

ATTACHMENT 10:

School Board Meeting agendas, minutes, reports and recordings may be found at <https://www.fcps.edu/node/38235> (SY 2019-20) and at <https://www.fcps.edu/school-board/school-board-meetings> (SY 2020-21)

(PDF of June 15, 2020, report, *Reopening of Schools Fall 2020*, is included within this attachment)

REOPENING OF SCHOOLS

FALL 2020



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Introduction to FCPS Reopening of Schools Plan

On June 9, Governor Northam announced a phased reopening for Virginia public schools. This plan outlined guidance on instructional and service delivery for the 2020-21 school year. This document is intended to communicate specific components of Fairfax County Public Schools (FCPS) plans and preparations for reopening schools in fall 2020.

Reopening Schools Task Force

Following the May 11 Fairfax County School Board work session, where the Board considered initial fall reopening challenges, the superintendent and deputy established a new task force structure to prioritize and expedite information gathering and development of recommendations for reopening school under three potential scenarios. The task force is charged with developing a specific action plan to address each of the three reopening scenarios: virtual learning for all, in-school learning with health and social distancing, or online learning for individual medical need.

Task force membership reflects diverse perspectives to actively involve stakeholders in the planning process. The following perspectives ensure a range of community, staff, and student needs are considered as plans are established:

Staff representing classroom teachers and FCPS professional organizations, including Fairfax County Federation of Teachers, Fairfax Education Association, Association of Fairfax Professional Educators, and Support Services Employees' Advisory Council;

Student representatives;

Parent representatives from Fairfax County Council of Parent Teacher Associations, Special Education Parent Teacher Association, Parents of Autistic Children, and Title I Parent Advisory Council;

Members of the Fairfax County School Board;

Representatives from School Board advisory groups, including Minority Student Achievement Oversight Committee and Advisory Council for students with Disabilities;

Staff from the Fairfax County Health Department;

Department staff from communications and community relations, facilities and transportation services, financial services, human resources, information technology, instructional services, professional learning and family engagement, school support, special services; and

Region and school leadership, including principal representatives from each level.

The task force was formed to address six key action areas: Facilities and School Operations, Instruction, Technology, Communication, Community Partnerships, and Human Resources. The superintendent and deputy assigned division leaders to oversee the work of each of these action teams. Action teams meet daily and include additional members who bring direct knowledge and skills for identifying specific issues and generating a plan to address each of the identified critical actions.

Guiding Principles for FCPS Reopening Plans

FCPS has identified five principles to guide all planning for school reopening.

1. Ensure safe learning and working environments for students and staff.
2. Maximize in-school student learning experiences, as allowable by state guidelines.
3. Ensure all students receive instruction that meets state and federal standards and have the necessary supports for success, including:
 - a. Access to technology and connectivity;
 - b. Social-emotional wellness and health supports; and
 - c. Additional supports to meet needs of special populations.
4. Provide training, time, and support necessary for staff to prepare for successful reopening.
5. Provide proactive, clear communication (with translations) to all families and staff.

Lessons Learned from Spring 2020

The impact of the school closures on student achievement and well being has been studied by various organizations around the world. Building a reopening plan that takes into account common lessons learned within FCPS and beyond will help create an infrastructure aligned to student, family, and staff needs. Documenting the successes and missteps in the spring 2020 distance learning implementation will inform decisions and planning for the reopening of schools in the fall 2020. Six key areas of learning have been documented by FCPS staff from analysis of our own experiences and review of recent articles and studies.

Instructional Model

Consistent implementation of a divisionwide instructional schedule is needed to promote equity.

More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden to support student learning.

Increased social emotional learning (SEL) opportunities are needed in a virtual environment.

Equity Concerns

Technology and connectivity must be provided by the division to ensure that all students can participate equitably in online learning.

Division plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.

Communication

Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation.

Frequent and consistent messaging from the school division are needed, with safeguards to ensure communication reaches all families.

Verbal interpretations and written translations must be available for all families who require them.

Return to school success stories should be shared with stakeholders through social media, newsletters, news releases, and media outlets.

Instructional Practices

Staff need dedicated time to plan and work in collaborative teams.

Ongoing professional development is needed to strengthen virtual teaching strategies.

Digital citizenship concepts and skills should be integrated into lessons.

Consistent inclusion of "specials" classes in elementary school and electives in middle schools is needed to support the whole child.

Grading policies should be carefully crafted to appropriately motivate student engagement.

Technology and Infrastructure

Timely distribution of laptops and MiFi devices must be further strengthened to support student access to online instruction.

Learning platforms and video conferencing must be able to support consistent access by FCPS students and staff.

Students must have secure ways to access synchronous learning.

Honoring students' individuality while maintaining security is critical, such as by reflecting preferred names within digital platforms.

