

THANK

YOU

PRINCIPALS

JANUARY 24-30 | 2021



VIRGINIA SCHOOL
PRINCIPALS
APPRECIATION WEEK

Agenda

- Dr. Brabrand - Welcome & Updates
- Vaccinations & Other Health Updates
- RTS Timeline & Instruction
- Human Resources

Vaccinations & Health Updates



Vaccination Update

- FCPS is working with Inova and Fairfax County to reschedule appointments that were canceled earlier this week, beginning with several thousand appointments opening Thursday-Sunday (Jan. 28-31) for FCPS employees.
- Administrative leave is available to teachers and staff to obtain their vaccination through the Inova Clinic designated for FCPS staff.
 - Teachers may use the option of implementing asynchronous instruction for the time needed to obtain their vaccine
- If you do not get an appointment this week, please know that as vaccine supply allows, more appointments will be opened.
 - This includes the opportunity for staff members who have not yet been able to schedule an appointment. We will continue to provide updates about vaccine opportunities as soon as they become available.

Updated FCPS In-Person Learning Decision-Making Model

Level of Community Transmission

| Criteria | Lowest / Lower / Moderate | Higher | Highest |
|--|---------------------------|---------|---------|
| Number of new infections per 100,000 population over prior 14 days (1st CDC Core Indicator) | <50 | 50-200 | >200 |
| COVID-19 PCR test positivity as a 14-day average (2nd CDC Core Indicator) | < 8% | 8 – 10% | >10% |

Level of School Impact

| Criteria | Low | Medium | High |
|-----------------------------|--|--|---|
| Transmission within Schools | Zero or sporadic cases with no evidence of transmission in school* | Two outbreaks within a short time period (14 days) or sporadic outbreaks** in school. Size of outbreaks remains small. | Several outbreaks in school within short time period (14 days); size of outbreaks is large or scope of outbreaks* is significant (e.g multiple classrooms or grade levels are impacted) |
| Staff Capacity† | Normal | Strained | Critical |

*Schools default to the low category unless they explicitly meet the definition for “medium” or “high” impact.

** Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

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

Decision Matrix for Transitioning Between Virtual and In-Person Learning by School and Student Group

| | | Level of Community Transmission | | |
|------------------------|--------|--|--|--|
| | | Lowest / Lower / Moderate | Higher | Highest |
| Level of School Impact | Low | Maximum in-person learning.** | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. |
| | Medium | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. |
| | High | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. | Temporary, remote instruction may be prudent for all. |



*Priority learners: Students for whom in-person instruction is most critical includes but may not be limited to those who are early learners, students with disabilities and English learners. It is generally thought that these groups are the most disproportionately impacted by the negative impacts of a lack of in-person instruction. FCPS Groups 1-6.

**Maximum In-Person: In-person instruction offered for all students; however, physical distancing measures should be implemented.

Example: XYZ Middle School

| Level of Community Transmission | |
|---------------------------------|------------------|
| Number of Cases Per 100K | 636 (Highest) |
| Percent Positivity | 8% (Higher) |

| Level of School Impact | |
|------------------------|--|
| Outbreaks | Zero outbreaks in school (Low) |
| Staffing | Work is able to be completed with staff working within their designated roles with reassignment or additional duties <u>commensurate with pre-COVID operations</u> (Low) |

| | | Level of Community Transmission | | |
|------------------------|--------|--|--|--|
| | | Lowest / Lower / Moderate | Higher | Highest |
| Level of School Impact | Low | Maximum in-person learning.** | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. |
| | Medium | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. |
| | High | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. | Temporary, remote instruction may be prudent for all. |

| | |
|---------------|---|
| School Status | Priority learners (FCPS Groups 1-6) in-person. Add groups as capacity allows. |
|---------------|---|

Example: ABC Elementary School

| Level of Community Transmission | |
|---------------------------------|------------------|
| Number of Cases Per 100K | 636 (Highest) |
| Percent Positivity | 12% (Highest) |

| Level of School Impact | |
|------------------------|---|
| Outbreaks | Zero outbreaks in school within 10 days (Low) |
| Staffing | Work is unable to be completed due to lack of staffing (High) |

| | | Level of Community Transmission | | |
|------------------------|--------|--|--|--|
| | | Lowest / Lower / Moderate | Higher | Highest |
| Level of School Impact | Low | Maximum in-person learning.** | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. |
| | Medium | Maximum in-person learning.** | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. |
| | High | Priority learners* in-person. Add groups as capacity allows. | Priority learners* should be in school. | Temporary, remote instruction may be prudent for all. |

| | |
|---------------|---|
| School Status | Temporary, remote instruction may be prudent for all. |
|---------------|---|

Reminder: Temperature Checks

FCPS will no longer be doing temperature checks for students, staff, and visitors at bus stops or upon school arrival.

- CDC does not currently recommend schools conduct symptom screening for all students (PK-12) on a routine (e.g. daily) basis.
- Symptom screening will identify only that a person might be sick, not that the person necessarily has COVID-19.
- Accuracy off thermometers is limited in extreme temperatures.

Students, staff and visitors are still required to complete their daily health screening:

<https://www.fcps.edu/sites/default/files/media/forms/HealthScreeningQuestionnaire.pdf>.

Communications:

- Actiongram: January 25
- Infogram: January 28
- Updating information on the public webpage and Principal's Corner
- OCCR updating the Family Guide and including information in the PPT being created for principals to use for town hall meetings.

Stop the Spread Campaign



Community Video posted week of February 1st



PD Assigned week of February 1st ; Due March 1st



Student lessons taught by 1st week of student group return



Principal Certification March 16th

Instruction



Revised RTS Timeline

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

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

RTS Group Details - [Document for Principals](#)

| Group: | Description: | Days Per Week: | Return Date: |
|---------------|---|-----------------------|----------------------|
| Activities | HS VHSL activities & HS co-curricular | Determined by school | Determined by school |
| Interventions | Select students identified by school (ES, MS, HS, SLIFE/Newcomer) | Determined by school | Determined by school |
| Group 1 | <ul style="list-style-type: none"> • Firefighting • LPN • Construction • Student Auto Sales | 1-2 sessions per week | February 16 |
| Group 2 | <ul style="list-style-type: none"> • Preschool Autism • Preschool Class-based students | 4 full days per week | February 16 |
| | <ul style="list-style-type: none"> • Cosmetology • Youth Registered Apprenticeships | 1-2 session per week | |
| Group 3 | <ul style="list-style-type: none"> • Key Center and Kilmer Center • Adapted Curriculum: <ul style="list-style-type: none"> ◦ 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 | February 16 |
| Group 4 | <ul style="list-style-type: none"> • Burke School (Elementary) | 4 full days per week | February 16 |

RTS Group Meetings - Document for Principals

| Group: | Description: | Days Per Week: | Return Date: |
|---------|---|----------------------|--------------|
| Group 5 | <ul style="list-style-type: none"> • Early Head Start | 4 full days per week | February 23 |
| | <ul style="list-style-type: none"> • PreK-K | 2 full days per week | |
| | <ul style="list-style-type: none"> • Intensive Support Needs <ul style="list-style-type: none"> ◦ Students instructed with modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day • Specialized Center-based Programs (special education) <ul style="list-style-type: none"> ◦ Vision Program @ Robinson ◦ Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS, and Woodson HS ◦ Students with 50% or more of core content areas in special education settings | 4 full days per week | |
| Group 6 | <ul style="list-style-type: none"> • Grades 1-2 | 2 full days per week | March 9 |
| Group 7 | <ul style="list-style-type: none"> • Grades 3-6 | 2 full days per week | March 16 |
| | <ul style="list-style-type: none"> • Secondary Public Day Programs (special education) <ul style="list-style-type: none"> ◦ Burke School (Middle School) ◦ Davis & Pulley Center - All other students that have not previously returned to in-person instruction and Davis STEP | 2 full days per week | |
| Group 8 | <ul style="list-style-type: none"> • Grades 8, 9, 12 | 2 full days per week | March 2 |
| | <ul style="list-style-type: none"> • Secondary Public Day Programs <ul style="list-style-type: none"> ◦ Cedar Lane and Quander Road ◦ Davis & Pulley Center students who age out during the 2020-21 SY | 2 full days per week | |
| | <ul style="list-style-type: none"> • Grades 7,10, 11 | 2 full days per week | March 9 |
| | <ul style="list-style-type: none"> • Poe, Glasgow, and Holmes Grades 6-7 • Davis & Pulley Center students who age out during the 2021-22 SY | 2 full days per week | |

RTS Group Details

- If any group in Groups 1-5 has 4 full days per week listed, it is expected that they will attend 4 full days per week for the remainder of the school year.
- SLIFE/Newcomer is no longer part of Group 3. They will return with grade level groups. ESOL Services recommends including these students in Intervention groups.

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 |

Mondays guidance will be finalized next week

| 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 |

| Principal/School Support Team | Team Leads |
|---|--|
| RTS Operational Logistics (e.g. health and safety, mitigation, cleaning protocols, facilities, transportation, food services, athletics/co-curricular/extracurricular events) BBCU Link: https://us.bbcollab.com/collab/ui/session/quest/89dc8fa4f2e642e48b0171634abbba39 <i>Office Hours: January 29-8:00-9:00; Feb. 5, 12, 19, 26; 11:30-12:30</i> | Dave Jagels, Terri Edmunds-Heard, Penny Gros, Justin Moss, Lea, Lorraine, Francine, Bill, Maria, - Renee Lahuffman, Shannon Anderson, Kim Amenabar, Lisa Felder |
| SY 20-21 Staffing Needs (e.g. ADA, subs, monitors, etc--for current school year, staff and admin mental health) BBCU Link: https://us.bbcollab.com/quest/8b4b065c217b4a5d85ee68b6403b7d5c <i>Office Hours: Tuesdays, 2:00 - 3:00 p.m. through March 2</i> | Grace Taylor, Amielia Mitchell, Andrea Garris, Andrea Martini, Carolyn Haydon, Tia Lott, Kathleen Walts, Leona Smith, Juan Torres |
| Interventions (Academic and SE) BBCU Link: https://us.bbcollab.com/quest/a638244fcc1645ceb733c1107f9906b2 <i>Office Hours: January 27 9:00 a.m. - 10:00 a.m. & February 3, 10, 17 - 9:30 a.m. -10:30 a.m.</i> | Ray Lonnett, Lisa Reddel, Brendan Menuey, Eric McCann Jay Nocco, Mike Bloom, Deb Scott, Jen Glaser, Rich Pollio, Angie Robinson, Stephanie Jerauld, Karen Durocher, Tu Phillips, Gina Toler, Shannon Merriweather, Francine Furby, Kathy McQuillan Resources, Questions and Answers: https://docs.google.com/presentation/d/13-PQw6zLztXtbnoYLj4j0MTYfQwkRJKuXGn42StkiA/edit#slide=id.gb8ce273340_0_28 |
| Concurrent Instruction/Technology BBCU Link: https://us.bbcollab.com/quest/3e6895ad8a60417490767678fd974bd8 <i>Office Hours: Fridays, 12:00 - 1:00 p.m.</i> | Evangeline Petrich, Lisa Reddel, Fred Amico, Dave Jagels, Ray Lonnett, Ken Martin, Tracey Jewell, Andrea Hand, Annie Dipert, Niecy Semper, Courtney White, Leona Smith |

