

## Principal Support Team: Concurrent Instruction/Technology

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

[Submit a question](#)

Topic	Response
Do teachers still need to record whole-class instruction once in-person groups return?	Teachers should continue to record and post synchronous whole-class instruction through the remainder of the school year.
Can students log their personal devices (computers, tablets, phones, etc.) to the network or will that have an impact on our bandwidth or network connections?	<p>Student devices (FCPS or BYOD) that are accessing <b>non-video conferencing</b> 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 <a href="#">IT - Document with Video Conferencing Guidelines</a> 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](#)

# Principal Support Teams

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

# Questions



# Elementary Principal Briefing

**March 18, 2021**



# Agenda

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

# Health & Safety





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

### REVISED CONTENT:

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

### NEW CONTENT:

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

### NEW CONTENT:

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



## Face Covering Mitigating Measures Checklist (R2109)

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

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

### **STEP 1: Review Health Condition, Communication Impairment or Disability**

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

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

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

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

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

### **STEP 4: Complete Environment Evaluation**

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



# FCPS Face Covering Mitigation Measures Checklist

## FCPS Face Covering/Mask Mitigating Measures Checklist

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member(s) Completing Checklist: \_\_\_\_\_

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

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

YES	NO	Is the student under the age of 2 OR is the student unable to remove the mask without assistance? (See CDC Guidance ( <a href="https://www.cdc.gov/media/releases/2020/s0811-mask.html">https://www.cdc.gov/media/releases/2020/s0811-mask.html</a> )).
		<ul style="list-style-type: none"> <li>➤ If YES, proceed to STEP 3.</li> <li>➤ If NO, proceed to the next question in STEP 1.</li> </ul>
YES	NO	Has the student provided a written statement from a physician confirming that not wearing a face covering is necessary due to a health condition, communication impairment or disability? (See R2109, Section VIII, D and F).
		<ul style="list-style-type: none"> <li>➤ If YES, proceed to STEP 3.</li> <li>➤ If NO, proceed to STEP 2.</li> </ul>

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

YES or N/A	NO	Is the student making progress toward his/her individualized education program (IEP) goals?
		<ul style="list-style-type: none"> <li>➤ If YES or N/A, school staff will: <ul style="list-style-type: none"> <li>▪ Contact the parent/guardian to discuss the student's needs</li> <li>▪ Ensure the parent / guardian is aware of the process for mask exemptions</li> <li>▪ Inform the parent that the student will need to temporarily return to virtual learning</li> <li>▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks)</li> </ul> </li> <li>➤ If NO, school staff will: <ul style="list-style-type: none"> <li>▪ Contact the parent/guardian to discuss the student's needs</li> <li>▪ Ensure the parent / guardian is aware of the process for mask exemptions</li> <li>▪ Inform the parent that the student will need to temporarily return to virtual learning</li> <li>▪ Develop a mask tolerance plan to assist the student with the ability to wear a face covering consistently and correctly for 90% of the school day (excluding mask breaks)</li> <li>▪ Contact the school's Procedural Support Liaison (PSL) for guidance on next steps.</li> </ul> </li> </ul>

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

- \_\_\_\_\_ Staff have been fully vaccinated or have been provided the opportunity to do so.
- \_\_\_\_\_ The student with the exemption can adhere to 6 feet of physical distancing (with or without prompting), especially when there are other students with mask exemptions and when masks are off while eating and drinking.
- \_\_\_\_\_ Masks can be consistently worn by staff and by all students who can wear them. Note: Staff or other students who choose to double mask (disposable mask under a cloth mask) may do so for additional protection.
- \_\_\_\_\_ If staff need to be within 6 feet of a child who can't wear a mask, they can consistently wear eye protection (e.g., a face shield, goggles) in addition to masks.
- \_\_\_\_\_ The student may be seated apart from children who cannot wear masks in areas of the classroom where there is less chance of contact (opposite corners, side rows, not the middle of the classroom).
- \_\_\_\_\_ A plexiglass barrier (e.g. plexiglass desk shield) can be provided as an added layer of protection.
- \_\_\_\_\_ Ventilation systems offer increased air exchanges and when feasible and when weather conditions allow, fresh outdoor air may be increased by opening windows and doors.

### STEP 4: COMPLETE ENVIRONMENT EVALUATION

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

- \_\_\_\_\_ YES - STUDENT w/ MASK EXEMPTION CAN BE SUPPORTED IN-PERSON
- \_\_\_\_\_ NO - Contact your school's school health specialist for assistance

# Instruction



# Special Education Updates

## Guidance for 4-Day Support for Students with Disabilities

### **4-Day Support for Students Identified through the MTSS Process**

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

### **4-Day Support and Recovery Services**

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

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

Additional guidance is [available](#).