Staff Support

Staff access to childcare is needed to meet the demands of virtual instruction and telework.

Administrators, teachers, and support staff should receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools.

The division must ensure that all staff have consistent access to WiFi and internet connectivity so they may effectively support students, families, and the school system.

STAYING CONNECTED AND READY TO LEARN



OUR DISTANCE LEARNING PLAN: SPRING 2020

State Guidance on Reopening Schools

Governor Northam's *Phase Guidance for Virginia Schools* was accompanied by comprehensive guidance from the Virginia Department of Education, *Recovery, Redesign, Restart 2020*. The state guidance reinforces that Virginia schools are expected to deliver new instruction to all students in the 2020-21 school year, while recognizing that the format for instructional delivery may shift across the year. The state plan articulates that the start of the year is likely to bring a blend of in-person and remote learning across the state. However, it recognizes that divisions in different areas of the state may have differing needs and may be on different timelines with delivery models. All state decisions related to easing health restrictions will continue to be governed by public health status data, as outlined in the *Forward Virginia Blueprint*.

The governor's phase guidance will provide a graduate scale-up of school operations. Mitigation strategies including physical distancing, enhanced cleaning, health screening protocols, etc., will be necessary across all phases to reduce the spread of COVID-19 virus. Based on local health data, divisions are authorized to be more restrictive for in-person services than what is allowed in each phase.

Phase I: In-person services may be provided under strict safety protocols for special education programs, in special cases where all parties agree it is appropriate. Childcare may be offered in schools for working adults under special restrictions. During this phase, instruction is generally remote. No athletics or extracurricular activities are permitted. Social distancing guidelines are defined as:

- Maximum 10 people per bus or classroom and 6-foot physical separation, whenever possible; and

- Limited mixing of students in groups, no communal spaces, such as cafeterias, and no large gatherings.

Phase II: In-person services may additionally be offered for PreK-3 and English learners. Summer camps may be held in school buildings with strict social distancing measures in place. During this phase, instruction remains predominantly remote. Limited access to athletics and extracurricular activities with mitigation strategies. Social distancing guidelines are defined as:

- 6-foot physical separation, whenever possible, and physical distance between children on school buses;

- 50 person limit on large gatherings, assemblies, etc., and limited mixing of students in groups; and

- Communal spaces remain closed, if possible, or receive intensive disinfection between uses.

Phase III: In-person services are permitted for all students with strict social distancing measures in place. During this phase, instruction includes more in-person delivery, but remote instruction will continue to supplement face-to-face time. Athletics and extracurricular activities may be expanded with continued mitigation strategies. Social distancing guidelines are defined as:

- 6-foot physical separation, whenever possible, and physical distance between children on school buses;

- Limit on large gatherings, assemblies, etc., as directed by Executive Order; and

- Considerations to limit mixing of students in groups, including adjusted schedules, transitions, etc.

Beyond Phase III: Divisions begin a "new normal" in operations in consultation with public health officials. Some mitigating strategies will remain in place, such as those as outlined below.

Across All Phases: Divisions are expected to follow Centers for Disease Control (CDC) guidance for schools pertaining to social and physical distancing, health and hygiene, cleaning and disinfecting. These include:

- Daily health screenings for students and staff;

- Online learning and teleworking options for students and staff with elevated risk of severe illness;

- Cloth face coverings for staff and encouraged for students, as developmentally appropriate, whenever 6-foot physical distancing cannot be maintained; and

- Encouraging staff and students who feel sick to stay home, with clear policies on when they can return.

Before they will be allowed to enter Phase II or Phase III, divisions must submit a plan to the Virginia Department of Education outlining strategies to mitigate public health risk for COVID-19 and comply with CDC and Virginia Department of Health (VDH) recommendations.

Health Criteria and Guidelines for Reopening

Virginia's reopening plans are based on CDC guidelines for ensuring safe and healthy learning and working environments. FCPS is working with the Fairfax County Health Department (FCHD) to determine criteria and guidelines for reopening schools. The CDC provides a comprehensive decision tree to support local school system decision making. Below, FCPS staff have outlined an initial summary of CDC decisions tree guidelines, as they apply to FCPS. The FCHD will provide further guidance.

Will Reopening Be Consistent with State and Local Guidance?

All final decisions about when and how to reopen schools—as well as decisions about any future closures—will continue to be informed by the most recent local health data in partnership with the FCHD.

Is the School Ready to Protect Students and Staff Who Need Extra Precautions?

As prescribed in the governor's phase guidance for reopening schools noted above, FCPS will provide full time online learning for students unable to return and flexible telework assignments for employees at high risk, whenever possible.

Is the School Able to Screen Students and Staff for Symptoms and Exposure?

