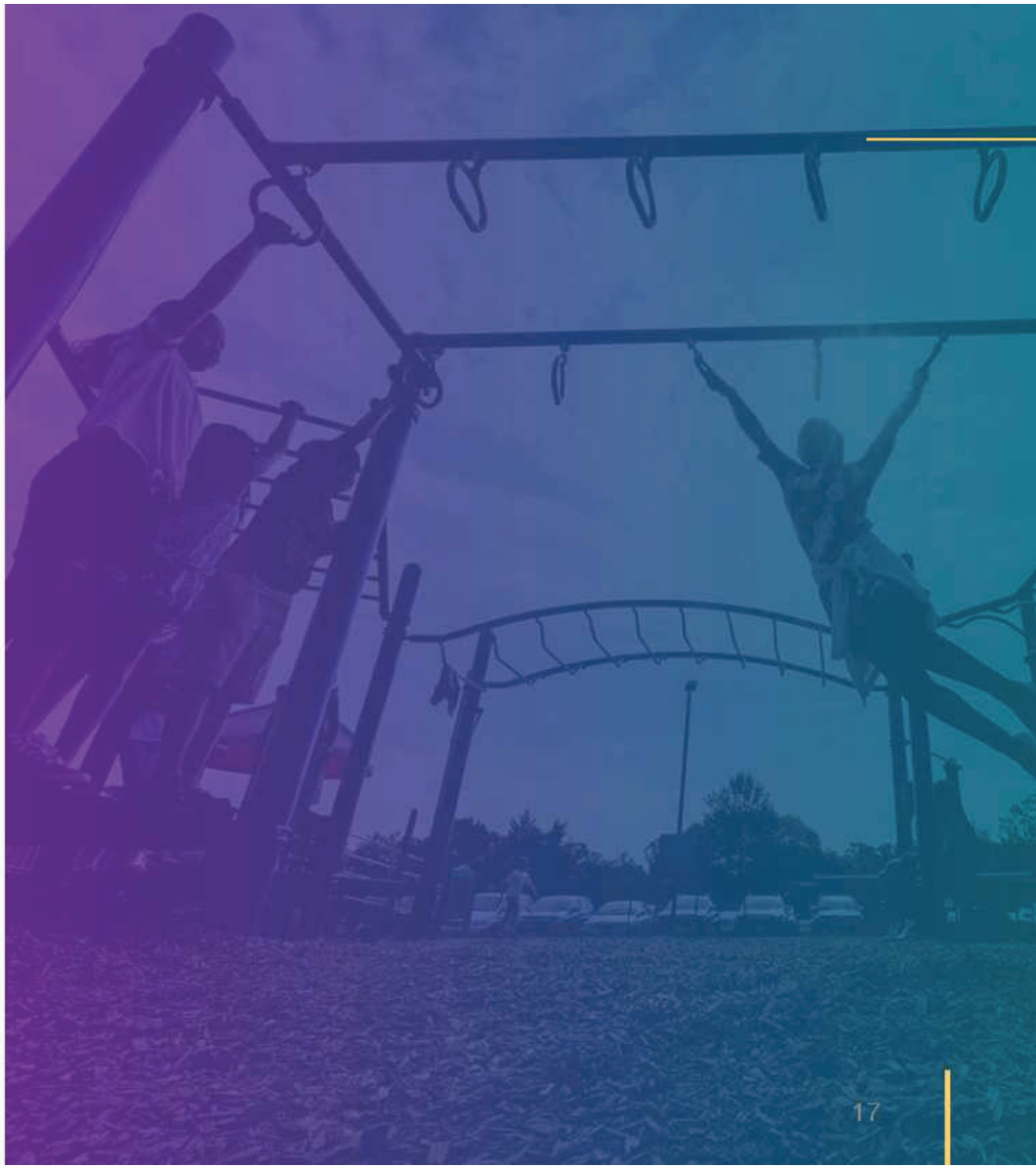
Cultural Proficiency Module VII *– Amplifying and Affirming the Voices of those who are Marginalized by: Systems, Society, & Status Quo*

- Schools and centers have the flexibility to offer this PD on either March 5th or 8th, 2021.

- Equity Leads have received facilitator training and materials during their Equity Lead PD Sessions. Schools and offices who would like more facilitators, such as administrators or Equity Team members, should register in MyPDE to attend

- What a great way to get ready for students return, connecting to the power of belonging and caring culture.

Attendance



Attendance: Return to School Summary

MS/HS Plan Summary

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

ES Plan Summary

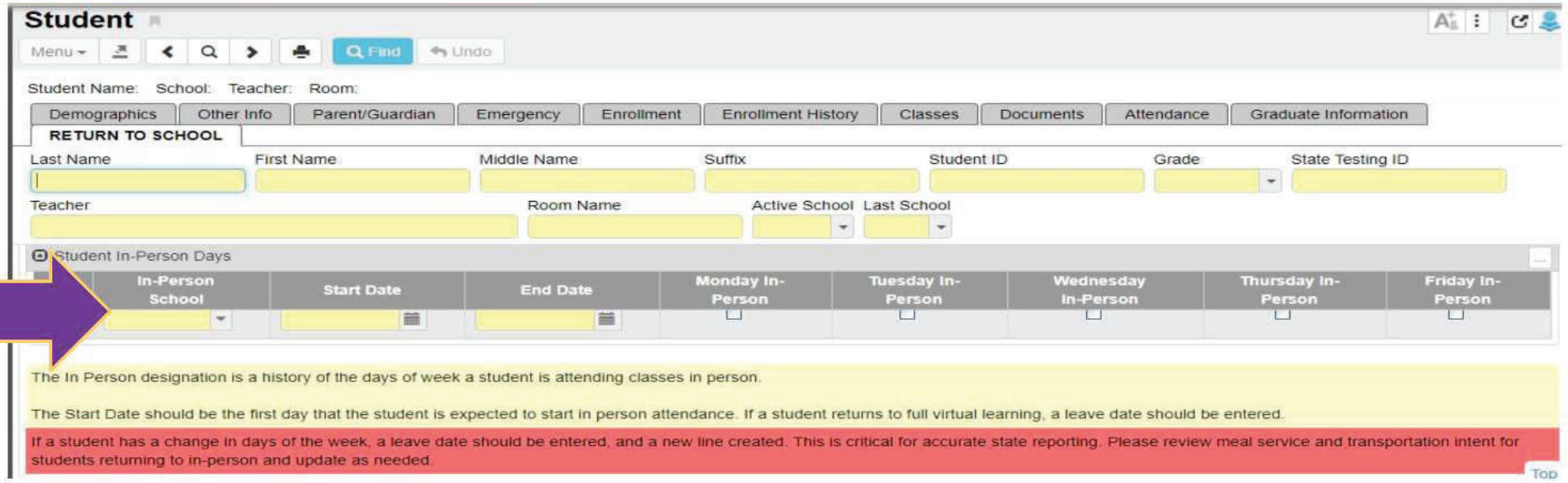
- **Consistent daily attendance entry required M-F**
- **Monday morning meeting or intervention -** document participation in SIS
- **Alternative: verify asynchronous work and progress**
- **Hybrid Learning**
  - **In person days recorded in SIS**
  - **Attendance recording codes do not change**
  -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

Attendance Office Hours Tuesdays, 9-10 AM BB Link

Hybrid and Virtual Learning Priorities

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

Hybrid and Virtual Learning Recording



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

SIS Reports and Resources for RTS

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

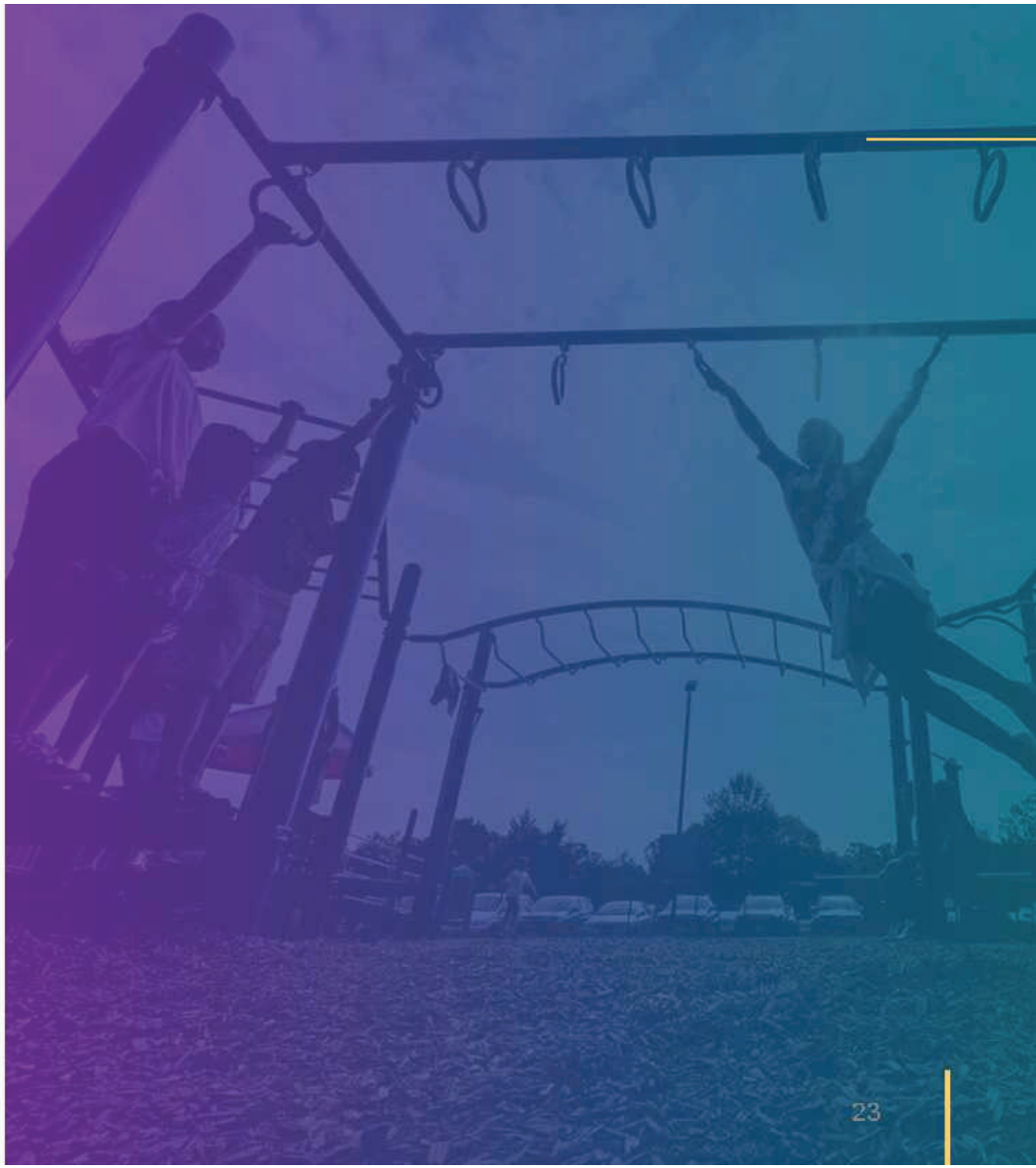
EDSL MTSS Worksheet Chronic Absenteeism Enhancement

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

- Visualizations of chronic absences at the division, region, and school level,
- Ability to modify and tailor your data based on metric types (student count, percentage), grouping (ELP, ethnicity, grade, SWD), and tier,
- Ability to click on the bar graph (at the school level) and move to the identified group of students in the worksheet to begin solution-seeking conversations for MTSS.

A brief **resource** has been developed to support your MTSS Team as they navigate these new enhancements.

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

Topic	Decision
Are we charging for breakfast and lunch?	No- Breakfast and lunch will continue to be provided at no charge to students until the end of the year.
Band/Strings Issue	They should follow the concurrent teaching model and resources should be linked in the concurrent teaching guidebook. Teachers have already received resources and curriculum information for their classes. The Student Health and Safety Guidelines provides details that are unique to certain programs for FCPS, and the information is updated/vetted by the Health Department. You can find the PPE information if you scroll down to the bottom of the page for each of the music disciplines.
In Person attendance in SIS	If parents believe the children are not ready, we need to maintain their participation as virtual. We now have access to the Return to School "In Person day" entry in SIS, which should indicate when students return in person, and which days of the week.
Are Cubbies ok to use?	Reduce the use of shared space and objects in the classroom. Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment, optimizing educational technology to limit shared paper materials) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
Sign In Sheets?	Sign in/out of building is only for visitors and for staff not based at the school, which includes itinerant staff or other staff regularly fulfilling job responsibilities at the school but not based at the school. Sign in/out of classrooms is for anyone not based in the classroom.

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. BBCU Link Form to Submit Questions

Topic	Decision
How do I retain a sub for quarantine periods for teachers awaiting COVID test results?	In-person classroom teachers required to work remotely due to quarantining can retain a substitute instructional assistant to support the need for supervision in the classroom. To obtain a sub IA, the classroom teacher or designee would create a vacancy in *Smartfind Express*, noting instructional assist 300 as the Classification, remote as the Location Type and 23-Concurrent Learning Support as the reason.
Long term subs are a challenge to fill. What support can HR help us with in filling these positions?	●The sub office can provide you a list of available subs interested in any location. TAPs, and in some cases, the AA or Office Assistant at your school have been trained in pulling available sub reports in *Smartfind Express* and should be able to provide administrators with a list of available subs. Schools are encouraged to create a preferred sub list. ●Long-term substitute vacancies, should be posted through the PDR. This will ensure the available sub pool is aware of the need and can apply accordingly. ●You may access more information regarding the long term sub process and other sub processes on the intranet (FCPSnet Home > Human Resources > Talent Acquisition and Management (TAM) > Substitutes)
Are subs available for monitors?	Yes, substitute IAs will be permitted to cover classroom monitor vacancies for daily absences. Schools may use *Smartfind Express* to post classroom monitor vacancies by selecting reason code 23-Concurrent Learning Support on the vacancy information page.

Principal Support Team: Interventions

Office Hours: February 17th 9:30-10:30 AM **Submit a Question**

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

Resources Available

Intervention Planning Considerations Intervention Planning Ideas
English Learner Hub Google Site ES ESOL MS ESOL HS ESOL

Feb 10th Office Hour Slides and Questions

Feb 3rd Office Hour Slides and Questions
Jan 27th Office Hour Slides and Questions

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. BbCU link Submit a question

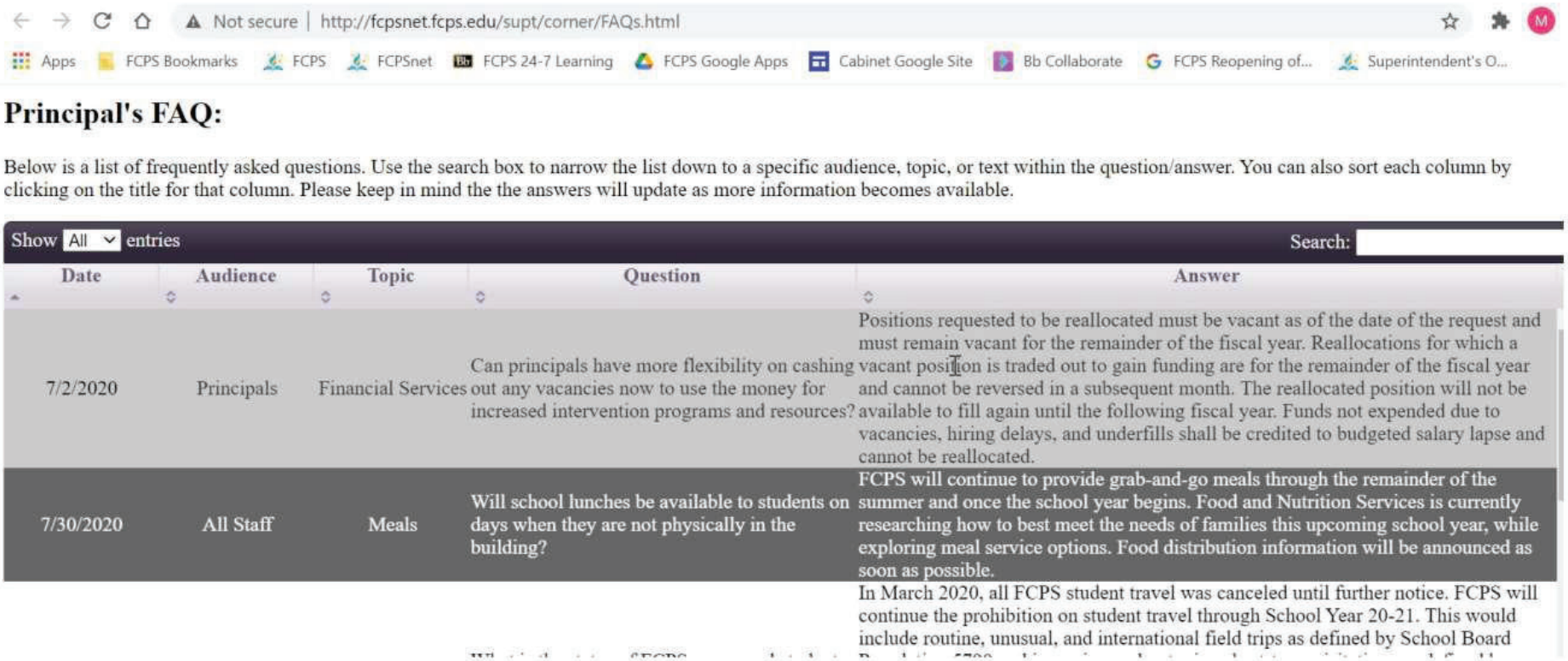
Topic	Response
What does concurrent instruction look like? Can I see some videos that highlight concurrent instruction?	K-12 videos created from the pilots are compiled in The Concurrent Instruction Video Playlist.
What support is available to help school leaders plan for the number of simultaneous student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

Link to Weekly Office Hours Topics

Principal & Operational Supports

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

Searchable FAQ Reminder



Not secure | http://fcpsnet.fcps.edu/supt/corner/FAQs.html

Apps | FCPS Bookmarks | FCPS | FCPSnet | FCPS 24-7 Learning | FCPS Google Apps | Cabinet Google Site | Bb Collaborate | FCPS Reopening of... | Superintendent's O...

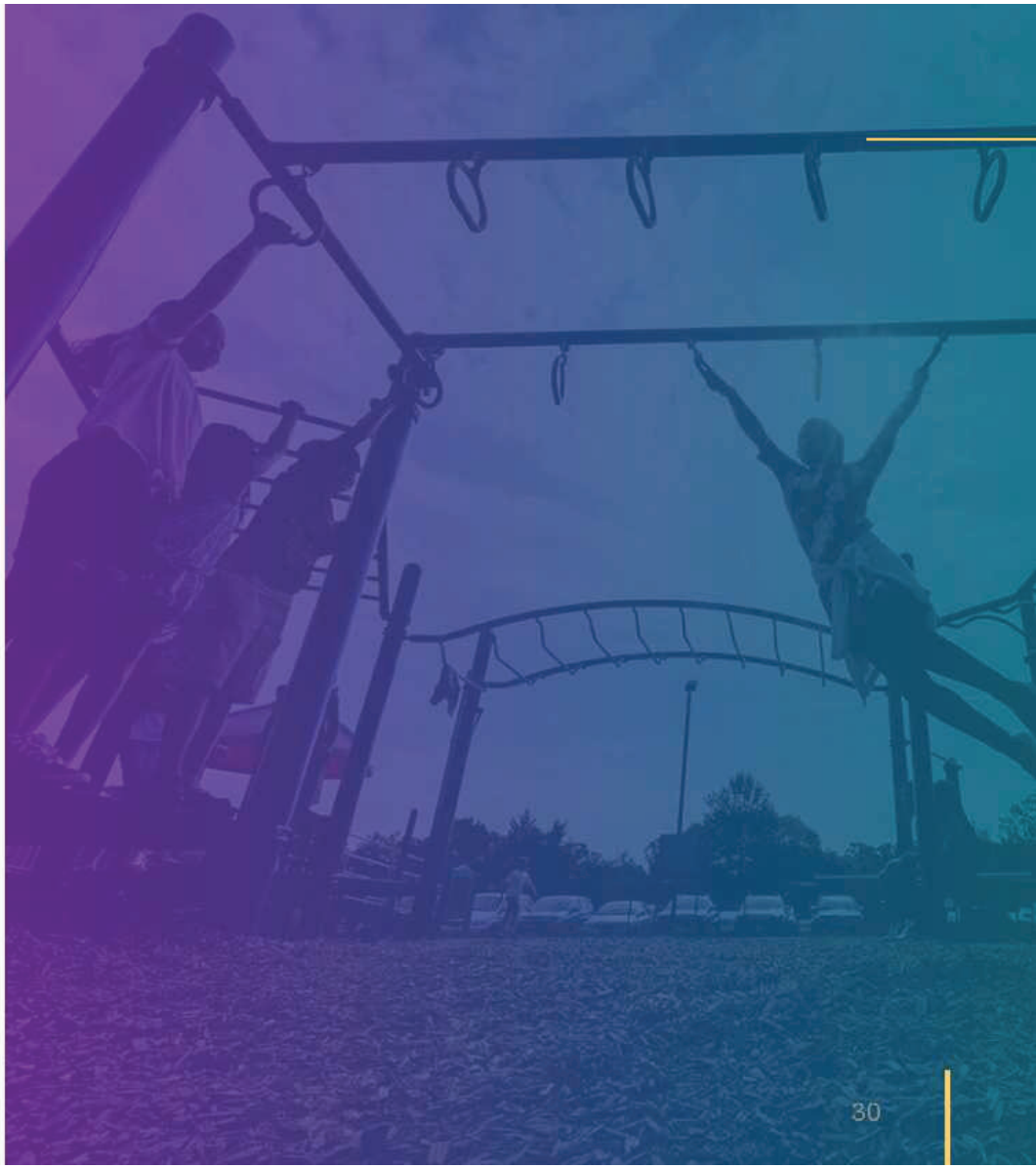
Principal's FAQ:

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

Show All entries Search:

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

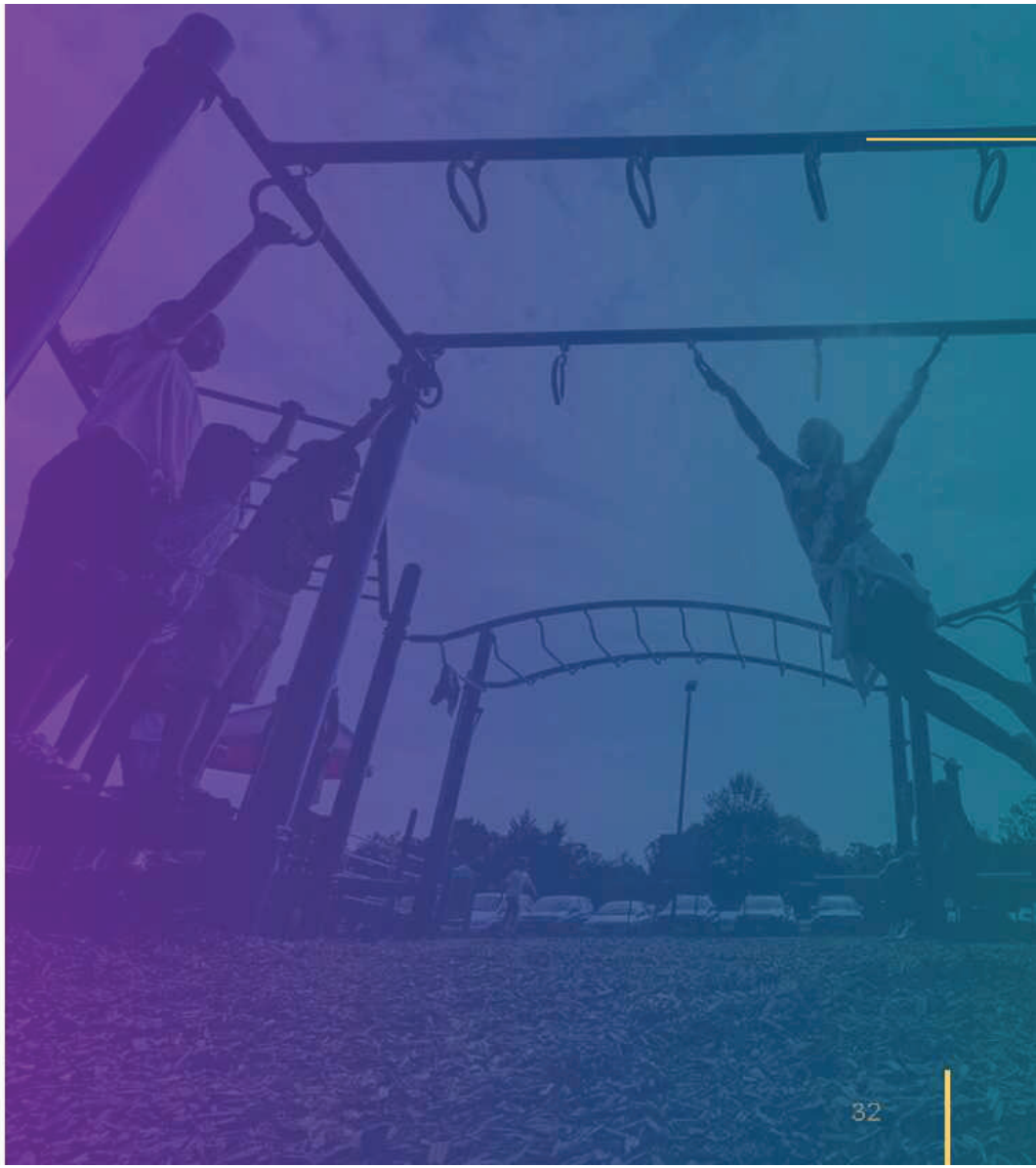
Human Resources



HR Updates

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

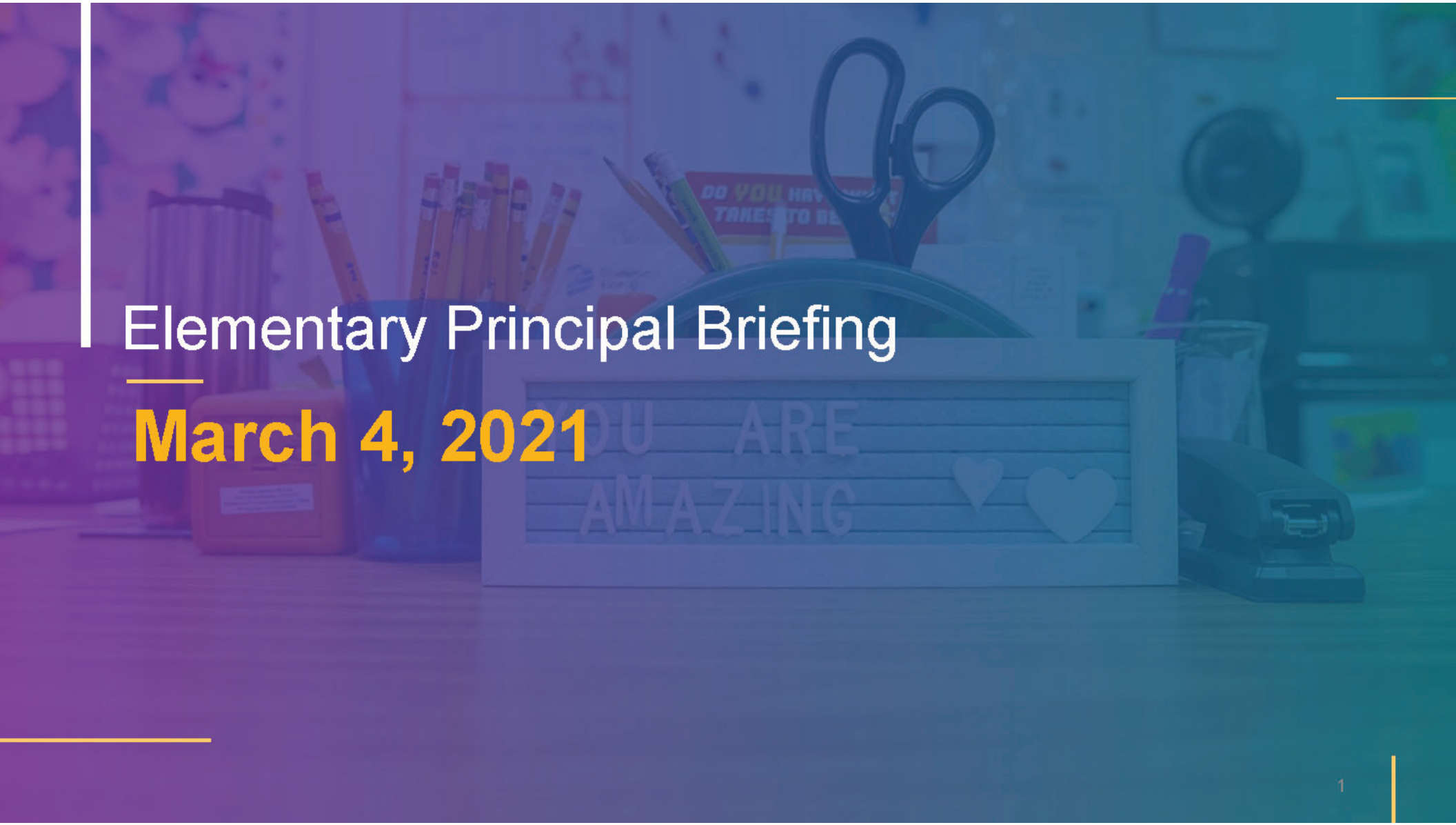
Technology



Technology

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

Questions



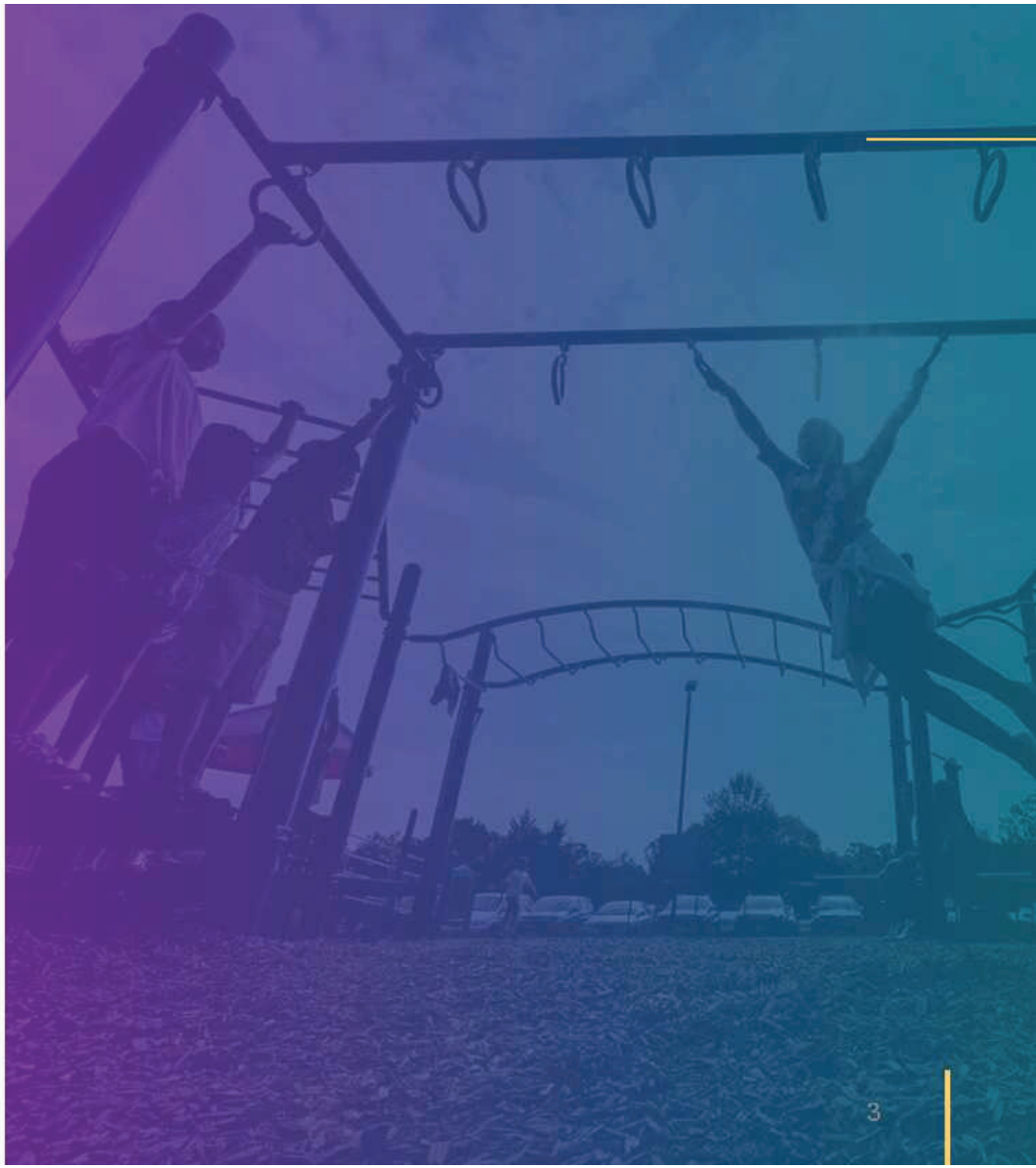
Elementary Principal Briefing

March 4, 2021

Agenda

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

Health & Safety



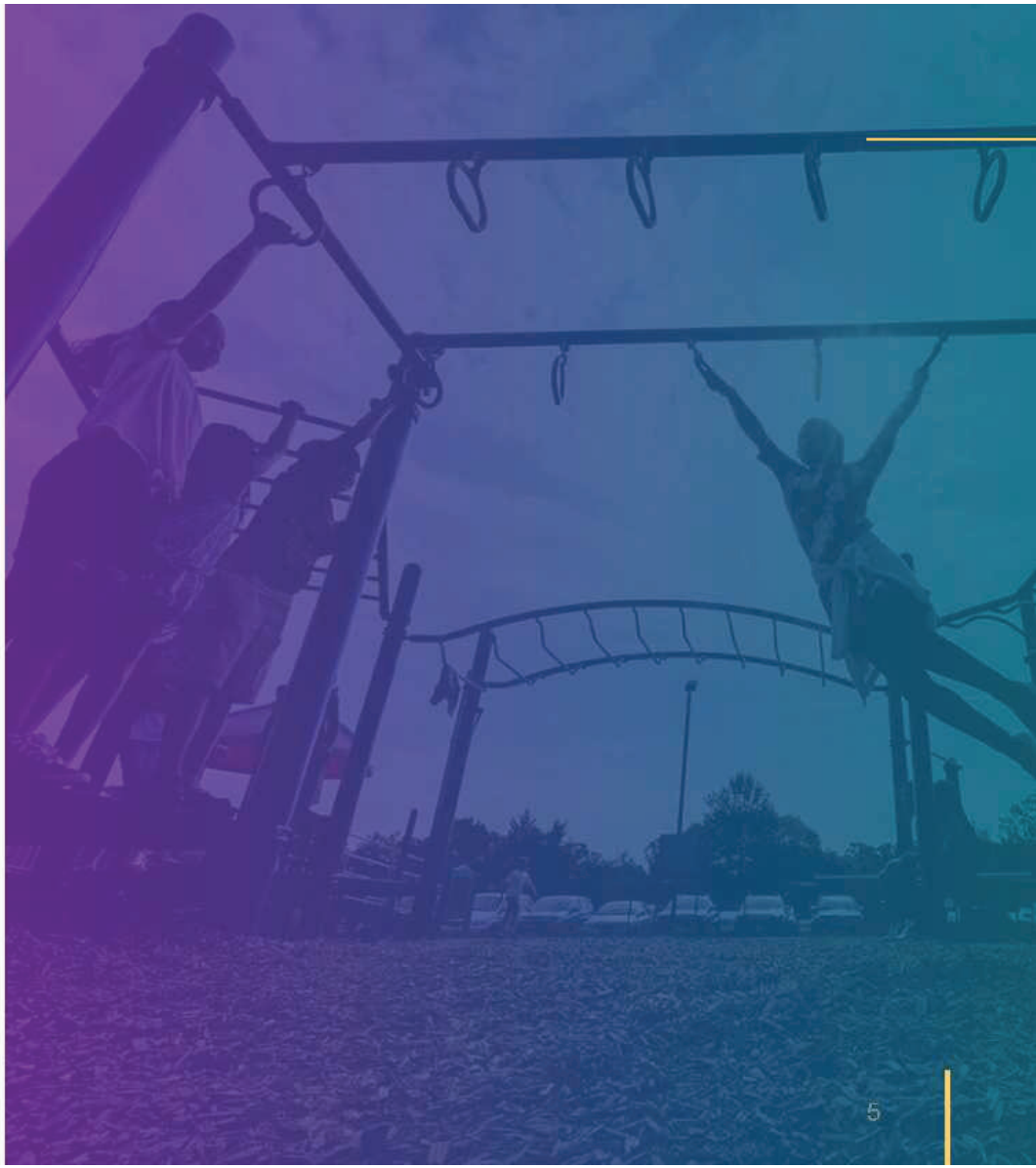
Travel: Quarantine & Testing Not Required

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

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

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

Human Resources



Daily Report on Level of Impact: Staffing

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

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

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

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

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

Daily Report on Level of Impact: Staffing

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

All Critical Schools Table

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

School Administrators Strained Table

Region 5 - [redacted] - Strained - 03/02
Note: Principal is on last day of a 14-day quarantine after a family member tested positive.