Principal Support Team-Operational Logistics

Office Hours: January 29-8:00-9:00; Feb. 5,12,19,26; 11:30-12:30

| Topic | Decision |
|---|--|
| Can playground equipment be used? | Playgrounds are currently off limits during school hours. Updated guidance will be provided if/when HD advises otherwise. |
| Student Desk Cleaning Protocols | Cleaning student desks between classes is not a requirement. Teachers may clean student desk if they wish using Virex. The cleaning of students desks will occur nightly as part of the evening custodial duties. |
| Cafeteria Protocols - are seating charts required; is 10 ft distance required | <u>Expectations for Meals in FCPS</u> <ul style="list-style-type: none">● Maintain <u>at least</u> 6ft. social distancing (REQUIRED)● Students are to face one direction (REQUIRED)● Eat lunch in the classroom or outside whenever possible (recommended)● Utilize seating charts (<u>strongly</u> recommended)<ul style="list-style-type: none">○ Elementary schools may be better equipped to operationalize this recommendation |

Principal Support Team – SY 20/21 Staffing Needs

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

| Topic | Decision | Next Step/Status |
|---|--|---|
| Are monitors going to be able to call in for substitutes? | Yes. Substitute instructional assistants will be permitted to cover classroom monitor vacancies for daily absences. Schools may use Smartfind Express to post classroom monitor vacancies by selecting reason code 23-Concurrent Learning Support on the vacancy information page. | Contact Lena Cohen if you have additional questions. |
| Can I use recorded video for teacher observations? | Yes. Limit number of recorded lessons used for observations to twice/year (one prior to midyear; one prior to summative). Evaluators should work with the teacher to identify which recordings might best highlight the skills to be observed. | Information posted in Principal's Corner. |
| Are there add'l principal listening sessions scheduled? | At this time, additional principal listening sessions are not scheduled. If anyone would like to plan for principal listening sessions internally (i.e. region, pyramid, etc.) the ECR team can support. | Contact Leona Smith, Nina Thomas, or your region Equity Specialist. |

Principal Support Team – Interventions

Office Hours:

January 27th (9:00 - 10:00 AM) February 3rd, 10th, 17th (9:30-10:30 AM)

<https://us.bbcollab.com/guest/a638244fcc1645ceb733c1107f9906b2>

| Topic | Resource |
|---|---|
| Resources Available! | Intervention Planning Considerations Intervention Planning Ideas English Learner Hub Google Site ES ESOL MS ESOL HS ESOL |
| Questions asked at Office Hours: | https://docs.google.com/presentation/d/13-PQw6zLztXtbnoYLj4j0MTYfQwkRJKuXGn42StkiA/edit#slide=id.gb8ce273340_0_28 |
| Submit a New Question to the Interventions Team | Submit a question |

Principal Support Team: Concurrent Instruction/Technology

Office Hours: Fridays, 12:00 - 1:00 p.m. ([BbCU link](#))

[Submit a question](#) for the concurrent instruction/technology team.

Administrators from concurrent pilot schools will also be available during the office hours.

Reminder: [Professional Development Guidebook](#)

| Human Resources



HR Updates

Classroom Monitors:

- 594 hired as of January 25
- Next Classroom Monitor Virtual Job Fair is February 12
- Please continue to update your Region Google Doc weekly

Administrative Leave for Vaccines:

- Teachers may implement asynchronous teaching for time needed to obtain vaccine
- All contracted biweekly and monthly paid employees who have a COVID vaccine appointment scheduled during their regular scheduled work hours must enter administrative leave in MyTime. Leave time should include all time away from work for administration of the vaccine along with time traveling to and from the appointment. On the Time off Calendar employees must enter the following: under Type select ADMIN LV – Administrative Leave, for Reason – select Other and in the Comment Box enter “COVID Vaccination Appointment.”

Questions



Elementary Principal Briefing

January 7, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- RTS: Key Questions & Answers
- Instruction
- Human Resources
- Technology

RTS: Key Questions and Answers

| Question | Answer |
|--|---|
| When will Groups 1-4 return for in-person learning? | All Groups (including Groups 1-4) are paused for until a revised RTS timeline is developed and approved by the School Board. |
| When will the new Bell Schedule begin? | FCPS will maintain its current bell schedule while in-person learning is paused. The new bell schedule will be implemented when the revised RTS timeline is developed and approved by the School Board. |
| Will Monday, January 11 still be an asynchronous day for students? | Yes - this will complete the 2 Mondays provided for teacher planning and preparation for RTS |
| Are we adjusting the other Teacher Prep Dates? | Yes, new dates will be established as part of the revised RTS timeline. |

RTS: Key Questions and Answers

| Question | Answer |
|--|---|
| What is the status of the designated dates for teachers to return to work in school buildings. | New return to work dates will be established as part of the revised RTS timeline |
| Can we still bring students in for Special Education testing? | Yes, continuity of in-person testing ensures special education eligibility determinations are made in timely manner, with valid and reliable measures, and supports the timely provision of services for eligible students. |
| What is the status of small group in-person testing like WIDA and IAAT? | Testing can proceed - test windows will be extended wherever possible |
| Can we continue to bring in small groups of students for in-person interventions? | TBD - being discussed in Principal Association meetings |

RTS: Key Questions and Answers

| Question | Answer |
|---|--|
| <p>Will parents/guardians be able to update their preference for in-person or virtual learning?</p> | <p>We will not be doing a divisionwide re-survey of family preference for in-person versus virtual. However, all school teams will continue to work with parents/guardians who have concerns or desire to change their current preference. Individual schedule change requests will be considered on a space available basis but availability of courses and programs in both virtual and in-person at each school are not guaranteed.</p> |

Instruction



Supports for Events of January 6th

Instructional Resources created by Equity & Cultural Responsiveness and Social Studies Teams

- New page: [Events of January 6th](#) on the [Election 2020 Google Site](#).
- Additional resources are available on [Controversial Issues Site](#)

Equity and Cultural Responsiveness Office Hours

- To support leaders throughout the rest of the week, as you process ways to provide safe and supportive spaces for teachers and students.
- Drop in anytime between 9-4 either Thursday or Friday
<https://us.bbcollab.com/collab/ui/session/guest/6695d65d86604eb08e35dffb88f40c60>

VDOE Instructional Time Requirements

No school schedule changes should be needed in order to meet VDOE requirements

| Minimum Requirement | Projected Status (Approx.) |
|---|--|
| Core Academic Time <ul style="list-style-type: none">● 680 hrs. in core disciplines (ES)● <i>No waiver available</i> | FCPS ES core academic calculation counts: <ul style="list-style-type: none">● Average 4 hrs 28 min per Tues.-Fri. Synch. Day● Monday Asynchronous hours are included in count<ul style="list-style-type: none">○ 2.5 hours - PK-2○ 3 hours - Grades 3-6 <p><i>Lang. Arts, Math, Science, Social Studies, Specialized Instr., Intervention, Choice Activities, Morning Meeting, Wrap-Up</i></p> <p><i>* Provides buffer for up to 4 snow closures</i></p> |

Monday Asynchronous Guidance

Once students return to in person learning, Mondays become asynchronous, **independent** learning days for all students. This time applies toward meeting our core instruction hours VDOE requirements, therefore:

Attendance must be taken (Record ASY with verification)

- Option 1: receipt of student log or form verifying activities, student's completion of weekly assignments, record of progress toward goals (special needs students)
- Option 2: Schools may still hold a morning meeting as a way of collecting attendance
- Option 3: Parent response to an eNotify message indicating asynchronous participation

Work must be assigned by teachers to be completed **independently by students**

- Time Requirements
 - PreK-2: 150 minutes (2.5 hours)
 - Gr 3-6: 180 minutes (3 hours)
- *At least 2 hours* of assigned Monday tasks should support students' continued development of concepts and skills within language arts, mathematics, science, and/or social studies. This may include review, practice, extension, enrichment, intervention, etc.

STAFF: Monday's are comprised of individual planning, CT meetings, staff meetings, and professional development. If specials teachers or other staff are being asked to continue with clubs, activities on Mondays, they should be provided alternate planning time to align with regulation and ensure that they receive equitable time. Recommend that teachers may work from home on Mondays unless directed otherwise by principals

| Human Resources



Human Resources Updates

Classroom Monitors:

- Hourly funds were allocated; FTE information was for illustrative purposes only
- Hiring process/background is standard hiring process
- Once the monitor clears background check, may start work at principal's discretion
- Sub coverage for monitors is permitted (look for InfoGram next week)
- Virtual Job Fair on Friday, January 15

90-day Long-Term Sub Rule Waiver:

A waiver of the provision in § [22.1-302](#) that a temporarily employed teacher may only be employed to fill a teacher vacancy for up to 90 teaching days has been approved. For the 2020-2021 school year only, a school board may use a temporarily employed teacher to fill a vacancy for a period longer than 90 days without approval from the Superintendent of Public Instruction so long as the school division actively recruits and seeks to fill the vacant position.

Local school divisions exercising this flexibility must ensure that any temporarily employed teacher placed in a vacancy for longer than 90 days has the knowledge, skills, and abilities to provide instruction in the relevant grade/subject/assignment/endorsement area; must be mentored by a licensed teacher in their assigned grade/subject/assignment/endorsement area; and must receive a satisfactory evaluation during the initial 90 days.