FCPS will implement a daily health screening form requiring caregivers to report their child is asymptomatic. Public health assistants will screen students that report symptoms upon arrival or whose caregiver did not complete the health screening form. Daily health screening of staff will ensure only asymptomatic staff enter the worksite

Are Recommended Health and Safety Measures in Place?

The CDC has highlighted specific mitigating strategies to reduce risk of COVID-19 infection and transmission.

Healthy Hygiene Practices

Hand washing guidelines indicate that students should wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating, and upon entering classrooms. Breaks will be provided for hand washing. If soap and water are not readily available, sanitizer that contains at least 60 percent alcohol will be provided.

Cloth face coverings should be worn by students and staff throughout the day when social distancing guidelines cannot be strictly enforced. Masks will be provided to students unable to provide their own, to be used as developmentally appropriate.

Intensified Cleaning and Disinfection

Daily sanitizing should be implemented for high touch areas (doorknobs, handles, fixtures, etc.) with a medical grade sanitizing solution. More frequent monitoring and cleaning of restrooms throughout the day will be needed. Contracted cleaning services will be available, as needed.

Social Distancing Practices

Increase spacing between individuals using strategies such as separation on school buses, posted signs to remind staff and students of 6-foot distances, and arranging desks six feet apart and facing in the same direction.

Maintain small groups by having students eat meals in classrooms whenever possible and restricting or prohibiting volunteers and visitors in the building.

Minimize mixing between groups whenever possible. Examples include designating building entrances by grade level, designating traffic patterns through the school, and ensuring student and staff groupings are as static as possible.

Is Ongoing Monitoring in Place?

FCPS will regularly communicate and monitor developments with local health department authorities regarding cases, exposures, hospitalizations, and any other relevant metrics that may require a change in school operations. FCPS will monitor employee absences and have flexible leave policies and practices.

Defining the FCPS Reopening Scenarios

When planning for reopening, we recognize that there are a variety of possibilities for the format schooling is able to take in fall 2020. Three primary scenarios represent the most likely options and reflect components that would be necessary in most other variations of a plan, as health guidance and resources evolve.

FCPS Scenario 1: Virtual Learning for All

In a virtual scenario, no students would be allowed in school buildings for regular learning. School building access would be very limited and primarily used for distribution of technology or instructional resources and, potentially, individual appointments for certain screenings or assessments that cannot be completed online.

All instruction in this scenario would be delivered through enhanced distance learning practices. These practices would reflect lessons learned from spring 2020 and would include expanded digital access and digital curriculum resources, as well as additional staff training.

FCPS Scenario 2: In-School Learning with Health and Social Distancing

In this scenario, students are allowed in school buildings at reduced capacity (e.g., 50 percent or 25 percent). All schools would implement new required health and safety protocols within classrooms and non-instructional settings, including such facility enhancements as improved ventilation.

To achieve a reduced capacity under this model may involve implementing new instructional bell schedules, such as to serve students on alternating days through a combination of face-to-face and distance learning models. Additionally, capacity limitations may require decisions to prioritize in-school instruction for the highest needs populations, such as, students with disabilities, English learners, and primary grade students.



Students who are not attending in-school on any given day would be participating in asynchronous distance learning, using digital curriculum resources and instructional tasks assigned by their teachers.

FCPS Scenario 3: Online Learning for Individual Medical Need

Even when students are allowed to return for in-school learning—whether with social distancing or in a “new normal” environment—there will be some students who are unable to join their peers in person due to individual health risk, as defined by criteria established by the CDC. This scenario represents a commitment to serve these students through public education, despite their inability to participate in person at a school site.

FCPS would offer families the opportunity to indicate their intention to keep their children out of a physical school setting for the 2020-21 school year. For families who elected this option, FCPS would deliver an alternative instructional model designed to be completed 100 percent outside a traditional school. Students served under this model would receive instruction via online courseware and digital curriculum resources along with some synchronous direct instruction and support from an online FCPS teacher.

Elements Present In All Scenarios

However reopening looks on the first day of school and throughout the fall, some elements will be universally needed to support continuity of learning across FCPS.

Technology and Connectivity

In May, the School Board approved expanding the FCPSON initiative to include all middle schools. This expansion is on top of current implementation at all high schools and means that every FCPS student in grades 7-12 will have access to a personally assigned FCPS-provided laptop for use at home and at school. Purchase of new laptops for middle school students will allow redeployment of existing laptops within middle schools to extend the availability of loaner laptops for elementary school students. The division has purchased additional MiFi devices for distribution to families and, with guidance and support from the Superintendent's Technology Advisory Council, is partnering with internet service providers to expand free and low-cost home service options available in Fairfax County.

Assessment

The focus for student assessments within all reopening plans will be to help staff identify students' learning needs and plan for upcoming instruction. Assessments geared to this purpose will be prioritized in the division assessment program. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in a distance learning environment, including limitations tied to test security in some cases.