Teachers / Monitors Strained Table

Region - [redacted] - Strained - 03/02
Note: The staff is strained at [redacted]
Region 1 - [redacted] - Strained - 03/02
Note: We are utilizing admin team members to cover gaps while we await three monitors being cleared. Ray Lonnett helped us secure central office coverage for next week.
Region 1 - [redacted] - Strained - 03/02
Note: For information only - no assistance needed at this time. Autism teacher has to quarantine due to mother being COVID positive - she will teach virtually but we have to pull an IA from the other Autism class to be present
Region 1 - [redacted] - Strained - 03/02
Note: We are using security and other staff to cover for teachers/IA out with pending ADA.
Region 1 - [redacted] - Strained - 03/02
Note: One IDS teacher and one IDS IA out and substitues did not show- have to combine cohorts of stduenst to provdie staffing
Region 2 - [redacted] - Strained - 03/02
Note: 1 IA and 1 teacher are absent without substitutes. We are piecing coverage together on site.
Region 2 - [redacted] - Strained - 03/02
Note: Not fully staffed with Classroom Monitors; have combined cohorts and using teachers as monitors.
Region 2 - [redacted] - Strained - 03/02
Note: 2 monitors still need to be processed with HR. We're good this week since it is just 8th graders.
Region 3 - [redacted] - Strained - 03/02
Note: reassigned staff
Region 4 - [redacted] - Strained - 03/02
Note: Cat B is down 1 teacher and 1 IA due to Covid Symptoms.
Region 4 - [redacted] - Strained - 03/02
Note: Still need 5 monitors. 3 for special ed teachers and 2 classroom teachers. One classroom teacher is being covered by an IA. Classroom teacher no monitor or IA

Custodians Strained Table

Region 2 - [redacted] - Strained - 03/02
Note: One of our daytime custodians called in, we cannot request a field custodian for daytime (per building supervisor). We only have one person to do the frequent, enhanced cleaning.
Region 2 - [redacted] Strained - 03/02
Note: [redacted] has 1 custodian quarantined due to COVID exposure outside of the building. Due to the limited number of students in the building, we are able to manage.
Region 3 - [redacted] - Strained - 03/02
Note: One custodian out today; just learned a few minutes ago - trying to get a field custodian.

Daily Report of Level of Impact: Staffing

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

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

[redacted] Elementary School
Date: Tuesday 03/02/2021 10:28 AM

REGION COMMUNICATION
Yes- emailed information

TEACHERS / MONITORS: Critical
Counselors- only have a .5 counselor, two counselors are out on leave.

[redacted]
Principal, ES
[redacted]

Employee Wellness

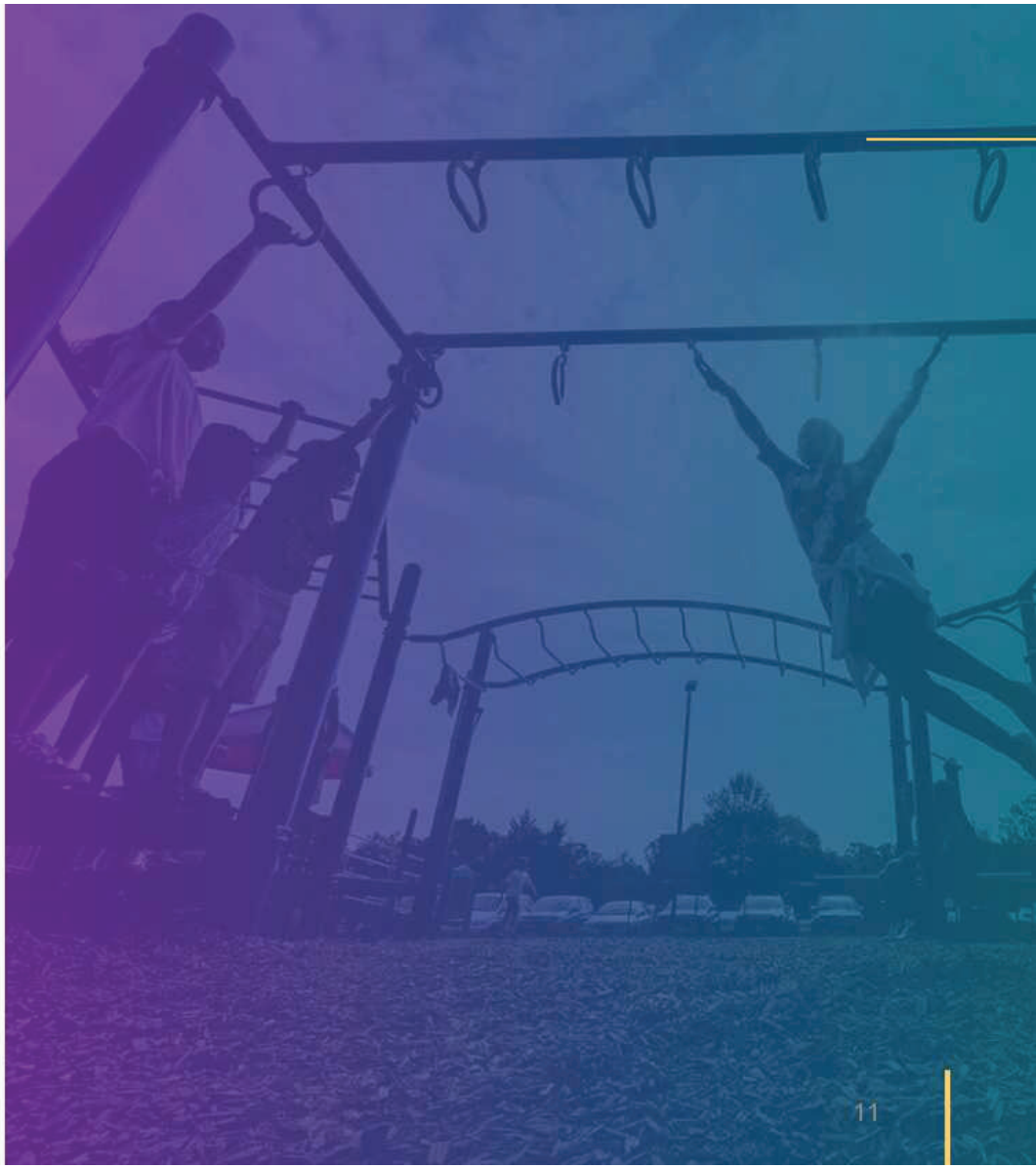
- As staff return to support in-person learning, please check-in with them
- Please include the weekly “Spotlight on Wellness” in your staff newsletters
- STAC Concern: What do teachers need to do to protect themselves from accusations of having done something inappropriate when there is only one student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

Substitutes

- Updated substitute guidance
  - Effective March 8, 2021, virtual and in-person teachers may request a substitute on the first day of absence

- Substitute FAQ (will be published Friday in Principal Corner)

Instruction



Elementary Summer Events Preview

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

Large FCPS Virtual Professional Development Events

Event	Date(s)	Audience
AAP Summer Institute	June 15-17	K-8 Teachers register for 1,2, or 3 days
K-2 AVMR Summer Learning	June 21-25, 28-30	Registration for total of 400 teachers, 8 days, AM or PM session
African American History Institute	June 21-22	Representative(s) from each ES School, Middle and High School Teachers
Equity Symposium (1 day)	June 23 and July 1	Open to all FCPS Staff (details to come)
Orton-Gillingham PD for Reading Teachers	TBD	Intended for Reading Teachers but size and scope are under consideration

Summer Curriculum Development Opportunities

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

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

Important Dates to Know:

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

Summer Program Goals & Assumptions

Goals

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

To provide students opportunities for credit accrual and enrichment.

Assumptions

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

Elementary Academic Summer Programs

Opportunities for All

- Continued Access to Imagine Learning (K-6)
- Continued Access to ST Math (PreK-8)
- Centrally mailed summer workbooks

Special Education Programs

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

School-Based Programs

- Bridge to Kindergarten (B2K)
- Bridge to First (B2F) *New*
- Summer Olympians Aspire and Reach (SOAR) *New Math & Lit Program*
- Young Scholars (YS) *Select Schools*

Centralized Enrichment Programs will also be available for students

Extended School Year Services (ESY)

ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.

Program Design*:

- **Format:** In-person and virtual options
- **Administrators:** June 21-July 23
- **Teachers:** June 23-July 23
- **Students:** June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary
- **Locations:** 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School)

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

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

Special Education Recovery Services

Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.

Program Design*

- **FORMAT**: individual and small group learning on targets skills
- **WHEN**: afterschool spring 2021, Summer Academy, 2021-2022
- **WHO**: DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds
- **LOCATIONS**: Paired at ESY Sites
- **TRANSPORTATION**: DPE works with Transportation

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

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

Elementary School Based Programs

B2K, B2F, Summer Olympians Aspire and Reach (SOAR), & Young Scholars

Program Design:

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

School Allocations:

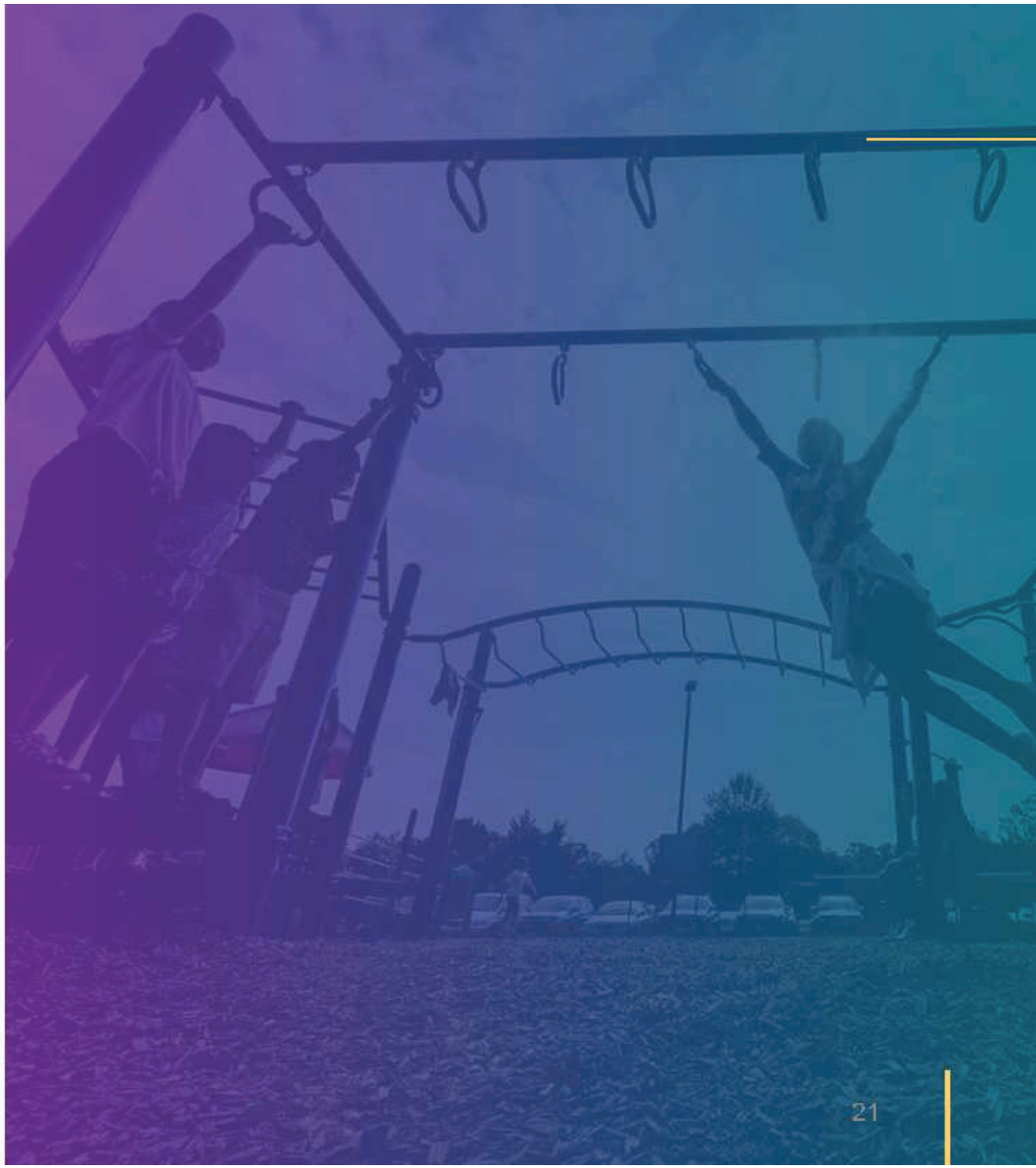
- **B2K:** All schools (1-5 sections)
- **B2F**: All schools (1-5 sections)
- **SOAR:** All schools (# sections TBD)
- **YS:** 97 schools (2 sections)

Title 1 will provide funds to support additional classrooms in T1 schools.

Action Items

- **Wednesday, March 10** from 11:00 am-12:00 pm
  - Instructional Services staff will hold **optional office hours** to answer questions about 2021 Summer Learning opportunities for **elementary schools**. Submit questions ahead of time by completing this form.
    - Office Hours BBCU link
- **By Monday, April 5**
  - Recruit and identify your Site Director.
    - Position description
    - Identify your Site Director by completing this form

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

Topic	Decision
Transportation	1. Early release: Friday 3/5 – if you have any unique scheduling concerns, please contact transportation. 2. Shuttle schedules will be provided to each academy school. 3. Please ensure students requiring transportation for in-person instruction are coded " Y" ***and*** select the applicable A/B schedule or 4 days Tue-Fr. 4. When a student is participating in multiple programs (i.e. Interventions, testing), please keep them separated, they should remain on the spreadsheet.
Mask breaks	We hope to provide updates next week.

Principal Support Team: SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. BBCU Link Form to Submit Questions

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

Principal Support Team Resources & Contacts

Principal Support Team: Interventions

Office Hours: March 10th 9:30-10:30 AM **Submit a Question**

How are schools building teacher efficacy with MTSS?	**MTSS Self-Assessment Hyperdoc: Has resources to support and build capacity of teams across the tiers.**
❑ Do we have problem solving conversation sentence starters? ❑ Do we have problem solving student talk structures?	• Protocol available to help CTs to identify needs • Asset language resource can be found here. • Review of essential standards resource here • Division Student Support Plan site

Additional Resources Available
MTSS Decision Rules
Intervention Planning Considerations Intervention Planning Ideas
English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. BbCU link Submit a question

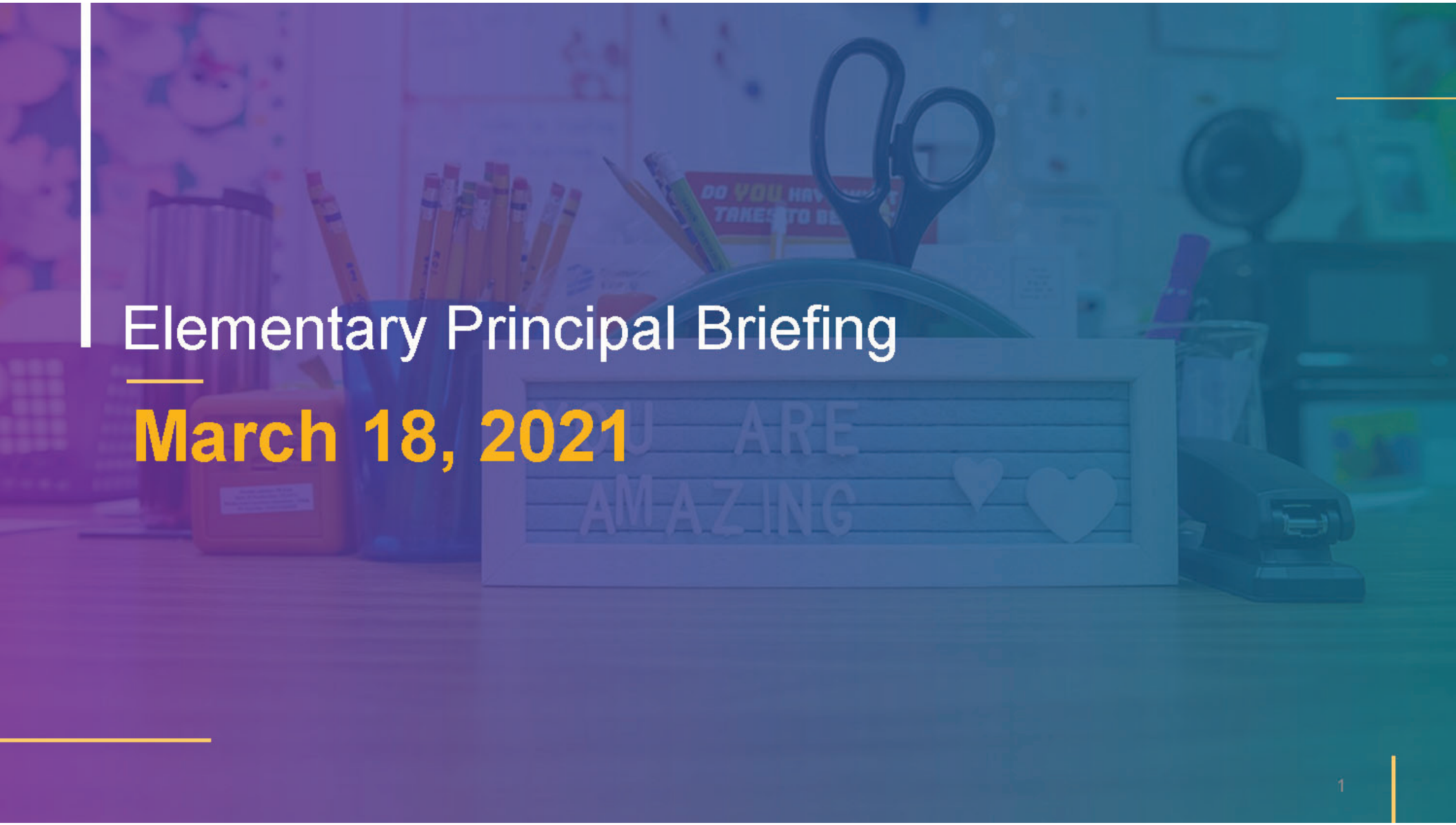
Topic	Response
Do teachers still need to record whole-class instruction once in-person groups return?	Teachers should continue to record and post synchronous whole-class instruction through the remainder of the school year.
Can students log their personal devices (computers, tablets, phones, etc.) to the network or will that have an impact on our bandwidth or network connections?	Student devices (FCPS or BYOD) that are accessing **non-video conferencing** applications (e.g. Google Suite, online resources) are fine. IT has factored in that these activities are occurring during the school day. The range of student simultaneous connections in the IT - Document with Video Conferencing Guidelines applies to any in-person student who logs in on any device (FCPS or BYOD) and connects to a virtual video conferencing session. If a BYOD student comes to school, logs into a BbCU or Google Meet session from school, that counts as one of your video conferencing student connections.

Link to Weekly Office Hours Topics

Principal Support Teams

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

Questions



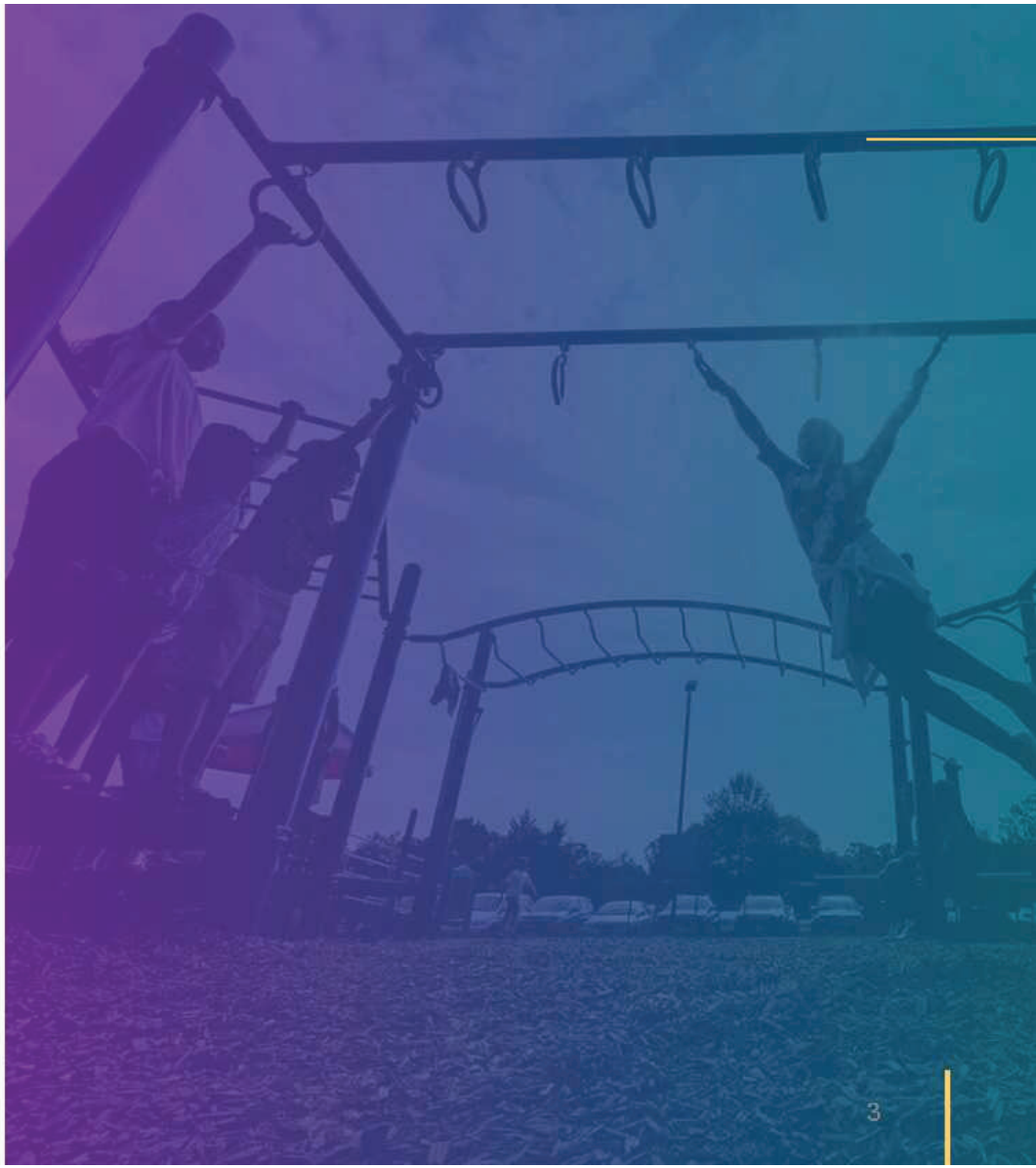
Elementary Principal Briefing

March 18, 2021

Agenda

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

Health & Safety



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

REVISED CONTENT:

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

NEW CONTENT:

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

NEW CONTENT:

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

Face Covering Mitigating Measures Checklist (R2109)

http://fcpsnet.fcps.edu/ssse/healthinfo/documents/MaskMitigatingMeasuresChecklist.docx

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

STEP 1: Review Health Condition, Communication Impairment or Disability

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

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

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

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

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

STEP 4: Complete Environment Evaluation

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

FCPS Face Covering Mitigation Measures Checklist

FCPS Face Covering/Mask Mitigating Measures Checklist

Student: _____ **Date:** _____

Staff Member(s) Completing Checklist: _____

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

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

YES	NO	
YES	NO	Is the student under the age of 2 **OR** is the student unable to remove the mask without assistance? (See CDC Guidance (https://docs.google.com/document/d/1lPuJpOBBsMnwXfgAGq1sEnh3o3ZoMp8N4LIdtuLPQqw/edit). ➢ If **YES**, proceed to **STEP 3.** ➢ If **NO**, proceed to the **next question** in **STEP 1.**
YES	NO	Has the student provided a written statement from a physician confirming that not wearing a face covering is necessary due to a health condition, communication impairment or disability? (See R2109, Section VIII. D and F). ➢ If **YES, proceed to STEP 3.** ➢ If **NO**, proceed to **STEP 2.**

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

YES or N/A	NO	Is the student making progress toward his/her individualized education program (IEP) goals? ➢ If **YES** or **N/A**, school staff will: ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ➢ If **NO**, school staff will: ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ▪ Contact the school's Procedural Support Liaison (PSL) for guidance on next steps.

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

____ Staff have been fully vaccinated or have been provided the opportunity to do so.

____ The student with the exemption can adhere to 6 feet of physical distancing (with or without prompting), especially when there are other students with mask exemptions and when masks are off while eating and drinking.

____ Masks can be consistently worn by staff and by all students who can wear them. Note: Staff or other students who choose to double mask (disposable mask under a cloth mask) may do so for additional protection.

____ If staff need to be within 6 feet of a child who can't wear a mask, they can consistently wear eye protection (e.g., a face shield, goggles) in addition to masks.

____ The student may be seated apart from children who cannot wear masks in areas of the classroom where there is less chance of contact (opposite corners, side rows, not the middle of the classroom).

____ A plexiglass barrier (e.g. plexiglass desk shield) can be provided as an added layer of protection.

____ Ventilation systems offer increased air exchanges and when feasible and when weather conditions allow, fresh outdoor air may be increased by opening windows and doors.

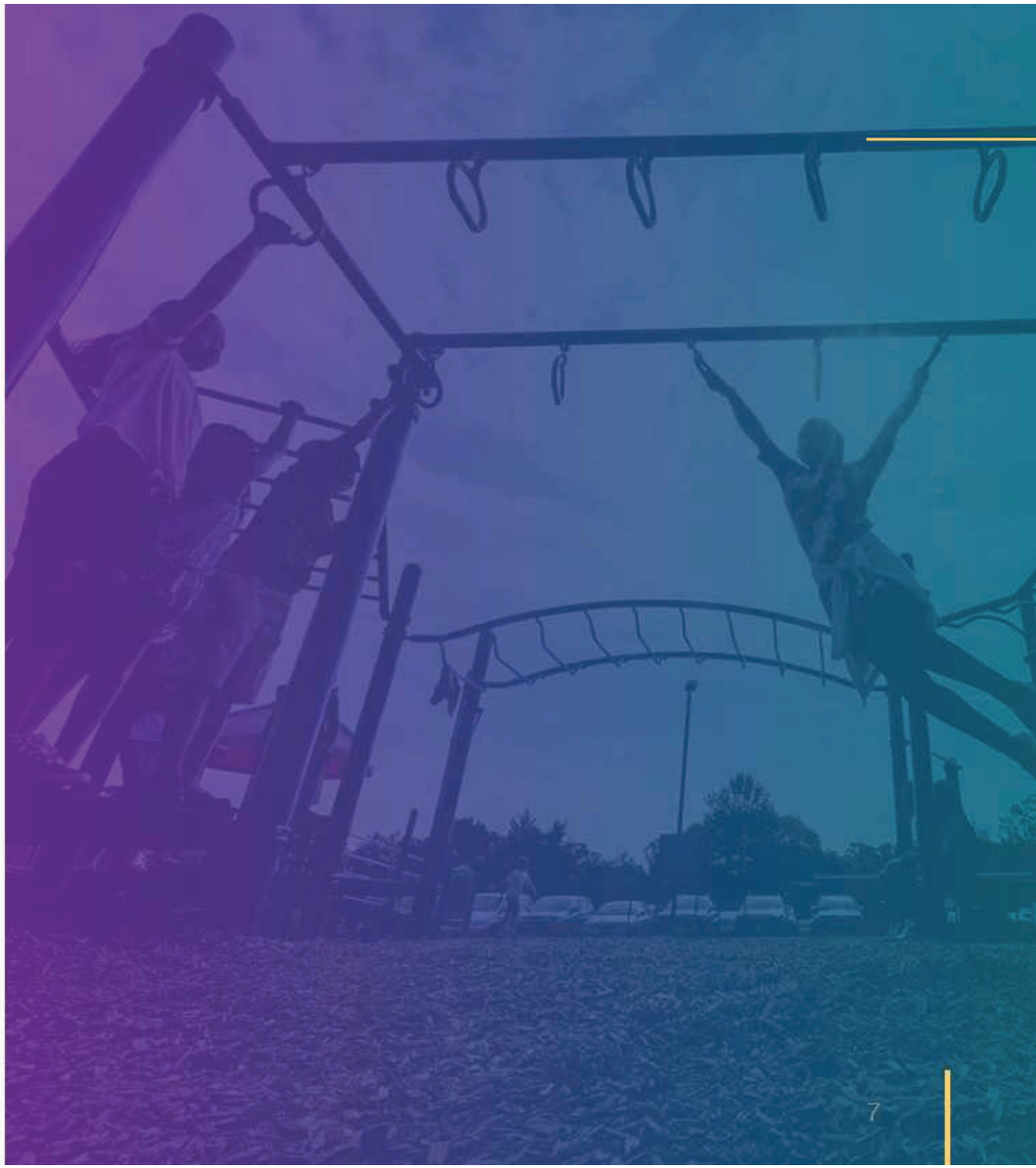
STEP 4: COMPLETE ENVIRONMENT EVALUATION

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

____ **YES - STUDENT w/ MASK EXEMPTION CAN BE SUPPORTED IN-PERSON**

____ NO - Contact your school's school health specialist for assistance.

Instruction



Special Education Updates

Guidance for 4-Day Support for Students with Disabilities

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

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

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

Additional guidance is available.

ESY and Recovery Services Reminders

What is the difference between Recovery Services and Extended School Year (ESY)?	ESY and Recovery Services have different eligibility criteria. • ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break. • Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.
Can a student qualify for both ESY and recovery services? How does that work logistically for a student who may qualify for both?	Students may qualify for both ESY and recovery services. The number of days and dates shared for each program in the summer program overview reflect a general or estimated range as the frequency, duration and dates for services for ESY and recovery services are determined by the IEP team. If a student's IEP team determines the student is to receive ESY and recovery services, the IEP team will work collaboratively with the family to work through the logistics (e.g. dates, times). FCPS will ensure that a student does not have to forgo one service for another and will develop creative solutions to ensure the student receives the supports identified by the IEP team.
What data is used to make decisions regarding eligibility for ESY and recovery services?	IEP teams used a variety of data, including parent input, to inform decision-making relative to ESY and Special Education Recovery Services eligibility. As with all decisions made by the IEP team, no one data point should be used in isolation when making decisions.