# ESY and Recovery Services Reminders



What is the difference between Recovery Services and Extended School Year (ESY)?

ESY and Recovery Services have different eligibility criteria.

- ESY refers to special education or related services provided beyond the normal school year for the purpose of providing FAPE to a student with a disability (SWD) to prevent the benefits a student has received during the regular school year being significantly jeopardized due to an extended break.
- Recovery Services refers to special education and/or related services provided for select students with disabilities to address learning needs or regression as a result of the school closure Spring 2020 and virtual learning this school year.

Can a student qualify for both ESY and recovery services? How does that work logistically for a student who may qualify for both?

Students may qualify for both ESY and recovery services. The number of days and dates shared for each program in the summer program overview reflect a general or estimated range as the frequency, duration and dates for services for ESY and recovery services are determined by the IEP team. If a student's IEP team determines the student is to receive ESY and recovery services, the IEP team will work collaboratively with the family to work through the logistics (e.g. dates, times). FCPS will ensure that a student does not have to forgo one service for another and will develop creative solutions to ensure the student receives the supports identified by the IEP team.

What data is used to make decisions regarding eligibility for ESY and recovery services?

IEP teams used a variety of data, including parent input, to inform decision-making relative to ESY and Special Education Recovery Services eligibility. As with all decisions made by the IEP team, no one data point should be used in isolation when making decisions.



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

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

# Early Mathematics Assessment System (EMAS)

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

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

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

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

## MyPDE

### Supporting Gender Expansive and Transgender Youth

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

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

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

### Title IX Reporting Obligations for All K-12 Employees

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

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

**Who:** All FCPS employees

# | Human Resources

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# HR Updates

## Leaves of Absence (LOA) Processing Updates:

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

# Principal/Operational Supports

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# Principal Support Team-Operational Logistics

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

Topic	Decision
Patrols	<p>Transportation provides support for the school Patrol Program by assigning <b>Patrol Representatives</b>. The school provides <b>Patrol Sponsors</b> who assigns student patrols, trains them and works collaboratively with the Patrol Representatives.</p> <p><b>Bus Patrols</b> also receive bus training provided by OTS Patrol Representatives. OTS welcomes bus patrol assignments on the bus as space allows. Bus patrols must adhere to the social distancing guidelines on the bus, seating 1 student per seat. They will not be able to sit next to a student, but they can alert the driver to an issue as needed. Janet Goolsby, transportation coordinator leads our bus patrol program and may be contacted at <a href="mailto:JLGoolsby@fcps.edu">JLGoolsby@fcps.edu</a>.</p>
PE Equipment Sanitization	<p>Please see the following link for information regarding PE equipment and CPR equipment sanitization:</p> <p><a href="#">Equipment</a></p> <p><a href="#">CPR/AED/First Aid</a></p>
Mask Exemptions on the playground	<p>Students with mask exemptions are to have access to playground equipment. The following precautions should be taken:</p> <ul style="list-style-type: none"><li>• Increased social distancing to at least 10ft</li><li>• Frequent/increased hand washing/sanitizing for the student(s)</li><li>• Further restrict the number of students on the equipment at the same time</li><li>• Recommend scheduling recess at a time when there are less students on the playground as much as possible</li></ul>

## Principal Support Team: SY 20/21 Staffing Needs

Instructional Hiring	Andrea Garris ( <a href="mailto:ajgarris@fcps.edu">ajgarris@fcps.edu</a> )
Monitors - Operational Hiring	Andrea Martini ( <a href="mailto:ALMartini@fcps.edu">ALMartini@fcps.edu</a> )
Substitutes	Lena Cohen ( <a href="mailto:lmcohen@fcps.edu">lmcohen@fcps.edu</a> )
ADA/LOA & Evaluation	Juan Torres ( <a href="mailto:jtorres1@fcps.edu">jtorres1@fcps.edu</a> )
Supporting Staff Wellness	Leona Smith ( <a href="mailto:LMSmith@fcps.edu">LMSmith@fcps.edu</a> ); Tia Lott ( <a href="mailto:TJLott@fcps.edu">TJLott@fcps.edu</a> ); Kathleen Walts ( <a href="mailto:KSWalts@fcps.edu">KSWalts@fcps.edu</a> )
Supporting Hiring Needs	Carolyn Haydon ( <a href="mailto:CRHaydon@fcps.edu">CRHaydon@fcps.edu</a> )



# Principal Support Team: Interventions

Join the MTSS Team for [MTSS Weekly Office Hours](#) every Monday from 2-3 PM

## MTSS Contacts:

Karen Durocher- MTSS Program Manager 571-423-4112 [KDDurocher@fcps.edu](mailto:KDDurocher@fcps.edu)

