

ATTACHMENT 11:

Principals' Briefings that include phase-in planning for in-person instruction

The background is a blurred image of a desk with various school supplies. On the desk, there is a pair of black scissors, a red sign that says "DO YOU HAVE TAKES TO BE", a blue folder, and a wooden sign that says "TEACHERS ARE AMAZING" with two heart cutouts. The text "Elementary Principal Meeting: Group 2 Phase-In Planning" is overlaid on the image in white, and "October 2, 2020" is in yellow.

Elementary Principal Meeting: Group 2 Phase-In Planning

October 2, 2020

Agenda

Purpose of today: Planning for the Return of Group 2

- Phase-in Timeline & Group 2 Overview
- Health/Safety Protocols
- Transportation
- Food & Nutrition Services
- Child Supervision Options
- Scheduling Supports
 - Phase-in Task List: ECCB/PAC
 - Sample Schedules
 - Staffing Needs
 - Coaching/Support Sessions

Phase-in Timeline

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
As of 9/30					
GROUP 1 (week of 10/5) ~ 40 students		Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)			
GROUP 2 (week of 10/19) ~1,300 students		Preschool Autism and Preschool Class-based students (4 full days per week)			
		EMT, Intro to Nursing, Carpentry, Cosmetology (1-2 sessions per week; varies by school)			
		Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)			
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Monday AM)				
GROUP 3 (week of 10/26) ~4,000 students	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
		Burke Elementary School (4 full days per week)			
GROUP 4 (week of 10/26) ~2,500 students	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				

Special Education - Operational Level II Phase-in Programs

Group	Phase Category	Programs
Group 2 Week of 10/19	Preschool Autism Classroom (PAC) 4 Full Days (Tuesday-Friday) Early Childhood Class-based (ECCB) AM & PM Sessions (Tuesday-Friday)	- Preschool Autism Classroom (PAC) - Early Childhood Class-based (ECCB)
Group 3 Week of 10/26	Key Center Kilmer Center Adapted Curriculum K-12* Elementary Comprehensive Services Sites (E-CSS) 4 Full Days (Tuesday-Friday)	- Key Center & Kilmer Center - Enhanced Autism Classroom (EAC) - Intellectual Disabilities (ID) K-12 Classrooms - Intellectual Disabilities - Severe (IDS) K-12 Classrooms - Non-Categorical Elementary (NCE) - Adapted Curriculum (NCE Decision Tree) - Elementary Comprehensive Services Sites (E-CSS)
Group 4 Week of 10/26	Burke School - Elementary School Only 4 Full Days (Tuesday-Friday)	Burke School - Elementary School Only

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



Health & Safety Protocols

Regulation 2109 Face Covering/Mask Requirement

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

Daily Temperature Checks

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

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

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

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

Parent/Guardian Commitment Form and Daily Health Screening

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

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

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

- Cohort 1: present a paper form which will be entered in SIS.
- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.

- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

Establishment of Isolation Rooms

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

Staffing the Isolation Room

Who May Staff the Isolation Room?

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

Isolation Room

What is the Criteria for the Isolation Room Visit?

Feeling feverish or chills

Fever ≥ 100.4

Headache (not due to another health condition, hunger, menstrual cramps stress, or injury)

A new cough (not due to another health condition)

Shortness of breath or breathing difficulties (not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)

A new sore throat (not due to another health condition)

Congestion or runny nose (not related to allergies or health condition)

Fatigue (more tired than normal or sudden onset)

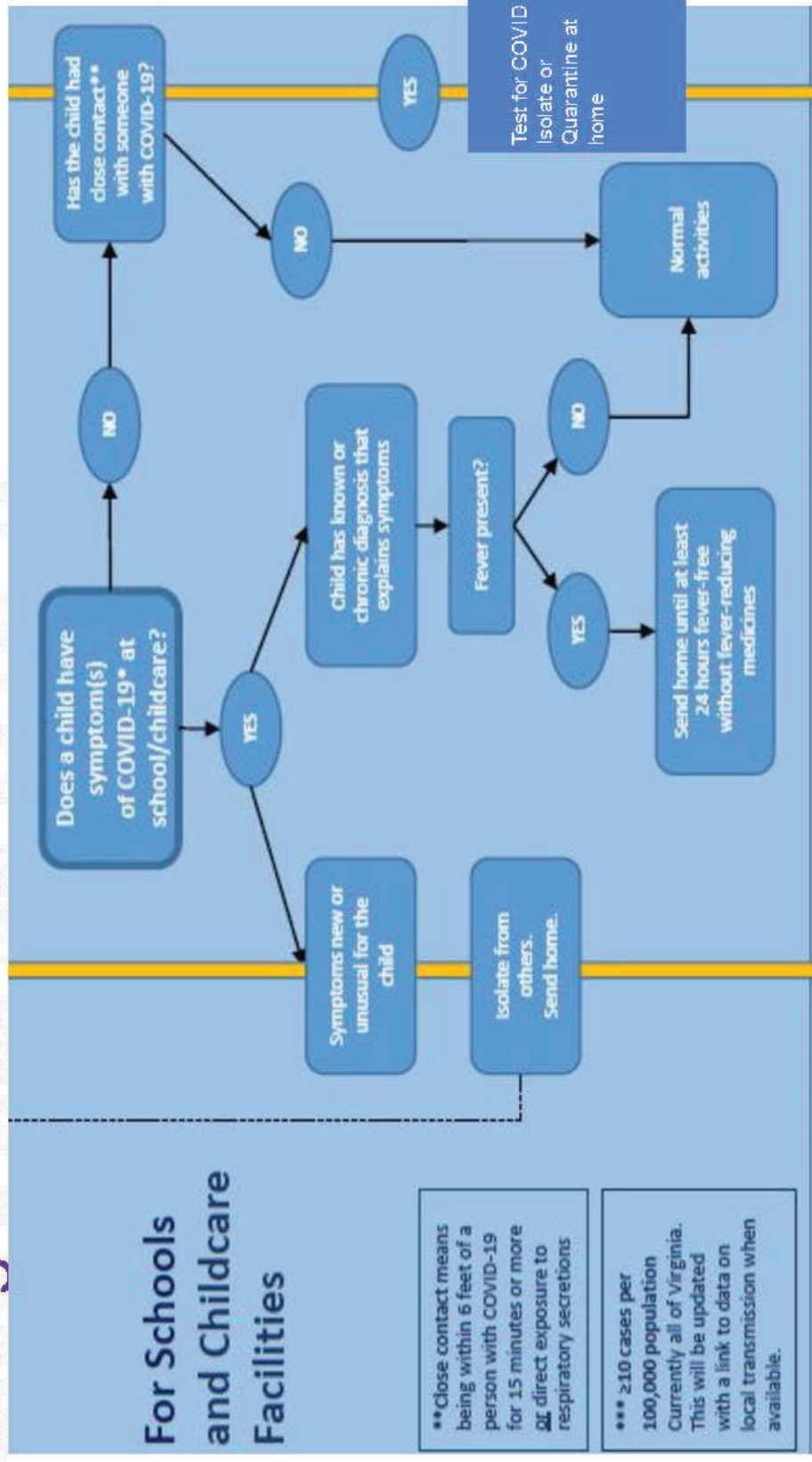
New muscle pain (not due to another health condition or that may have been caused by a specific activity such as physical exercise))

New loss of taste, smell, or appetite

Abdominal pain (not due to hunger, constipation, injury, or stress)

Nausea, vomiting or diarrhea

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



PHNs and SHA Supports

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

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

Attendance Line and Absence Follow-Up

Consistency in Attendance Line and Absence Follow-up

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

Transportation Protocols

Special Transportation Request (STR) for Students with Disabilities

- Special Transportation Request (STR) for students with disabilities in Groups 1-2 must have a correct STR submitted no later than **COB October 1**
- Pick up/drop off addresses and phone numbers should be verified with parents/guardians
- Indicate any transportation accommodations selected in the IEP (seatbelts, safety vests, wheelchairs, etc.)
- Indicate current height and weight of student (ECCB and PAC only)
- All students with no transportation accommodations attending in-person must have a STR submitted to have appropriate transportation services created
- Update the start date for each in-person cohort group
- For every student remaining virtual, the STR should be corrected to “transportation no longer needed” so service is not created
- Accuracy review of STR spreadsheet will be required by **COB October 5**

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

Food & Nutrition Services

Food and Nutrition Services

CDC's Considerations

Serve prepackaged meals.

Ensure 6 feet in food service lines and while eating (preferably in classrooms).

Have children wash hands or use hand sanitizer before and after eating.

Meal Service Planning

Work with schools to begin with Grab & Go -- transitioning to hot meals when appropriate -- and continuously assessing food distribution. USDA waiver permits no-cost meals for all children through December.

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



Child Supervision Options

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

Option 1 - Work Space	Option 2 - Supervision Room
• All school based staff required to return to work may bring child(ren) with them to their work space* • County of residence does not matter • Grades K-8 • Social distancing guidelines must be followed as much as possible • Child(ren) must be able to work with limited supervision • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty	• All school based staff required to return to work may bring child(ren) with them to their work space* • Supervision room(s) is established by principal • Principal determines supervision assignment and schedule • County of residence does not matter • Grades K-8 • Social distancing guidelines must be followed as much as possible • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employees ability to fully perform their duty

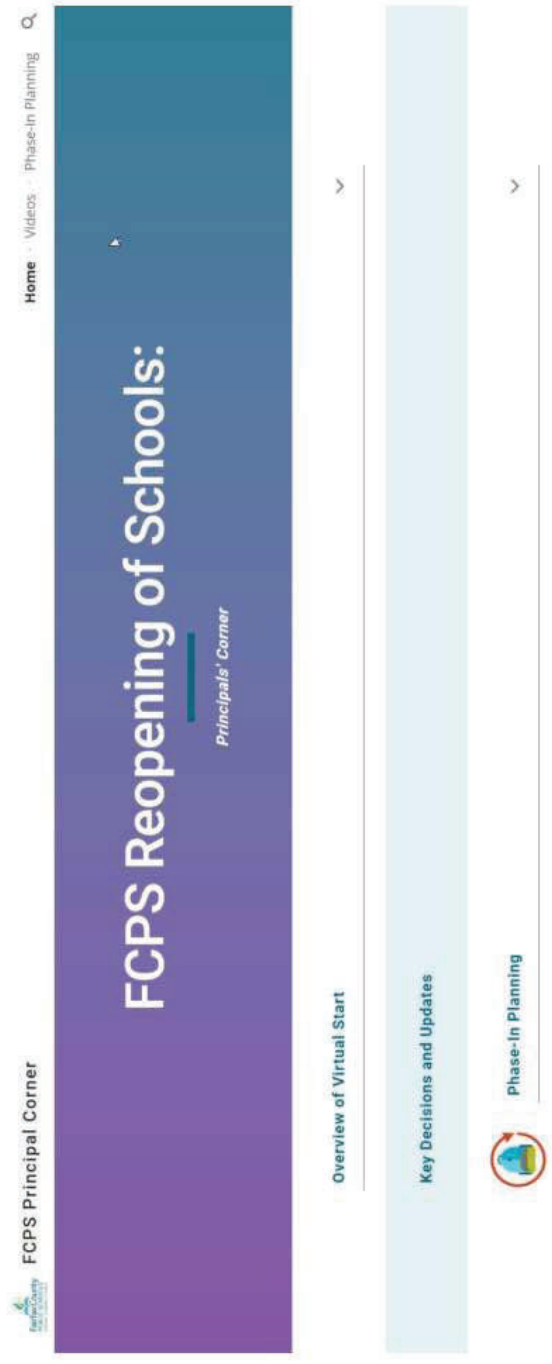
***Confidentiality in the work space must be maintained at all times**

Supervision Option- Operational Level 3 - Hybrid

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

Child Supervision FAQ's

- Added to principal corner soon



Staffing & Scheduling Support

Staffing

Intent to Return

- The deadline for staff to submit their Intent to Return responses has been extended to Tuesday, October 6th

Requests for Additional Staffing Supports

- If schools identify staffing shortages due to lack of staff availability to provide in-person instruction, please submit the estimated number of additional monitors (e.g. substitutes, reassigned operational staff) needed to provide in-person instruction/supervision

Additional staffing support may be needed when:

- A teacher has a Tier 1 accommodation and students are returning in-person
- When SPED cohorts return (in Operational Level 2) for full-day in-person instruction prior to the general education education teachers return that results in a coverage need for classes not taught by in-person SPED teachers

Action: Complete FORM for adult monitors

Phase-in Planning Tools

- [Phase-in Task List: ECCB/PAC \(Bush Hill/Riverside\)](#)
- [Phase-in School Planning Hyperdoc](#)
- [General Planning Template to copy](#)

[Planning Template: Phases of Return to the Building](#)

Preschool Autism Class (PAC) Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	- In-person class size maximum = 6 students (be mindful that PAC has rolling admissions) - Virtual class size should be relatively comparable to in-person maximum - This option is only viable to schools with multiple PACs - Parents need to be notified in advance of teacher changes
Option B*	Combine classes across schools to create in-person and virtual classes	- In-person class size maximum = 6 students (be mindful that PAC has rolling admissions) - Virtual class size should be relatively comparable to in-person maximum - Ideal partner schools are those in close proximity to one another - Collaboration is needed with the Department of Transportation to ensure routes are feasible - Collaboration with Early Childhood Spec. Ed. Office to ensure accurate class rosters for new student placement - Parents need to be notified of teacher and school changes in advance - As conditions change (e.g. school operation levels), school assignments may change
Option C* (Voluntary)	Current PAC staff deliver concurrent instruction to in-person and virtual students	- Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher - Adequate technology to support concurrent instruction - Flexibility will be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time

*If you select this option and need additional support, please contact the Early Childhood Special Education (ECSE) Office

Early Childhood Class-based (ECCB) Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	• In-person class size maximum = 8 students (be mindful that ECCB has rolling admissions) • Virtual class size should be relatively comparable to in-person maximum • This option is only viable to schools with multiple AM and multiple PM ECCB classes • Parents need to be notified in advance of teacher changes
Option B	Assign an AM class as in-person and PM as virtual (vice-versa)	• In-person class size maximum = 8 students (be mindful that ECCB has rolling admissions) • Virtual class size should be relatively comparable to in-person maximum • Parents need to be notified in advance of teacher changes

Early Childhood Class-based (ECCB) Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option C*	Combine classes across schools to create in-person and virtual classes	• In-person class size maximum = 8 students (be mindful that ECCB has rolling admissions) • Virtual class size should be relatively comparable to in-person maximum • Ideal partner schools are those in close proximity to one another • Collaboration is needed with the Department of Transportation to ensure routes are feasible • Collaboration with Early Childhood Spec. Ed. Office to ensure accurate class rosters for new student placement • Parents need to be notified of teacher and school changes in advance • As conditions change (e.g. school operation levels), school assignments may change
Option D* (Voluntary)	Current ECCB staff deliver concurrent instruction to in-person and virtual students	• Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher • Adequate technology to support concurrent instruction • Flexibility will be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time

*If you select this option and need additional support, please contact the Early Childhood Special Education (ECSE) Office

Staffing & Scheduling Support: October Office Hours

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

Questions & Discussion

[Capture questions here](#)



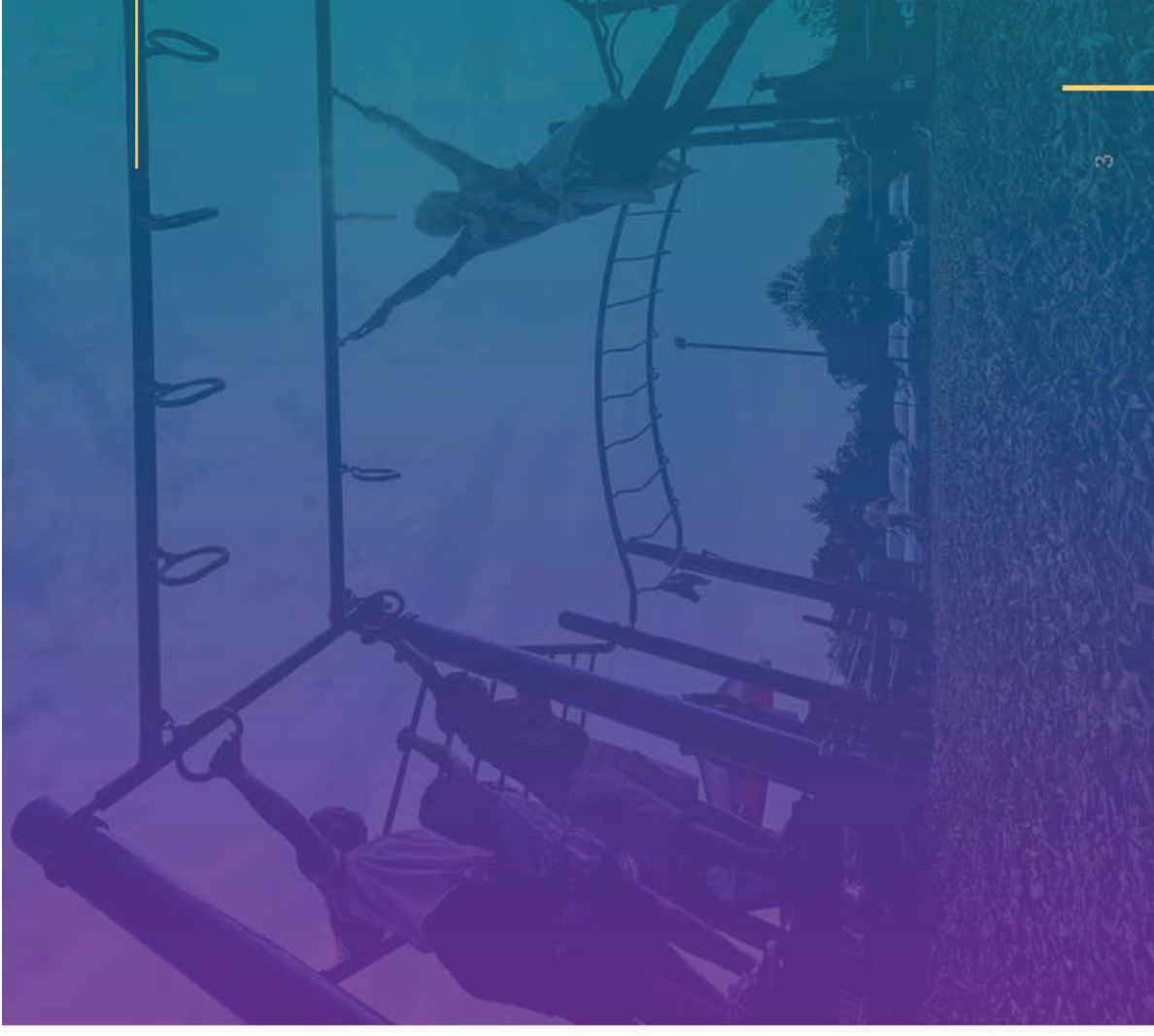
Elementary & Secondary Principal Meeting: Phase-In Planning

October 13, 2020

Agenda

- Principal Questions & Discussion
 - Health & Safety Review
 - Staffing
 - Instructional Model
 - Other Questions from Principals

Health & Safety | Protocol | Review



Office Hours- Health and Safety

DSS School Health and Facilities will begin offering office hours during the week of October 19.

Office hours will be held on Mondays from 10-11, Wednesdays 1-2 and Thursday 8:30-9:30.

Information has been posted on the Principal's Corner.

An infogram will go out later this week with additional information.

Please continue to reference updated health and safety information at our Health and Safety Guidance document at: <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document>

Regulation 2109 Face Covering/Mask Requirement

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

Face Covering Non-Compliance Resource for Principals

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

Daily Temperature Checks

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

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

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

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

Parent/Guardian Commitment Form and Daily Health Screening

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

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

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

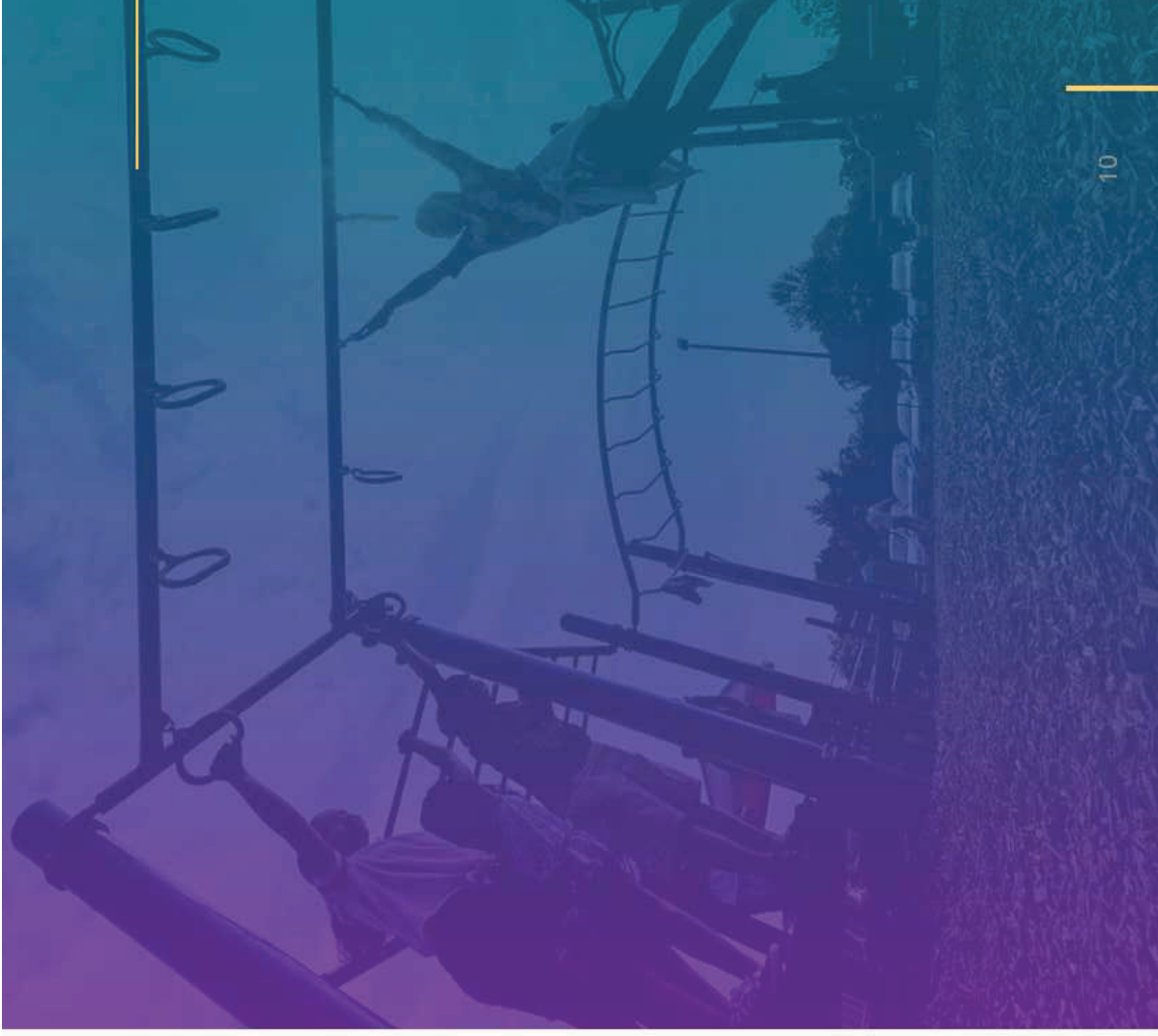
- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- This is now operational and parents are able to acknowledge their commitment electronically
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.

- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction
- **Hard copies will need to be used for any family that does not have access to ParentVUE**

Establishment of Isolation Rooms

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

Staffing



Staffing Availability - Groups 1-4

- Teachers and Classroom Instructional Support staff surveyed about intent to return for in-person instruction.
- We heard back from 56% of individuals surveyed. Available data shared with principals to inform staffing next steps.
- 84% of those who responded indicated a desire to return to support in-person instruction. Non-respondents default to in-person instruction.
- Of those indicating a desire not to return responses included:

New ADA Request	EFMLE (Childcare)	LOA	Resign/Retire
259	47	41	11

Planning for Staffing Availability

Groups 1-2

- School administrators notified staff needed to support Groups 1-2
- Sufficient staff to support these Groups
- Small number of students re-assigned in Group 2

Groups 3-4

- School administrators in process of notifying staff expected to return to support Groups 3-4
- School administrators will report staffing gaps to HR and plan for coverage

Groups 5-8

- Divisionwide communication to staff needed to support these Groups forthcoming

Instructional Model



Tentative Phase-in Timeline*

	October			November		January	February
	5	19	26	16	30	4	1
COHORT LEARNING 	Group 1: Select Specialized Career Prep Classes						
	Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes			Group 3 & 4: Select EL, SPED, and Specialized Career Prep Classes			
				Group 5: Early Head Start, PreK, and Kindergarten, Intensive Support Needs, Specialized Center-based Programs - Spec. Ed.			
HYBRID LEARNING 				Group 6: Grades 1-2, Specialized Career Centers- Spec.Ed.		Group 7: Grades 3-6, Secondary Public Day Programs—Spec. Ed.	
						Group 8: Grades 7-12	

*Dates subject to change due to Health and Operational Metrics

Proposed Schedule for Updating Student Preferences in Groups 5-8

- Schools notify Families/Students of opportunity to update their preference for in-person or online instruction on 10/19
- Family/Student submission deadline on 10/30
- Communications Office will provide schools with sample written message to be sent to all families
- Additional R2S Communication Supports for Schools:
 - Videos (10/23)
 - Parent/Student Handbook (10/19)
 - Communication template/ppt slides for virtual parent meetings(10/19)

Instructional Model Comparison

In-Person Students	100% Virtual Students
• Attend school 2 days per week (T/Th or W/F) • Receive synchronous virtual instruction other 2 days per week • Participate in independent learning on Mondays • Remain with current teachers and students as possible	• Students attend synchronous virtual school 4 days per week • Participate in independent learning on Mondays • Maintain current daily schedule as possible • Remain with current teachers and students as possible

Concurrent Instruction - Schedules

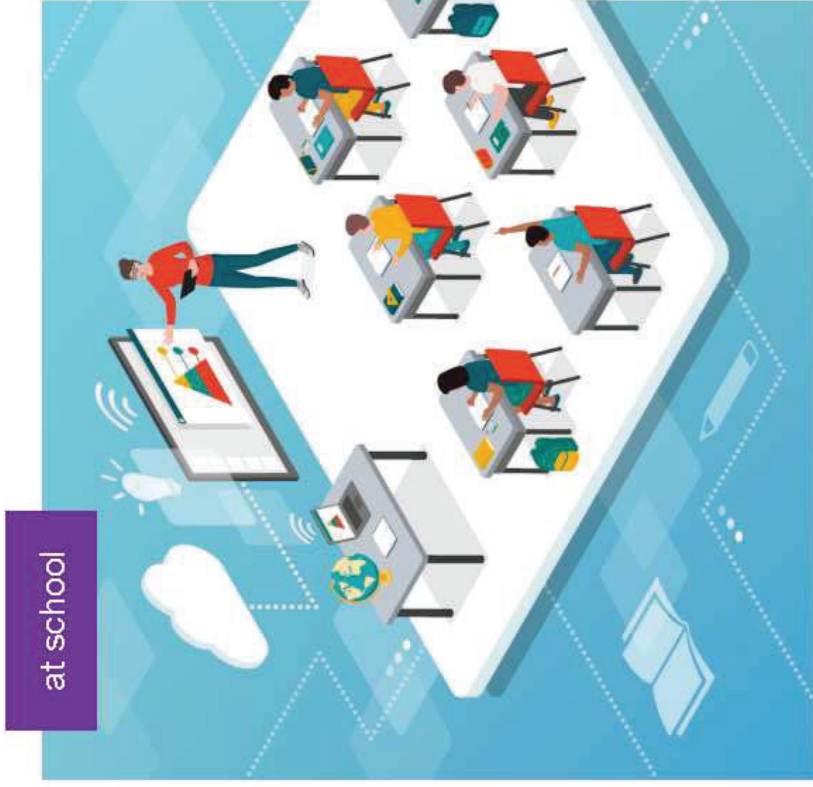
ES Concurrent Instructional Schedule				
	Tuesday	Wednesday	Thursday	Friday
Group A	In-School	In-School	Online	Online
Group B	Online	Online	In-School	In-School
Group C (full time online)	Online	Online	Online	Online

Monday would become full-day independent learning for students as groups/grade levels phase-in

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

Concurrent Instruction - Teacher at School

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



Concurrent Instruction - Teacher at Home



Sample PreK-2 Schedule

Time	Activity	In-Person/Virtual Cohort	Full-time Online Cohort
9:00-9:10	Logging on	Unpack for the day, handwashing	Log on to Google Meet/Blackboard Collaborate Ultra
9:10- 9:30	Morning Meeting	Community building of in-person and at-home students	
9:30-10:30	Language Arts	Whole class focus lesson, followed by small group instruction and independent activities	
10:30-10:40	Break	Bathroom Break	Screen-time Break
10:40-11:00	Science or Social Studies	Whole group that may include science experiments or project-based learning, class discussion	
11:00-11:30	Special	Participate in art, music, PE or other school-specific special.	
11:30- 12:00		Lunch	
12:00-12:30	Break	Recess	Student/Family Choice Activity
12:30-1:20	Math	Whole class focus lesson, followed by small group instruction; small groups, independent activities.	
1:20-1:30	Break	Bathroom Break	Screen-time Break
1:30-2:30	Specialized Instruction	Students receive synchronous small group instruction (classroom, SPED, AART or ESOL teachers) or complete collaborative or independent assignments	
2:35- 3:25	Choice Activities	Student Choice Activities (screen-time free)	Student/Family Choice Activities (screen-time free)
3:25-3:35	Wrap up Day	Pack-up for the day	

Reminder - Submit Transportation Lists

- Identify students needing transportation and your general phase in schedule, and submit to transportation using [your school's transportation folder](#)
- Contact Michele Phillips or Christopher Lester Daniels for access
 - ESOL and HS Specialized: Target dates to submit: **by tomorrow, October 14** using the [student transportation template](#) and [general phase in scheduling template](#)

Note: If a student does not have current immunizations, do not include on in-person transportation lists.

Questions & Discussion



Elementary Principal Groups 1-4 Phase-In Planning

September 29, 2020

Agenda

Purpose of today: Planning for the Return of Groups 1-4

- Process for phase-in planning
- Information and Updates (time permitting)

[Capture questions here](#)

Phase-in Timeline

DRAFT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
As of 9/23					
GROUP 1 (week of 10/5)		Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)			
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		Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting. Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)			
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	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
		Burke Elementary School (4 full days per week)			
GROUP 4 (week of 10/26)	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				
		Early Head Start, PreK, and Kindergarten (2 full days per week)			
GROUP 5 (week of 11/2)		EL SLIFE & Newcomers (grs 3-12) (2 full days per week)			
GROUP 6 (week of 11/16)		Grades 1-2 (2 full days per week)			
GROUP 7 (week of 11/30)		Grades 3-8 (2 full days per week)			
GROUP 8 (start of second semester)		Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)			

Special Education - Operational Level II Phase-in Programs

Group	Phase Category	Programs
Group 2 Week of 10/12	Preschool Autism Classroom (PAC) 4 Full Days (Tuesday-Friday) Early Childhood Class-based (ECCB) AM & PM Sessions (Tuesday-Friday)	- Preschool Autism Classroom (PAC) - Early Childhood Class-based (ECCB)
Group 3 Week of 10/19	Key Center Kilmer Center Adapted Curriculum K-12* Elementary Comprehensive Services Sites (E-CSS) 4 Full Days (Tuesday-Friday)	- Key Center & Kilmer Center - Enhanced Autism Classroom (EAC) - Intellectual Disabilities (ID) K-12 Classrooms - Intellectual Disabilities - Severe (IDS) K-12 Classrooms - Non-Categorical Elementary (NCE) - Adapted Curriculum, SPED setting 50% or more - Elementary Comprehensive Services Sites (E-CSS)
Group 4 Week of 10/26	Burke School - Elementary School Only 4 Full Days (Tuesday-Friday)	Burke School - Elementary School Only

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

English Learners - Operational Level II Phase-in Programs

Group	Phase Category	Student Profile	Schools
Group 3 Week of 10/19	SLIFE	- ES students in biliteracy intervention - MS and HS students in Literacy Essentials for ELs intervention	- Bailey's Upper ES, Braddock ES, Centre Ridge ES, Hutchison ES, Lynbrook ES - Glasgow MS, Jackson MS, Liberty MS - Annandale HS, Centreville HS, Fairfax HS, Falls Church HS, Herndon HS, Justice HS, Lewis HS, West Potomac HS
Group 3 Week of 10/19	Newcomers	- Grades 3-12 - WIDA ELP level 1 - Entry Date US schools after 6/30/2019	- All schools EL Data Portfolio Dashboard Instructions
Group 3 Week of 10/19	Additional ELs identified at the school level School Decision	- Grades 3-12 - SLIFE (SF code) not in biliteracy Intervention or Newcomer category - WIDA ELP level 1 or 2 experiencing challenges with virtual learning	All schools

Challenges to Overcome

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

	Health conditions support safe phase-in		Identify teachers and staff available for in-person instruction		Identify students to be served in-person		Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability
Considerations							
Following guidance of health department; identifying available public health nurses and student health aides	Completing ADA review of staff preferences for in-person or online	Identify number of students the school can serve in-person during each Operating Level; Understanding needs of individual students, identified student groups, and specialized courses that benefit from in-person instruction				Balancing with current master schedule (including concurrent sections), availability of transportation, meal service, etc.; Potential revisions to schedules, including teacher and teaching assignments	

Phase-in Planning Tools

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

Childcare Options - Level 2 (Groups 1-4)

Option 1 - Work Space	Option 2 - Supervision Room
• All school based staff required to return to work may bring child(ren) with them to their work space* • County of residence does not matter • Grades K-8 • Facilities guidelines on social distancing must be maintained • Child(ren) must be able to work with limited supervision • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty	• All school based staff required to return to work may bring child(ren) with them to their work space* • Supervision room(s) is established by principal • Principal determines supervision assignment and schedule • County of residence does not matter • Grades K-8 • Facilities guidelines on social distancing must be maintained • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employees ability to fully perform their duty

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

Childcare Option- Operational Level 3 - Hybrid

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

Transportation Times Available for Operational Level 2

- **Mondays:**
 - AM Session: 9:00 Arrival and 12:00 Departure
- **Tuesdays - Fridays:**
 - Follow current virtual bell schedule with start times
- Transportation Services contacts are Michele Phillips and Christopher Lester Daniels

Student Transportation for CTE/HS Specialized and ESOL

- All students invited to in-person instruction will be offered transportation to and from school
- Principals shall add student names to the Google sheets in their school folder [here](#) **by October 7**
 - **Only for CTE/HS Specialized and ESOL. See SPED details on next slide.*
- Google sheets will need to be updated periodically by schools as phases progress (e.g. Newcomer or SLIFE student may attend Mondays only to begin and then switch to two different days later in the fall)
- Transportation Services contacts are Michele Phillips and Christopher Lester Daniels

Special Transportation Request (STR) for Students with Disabilities

- Special Transportation Request (STR) for students with disabilities in Groups 1-4 must have a correct STR submitted no later than **COB October 1**
- Pick up/drop off addresses and phone numbers should be verified with parents/guardians
- Indicate any transportation accommodations selected in the IEP (seatbelts, safety vests, wheelchairs, etc.)
- Indicate current height and weight of student (ECCB and PAC only)
- All students with no transportation accommodations attending in-person must have a STR submitted to have appropriate transportation services created
- Update the start date for each in-person cohort group
- For every student remaining virtual, the STR should be corrected to “transportation no longer needed” so service is not created
- Accuracy review of STR spreadsheet will be required by **COB October 5**

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

Staffing & Scheduling Support: October Office Hours

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

Questions & Discussion

[Capture questions here](#)

The background is a blurred image of a desk with various school supplies. On the desk, there is a pair of black scissors, a red sign that says "DO YOU HAVE TAKES TO BE", a blue folder, and a wooden sign that says "TEACHERS ARE AMAZING" with two heart cutouts. The text "Elementary Principal Meeting: Group 1-4 Phase-In Planning" is overlaid on the image in white, bold, sans-serif font.