Summer Program Update (B2K, B2F, SOAR, YS)

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

Early Mathematics Assessment System (EMAS)

Virginia Kindergarten Readiness Program (VKRP) - **required by legislation**

- Literacy - iReady: **In-person** delivery *preferred* for in-person students; **Virtual** delivery *available* for all *virtual* students and as an *alternative* for in-person students, based on school need
- Child Behavior Rating Scale (CBRS): teacher questionnaire/survey, student is not present.
- Early Mathematics Assessment System (EMAS): one on one administration

Spring Administration of EMAS

- Administer virtual version ONLY
  - Virtual students complete online
  - In-Person students complete in-person or online
- Complete assessment with as many kindergarten student as possible using your school's priority decision making
  - Prioritize students (e.g. MTSS Tier 2 students, better understand math levels of 100% virtual students, in-person student that is struggling).
- Required Web-based PD will be available on the PALS site
- Materials will be shipped to schools for distribution to virtual students (if needed) and use in classroom

Required PD Assigned 3/31, Due 6/1
MyPDE

Supporting Gender Expansive and Transgender Youth

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

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

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

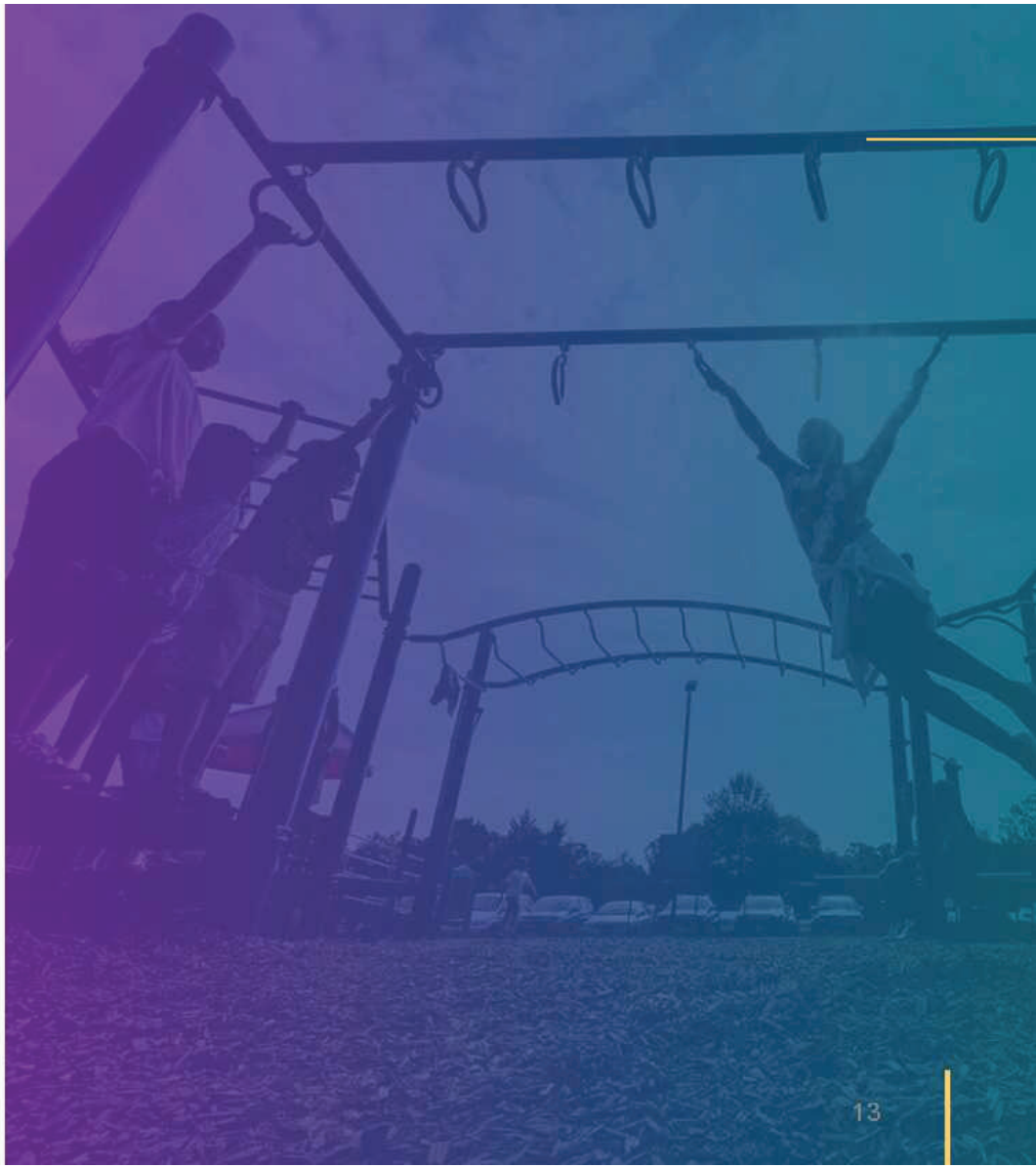
Title IX Reporting Obligations for All K-12 Employees

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

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

Who: All FCPS employees

Human Resources

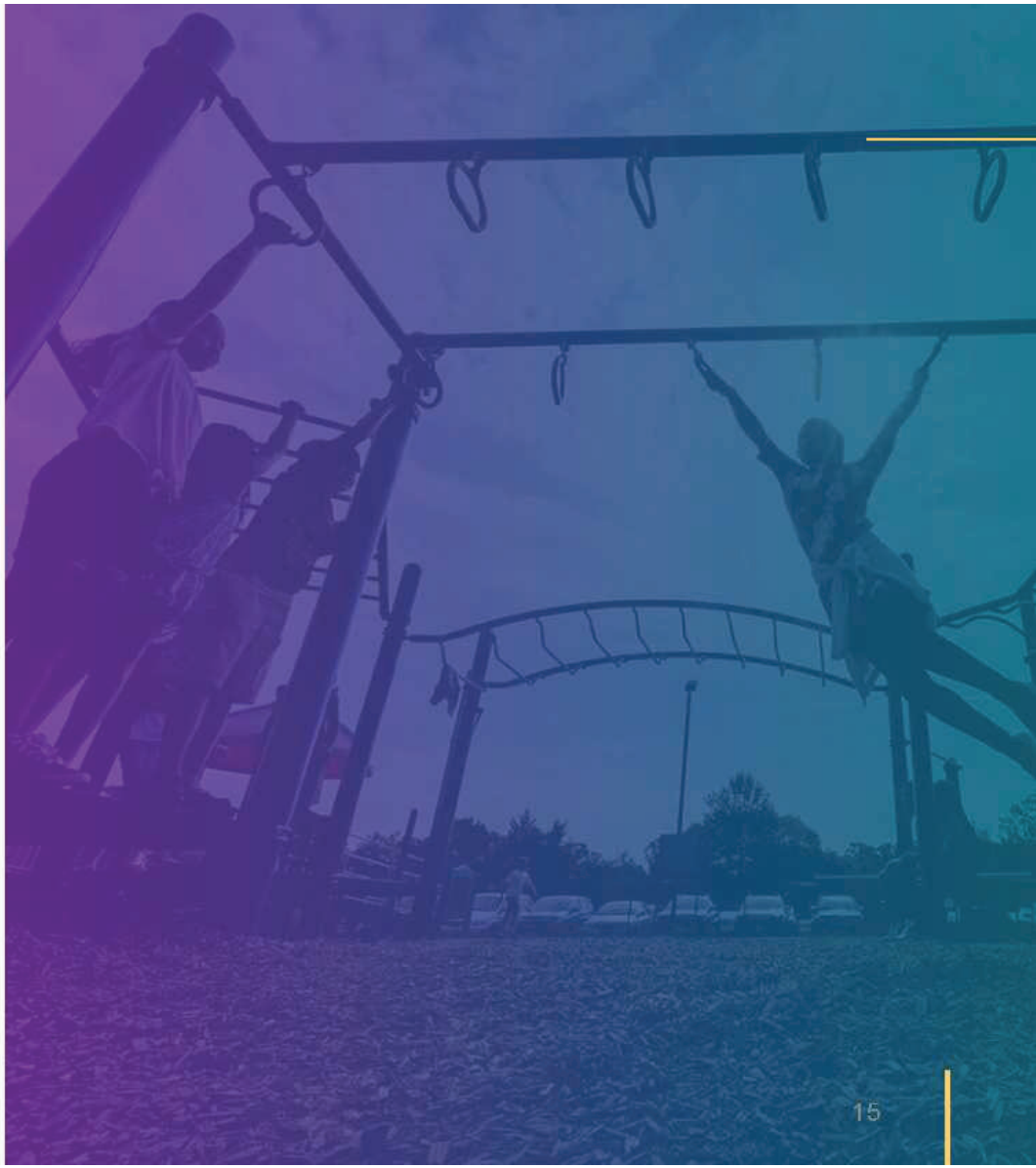


HR Updates

Leaves of Absence (LOA) Processing Updates:

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

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

Topic	Decision
Patrols	Transportation provides support for the school Patrol Program by assigning **Patrol Representatives**. The school provides **Patrol Sponsors** who assigns student patrols, trains them and works collaboratively with the Patrol Representatives. **Bus Patrols** also receive bus training provided by OTS Patrol Representatives. OTS welcomes bus patrol assignments on the bus as space allows. Bus patrols must adhere to the social distancing guidelines on the bus, seating 1 student per seat. They will not be able to sit next to a student, but they can alert the driver to an issue as needed. Janet Goolsby, transportation coordinator leads our bus patrol program and may be contacted at JLGoolsby@fcps.edu.
PE Equipment Sanitization	Please see the following link for information regarding PE equipment and CPR equipment sanitization: Equipment CPR/AED/First Aid
Mask Exemptions on the playground	Students with mask exemptions are to have access to playground equipment. The following precautions should be taken: • Increased social distancing to at least 10ft • Frequent/increased hand washing/sanitizing for the student(s) • Further restrict the number of students on the equipment at the same time • Recommend scheduling recess at a time when there are less students on the playground as much as possible

Principal Support Team: SY 20/21 Staffing Needs

Instructional Hiring	Andrea Garris (ajgarris@fcps.edu)
Monitors - Operational Hiring	Andrea Martini (ALMartini@fcps.edu)
Substitutes	Lena Cohen (lmcohen@fcps.edu)
ADA/LOA & Evaluation	Juan Torres (jntorres1@fcps.edu)
Supporting Staff Wellness	Leona Smith (LMSmith@fcps.edu); Tia Lott (TJLott@fcps.edu); Kathleen Walts (KSWalts@fcps.edu)
Supporting Hiring Needs	Carolyn Haydon (CRHaydon@fcps.edu)

Principal Support Team: Interventions

Join the MTSS Team for MTSS Weekly Office Hours every Monday from 2-3 PM

MTSS Contacts:

Karen Durocher- MTSS Program Manager 571-423-4112 KDDurocher@fcps.edu
Region 1 - Kathy McQuillan 571-423-4180 KMcQuillan@fcps.edu
Region 2 - Karen Durocher 571-423-4112 KDDurocher@fcps.edu
Region 3 - Erin Sylves 571-423-4195 ElSylves@fcps.edu
Region 4 - Katie Baxter-Gagen 571-423-4112 KPBaxtergage@fcps.edu
Region 5- Theresa Lieteau 571-423-4112 talieteau@fcps.edu

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

Additional Resources Available
MTSS Decision Rules Division Student Support Plan MTSS Self-Assessment Hyperdoc Intervention Planning Considerations Intervention Planning Ideas English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Friday, March 19, 12:00 p.m. BbCU link Submit a question

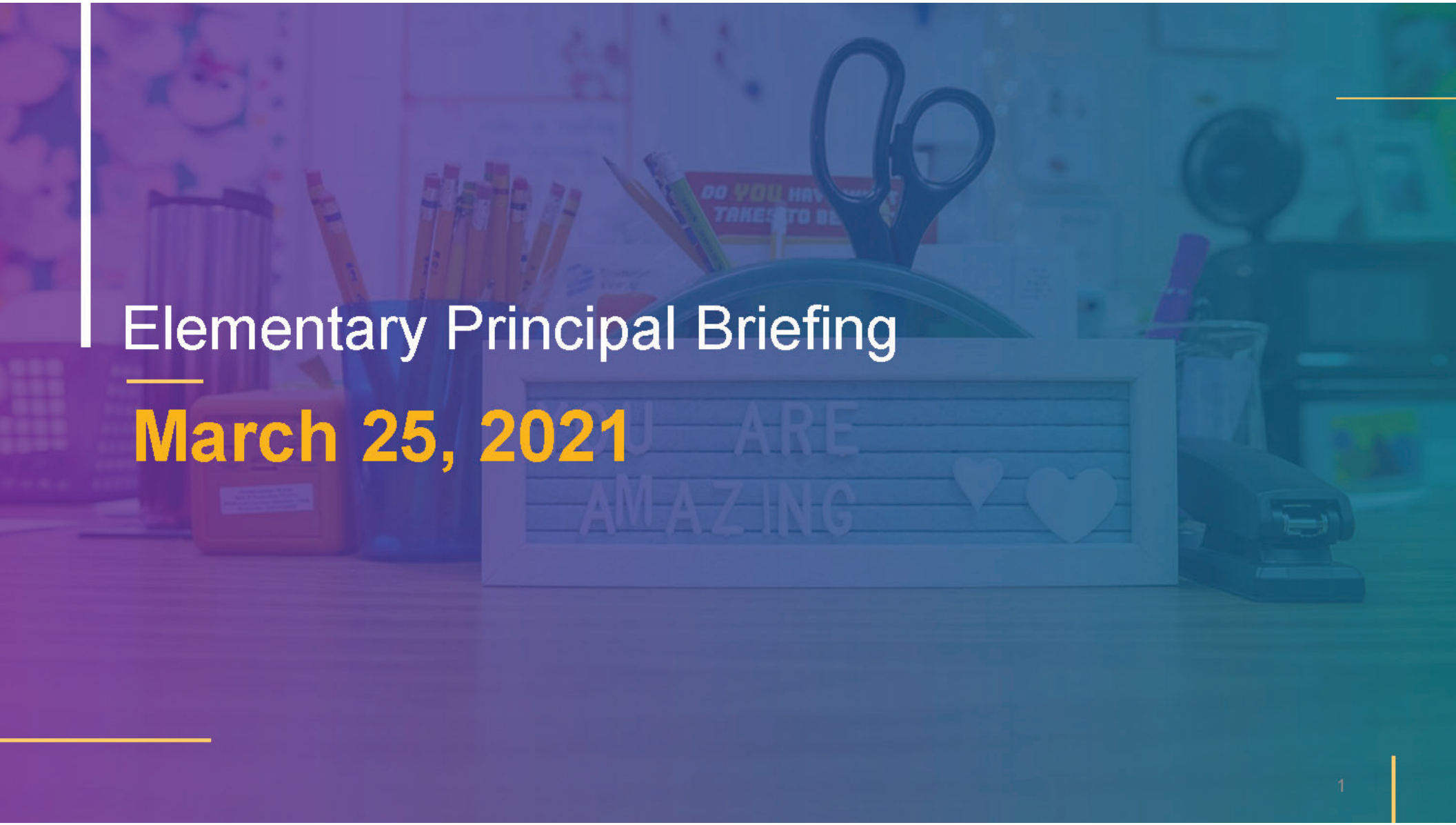
Topic	Response
How have substitutes been organized in concurrent instruction? What supports are available?	Some schools use Mondays to help long-term subs understand the technology and how to log in. The sub office has been sharing videos created by OCCR with substitutes. Concurrent Instruction: Learning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

Link to Weekly Office Hours Topics

Principal Support Teams

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

Questions



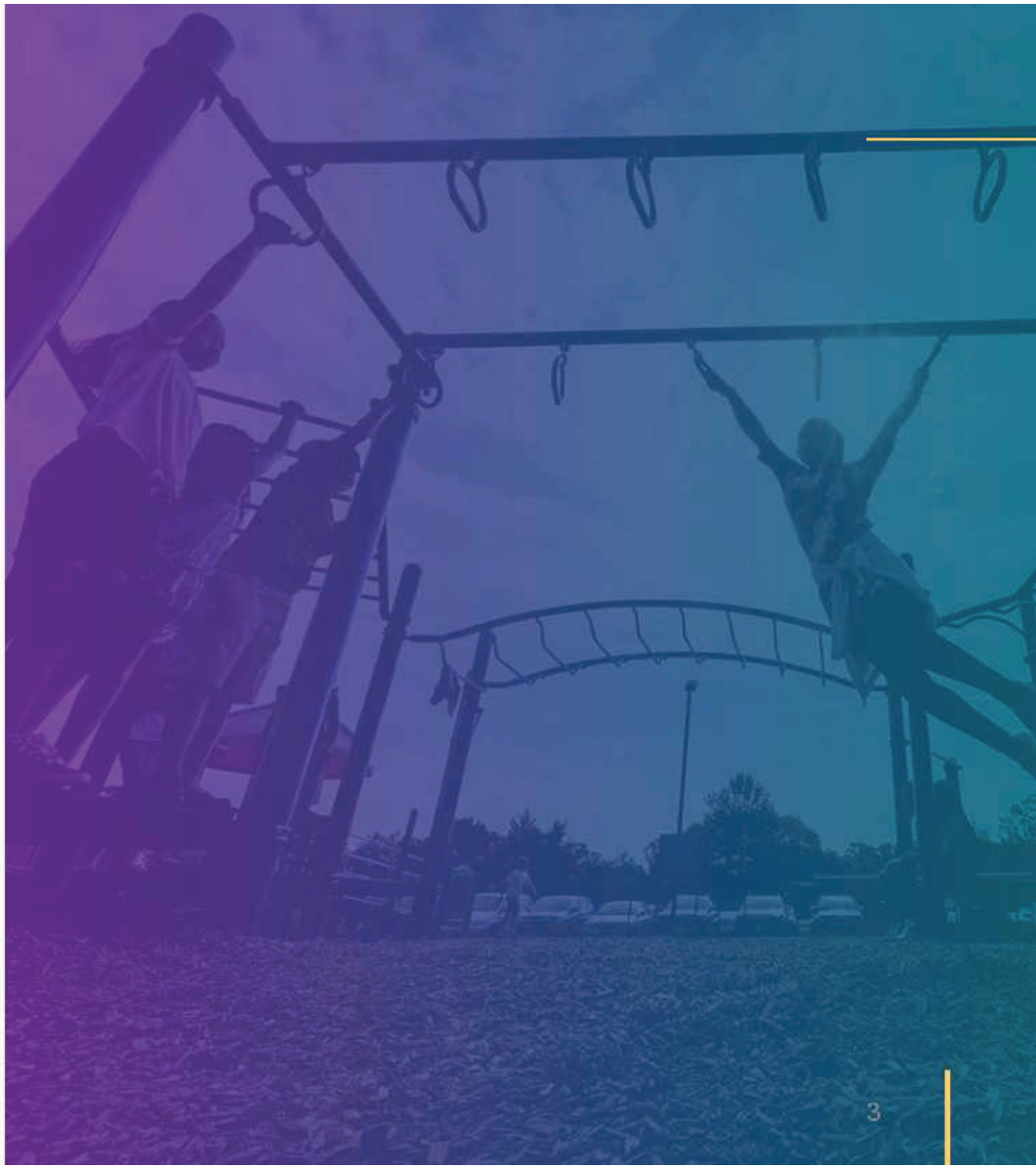
Elementary Principal Briefing

March 25, 2021

Agenda

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

Health & Safety



Updated CDC Guidance

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

Updated CDC Guidance

Community Transmission Based on 7-Day Average

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

Emphasis on the Importance of Isolation and Quarantine

Prevention Strategies: All Schools

All schools implement 5 key prevention strategies:

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

Fairfax County Community Transmission Data

Number of Cases Per 100K

105.8

Percent Positivity

5.4

CDC Indicator for Community Transmission

High

Updated CDC Guidance

Recommendations by Community Transmission Level

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

Prevention Strategies by Level of Community Transmission			
Low Transmission[1] Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Elementary Schools Physical distancing: at least 3 feet between students in classrooms		**Elementary Schools** Physical distancing: at least 3 feet of distance between students in classrooms Cohorting[4] recommended when possible	
Middle and High Schools Physical distancing: at least 3 feet between students in classrooms		**Middle and High Schools** Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	**Middle and High Schools** Schools that can use cohorting: at least 3 feet of distance Schools that cannot use cohorting: at least 6 feet distance between students in classrooms[4]
Sports and extracurricular activities Sports and extracurricular activities occur with at least 6 feet of physical distance to the greatest extent possible[5]	**Sports and extracurricular activities** Sports and extracurricular activities occur with at least 6 feet of physical distance required[5]	**Sports and extracurricular activities** Sports and extracurricular activities occur only if they can be held outdoors, with more than 6 feet of physical distancing[5]	

Updated CDC Social Distancing Guidance

Summary

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

*When both students are wearing masks

FCPS Key Messaging on Updated CDC Guidelines

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

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

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

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

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

FCPS Key Messaging on Updated CDC Guidelines

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

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

Next Steps

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

Capacity Limitations

This guidance is based on Executive Order 72

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

Capacity Limitations

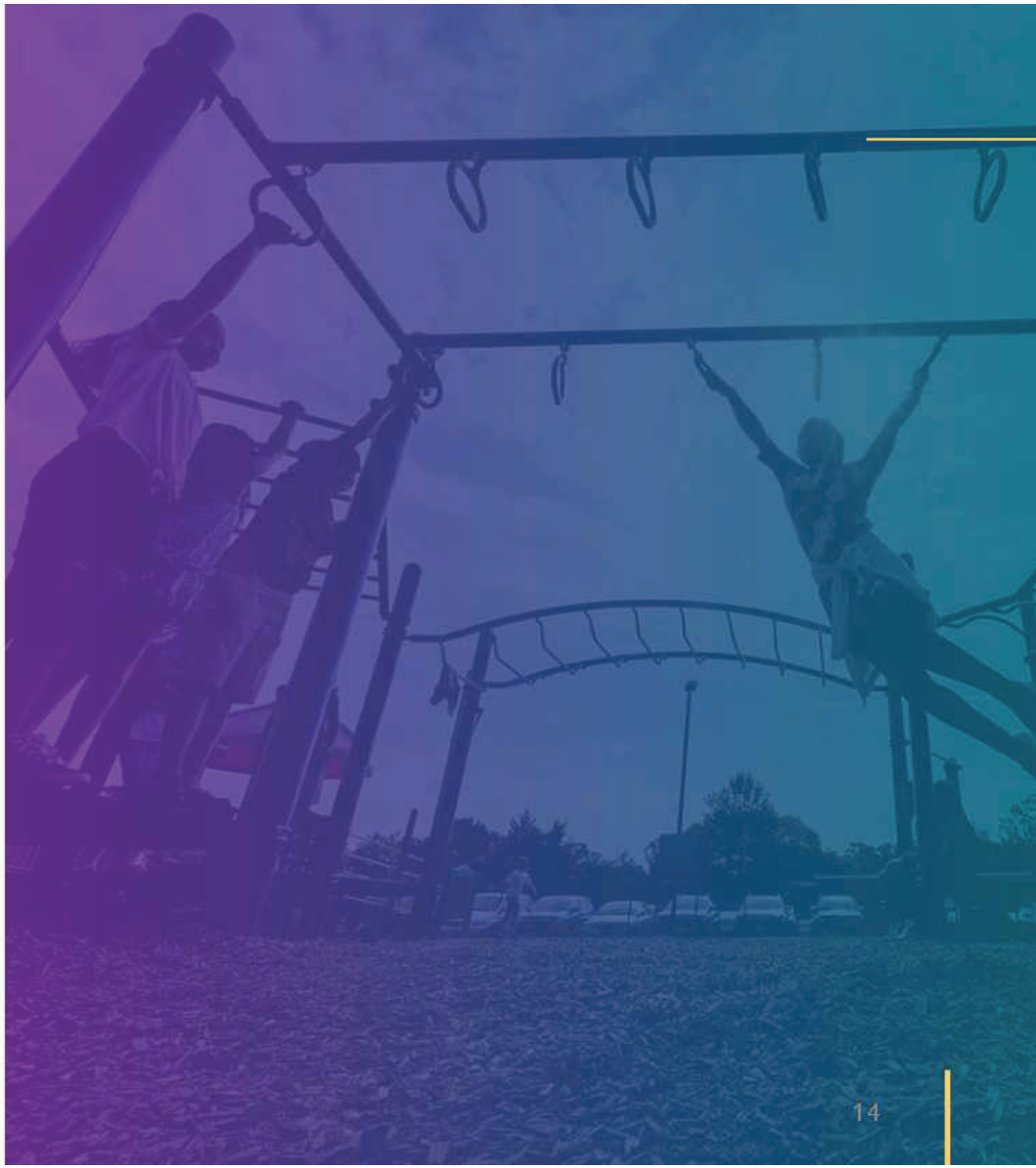
Event Type	Indoor Capacity Cap	Outdoor Capacity Cap	Notes
VHSL and Recreational Sports Events	The total number of spectators cannot exceed the lesser of 30 percent of the occupancy load of the certificate of occupancy for the venue, or 100 persons per field.	30 percent of the occupancy load of the certificate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

Capacity Limitations

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

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

Instruction

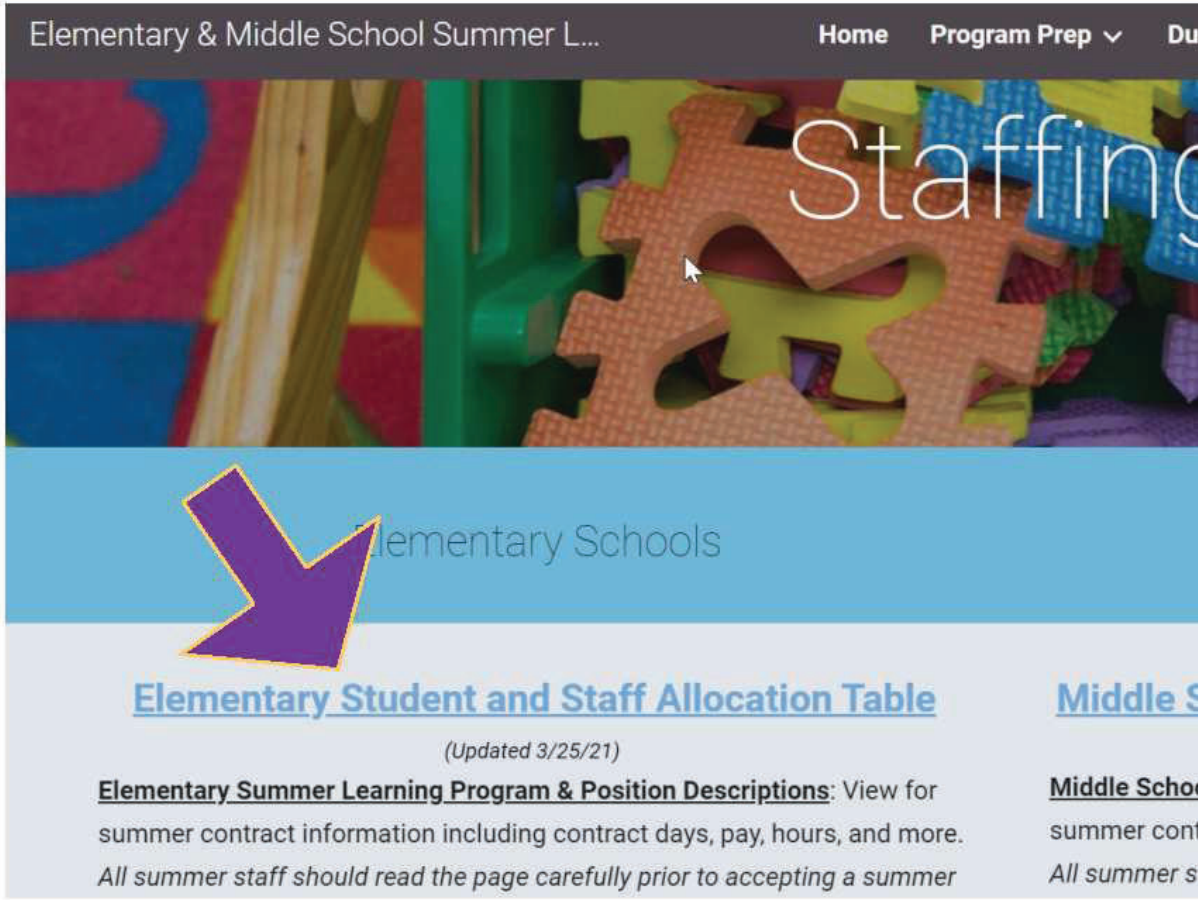


Summer Programs

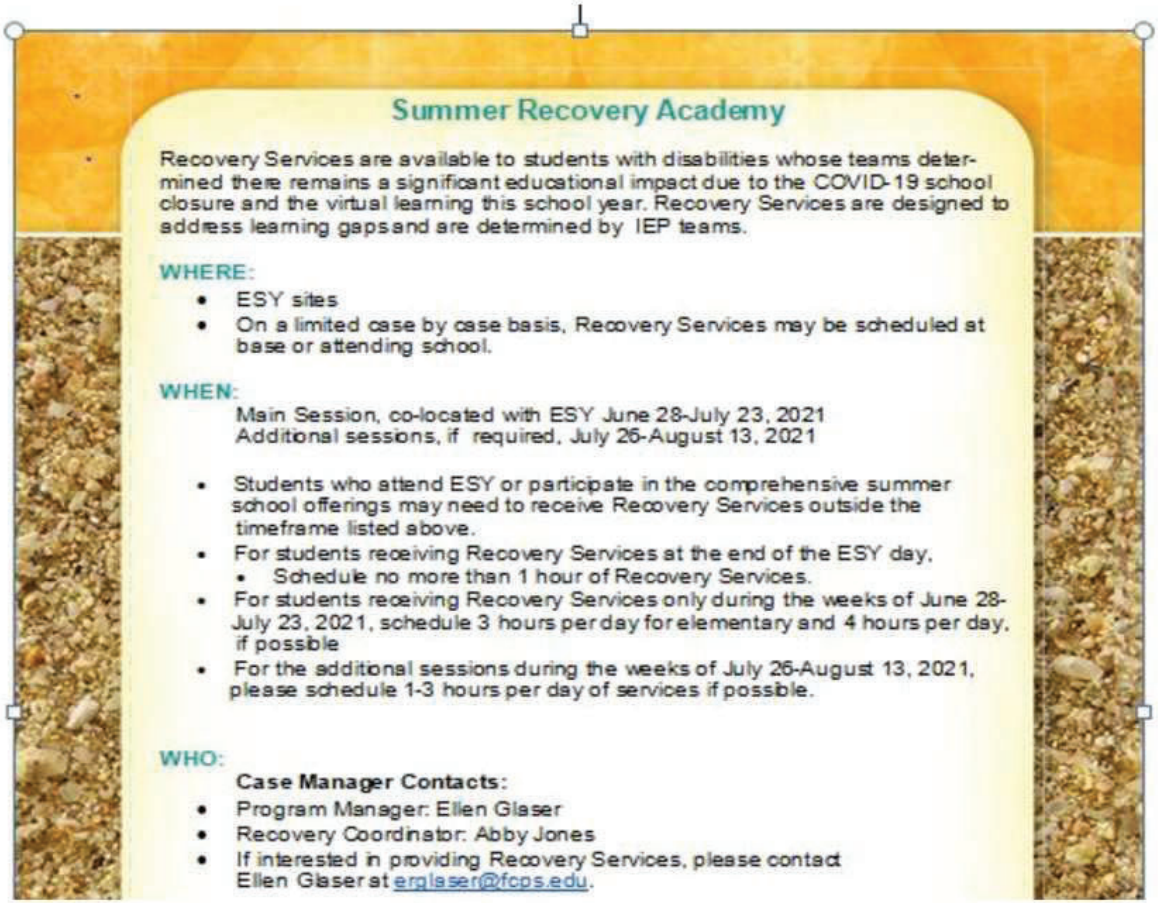
SOAR staffing is now available on

[Summer Google Site]

Each Title 1 school will be allocated 5 additional staff positions, these may be used to add additional sections to SOAR, B2K, or B2F or to add additional support teachers. <u>These are not reflected on the staffing table.</u> Additional information about hiring, etc. will be provided as soon as possible.