Region 1 - Kathy McQuillan 571-423-4180 [KMcQuillan@fcps.edu](mailto:KMcQuillan@fcps.edu)

Region 2 - Karen Durocher 571-423-4112 [KDDurocher@fcps.edu](mailto:KDDurocher@fcps.edu)

Region 3 - Erin Sylves 571-423-4195 [ESylves@fcps.edu](mailto:ESylves@fcps.edu)

Region 4 - Katie Baxter-Gagen 571-423-4112 [KPBaxtergagen@fcps.edu](mailto:KPBaxtergagen@fcps.edu)

Region 5- Theresa Lieteau 571-423-4112 [talieteau@fcps.edu](mailto:talieteau@fcps.edu)

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

## Additional Resources Available

[MTSS Decision Rules](#) [Division Student Support Plan](#) [MTSS Self-Assessment Hyperdoc](#)

[Intervention Planning Considerations](#) [Intervention Planning Ideas](#)

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

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

## Principal Support Team: Concurrent Instruction/Technology

Office Hours: Friday, March 19, 12:00 p.m. [BbCU link](#) [Submit a question](#)

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

Link to [Weekly Office Hours Topics](#)

# Principal Support Teams

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

# Questions



# Elementary Principal Briefing

**March 25, 2021**

# Agenda

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

# Health & Safety



# Updated CDC Guidance

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



# Updated CDC Guidance

## Community Transmission Based on 7-Day Average

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

## Emphasis on the Importance of Isolation and Quarantine

### Prevention Strategies: All Schools

All schools implement 5 key prevention strategies:

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

### Fairfax County Community Transmission Data

Number of Cases Per 100K

**105.8**

Percent Positivity

**5.4**

CDC Indicator for  
Community Transmission

**High**

# Updated CDC Guidance

## Recommendations by Community Transmission Level

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

Prevention Strategies by Level of Community Transmission			
Low Transmission <sup>1</sup> Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
<b>Elementary Schools</b> Physical distancing: at least 3 feet between students in classrooms		<b>Elementary Schools</b> Physical distancing: at least 3 feet of distance between students in classrooms  Cohorting <sup>2</sup> recommended when possible	
<b>Middle and High Schools</b> Physical distancing: at least 3 feet between students in classrooms		<b>Middle and High Schools</b> Physical distancing: at least 3 feet of distance between students in classrooms  Cohorting recommended when possible	<b>Middle and High Schools</b> Schools that can use cohorting: at least 3 feet of distance  Schools that cannot use cohorting: at least 6 feet distance between students in classrooms <sup>2</sup>
<b>Sports and extracurricular activities</b> Sports and extracurricular activities occur with at least 6 feet of physical distance to the greatest extent possible <sup>2</sup>		<b>Sports and extracurricular activities</b> Sports and extracurricular activities occur only if they can be held outdoors, with more than 6 feet of physical distancing <sup>2</sup>	
<b>Sports and extracurricular activities</b> Sports and extracurricular activities occur with at least 6 feet of physical distance required <sup>2</sup>			