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

October 6, 2020

WORKING DRAFT

Phase-in Timeline

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
As of 10/2					
GROUP 1 (week of 10/5) 4 Locations, ~ 40 students		Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)			
			Preschool Autism and Preschool Class-based students (4 full days per week)		
GROUP 2 (week of 10/19) 72 Schools, ~1,300 students		EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships (1-2 sessions per week; varies by school)			
			Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)		
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays AM through 11/23/20)				
GROUP 3 (week of 10/26) 171 Schools, ~4,000 students	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
			Burke Elementary School (4 full days per week)		
GROUP 4 (week of 10/26) 18 Schools, ~2,800 students			Culinary, Cyber Comp Tech, Dance, , MCT, Musical Theater, Professional Photo, Bio Tech, Exploring Health Sciences, Criminal Justice (Level 2), TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)		
GROUP 5 (week of 11/9) All Schools, ~8,800 students			Early Head Start, PreK, and Kindergarten (2 full days per week)		
			EL SLIFE & Newcomers (grs 3-12) (2 full days per week)		
GROUP 6 (week of 11/30) All ES/Primary Schools, ~13,600 students			Grades 1-2 (2 full days per week)		
GROUP 7 (week of 1/4) All ES/Upper Schools, ~27,800 students			Grades 3-6 (2 full days per week)		
GROUP 8 (week of 2/1) All Schools, ~53,000 students			Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)		

Agenda

Purpose of today: Planning for the Return of Groups 2 & 3

- Phase-in Timeline
- Group 3 - SPED
- Group 3 - ESOL
- Health/Safety Protocols
- Transportation
- Child Supervision Options
- Scheduling Supports

SPED - Group 3 Programs

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

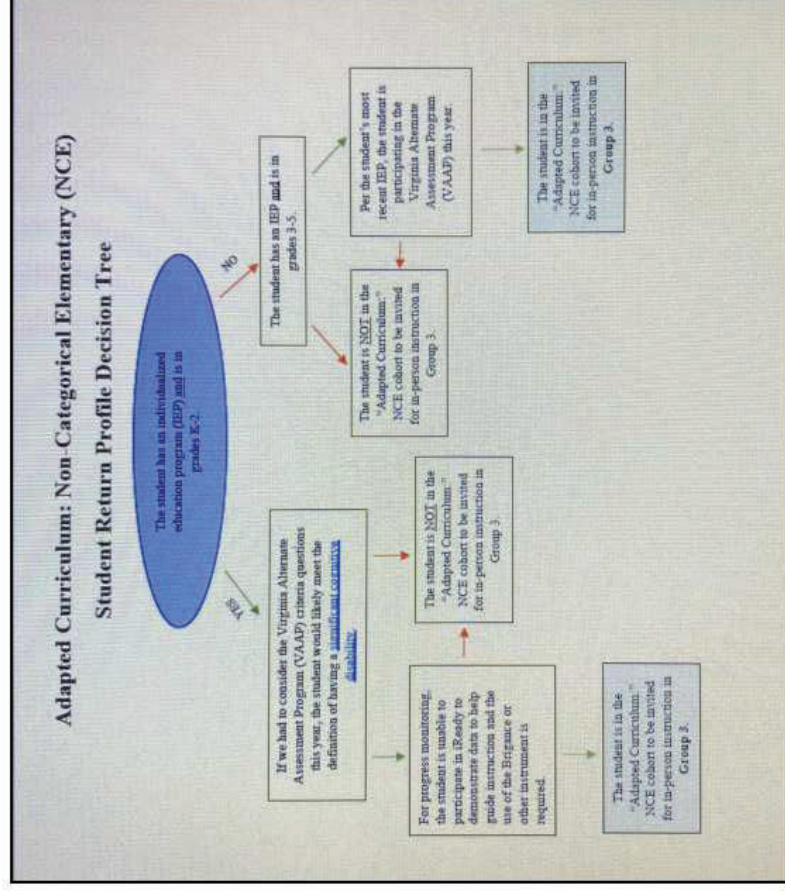
Group	Phase Category	Return Date	In-School Days	School Program	Eligible Students
	Key & Kilmer Centers	10-26-2020	Tuesday - Friday (full-day)	Key & Kilmer Centers	All students enrolled Key and Kilmer Centers.
3	Adapted Curriculum - Elementary & Secondary (Specialized Programs)	10-26-2020	Tuesday - Friday (full-day)	Enhanced Autism Classroom (EAC)	All students enrolled in an EAC.
		10-26-2020	Tuesday - Friday (full-day)	Intellectual Disabilities (ID) Classrooms	All students enrolled in ID classrooms.
		10-26-2020	Tuesday - Friday (full-day)	Intellectual Disabilities - Severe (IDS) Classrooms	All students enrolled in IDS classrooms.
		10-26-2020	Tuesday - Friday (full-day)	Non-Categorical Elementary (NCE) Support	Students identified as receiving NCE support who are instructed with the adapted curriculum in special education settings.
	Elementary Comprehensive Services Sites	10-26-2020	Tuesday - Friday (full-day)	Elementary - Comprehensive Services Sites (CCS)	All students enrolled in elementary CCS programs.

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

Adapted Curriculum Non-Categorical Elementary (NCE): Student Return Profile Decision Tree

The Non-Categorical Elementary (NCE) Student Return Profile Decision Tree has been developed to assist school-based administrators in determining NCE students to be invited to return to school in Group 3 under the “Adapted Curriculum” category.

Exception: In cases where the majority of the students in a self-contained, special education class are returning as part of a Group 3 cohort, the remaining students in that special education class may be invited to return if they spend 50% or more of their instructional day in that special education class.



Details for an “Exception” to Return w/ Group 3: NCE

Exception: In cases where the majority of the students in a self-contained, special education class are returning as part of a Group 3 cohort, the remaining students in that special education class may be invited to return if they spend 50% or more of their instructional day in that special education class.

Required Conditions

- Additional students can be supported with use of existing staff already scheduled to return in Group 3.
- Staff coverage to support additional students does not impact the integrity of the staff ratios in specialized classes (e.g. continue to have 1 teacher and 2 paraprofessionals in EAC).

Other Considerations

- Will other staff be needed to supervise students already scheduled to return who will participate in some courses virtually while physically in school?
- OSEI is developing a learner profile for an additional group of high needs, students with disabilities to return before the general student body. If implementing the exception now is not feasible, the additional students may be captured in the next group.

Non-Categorical Elementary (NCE) Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	• In-person class size maximum = 10-12 students • Virtual class size should be relatively comparable to in-person maximum • This option is only viable to schools with multiple NCE classes • Parents need to be notified in advance of teacher changes
Option B	Current staff deliver concurrent instruction to in-person and virtual students	• Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher • Adequate technology to support concurrent instruction • Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time

Enhanced Autism Class (EAC) Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	- In-person class size maximum = 8 students - Virtual class size should be relatively comparable to in-person maximum - This option is only viable to schools with multiple EACs - Parents need to be notified in advance of teacher changes
Option B	Current staff deliver concurrent instruction to in-person and virtual students	- Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher - Adequate technology to support concurrent instruction - Flexibility will be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time
Option C*	Combine classes across schools to create in-person and virtual classes	- In-person class size maximum = 8 students - Virtual class size should be relatively comparable to in-person maximum - Ideal partner schools are those in close proximity to one another - Collaboration is needed with the Department of Transportation to ensure routes are feasible - Collaboration with the Office of Special Education Instruction to ensure space availability and need - Parents need to be notified of teacher and school changes in advance - As conditions change (e.g. school operation levels), school assignments may change

*This option may only be available in extremely rare situations and requires input and support from the RAS, Office of Special Education Instruction, and Department of Transportation prior to implementation

Intellectual Disabilities (ID) Severe & ID Class Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	Combine classes within the school to create in-person and virtual classes	- In-person class size maximum = 10(ID), 8(IDS) and 9(ID/IDS combination) students - Virtual class size should be relatively comparable to in-person maximum - This option is only viable to schools with multiple ID/IDS classes - Parents need to be notified in advance of teacher changes
Option B	Current staff deliver concurrent instruction to in-person and virtual students	- Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher - Adequate technology to support concurrent instruction - Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time
Option C* (Extenuating Circumstances)	Combine classes across schools to create in-person and virtual classes	- In-person class size maximum = 10(ID), 8(IDS) and 9(ID/IDS combination) students - Virtual class size should be relatively comparable to in-person maximum - Ideal partner schools are those in close proximity to one another - Collaboration is needed with the Department of Transportation to ensure routes are feasible - Collaboration with the Office of Special Education Instruction to ensure space availability and need - Parents need to be notified of teacher and school changes in advance - As conditions change (e.g. school operation levels), school assignments may change

*This option may only be available in extremely rare situations and requires input and support from the R.A.S., Office of Special Education Instruction, and Department of Transportation prior to implementation

ESOL - Group 3 Programs

English Learners - Operational Level II Phase-in Programs

Category	Student Profile	Schools
SLIFE	- ES students in biliteracy intervention - MS and HS students in Literacy Essentials for ELs intervention	- ES: Bailey's Upper, Braddock, Centre Ridge, Hutchison, Lynbrook - MS: Glasgow, Jackson, Liberty - HS: Annandale, Centreville, Fairfax, Falls Church, Herndon, Justice, Lewis, West Potomac
Newcomers	- Grades 3-12 - WIDA ELP level 1 - Entry Date US schools after 6/30/2019	- All schools EL Data Portfolio Dashboard Instructions
Additional ELs identified at the school level	- Grades 3-12 - SLIFE (SF code) not in biliteracy Intervention or Newcomer category - WIDA ELP level 1 or 2 experiencing challenges with virtual learning	All schools

Group 3 SLIFE/Newcomer Dates & Schedule

Schedule	Dates	Hours
Mondays Only	October 26 November 9 November 16 November 23	ES: 9:00 am - 12:00 pm MS: 7:30 am - 10:30 am HS: 8:10 am - 11:10 am
Two full days per week then integrated with returning grade-level groups (Students no longer attend on Mondays.)	Week of November 30 Days of the week TBD in collaboration with principal associations	ES: School bell schedule MS: 7:30 am - 2:15 pm HS: 8:10 am - 2:55 pm

Elementary SLIFE and Newcomer In-Person Programming

Monday

Sample Schedule

- Breakfast
- Hand Washing & Breakfast Clean Up
- Morning Meeting
- ELD
- Breaks
- Strategies for Success
- Closing Circle/End of Day Reflection

[Elementary ESOL Phase-In Considerations](#)

Elementary SLIFE and Newcomer In-Person Programming

2x per week

Schedule	Program Design
Tuesday-Friday 2x per week	• Receive English Language Development (ELD) • Support school readiness through Strategies for Success • Access to virtual grade-level instruction with support • Additional staff needed beyond ESOL teachers (e.g., virtual instruction supervision, planning, lunch break)

Elementary SLIFE and Newcomer

Scheduling Options: Supporting In-Person and Virtual Students

Option	Description	Considerations
Option A	ESOL Teachers and students have hybrid schedules	• ESOL teachers teach in-person groups and support online groups • Students receive ELD and Strategies for Success instruction in-person and access grade level instruction online • Development of an instructional schedule (e.g. station teaching) that ensures in-person and virtual students receive instruction from the teacher
Option B	ESOL Teacher A - provides in-person instruction and supervision of virtual instruction ESOL Teacher B - provides virtual instruction only from home	• This option is only viable to schools with multiple ESOL teachers • Parents need to be notified in advance of teacher changes • Flexibility may be needed with scheduling for virtual students to ensure developmentally appropriate amounts of screen time
Option C	Concurrent instruction to in-person and virtual students	• ESOL teachers teach in-person and online concurrently • Adequate technology to support concurrent instruction



Health & Safety Protocols

Regulation 2109 Face Covering/Mask Requirement

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

Face Covering Non-Compliance Resource for Principals

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

Daily Temperature Checks

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

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

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

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

Parent/Guardian Commitment Form and Daily Health Screening

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

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

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

- Cohort 1: present a paper form which will be entered in SIS.
- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.

- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

Cintas Lab Coat and Laundering Service

Designated Programs: Early Head Start, Pre-Kindergarten, Kindergarten, Early Childhood Class-Based (ECCB), Early Childhood Preschool Autism Class (PAC), Special Education Category B Programs, and bus attendants supporting these programs.

In order to manage this laundering service and to have the lab coats in place when your students return to in-person instruction, it is critical that we receive information from each school.

Admin Contact- Oversees use of materials and services provided on site; approves payment to vendor for services provided; provides guidance to staff on appropriate use of PPE.