Curriculum

Recognizing the challenges and limitations many students may have experienced with learning during spring 2020, FCPS is revising curriculum guides at elementary, middle, and high school levels to highlight essential standards for the grade level or course, as well as the prerequisite knowledge and skills learners need in order to be successful with new content. Updated curriculum guides and resources will offer strategies for staff to support learners with differing needs.

Digital Resources

Whether learning takes place primarily in an online environment or face-to-face, expanded digital resources will ensure students have consistent access to high quality learning tools. Staff will continue to receive training and support in applying blended learning strategies, which involve a mix of teacher-directed and self-directed learning. Expanded digital reading materials and intervention supports at the elementary levels will enable students at these grades to benefit from supplemental learning tools beyond what their teachers provide on a daily basis.

Social Emotional Learning and Wellness

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. FCPS will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Improvements to mental health resources and partnerships within schools and the county will offer another critical layer of support for students, families, and staff.

Intervention Services

All learners will continue to require flexible and responsive support for their academic, behavioral, and wellness needs. FCPS has committed significant resources to support ongoing intervention services across 2020-21. Classroom teachers and support staff will receive professional development to plan and implement a multi-tiered system of supports (MTSS) reaching across synchronous and asynchronous instruction, in-school and online. Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers will work flexibly across the school to address student needs.

Elements Present In All Scenarios

Supports for Special Populations

Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Students with Disabilities

Special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their individualized education program (IEP). As needed based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. The student support model will be complemented by enhanced professional development for staff and training for caregivers. When necessary, virtual meetings will be used to convene special education procedural meetings, such as local screening committee, reevaluation, eligibility, IEP teams, etc.

English Learners (ELs)

English for Speakers of Other Languages (ESOL) services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the student's schedule, with opportunities for extended instructional time provided to recently arrived ELs, students with limited or interrupted formal education (SLIFE), and ELs identified for interventions. Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Bilingual counseling, social work services, and psychology services will be available to support students' social-emotional needs and academic advising. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

FCPS Scenario 1: Virtual Learning for All

Scenario 1 for the FCPS Reopening Schools Plan delivers virtual learning for all students and aligns to the predominant model for instructional delivery under Phase I and Phase II of state guidance. In this scenario, no students are served in school buildings on a routine basis. Staff may access buildings for instructional purposes, as permitted within health department guidelines. In rare circumstances, individual students may be permitted into a FCPS facility by appointment and with strict mitigation strategies in place, when a necessary specialized service cannot be provided remotely.

In general students PreK-12 receive virtual instruction with synchronous learning four days per week and asynchronous learning one day per week to support staff planning time. Staff planning days will be scheduled to align across elementary, middle, and high schools to offer consistency for families with children at different school levels.

Grades PreK-2: Teacher-directed instruction with whole group, small group, and individuals will take up 2.5 hours per day, which will include one "specials" class per day (music, art, health and physical education). One hour per day will be used for specialized instruction, such as additional ESOL, special education, and intervention supports for students, based on need. Additionally, two hours per day will be asynchronous choice activities for the student.

Grades 3-6: Whole group, small group, and one-on-one teacher-directed instruction will be scheduled for 3.5 hours per day, including one "specials" class per day. An additional hour will allow for specialized instruction based on identified student needs, and two hours daily will provide opportunities for asynchronous choice activities.

Middle and High School: Synchronous learning will be provided for each course in the student's schedule four days per week with 45-minute class periods.

Proposed Elementary and Secondary Schedules, Scenario 1

Elementary Model: Increased instructional time. dedicated time for specialized instruction, and dedicated time for specials across grade levels

Monday	Tuesday	Wednesday	Thursday	Friday
<u>SAMPLE PK-2 SCHEDULE:</u>		<u>SAMPLE 3-6 SCHEDULE:</u>		<u>Students:</u> Independent or collaborative work completed by students <u>Teachers:</u> Dedicated Planning Time
8:30 - 9:30 a.m.	Teacher-Directed Instruction	8:30 -10:00 a.m.	Teacher-Directed Instruction	
9:30 -10:00 a.m.	Special	10:00 -10:30 a.m.	Special	
10:00 -11:00 a.m.	ESOL/SPED/interventions	10:30 -11:00 a.m.	Teacher-Directed Instruction	
Lunch & Health/Activity Break		Lunch & Health/Activity Break		
12:00 -1:00 p.m.	Teacher-Directed Instruction	12:00 -1:00 p.m.	Teacher-Directed Instruction	
1:00 -3:00 p.m.	<i>Student Choice Activities</i>	1:00 -3:00 p.m.	ESOL/SPED/AAP or <i>Choice</i>	

Secondary Model: 4 days of synchronous learning in all classes, daily office hours, and social emotional learning curriculum taught during "8th period" advisory/intervention