Human Resources Updates

Coronavirus Relief Package:

- Emergency Paid Sick Leave (EPSL) extended through March 31, 2021
- Future updates on other provisions

Teacher Hiring Deadline:

- Deadline extended to February 26
- Individuals who are hired after January 26 will not be eligible for year of service credit/step increase

Mid-Year Evaluation Guidance:

- [Updated mid-year evaluation guidance](#)

Technology



Technology Updates

- **All 32,925 NEW student (grade 3-6) and teacher laptops were delivered to ES sites before winter break!**
 - Many TSSpecs are already swapping new devices to students who report issues and other students that come on-site for any reason.
 - While current health conditions do not support doing massive distributions on-site, principals can work with their TSSpec's on safe ways to provide the new laptops to students.
- **Zoom selected by enterprise RFP search to replace BBCU for SY 2021**
- **Concurrent classroom technology from Rounds 1 & 2 continues to arrive.**
 - About 9400 out of 32,000+ items have arrived.
 - Most items are showing estimated delivery January/early February.
 - Please help us make sure that school staff are forwarding a copy of the packing slips to ITCaresReceiving@fcps.edu. We need these as soon as possible to pay invoices and track grant funded items for any future audits.
 - Any schools with leftover funding will be allowed a final Round 4 order. Working with reps from some of those schools to set an appropriate deadline.

Questions



Elementary Principal Briefing

January 14, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- Health - Vaccine Updates
- Instruction - RTS Timeline
- Human Resources
- Technology

Health



FCPS COVID-19 Vaccination Plan

COVID Vaccine Scheduling Plan

STEP 1:

All FCPS employees received directions for COVID-19 vaccine registration and the registration link on **Wednesday, January 13, 2021**. Staff also received information regarding FCPS staff prioritization (Week 1, Week 2 or Week 3) for registering for the COVID-19 vaccine in this correspondence.

- Appointments for Week 1 (January 16-22) will be available the morning of **Thursday, January 14, 2021**. Appointments for subsequent weeks (Weeks 2-4) will be added to the Inova site gradually. Staff assigned to Weeks 2 & 3 are encouraged to check the site periodically to view appointments as they are added.

STEP 2:

Employees will register for the vaccination on INOVA link during their assigned week.

Note: Monitoring of registration during the appropriate time frame is limited to the honor system

FCPS COVID-19 Vaccine Registration Groups



FCPS developed a COVID-19 vaccine schedule to support staff, essential to school opening, in scheduling their vaccines first. The goal is to align staff scheduling with student group return order.

Group Prioritization Rationale

- Support staff essential to school opening will have priority access to vaccine registration (e.g. FNS, custodians)
- Staff prioritization aligns with student group return (e.g. staff supporting Group 1 students will have access to registration prior to staff supporting Group 5 as Group 1 students return to in-person instruction first)
- Coaches supporting winter and fall sports have prioritization before other coaches as they are currently supporting in-person athletic programs
- School-based staff are prioritized over central office staff as the provision of in-person instruction is heavily dependent upon student-facing employees being on site

| Registration Week | Assigned Staff |
|--|--|
| Week 1 January 16 – 22, 2021 | <ul style="list-style-type: none"> • Bus Drivers and Bus Assistants • Custodial Staff • Food and Nutrition Service (FNS) Staff • School-Based Clerical Staff • Groups 1 - 4 and Pilot School Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Winter and Fall Sports' Coaches (including DSAs and trainers) |
| Week 2 January 23 – 29, 2021 | <ul style="list-style-type: none"> • Groups 5-6 Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Central Trades Staff • Staff from Week 1 who were unable to schedule a vaccination or who need a makeup appointment |
| Week 3 January 30 – February 5, 2021 | <ul style="list-style-type: none"> • Group 7-8 Staff <ul style="list-style-type: none"> ◦ Administrators ◦ Teachers ◦ Support Staff ◦ Active Hourly Staff (e.g. monitors) • Substitutes • Central Office Staff (any employee not explicitly listed in Week 1 & 2) • School Board Members and Staff • Spring Sports' Coaches • Staff from Weeks 2 & 3 who were unable to schedule a vaccination or who need a makeup appointment |
| Week 4 February 6 – 12, 2021 | Staff from Weeks 1, 2 & 3 who were unable to schedule a vaccination or who need a makeup appointment |

Instruction



EMBARGOED DRAFT - Principal Requested Updates in Red

| STUDENT GROUPS | Student In-Person Start Dates (Tuesdays) | Required Work from School Dates | 2 Prep Days |
|---|---|---------------------------------|--------------------------------------|
| VHSL Activities & HS Co-Curriculars | January 26 | NA | NA |
| Intervention Cohorts - Elementary, Middle, High | January 26 | No Later Than January 25 | NA |
| Group 1-4 (8,000 students): Select CTE and Spec. Ed. | February 16 (New Bell Schedule Starts) | No Later Than Feb 8 | TBD |
| Group 5 (7,000 students): PreK-K and Spec.Ed. | February 23 | No Later Than Feb 8 | Completed in November |
| Group 6 (13,500 students): Grades 1-2 | March 2 (March 9) | No Later Than Feb 8 | Feb 25 & Feb 26 (Mar 4 & Mar 5) |
| Group 7 (14,000 students): Grades 3-4 | March 9 (Combine Gr 3-6 on Mar 16) | No Later Than Feb 8 | Mar 4 & Mar 5 |
| Group 7 (13,500 students): Grades 5-6 (Grades 3-6) | March 16 | No Later Than Feb 8 | Mar 11 & Mar 12 |
| Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8 | February 16 (March 2) | No Later Than Feb 8 | Feb 11 & Feb 12 (Feb 25 & Feb 26) |
| Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7 | March 2 (March 9) | No Later Than Feb 8 | Feb 25 & Feb 26 (Mar 4 & Mar 5) |

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

SEL Resources

- [SEL Lessons for 3rd and 4th Quarter](#)
 - Sequenced grade-band lesson packages including individual lessons with slide deck, teacher script, and instructions on use in concurrent and distance learning environments
 - One lesson per week
 - Use of these packages is *optional*, though schools are encouraged to continue to provide regular SEL instruction using these or other resources
- [SEL in FCPS Google Site](#)

| Human Resources



HR Updates

COVID-19 Vaccine-Related Questions:

If an employee with an ADA accommodation receives the vaccination and wants to return to work, what should they do?

- Employees can always revisit their ADA accommodation. If they receive the vaccine and plan to return to the physical work site, please have them contact EERADA@fcps.edu.

If an employee on an approved LOA wishes to return after receiving the COVID-19 vaccination, what should they do?

- Employee should contact their principal to request consideration for early return. When a request to return early from an approved LOA is submitted, principals/program managers will work with HR to determine if the request can be accommodated.

Classroom Monitor Hiring:

- Virtual Job Fair tomorrow (Friday, January 15)

Inauguration Day:

- Inauguration Day is a student and staff holiday

Technology



Technology - Web Conferencing Tool

- Contract with Zoom signed and vendor engaged officially as of Jan 13th
 - Phased implementation plan in development
 - Division wide switch from BBCU to Zoom Summer 2021
 - Key implementation parameters:
 - Create and deliver training for all staff on running secure virtual classrooms
 - Integrate with Schoology and streamline usage across all FCPS tools
 - Map BBCU use cases to Zoom/Schoology
 - Simplify logon and tool use for all students and staff
-

Technology - Device Updates

Teacher Laptops:

- All 4,500 new ES teacher laptops have been delivered to 62 elementary schools
- 2,689 of them configured and ready for distribution

IA Laptops (1000): These are additional laptops purchased via volume discounts to support instructional teams

- 890 have been requested and distributed to schools

Grade 3 - 5 new Student Laptops:

- 36,000+ delivered to elementary schools; 25,000 have been configured by Tspecs and school staff for distribution
- 3,000 parents/students laptops swapped for new ones as of this week, with schools working with in person staff to setup safe distribution plans

Grade PreK - 2 Student Device:

- Pre K-2 test sets of devices purchased and setup for school and student feedback,
- Project team to coordinate with in person school staff to help with testing and feedback on age appropriate devices for our youngest learners

Classroom Technology:

- As of last week, received approximately 33% of equipment ordered (35,000+ items) from RTS grant funds
- Lots of deliveries in progress this week and in process of being received, we expect the delivery status to grow significantly in the coming weeks

Questions



Elementary Principal Briefing

January 21, 2021

Agenda

- Dr. Brabrand - Welcome & Updates
- RTS Timeline
- Health
- Instruction
- Human Resources

EMBARGOED DRAFT - Revised RTS Timeline

| STUDENT GROUPS | Student In-Person Start Dates (Tuesdays) | Required Work from School Dates | 2 Prep Days |
|---|---|---------------------------------|-----------------------|
| VHSL Activities & HS Co-Curriculars | January 26 | NA | NA |
| Intervention Cohorts - Elementary, Middle, High | January 26 | NA | NA |
| Group 1-4 (8,000 students): Select CTE and Spec. Ed. | February 16 (New Bell Schedule Starts) | No Later Than Feb 9 | TBD |
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| Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7 | March 9 | No Later Than Feb 23 | Feb 25 & Feb 26 |

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

Elementary Interventions

- Every school must have an intervention plan starting the week of January 26th (all schools implementing interventions by Feb 1st)
- Intervention plans are meant to be dynamic (growing and changing based on school needs)
- Schools have flexibility in planning to match student needs and resources
- Planning Considerations when creating intervention plans:
 - Delivery of intervention *In-Person* and/or *Virtual*
 - Use of *Existing Resources* and/or *New Funds*
 - Contacting Food Service Manager and transportation ASAP (if part of plan)
- Planning Resource
- Schools/pyramid may collaboratively plan/implement interventions

Health



Face Mask Infographic

Resource that describes and illustrates recommended vs not recommended face mask based on updated information from the CDC

Available in multiple languages in the [Face Mask Infographic Folder](#)



Temperature Checks Discontinued



Temperature checks in FCPS will be discontinued for the following reasons:

- CDC does not currently recommend schools conduct symptom screening for all students in grades K-12 on a routine (e.g., daily) basis.
- Symptom screening will identify only that a person might be sick, not that the person necessarily has COVID-19.
- Accuracy of thermometers is limited in extreme temperatures

CDC recommends that parents, caregivers, or guardians (“caregivers”) should be strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening.

CDC states that students who are sick should not attend school in-person.

COVID Vaccine Updates



The COVID vaccination clinic, conducted by Inova for public and private school staff within Fairfax County, began Saturday, January 16, 2021.