Special Education: Summer Recovery Academy



Summer Recovery Academy

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

WHERE:

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

WHEN:

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

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

WHO:

Case Manager Contacts:

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

OFFICE HOURS

- Thursday, March 25, 2021

  3:30-4:30 BBCU Link
- Wednesday, April 7, 2021

  9:00-10:00 BBCU Link
- Monday, April 12, 2021

  3:30-4:30 BBCU Link

Region Problem Solving

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

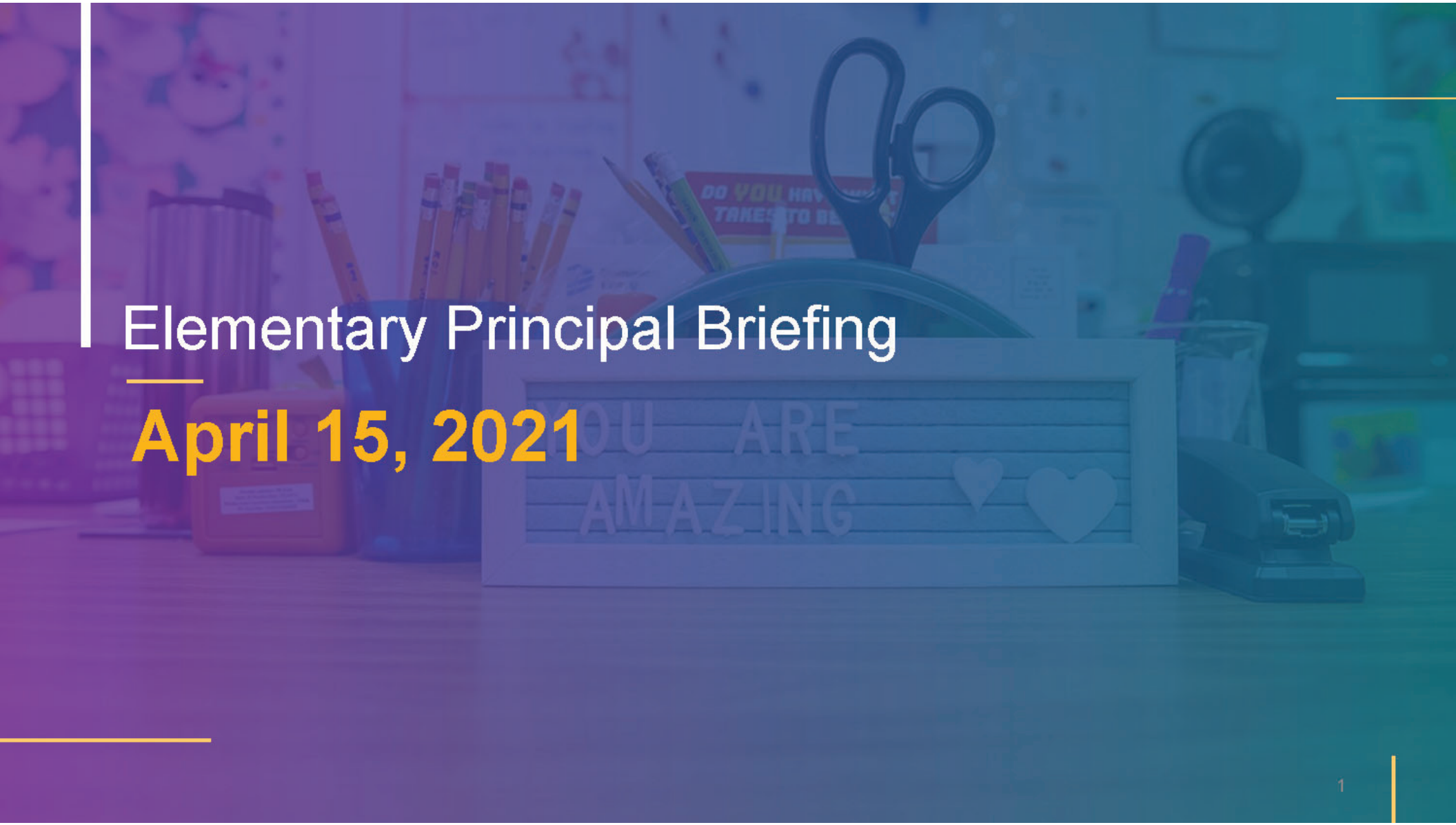
Staffing

Concurrent Instruction/ Technology

Operations/Logistics

Interventions

Questions



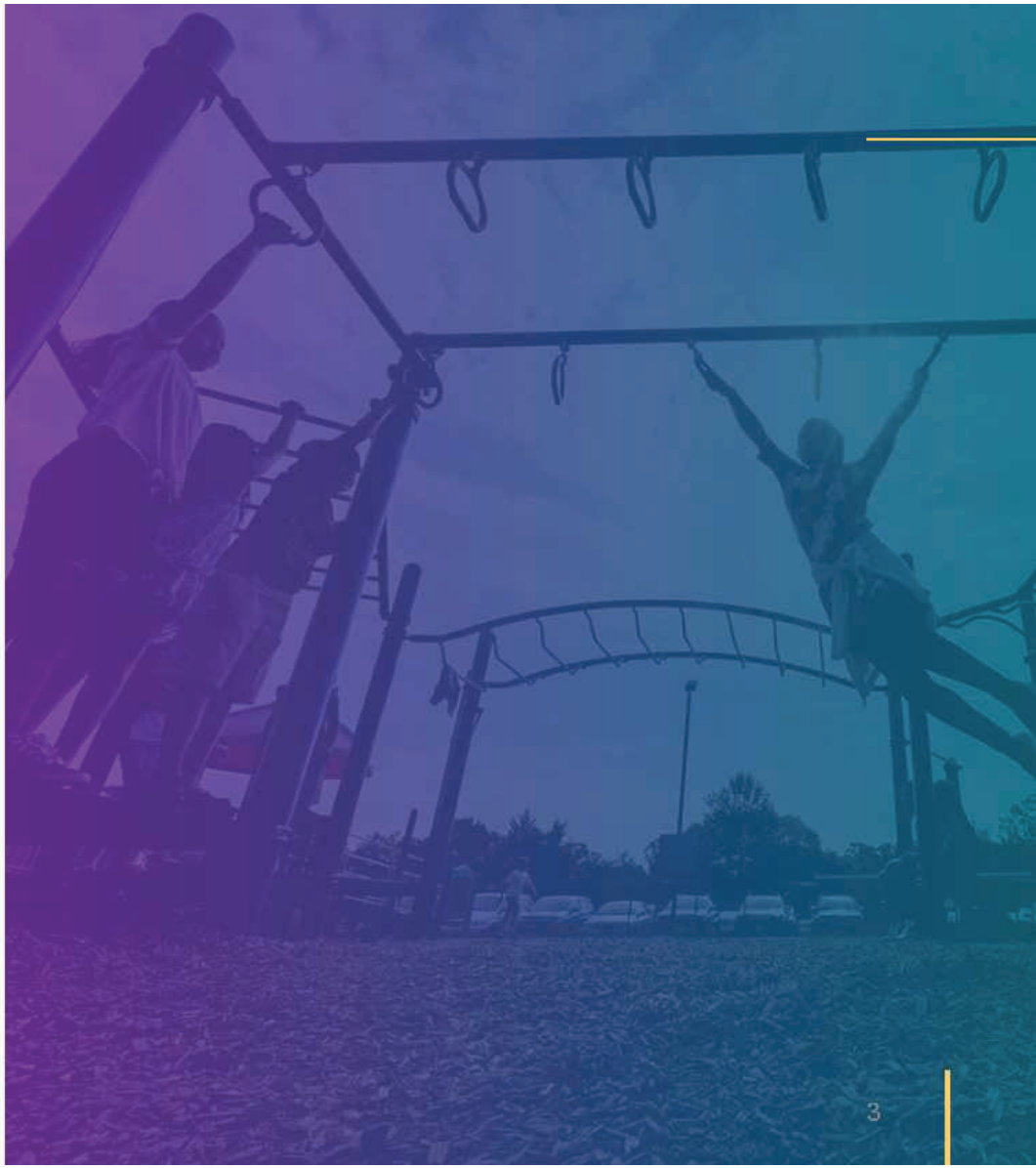
Elementary Principal Briefing

April 15, 2021

Agenda

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

SY 2021-22 Updates



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

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

Primary Instructional Model Is In-Person Learning

Limited Virtual Enrollment Opportunities

- In-person learning is most effective model to address the continuing disproportionate impact of COVID on certain student groups
- **Concurrent instructional model** will be used to support full-time virtual students
- Concurrent model provides seamless transition for families with exemptions from in-person to return in-person as health conditions, including vaccine availability, improve
- Teachers providing concurrent instruction will receive an additional stipend
- FCPS will support teachers and school staff with the tools, time, and resources needed for the return to 5 days of in-person learning for all students

Virtual Enrollment Parameters

- Virtual enrollment will be limited
- Requests for virtual enrollment will be considered through an application process (no fee) similar to Homebound Education eligibility requirements (e.g., documented medical, social-emotional need)
- May 3 - 28: Initial application window for full-time virtual requests

School Year 2021-22 - What's Different

Updating Bell Schedules and Bus Schedules - End of May

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

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

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

Discontinuing Use of Classroom Monitors - Effective June 30

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

Expanding Outdoor Learning Capacity - Some Locations Starting July

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

Communication and Outreach Plans

Launch Campaign for Fall Safe Return for all Children

OUR AUDIENCE

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

PLAN THE CONTENT

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

Build enthusiasm for a safe September return.

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

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

CHOOSE PLATFORMS

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

Central Communication
Toolkits and Talking Points,
Town Halls
Multi-lingual podcasts
Schools connecting directly with families
Providing info at food distribution sites
Collaborating with Community and
Faith Based Groups
Parent Liaisons
Door to door to families and phone tree

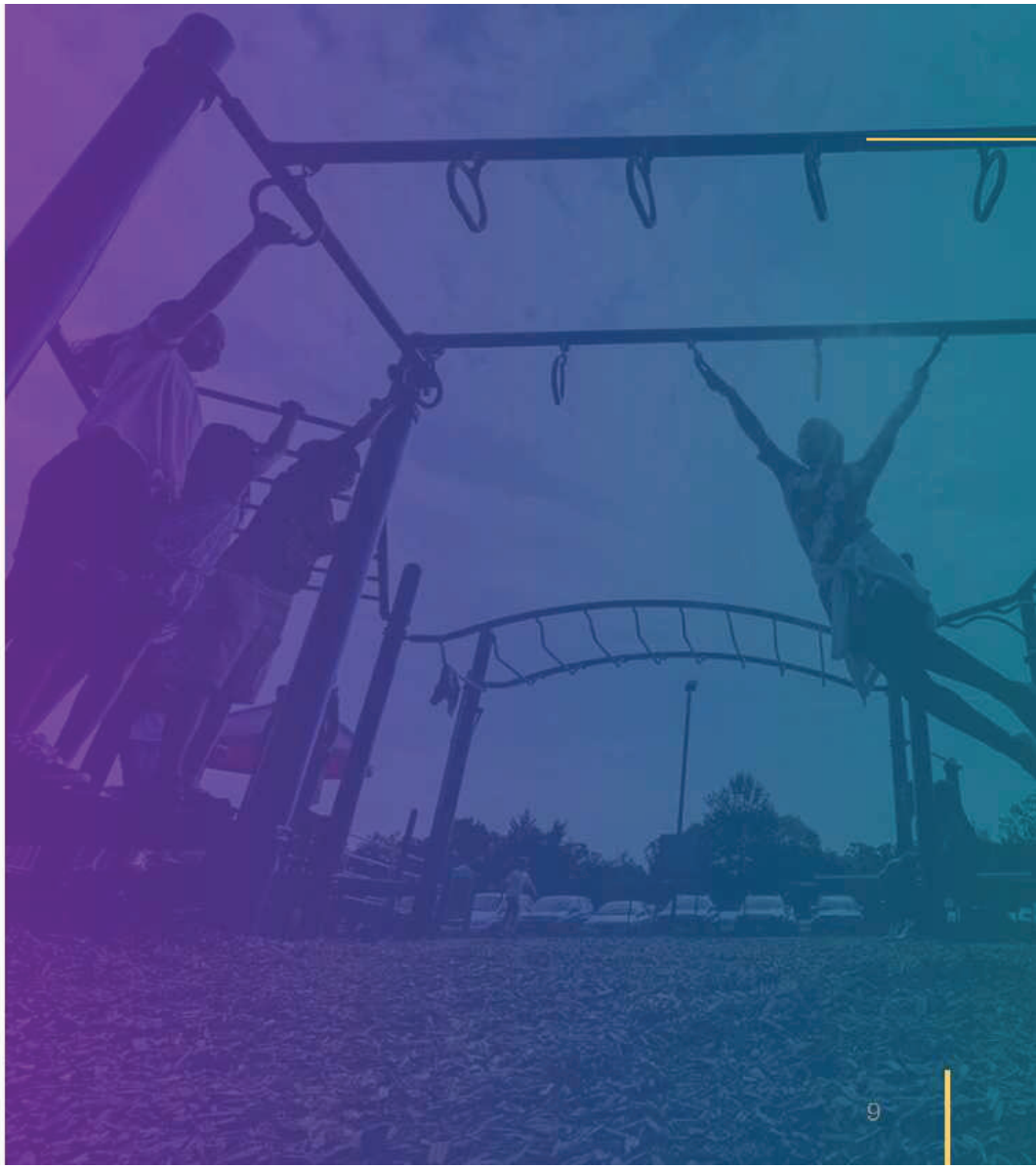
ENGAGE AUDIENCE

Push out through our chosen platforms.

MEASURE RESULTS

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

Health and Safety



Guidelines for Health and Physical Education (HPE)

- At least 6'- 8' of distance should be maintained during physical activity. RECESS guidance has also been aligned to 6' - 8' feet.
- When possible, elementary physical education classes should be held in a large well-ventilated gym or outdoors.
- If physical education must be held in the classroom with 3' of distancing then students may only participate in activity when wearing face coverings and which does not increase exhalation such as stretching, balancing, and tossing to self or target with disposable products.
- Face coverings must be worn during physical education classes held indoors. (Teachers should only consider low intensity activity indoors in well-ventilated spaces and only engage in high intensity activity outside when at least 6' of physical distancing can be maintained.)
- Students may remove face coverings during physical education classes held outdoors when 6' or greater of physical distancing can be consistently maintained.
- Additional guidance to support in-person health and physical education can be found in Guidelines for In-person Health & Physical Education.

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

Guidelines for Instrumental/Choral (4-12)

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

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

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

NEW REQUIREMENTS:

•VDH has developed a phase-in schedule for both the Hepatitis A and Meningococcal vaccinations.

- A minimum of two doses of Hepatitis (A) vaccine are required: The minimum age for the initial dose is twelve months. At least six months spacing between the first and final dose. *For SY 2021/2022, Kindergarten students must have two doses of Hepatitis A.*
- A minimum of two doses of Meningococcal (MenACWY) vaccine are required: The minimum age for the initial dose is ten years. The first dose is required for students entering 7th grade. The second dose is required for students entering 12th grade (dose must be administered at age 16 or older). *For SY 2021/2022, 7th grade students must have one dose and 12th grade students must have one dose.*

- A complete series of Human Papillomavirus (HPV) vaccine is required: The minimum age for the initial dose is nine years. The first dose is required for ALL students (boys and girls) entering 7th grade. ***The parent or guardian, at their sole discretion, may elect for the student not to receive the HPV series.***

- A minimum of one dose of Rotavirus (RV) vaccine is required: The minimum age for the initial dose is six weeks. One dose is required for students less than eight months of age.

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

COMMUNICATIONS AND TRAINING

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

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

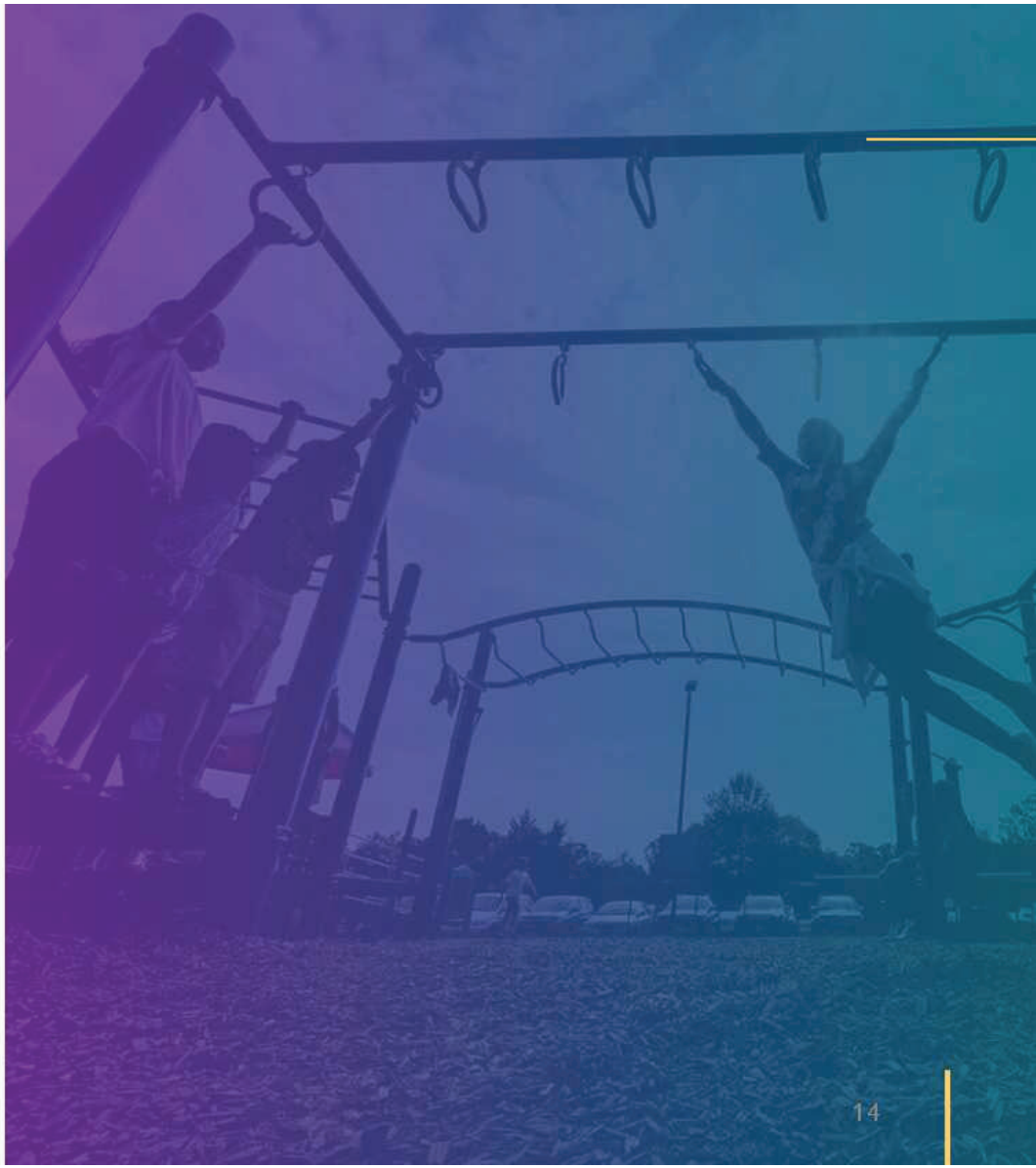
Testing Purpose:

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

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

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

Instruction



ES - State Assessment Options for Families

Families of In-Person and Virtual Students--Standards of Learning (SOL)	**Families of Fully Virtual Students Only Virginia Remote Student Progress Test (VRSPT)**
Tests Available: Grade 3-6 Reading and Mathematics, Grade 6 Science, EOC Algebra 1, Geometry	***Tests Available:*** Grade 3-6 Reading and Mathematics, Grade 5 Science *(no EOC Math)*
Eligibility: Grade 3-6 students able to test in a secure setting at school or another FCPS-approved site	***Eligibility:*** Grade 3-6 fully virtual students whose families refuse SOL testing due to COVID-related concerns
Purpose: Fulfills federal testing requirements; Allows for comparison of individual and group/school performance in relation to past years; Provides baseline for Standards of Accreditation (SOA) growth	***Purpose:*** Provides families with information on student performance in virtual learning
Timing: April 26-June 4	***Timing:*** May 10-June 4

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

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

Promotion and Retention

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

- Promotion and Retention Resource

School Based Summer Learning Programs - ES Programs

Criteria for School-Based Student Selection:

Bridge to Kindergarten

- Students with little to no PreK experience
- Students who may have had only a virtual PreK experience

Bridge to First Grade

- Students who had 100% virtual instruction in K
- Students who need support in routine building and strengthening self-regulation and social skills

Young Scholars

- Rising 1 - 6 students who are identified as Young Scholars in SIS

SOAR: Mathematic and Language Arts Acceleration (ES)

- Students ending the 2020-21 SY currently performing below grade level in Reading and Math as measured by multiple assessments (i.e. Core Phonics, DRA, iReady, ST Math)
- EL level 1 students automatically identified

Timeline:

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

Actions to Hire/Incentivize:

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

Summer Learning Programs - Special Education Programs

Criteria by Program:

Extended School Year (ESY)

ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.

Recovery Services

Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.

Preschool Autism Class (PAC)

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

Timeline:

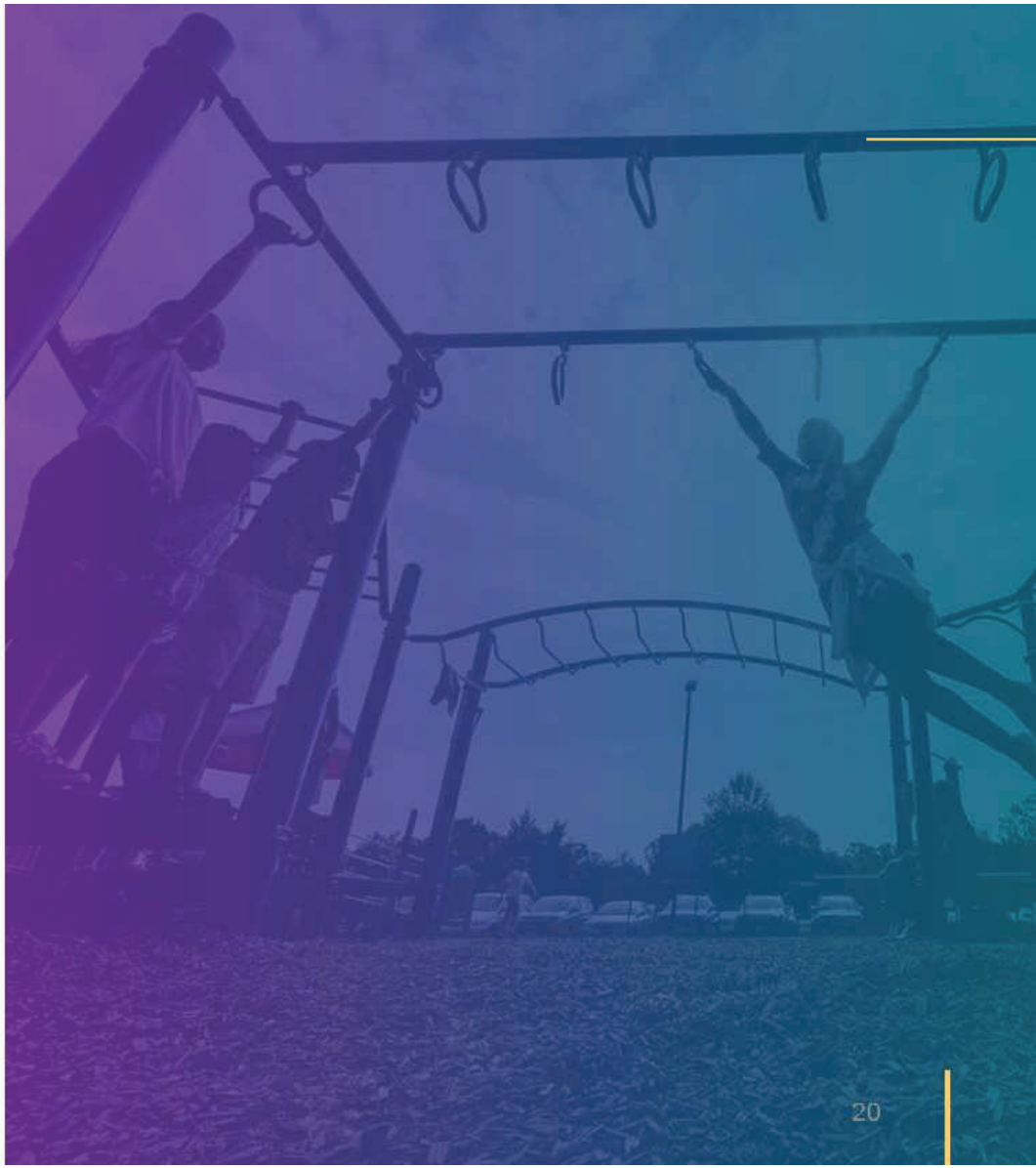
Action	Windows
Selection of Recovery Coordinator and Lead Teachers	April 5
Solicit Teacher Interest and Hire	Beginning February (Recovery & March (ESY)
Target Creation for Central Pool of Available Candidates	May 10
Target Date for IEP Team Decisions	ESY: April 30 Recovery: May 7
Program Dates (general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

Protecting Student Confidentiality

- All FCPS staff are responsible for protecting the confidentiality of student information under FERPA and IDEA.

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

Human Resources



ADA and LOA Updates for SY 2021-22

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

ADA and LOA Updates for SY 2021-22

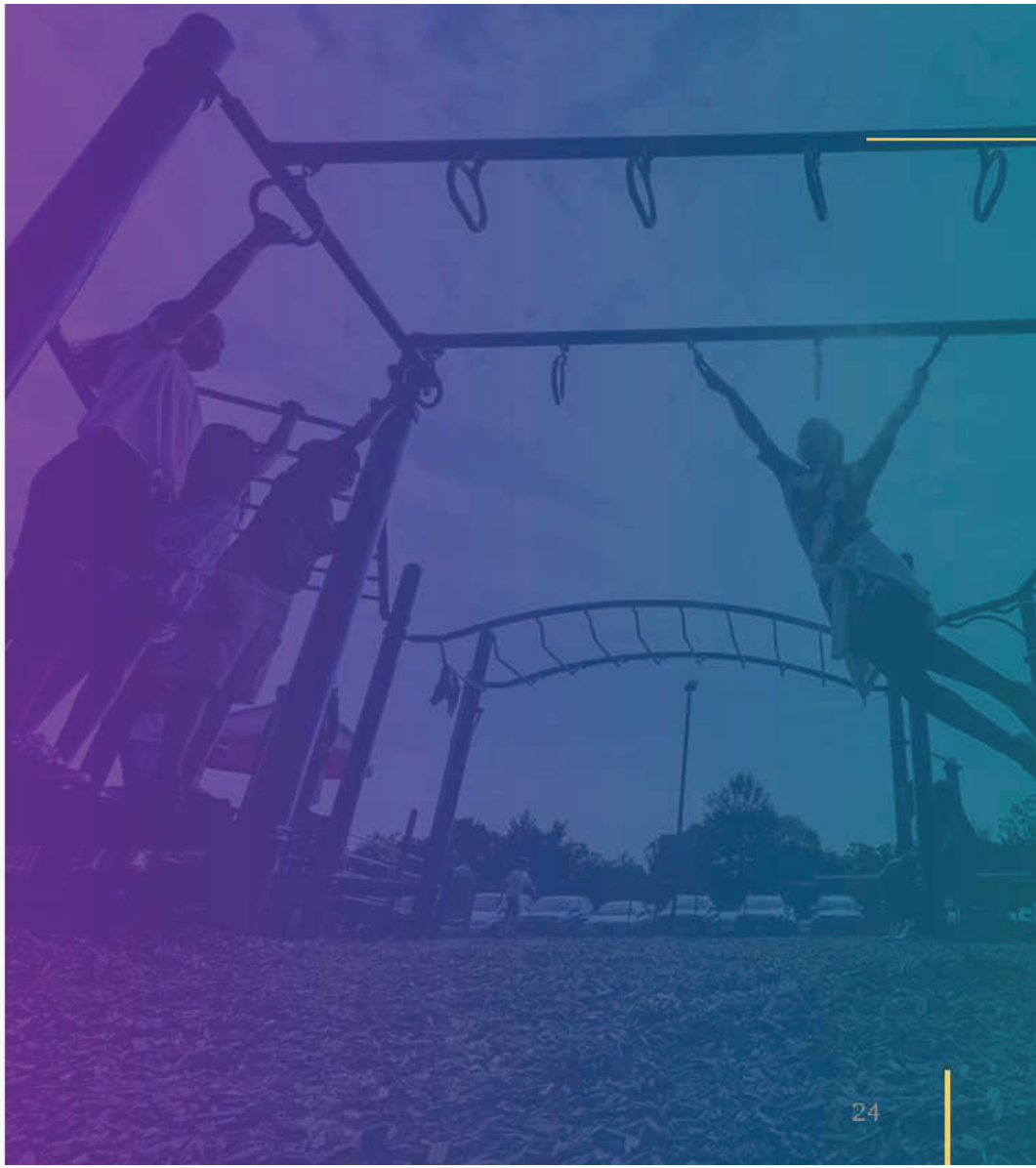
Communication Timeline:

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

Parent Volunteers to Support Lunch Supervision

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

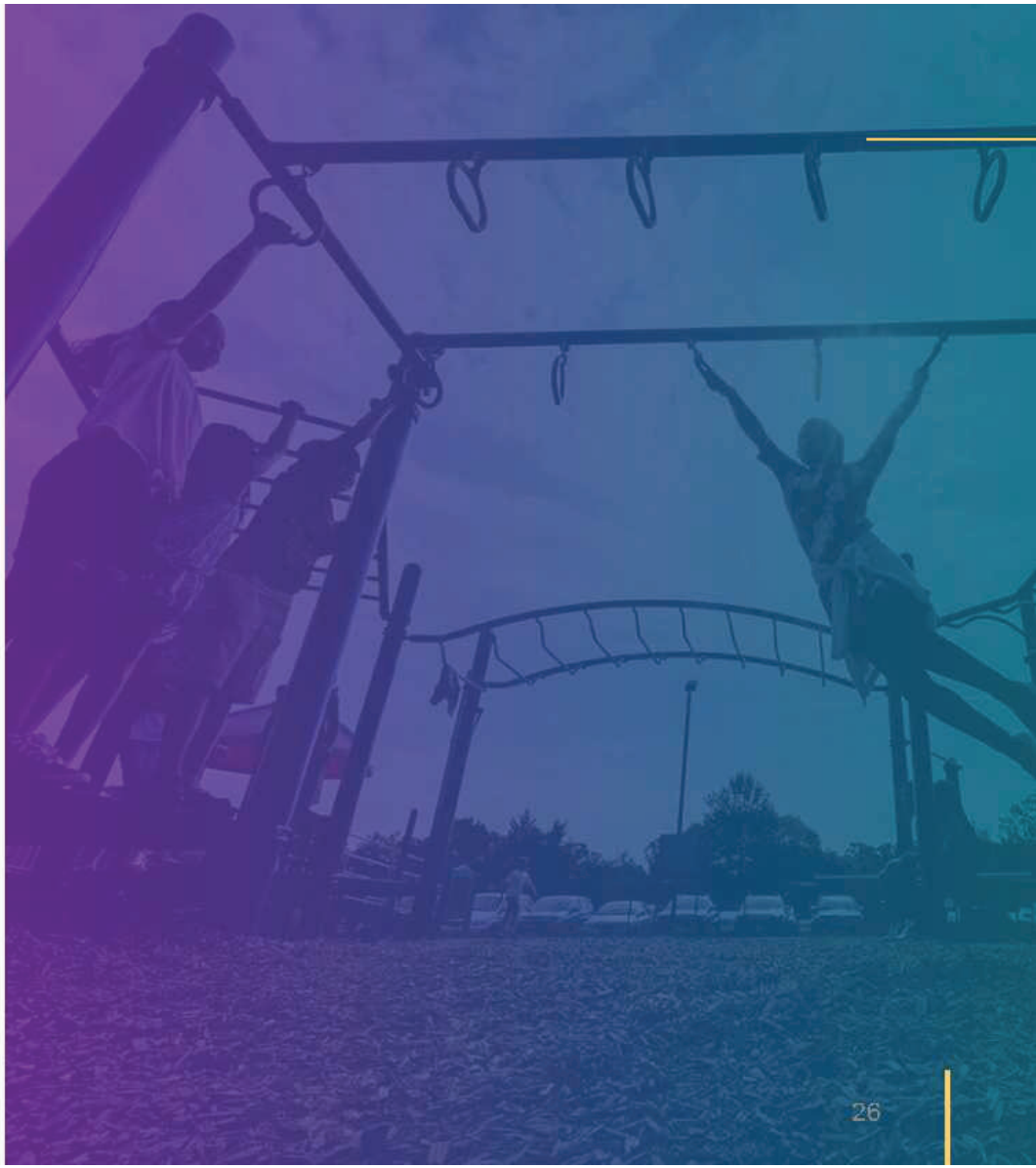
Information Technology



Information Technology Updates

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

Principal/Operational Support Team



Principal Support Team - Operations & Logistics

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

BBCU Link Link to Notes from Previous Office Hours

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

Principal Support Team - Operations & Logistics

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

BBCU Link Link to Notes from Previous Office Hours

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

Principal Support Team - Operations & Logistics

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

BBCU Link Link to Notes from Previous Office Hours

Clarified Guidance Around Capacity for Events

Promotion and Award Ceremonies Held in Sports or Entertainment Venues (football stadiums, gymnasiums, auditoriums)
(A 5th/6th grade promotion ceremony that is academic in nature would fall into this category depending on venue. Think ceremony; no food.)

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

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

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

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

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

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

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

Principal Support Team - Operations & Logistics

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

BBCU Link Link to Notes from Previous Office Hours

Clarified Guidance Around Capacity for Events

All other social gatherings or events (to include all night grad, prom, 6th grade social events, 8th grade dances, other social gatherings, PTA events, etc.)