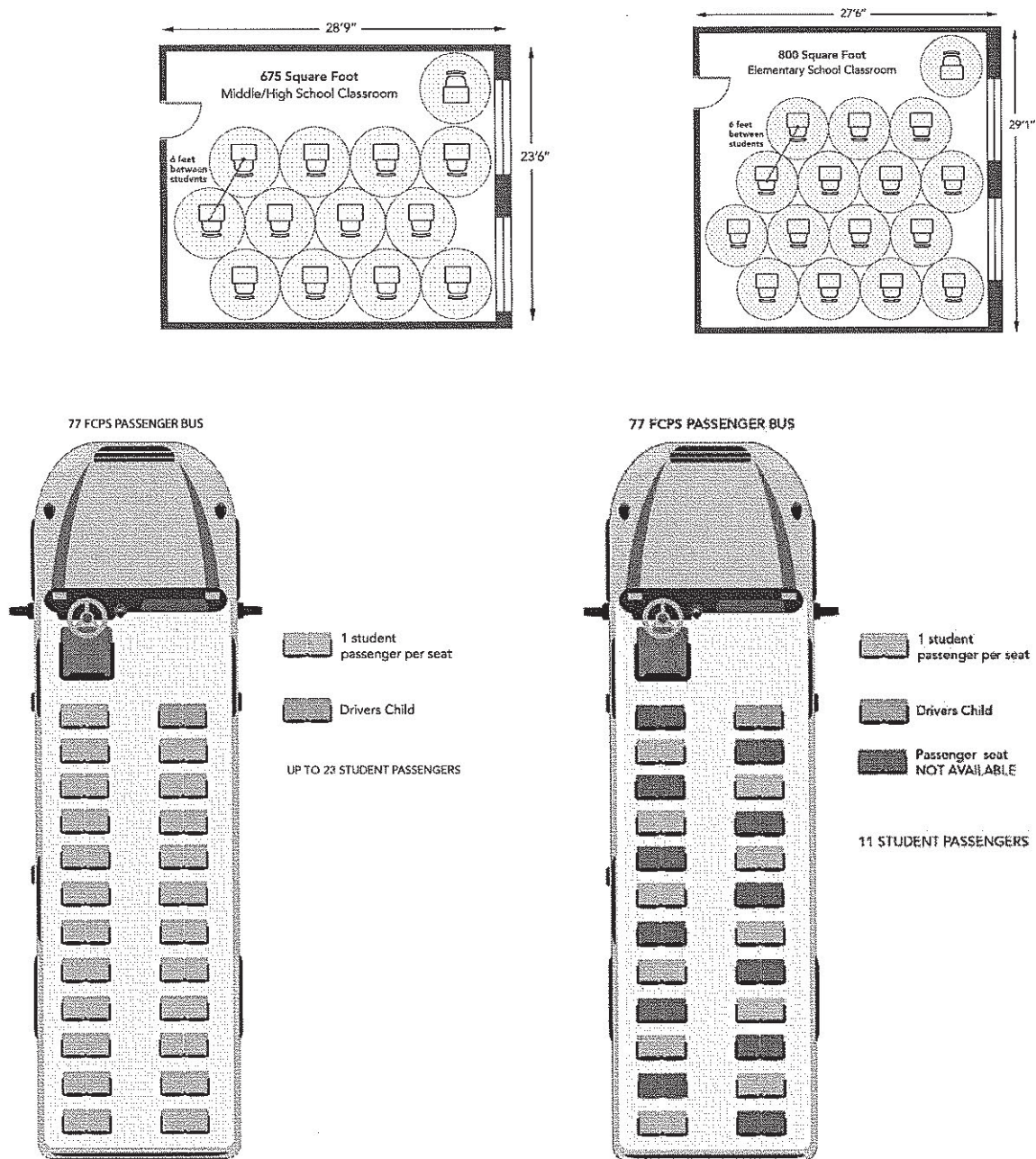
Monday	Tuesday	Wednesday	Thursday	Friday
Bell Schedule by Period	Bell Schedule by Period	Bell Schedule by Period	Bell Schedule by Period	Students: Independent or collaborative work completed by students. Staff: Dedicated Planning Time
1: 9:15-10:00	2: 9:15-10:00	1: 9:15-10:00	2: 9:15-10:00	
3: 10:15-11:00	4: 10:15-11:00	3: 10:15-11:00	4: 10:15-11:00	
Lunch Break	Lunch Break	Lunch Break	Lunch Break	
5: 11:30-12:15	6: 11:30-12:15	5: 11:30-12:15	6: 11:30-12:15	
7: 12:30- 1:15	8: 12:30- 1:15	7: 12:30- 1:15	8: 12:30- 1:15	
Office Hours: 1:30-2:30	Office Hours: 1:30-2:30	Office Hours: 1:30-2:30	Office Hours: 1:30-2:30	