Over 11,000 FCPS staff scheduled COVID vaccine appointments at Inova within the first 24 hours following registration opening.

Vaccinations provide additional protection against spread of COVID-19; however, mitigation strategies continue to be paramount.

Persons identified as close contacts will continue to be required to quarantine even if they have already been vaccinated.

N95 Fit Testing for Staff Administering Nebulizer Treatment

- Three (3) people from each school to be designated to administer nebulizer treatments
- Persons will be fit tested and receive N95 masks
- Actiongram with additional details is forthcoming

*Coming
Soon!*

Instruction



Schoology Rollout (details in actiongram 1/19)

Schoology will our divisionwide learning management system starting July 2021.

Principal Overview/Q&A Session: **Friday, January 22 1:00-200** (link in 1/19 Actiongram)

New date added Tuesday, January 26 1:00-2:00 pm

Principals asked to name school-based [Schoology Core Training Team](#) to facilitate professional learning that will help staff:

- Use Schoology to employ blended learning strategies; and
- Ensure meaningful learning experiences for all students across FCPS as they seek to develop Portrait of a Graduate attributes.

PD Plan coming soon and will include:

- Both asynchronous and synchronous components
- Zoom

Summer Program Planning

Currently developing plan for school-based, in-person (socially distanced) summer programming:

- Bridge to Kindergarten (B2K) *Expanding to all Schools*
- Bridge to First Grade (B2F) *New for all Schools*
- Mathematics and Literacy Acceleration (MLA) *New for all Schools*
- Young Scholars (YS) *Schools with YS Model*

Program Model:

- 3 weeks in July
- Staffing allocations would be needs-based
- Staff to include: *Site Director, Classroom Teachers, ESOL/SE Resource Teachers, IAs, Clinic Aide*

Sharing Draft Proposal with School Board as part of Budget Work Session on 1/27

| Human Resources



HR Updates

Administrative Leave to Receive COVID-19 Vaccination:

- All contracted biweekly and monthly paid employees who have a COVID vaccine appointment scheduled during their regular scheduled work hours must enter administrative leave in MyTime. Leave time should include all time away from work for administration of the vaccine along with time traveling to and from the appointment. On the **Time off Calendar** employees must enter the following: under **Type** select **ADMIN LV – Administrative Leave**, for **Reason** – select **Other** and in the **Comment Box** enter “COVID Vaccination Appointment.”

Guidelines for Using Recorded Lesson for Observation:

- See guidance document in Principal Corner (will be posted today).

Classroom Monitor Hiring Updates:

- Please be sure to update the Region Monitor Google Doc weekly.

Questions



Elementary Principal Briefing

February 4, 2021

ARE
AMAZING

Agenda

- Dr. Brabrand - Welcome & Updates
- Health & Safety Updates
- Instruction
- Principal Support Teams
- Human Resources
- Technology

| Health & Safety Updates



Reminders

Cohorting

Cohorting is an additional mitigation strategy, beyond the five (5) key mitigation strategies that can minimize the number of students close contacts if there is a positive. Given cohorting is an additional measure beyond the key strategies, schools are not required to cohort.

Discontinuation of Temp Checks

The discontinuation of temp checks applies to students, staff and visitors.

Teacher Cleaning Expectations

- Teachers are not required to clean.
- Given that teachers are not required to clean, it is recommended that staff avoid or minimize use of shared materials. Custodial staff will continue to clean and disinfect frequently touched surfaces in accordance with their departmental cleaning protocols.
- Should teachers or other school-based staff wish to clean items in their rooms (e.g. desks, tables, etc.), approved cleaning supplies (e.g. Virex) will be provided and staff will be required to complete the associated training.



Reminders

Parent/Guardian Commitment Form

Parents or guardians who chose in-person learning for their child are **required** to complete a [Parent/Guardian Health Screening Commitment form](#) as students are phased back into in-person learning.

- This document indicates the parent or guardian's agreement and commitment to completing a daily health screening prior to sending the student to school and also to keep ill students at home.
- School staff are not to complete a daily health screening for students who have not returned this form.
- School staff will contact the parents/guardians of all students who have not returned the Parent/Guardian Health Screening Commitment Form (either electronically or via hard copy) to communicate this requirement until all forms have been received.

Daily Health Screening

Daily health screenings are to be completed by students, staff and visitors on an "honor system" basis and are not required to be submitted to the school or work site.



SHA / PHN Support During Intervention Weeks

Due to the the need to support vaccine dispensing, the SHAs and PHNs will not be available during the intervention weeks of January 26th - February 12th. During this time, please:

- Use your back-up staff who have been previously trained to support the school health room to respond to minor first aid needs and to dispense medication;
- Send students home who demonstrate COVID-like illness (students are to wait in the CARE Room until the parent or guardian arrives); and
- In the event of a medical emergency, dial 911



**Key Mitigation
Strategy #5:
Contact Tracing**

Updates

#5: Contact Tracing in Collaboration with the Health Department

- Staff **ensure** that all visitors **and staff not based at the school** sign-in/out with time, phone number, **and email**
 - ~~◦ FCPS staff not based at the school also include employee ID.~~
 - Visitors and staff who are signing in should supply phone and email they check regularly
 - FCPS staff signing in can use work phone and email, rather than personal ones, if wanted
- Schools have **designated seating charts** for classrooms
- **Classroom sign-in/out sheets** for itinerant staff and other classroom visitors document **used to document** who has been in the room, for how long, **and how to contact those staff and classroom visitors**
 - Include phone number **and email**, ~~include employee ID for FCPS staff~~
 - Can also include purpose of visit to monitor visits for job functions only

Instruction



RTS Materials for School Community Events

- An RTS Town Hall presentation template is available for school leaders to use and customize for your community
 - Available on Principal Corner - Communication
 - Return to School Presentation for Parents ([PowerPoint](#) | [Google Slides](#)) -- UPDATED 2/3/21
- *Coming Soon!*
 - Stop the Spread video
 - Updated Family Guide on RTS
 - More RTS videos in the works
 - Spanish Podcasts for Families

Transportation Scheduling

| Groups | Return Date(s) | Updates in SIS and STARS (when needed) Due | <i>Last Day to Update SIS and STARS (when needed) for 1st Day of Transportation</i> |
|--------------|--------------------------------|--|---|
| Groups 1-4 | February 16 | February 1 | February 5 |
| Groups 5,6,7 | February 23, March 9, March 16 | February 8 | February 12 |
| Group 8 | March 2, March 9 | February 16 | February 19 |

Contact your transportation route supervisor, Michele Phillips, or Chris Lester Daniels with questions

Child Supervision Guidelines

- 4-day in-person instruction at the base ES school for student's of FCPS student facing staff, **is the preferred option**. Data as of 11/1 of these requests, was sent to ES Principals schools. **(Gr K-6)**
 - All school-based staff required to return to work may bring child(ren) in grades K-8 with them to their work space.* if needed and agreed upon by the principals as an additional option. Schools may also consider staffing a child supervision room using school-based funds. **(Gr K-8)**
 - Once a student's group returns for in-person instruction, students are encouraged to attend their base school 4 days per week, space permitting
 - County of residence does not matter for the site supervision model
 - Child supervision option is contingent upon school's capacity to maintain social distancing in classrooms/workspace
 - Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty. There may be days that principals need staff to complete work tasks where having their child won't be possible (i.e. SOL proctoring needs)
 - Additional child care options (SRS and family child care) are also available through [Fairfax County's Office for Children](#)
- *Confidentiality in the work space must be maintained at all times**

Community Use Phase 2: Effective February 8, 2021

- Phase 2 will provide access to **OUTSIDE** grounds for PTA/PTO/PTSA/Booster managed Independent Contractors from the **end of the school day until 5:30 PM, Monday-Friday.**
- In accordance with the Governor's Executive Order -72, events are limited to **a total of 10 participants to include adult supervisors.**
- Phase 2 does NOT include public groups.

PTA/PTO/PTSA/Booster groups must meet the following requirements:

- Adhere to all FCPS/FCHD/CDC COVID guidelines and procedures
 - **Provide two adult supervisors for each event**
 - Submit events into FS Direct and obtain Principal AND Regional Assistant Superintendent approval
 - **Certificate of insurance, background checks, & completion of FS188 form prior to event(s).**
-

Principal/Operational Supports



Principal Support Team-Operational Logistics

Office Hours: Feb. 5, 12, 19, 26; 11:30-12:30 p.m.

| Topic | Decision |
|---|---|
| <p>Should we be using employee IDs for our sign in sheets.</p> | <p>No. We will no longer ask for employee IDs. We will need additional information for our sign in sheets..This means that both visitor logs collected in the front office and the classroom sign-in sheets should collect the following information:</p> <ul style="list-style-type: none"> • Name • Time in/out • Phone Number • Email |
| <p>Guidance on how to designate if a room is at room capacity at a particular time of the day based on attendance, teachers/staff in the room, etc.?</p> <p>The assumption is that Gen. Ed., Sp. Ed. teachers, IAs, admin, visitors, etc. count in the room capacity?</p> | <ul style="list-style-type: none"> • The floorplans from Facilities provide an estimate of student capacity (i.e. Adult in the classroom + the red number on the plan) • The estimate was tested in several classroom with various shapes and consideration was given to , furniture and “built-in casework” (such as counters, cabinets, cubbies, etc). • The estimated capacity on floorplans may be higher or lower capacity once 6-feet social distancing is measured. <p><u>Points to remember:</u></p> <ul style="list-style-type: none"> • Clean out extra items and furniture where rooms become close to capacity. • Measure 6-feet social distancing seat to seat (think of it as “nose-to-nose”). • Staggered layouts, as in the “Reduced Capacity Layout”, maximize space and make a difference. |

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m.