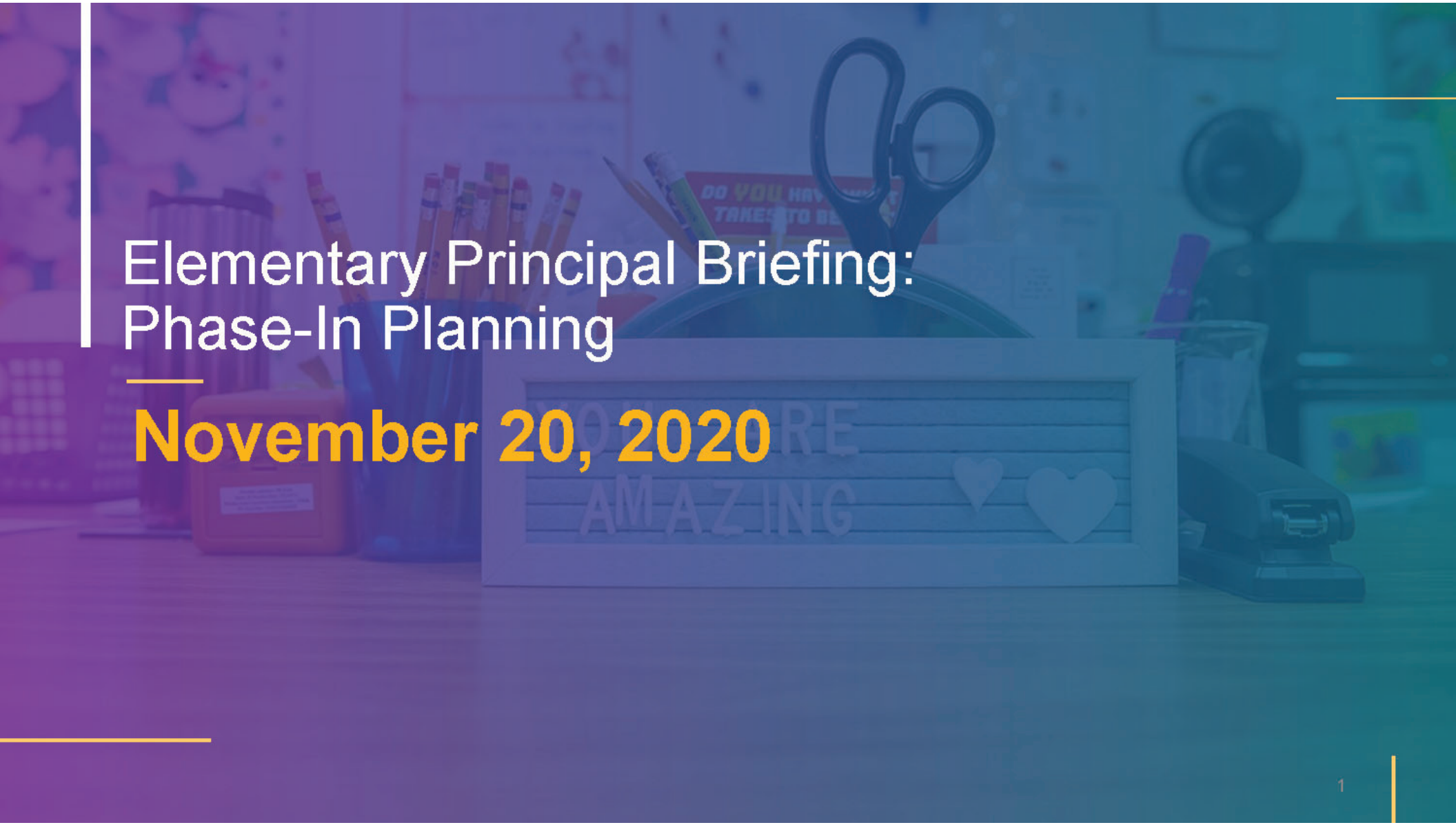
5th/6th grade celebrations that are more fun, games, & food would fall into this category. Think about the difference between an academic awards ceremony vs. prom.

Indoor: 50 people max.

Outdoor: 100 people max.

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

Questions



Elementary 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

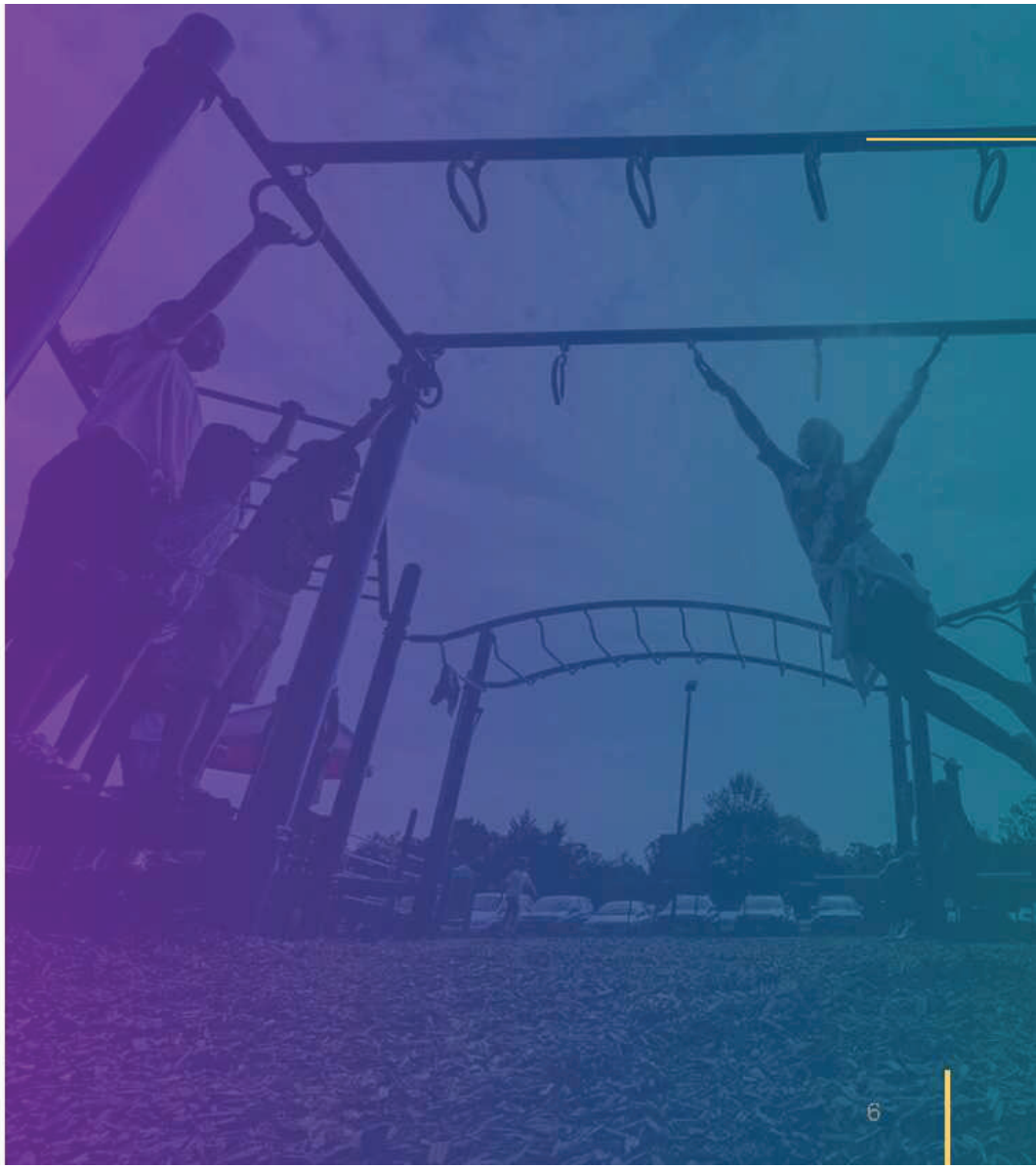
Group Status and Program Clarification

Group 1	• Firefighting, LPN, Construction, Student Auto Sales	**Will not phase out based on health metrics**
Group 2	• 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	• 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)	**Positivity Rate has to be greater than 10% for 7 consecutive days.** **This group has ZERO days exceeding the threshold as of 11/20**
Group 4 **Updated**	• 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	**Greater than 200 Cases OR Positivity Rate greater than 10% for 7 consecutive days.** **This group may exceed the threshold for 7 day on 11/22.**

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.

Health



Health: In-Person Decision Making Reminders

As of Nov. 19th

Group	Current Status	In-Person Status Details **Red** = Paused Due to Health Metrics **Yellow** = Caution: Potential to Pause Due to Health Metrics **Green** = Go for In-Person Instruction **White** = Projected Start Date for In-Person Instruction Not Reached	Metric Thresholds	Within the Last 7 Calendar Days: Number of Days Above the Threshold
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	**Yellow** = Caution: Potential to Pause Due to Health Metrics Group will transition to virtual if Metric 1 exceeds the threshold for 7 consecutive calendar days	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	**Red** = Paused Due to Health Metrics Group has been paused due to Metric 1 exceeding the threshold. Group must be within the threshold for Metric 1 **AND** Metric 2 for 7 consecutive calendar days to begin in-person instruction	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

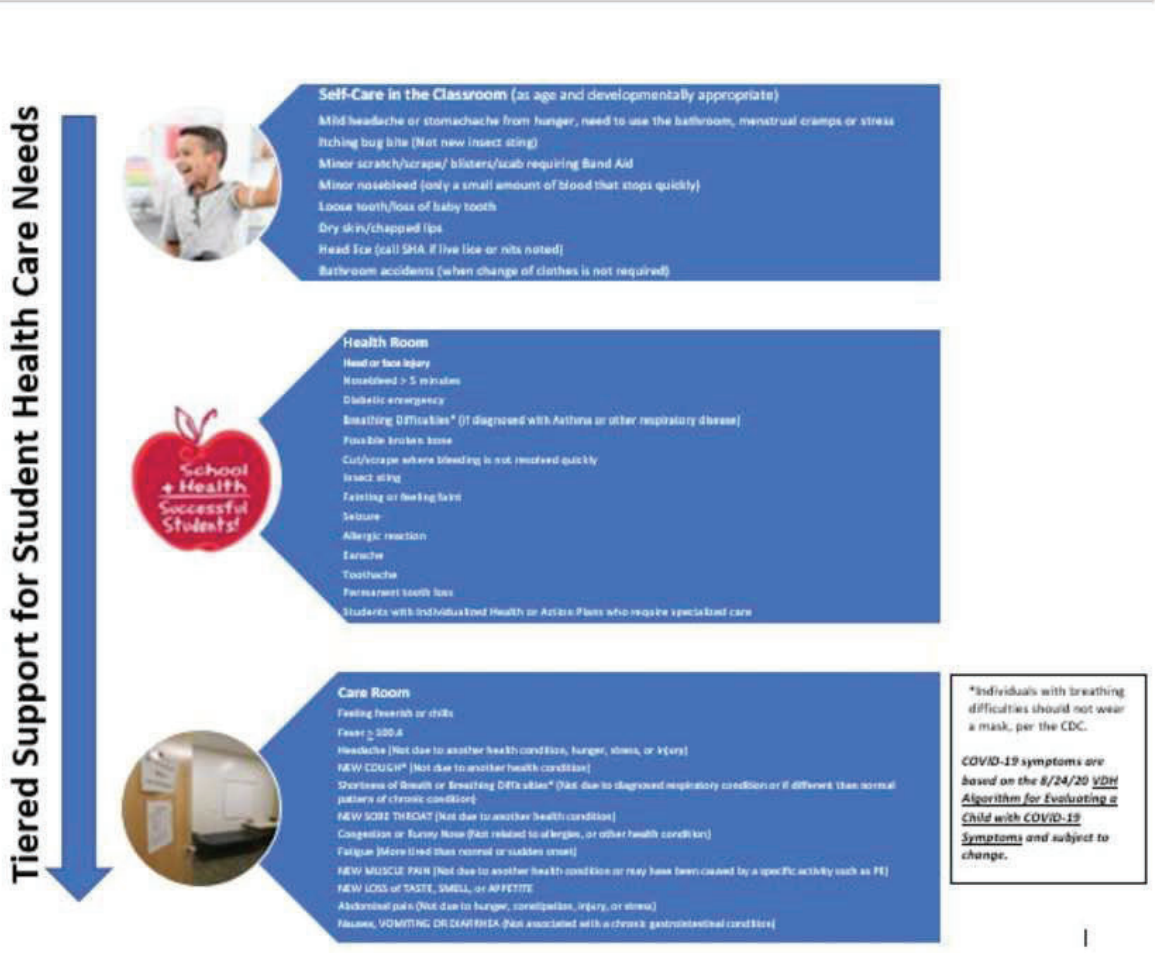
Minor nosebleed (only a small amount of blood that stops quickly)

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 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

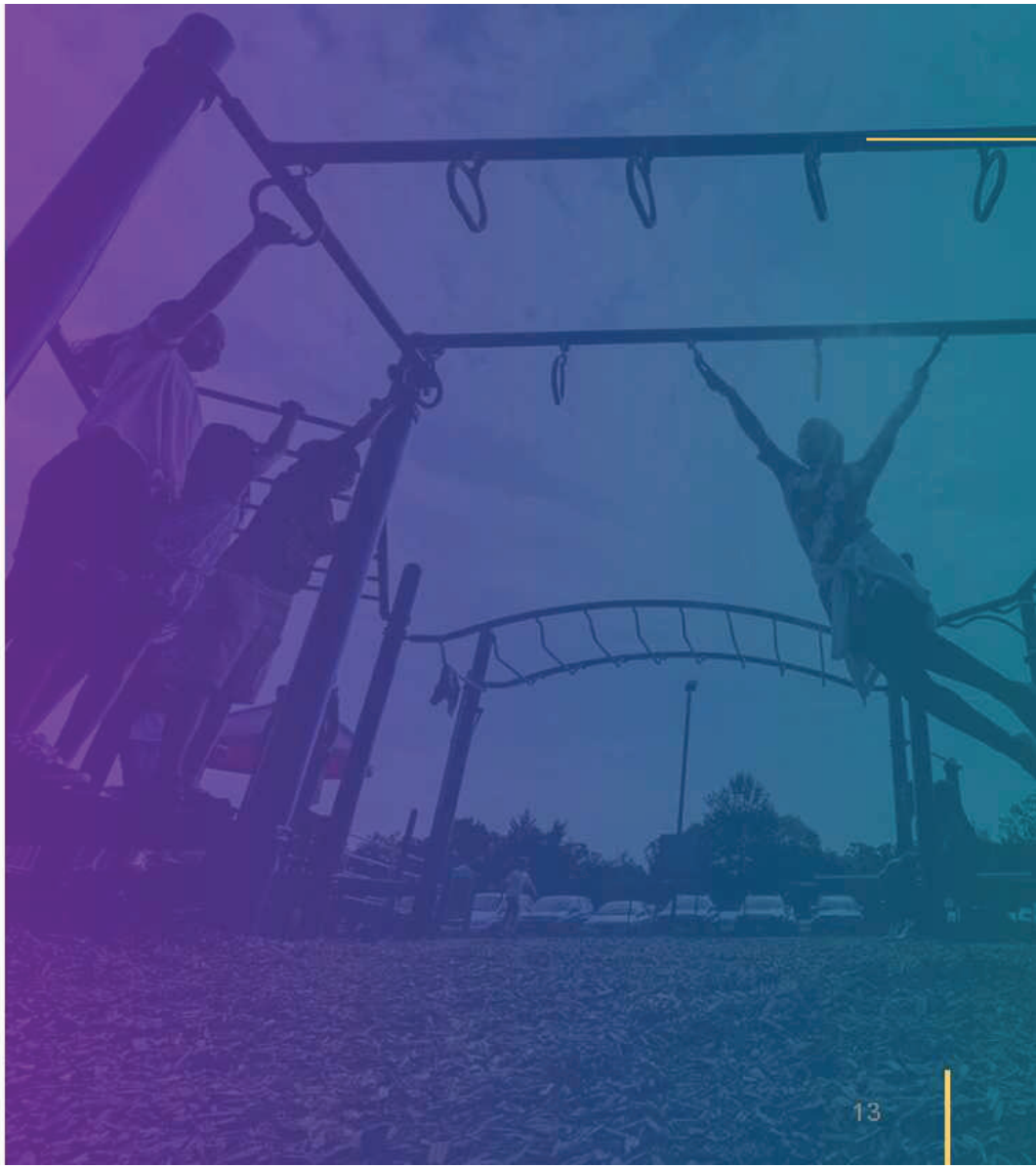
- Implementation of distance learning
- Temperature checks upon arrival to school
- Social distancing strategies in school, including modified layouts, physical barriers (e.g., desk dividers), one-way hallways, reduced class sizes, etc.
- Modifications to class (i.e., cohorting or podding) and school 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

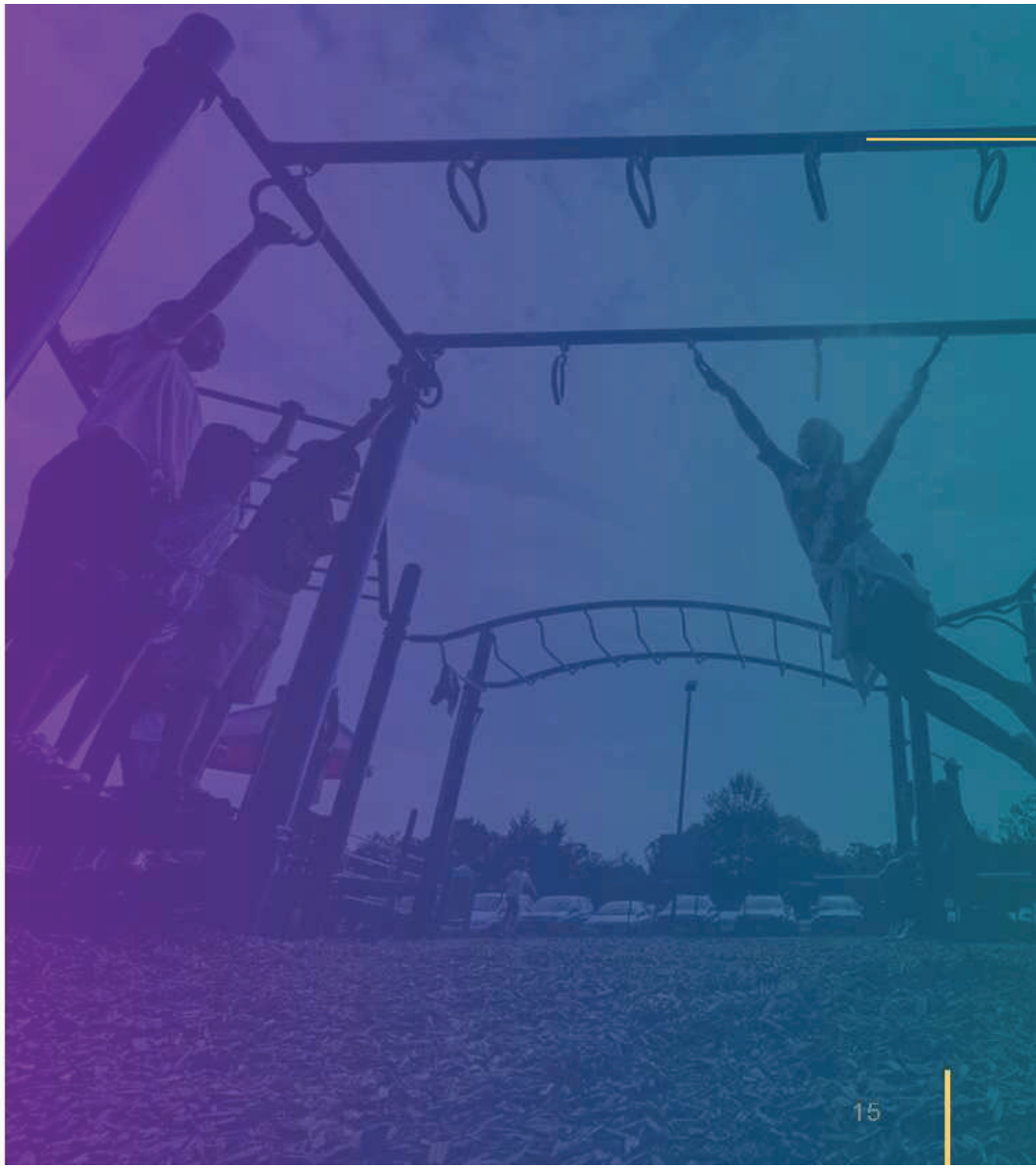
Instruction



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
- Secondary schools are using the days of attendance information from the Return to School Tab to try to plan for scheduling siblings on the same in person days
  - *Please connect with pyramid schools to talk with them about how you are scheduling your students*
  - *SIS Report Available:* **U-STU4007** Potential Siblings List - **Now** includes In-Person Days
- Timeline
  - **Groups 5 and 6** - Days of in-person attendance should be entered into SIS/STR already
  - **Group 7** - Days of in-person attendance should be entered into SIS/STR by 12/4 no changes after 12/11* (*updated date)

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.

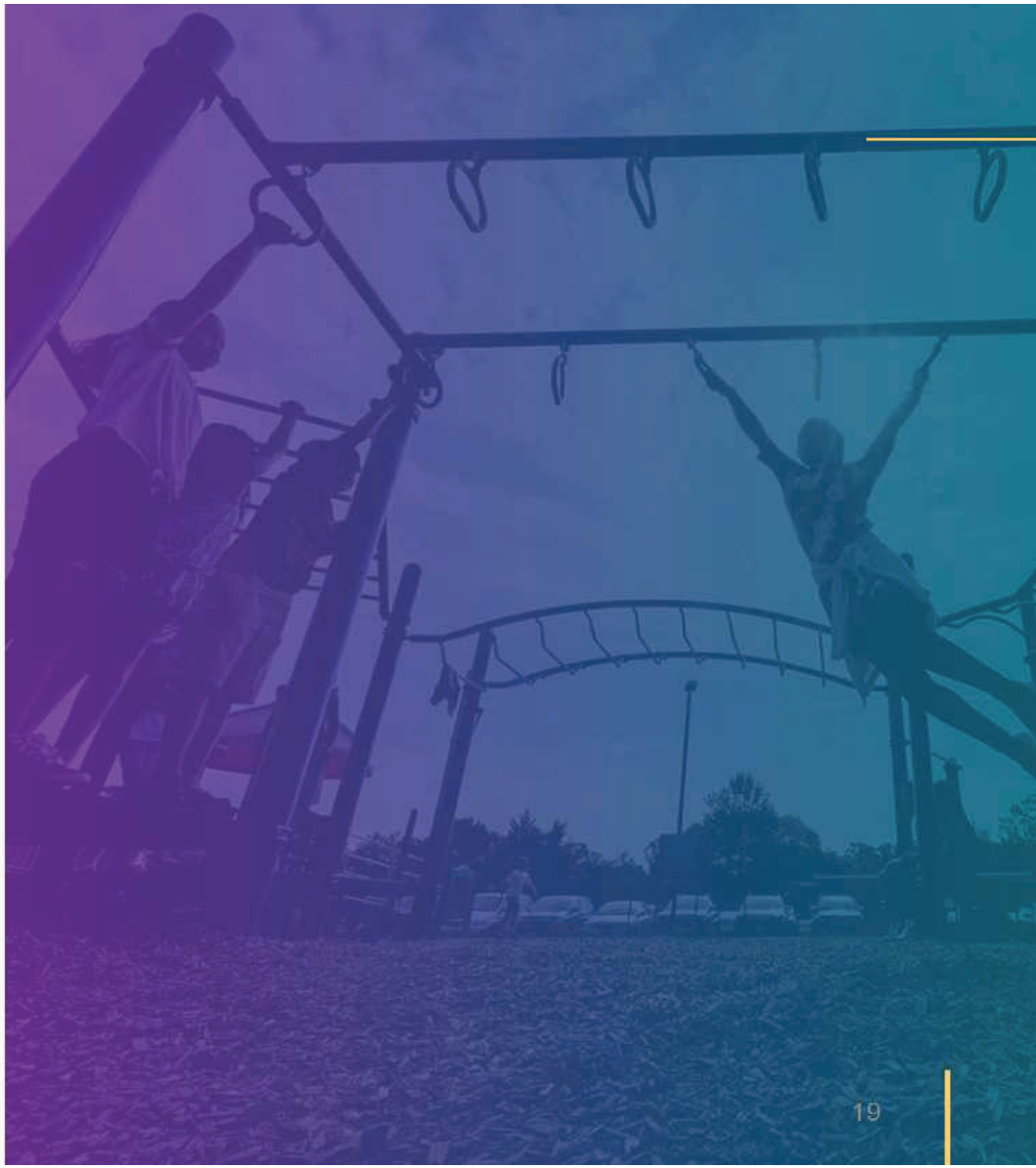
  - **Who:** Staff who interact with students, including any central office personnel who support students at schools
  - **What:** Online module training in MyPDE (course # DLRS_R_S_2020-21), approximately 2 hours to complete
  - **When:** Completion required before Jan. 1 2021

De-Escalation Training - Level 2

- **Level 2 Advanced Training** - Virginia Regulations requires that 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 need 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.

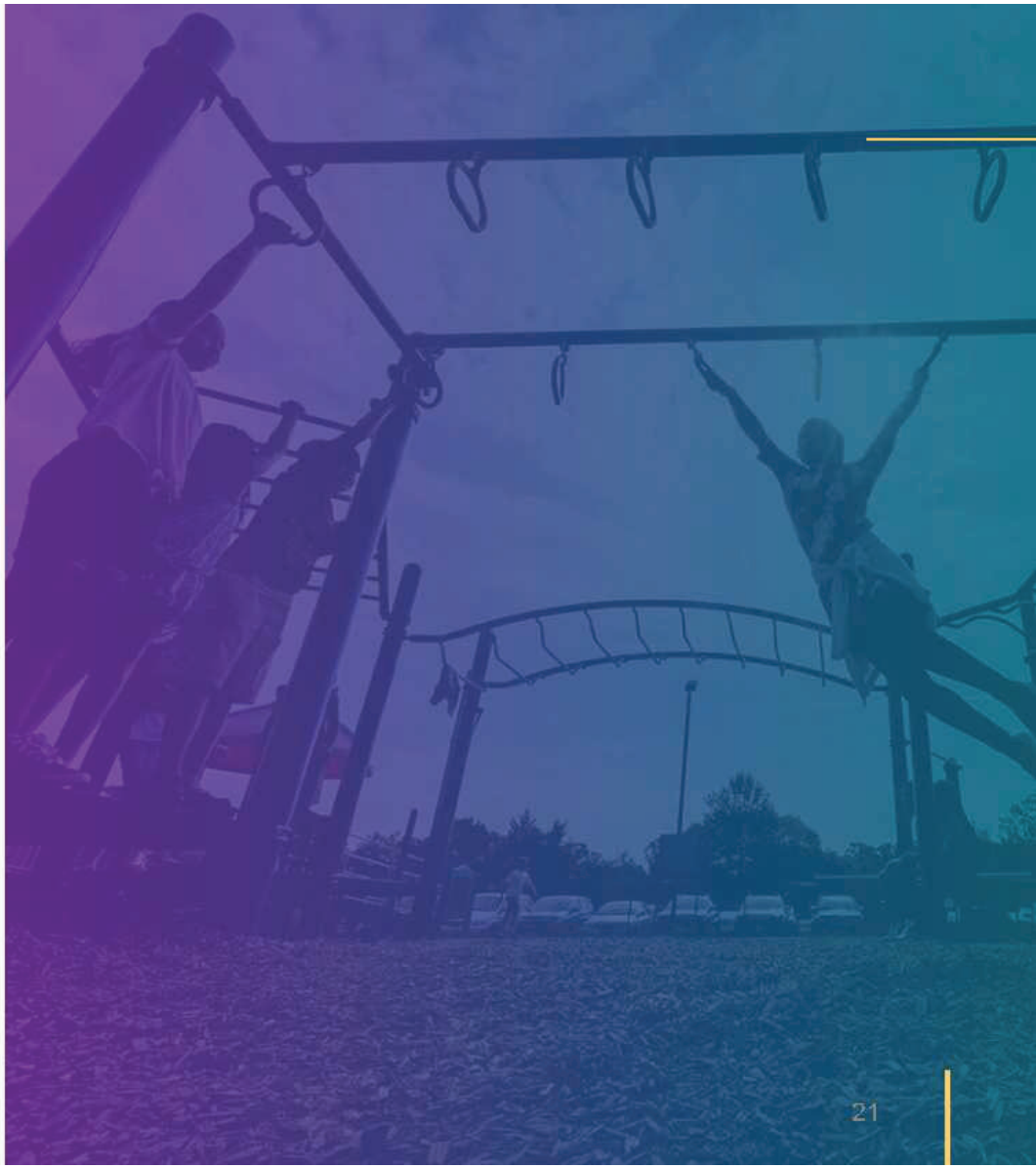
Q: Is there a way for a classroom monitor to apply specifically for a particular school?

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

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

System	*Blackout Start*	*Blackout End*	*Purpose and Impact*
SIS Enrollment	Friday, Dec. 11 at 5:00 p.m.	Monday, Dec. 14 at 6:00 a.m.	To complete SIS new year rollover • 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 • 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 • 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.

Questions

Elementary & Secondary Principal Briefing

May 6, 2021

Agenda

- Dr. Brabrand - Welcome
- Virtual Program Update
- Instruction
- Principal/Operations Support Team

Virtual Program

Division-level Virtual Programs

- **Division-level** virtual programs will be created at the Elementary, Middle, and High school levels
- Enrollment in the division's virtual programs will be **limited to STUDENTS who have documented health/medical needs (not siblings or family members)**
- Course offerings will be subject to student enrollment and staffing availability
- Some specialized programs (e.g., immersion, CTE, Marching Band, etc.) will NOT be offered
- Some limited sections of courses may be offered using concurrent instruction (e.g., IB graduation requirements)
- Students will need to commit to a minimum of semester long enrollment in the virtual program

Virtual Program Timeline and Outreach

1. Families will fill out the **Intent to Apply Form** between May 5-9
   - Message was sent CENTRALLY to all virtual families yesterday (5/5)
   - Schools should contact any virtual families without an enrolling parent email in SIS.
2. Schools conduct outreach to all families who submitted an Intent to Apply Form to explain application requirements/process and discuss whether virtual enrollment is necessary option (May 10-14)
3. Families can download the COVID-19 Health Eligibility Form beginning May 5, which requires a health/medical certification of need that must be completed by a licensed physician, nurse practitioner, psychiatrist, or a licensed clinical psychologist.
4. Families will submit the completed COVID-19 Health Eligibility Form with health/medical certification to virtualenrollment@fcps.edu (May 17-21). Upon submission, families will receive an electronic reply with detailed instructions on how to complete the Virtual Program Enrollment Application via the online application portal (May 17-21).
5. FCPS' Central Virtual Program Enrollment Team will contact families with a decision by June 1.

Intent Form Data

Principals will receive their school's Intent Data on MONDAY (5/10)

If additional responses are received after the due date, additional data will be sent to the school.

Parent Response to Intent Form:	School Action:
1. I am planning for my student to **attend in-person** school in Fairfax County Public Schools for 2021-22.	• No action necessary • Send a "welcome back" message (optional)
2. I intend to submit a **Virtual Program Enrollment Application** for 2021-22 and **will be** able to provide the medical/health required documentation.	• Call family, ensure they understand the virtual program model, eligibility requirements, and discuss if this is appropriate option for the student. • Discuss the next steps for enrollment. *(see previous slide)*
3. I intend to submit a **Virtual Program Enrollment Application** for 2021-22 but **do not have access** to required medical/health documentation.	• Call family, ensure they understand the virtual program model, eligibility requirements, and this is appropriate option for this student. • Connect family with school social worker or counselor to assist in connecting with community health resources (e.g. Low Cost Health Care Resources) • Discuss the next steps for enrollment. *(see previous slide)*
4. My student will **not be attending** a Fairfax County Public School for 2021-22.	• Contact family to understand why they are leaving and provide information about other possible options within FCPS.

Resources

- Sample Parent Meeting Slides
- Intent to Apply Form
  - https://forms.gle/LuDWuLGnhiKATgh47
- Virtual Program Website
  - https://www.fcps.edu/registration/virtual-program-school-year-2021-22
  - Includes:
    - Program Overview
    - Eligibility Criteria
    - Registration Information
    - Courses and Programs not included in the Virtual Program
- Principal Toolkit - coming Friday

Next Steps for Schools

- Contact any virtual families without an enrolling parent email in SIS (May 6-9)
- Establish team members who will connect with parents who submit intent to apply for virtual (May 6-9)
- When intent form data is received, follow up with each family that submits an Intent to Apply to Virtual Program (May 10-14)
- Principals and DSS may send questions related to the virtual program to *virtualenrollment@fcps.edu*

5 Days in Fall Communication Plan: Division and School Strategies for Family Outreach

- Social Media Campaign
- Media Campaign
- Information and Education Efforts
- Outreach to Families
- *Continued* School Outreach to Families

Instruction

Secondary Grading

Due Date Change for 2020-21 PASS-NO MARK STATUS Form

- Division communication was sent to families on Tuesday (5/4)
- Please be sure you have followed up with customized email to your community
- Additional considerations for school administrators are included here

Grading Policies for Next Year

- Small focus group is meeting over next two weeks to inform recommendations to LT
- Intent is to communicate policies for fall in June.

Summer Program Updates

Reminder: Add your selected staff to the following Google forms weekly by Thursday COB

- Elementary Summer Program Staffing Form
- Middle Summer Program Staffing Form
- High School Credit Recovery Form

Incentive Flyer now available!

Principal/Operational Support Teams

Updates to Capacity Guidelines (These guidelines went into effect 5/1/2021)

Outdoor Capacity:

EO 72 now allows for up to 1,000 spectators at outdoor recreational sports, effective immediately. This accelerates a change that was scheduled to go into effect on May 15 and will allow additional spectators to participate in final games of the current high school sports season and the summer sports season.