Note: Common teacher planning day across elementary and secondary provides consistency for families with children at both levels

FCPS Scenario 2: In-School Learning with Health and Social Distancing

Scenario 2 for the FCPS Reopening Schools Plan offers in-school learning for students with health and social distancing protocols in effect, per the current CDC and VDH guidance. This scenario aligns to the predominant model for instructional delivery under Phase III of state guidance. In this scenario, FCPS building access is limited in accordance with health and safety guidelines and visitor access is restricted. When in the building, six-foot separation is maintained whenever possible, to apply to both staff and students, and efforts are in place to limit mixing groups of students. Buses will enact new capacity limits and seating guidelines, per health and safety expectations.

Sample Layout for Classroom and Bus Social Distancing, Scenario 2



FCPS Scenario 2: In-School Learning with Health and Social Distancing

Health monitoring protocols will be implemented in accordance with CDC and VDH guidance. A daily health screening form requires caregivers to report that their child is asymptomatic and has not been exposed to anyone who is symptomatic. Buildings undergo daily sanitizing for high-touch areas (doorknobs, handles, etc.) using a medical grade solution. At times, contracted cleaning services may be used to meet high needs. Schools and the division collaborate with the F CHD to rapidly and appropriately respond to any outbreaks in the community or school and to implement all necessary health and safety protocols.

To ensure students and staff can meet physical distancing requirements, instructional delivery under this scenario will require a reduced schedule of in-person learning, with virtual learning on days when the student is not present in a school building. This structure would likely involve a rotating day schedule for in-school and virtual instruction. Depending on the level of risk in Fairfax County according to public health data at the time this scenario launches, students may be served on a 50 percent or a 25 percent in-school cycle.

Specific schedules for in-school rotations will be finalized and communicated during summer 2020 to allow the School Board and division leadership to gather and process stakeholder feedback on the potential implications of these models for students, families, and staff. Samples of what the 50 percent and 25 percent in-school options might look like are illustrated below.

Sample Schedules for Elementary and Secondary, Scenario 2

50 Percent Model: Elementary and secondary students see teachers 2 days per week

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Group 1 - In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Intervention Block for Selected Students - AM Teacher Planning - PM
Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	

25 Percent Model: Elementary and secondary students see teachers 1 day per week

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Group 1 - Online/Async	Group 1 - Online/Async	Intervention Block for Selected Students - AM Teacher Planning - PM
Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	Group 2 - Online/Async	Group 2 - Online/Async	
Group 3 - Online/Async	Group 3 - Online/Async	Group 3 - In School (MS/HS Periods 1-8)	Group 3 - Online/Async	
Group 4 - Online/Async	Group 4 - Online/Async	Group 4 - Online/Async	Group 4 - In School (MS/HS Periods 1-8)	

Note: Middle and high schools operating a 8-period day schedule

FCPS Scenario 3: Online Learning for Individual Medical Need

Scenario 3 for the FCPS Reopening Schools Plan provides a remote learning alternative for students with an elevated risk of severe illness. This scenario aligns to a state expectation that applies across all stages but is particularly relevant under Phase III and beyond within state guidance. In this scenario, caregivers request for full-time online learning as a replacement to the division's standard instructional delivery model for students. Caregiver requests would be supported by documentation from a health professional showing diagnosis of a condition that places the student at increased risk of severe illness from COVID-19, as outlined on the [CDC webpages](#).

This scenario would involve full-time online learning, with four days per week of synchronous instruction and one day per week of asynchronous instruction.

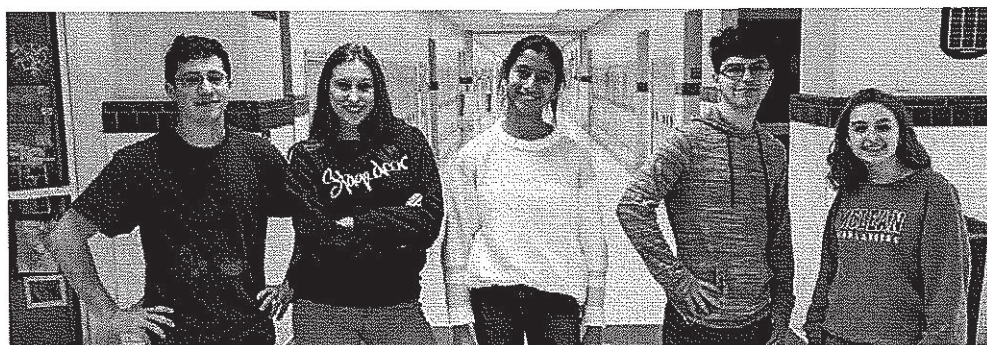
Elementary School: At the elementary level, staff provide approximately 2.5-3.5 hours per day of direct, synchronous instruction (whole group, small group, and individual). Elementary students would also receive one hour per day of specialized instruction, as needed, such as ESOL or special education services. Elementary curriculum includes language arts, mathematics, science, social studies, health and physical education, etc.