# Updated CDC Social Distancing Guidance

## Summary

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

\*When both students are wearing masks

# FCPS Key Messaging on Updated CDC Guidelines

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

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

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

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

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

# FCPS Key Messaging on Updated CDC Guidelines

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

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

## Next Steps

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

# Capacity Limitations

**This guidance is based on Executive Order 72**

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

# Capacity Limitations

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



# Capacity Limitations

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

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

# Instruction



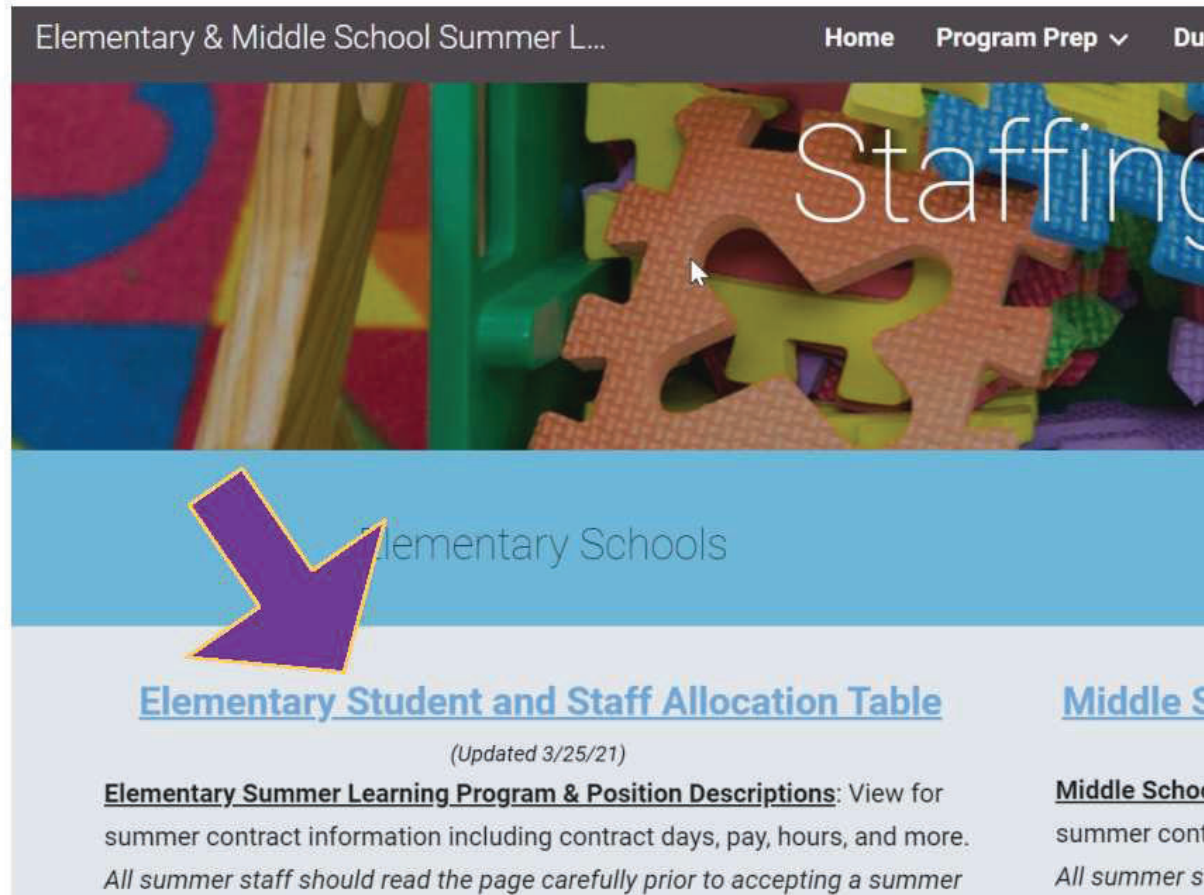
# Summer Programs

**SOAR** staffing is now available on

[Summer Google Site](#)

***Each Title 1 school will be allocated 5 additional staff positions, these may be used to add additional sections to SOAR, B2K, or B2F or to add additional support teachers. These are not reflected on the staffing table.***

***Additional information about hiring, etc. will be provided as soon as possible.***



Elementary & Middle School Summer L... Home Program Prep ▾ Du

# Staffing

## Elementary Schools

### [Elementary Student and Staff Allocation Table](#)

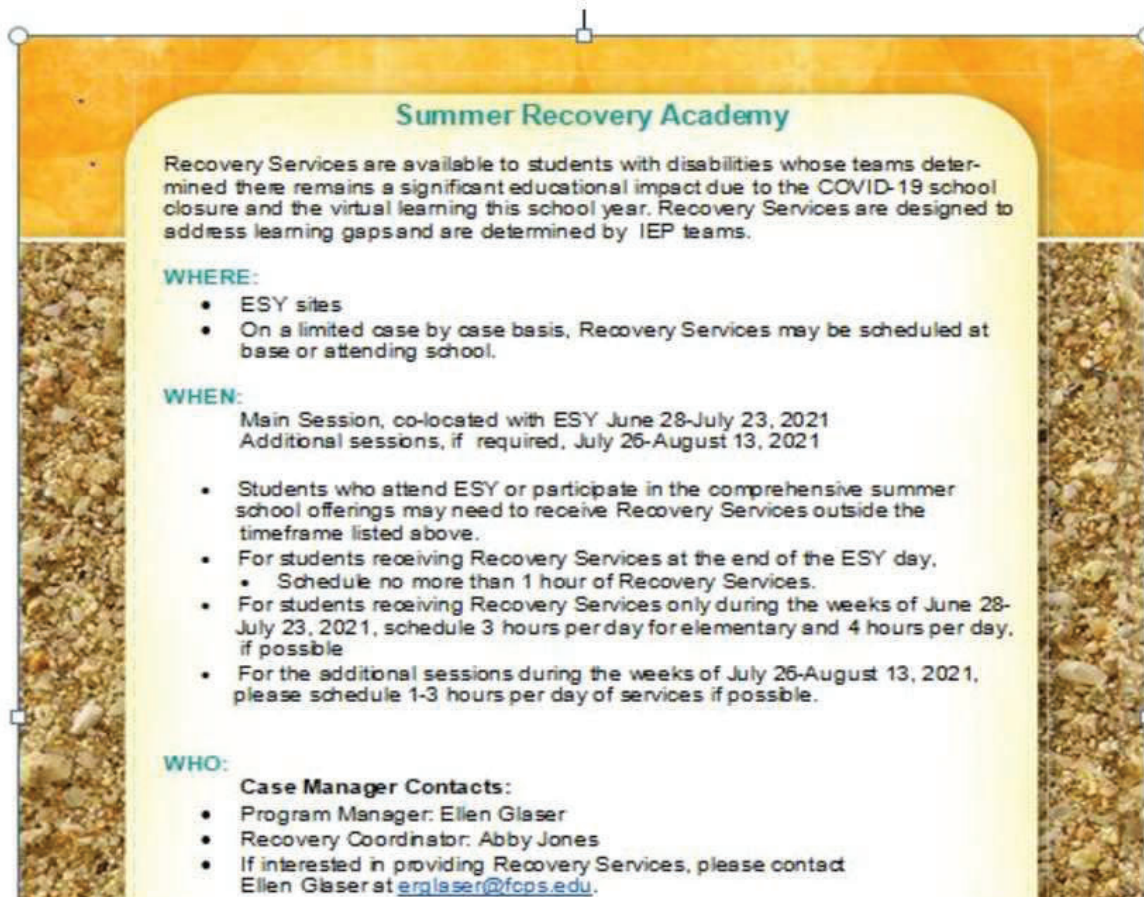
(Updated 3/25/21)