[BBCU Link](#)

[Form to Submit Questions](#)

| Topic | Decision |
|---|---|
| Are monitors only allocated to teachers with an ADA accommodation? | If you are using an ADA- funding source, they must be linked to a teacher on an approved ADA. If the school is using school funds, they can work with a virtual teacher that is not on an ADA accommodation. Monitors may support more than one virtual teacher. |
| What do I do if I have a sub vacancy for in-person? | Follow pre-COVID process by posting the vacancy in <i>smartfind express</i> and/or create the LTS ad using the PDR. Call sub office or reach out to Lena Cohen lmcohen@fcps.edu for assistance. |
| How do I retain a daily sub (10 days or less)? Long-term sub (11 consecutive days or more)? | The teacher or designee would create the vacancy in <i>smartfind express</i> , using the attachment and comments functions to upload lesson plans and communicate any information they would like the sub to know. The absence will be advertised to all active subs. Schools handle the first two days of a remote absence in-house and may provide a buddy teacher for asynchronous instruction. In person vacancies can retain a sub on day 1. Long-Term Vacancies - Long-term vacancy process can be found here: http://fcpsnet.fcps.edu/hr/tam/substitutes/long-term-substitute-process-for-schools.html |
| Should 100% virtual teachers be required to teach from school? | Will be a school-based decision, but principals should make every effort to accommodate requests to work from home unless there is a significant operational need. |

Principal Support Team: Interventions

Office Hours: February 10th & 17th (9:30-10:30 AM) **[Submit a Question](#)**

| Question | Answer |
|--|--|
| Do interventions continue when cohorts return to the building? | Yes. It is always Important to look at the data and monitor progress to drive the decision-making. The MTSS structure and interventions are to take place all year long and support students who may be struggling. You may identify new students; it's an iterative, flexible process and needs may shift over time. Additional social emotional support may also emerge as a need. |

Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

| Topic | Response |
|--|--|
| What's the latest about when we will receive our concurrent teaching cameras/equipment? | Concurrent cameras and other concurrent classroom equipment continue to be delivered. Please send receipts to ITCaresReceiving@fcps.edu . Much of the delivery is expected late Feb/early March. As a reminder, our original concurrent classroom design was operable with the basic technology equipment already in our schools. |
| What are some tips/lessons learned from our pilot schools? | Principals and staff from the pilot schools shared some insights during the 1/29 office hours. Read their insights here ! |
| What additional opportunities are there for non-pilot schools to learn from pilot schools for concurrent instruction implementation? | In partnership with the departments, the team is exploring opportunities to elevate teachers' voices and their experiences from the pilot schools. Stay tuned. |

| Human Resources



HR Updates

Managers Resources for EAP Services:

[EAP Overview](#) [COVID Toolkit](#)

EAP Support Services for Principals Program Managers:

- Manager's workplace consultation
- Call to speak with an EAP Management consultant – **855.355.9097**
- Counselors with expertise in workplace issues, behavioral health issues, best practices
- Can assist in developing dialogue for working through difficult conversations
- Employee referrals for services
- Guidance Resources Online - Work/Education > Manager Resources www.guidanceresources.com ID:FCPS
- Critical Incident Stress Management - generally arranged through HR
- Set up varied Staff Development and Training
 - Live webinars and [Workshops](#) (Can be arranged for your workgroup as needed)

HR Point of Contact: Helen Canepa, EAP Specialist, HGCanepa@fcps.edu, (571)423-4462

HR Updates

Evaluations:

- Deadline for midyear evaluations is **February 16**
- MyPDE will push all individuals on to the summative evaluation stage on **February 26**
- A step-by-step [Guide for Accessing Midyear Evaluations](#) guide for accessing midyear evaluation documents can be found in MyPDE. From the Landing Page in MyPDE (after login):
 - Select the User Guides Tile (far right)
 - Select “Evaluations”
 - Select the appropriate category (e.g. Instructional Evaluator; Operational Evaluator; Direct Report for either Instructional or Operational)
 - Select “Downloadable Resources” from the menu
 - Select the desired Quick Reference Guide

HR Updates

Evaluations (cont.)

Q: Is it necessary to take any action in MyPDE on teacher goals prior to the midyear?

A: Only if you think the goals are not adequate or if something has changed with the teacher's job and you want the teacher to revise them. However, administrators are responsible for directing teachers to complete the step in their workflow.

Technology



Tech Updates

Concurrent Classroom Equipment Delivery Timeframes - 67% of all equipment has been delivered

| Order Round | Date Ordered | No. Items Ordered | No. Items Received | Percent Received | Pending Items |
|-------------|--------------|-------------------|--------------------|------------------|---|
| Round 1 | 11/10/20 | 11,884 | 8,101 | 68% | Document camera order backordered due to supply |
| Round 2 | 11/23/20 | 11,300 | 7,838 | 69% | Document cams, Logitech Cams in high demand |
| Round 3 | 12/9/20 | 8,259 | 5,261 | 64% | Document cams, Logitech Cams in high demand |
| Round 4 | 1/25/21 | 1,052 | - | 0% | Awaiting delivery dates |

Tech Updates

Reminders

Concurrent Classroom Instruction - helping teachers get started with the basics before technology enhancements arrive:

- Principal Corner [Concurrent Instruction Guidebook](#)
- [MyPDE PD Guidebook: Getting Started with Concurrent Instruction](#)
- [Elementary, Grade PreK-6 Return to School site](#)
- [Secondary, Grade 7-12 Return to School site](#)

Got examples of rock star teachers that are making it happen with a basic set-up?

Tech Updates

REMINDER - Bandwidth Questions

- In-school/in-person BBCU student connections - Below is a reminder for the additional simultaneous student connections at each level. These are in addition to your staff connections.

| School Level | Range of additional <u>simultaneous student</u> connections on a BBCU/Meet per school building |
|--------------|--|
| Elementary | 70 - 100 |
| Middle | 120 - 175 |
| High | 200 - 400 |

- Repeated or widespread dropout should be reported to your TSSpec so they can activate the SWAT team to rapidly investigate and resolve
- [Additional Information and Tips](#)

Questions



Elementary Principal Briefing

February 11, 2021

Agenda

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

Upcoming Superintendent Message (Video)

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

Special Services




Health Services Updates*/ Reminders



| Face Masks Non-Compliance and Transportation* | SHA & PHN Student Group Return Support* | FCPS Medication Intake Guidelines (Infogram #87) |
|--|---|---|
| <p>If a student does not comply with the face covering regulation (R2109) ...</p> <p>Enable students to be transported and have principal (designee) to contact the family and take the appropriate action based on the specific circumstances of the situation (CURRENT PROCESS)</p> <p>Rationale: Students remain under staff supervision (safety) and have access to personnel who may be able to get them to comply (caring culture).</p> <p><u>Background Information:</u> Governor Northam's Executive Order EO72, as well as presidential Executive Order EO13998, require wearing of face masks on school buses.</p> <ul style="list-style-type: none"> • School buses are included because the order applies to state and local conveyance operators (public schools), and passengers onboard such conveyances. The order also applies to private school buses because these are conveyances operated for a non-personal, commercial use. • Exemptions for certain groups continue to apply. | <ul style="list-style-type: none"> • SHA and PHN coverage will be provided to schools <ul style="list-style-type: none"> ◦ The goal is to have SHAs covering no more than 2 schools ◦ Key and Kilmer will have their unique staff given the student population served • Staff lists of SHAs and PHNs should be available mid to late next week (week of Feb. 8th) • SHA / PHN staff should be in schools by Feb 15th for the first return group (Groups 1-4) • Health Services is partnering with the FCHD on the remainder of the staff return timeline, Health Care Plans, medical flags for students in the SIS, and training for school-based staff to serve in the "alternate capacity" for minor health care needs | <p>If you receive medication prior to your SHA return please refer to the guidance below:</p> <p>Medication Intake FCPS Reference Guide provides the necessary guidance on how to receive, confirm, and document student medication from parents/guardians including:</p> <ul style="list-style-type: none"> • Confirmation of accurate information on the designated FCPS authorization forms: Medication SS/SE-63, Epinephrine SS/SE-64, and Inhaler SS/SE-65 • Confirming medication expiration date(s) • Ensuring medication is in the original pharmacy or manufacturer's container • Ensuring medication is accurately labeled and matches the authorization forms • School staff receiving medication will complete and sign the medication chart, SS/SE-46 |

Special Education Updates / Reminders

| Transportation for Students Attending Four (4) Days Per Week | Extended School Year* | Recovery Services* |
|---|---|---|
| <p>The days students are attending school in-person are to be listed on the Special Transportation Request (STR) card so that their transportation can be routed accordingly.</p> <p>If the student also has transportation accommodations in their IEP (e.g. seatbelts, safety vests, wheelchairs, etc.), those accommodations are to be listed in the</p> <p>Transportation Due Dates Reminders:</p> <ul style="list-style-type: none"> • Group 5 - 7: Feb. 12th • Group 8: Feb. 19th  | <p><i>ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.</i></p> <p>Program Design*:</p> <ul style="list-style-type: none"> • Format: In-person and virtual options • Administrators: June 21-July 23 • Teachers: June 23-July 23 • Students: June 28-July 23; 3 hours a day for elementary and 4 hours a day for secondary • Locations: 13 elementary sites, 3 secondary sites, and 5 special education centers (Key and Kilmer Centers, Cedar Lane, Quander Road, and Burke School) | <p><i>Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.</i></p> <p>Program Design*</p> <ul style="list-style-type: none"> • FORMAT: individual and small group learning on targets skills • WHEN: afterschool spring 2021, Summer Academy, 2021-2022 • WHO: DSS has advertised and is hiring special educators to provide hourly services as determined by IEP teams; paid for with CARES funds • LOCATIONS: Paired at ESY Sites • TRANSPORTATION: DPE works with Transportation <p>* services designed by IEP teams based on specific student data analysis</p> <p>ECPS Recovery Services Guidance Doc.</p> |

Professional Development Updates

Stop the Spread PD

| Area / Topic of Clarification | Response |
|-------------------------------|--|
| Use of Cubbies | Cubbies can be used according to CDC if they are individualized/not shared |
| Cleaning | Staff are not being directed to clean others' spaces, but they are being reminded to clean up after themselves |
| 6 Feet Distance | Students and staff are to maintain 6 feet distance to the greatest extent possible. |

Return to School Presentation for Parents

The "If Sick at School" section of the presentation has been updated (2/9/201)

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

Instruction



Revised RTS Timeline

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

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

Mondays: Guidelines After Student Groups Return In-Person

General Guidelines:

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

Mondays: Guidelines After Student Groups Return In-Person

| Questions | Instruction Perspective |
|--|---|
| Are teachers allowed to work remotely on Mondays? | <ul style="list-style-type: none">Teachers may work remotely on Mondays unless directed otherwise by principals in order to support in-person activities such as interventions and student testing. |
| Are teachers required to provide intervention/support services to students on Mondays? | <ul style="list-style-type: none">Teachers who are designated to provide interventions on Mondays with principal pre-approval will be compensated for their lost planning time.Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose. |
| Will testing (WIDA, Sped...) be allowed/ required on Mondays? | <ul style="list-style-type: none">The FCPS Assessment Plan allows schools to schedule testing on Mondays at all levels (various assessments and dates). Teachers will be required to support in-person testing on Mondays as directed by principals; additional compensation will not be provided when teachers are required to provide testing support.The PSAT 10 date for high school is set for Monday, April 19. ASVAB will also be held at five high school locations on Mondays during the spring. High schools may expect staff to proctor/support in-person testing on these dates. |

Mondays: Recommendations for Use/Expectations

| Questions | Instruction Perspective |
|--|--|
| Will teachers provide synchronous check-ins on Monday | <ul style="list-style-type: none"> Teachers will be required to take attendance (synchronously or asynchronously) on Mondays to track student participation in independent/asynchronous learning activities. Schools will share/remind families of expectations for student attendance on Mondays. |
| Can schools hold meetings on Mondays? | <ul style="list-style-type: none"> Schools can conduct faculty meetings on Mondays but should limit such meetings to reasonable amounts of time in order to reduce conflicts with teacher planning needs. CLT meetings can be held on Mondays and are considered teacher planning time per FCPS Regulation. |
| Can PD happen on Mondays? | <ul style="list-style-type: none"> Mondays can be used for teachers to complete division required professional development. Schools should continue to leverage School Planning Days for site-based professional development. Schools can also embed site-based professional development in CLTs and staff meetings. |
| Will VHSL and approved co-curricular events be allowed on Mondays? | <ul style="list-style-type: none"> VHSL activities and co-curricular events are allowed on Mondays following the same guidelines and procedures outlined by the division for such events; additional compensation is not required. |

Temporary Classroom Monitor Guidelines

| Guidelines for TEMPORARY Use of School-based Staff & <u>Central Office Staff as Classroom Monitors</u> | |
|---|--|
| Purpose: <ul style="list-style-type: none"> As schools honor staff ADA requirements, they may need to use a monitor in the classroom to be with in-person students while the teacher teaches virtually from an alternate location. When schools are unable to fill all monitor vacancies, it may be necessary to temporarily utilize existing school-based or central office staff until a permanent monitor is hired. It is recognized that doing so may take the staff members away from their primary function but may be necessary in order to make scheduling work. Use of any of the staff members being used as monitors will require Region approval as stated in Regulation 4422 | |
| Existing staff to consider using as monitors | Existing staff to avoid using as a monitor |
| <ul style="list-style-type: none"> Instructional Assistants Reading Teachers Instructional Coach AART Librarian Math Resource Teacher Reading Resource Teacher Science/Steam Resource Teacher Central Office Volunteers | <ul style="list-style-type: none"> SBTS and TSPEC - due to the need to provide ongoing technology support for concurrent instruction Counselor - due to the need to focus on the social and emotional needs of students Social Workers/Psychologists ESOL and Special Education Teachers |
| Regulation 4422 provides considerations that may be helpful in assigning temporary monitors, including: <ul style="list-style-type: none"> Teaching staff must receive a minimum of 300 minutes planning time per week. Art/Music/PE may be used to provide support if they do not exceed maximum teaching time per week | |

Assessment Support Guidance - Staff Assignments

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

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

Releasing Staff from Assessment Support

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

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

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

Recruiting Support

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

Assessment Scheduling Option - Asynchronous Days

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

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

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

- Schools and centers have the flexibility to offer this PD on either March 5th or 8th, 2021.
- Equity Leads have received facilitator training and materials during their Equity Lead PD Sessions. Schools and offices who would like more facilitators, such as administrators or Equity Team members, should register in MyPDE to attend
- What a great way to get ready for students return, connecting to the power of belonging and caring culture.

Attendance



Attendance: Return to School Summary

MS/HS Plan Summary

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

ES Plan Summary

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

Attendance Office Hours Tuesdays, 9-10 AM [BB Link](#)

Hybrid and Virtual Learning Priorities

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

Hybrid and Virtual Learning Recording

Student Menu Find Undo

Student Name: School: Teacher: Room:

Demographics Other Info Parent/Guardian Emergency Enrollment Enrollment History Classes Documents Attendance Graduate Information

RETURN TO SCHOOL

Last Name First Name Middle Name Suffix Student ID Grade State Testing ID

Teacher Room Name Active School Last School

Student In-Person Days

| In-Person School | Start Date | End Date | Monday In-Person | Tuesday In-Person | Wednesday In-Person | Thursday In-Person | Friday In-Person |
|------------------|------------|----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The In Person designation is a history of the days of week a student is attending classes in person.

The Start Date should be the first day that the student is expected to start in person attendance. If a student returns to full virtual learning, a leave date should be entered.

If a student has a change in days of the week, a leave date should be entered, and a new line created. This is critical for accurate state reporting. Please review meal service and transportation intent for students returning to in-person and update as needed.

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

SIS Reports and Resources for RTS

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

EDSL MTSS Worksheet Chronic Absenteeism Enhancement

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

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

A brief [resource](#) has been developed to support your MTSS Team as they navigate these new enhancements.

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

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

Principal Support Team – SY 20/21 Staffing Needs

Office Hours: Tuesdays, 2:00 p.m.

[BBCU Link](#)

[Form to Submit Questions](#)

| Topic | Decision |
|--|---|
| How do I retain a sub for quarantine periods for teachers awaiting COVID test results? | <p>In-person classroom teachers required to work remotely due to quarantining can retain a substitute instructional assistant to support the need for supervision in the classroom.</p> <p>To obtain a sub IA, the classroom teacher or designee would create a vacancy in <i>Smartfind Express</i>, noting <u>instructional assist 300</u> as the Classification, <u>remote</u> as the Location Type and <u>23-Concurrent Learning Support</u> as the reason.</p> |
| Long term subs are a challenge to fill. What support can HR help us with in filling these positions? | <ul style="list-style-type: none"> •The sub office can provide you a list of available subs interested in any location. TAPs, and in some cases, the AA or Office Assistant at your school have been trained in pulling available sub reports in <i>Smartfind Express</i> and should be able to provide administrators with a list of available subs. Schools are encouraged to create a preferred sub list. •Long-term substitute vacancies, should be posted through the PDR. This will ensure the available sub pool is aware of the need and can apply accordingly. •You may access more information regarding the long term sub process and other sub processes on the intranet (FCPSnet Home > Human Resources > Talent Acquisition and Management (TAM) > Substitutes) |
| Are subs available for monitors? | <p>Yes, substitute IAs will be permitted to cover classroom monitor vacancies for daily absences. Schools may use <i>Smartfind Express</i> to post classroom monitor vacancies by selecting reason <u>code 23-Concurrent Learning Support</u> on the vacancy information page.</p> |

Principal Support Team: Interventions

Office Hours: February 17th 9:30-10:30 AM [Submit a Question](#)

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

Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

[Feb 10th Office Hour Slides and Questions](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

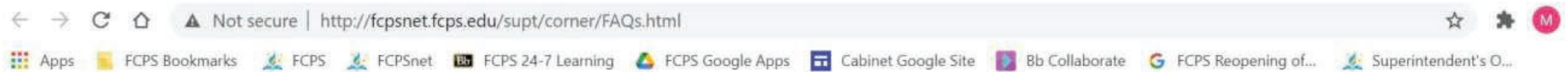
| Topic | Response |
|---|---|
| What does concurrent instruction look like? Can I see some videos that highlight concurrent instruction? | K-12 videos created from the pilots are compiled in The Concurrent Instruction Video Playlist . |
| What support is available to help school leaders plan for the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

Link to [Weekly Office Hours Topics](#)

Principal & Operational Supports

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

Searchable FAQ Reminder



Principal's FAQ:

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

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

| Human Resources



HR Updates

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

Technology



Technology

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

Questions



Elementary Principal Briefing

February 18, 2021

Agenda

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

Instruction



Revised RTS Timeline

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

*Schedule for Monday Preparation days for Groups 6-7 may vary by school with RAS approval

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

RTS: Key Questions and Answers

| Question | Answer |
|--|--|
| Should schools inform parents if their children will be supported by Classroom Monitors? | <p>Yes, schools should proactively communicate with parents when students will be supported by a Classroom Monitor</p> <p>OCCR will provide a draft parent communication for school use. This communication will emphasize that even where Monitors provide in-person support, students will receive teacher-led instruction</p> |
| Will the learning format for early release days be virtual or in-person? | All remaining early release days (3/5 & 3/26) will follow the in-person (hybrid/concurrent) format |
| Will the division provide special masks for our Band students? | FCPS will provide specialized masks for all student participating in the division's Band program (without cost to the schools) |

Elementary Spring Divisionwide Assessments

Why: Spring assessments fulfill state requirements (SOL, VKRP, iReady K-2) and provide important data points to measure support needs within RTS at both individual student and division levels (Horizon, iReady 3-6).