Middle School: Middle school students will receive approximately three hours per week per course of direct, synchronous instruction (whole group, small group, and individual). Middle school curriculum is based on course enrollment, and would include language arts, mathematics, science, social studies, health and physical education, etc.

High School: Schedules for high school students will vary depending on the delivery model for their enrolled courses. High school curriculum would again vary based on course enrollment, with students having the opportunity to access and core and elective courses necessary to fulfill graduation requirements.

To the extent possible, elementary and middle school students would be served in a cohort model with other students from their school, their region, or the division. High school students would be served through a combination of Online Campus courses, Virtual Virginia courses, and specialized course instruction from dedicated online FCPS staff. When a cohort model cannot be established for a course or grade level, a hybrid model may be leveraged, in which staff support a combination of in-school and virtual learners using blended learning strategies and digital resources.

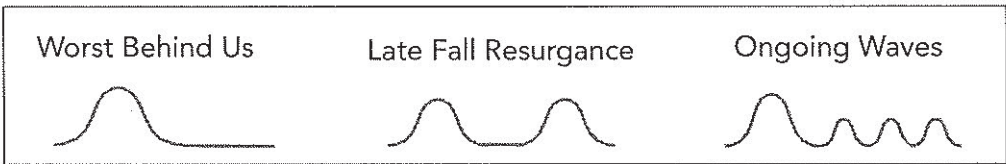
Instruction under FCPS Scenario 3 will require special commitments on the part of the division and families alike. The division will need to develop new models for staffing allocations, expand online course offerings, maintain neighborhood meal distribution sites, and adjust traditional service models for special education, ESOL, and advanced academic programs to accommodate the full-time virtual learning environment. Families will be asked to communicate their intent to pursue this scenario by mid-July and to commit to continuing participation in this scenario for the full academic year. Families will need to understand and be able to support their child's active participation in all online learning activities on the established schedule and will need to work with the division to arrange for their child to continue to take part in state assessments and other mandated educational activities. Additionally, families will need to recognize that full-time online learning will be unable to support the full range of programs and course offerings that would otherwise be available to enhance student options and experiences, such as immersion, magnet, International Baccalaureate, Advanced Placement, and certain specialized electives.



Preparing for Future Shutdowns

As the division plans for reopening schools, we recognize that changes in public health data could necessitate rapid adjustments to our operational model. Students, families, and staff should be prepared for experiencing unfamiliar schedules under one or more of the FCPS reopening scenarios throughout the 2020-21 school year. The division’s continued expansion of technology, connectivity, and blended learning strategies across grade levels and curricular areas will ensure FCPS students are able to access high-quality, rigorous instruction within any of these scenarios.

Experts studying health trends for COVID-19 and past pandemics recognize that there is the potential for a range of models as we move toward a new normal. As we begin to ease social distancing, we work from an assumption that the worst is behind us. However, analysis of historical data and trends from other areas of the world experiencing COVID-19 suggest the likelihood that we will see a resurgence in cases, either through a spike in late fall when flu season also prompts elevated COVID-19 transmissions or through recurring waves across many months until a vaccine is developed, reflecting possible loss of stamina for maintaining health and social distancing precautions. These cautions highlight that some or all schools are likely to return to scenario 1, virtual learning for all, for certain periods throughout the school year.



Source: EAB Interviews and Analysis

The division will continue to document effective virtual learning strategies and provide professional development and family resources in order to prepare for a possible return to virtual learning. Division leaders will communicate to staff, students, and families in the event local health conditions warrant school closure or a change in instructional delivery.

Additional Considerations for Reopening

As the division prepares for reopening schools, we recognize that there are additional considerations that must be addressed to ensure students, families, and staff are well supported in the upcoming transitions.

Supports for Staff

One goal of the FCPS Reopening Schools Plan is to ensure that all staff—instructional, clinical, operational, and administrative—have the resources to feel safe and comfortable returning to the workplace. Elements of this staff support model include the following.

Flexible Work and Leave Options

Provide updated resources and procedures, including:

- An updated telework regulation;
- Support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits; and
- Use of the CDC health inventory, as it pertains to employees who may need an accommodation.

Personal Protective Equipment

Ensure staff have the necessary personal protective resources, as appropriate for their risk exposure, such as masks, gloves, gowns, face shields, etc.

Health and Wellness

Provide staff with support and resources to address any personal health and wellness needs.

Professional Development

Provide staff with the information, guidance, and professional learning necessary to support virtual instructional practices, health, and safety.