Inventory Contact- Maintains inventory for school location; serves as a lead contact to Cintas to coordinate weekly services; shares any required changes in inventory or service needs with Cintas.

Billing Contact- Manages school level monthly billing and invoices; maintains required documentation for use of federal CARES funding; serves as lead contact for accounts payable for billing questions.

Action Required: Principals who have not yet done so are reminded to indicate their three contacts in the google doc at <https://forms.gle/sbVdvkRhvkYRPZCV7>. **Deadline: October 6**

Establishment of Isolation Rooms

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

Staffing the Isolation Room

Who May Staff the Isolation Room?

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

Determination of Location of Care

CLASSROOM

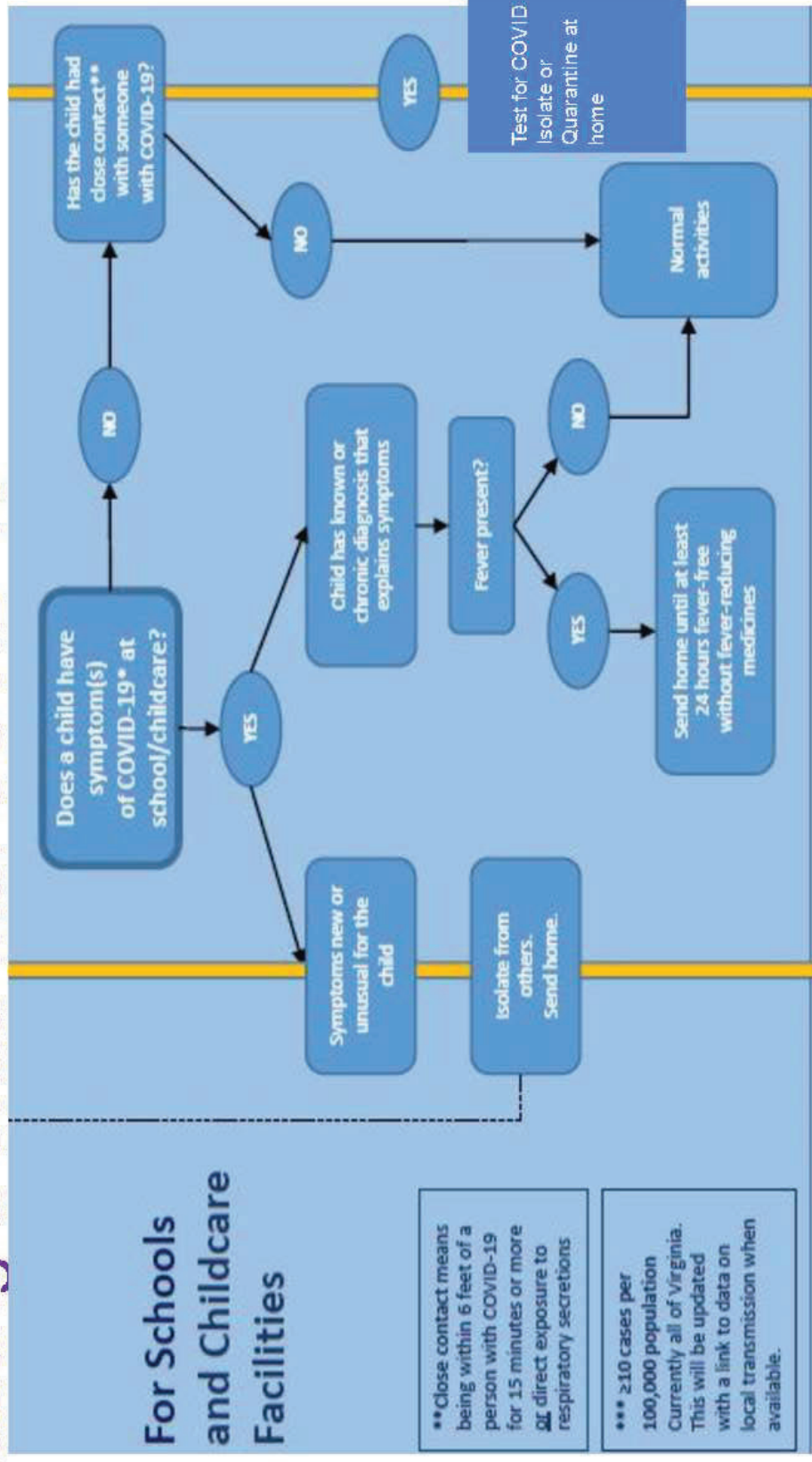
HEALTH ROOM

ISOLATION ROOM

COVID-19 Symptoms

- Mild stomachache or headache from hunger, need to use the bathroom, menstrual cramps or stress - Itching bug bite (Not new insect sting) - Minor scratch/scrape/blisters/scab requiring Band Aid - Minor nosebleed - Loose tooth/loss of baby tooth, minor toothache - Minor earache - Dry skin/chapped lips - Headlice - Bathroom accidents	- Students with Individualized Health or Action Plans who require specialized care - Head or face injury - Nosebleed > 5 minutes - Diabetic emergency - Breathing Difficulties (if diagnosed with Asthma or other respiratory disease) - Possible broken bone - Severe cut (bleeding not resolved quickly) - Insect sting - Fainting or feeling faint - Seizure - Allergic reaction - Permanent tooth loss	- FEELING FEVERISH OR CHILLS - FEVER > 100.4 - HEADACHE (Not due to another health condition, hunger, stress, or injury) - A NEW COUGH (Not due to another health condition) - SHORTNESS OF BREATH OR BREATHING DIFFICULTIES (Not due to diagnosed respiratory condition or if different than normal pattern of chronic condition) - A NEW SORE THROAT (Not due to another health condition) - CONGESTION OR RUNNY NOSE (Not related to allergies, or other health condition) - FATIGUE (More tired than normal or sudden onset) - NEW MUSCLE PAIN (Not due to another health condition or may have been caused by a specific activity such as PE) - NEW LOSS OF TASTE, SMELL, or APPETITE - ABDOMINAL PAIN (Not due to hunger, constipation, injury, or stress) - NAUSEA, VOMITING OR DIARRHEA (Not associated with a chronic gastrointestinal condition)
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Virginia Department of Health Algorithm for Evaluating a Child with COVID-19



PHNs and SHA Supports

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

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

Attendance Line and Absence Follow-Up

Consistency in Attendance Line and Absence Follow-up

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

Transportation Protocols

Student Transportation for CTE/HS Specialized and ESOL

- All students invited to in-person instruction will be offered transportation to and from school
- Principals shall add student names to the Google sheets in their school folder [here](#) **by October 7**
 - **Only for CTE/HS Specialized and ESOL. See SPED details on next slide.*
- Google sheets will need to be updated periodically by schools as phases progress (e.g. Newcomer or SLIFE student may attend Mondays only to begin and then switch to two different days later in the fall)
- Transportation Services contacts are Michele Phillips and Christopher Lester Daniels

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

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

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

Child Supervision Options

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

Option 1 - Work Space	Option 2 - Supervision Room
• All school based staff required to return to work may bring child(ren) with them to their work space* • County of residence does not matter • Grades K-8 • Social distancing guidelines must be followed as much as possible • Child(ren) must be able to work with limited supervision • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty	• All school based staff required to return to work may bring child(ren) with them to their work space* • Supervision room(s) is established by principal • Principal determines supervision assignment and schedule • County of residence does not matter • Grades K-8 • Social distancing guidelines must be followed as much as possible • Number of children of staff is limited based on maintaining social distancing in work space • Principal reserves the right to determine if arrangement is impacting employees ability to fully perform their duty

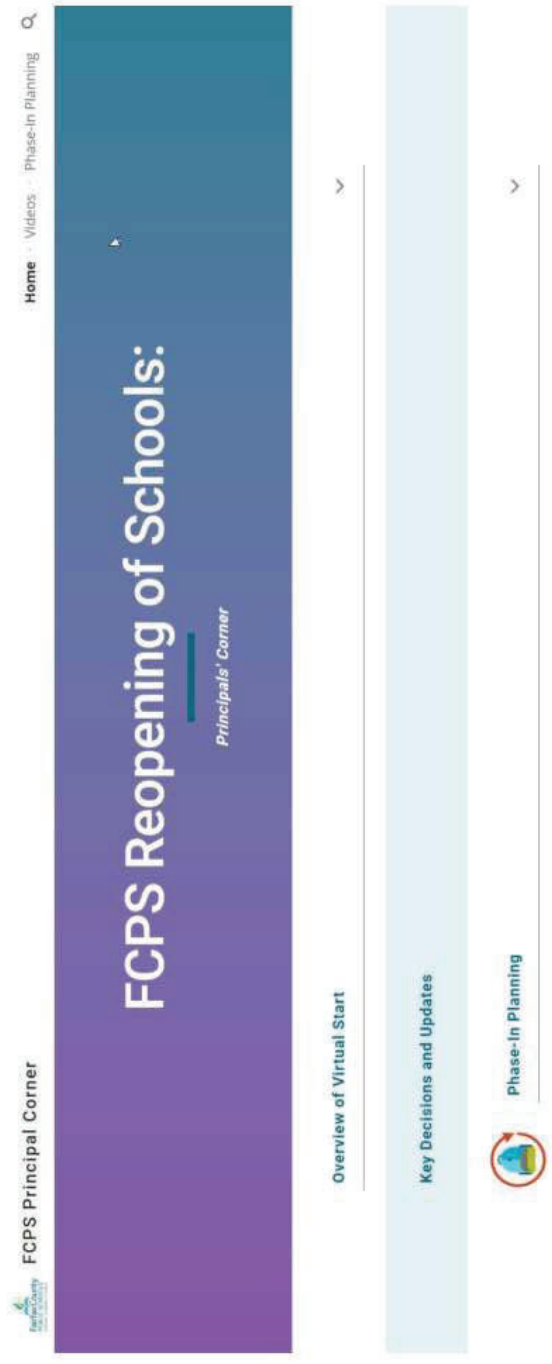
***Confidentiality in the work space must be maintained at all times**

Supervision Option- Operational Level 3 - Hybrid

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

Child Supervision FAQ's

- [Added to principal corner](#)



Staffing & Scheduling Support

Staffing

Intent to Return

- The deadline for staff to submit their Intent to Return responses has been extended to Tuesday, October 6th

Requests for Additional Staffing Supports

- If schools identify staffing shortages due to lack of staff availability to provide in-person instruction, please submit the estimated number of additional monitors (e.g. substitutes, reassigned operational staff) needed to provide in-person instruction/supervision

Additional staffing support may be needed when:

- A teacher has a Tier 1 accommodation and students are returning in-person
- When SPED cohorts return (in Operational Level 2) for full-day in-person instruction prior to the general education education teachers return that results in a coverage need for classes not taught by in-person SPED teachers

Action: Complete FORM for adult monitors

Phase-in Planning Tools

- [Phase-in Task List: \(Bush Hill/Riverside\)](#)
- [Phase-in School Planning Hyperdoc](#)
- [General Planning Template to copy](#)

Staffing & Scheduling Support: October Office Hours

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

Questions & Discussion

Elementary
Principal
Briefing

August 14, 2020

Agenda

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

Instruction

Key Updates & Decisions:

Requirement to Record Virtual Class Sessions

- Teacher led direct instruction should be **recorded and posted** within Blackboard/Google Classroom to be accessed by students who can not attend synchronous session and/or provide review for all students
- Small group and individuals instruction should **not** be recorded

Grading Guidelines

- Teachers should provide maximum flexibility with late work and make-ups
- ES should use updated PRS alignment docs

Homework Guidelines

- Asynchronous work (work outside of the school day) should only be assigned on Mondays
- When possible, asynchronous assignments should prioritize tasks such as reading and hands-on projects to minimize additional screen time

Instruction

Monday Intervention Model

School Requirements:

- All Instructional staff, as directed by the principal, will be available to engage synchronously with students for 3 hours
- MTSS process should be used to identify students for Tier 2 & Tier 3 intervention on Mondays
- All students will be assigned asynchronous assignments
 - PreK -2 150 minutes (2.5 hrs)
 - Gr 3-6 180 minutes (3 hrs)
 - Time would be reduced for students participating in intervention at the discretion of the teacher

School Options:

Connecting with students may take different forms:

- Intervention sessions
- Office hours
- Check and Connect/Morning Meeting (all students check in)
- Delivery of related services
- Delivery of specialized instruction for students with disabilities
- Delivery of small group or individual assessments
- Clubs and activities (offered so all students may participate)

Instruction

Attendance:

- LNTK training and resources for Administrators, Teachers, and SBTS
- Flexibility with how to capture attendance (VDOE requirement)
- New SIS status field for Adjusted Schedule
- Family communication on virtual attendance expectations for Tuesday to Friday and for Monday

Assessment:

- Classroom assessments are embedded in updated curriculum resources
- Streamlined expectations for formal assessments have been developed

SEL

- Teacher modules developed, built around CASEL
- Suggested lessons and curriculum resources available for elementary and secondary students, building in digital citizenship
- Menu of resources will be available soon

Instruction

Virtual Orientation

Teachers should conduct a virtual orientation for students and parents prior to the first day of school, September 8. The goal is to make the student transition to virtual learning as smooth as possible and to reduce any anxiety leading up to and on the first day of school.