**Elementary Summer Learning Program & Position Descriptions:** View for summer contract information including contract days, pay, hours, and more. All summer staff should read the page carefully prior to accepting a summer

### [Middle School](#)

**Middle School** summer contract information including contract days, pay, hours, and more. All summer staff should read the page carefully prior to accepting a summer

# Special Education: Summer Recovery Academy

A flyer for the Summer Recovery Academy. It has a yellow header with the title "Summer Recovery Academy" in green. Below the header is a white box with black text. The text describes the purpose of the academy, lists where and when services are available, and provides contact information for case managers. The flyer is set against a background of a beach with sand and water.

**Summer Recovery Academy**

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

**WHERE:**

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

**WHEN:**

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

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

**WHO:**

**Case Manager Contacts:**

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

## OFFICE HOURS

- Thursday, March 25, 2021  
3:30-4:30 [BBCU Link](#)
- Wednesday, April 7, 2021  
9:00-10:00 [BBCU Link](#)
- Monday, April 12, 2021  
3:30-4:30 [BBCU Link](#)



# Region Problem Solving

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

Staffing

Concurrent Instruction/ Technology

Operations/Logistics

Interventions

# Questions



# Elementary Principal Briefing

**April 8, 2021**

# Agenda

- Dr. Brabrand - Welcome
- Celebration
- Communications - Expanded In-person Learning Opportunities
- Instruction
- Human Resources
- Information Technology



# National Distinguished Principal



Dr. Clint Mitchell

Mount Vernon Woods Elementary

The National Association of Elementary School Principals (NAESP) and Virginia Association of Elementary School Principals (VAESP) have selected **Dr. Clint Mitchell**, *Principal of Mount Vernon Woods Elementary*, as Virginia's recipient of the **2021 NAESP National Distinguished Principal Award.**

*Congratulations!*

# Communicating FCPS Approach to New CDC Guidelines

**During the month of April, schools will expand the number of students receiving 4 days/week of in-person learning as follows:**

- Assess school capacity for supporting additional students
- Invite students via the MTSS process to attend 4 days per week
- Invite students currently enrolled for in-person learning to attend 4 days per week

Your plan should be tailored to your school specific circumstances to include: Space challenges, current occupancy, size of your classrooms, type of furniture lunchroom space and staff availability.

Expand as much as you can without majorly disrupting your master schedule and other programs. You should not redo your master schedule. You are filling as many empty seats as you can within your given parameters.

## Important Dates

**Students will be returning during the month of **APRIL****

- Starting the weeks of **April 6 & April 13** - MTSS identified students
- Starting the week of **April 20th** - 2 day in-person to 4 day
  - Start Date April 20 - Contact families the week of April 13th
  - Start Date April 27 - Contact families the week of April 20th
  - Transportation must be confirmed by April 13 or 20 for the two start dates above

**No additional changes will be made after April**

# Communicating FCPS Approach to New CDC Guidelines

**Division-wide communication tools have reinforced that:**

- The transition process will look different at each school
- 4 day/week of instruction will be dependent upon each school's staffing and capacity limitations
- Parents will be contacted directly by schools should this option be available. Parents should not reach out to the school directly.