Childcare

Explore opportunities to expand childcare support for FCPS staff with school-aged children.



Supports for Families

Another goal of the FCPS Reopening Schools Plan is to ensure that all families have the tools, resources, and supports to feel safe and comfortable as their children return to school. Elements of this family support model include the following.

Food Services

Continue to provide meal services to students unable to attend school in person.

Language Services

Provide written translations of documents and communications in the eight most frequently spoken home languages in FCPS, and provide oral interpretation for any family who needs this service.

Training and Support

Provide resources and training to help caregivers understand their roles in supporting students' academic success.

Technology Support

Provide an online help desk to support students and caregivers with computer troubleshooting.

Additional Considerations for Reopening

Athletics and Activities

Athletics and extracurricular activities support the goal of providing a well-rounded educational experience for students within the reopening process. FCPS will follow all CDC, VDH, and FCHD guidance for physical and social distancing, restricting the size of gatherings for indoor and outdoor spaces, disinfecting equipment, and other health and safety precautions. Virginia High School League (VHSL) phase guidance will be applied throughout reopening.

FCPS athletics conditioning and agility sessions may begin on June 22, 2020. All coaches will complete mandatory training before they may conduct any sessions, and all sessions will be held at outdoor fields and facilities. Practice sessions will be limited to individual work, with no group or scrimmage activities.

Current state guidance allows community use of FCPS fields and facilities to resume on June 12, 2020.

Communication Strategies

Multi-faceted communication strategies will allow the division to attain its goal to include stakeholders' input in reopening decisions and to reinforce trust and confidence in FCPS. Family and staff survey data will be used to inform the development and refinement of implementation plans within the scenarios. Survey data will reflect:

- Family opinions about the three FCPS reopening scenarios;

- Staff comfort levels in returning to work and the supports they need to be successful; and

- Staff and family perceptions on the effectiveness of spring 2020 distance learning.

Division communication strategies are designed to engage all stakeholders through ongoing and up-to-date information about the decision-making process and reopening plans. These strategies include:

- Clear and straightforward information to ease understanding about options, decisions, and timelines for fall;

- Direct communication via mailings, email, and video messages;

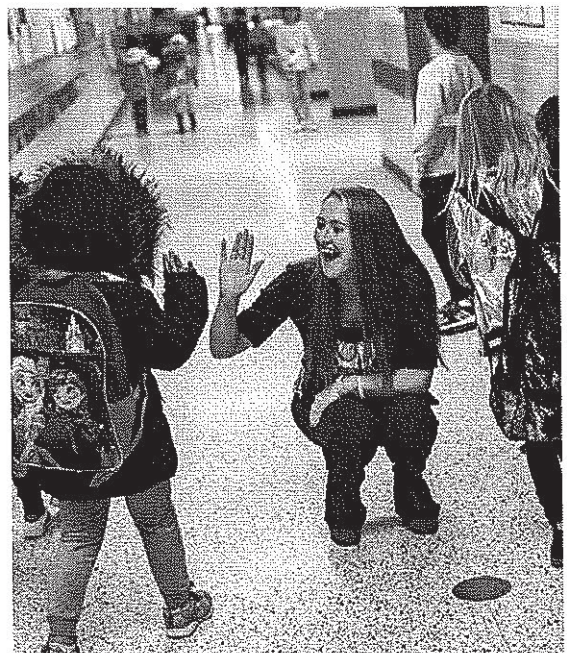
- Website and social media postings;

- Town hall events;

- Guaranteed translation services in eight most frequently spoken home languages;

- Ongoing support for school-based outreach and communication tools; and

- Collaboration with stakeholder groups, community organizations, faith-based organizations, and businesses to help get the message to families and staff.



Timelines for Key Decisions

All decisions will be led by the Fairfax County School Board and senior leadership team. Decisions will be based on the most recent public health data and guidance from the CDC as well as state and county health department. FCPS will utilize a series of scheduled School Board work sessions, town hall meetings, family and staff surveys, and recommendations from the Reopening Schools Task Force to gather and process information about community needs and the best available approach for serving FCPS students, families, and staff under difficult and evolving circumstances.



By June 26, 2020

Communicate a decision on the format of instructional delivery for the first day of the 2020-21 school year, August 25, 2020.

Communicate timeline for families to indicate intent to request full-time online learning based on individual need, as outlined in FCPS Scenario 3. (Requests will be due mid-July.)

By August 10, 2020

Under a Scenario 2 reopening model of in-school learning with health and social distancing, communicate individual student cohort assignments at the elementary and middle school levels, including which days of the week students will attend school face-to-face.

By the Week of August 17-21, 2020

Under Scenario 2 reopening, communicate individual student schedules at the high school level and for full-time online students.

Communicate technology distribution plans.