Masks:

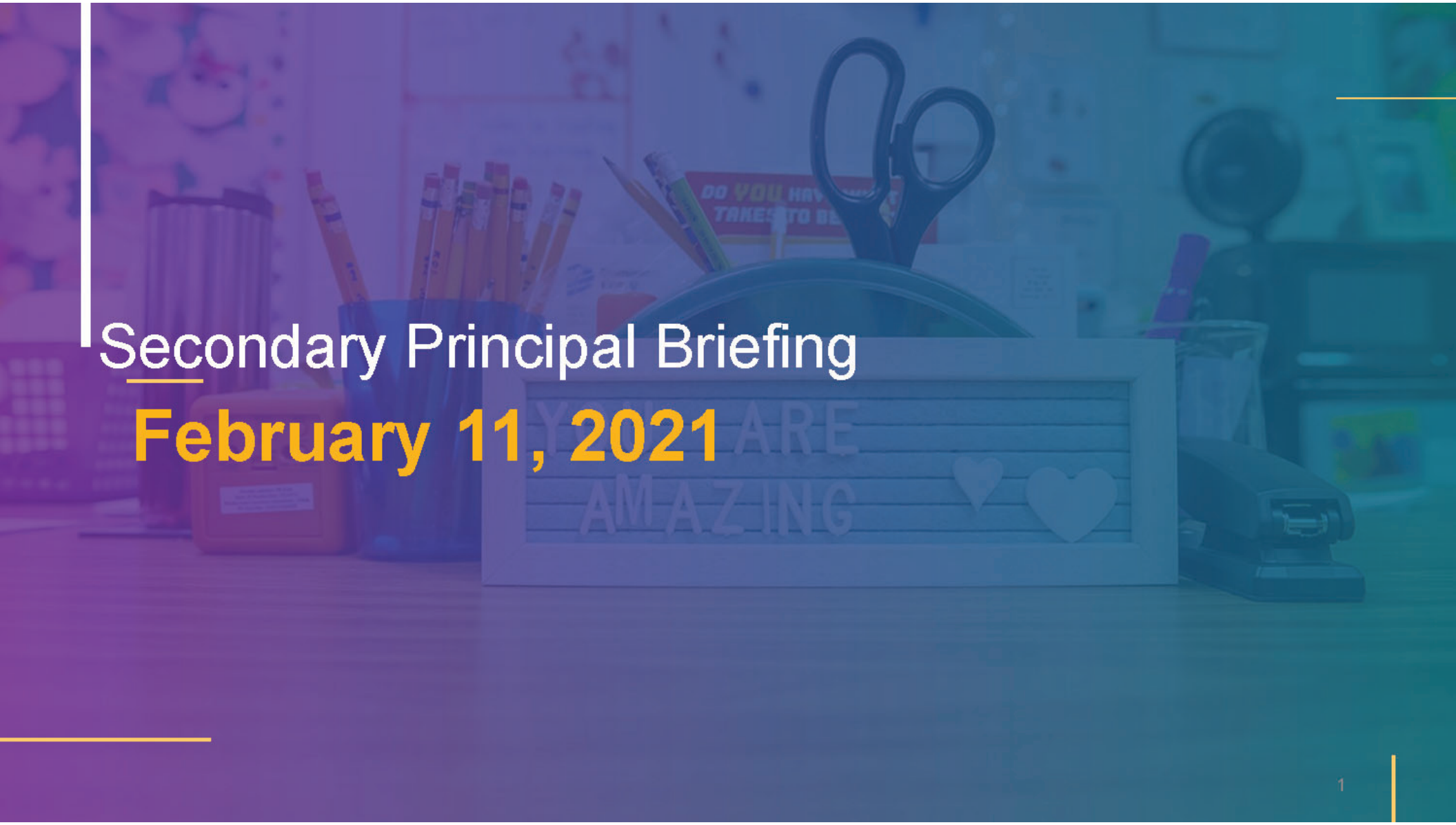
The CDC guidelines released this week state that fully vaccinated individuals do not have to wear masks outdoors when alone or in small gatherings. People are considered fully vaccinated two weeks after receiving the last required dose of vaccine. The CDC continues to advise the use of masks by all individuals in crowded outdoor venues and settings. **Therefore, mask use is still required indoors and outdoors at large crowded events like concerts, fine arts performances, sporting events, and graduation ceremonies.**

For FCPS events we ARE requiring masks at all indoor events and outdoor events as referenced above.

SY21-22 Virtual Program Office Hours

Coming Soon!

Questions



Secondary Principal Briefing

February 11, 2021

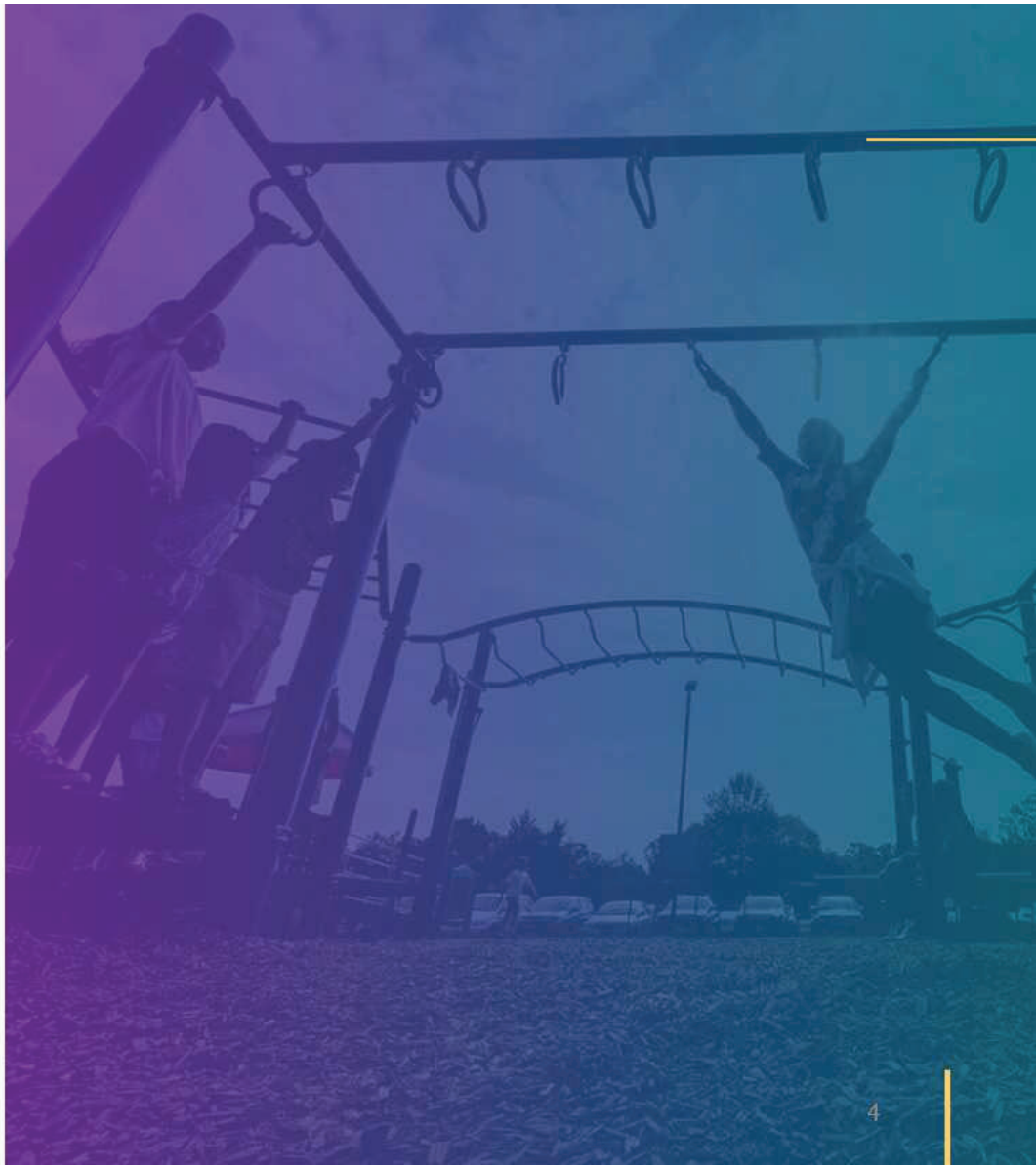
Agenda

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

Upcoming Superintendent Message (Video)

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

Special Services



Health Services Updates*/ Reminders

Face Masks Non-Compliance and Transportation*	SHA & PHN Student Group Return Support*	FCPS Medication Intake Guidelines (Infogram #87)

If a student does not comply with the face covering regulation (R2109) ...
 	
Enable students to be transported and have principal (designee) to contact the family and take the appropriate action based on the specific circumstances of the situation (CURRENT PROCESS)
 	
Rationale: Students remain under staff supervision (safety) and have access to personnel who may be able to get them to comply (caring culture).
 	
Background Information:
Governor Northam's Executive Order EO72, as well as presidential Executive Order EO13998, require wearing of face masks on school buses.
• *School buses are included because the order applies to state and local conveyance operators (public schools), and passengers onboard such conveyances. The order also applies to private school buses because these are conveyances operated for a non-personal, commercial use.*
• Exemptions for certain groups continue to apply.
	• SHA and PHN coverage will be provided to schools
	  ○ The goal is to have SHAs covering no more than 2 schools
	  ○ Key and Kilmer will have their unique staff given the student population served
	• Staff lists of SHAs and PHNs should be available mid to late next week (week of Feb. 8th)
	• SHA / PHN staff should be in schools by Feb 15th for the first return group (Groups 1-4)
	• Health Services is partnering with the FCHD on the remainder of the staff return timeline, Health Care Plans, medical flags for students in the SIS, and training for school-based staff to serve in the "alternate capacity" for minor health care needs
		If you receive medication prior to your SHA return please refer to the guidance below:
		
		Medication Intake FCPS Reference Guide provides the necessary guidance on how to receive, confirm, and document student medication from parents/guardians including:
		
		• Confirmation of accurate information on the designated FCPS authorization forms: Medication SS/SE-63, Epinephrine SS/SE-64, and Inhaler SS/SE-65
		• Confirming medication expiration date(s)
		• Ensuring medication is in the original pharmacy or manufacturer's container
		• Ensuring medication is accurately labeled and matches the authorization forms
		• School staff receiving medication will complete and sign the medication chart, SS/SE-46

Special Education Updates / Reminders

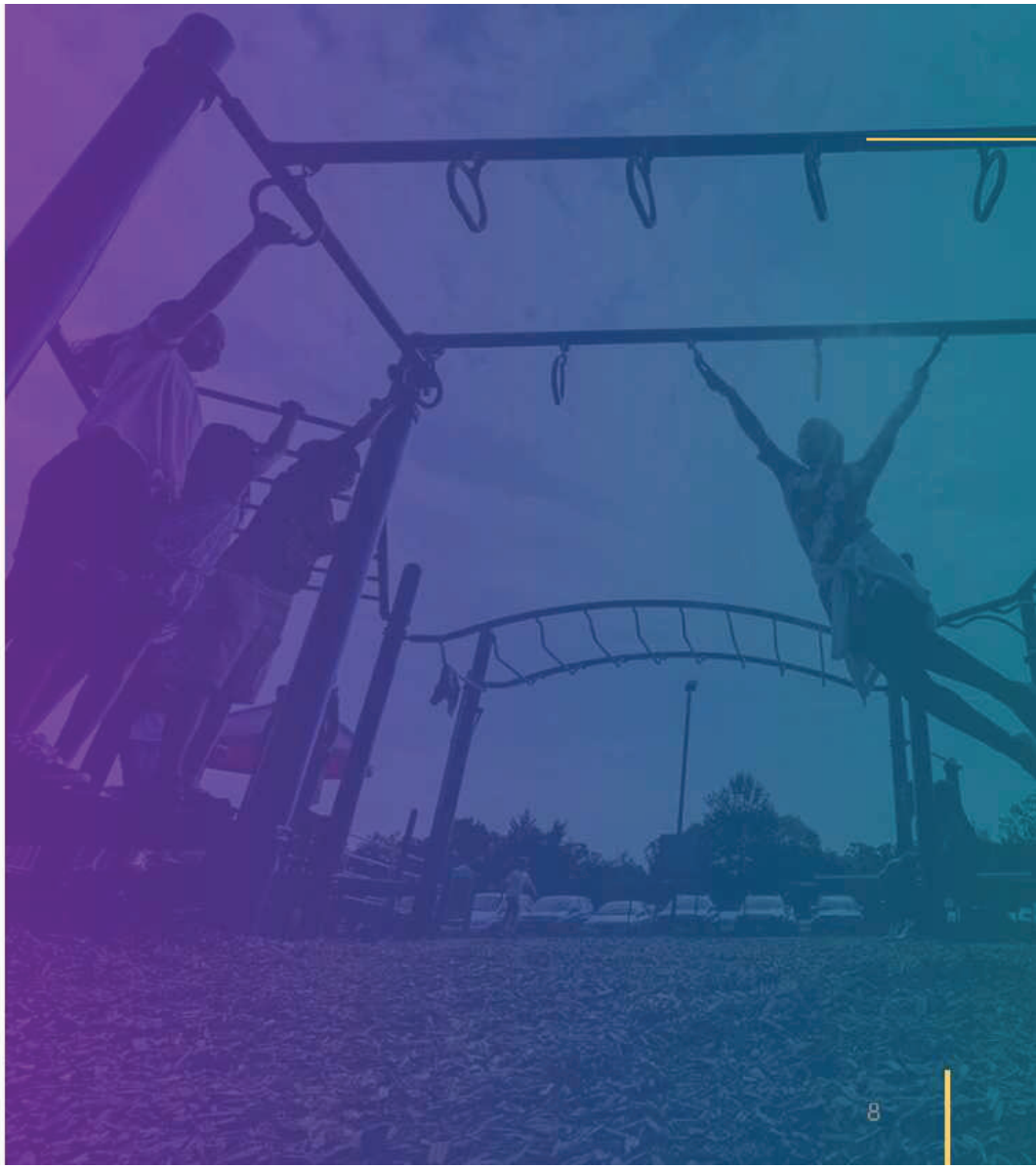
Transportation for Students Attending Four (4) Days Per Week	Extended School Year*	Recovery Services*
The days students are attending school in-person are to be listed on the Special Transportation Request (STR) card so that their transportation can be routed accordingly. If the student also has transportation accommodations in their IEP (e.g. seatbelts, safety vests, wheelchairs, etc.), those accommodations are to be listed in the Transportation Due Dates Reminders: • Group 5 - 7: Feb. 12th • Group 8: Feb. 19th 	*ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.* **Program Design*:** • **Format:** In-person and virtual options • **Administrators:** June 21-July 23 • **Teachers:** June 23-July 23 • **Students:** June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary • **Locations:** 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School)	*Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.* **Program Design*** • **FORMAT:** individual and small group learning on targets skills • **WHEN:** afterschool spring 2021, Summer Academy, 2021-2022 • **WHO:** DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds • **LOCATIONS:** Paired at ESY Sites • **TRANSPORTATION:** DPE works with Transportation * services designed by IEP teams based on specific student data analysis FCPS Recovery Services Guidance Doc.

Professional Development Updates

Stop the Spread PD	
Area / Topic of Clarification	**Response**
Use of Cubbies	Cubbies can be used according to CDC if they are individualized/not shared
Cleaning	Staff are not being directed to clean others' spaces, but they are being reminded to clean up after themselves
6 Feet Distance	Students and staff are to maintain 6 feet distance to the greatest extent possible.
Return to School Presentation for Parents	
The "If Sick at School" section of the presentation has been updated (2/9/201)	

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

Instruction



Revised RTS Timeline

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

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

Mondays: Guidelines After Student Groups Return In-Person

General Guidelines:

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

Mondays: Guidelines After Student Groups Return In-Person

Questions	Instruction Perspective
Are teachers allowed to work remotely on Mondays?	• Teachers may work remotely on Mondays unless directed otherwise by principals in order to support in-person activities such as interventions and student testing.
Are teachers required to provide intervention/support services to students on Mondays?	• Teachers who are designated to provide interventions on Mondays with principal pre-approval will be compensated for their lost planning time. • Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose.
Will testing (WIDA, Sped...) be allowed/ required on Mondays?	• The FCPS Assessment Plan allows schools to schedule testing on Mondays at all levels (various assessments and dates). Teachers will be required to support in-person testing on Mondays as directed by principals; additional compensation will not be provided when teachers are required to provide testing support. • The PSAT 10 date for high school is set for Monday, April 19. ASVAB will also be held at five high school locations on Mondays during the spring. High schools may expect staff to proctor/support in-person testing on these dates.

Mondays: Recommendations for Use/Expectations

Questions	Instruction Perspective
Will teachers provide synchronous check-ins on Monday	• Teachers will be required to take attendance (synchronously or asynchronously) on Mondays to track student participation in independent/asynchronous learning activities. Schools will share/remind families of expectations for student attendance on Mondays.
Can schools hold meetings on Mondays?	• Schools can conduct faculty meetings on Mondays but should limit such meetings to reasonable amounts of time in order to reduce conflicts with teacher planning needs. • CLT meetings can be held on Mondays and are considered teacher planning time per FCPS Regulation.
Can PD happen on Mondays?	• Mondays can be used for teachers to complete division required professional development. • Schools should continue to leverage School Planning Days for site-based professional development. Schools can also embed site-based professional development in CLTs and staff meetings.
Will VHSL and approved co-curricular events be allowed on Mondays?	• VHSL activities and co-curricular events are allowed on Mondays following the same guidelines and procedures outlined by the division for such events; additional compensation is not required.

Temporary Classroom Monitor Guidelines

Guidelines for TEMPORARY Use of School-based Staff &
Central Office Staff as Classroom Monitors

Purpose:

- As schools honor staff ADA requirements, they may need to use a monitor in the classroom to be with in-person students while the teacher teaches virtually from an alternate location.
- When schools are unable to fill all monitor vacancies, it may be necessary to temporarily utilize existing school-based or central office staff until a permanent monitor is hired.
- It is recognized that doing so may take the staff members away from their primary function but may be necessary in order to make scheduling work. Use of any of the staff members being used as monitors will require Region approval as stated in Regulation 4422

Existing staff to **consider using** as monitors	Existing staff to **avoid using** as a monitor
• Instructional Assistants • Reading Teachers • Instructional Coach • AART • Librarian • Math Resource Teacher • Reading Resource Teacher • Science/Steam Resource Teacher • ***Central Office Volunteers***	• SBTS and TSPEC - due to the need to provide ongoing technology support for concurrent instruction • Counselor - due to the need to focus on the social and emotional needs of students • Social Workers/Psychologists • ESOL and Special Education Teachers

Regulation 4422 provides considerations that may be helpful in assigning temporary monitors, including:

- Teaching staff must receive a minimum of 300 minutes planning time per week.
- Art/Music/PE may be used to provide support if they do not exceed maximum teaching time per week

Assessment Support Guidance - Staff Assignments

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

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

Releasing Staff from Assessment Support

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

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

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

Recruiting Support

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

Assessment Scheduling Option - Asynchronous Days

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

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

Examples:

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

AP/IB Exam Considerations:

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

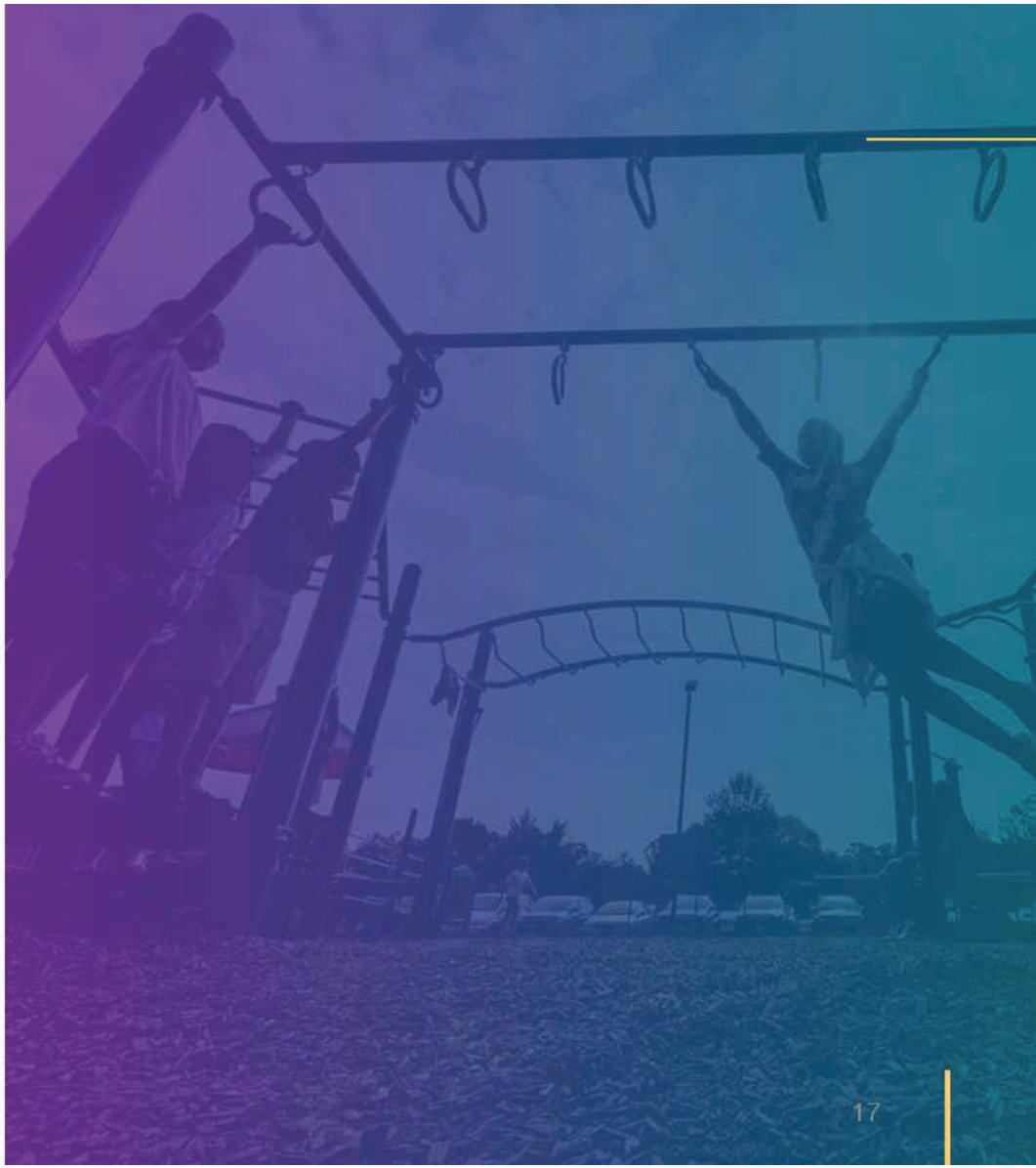
Cultural Proficiency Module VII *– Amplifying and Affirming the Voices of those who are Marginalized by: Systems, Society, & Status Quo*

- Schools and centers have the flexibility to offer this PD on either March 5th or 8th, 2021.

- Equity Leads have received facilitator training and materials during their Equity Lead PD Sessions. Schools and offices who would like more facilitators, such as administrators or Equity Team members, should register in MyPDE to attend

- What a great way to get ready for students return, connecting to the power of belonging and caring culture.

Athletics

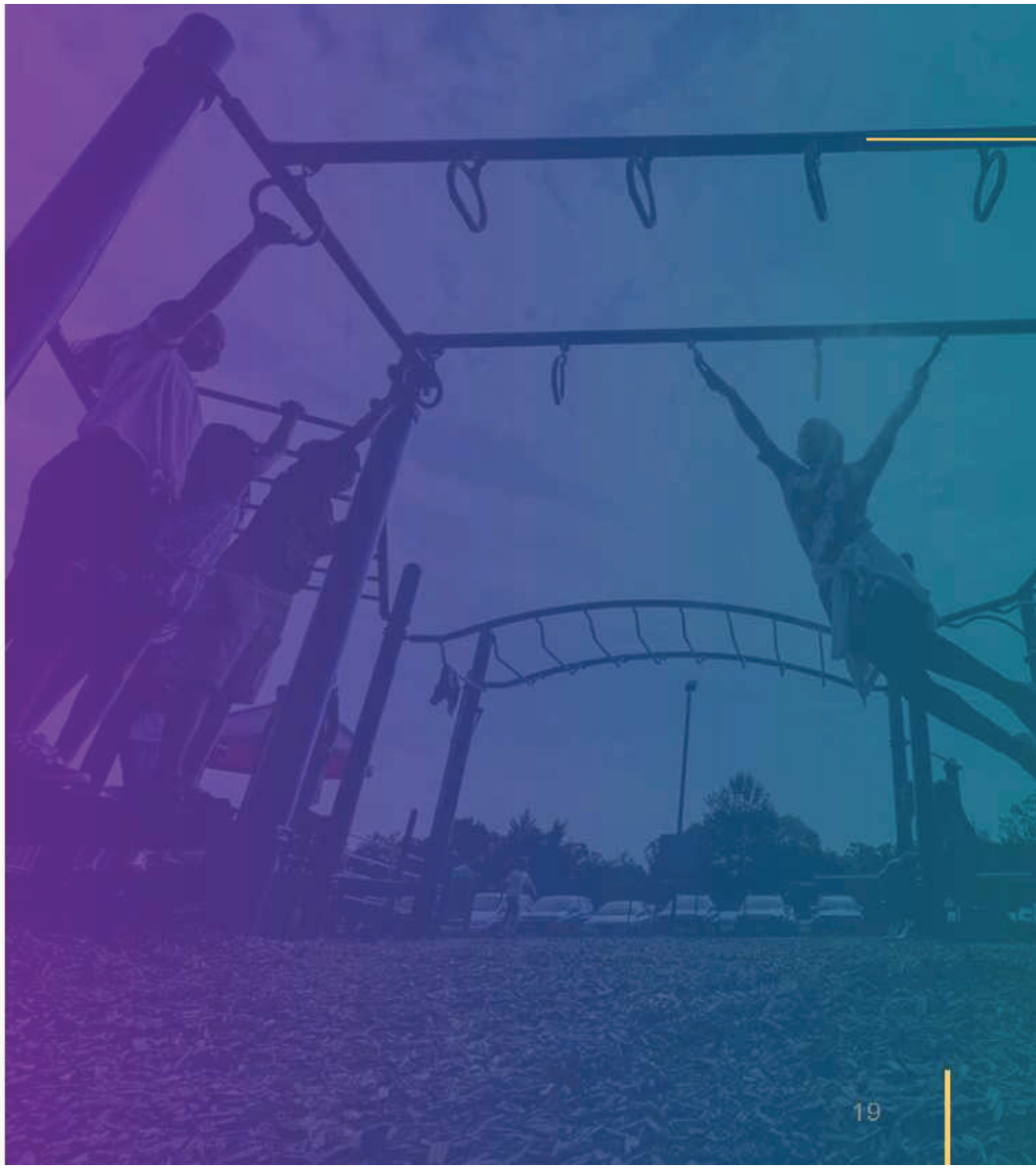


Mask Policy in Athletic Programs

- All students who are two years of age and older are required to wear face masks (cloth or disposable) while on school property (including inside FCPS facilities, during FCPS-provided transportation and school sponsored activities). *Regulation R2109*

- It is paramount that in our athletic activities, especially in situations where celebrations or other close contact is occurring, that all staff, athletes, and parents adhere to our mask policy.

Attendance



Attendance: Return to School Summary

MS/HS Plan Summary

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

ES Plan Summary

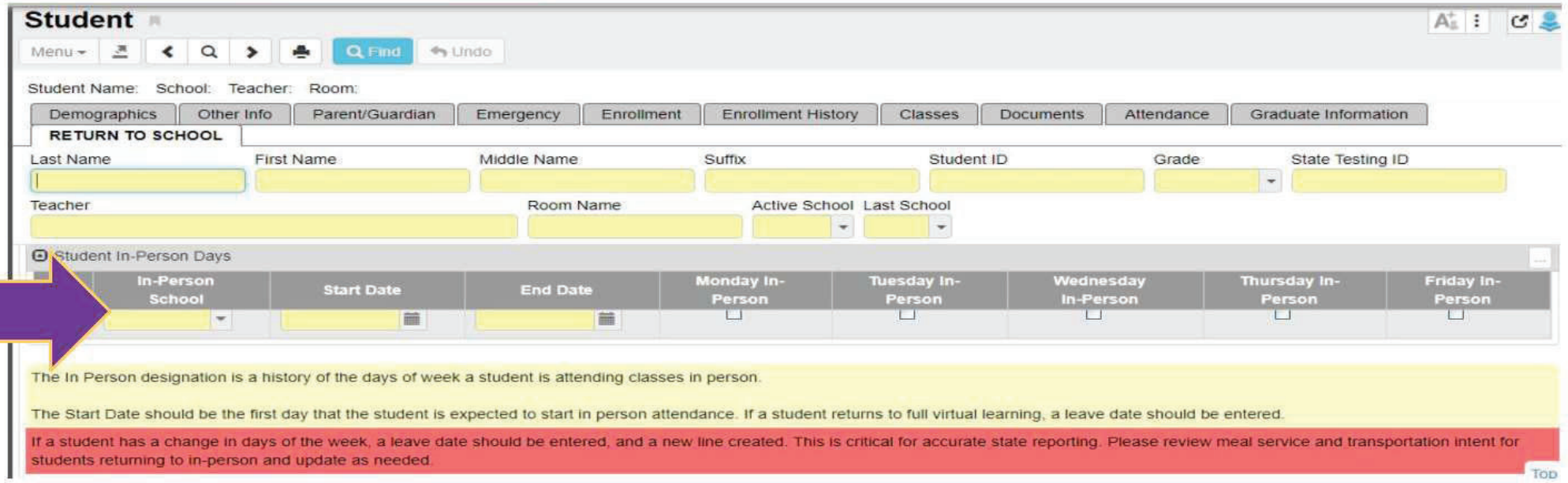
- **Consistent daily attendance entry required M-F**
- **Monday morning meeting or intervention -** document participation in SIS
- **Alternative: verify asynchronous work and progress**
- Hybrid Learning
  - **In person days recorded in SIS**
  - **Attendance recording codes do not change**
  - **Use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

Attendance Office Hours Tuesdays, 9-10 AM BB Link

Hybrid and Virtual Learning Priorities

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

Hybrid and Virtual Learning Recording



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

SIS Reports and Resources for RTS

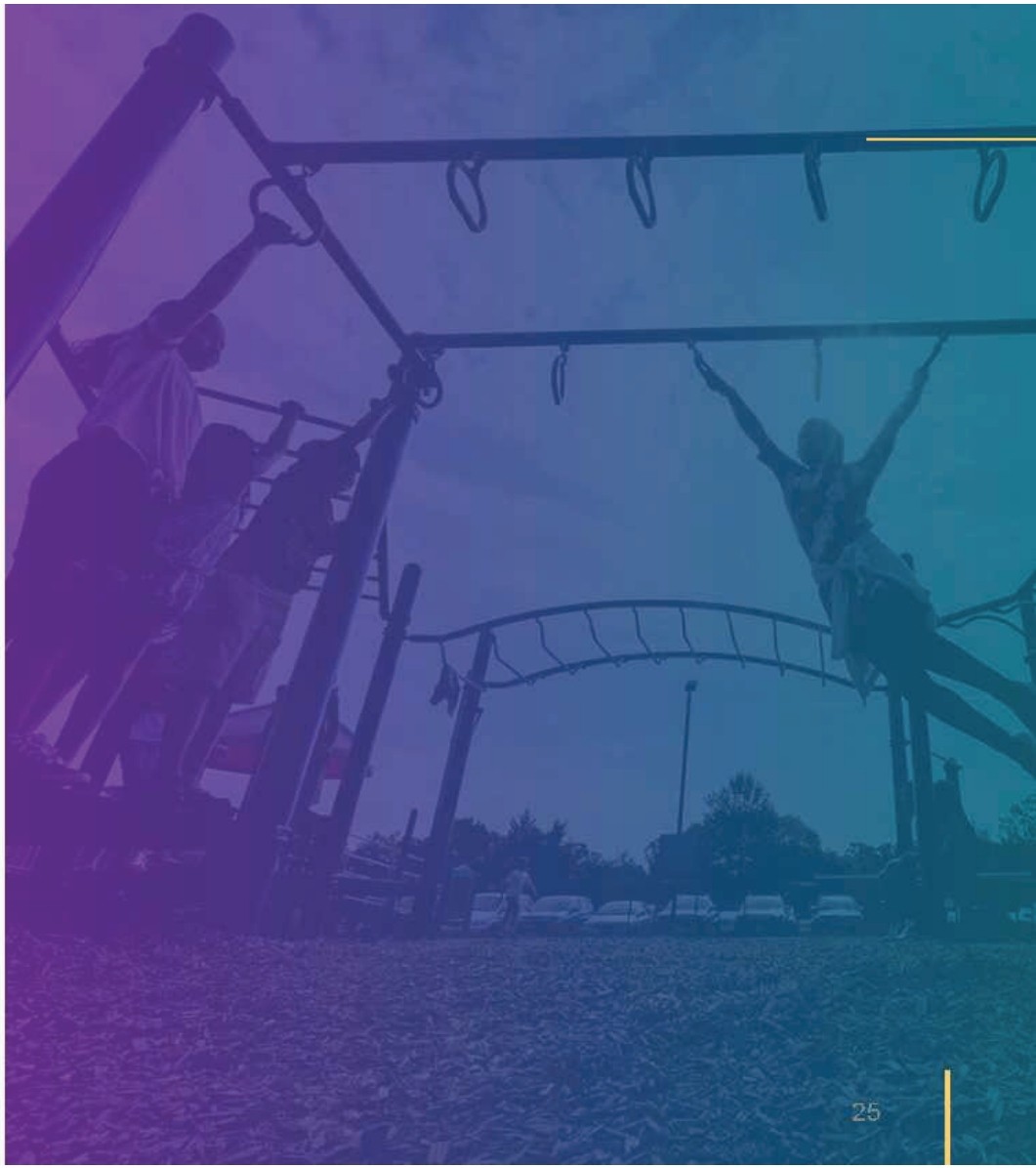
- **SIS Report U-GBK8516: Student information for Social Distancing:** Administrators may use this to generate student lists by section. Run this report in Excel, delete not needed columns and sort by the Homeroom teacher column
- **SIS report U-MST8503: In Person Class Roster:** This report can be used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

EDSL MTSS Worksheet Chronic Absenteeism Enhancement

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

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

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

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

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. BBCU Link Form to Submit Questions

Topic	Decision
How do I retain a sub for quarantine periods for teachers awaiting COVID test results?	In-person classroom teachers required to work remotely due to quarantining can retain a substitute instructional assistant to support the need for supervision in the classroom. To obtain a sub IA, the classroom teacher or designee would create a vacancy in *Smartfind Express*, noting instructional assist 300 as the Classification, remote as the Location Type and 23-Concurrent Learning Support as the reason.
Long term subs are a challenge to fill. What support can HR help us with in filling these positions?	●The sub office can provide you a list of available subs interested in any location. TAPs, and in some cases, the AA or Office Assistant at your school have been trained in pulling available sub reports in *Smartfind Express* and should be able to provide administrators with a list of available subs. Schools are encouraged to create a preferred sub list. ●Long-term substitute vacancies, should be posted through the PDR. This will ensure the available sub pool is aware of the need and can apply accordingly. ●You may access more information regarding the long term sub process and other sub processes on the intranet (FCPSnet Home > Human Resources > Talent Acquisition and Management (TAM) > Substitutes)
Are subs available for monitors?	Yes, substitute IAs will be permitted to cover classroom monitor vacancies for daily absences. Schools may use *Smartfind Express* to post classroom monitor vacancies by selecting reason code 23-Concurrent Learning Support on the vacancy information page.