More specifics about 3 ft social distancing at the Secondary level was added yesterday after we knew the transmission rate had changed to Substantial.

Talking Points have been updated to include the 3 ft social distancing changes - Use the sections that apply to your circumstance for your specific school community. and remember to make it match your circumstances.

Additional letter templates will be provided to assist you with communication.

# Instruction



# Assessment Scheduling Options

## Schoolwide/Grade Level (Full-Day) Asynchronous Plans ([Infogram #89](#))

- Bring in students across the school/grade level who are testing
- School/grade level shifts to asynchronous instruction for students opting out of testing
- **Challenge:** Family schedule change, with students potentially home (or at school) on a day they would not normally be there.

## Class-Based (Partial-Day) Asynchronous Plans

- Tests are scheduled according to normal in-person learning schedules (T/W, R/F)
- *No new instruction* in class(es) on testing days - all students are asynchronous for at least one non-testing day (T/W, R/F)
- Students opting out of testing learn asynchronously from home
- **Challenge:** Decrease in teacher-directed instruction for *all* students. For *fully virtual students*, this impact is potentially two-fold (e.g., Tuesday tests and Thursday tests)

# Assessment Scheduling Strategies

To minimize the need for asynchronous scheduling changes, school leaders may want to consider the following strategies, where feasible.

Strategy Consideration	Potential Benefit
Prioritize assignments of <b>non-teaching staff</b> for proctor/test administrator roles	Asynchronous lessons are not required during testing; Teachers continue concurrent instruction for students learning from home (and any in-person refusals) while their classmates are testing
Leverage increased bus seating capacity to allow <b>virtual students to test the same days as their in-person classmates</b>	Number of asynchronous days is halved for virtual students; Fully virtual students do not require asynchronous lessons on the day(s) they are testing at school

# Assessment Schedule Communication

Schedule decisions are communicated to Region Offices, Office of Assessment and Reporting (OAR), Transportation Services.

Action for Decision/Communication	Timing	How to Submit
Submit testing schedule to OAR	Friday, April 23 (deadline extended)	Add to <a href="#">Google sheet</a>
Ensure transportation for <b>fully virtual students</b> who will test in-person	At least <b>3 weeks</b> before testing appointment	Email <a href="#">Excel sheet</a> to Area Supervisor
Communicate <b>asynchronous</b> impacts of in-person testing to Region Office	At least <b>3 weeks</b> before schoolwide, full-day impact; At least <b>1 week</b> before class-level, partial-day impact	Email plans to Region Office (see <a href="#">elements</a> requested)
Ensure transportation for <b>in-person students</b> who will test on a day they do not normally attend in-person	At least <b>3 weeks</b> before testing appointment	Email <a href="#">Excel sheet</a> to Area Supervisor



# Promotion/Retention Guidance

- Detailed guidance is in final draft form and will be reviewed and finalized at Monday, April 12 LT/Principal Association meeting.
- Guidance will be posted in Principals Corner next week.
- **Default recommendation is for students to be promoted.**
- Guidance will include various scenarios discussed with elementary principals.
- Consider 4 days a week in person starting ASAP and summer school as interventions.

# | Human Resources

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# 2021-22 Standard School Year Calendar

- The [2021-2022 standard school year calendar](#) was developed to respect, accept and honor the plurality of religious and cultural observances in Fairfax County.
- Includes 15 Religious and Cultural Observance(s) Days based on major religions where staff and/or student absences were above average at least once over the past 5 years.

# 2021-22 Standard School Year Calendar

These days for 2021-2022 are:

- Eid al-Adha – Jul 20, 2021 (Before SY)
- Rosh Hashanah – Sep 7, 2021
- Yom Kippur – Sep 16, 2021
- All Saints Day/Día de los Muertos – Nov 1 & 2, 2021
- Diwali – Nov 4, 2021
- Bodhi Day – Dec 8, 2021
- Three Kings Day/Epiphany – Jan 6, 2022
- Orthodox Christmas – Jan 7, 2022
- Orthodox Epiphany – Jan 19, 2022
- Lunar New Year – Feb 1, 2022
- First day of Ramadan – Apr 3, 2022 (Sunday)
- Good Friday – Apr 15, 2022
- Theravada – Apr 16, 2022
- Orthodox Good Friday – Apr 22, 2022
- Last day of Passover – Apr 22, 2022
- Eid al-Fitr – May 3, 2022

# 2021-22 Standard School Year Calendar

- Regulations 2234 (students) and 4817 (staff) will be modified. A committee of stakeholders will review, discuss, and make recommendations.
- Various instructional and student activities prohibited on identified days to prevent negative impact to the academic and social/emotional well-being of those students who engage in such observances.