Who: Division assessments are made available for all students, both in-person and full-time virtual.

| Grade | What | When | How |
|-------|--|-------------------|---|
| 3-6 | SOL Non-Writing | April 26-June 4 | In-person only |
| | Horizon Reading and Math | March 22-April 30 | In-person delivery <i>preferred</i> for in-person students* Virtual delivery available for all <i>virtual</i> students and as an <i>alternative</i> model for in-person students, based on school need |
| | Horizon Science - <i>optional</i> (4-5 only) | March 22-June 11 | |
| | iReady (≤50th pct.) | April 6-June 10 | |
| K-2 | iReady | April 26-May 21 | * Final iReady K-2 and VKRP guidance pending |
| | VKRP- CBRs/EMAS (K only) | April 6-23 | |

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

| Topic | Decision |
|------------------------|--|
| Early Release Days | Instruction will follow the in-person (hybrid/concurrent) format on remaining early release days (March 5 & March 26) |
| PPE for bus attendants | It was determined in November that schools with students of highest contact risk (saliva, bodily fluids) would provide lab coats for bus attendants. Schools and the area transportation supervisor would work together as students/routes are identified. The school would supply each attendant with lab coats and instructions on the process for returning soiled lab coats for laundering. I believe you may contact the warehouse for lab coat supply order. |
| Clinic Cards | <p>FCPS staff will not be expected to update clinic cards. Clinic cards will remain in the clinic to ensure confidentiality.</p> <p>Refer to the Tiered Support for Student Health Care Needs for additional details regarding self care in the classroom and needs to be addressed in the health room or Care Room.</p> |
| Sign In Sheets? | Sign in/out of building is only for visitors and for staff not based at the school, which includes itinerant staff or other staff regularly fulfilling job responsibilities at the school but not based at the school. Sign in/out of classrooms is for anyone not based in the classroom. (Please see next slide) |

Key Mitigation Strategy #5:

Contact Tracing in Collaboration with the Health Department

- No need to collect health questionnaire
- Two sign in/out sheets:
 - Visitor log (usually in front office) that all FCPS staff not based at the school and visitors use
 - Room sign in/out that everyone uses
- Visitor log and individual room sign in/out must collect the following information:
 - Name, time in/out, phone number, email, (Purpose of visit is optional)
- Staff can use work phone number and email
- Can be collected electronically or in hard copy:
 - Sample hard copy form is available at: [Sign in/out sample sheet](#)
 - Electronic version via QR code (with instructions) will be shared soon

Principal Support Team: SY 20/21 Staffing Needs

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

| Topic | Response |
|--|---|
| Monitor status continues to change and requires oversight to ensure appropriate staffing and coverage for classrooms. What support is available from HR, particularly when we don't have back-up IA support? | The substitute employment team continues to monitor the long term vacancy list and has started providing subs based on this information on a weekly basis. If support is needed in filling a LTS vacancy, reach out to the substitute employment team. If support is needed in filling a monitor vacancy, reach out to your operational employment specialist. |
| A teacher who has previously requested a LOA is now willing to return in person. What is the requirement to make the change? | Employees will need to contact the Office of Benefit Services about changing their LOA status (call 571-423-3200, Option 2 or email DisabilityandLeaves@fcps.edu). However, if their LOA was provided as a final ADA accommodation through EER (few were), then they should contact EERADA@fcps.edu . |

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

Office Hours: February 24th 9:30-10:30 AM [Submit a Question](#)

Come Next Week to Learn About Resources to Support Your MTSS Work!

MTSS Decision Rules

Using the MTSS Insight Worksheet in EDSL to Document Interventions

Additional Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

[Feb 10th Office Hour Slides and Questions](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

| Topic | Response |
|--|--|
| What professional development is available for staff? | These upcoming professional development opportunities are available in MyPDE. |
| Can students log their personal devices (computers, tablets, phones, etc.) to the network or will that have an impact on our bandwidth or network connections? | <p>Student devices (FCPS or BYOD) that are accessing <u>non-video conferencing</u> applications (e.g. Google Suite, online resources) are fine. IT has factored in that these activities are occurring during the school day.</p> <p>The range of student simultaneous connections in the IT - Document with Video Conferencing Guidelines applies to any in-person student who logs in on any device (FCPS or BYOD) and connects to a virtual video conferencing session. If a BYOD student comes to school, logs into a BbCU or Google Meet session from school, that counts as one of your video conferencing student connections.</p> |

Link to [Weekly Office Hours Topics](#)

Health Updates

| Topic | Decision |
|--|--|
| Round Tables in Cafeteria | <p>Rectangle or square tables or individual desks are the recommended table type for student seating in the cafeteria as it enables students to face the same direction while sitting at least 6ft. apart to minimize the exchange of respiratory droplets while students are maskless.</p> <p><u>If the only available</u> seating option is a round table, schools shall ensure the following:</p> <ul style="list-style-type: none"> • Plexiglass dividers separate students • Students are seated at least 6ft. apart, to the greatest extent possible |
| Updated Quarantine Guidance CDC updated information as 2.10.2021 | <p><u>Vaccinated persons with an exposure</u> to someone with suspected or confirmed COVID-19 are not required to <u>quarantine</u> if they meet all of the following criteria:</p> <ul style="list-style-type: none"> • Are fully vaccinated (i.e., ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine) • Are within 3 months following receipt of the last dose in the series • Have remained asymptomatic since the current COVID-19 exposure |
| Mask Updates CDC updated information as 2.13.2021 | <p><u>Key mask considerations:</u></p> <ul style="list-style-type: none"> • Make sure your mask fits snugly against your face. • Pick a mask with layers to keep your respiratory droplets in and others' out. <p>Cloth masks that fit snugly on the face are still a good option, but double masks may be used for better fit and protection.</p> |

| Human Resources



HR Updates

Classroom Monitor Reassignment

- If a classroom monitor is no longer needed to support assigned classroom due to a teacher withdrawing ADA request, please work with your HR staffing specialist to re-assign monitor to a school with a vacancy

Questions



Elementary Principal Briefing

February 26, 2021

Welcome Back!



Christoph Hill, Principal Westlawn ES
Alanna Dushok, SBTS Westlaw ES

Agenda

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


Health & Safety



Health Updates

| | |
|---|---|
| <p>Social Distancing Guidance</p> <p>CDC updated information as of 2.04.2021 2.12.2021</p> | <p>There is no change to the current physical distancing recommendation of 6 feet spacing seating/desks at least 6 feet apart when feasible:</p> |
| <p>Vaccinations and Quarantine</p> <p>CDC updated information as of 2.10.2021</p> | <p>Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria[†]:</p> <ul style="list-style-type: none"> • Are fully vaccinated (i.e., ≥2 weeks following receipt of the second dose in a 2-dose series, or ≥2 weeks following receipt of one dose of a single-dose vaccine) • Are within 3 months following receipt of the last dose in the series • Have remained asymptomatic since the current COVID-19 exposure <p>Note: Decisions regarding quarantine are to be made by local public health authorities, not FCPS.</p> |
| <p>Mask Guidance</p> <p>CDC updated information as of 2.13.2021</p> | <p>Key mask considerations:</p> <ul style="list-style-type: none"> • Make sure your mask fits snugly against your face. • Pick a mask with layers to keep your respiratory droplets in and others' out. <p>Cloth masks that fit snugly on the face are still a good option, but double masks can be used for better fit and protection.</p> |
| <p>FCPS Contact Tracing Support</p> | <p>Persons submitting Redcap notifications are to have the following available for the contact tracing / investigation call from the FCHD:</p> <ul style="list-style-type: none"> • Seating charts for each class of the index case (positive student or staff) • Cafeteria seating chart as applicable • Contact information close contacts |

Updated PK-12 FCPS COVID Positive Response

| Scenario | Effective March 1st | Rationale |
|---|---|--|
| Positive Case  | <p>Students and staff are only transitioned to virtual if identified by the health department as a close contact <u>and</u> directed to quarantine.</p> <ul style="list-style-type: none"> Classes will no longer automatically transition to virtual learning / telework due to a COVID positive case(s) as is done in our current process. | <p><u>Positive Case Decision</u></p> <p>ALL: The FCHD recommendation has always been to transition only close contacts to virtual. FCPS desired to incorporate the automatic transition to virtual for the cohort in an abundance of caution as we started in-person learning in the fall.</p> <p>SECONDARY: Students are unable to cohort due to instructional program needs. Students change classes and if classes were transitioned to virtual out of an abundance of caution (current process) 70 - 100 students and 7-8 teachers could be transitioned to virtual for one (1) positive case while contact tracing is completed.</p> <p>Former process could potentially also create operational challenges for additional classes if staff are virtual in an abundance of caution because of one student in one of the teacher's sections (teacher's other classes may have to go to virtual if a sub or monitor can't be obtained)</p> <p>ELEMENTARY: Some elementary students need to break cohorts / pods to receive services in the least restrictive environment, targeted intervention or receive other services.</p> <p>Data indicates that younger students are less likely to have or transmit the disease.</p> <p>Change in process would allow for PK-12 consistency.</p> |
| Outbreak | <ul style="list-style-type: none"> Transition class(es) to virtual instruction as recommended by the health department Transition "student groups" to virtual, if appropriate, per the FCPS Decision Making Model for In-Person Instruction <p>Note: Communicate that the HD will facilitate cotracing and will be the entity contacting families directly.</p> | <p>Students are unable to cohort due to instructional program needs. Students change classes and if classes were transitioned to virtual out of an abundance of caution (current process) 70 - 100 students and 7-8 teachers could be transitioned to virtual for one (1) positive case while contact tracing is completed.</p> <p>Former process could potentially also create operational challenges for additional classes if staff are virtual in an abundance of caution because of one student in one of the teacher's sections (teacher's other classes may have to go to virtual if a sub or monitor can't be obtained)</p> <p>ELEMENTARY: Some elementary students need to break cohorts / pods to receive services in the least restrictive environment, targeted intervention or receive other services.</p> <p>Data indicates that younger students are less likely to have or transmit the disease.</p> <p>Change in process would allow for PK-12 consistency.</p> |

Outbreak: Pre-established process as outlined in the decision-making model and any additional direction provided by the HD due to the nature of the outbreak

COVID-19 Notification Updates



| Stakeholder Group | Action |
|---|---|
| Families | <p>School-wide notification of positive case</p> <p>Note: Dashboard remains available as an additional resource. <i>Families may opt to have their students to engage in instruction virtually pending implementation of contact tracing.</i></p> |
| Targeted Communication from the Health Department | <p>Persons identified as close contacts will be contacted by the Health Departments</p> <p>Note: There will no longer be cohort letters from FCPS, pausing a whole class</p> |
| Staff | <p>School-wide notification of positive case</p> <ul style="list-style-type: none">• Notification within 24 hours required (<i>Department of Labor (DOL) notification requirement to those that are potentially exposed</i>) <p>Note: Dashboard remains available as an additional resource</p> |

Note: COVID communication will continue to be disseminated for in-person cases only (on-site within the last 14 days)

Mask Tolerance

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

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

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

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

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

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

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

Mask Tolerance



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

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

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

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

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

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

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

| Human Resources



Level of School Impact-Daily Report

Daily School Staffing Report

[Logout](#)

Please select your school:
Aldrin Elementary School

School Administration

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Teachers / Monitors

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Custodians

Normal ☒ Strained ☐ Critical ☐

Describe your need:

Daily Report for Critical Staffing Groups:

- School Administrators
- Teachers/Monitors
- Custodians
- Office Staff
- Food Service Managers
- Health Room Staff

HR Updates

- Schools submit a daily report via provided link
 - Report of “Critical” level should be submitted promptly-email notification will go to Region Office and Leadership Response Team
 - Report of “Strained” level-email notification to Region Office and Leadership Response Team at 3pm daily
- [School Impact Guidance Document](#)-reference for determining level of impact

HR Updates

Weekly Wellness Messaging starts this week!