Principal Support Team: Interventions

Office Hours: February 17th 9:30-10:30 AM **Submit a Question**

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

Resources Available

Intervention Planning Considerations Intervention Planning Ideas

English Learner Hub Google Site ES ESOL MS ESOL HS ESOL

Feb 10th Office Hour Slides and Questions

Feb 3rd Office Hour Slides and Questions

Jan 27th Office Hour Slides and Questions

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. BbCU link Submit a question

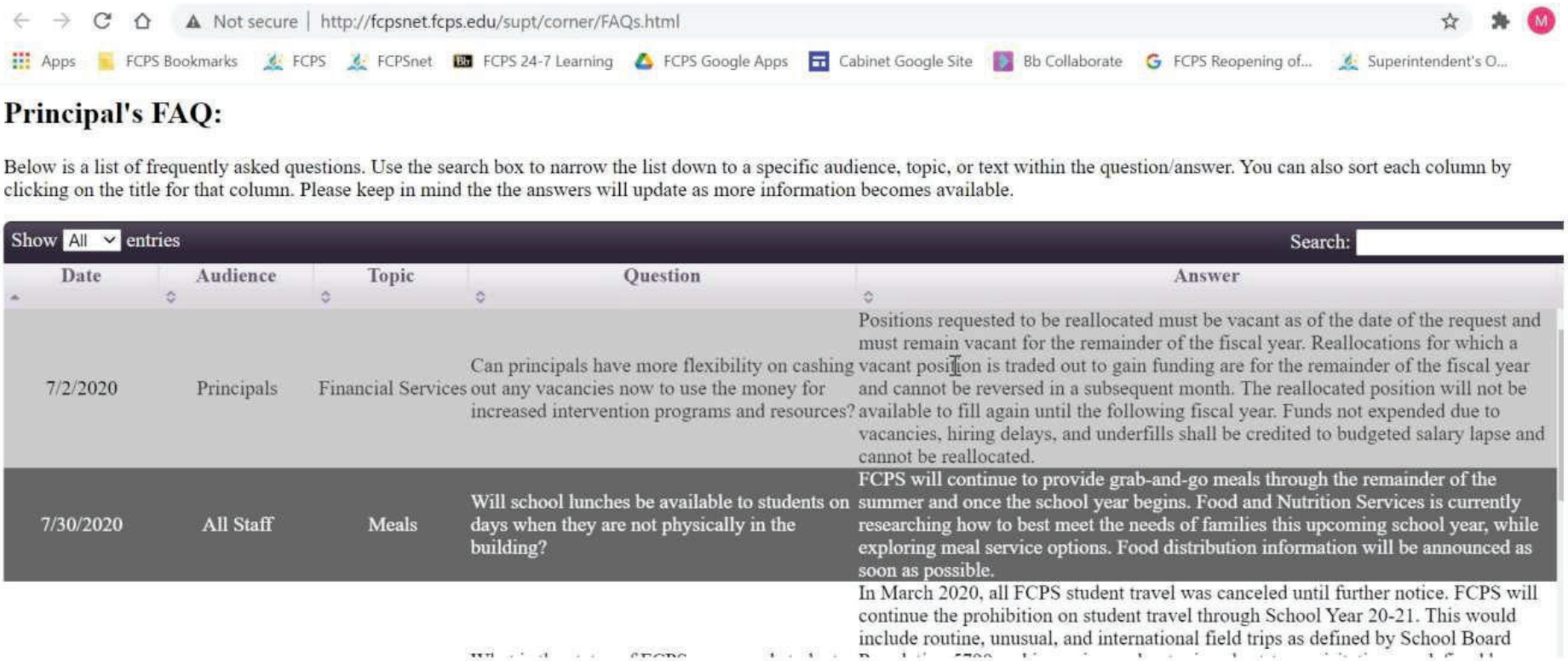
Topic	Response
What does concurrent instruction look like? Can I see some videos that highlight concurrent instruction?	K-12 videos created from the pilots are compiled in The Concurrent Instruction Video Playlist.
What support is available to help school leaders plan for the number of simultaneous student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

Link to Weekly Office Hours Topics

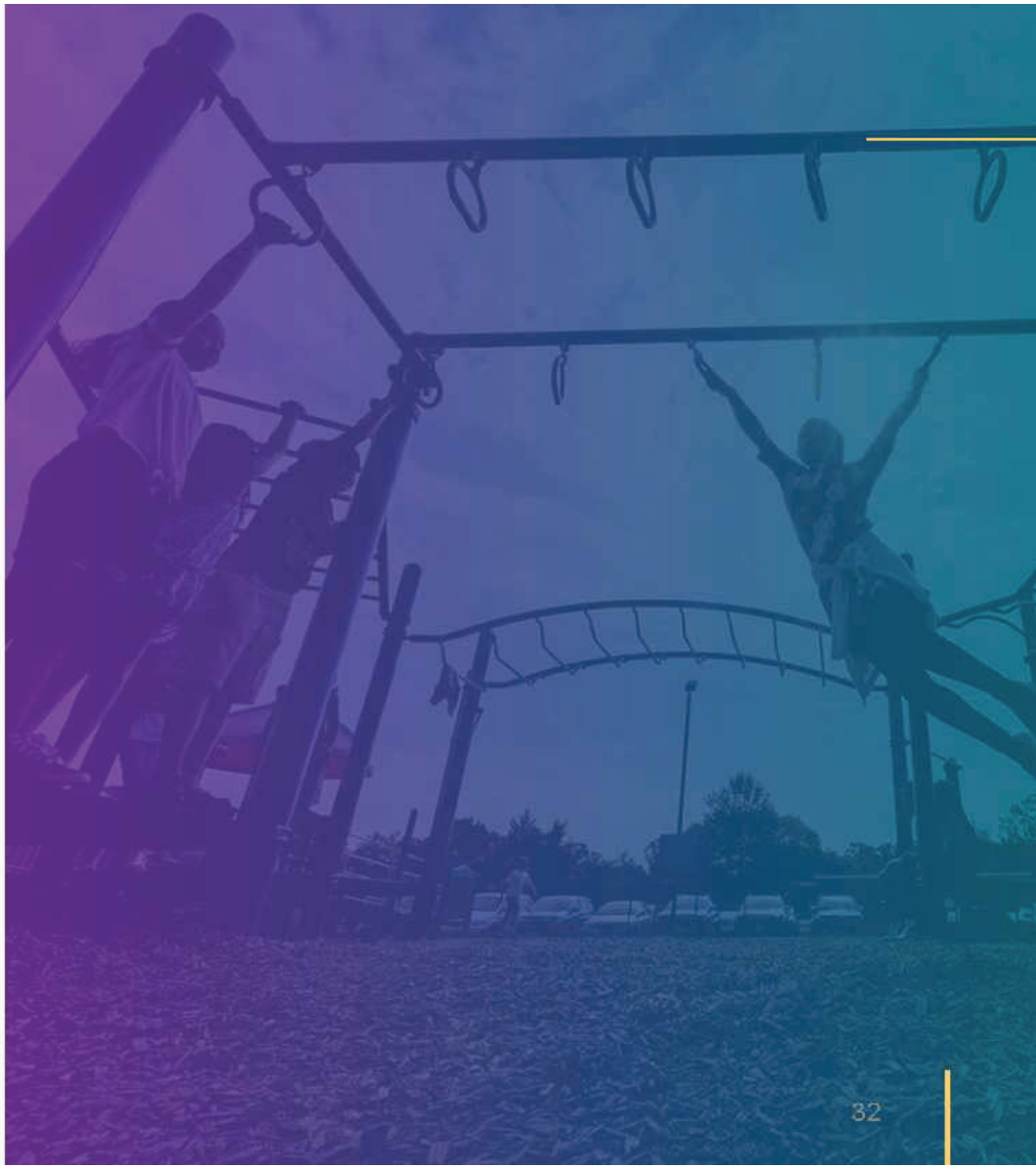
Principal & Operational Supports

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

Searchable FAQ Reminder



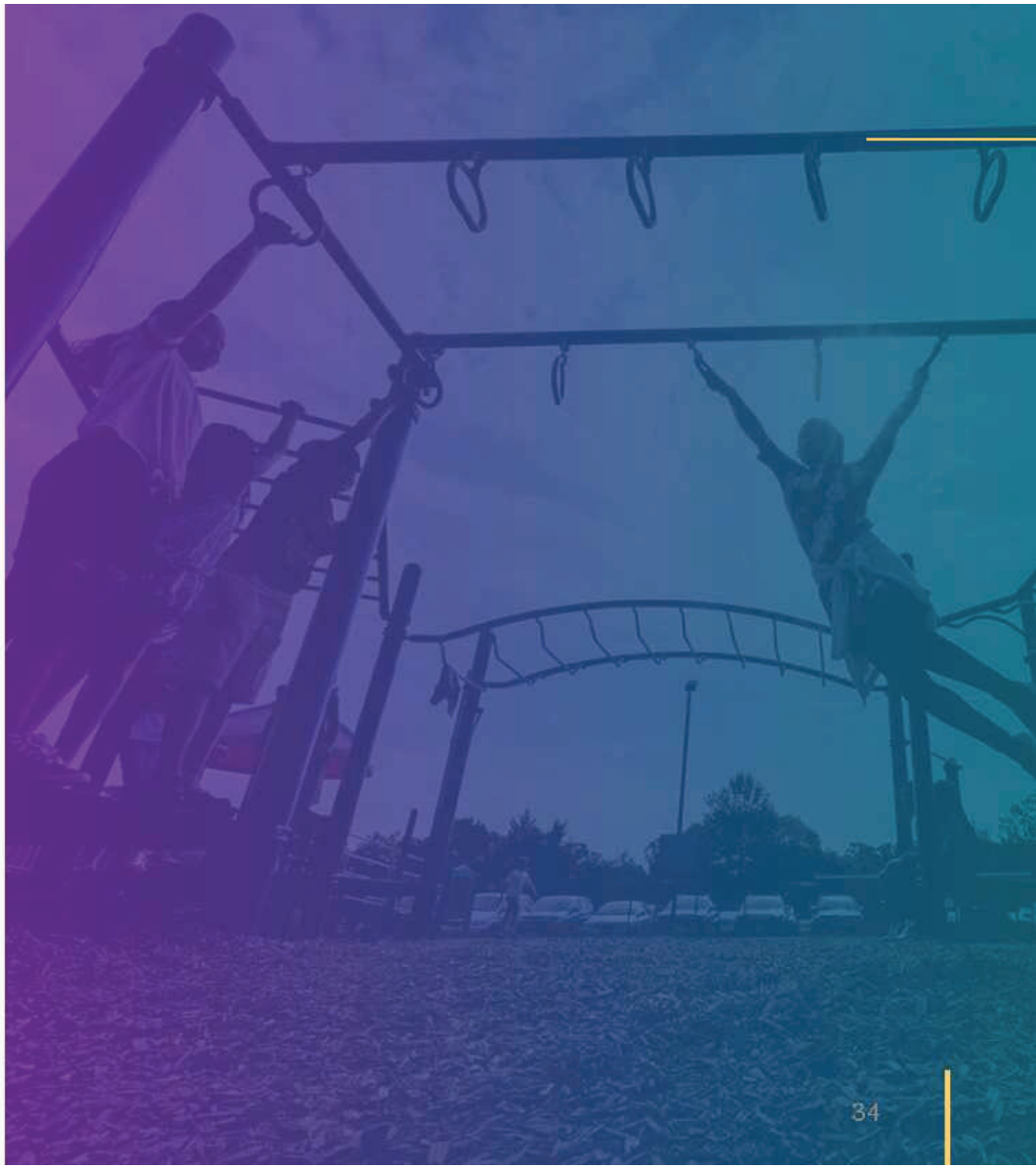
Human Resources



HR Updates

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

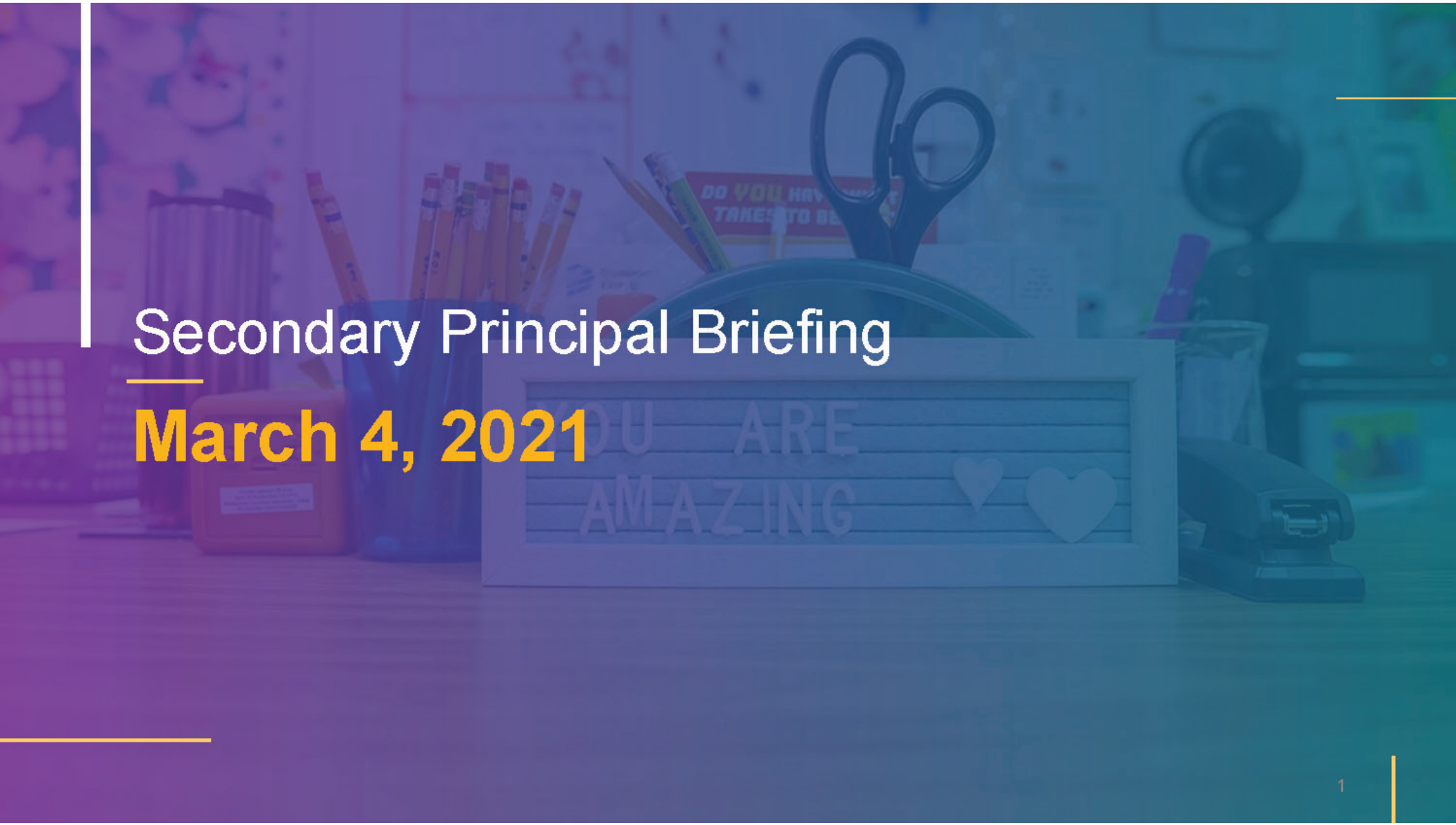
Technology



Technology

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

Questions



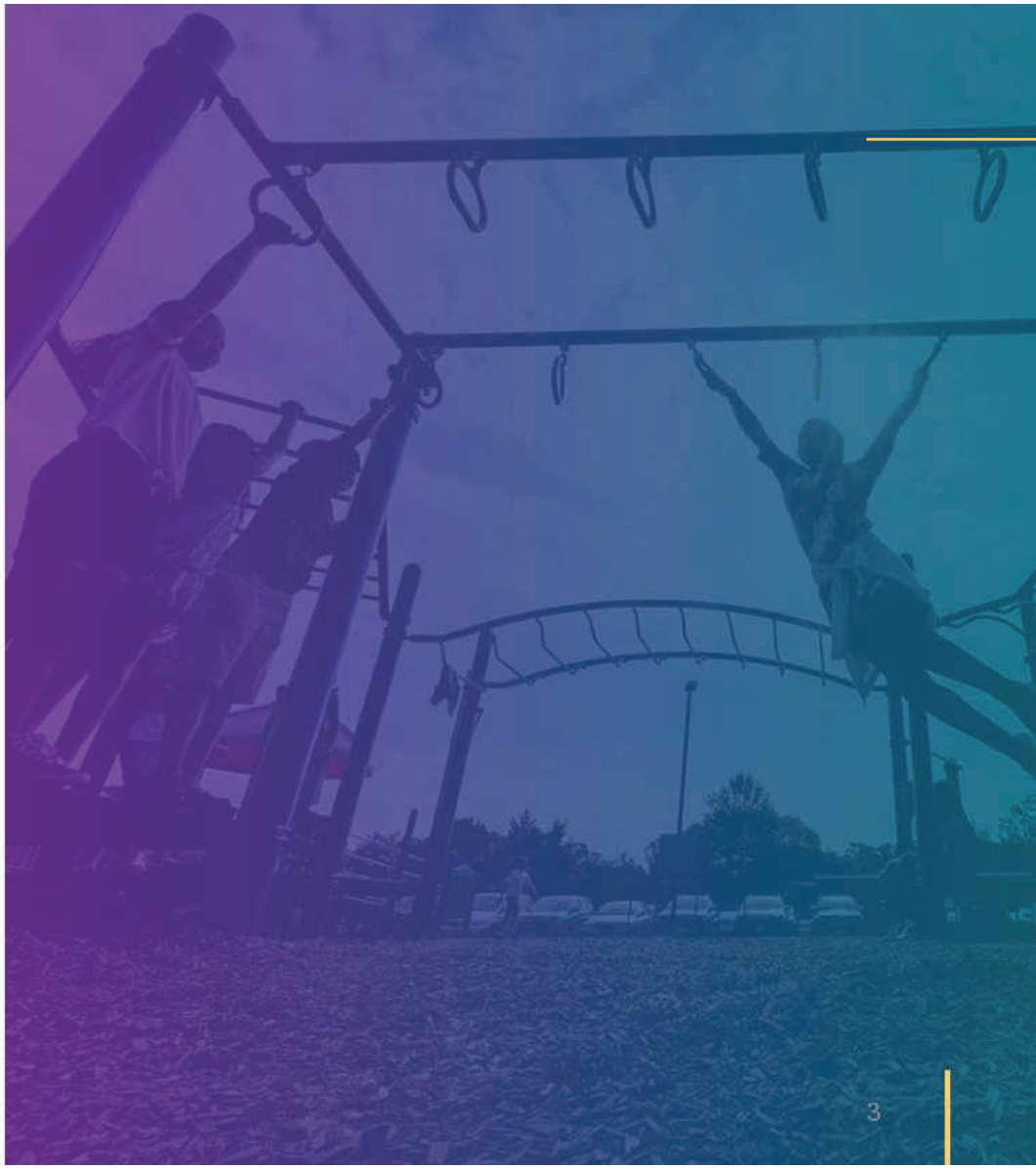
Secondary Principal Briefing

March 4, 2021

Agenda

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

Health and Safety



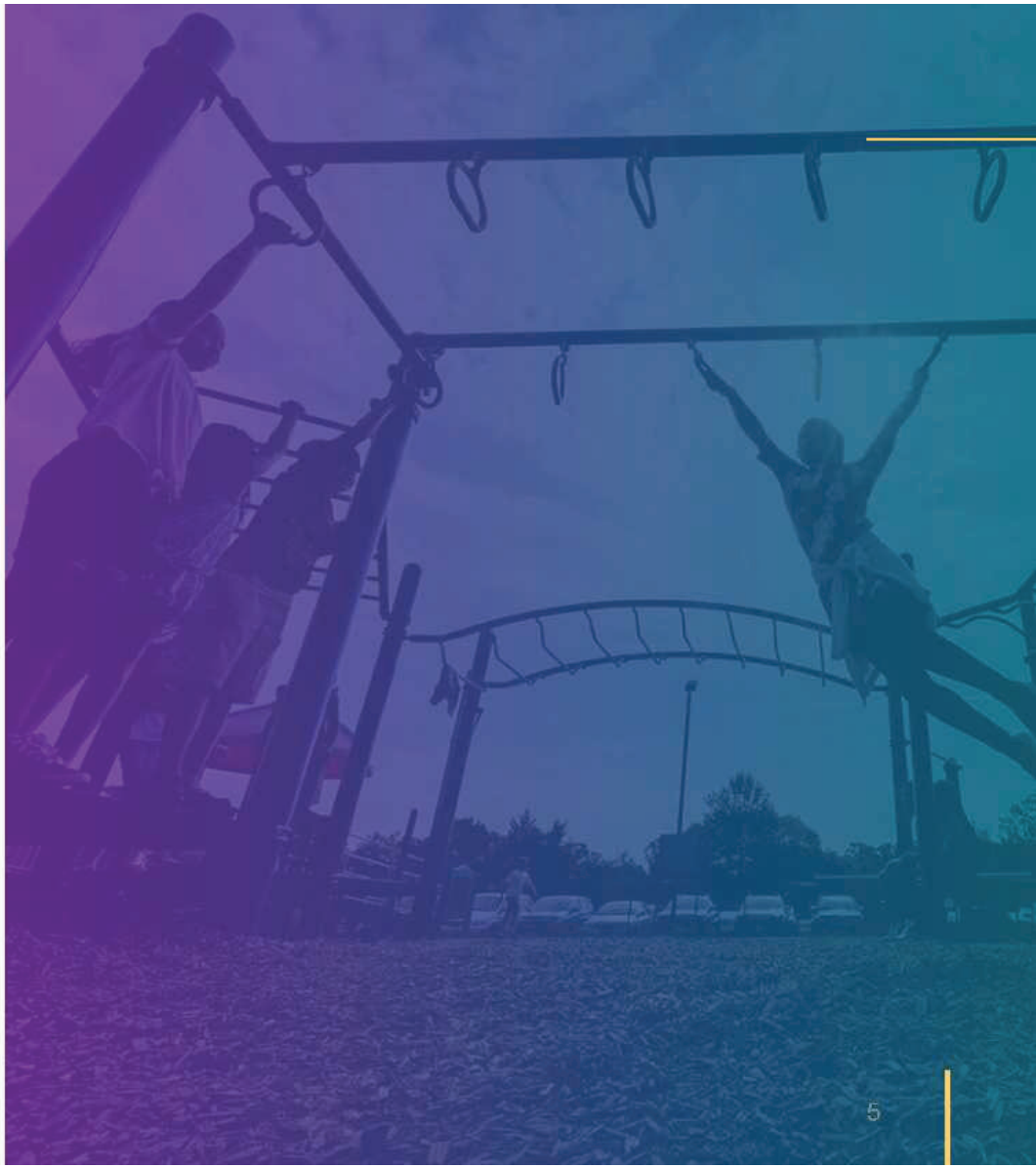
Travel: Quarantine & Testing Not Required

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

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

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

Human Resources



Daily Report on Level of Impact: Staffing

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

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

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

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

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

Daily Report on Level of Impact: Staffing

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

All Critical Schools Table

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

School Administrators Strained Table

Region 5 - [redacted] - Strained - 03/02
Note: Principal is on last day of a 14-day quarantine after a family member tested positive.

Teachers / Monitors Strained Table

Region - [redacted] - Strained - 03/02
Note: The staff is strained at [redacted]
Region 1 - [redacted] - Strained - 03/02
Note: We are utilizing admin team members to cover gaps while we await three monitors being cleared. Ray Lonnett helped us secure central office coverage for next week.
Region 1 - [redacted] - Strained - 03/02
Note: For information only - no assistance needed at this time. Autism teacher has to quarantine due to mother being COVID positive - she will teach virtually but we have to pull an IA from the other Autism class to be present
Region 1 - [redacted] - Strained - 03/02
Note: We are using security and other staff to cover for teachers/IA out with pending ADA.
Region 1 - [redacted] - Strained - 03/02
Note: One IDS teacher and one IDS IA out and substitues did not show- have to combine cohorts of stduenst to provdie staffing
Region 2 - [redacted] - Strained - 03/02
Note: 1 IA and 1 teacher are absent without substitutes. We are piecing coverage together on site.
Region 2 - [redacted] - Strained - 03/02
Note: Not fully staffed with Classroom Monitors; have combined cohorts and using teachers as monitors.
Region 2 - [redacted] - Strained - 03/02
Note: 2 monitors still need to be processed with HR. We're good this week since it is just 8th graders.
Region 3 - [redacted] - Strained - 03/02
Note: reassigned staff
Region 4 - [redacted] - Strained - 03/02
Note: Cat B is down 1 teacher and 1 IA due to Covid Symptoms.
Region 4 - [redacted] - Strained - 03/02
Note: Still need 5 monitors. 3 for special ed teachers and 2 classroom teachers. One classroom teacher is being covered by an IA. Classroom teacher no monitor or IA

Custodians Strained Table

Region 2 - [redacted] - Strained - 03/02
Note: One of our daytime custodians called in, we cannot request a field custodian for daytime (per building supervisor). We only have one person to do the frequent, enhanced cleaning.
Region 2 - [redacted] Strained - 03/02
Note: [redacted] has 1 custodian quarantined due to COVID exposure outside of the building. Due to the limited number of students in the building, we are able to manage.
Region 3 - [redacted] - Strained - 03/02
Note: One custodian out today; just learned a few minutes ago - trying to get a field custodian.

Daily Report of Level of Impact: Staffing

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

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

[redacted] Elementary School
Date: Tuesday 03/02/2021 10:28 AM

REGION COMMUNICATION
Yes- emailed information

TEACHERS / MONITORS: Critical
Counselors- only have a .5 counselor, two counselors are out on leave.

[redacted]
Principal, ES
[redacted]

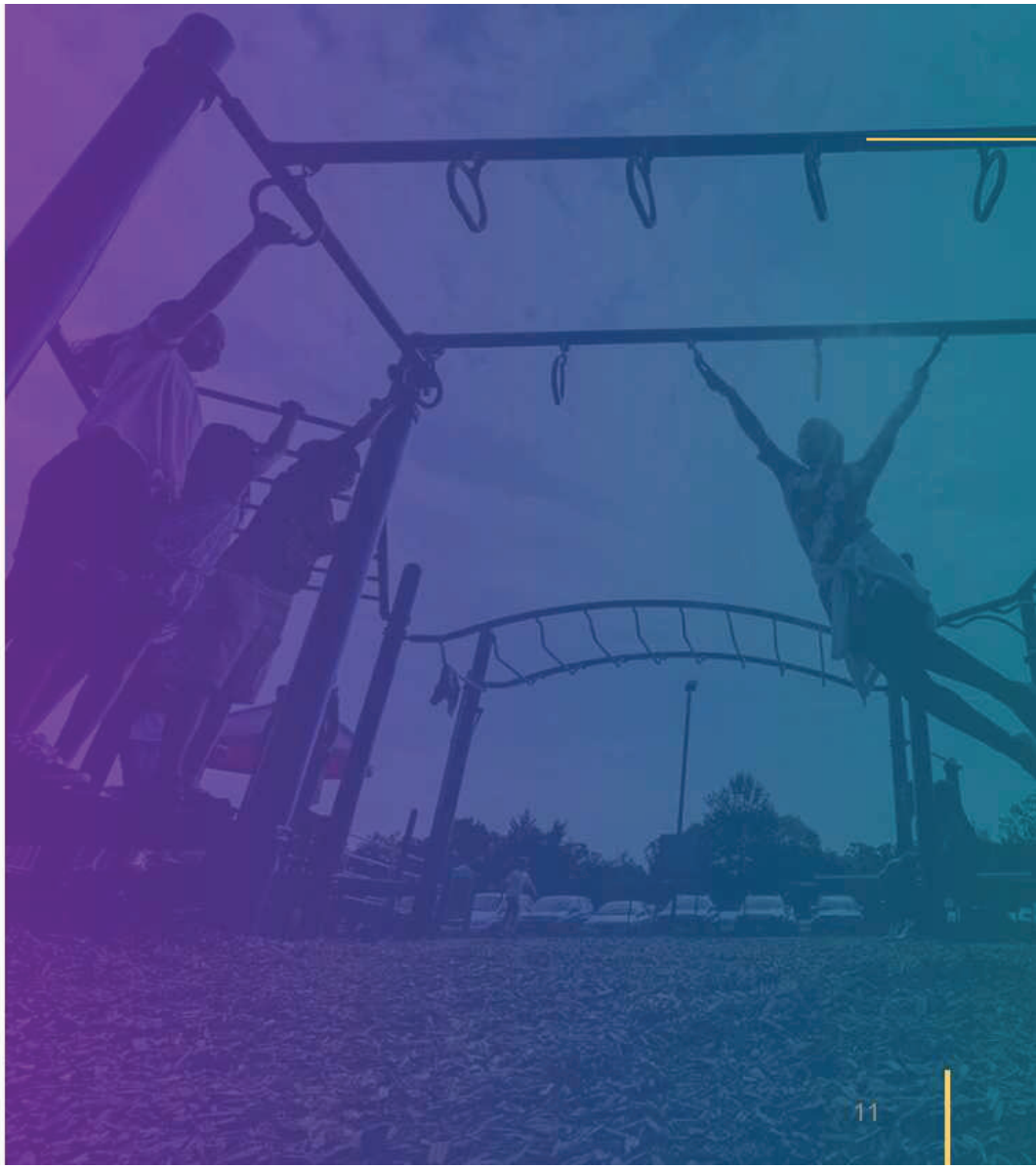
Employee Wellness

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

Substitutes

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

Instruction



Secondary Summer Preview

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

Large FCPS Virtual Professional Development Events

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

Summer Curriculum Development Opportunities

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

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

Important Dates to Know:

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

Summer Program Goals & Assumptions

Goals

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

To provide students opportunities for credit accrual and enrichment.

Assumptions

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

Secondary Academic Programs

Opportunities for All

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

Special Education

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

School-Based Middle School

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

School-Based High School

- Credit Recovery
- Online Campus

Extended School Year Services (ESY)

ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.

Program Design*:

- **Format:** In-person and virtual options
- **Administrators:** June 21-July 23
- **Teachers:** June 23-July 23
- **Students:** June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary
- **Locations:** 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School)

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

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

Special Education Recovery Services

Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.

Program Design*

- **Format**: individual and small group learning on targets skills
- **When**: afterschool spring 2021, Summer Academy, 2021-2022
- **Who**: DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds
- **Locations**: Paired at ESY Sites
- **Transportation**: DPE works with Transportation

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

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

Middle School School-Based Programs

IMAGINE & Young Scholars

Program Design:

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

School Allocations:

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

Middle School Action Items

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

High School School-Based Program

Credit Recovery

Program Design:

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

High School School-Based Program

Credit Recovery

Action Items

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

Other High School Options

Online Campus and Virtual Virginia

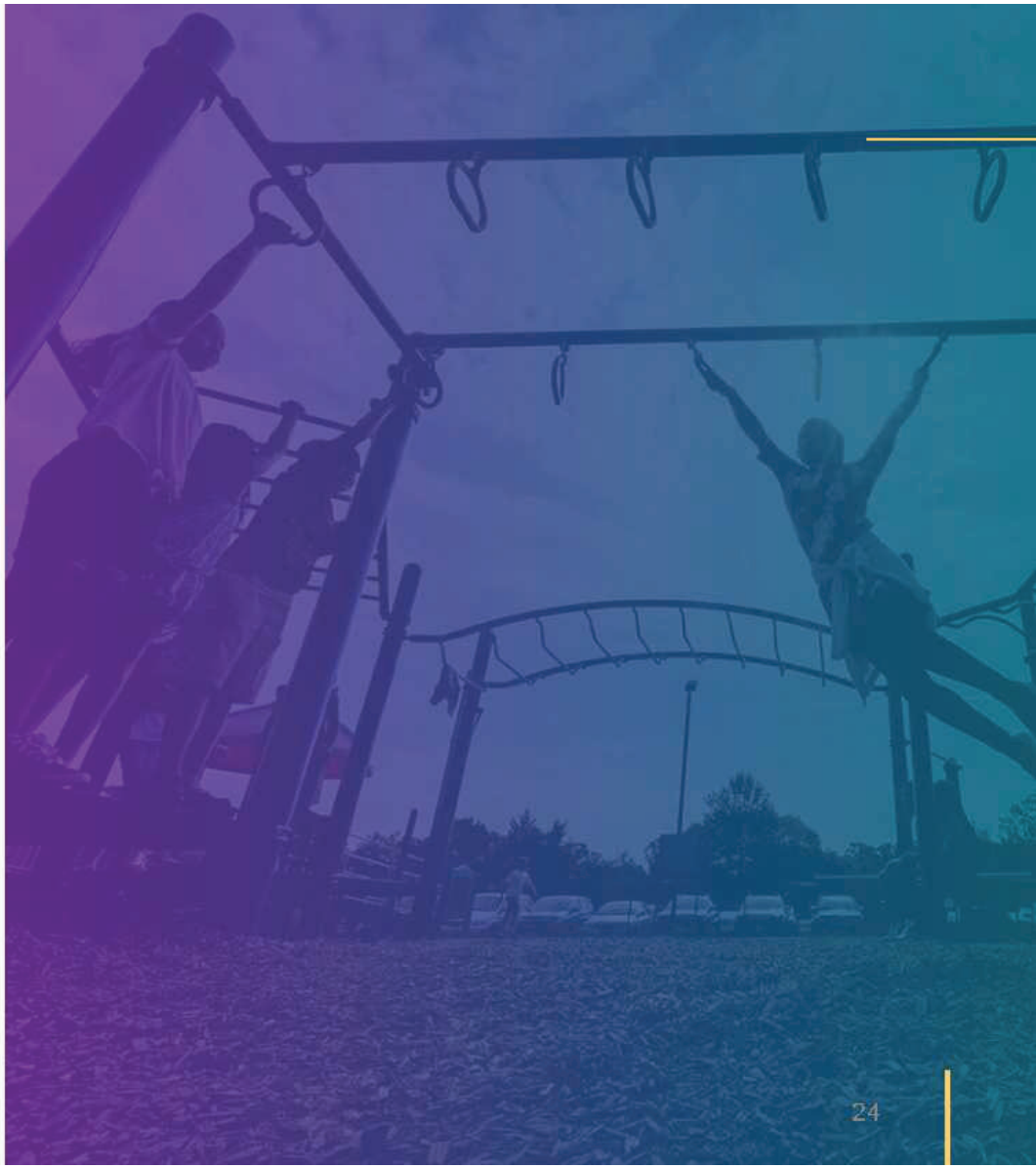
Registration: 17 courses for new or repeat credit

Tuition: $375

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

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

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

Topic	Decision
Mask breaks	We hope to provide updates next week.
Transportation	1. Early release: Friday 3/5 – if you have any unique scheduling concerns, please contact transportation. 2. Shuttle schedules will be provided to each academy school. 3. Please ensure students requiring transportation for in-person instruction are coded " Y" ***and*** select the applicable A/B schedule or 4 days Tue-Fr. 4. When a student is participating in multiple programs (i.e. Interventions, testing), please keep them separated, they should remain on the spreadsheet.