## Impacts for Balance of 2020-21 School Year

- Religious and Cultural Observances in 4th Quarter:

First Day of Ramadan	April 13, 2021
Theravada New Year	April 27, 2021
Orthodox Good Friday	April 30, 2021
Eid al Fitr	May 13, 2021

- Avoid new graded assignments or activities; tests, quizzes, or other assignments

# | Information Technology

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# Summer Student Laptop Collection

- We will need to lay hands on all student laptops this summer to validate inventory and perform needed maintenance.
- Students who need/want to use the laptop this summer will be able to keep it for summer learning.
- We are working on processes to minimize and streamline the time needed with each device.
- Beginning tomorrow, Senior TSSpecs will be reaching out to principals to schedule consultations and develop a collection plan tailored to that school's needs and populations.



## Principal Support Team - Operations & Logistics

Office Hours: April 9, April 16, April 23 & April 30: 11:30-12:30 p.m.

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

- Office Hours for Operations & Logistics will resume on April 9 from 11:30-12:30.
- Reduced Capacity Layout Guidance and School Plans with calculations for 3 feet social distancing will be provided this week. This information will also be available in the Principal Corner.

# Questions

A background image of a desk with various school supplies. In the center, a wooden sign reads "YOU ARE AMAZING" with two heart cutouts. Behind it, a pair of scissors and several pencils are visible. To the left, there's a pencil sharpener and a container of pencils. To the right, a stapler and a small fan are on the desk. The image has a blue and purple gradient overlay.

# Elementary Principal Briefing

**April 15, 2021**

# Agenda

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

# | SY 2021-22 Updates

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

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

# Primary Instructional Model Is In-Person Learning

## Limited Virtual Enrollment Opportunities

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

## Virtual Enrollment Parameters

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



# School Year 2021-22 - What's Different

## **Updating Bell Schedules and Bus Schedules - End of May**

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

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

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

## **Discontinuing Use of Classroom Monitors - Effective June 30**

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

## **Expanding Outdoor Learning Capacity - Some Locations Starting July**

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

# Communication and Outreach Plans

## Launch Campaign for Fall Safe Return for all Children

### OUR AUDIENCE



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

### PLAN THE CONTENT



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

Build enthusiasm for a safe September return.

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

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

### CHOOSE PLATFORMS



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

Central Communication  
Toolkits and Talking Points,  
Town Halls

Multi-lingual podcasts

Schools connecting directly with families

Providing info at food distribution sites

Collaborating with Community and  
Faith Based Groups

Parent Liaisons

Door to door to families and phone tree

### ENGAGE AUDIENCE



Push out through our chosen platforms.

### MEASURE RESULTS



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

# | Health and Safety

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## Guidelines for Health and Physical Education (HPE)

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

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

## Guidelines for Instrumental/Choral (4-12)

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

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

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

### NEW REQUIREMENTS:

- VDH has developed a phase-in schedule for both the Hepatitis A and Meningococcal vaccinations.
  - A minimum of two doses of Hepatitis (A) vaccine are required: The minimum age for the initial dose is twelve months. At least six months spacing between the first and final dose. *For SY 2021/2022, Kindergarten students must have two doses of Hepatitis A.*
  - A minimum of two doses of Meningococcal (MenACWY) vaccine are required: The minimum age for the initial dose is ten years. The first dose is required for students entering 7<sup>th</sup> grade. The second dose is required for students entering 12<sup>th</sup> grade (dose must be administered at age 16 or older). *For SY 2021/2022, 7<sup>th</sup> grade students must have one dose and 12<sup>th</sup> grade students must have one dose.*
- A complete series of Human Papillomavirus (HPV) vaccine is required: The minimum age for the initial dose is nine years. The first dose is required for ALL students (boys and girls) entering 7<sup>th</sup> grade. ***The parent or guardian, at their sole discretion, may elect for the student not to receive the HPV series.***
- A minimum of one dose of Rotavirus (RV) vaccine is required: The minimum age for the initial dose is six weeks. One dose is required for students less than eight months of age.

**REGULATION:** [Regulation 2101](#) details the specific health requirements for FCPS students and is in the process of being updated with the additional immunization requirements.