Key points to make during the orientation would include:

- We miss you and we welcome you with an open mind and an open heart
- We are ready to support you in any way we can; you are going to be successful and we are here for you

The virtual orientation should include the following opportunities:

- Opportunity to support building relationships and community
- Opportunity to meet the teacher(s)
- Opportunity to provide an overview of how virtual learning will work, such as basic expectations on logging into students' FCPS Gmail accounts to access virtual classroom links, and how to use BBCU, GoogleMeet, and/or Schoology
- Opportunity to answer basic questions and to provide information to prepare families for the first day of school.

Instruction

Back to School Night

Each school will be expected to host a virtual Back to School Night or Nights during the month of September or October. These Back to School events may be customized and differentiated based on level (elementary, middle, high, secondary, and alternative programs), size of school, and the unique needs of the community.

The suggested format and information to be shared should include:

- Videotaped message(s) from School Board members
- Prerecorded welcome message from the Principal
- An overview of curriculum
- Clear definitions of synchronous and asynchronous learning experiences
- A brief overview of new virtual programs (i.e. S.T Math, Imagine Learning, Digital Textbook, etc.)
- A review of attendance, schedules, procedures, and routines
- An explanation of grading and assessments
- Although you may have previously submitted your Back to School Night information, the Region offices will be updating information through the pyramid principal leads to confirm or establish new dates, if needed

Technology

Key Updates & Decisions:

- Finalizing Google Enterprise license this week
- Working with Cox and on low cost internet options for families
- Laptop distribution on target
- OPFLE, CCR, IT working on videos for families
- Google Team working on link management guidance for students
- Virtual Learning tool RFP released and on target

Outstanding Items with Estimated Completion Date:

- Testing cameras for concurrent virtual sessions - concerns device availability
- Electronic form submission for families (first day folders)

Technology- Google Enterprise Update

Google-projected Availability		Features
Premium features immediately available with Enterprise license		• Record a Meet session • Up to 250 attendees in Meet session
Features coming in September		• Participants can't re-enter if moderator bans them • End meetings for all participants when class is finished • Disable in-meeting chat • Restrict who can present • Require teacher join first to start session • A 7x7 grid to see up to 49 students
Features coming in October		• Blur or replace backgrounds • Attendance tracking • Breakout rooms
Features coming later this year		• Hand-raising • Q&A and polling features

Human Resources

Key Updates & Decisions:

- Weighting Standard 7 of teacher evaluation now 15%
- Virtual Job Fair scheduled for August 19
- FCPS Regulation 4417-Telework published
- Substitute Updates
 - All jobs should be entered into SmartFind Express (note no sub needed for 3 or fewer days)
 - Long Term Teacher Subs may start work on August 14
 - Training on tech platforms
 - Recruitment efforts/new eligibility criteria

Outstanding Items with Estimated Completion Date:

- Re-deployment of Operational Staff

Communications

Key Updates & Decisions:

- Town Halls
- Return to School Countdown Community Newsletter
- Updated FAQs
- Multimedia Support Materials: Short videos, infographics, tip sheets, and other materials regarding instruction, technology and student wellness
- **Communication around field trips**
- **Expectations around Back to School Nights/Open House/Orientations**
- **Clarification and Communication around Mondays**
- **SACC SRS Model**

New “Principals’ Corner” for Reopening of Schools

FCPS Reopening of Schools:

Principals' Corner

Overview of Virtual Start

Key Decisions and Updates

Access to Buildings

Attendance

Assessment

Child Care

Communication

Curriculum Guidance and Resources

Student Supplies

- Please use the [Instructional Materials spreadsheet](#) to find recommendations for school-based purchases given the virtual start to the SY 2020-21.
- Title I will deliver to schools
- Distribution of materials and supplies for courses will be coordinated with laptop distribution plan - plan by 8/17

Teacher Evaluation and Professionalism

- Updated VDOE Standard 7 guidance: [Superintendent's Memo #272-19](#)
- [Updated Performance Evaluation Matrix](#)
- Teacher Professionalism Guidelines for working in a virtual environment are being finalized

- One-stop for all the reopening of schools information and updates

<https://sites.google.com/fcpsschools.net/fcps-principal-corner/>

Elementary
Principal
Briefing

August 21, 2020

Agenda

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

Instruction

Key Updates & Decisions:

Special Education

- [Special Education Virtual Instruction Resource Hub](#) has been published with resources for instruction, professional development and IEP guidance documents
- Local screenings should resume
- PPE for principals and local screening chairs involved in LSC will be delivered by Friday



Instruction for all students will begin virtually this school year. This Google site is intended to support teachers and administrators with their virtual instruction for students with disabilities.

Program Specific Information

Professional Development

Instruction

Homework/Asynchronous/Outside of School Assignments

- **Asynchronous tasks** are those tasks that are assigned to be completed **outside of the specified class time/period**
- Asynchronous tasks are assigned by teachers to be completed each Monday (designated asynchronous day for each week)
- All students will be assigned asynchronous assignments on Mondays as follows:
 - *PreK-2: 150 minutes (2.5 hours)*
 - *Gr 3-6: 180 minutes (3 hours)*
 - *Time would be reduced for students participating in intervention at the discretion of the teacher*
- Asynchronous task (i.e., homework) should not be required Tuesday-Friday

Instruction

Blackboard Collaborate Ultra Information

- **Scheduling Collaborate Sessions (non-Schoolology Schools):** schools use the Scheduler accounts and enter student FCPS email addresses so each student receives a unique login to access the session
- **Scheduling Collaborate Sessions (Schoolology Schools):** create sessions within Schoology courses and groups. Teachers at Schoology Pilot schools continue to have access to Scheduler accounts if needed.
- **Guest links should not be used with students**

Google Meet

- **Scheduling Sessions (all schools):** Links to Google Meet should be created through Google Classroom

Instruction

Key Updates & Decisions:

Parental permission Digital Resources (infogram 8/18)

- Parental permission forms required for applications that collect or store student information
 - *Examples: padlet, flipgrid, desmos,*
- For SY 20-21, moved to digital process to reduce burden; disregard if you have already used paper process
- Families will use an application similar to the school choice application
- Working with web curator/SBTS to set up info and access on school web page
- Communication tool for schools will be provided

Instruction

Updates to Principal Corner

- Assessment expectations
- Professional Practices for Virtual Instruction
- Setting up Digital Classroom and Secure Virtual Conferencing for Synchronous Instruction
- Supports for Families
- Mental Health supports

<https://sites.google.com/fcpsschools.net/fcps-principal-corner/>



Human Resources

Key Updates & Decisions:

- Professional Practices in the Virtual Environment-document in Principal Corner
- Substitute PD underway
- Operational Employee Job Match Survey-School survey coming out later today
- Teacher evaluations timeline, support document and virtual teaching look fors available next week
- Developing a temporary regulation and principal guidance on COVID-19 reporting for employees-available next week

Facilities & School Operations

Key Updates & Decisions:

- COVID Materials and Supplies committee update from Michelle Pratt and Justin Moss on delivery of supplies.
- Update on Supporting Return to School (formerly SACC). Meeting occurred elementary principals with this program.
- Update on use of food service workers and bus drivers for alternative supports.
- One staff member per classroom if they are working in the building this fall is the current recommendation.
- No in person events (ie. Welcome Walks, Bus trips, Popsicles on the playgrounds, kindergartners at the park) besides laptop and material distributions.

Outstanding Items with Estimated Completion Date:

- Supporting Return to School (formerly SACC) for employee groups, specifically for our support employees that must come to work in the buildings each day.

Communications

Key Updates & Decisions:

- **Guidance to principals about activities and events at schools-**
 - All schools closed for community use including PTA/PTO, booster clubs and other organizations.
 - Only in-person school events permitted are those essential to virtual start such as laptop distribution, school supply and material distribution, and food distribution at select sites.
 - Important to model health protocols that will help mitigate the spread of the virus, including use of facial coverings when social distancing cannot be maintained
 - Will there be communication on Monday schedules or will this be school by school (preferred).
Clarity needed on schedule (ES)
 - Town Halls
 - Community newsletter
 - Superintendent message
 - Online hub for tech support
 - Homework message
 - SRS program

Elementary
Principal
Briefing

August 28, 2020

Agenda

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

FCPS Operational Levels



Schools and offices closed or open with limited personnel reporting.

All students learn virtually.



Schools and offices open for staff with limited public transactions.

Identified students in greatest need of additional support receive one or more days of in-person instruction in a cohort

All other students continue virtual learning.



Schools and offices open for staff with limited public transactions.

Students participate in a hybrid model (online and in-person) with social distancing in place.



Public access to schools and buildings may remain limited.

All schools open at 100% capacity for in-person instruction.

Some staff may telework due to health accommodations.

Some students may continue to access online learning due to health needs or preference.

Phase in Approach for FCPS Operational Level 2

Timeframe	Individuals/Cohorts Accessing Buildings
Current	Individual student assessment and evaluation (e.g., SPED, ELs)
Current	Groups of students for a single assessment or evaluation (socially distanced with no movement between classes or mixing between rooms) (e.g., SAT)
Current	Teachers access classrooms (within maximum capacity limits, following social distance and face covering guidelines)
Future	Half-day Monday opportunities for cohorted groups of students to supplement virtual learning
Future	In-person instruction for targeted cohorts of students likely to experience greatest challenges with distance learning (phased in over time)

Phase in Approach for FCPS Operational Level 2

Phase-in approach will prioritize in-person learning for students who may likely experience the greatest challenges with virtual learning.

Group 1

- Preschool Autism and Preschool Class-based students
- SLIFE (English learners with limited and/or interrupted formal education)
- Specialized High School Academy courses with specific in-person requirements due to external regulatory boards without flexibility for virtual (Culinary Arts, Early Childhood Careers, Firefighting, EMT, LPN, Intro to Nursing, Student Auto Sales, Carpentry, Construction Technology, Cosmetology)

Group 2

- PreK and Kindergarten students
- Key Center and Kilmer Center students
- Secondary and Elementary students that access the Adapted Curriculum
- Elementary Comprehensive Services Sites (CSS) students
- Newcomer English learners (ELP level 1 and 2 who have arrived in US in last 12 months)
- Additional High School Academy courses

Group 3

- First Grade and Second Grade students
- Burke School (elementary students)
- Additional High School Academy courses

Instruction

Key Updates & Decisions:

Curriculum access for parents:

- Division Level Expectations
 - Post essential standards by 4 core subject, quarter, unit, # of weeks
- School Level Expectations
 - Weekly Learning Plan/Schedule [ES Sample](#)
 - eAssignments accessible to parents in Blackboard/Google/Schoology
 - Recordings of whole group instruction in Blackboard/Google/Schoology

Schedules for Monday

- Intervention time should be in the morning as advertised to families.