- InfoGram based
- Provides Principals and Program Managers with Spotlight on Wellness-themed weekly offerings
- Just point,click,copy and paste!

HR Updates

Investigations Managed by Fairfax County Health Department (FCHD)

- FCHD will validate exemption status if an employee is deemed a close contact and meets the CDC guidelines for quarantine exemption
 - If validated by FCHD, the employee will be waived by HD from quarantining AND
 - Employee does not need to present validation to HR

HR Updates

Vaccinated Employees Not Managed by FCHD**

- Reports case to principal/program manager
- Employee takes screenshot of the CDC COVID-19 Vaccination Record card that they received at vaccination administration
- Employee completes the top part of the [COVID Release Authorization/Return to Work Form](#)
- Sends both to PMCC@fcps.edu in HR
- PMCC validates and notifies the employee and manager that employee is cleared to be at the worksite

HR Updates

Employee COVID Reporting-Updated Resources

- [Reg 4135](#)
- [COVID Release Authorization/Return to Work Form](#)
- Questions: [!\[\]\(2824aab9645d9fab95bae27ff6828dab_img.jpg\) PMCC@fcps.edu](mailto:PMCC@fcps.edu)

Instruction



Deepening Understanding of Equity

March is Equity in Education Month

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

Deepening Understanding of Equity

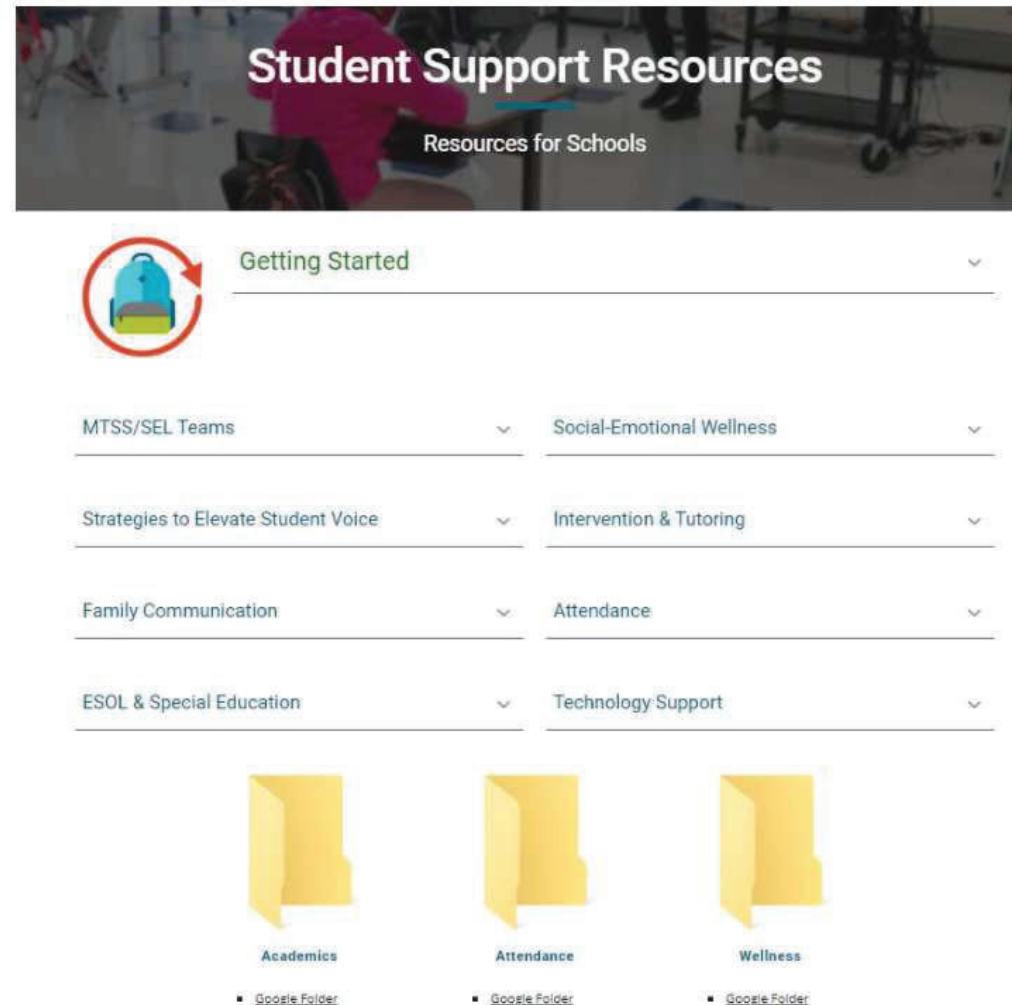
March is Equity in Education Month - Calendar coming

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

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

Student Support Resources

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



Return to School Timeline

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

*Schedule for Monday Preparation days for Groups 6-7 may vary by school with RAS approval

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

Mondays: Guidelines After Student Groups Return In-Person

- All Teaching Staff should receive a minimum of **450 minutes** of weekly planning time (60 minutes dedicated to Collaborative Team Planning/390 minutes of Teacher Directed* time)
- Teachers that have at least **450 minutes** of weekly planning time may be directed to provide student support on Mondays without additional compensation.
- Teachers directed by principals to provide student support on Mondays will be compensated for their lost planning time if they receive less than **450 minutes** of planning time during the five day work week.
- Schools must use their previously allocated budget of hourly intervention funds from ESSER/CARES grant for this purpose.

***Note:** Teacher Directed Time (staff may choose to engage in: individual/team planning, completing required professional development, communication with parents, etc)

Transportation Changes

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

Elementary Spring Divisionwide Assessments

Why: Spring assessments fulfill state requirements (SOL, VKRP, iReady K-2) and provide important data points to measure support needs at both individual student and division levels (Horizon, iReady 3-6).

Who: Division assessments will be taken by both in-person and full-time virtual students.

| Grade | What | When | How |
|-------|---|------------------|---|
| 3-6 | SOL Non-Writing | April 26-June 4 | In-person only - parent refusals do not count against school ratings |
| | OPTIONAL: Horizon Reading, Math, and Science | March 22-June 11 | <i>In-person or virtual</i> delivery allowed - based on school preference |
| | iReady (<50th pct.) | April 6-June 10 | In-person delivery preferred for in-person students; Virtual delivery available for all virtual students and as an alternative for in-person students, based on school need |
| K-2 | iReady | TBD* | In-person delivery preferred for in-person students; Virtual delivery available for all virtual students and as an alternative for in-person students, based on school need |
| | VKRP- CBRs/EMAS (K only) | April 19-TBD* | * Final iReady K-2 window and VKRP guidance pending from VDOE |

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

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

Principal Support Team: SY 20/21 Staffing Needs

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

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

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

Office Hours: March 3rd 9:30-10:30 AM [Submit a Question](#)

Come Next Week to Learn About Resources to Support Your MTSS Work!

MTSS Decision Rules

Using the MTSS Insight Worksheet in EDSL to Document Interventions

Additional Resources Available

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

Cumulative Questions Asked at Intervention Office Hours and Guidance Shared

[Feb 10th Office Hour Slides and Questions](#)

[Feb 3rd Office Hour Slides and Questions](#)

[Jan 27th Office Hour Slides and Questions](#)

Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

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

Link to [Weekly Office Hours Topics](#)

Principal Support Teams

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

Questions

A background image of a desk with various school supplies. In the center, a wooden crate holds a sign that reads "YOU ARE AMAZING" with two heart cutouts. Behind the crate, a pair of scissors and several pencils are visible. To the left, there's a pencil sharpener and a container of markers. To the right, a stapler and a small fan are on the desk. The background is slightly blurred, showing a bulletin board with papers and a window with a view of trees.

Elementary Principal Briefing

March 4, 2021

Agenda

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

Health & Safety



Travel: Quarantine & Testing Not Required

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

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

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

| Human Resources



Daily Report on Level of Impact: Staffing

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

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

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

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

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

Daily Report on Level of Impact: Staffing

Sample message to Leadership Response Team regarding strained impact:

All Critical Schools Table

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

School Administrators Strained Table

Region 5 - - Strained - 03/02

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

Teachers / Monitors Strained Table

Region - - Strained - 03/02

Note: The staff is strained at

Region 1 - - Strained - 03/02

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

Region 1 - - Strained - 03/02

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

Region 1 - - Strained - 03/02

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

Region 1 - - Strained - 03/02

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

Region 2 - - Strained - 03/02

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

Region 2 - - Strained - 03/02

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

Region 2 - - Strained - 03/02

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

Region 3 - - Strained - 03/02

Note: reassigned staff

Region 4 - - Strained - 03/02

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

Region 4 - - Strained - 03/02

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

Custodians Strained Table

Region 2 - - Strained - 03/02

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

Region 2 - - Strained - 03/02

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

Region 3 - - Strained - 03/02

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

Daily Report of Level of Impact: Staffing

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

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

 Elementary School



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

REGION COMMUNICATION

Yes- emailed information

TEACHERS / MONITORS: Critical

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


Principal, ES


Employee Wellness

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

Substitutes

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

Instruction



Elementary Summer Events Preview

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

Large FCPS Virtual Professional Development Events

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

Summer Curriculum Development Opportunities

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

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

Important Dates to Know:

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

Summer Program Goals & Assumptions

Goals

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

To provide students opportunities for credit accrual and enrichment.

Assumptions

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

Elementary Academic Summer Programs

Opportunities for All

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

Special Education Programs

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

School-Based Programs

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

Centralized Enrichment Programs will also be available for students

Extended School Year Services (ESY)

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

Program Design*:

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

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

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

Special Education Recovery Services

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

Program Design*

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

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

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

Elementary School Based Programs

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

Program Design:

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

School Allocations:

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

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

Action Items

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

Principal/Operational Supports



Principal Support Team-Operational Logistics

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

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

Principal Support Team: SY 20/21 Staffing Needs

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

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

[Principal Support Team Resources & Contacts](#)

Principal Support Team: Interventions

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

How are schools building teacher efficacy with MTSS?

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

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

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

Additional Resources Available

[MTSS Decision Rules](#)

[Intervention Planning Considerations](#)

[Intervention Planning Ideas](#)

[English Learner Hub Google Site](#) [ES ESOL](#) [MS ESOL](#) [HS ESOL](#)

[Cumulative Questions Asked at Intervention Office Hours and Guidance Shared](#)