Principal Support Team: SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m. BBCU Link Form to Submit Questions

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

Principal Support Team Resources & Contacts

Principal Support Team: Interventions

Office Hours: March 10th 9:30-10:30 AM **Submit a Question**

How are schools building teacher efficacy with MTSS?	**MTSS Self-Assessment Hyperdoc: Has resources to support and build capacity of teams across the tiers.**
❑ Do we have problem solving conversation sentence starters? ❑ Do we have problem solving student talk structures?	• Protocol available to help CTs to identify needs • Asset language resource can be found here. • Review of essential standards resource here • Division Student Support Plan site

Additional Resources Available
MTSS Decision Rules
Intervention Planning Considerations Intervention Planning Ideas
English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 p.m. BbCU link Submit a question

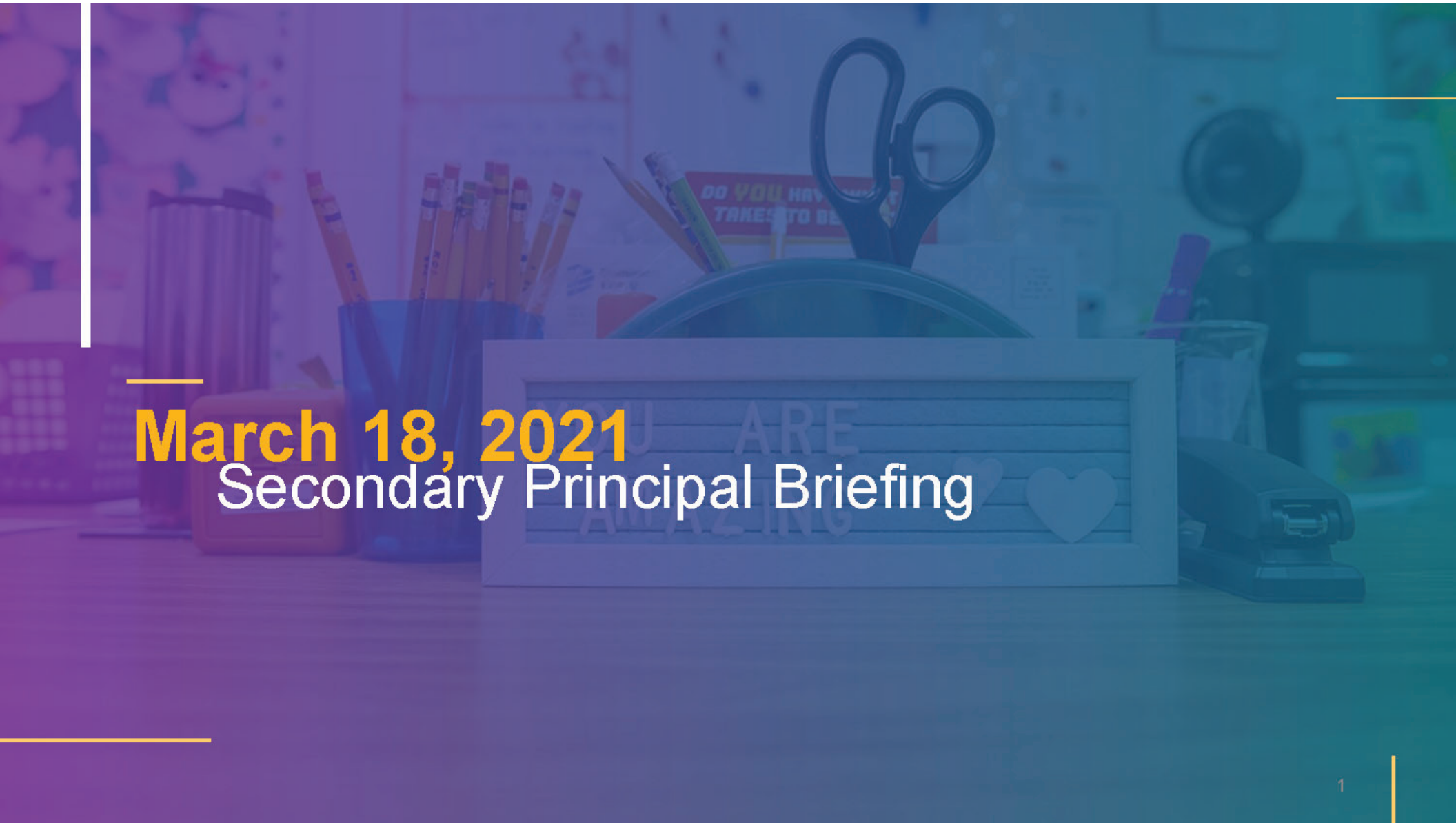
Topic	Response
Do teachers still need to record whole-class instruction once in-person groups return?	Teachers should continue to record and post synchronous whole-class instruction through the remainder of the school year.
Can students log their personal devices (computers, tablets, phones, etc.) to the network or will that have an impact on our bandwidth or network connections?	Student devices (FCPS or BYOD) that are accessing **non-video conferencing** applications (e.g. Google Suite, online resources) are fine. IT has factored in that these activities are occurring during the school day. The range of student simultaneous connections in the IT - Document with Video Conferencing Guidelines applies to any in-person student who logs in on any device (FCPS or BYOD) and connects to a virtual video conferencing session. If a BYOD student comes to school, logs into a BbCU or Google Meet session from school, that counts as one of your video conferencing student connections.

Link to Weekly Office Hours Topics

Principal Support Teams

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

Questions

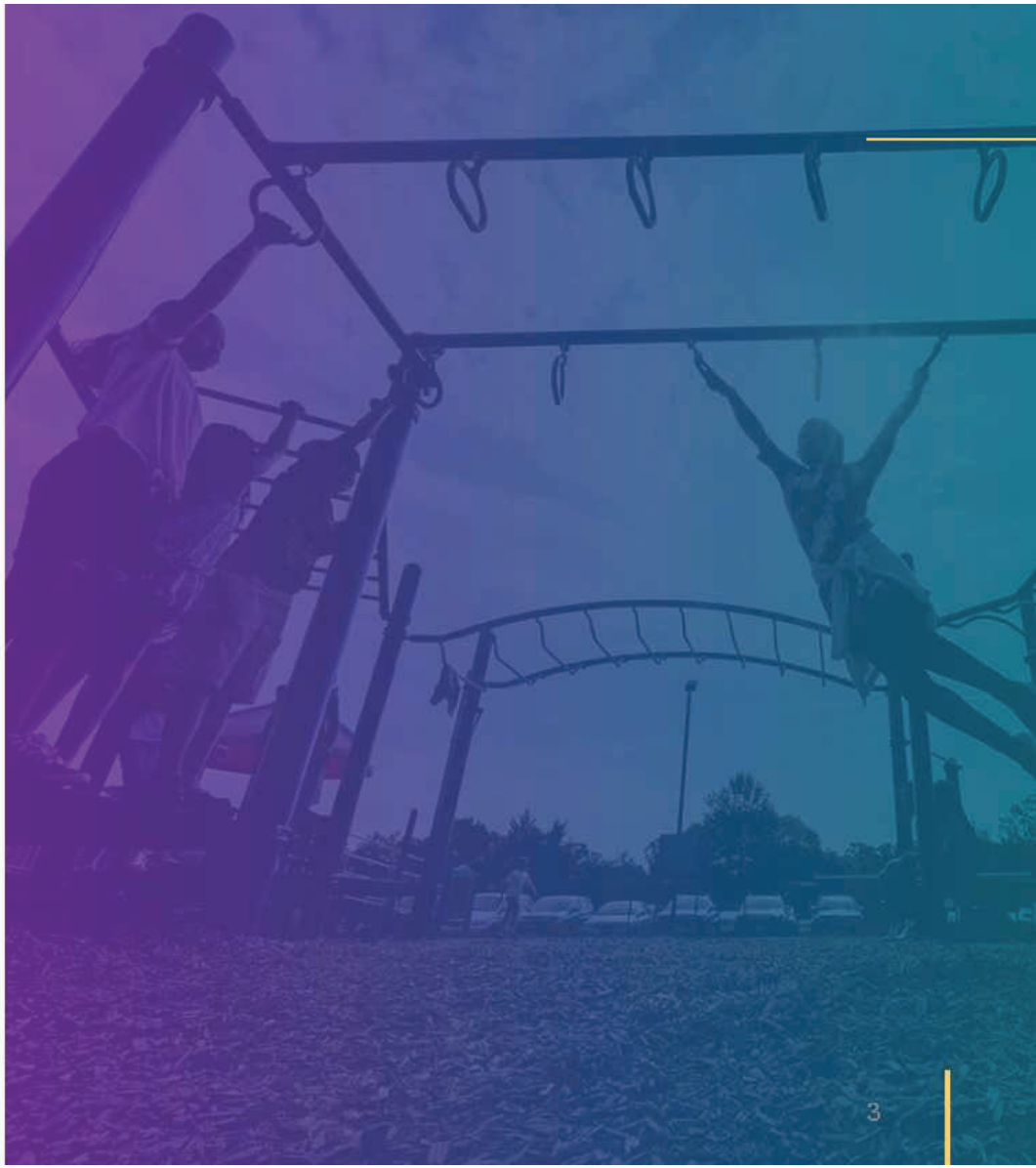


March 18, 2021
Secondary Principal Briefing

Agenda

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

Health and Safety



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

REVISED CONTENT:

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

NEW CONTENT:

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

NEW CONTENT:

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

e Covering Mitigating Measures Checklist (R2109)

'fcpsnet.fcps.edu/ssse/healthinfo/documents/MaskMitigatingMeasuresChecklist.docx

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

STEP 1: Review Health Condition, Communication Impairment or Disability

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

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

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

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

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

STEP 4: Complete Environment Evaluation

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

FCPS Face Covering Mitigation Measures Checklist

FCPS Face Covering/Mask Mitigating Measures Checklist

Student: _____ **Date:** _____

Staff Member(s) Completing Checklist: _____

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

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

YES	NO	
YES	NO	Is the student under the age of 2 **OR** is the student unable to remove the mask without assistance? (See CDC Guidance (https://docs.google.com/document/d/1lPuJpOBBsMnwXfgAGq1sEnh3o3ZoMp8N4LIdtuLPQqw/edit). ➢ If **YES**, proceed to **STEP 3.** ➢ If **NO**, proceed to the **next question** in **STEP 1.**
YES	NO	Has the student provided a written statement from a physician confirming that not wearing a face covering is necessary due to a health condition, communication impairment or disability? (See R2109, Section VIII. D and F). ➢ If **YES, proceed to STEP 3.** ➢ If **NO**, proceed to **STEP 2.**

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

YES or N/A	NO	Is the student making progress toward his/her individualized education program (IEP) goals? ➢ If **YES** or **N/A**, school staff will: ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ➢ If **NO**, school staff will: ▪ Contact the parent/guardian to discuss the student's needs ▪ Ensure the parent / guardian is aware of the process for mask exemptions ▪ Inform the parent that the student will need to temporarily return to virtual learning ▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks) ▪ Contact the school's Procedural Support Liaison (PSL) for guidance on next steps.

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

____ Staff have been fully vaccinated or have been provided the opportunity to do so.

____ The student with the exemption can adhere to 6 feet of physical distancing (with or without prompting), especially when there are other students with mask exemptions and when masks are off while eating and drinking.

____ Masks can be consistently worn by staff and by all students who can wear them. Note: Staff or other students who choose to double mask (disposable mask under a cloth mask) may do so for additional protection.

____ If staff need to be within 6 feet of a child who can't wear a mask, they can consistently wear eye protection (e.g., a face shield, goggles) in addition to masks.

____ The student may be seated apart from children who cannot wear masks in areas of the classroom where there is less chance of contact (opposite corners, side rows, not the middle of the classroom).

____ A plexiglass barrier (e.g. plexiglass desk shield) can be provided as an added layer of protection.

____ Ventilation systems offer increased air exchanges and when feasible and when weather conditions allow, fresh outdoor air may be increased by opening windows and doors.

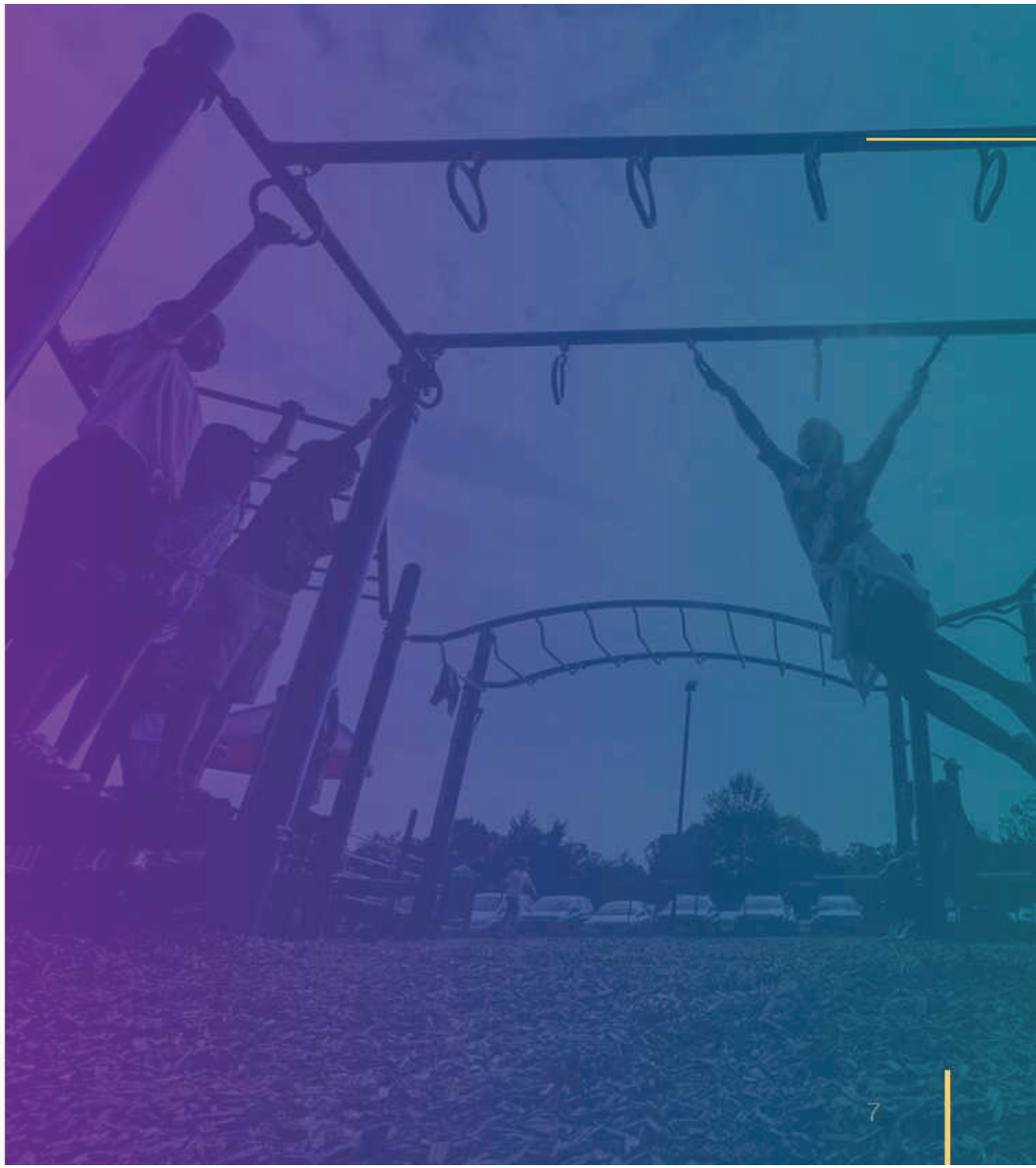
STEP 4: COMPLETE ENVIRONMENT EVALUATION

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

____ **YES - STUDENT w/ MASK EXEMPTION CAN BE SUPPORTED IN-PERSON**

____ NO - Contact your school's school health specialist for assistance.

Instruction



High School Grading Flexibility

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

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

Grading Flexibility - Middle School Only

Changes for Middle School Students (SY20-21):

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

4th Quarter Catch-Up Days

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

2021 Fairfax County Regional Science and Engineering Fair Awards Ceremony

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

Summer Program Update

Middle School

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

High School

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

Requests for Summer Acceleration

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

Special Education Updates

Guidance for 4-Day Support for Students with Disabilities

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

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

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

Additional guidance is available.

ESY and Recovery Services Reminders

What is the difference between Recovery Services and Extended School Year (ESY)?	ESY and Recovery Services have different eligibility criteria. • ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break. • Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.
Can a student qualify for both ESY and recovery services? How does that work logistically for a student who may qualify for both?	Students may qualify for both ESY and recovery services. The number of days and dates shared for each program in the summer program overview reflect a general or estimated range as the frequency, duration and dates for services for ESY and recovery services are determined by the IEP team. If a student's IEP team determines the student is to receive ESY and recovery services, the IEP team will work collaboratively with the family to work through the logistics (e.g. dates, times). FCPS will ensure that a student does not have to forgo one service for another and will develop creative solutions to ensure the student receives the supports identified by the IEP team.
What data is used to make decisions regarding eligibility for ESY and recovery services?	IEP teams used a variety of data, including parent input, to inform decision-making relative to ESY and Special Education Recovery Services eligibility. As with all decisions made by the IEP team, no one data point should be used in isolation when making decisions.

Resuming Instruction in the Community: CBI and CWE

What	Community-based Instruction (CBI) and Community Work Experience (CWE)
Who	**Stakeholders Receiving Services:** • CBI: FCPS students in middle and high school category B programs • CBI and CWE: FCPS students in 18-22 programs (STEP, Davis and Pulley Career Centers) **Stakeholders Providing Services:** • Category B Staff • 18-22 Program Staff
When	Beginning April 5 (CWE) and April 12 (CBI)
Where	CWE: Hotels, Retail Establishments, Outdoor Parks and Recreation, Fitness Centers, Restaurant/Food Service, FCPS Schools, Grocery Stores, etc. CBI: Community Centers, Grocery Stores, Fast Food Restaurants, Target/Walmart, Pet Store, etc.
Why	Effective March 16, 2021, FCPS made available in-person instruction for all students who selected in-person instruction. Instruction in the community is an important component of the instructional program for some students with disabilities as it provides students the opportunities to generalize and apply skills learned in their classroom to natural environments. This instruction is essential as we prepare students for the greatest amount of independence once they leave the school system. Community work experience for students in 18-22 programs is critical as these programs support an immersive model of instruction in the community for the majority of the school day. In order to mitigate the spread of COVID-19, a variety of PPE is available to staff and FCPS staff who wished to be vaccinated have had the opportunity to do so.

Note: While out in the community, FCPS staff and students will continue to comply with all mitigation guidelines and safety mandates of the school system, including: wearing a mask, 6' social distancing as much as possible, and frequent hand washing as outlined in the Student Health and Safety Guidance Document for 2020-21. Per guidance provided in Executive Order 72, students with mask exemptions can participate in CBI/CWE..

Required PD Assigned 3/31, Due 6/1

MyPDE

Supporting Gender Expansive and Transgender Youth

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

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

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

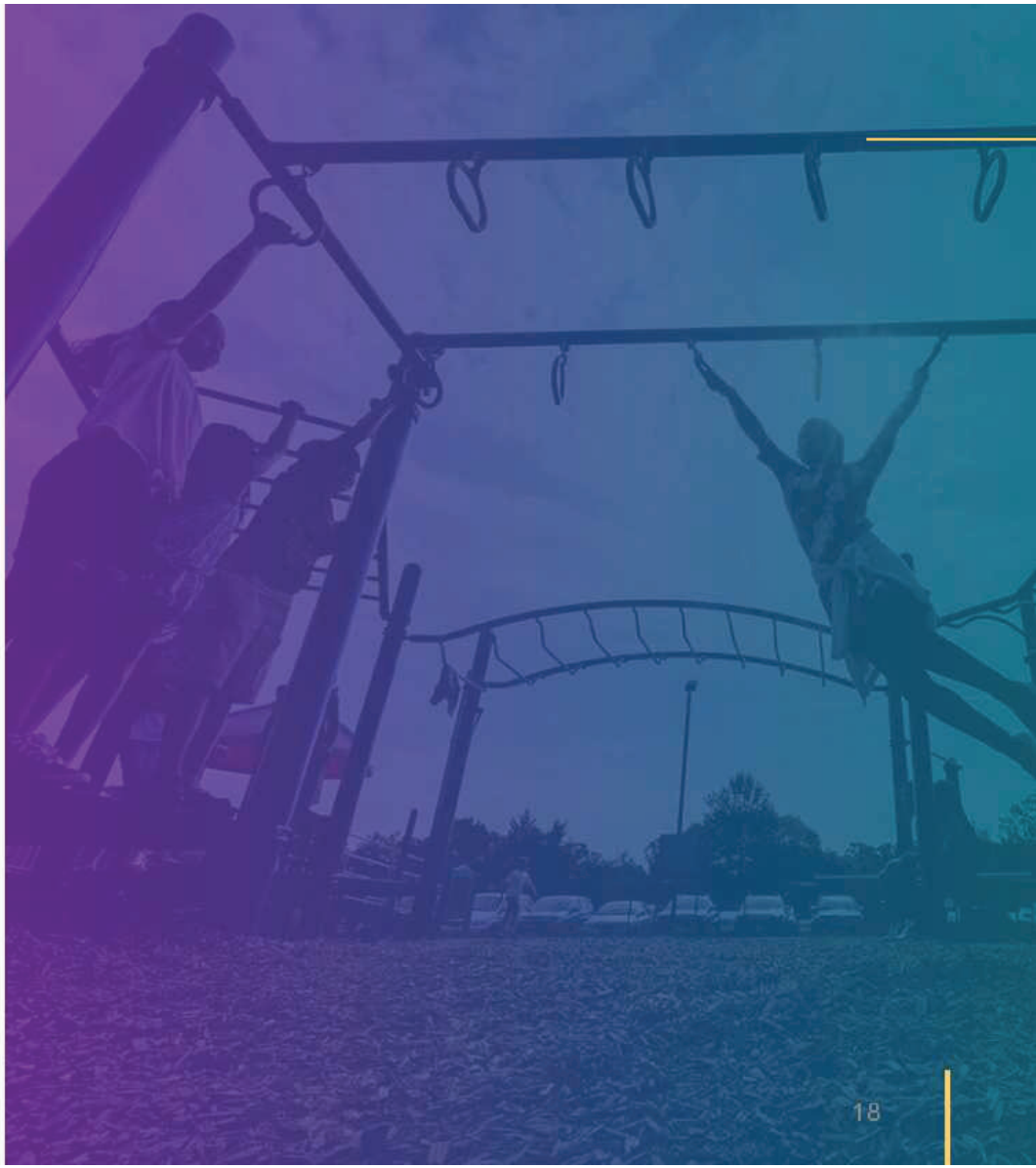
Title IX Reporting Obligations for All K-12 Employees

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

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

Who: All FCPS employees

Human Resources

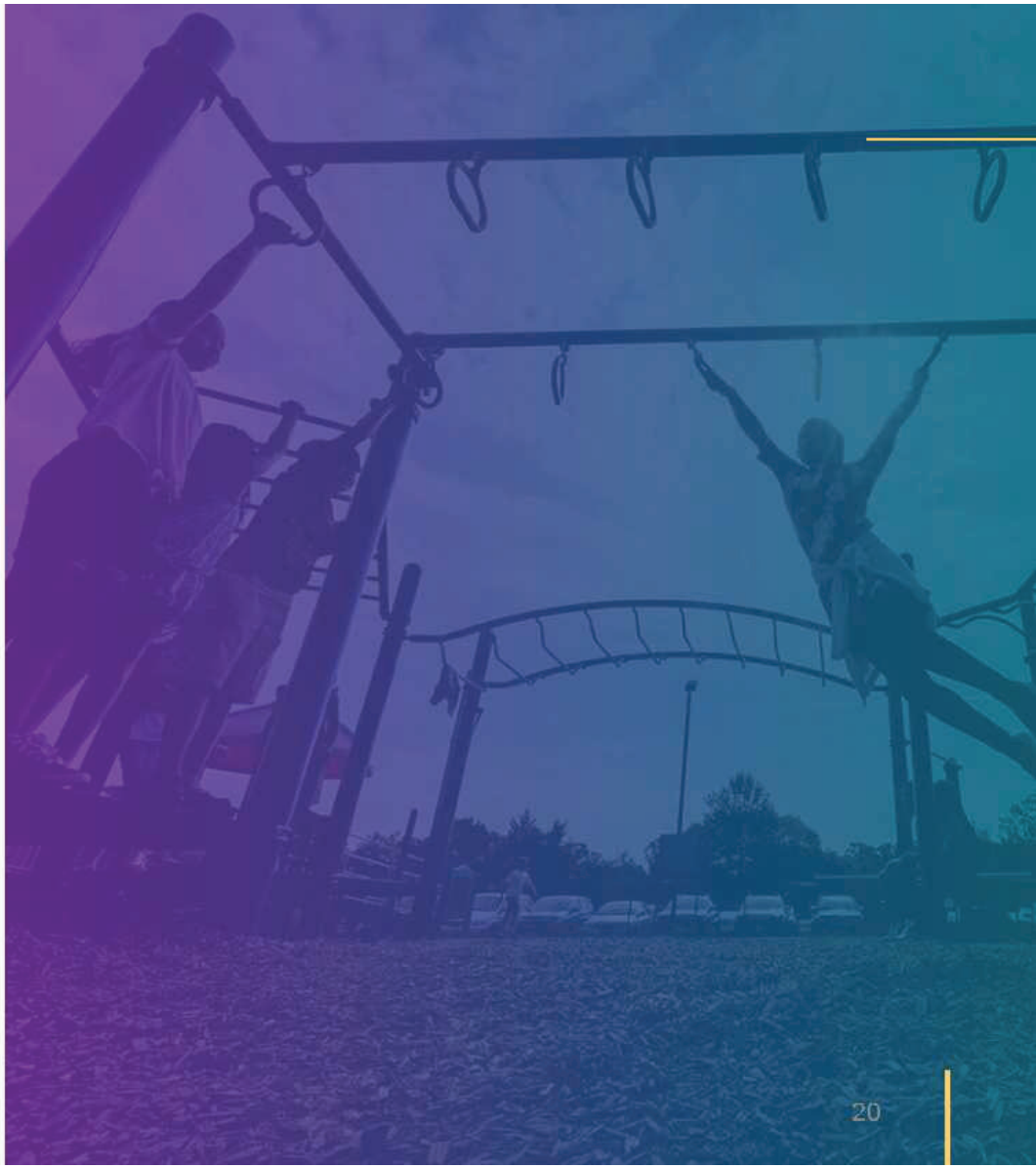


HR Updates

Leaves of Absence (LOA) Processing Updates:

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

Information Technology



Information Technology Updates

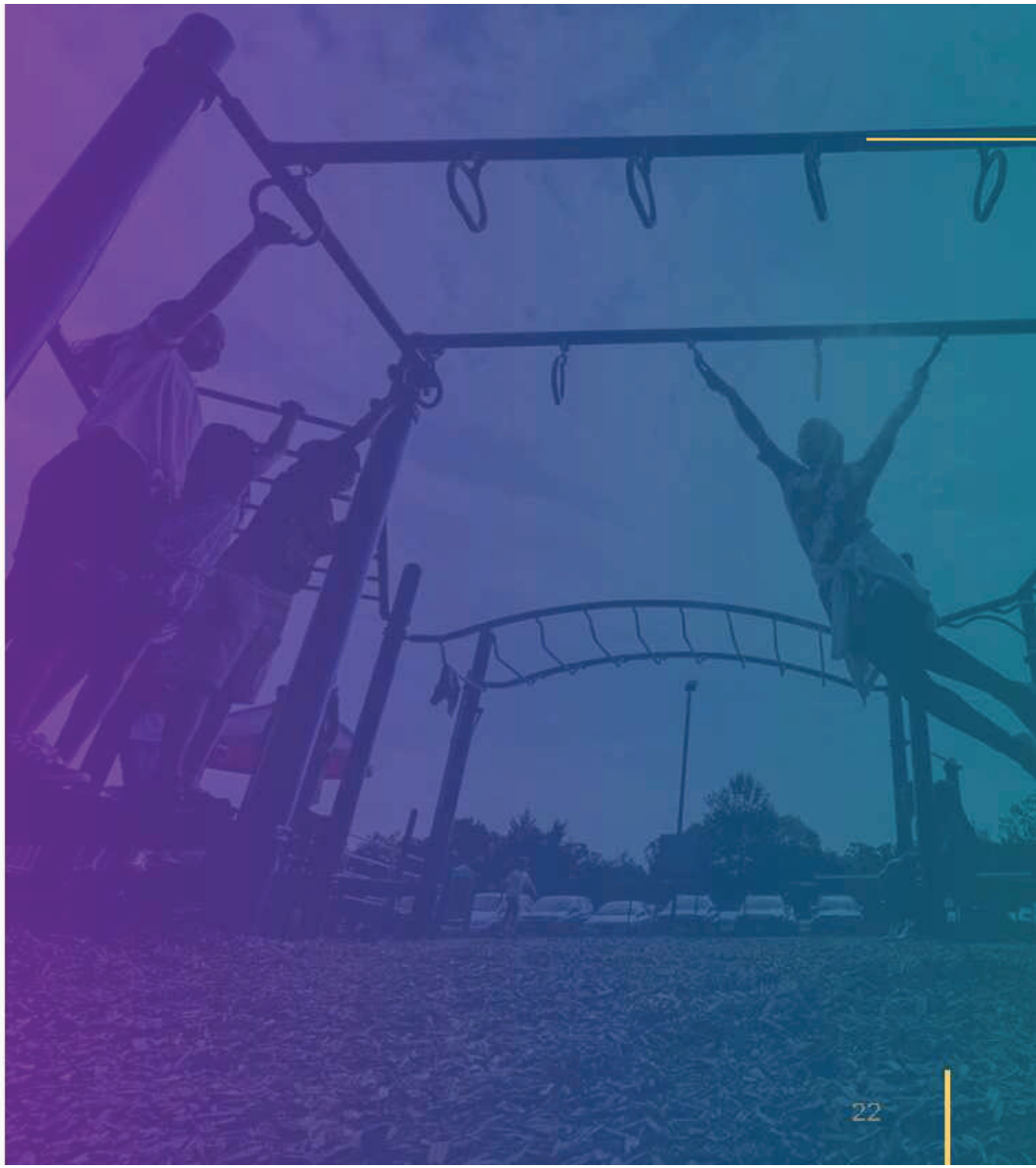
Updating MS/HS Bandwidth Guidance

Monitoring use, tuning systems, adapting to additional load

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

IT - Document with Video conf guidelines (UPDATED)

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

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

Principal Support Team: SY 20/21 Staffing Needs

Instructional Hiring	Andrea Garris (ajgarris@fcps.edu)
Monitors - Operational Hiring	Andrea Martini (ALMartini@fcps.edu)
Substitutes	Lena Cohen (lmcohen@fcps.edu)
ADA/LOA & Evaluation	Juan Torres (jntorres1@fcps.edu)
Supporting Staff Wellness	Leona Smith (LMSmith@fcps.edu); Tia Lott (TJLott@fcps.edu); Kathleen Walts (KSWalts@fcps.edu)
Supporting Hiring Needs	Carolyn Haydon (CRHaydon@fcps.edu)

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Friday, March 19, 12:00 p.m. BbCU link Submit a question

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

Link to Weekly Office Hours Topics

Principal Support Team: Interventions

Join the MTSS Team for MTSS Weekly Office Hours every Monday from 2-3 PM

MTSS Contacts:

Karen Durocher- MTSS Program Manager 571-423-4112 KDDurocher@fcps.edu
Region 1 - Kathy McQuillan 571-423-4180 KMcQuillan@fcps.edu
Region 2 - Karen Durocher 571-423-4112 KDDurocher@fcps.edu
Region 3 - Erin Sylves 571-423-4195 ElSylves@fcps.edu
Region 4 - Katie Baxter-Gagen 571-423-4112 KPBaxtergage@fcps.edu
Region 5- Theresa Lieteau 571-423-4112 *talieteau@fcps.edu*

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

Additional Resources Available
MTSS Decision Rules Division Student Support Plan **MTSS Self-Assessment Hyperdoc** Intervention Planning Considerations Intervention Planning Ideas English Learner Hub Google Site ES ESOL MS ESOL HS ESOL
Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

Principal Support Teams

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

Questions