SEL and Morning Meeting

Info Sessions for Administrators

- Sessions will provide information on available social emotional learning resources that can support instruction throughout the school year
- Specifically, an overview of 1st Quarter resources available to support schools' SEL/Morning Meetings will be introduced
- Wednesday, September 2nd from [10–11 a.m.](#) or [2–3 p.m.](#)
- To attend an information session, please register in **MyPDE using the links above or by searching for Course #005718.**

Pledge/Moment of Silence

- Policy 1352 outlines the requirements for the Pledge
- To adapt this to the virtual classroom setting, teachers may share an image of the flag on the screen and recite the pledge, followed by a moment of silence
- This may take place during a similar time frame as it would if we were in buildings, such as morning meeting, advisory, etc
- Students would have similar participation options in the virtual setting as they would in the school building, as long as they are not distracting the class during this observance
- ISD will create optional slides for schools to use (link will be in Principal's Corner next week)

Honor Code

Why	• Teachers and administrators have asked for guidance/support on monitoring virtual graded assignments and assessments • Need for consistency across schools/classrooms • Positive messaging to students and caregivers
What	• Honor Code statement included on graded assignments and assessments ◦ "On my honor as a student, I have neither given nor received aid on this assignment/exam" - <i>UVA Honor Pledge</i> • Recommended to include in course syllabus and student handbook
How	• Instruct students to type or acknowledge honor code for each graded assignment • Enforcement process in place to handle and respond to honor violations, as outlined in Honor Code

Long-term Strategy:

Support increased use of *authentic and performance tasks* to the extent possible to promote *unique, student-centered products*

Breakout Room Supervision

- Breakout rooms are a key strategy for engagement and collaboration
- Teachers need to have routines, procedures and expectations in place before starting
- Clear purpose and product will increase success
- [Using Break Out Rooms In Synchronous Instruction](#) document has been added to Principal's' Corner

Staff Counts for FCPS Bandwidth Assessment

- **Purpose:** collect information on the number of video-conference users per building in order to ensure sufficient network bandwidth access
- **Google Form** for principals to indicate the maximum number of staff who will be accessing video-conferencing tools at any one time (include teachers, IAs, admin)
- Responses due **September 2nd**
- Questions - please contact RAS

Staff Counts for FCPS Bandwidth Assessment
* Required
Region * ☐ Region 1 ☐ Region 2 ☐ Region 3 ☐ Region 4 ☐ Region 5
School Name * Your answer
On any given day of the week, what is the maximum number of staff you will have in your building accessing video conferencing tools (including teachers, IAs, administrators, etc.)? ** Your answer

Electronic Permission Forms

- As part of our commitment to protecting student data, FCPS is required by FERPA to secure parental permission for student use of software/applications for which FCPS does not have a confidentiality agreement
- Schools should aim to secure parental permission by Oct 1. After that date, individual students without permission should not be directed to use application(s) - Legal Office is exploring options for more flexibility
- An electronic process to collect permission has been developed; Paper version of form is being translated and available should it be preferred
- [Resources are available to communicate with families](#)
- Some parents may opt out due limited understanding of how teachers use tools. Conversations can clear up misunderstandings

Technology

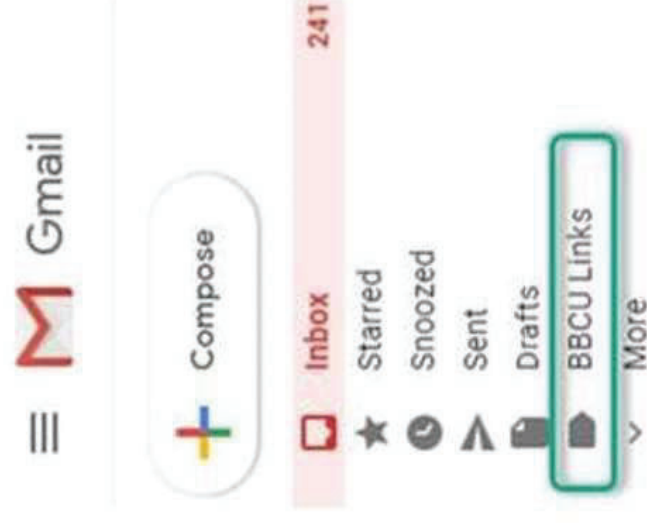
Key Updates:

- Laptop Distribution has gone really well the last two weeks! Still transferring to some schools that remain in need. Please work closely with your Senior TSSpec on any issues, as they are working across pyramids and regions to iron out issues.
- Access:
 - More MiFi's are coming. Please share your needs with your TSSpec to submit your counts for inventory.
 - Cox Connect2Compete - have a number of pilot schools collecting addresses from families. Finalizing agreement and hope to submit applications later today.
 - Remember this program requires family participation in federal subsistence programs like FRM.
 - Will send info to all principals as soon as the process is in place

Technology

Key Updates:

- Managing BBCU links in Gmail
 - New BBCU email label
 - Can still find in inbox or click on BBCU Links label to find quickly



Technology

Key Updates:

- Google Meet features coming by September 8
 - *Ability to control who can chat in a Meet session*
 - *Ability to control who can present in a Meet session*
 - *Ability to prevent someone who has been kicked out by the moderator from re-entering without “knocking.”*

Human Resources

Key Updates & Decisions:

- Evaluation timeline, virtual instruction look fors, guidance document--Sent via email 8/26/20
- Update on central staffing committee approach--Sent via email 8/26/20
- Substitute pyramid approach survey--Sent via ActionGram#31 8/26/20; due 8/28/20

Facilities & School Operations

Key Updates & Decisions:

- Any support needed from transportation for distributions at this time should go through the RAS. This may change based on HR survey results.
- SRS sites requesting 9 rooms total, plus an isolation room. Asking for those rooms to be clustered. SRS staff will reach out to impacted Principals to coordinate.
- Clarification on communication from Marcy 8-11-20 - A school-based administrator/program manager or designee will be present when staff are working from a classroom. Any clarification needed to be worked out between Principal and RAS.
- If two staff members mutually agree that working in the building serves an educational purpose and want to teach from the same classroom they may seek approval from the principal.
- In these cases, it is critical that the two staff members need to have adequate space (at least 6 feet) for social distancing and follow all mitigation measures as outlined by the CDC (wearing a mask, frequent hand washing, not sharing teaching and/or personal items)

Questions or Blockers:

- Drills (fire, lockdown and tornado) - Infogram coming out regarding status/waiver. What drills need to occur in sites with SRS and those without?

Communications

Key Updates & Decisions:

- Announcement of the new Asst. Superintendent for DIT
- Announcement of the parent technology help desk
- Operational employee town hall
- Special education town hall
- Sept. 1 Spanish-language town hall
- Sept. 2 Town hall (technology and parent supports)
- Superintendent message
- Has common language been determined for the fact that teacher assignments may change if we phase-in opportunities for in-person learning? (For consideration at later meeting)



Elementary Principal Briefing

September 11, 2020

Agenda

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

Instruction

Key Updates & Decisions:

- Screen time concerns
- Parental Permission for Electronic Applications
- Attendance/No Show Reporting
- In-Person Instruction Phase-in Planning

Parental Permission Forms for Electronic Applications

- As part of our commitment to protecting student data, FCPS is required by FERPA to secure parental permission for student use of software/applications for which FCPS does not have a confidentiality agreement
- Schools should aim to secure parental permission by **Oct 30**.
- After that date, individual students without permission should not be directed to use application(s). However, schools may continue to use applications with any other students for whom parental consent has been obtained.
- [Resources are available to communicate with families](#)

Attendance/No Show - Support Plans

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

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

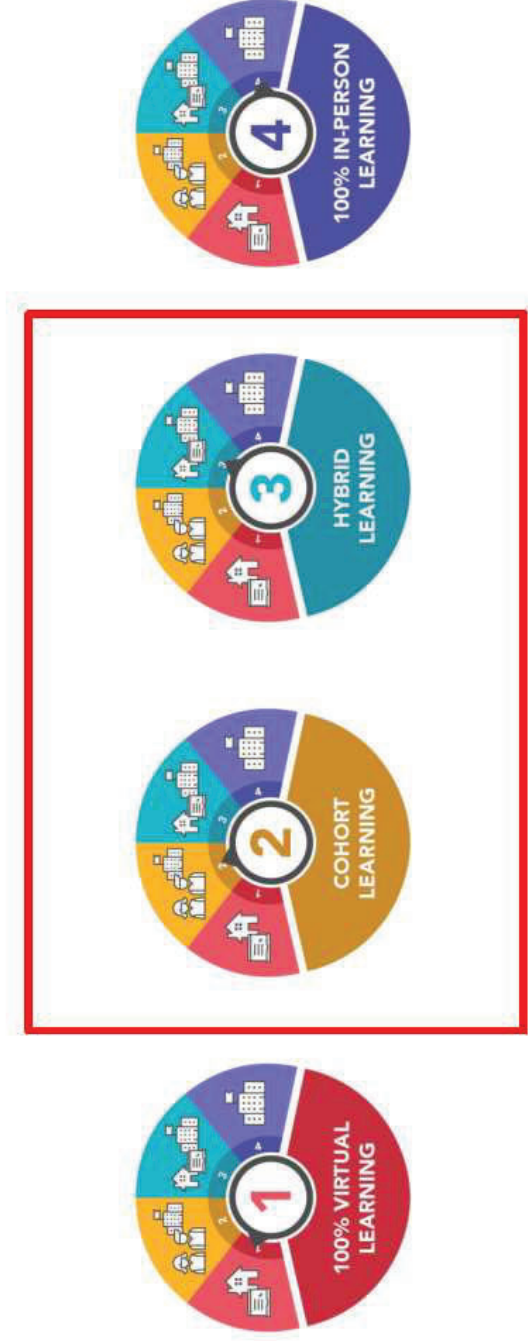
Immediate Steps:

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

Week of September 14: Form team for Student Engagement visits

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

In-Person Phase-in Implementation Plan



Guiding Principles for Phase-in Model

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

Challenges to Overcome

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

1		Health conditions support safe phase-in	2		Identify teachers and staff available for in-person instruction	3		Identify students to be served in-person	4		Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability
Considerations											
Following guidance of health department; identifying available public health nurses and student health aides			Completing ADA review of staff preferences for in-person or online			Identify number of students the school can serve in-person during each Operating Level; Understanding needs of individual students, identified student groups, and specialized courses that benefit from in-person instruction			Balancing with current master schedule (including concurrent sections), availability of transportation, meal service, etc.; Potential revisions to schedules, including teacher and teaching assignments		

Level 2: In-Person Cohort Plan - DRAFT

Group 1

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

Group 1: < 1% of students

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

Group 2

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

Group 2: 1% of students

Groups 1 & 2: 2% of students

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

Level 2: In-Person Cohort Plan - DRAFT

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

(+ additional ELs identified by need using MTSS process)

Group 3: 2% of students

Groups 1-3: 4% of students

Group 3

- Key Center and Kilmer Center students (full-day, 4 days/week)
- Secondary and Elementary students that access the **Adapted Curriculum** (full-day, 4 days/week)
- Elementary Comprehensive Services Sites (CSS) students (full-day, 4 days/week)
- SLIFE in grades 3-12 (full-day, 2 days/week)
- English Learner Newcomers (entered US schools after 7/1/2019) ELP level 1 (Monday AM)
- Specialized high school courses that are not possible for students to do hands-on experiences from home (911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC) (1-2 days/week)

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

Group 4: 2% of students

Groups 1-4: 6% of students

Group 4

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

Level 3: In-Person Hybrid Plan - DRAFT

Group 5

November 2: **All Schools, _____ teachers, 14,500 students**
(+ additional ELs identified by need using MTSS process)

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

Group 5: 8% of students

Groups 1-5: 14% of students

Group 6

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

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

Group 6: 14% of students

Groups 1-6: 28% of students

Group 7

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

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

Group 7: 26% of students

Groups 1-7: 54% of students

Group 8

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

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

Group 8: 46% of students

Groups 1-8: 100% of students

Implementation Planning **DRAFT**

	Actions to be Completed	Dates
Step 1	• Determine locations for each program • Notify health department of locations and numbers of students • Principals identify/notify teachers/staff who will be supporting in-person instruction • Principals submit teachers/staff list to HR for ADA review • Identify students needing transportation	Four weeks in advance
Step 2	• Staffing - HR completes Tier 1 approvals; staffing support provided to cover gaps • Principals/HR resolve staffing issues ◦ Teachers, IAs, food service, custodial, etc - notified of assignments	Three weeks in advance
Step 3	• Principals communicate schedule/assignments to staff who will be supporting in-person instruction • Communicate course/program schedules to students • Ensure PPE availability • Technology testing for any concurrent video/technology issues	Two weeks in advance
Step 4	• Teacher planning/preparation time provided (Monday, and one asych day) • Orientation with student/parents who will be in-person - communicate transportation schedules	One week in advance

Facilities

Key Updates & Decisions:

- Health and Safety guidelines can be found here. fcps.edu/return-school/student-health-and-safety-guidance-document
- SRS has been up and running for 3 days and going relatively well.
- PPE Updates
 - Principals need to order (and pay for) what they need. Don't over order! Supplies are in the warehouse.
 - One plexiglass will be provided for every classroom (requested through CARES funding; no response as of yet on County funding)
 - All schools should have Face Shields
 - Bus attendant gowns will be provided based on student need
 - Actiongram is coming on the care package (PPE) for Isolation rooms.
 - [Updated sheet](#) in the Principal's Corner
- Expanded bus routes for meal service from 13 to 58
- Schools will receive names of bus drivers and attendants that may need to access restrooms at schools.

Questions or Blockers:

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

Human Resources

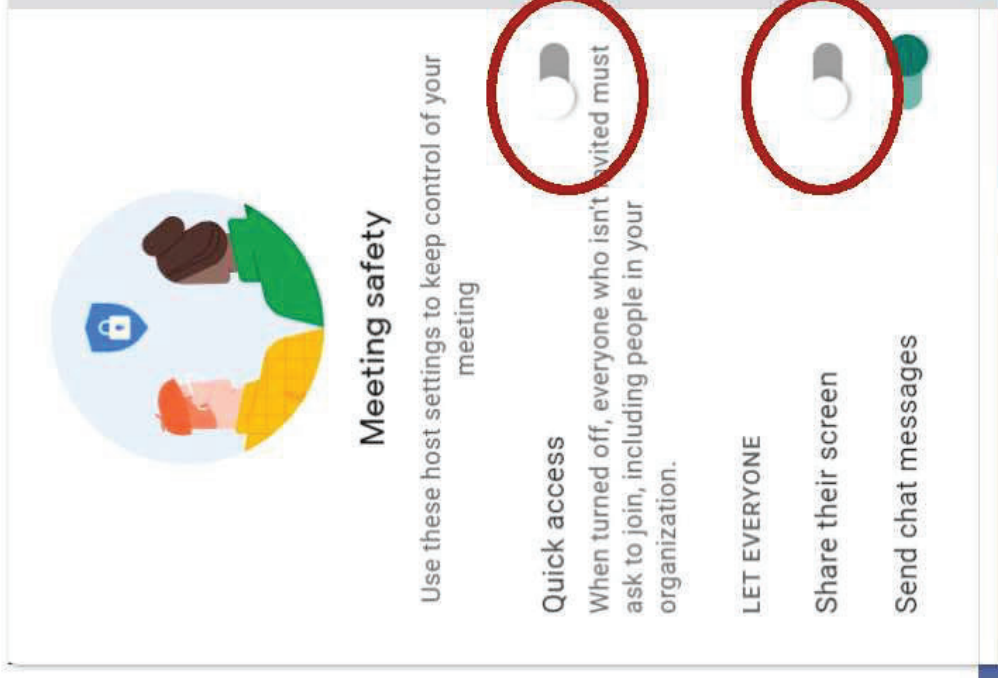
Key Updates & Decisions:

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

Technology

Key Updates & Decisions:

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



Technology

Key Updates & Decisions:

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

Communication

Key Updates & Decisions:

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



Elementary Principal Briefing

September 18, 2020

Agenda

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

Instruction

Key Updates & Decisions:

- Student Engagement Visits
- Phase-in Planning
- SAT support for High Schools

Attendance - Student Engagement Visits

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

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

Student Engagement Guidelines Provided in Region Principal Meetings:

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

In-Person Phase-in Implementation Plan



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GROUP 1 (week of 10/5)		Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)			
GROUP 2 (week of 10/12)		Preschool Autism and Preschool Class-based students (4 full days per week)			
		EMT, Intro to Nursing, Carpentry, Cosmetology (1-2 sessions per week; varies by school)			
		Key Center and Kilmer Center Adapted Curriculum Elementary CSS (4 full days per week)			
		SLIFE (2 full days per week; varies by school)			
GROUP 3 (week of 10/19)	EL SLIFE & Newcomers (ELP 1) (Monday AM)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
GROUP 4 (week of 10/26)		Burke School (4 full days per week)			
	Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers (1-2 sessions per week; varies by school)				
GROUP 5 (week of 11/2)		PreK and Kindergarten (2 full days per week)			
		EL SLIFE & Newcomers (ES - half-day 4 days per week; Secondary - 2 full days per week)			
GROUP 6 (week of 11/16)		Grades 1-2 (2 full days per week)			
GROUP 7 (week of 11/30)		Grades 3-6 (2 full days per week)			
GROUP 8 (start of second semester)		Grades 7-12 (2 full days per week)			

Challenges to Overcome

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

1		Health conditions support safe phase-in	2		Identify teachers and staff available for in-person instruction	3		Identify students to be served in-person	4		Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability
Considerations											
Following guidance of health department; identifying available public health nurses and student health aides			Completing ADA review of staff preferences for in-person or online			Identify number of students the school can serve in-person during each Operating Level; Understanding needs of individual students, identified student groups, and specialized courses that benefit from in-person instruction			Balancing with current master schedule (including concurrent sections), availability of transportation, meal service, etc.; Potential revisions to schedules, including teacher and teaching assignments		

Phase-in Next Steps

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

Key Phase-in Decisions

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

Key Phase-in Questions

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

SAT School Day

Wednesday, September 23

- All high schools will host the SAT School Day on Wednesday, September 23, and some schools are still in need of proctors or other in-person support that day
- If needed, high schools will send communication to pyramid schools regarding volunteer opportunities

Human Resources

Key Updates & Decisions:

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

Human Resources

Americans with Disabilities Act (ADA) Requests for Reasonable Accommodations

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

ADA - Interactive Process

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

ADA - Interactive Process

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

Facilities

Key Updates & Decisions:

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

Technology

Key Updates & Decisions:

- Excited to welcome our new CIO, Gautam Sethi, on Monday!
- Next round of MiFi's arrive today! Schools should have them on Monday to cover the remaining requests.
- Currently have 75 families approved and completing Cox registration. Submitting more daily as received.
- Senior TSSpec's are using no-show lists to determine if students still need to check-out technology
- Will be working in upcoming Tech Action Team meetings to identify needs/requirements for next preK-4 student device refresh

Communication

Key Updates & Decisions:

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

Principal
Briefing

September 25, 2020



Agenda

- Welcome from Dr. Ivey
- Introduction of New Leadership Team Colleagues
- Phase-in Updates

WELCOME to FCPS!

Dr. Michelle Boyd Assistant Superintendent for Special Services

Mr. Gautam Sethi Chief Information Officer (CIO)

Phase-in Timeline

DRAFT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
As of 9/24					
GROUP 1 (week of 10/5)		Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)			
GROUP 2 (week of 10/12)			Preschool Autism and Preschool Class-based students (4 full days per week)		
			EMT, Intro to Nursing, Carpentry, Cosmetology (1-2 sessions per week; varies by school)		
			Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting. Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)		
GROUP 3 (week of 10/19)	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Monday AM)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
			Burke Elementary School (4 full days per week)		
GROUP 4 (week of 10/26)		Culinary, Cyber Comp Tech, Dance, Early Childhood, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Global STEM, Criminal Justice, TV Media, JROTC, Fashion Careers (1-2 sessions per week; varies by school)			
			Early Head Start, PreK, and Kindergarten (2 full days per week)		
GROUP 5 (week of 11/2)			EL SLIFE & Newcomers (grs 3-12) (2 full days per week)		
GROUP 6 (week of 11/16)			Grades 1-2 (2 full days per week)		
GROUP 7 (week of 11/30)			Grades 3-6 (2 full days per week)		
GROUP 8 (start of second semester)			Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)		

Special Education - Operational Level II Phase-in Programs

Group	Phase Category	Programs
Group 2	Preschool Autism Class (PAC) Preschool Class-based	Preschool Autism Class (PAC) Preschool Class-based
Group 3	Key Center Kilmer Center Adapted Curriculum K-12* Elementary Comprehensive Services Sites (E-CSS)	Key Center Kilmer Center Enhanced Autism Classroom (EAC) Intellectual Disabilities (ID) K-12 Classrooms Intellectual Disabilities - Severe (IDS) K-12 Classrooms Non-Categorical Elementary (NCE) Support Cat B Classrooms Elementary Comprehensive Services Sites (E-CSS)
Group 4	Burke School - Elementary School Only	Burke School - Elementary School Only

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

English Learners - Operational Level II Phase-in Programs

Group	Phase Category	Student Profile	Schools
Group 3	SLIFE	- ES students in biliteracy intervention - MS and HS students in Literacy Essentials for ELs intervention	- Bailey's Upper ES, Braddock ES, Centre Ridge ES, Hutchison ES, Lynbrook ES - Glasgow MS, Jackson MS, Liberty MS - Annandale HS, Centreville HS, Falls Church HS, Herndon HS, Justice HS, Lewis HS, West Potomac HS
Group 3	Newcomers	- Grades 3-12 - WIDA ELP level 1 - Entry Date US schools after 6/30/2019	- All schools (See Dashboard in EL Data Portfolio)
Group 3	Additional ELs identified at the school level School Decision	- Grades 3-12 - SLIFE (SF code) not in biliteracy Intervention or Newcomer category - WIDA ELP level 1 or 2 experiencing challenges with virtual learning	All schools

Challenges to Overcome

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

1		Health conditions support safe phase-in	2		Identify teachers and staff available for in-person instruction	3		Identify students to be served in-person	4		Create schedule for Monday or Tuesday - Friday in-person instruction that balance student in-person needs and staff availability
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Step 1: Staff Availability for In-Person

- How Will Staff be Notified about Need to Return for In-Person Instruction?
 - 9/25 - Division-wide Communication will be sent to ALL Staff stating the requirement to Return to Work when their Group is called unless they have an approved ADA request. Letter will announce that a Staff Survey to verify Intent to Return will be coming soon.
 - HR will send Intent to Return Survey to Groups 1-4 to collect individual staff member intent for the year (e.g., to return for in-person or take leave). The data will be collected centrally. Survey will be sent week of 9/28. (Teachers, IAs, PHTAs, PHAs only)
 - After receiving Staff Intent Survey data from HR, principals will conduct individual conversations with staff as necessary in order to retain as many teachers as possible and notify HR/RAS of any staffing gaps
 - Principals should contact any additional staff needed to support these groups as they return to in-person instruction (e.g. school counselor)
 - For Groups 1-2, principals should personally contact staff ASAP - do not wait for Survey Intent Data

Step 2: Student/Parent Notification

- At 9/22 SBWS, School Board directed FCPS to provide parents with an opportunity to update their intention for virtual or in-person instruction
- **Proposed Process for Updating Student/Parent Intent**
 - Division will provide schools with Letter to send to families in Groups 1-4 ONLY during week of 9/28
 - Parents in Groups 1-4 will contact the school only if they wish to update their intent for in-person or virtual
 - School staff will log any Intent updates and transportation needs in SIS

Step 3: Staffing & Scheduling Support

- Phase-in Planning Session with Principals & DSS - Tuesday, 9/29 1:30-3:00
 - Planning tools and resources
 - Level specific support
- Office Hours/Coaching Sessions in October - links and times below

	Elementary	Secondary
ESOL	Thursdays, 8:00 - 9:00 am https://us.bbcollab.com/quest/691c7f3bf02e4c9f96010fcd332f8a18	Thursdays, 1:00 - 2:00 pm https://us.bbcollab.com/quest/e9e21c77fb08404f8d6a6ca4185a713b
<u>SPED</u>	ECCB/PAC : Tuesdays, Thursdays and Friday, 12:30-1:30 p.m. Enhanced Autism : Mondays, Wednesdays and Fridays, 11:00 a.m.-12:00 p.m. Adapted Curriculum/Cat B : Tuesdays 9:00-10:00 a.m., Wednesdays 3:00-4:00 p.m. & Thursdays, 10:00-11:00 a.m.	Adapted Curriculum/Category B : Tuesdays 10:00-11:00 a.m., Wednesdays 3:00-4:00 p.m. & Thursdays, 11:00 a.m.-12:00 p.m.
HS Specialized Programs		Thursdays, 9:30 - 10:30 a.m. https://us.bbcollab.com/quest/0b8320d9e3bc413a9c404d7509d9b746

Questions & Discussion



Elementary Principal Briefing

January 28, 2021