### COMMUNICATIONS AND TRAINING

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





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

### Testing Purpose:

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

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

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



# Instruction



# ES - State Assessment Options for Families

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

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

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

# Promotion and Retention

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

- [Promotion and Retention Resource](#)

# School Based Summer Learning Programs - ES Programs

## Criteria for School-Based Student Selection:

### Bridge to Kindergarten

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

### Bridge to First Grade

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

### Young Scholars

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

### SOAR: Mathematic and Language Arts Acceleration (ES)

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

## Timeline:

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

### Actions to Hire/Incentivize:

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

# Summer Learning Programs - Special Education Programs

## Criteria by Program:

### Extended School Year (ESY)

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

### Recovery Services

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

### Preschool Autism Class (PAC)

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

## Timeline:

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

# Protecting Student Confidentiality

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

# | Human Resources

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# ADA and LOA Updates for SY 2021-22

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



# ADA and LOA Updates for SY 2021-22

## Communication Timeline:

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

# Parent Volunteers to Support Lunch Supervision

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

# | Information Technology

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# Information Technology Updates

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

## Principal/Operational Support Team

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## Principal Support Team - Operations & Logistics

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

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

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

## Principal Support Team - Operations & Logistics

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

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

**What are the social distancing guidelines in hallways?**

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

# Principal Support Team - Operations & Logistics

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

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

## Clarified Guidance Around Capacity for Events

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

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

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

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

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

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

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

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



## Principal Support Team - Operations & Logistics

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

[BBCU Link](#) [Link to Notes from Previous Office Hours](#)

### Clarified Guidance Around Capacity for Events

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

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

**Indoor:** 50 people max.

**Outdoor:** 100 people max.

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

# Questions



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

**October 9, 2020**

# Agenda

- Instructional Updates
  - Group 3 - Phase-in Timeline
  - Monday Planning Time
  - Concurrent Instructional Model
  - Evaluation Update
- Health/Safety Protocols
- Transportation
- Child Supervision Options

**WORKING DRAFT**

# Phase-in Timeline

As of 10/9	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>GROUP 1</b> (week of 10/5) 4 Locations, ~ 40 students	Firefighting, LPN, Construction, Student Auto Sales (1-2 sessions per week; varies by school)				
<b>GROUP 2</b> (week of 10/19) 72 Schools, ~1,300 students		Preschool Autism and Preschool Class-based students (4 full days per week)			
	EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships (1-2 sessions per week; varies by school)				
<b>GROUP 3</b> (week of 10/26) 171 Schools, ~4,000 students		Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS) (4 full days per week)			
	EL SLIFE & Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays AM)				
	911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC (1-2 sessions per week; varies by school)				
<b>GROUP 4</b> (week of 10/26) 18 Schools, ~2,800 students		Burke Elementary School (4 full days per week)			
	Culinary, Cyber Comp Tech, Dance, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice (Level 2), TV Media, JROTC, Fashion Careers, TJ Senior Research Labs (1-2 sessions per week; varies by school)				
<b>GROUP 5</b> (week of 11/16) All Schools, ~8,800 students		Early Head Start, PreK, and Kindergarten (2 full days per week)			
<b>GROUP 6</b> (week of 11/30) All ES/Primary Schools, ~13,600 students		EL SLIFE & Newcomers (grs 3-12) (varies by school)			
		Grades 1-2 (2 full days per week)			
<b>GROUP 7</b> (week of 1/4) All ES/Upper Schools, ~27,800 students		Grades 3-6 (2 full days per week)			
<b>GROUP 8</b> (week of 2/1) All Schools, ~53,000 students		Grades 7-12 (Grades 6-8 at Glasgow, Holmes, and Poe MS) (2 full days per week)			

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

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

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

## English Learners - Operational Level II Phase-in Programs

Category	Student Profile	Schools
SLIFE	<ul style="list-style-type: none"> <li>ES students in biliteracy intervention</li> <li>MS and HS students in Literacy Essentials for ELs intervention</li> </ul>	<ul style="list-style-type: none"> <li>ES: Bailey's Upper, Braddock, Centre Ridge, Hutchison, Lynbrook</li> <li>MS: Glasgow, Jackson, Liberty</li> <li>HS: Annandale, Centreville, Fairfax, Falls Church, Herndon, Justice, Lewis, West Potomac</li> </ul>
Newcomers	<ul style="list-style-type: none"> <li>Grades 3-12</li> <li>WIDA ELP level 1</li> <li>Entry Date US schools after 6/30/2019</li> </ul>	<ul style="list-style-type: none"> <li>All schools</li> <li><a href="#">EL Data Portfolio Dashboard Instructions</a></li> </ul>
Additional ELs identified at the school level	<ul style="list-style-type: none"> <li>Grades 3-12</li> <li>SLIFE (SF code) not in biliteracy Intervention or Newcomer category</li> <li>WIDA ELP level 1 or 2 experiencing challenges with virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>All schools</li> </ul>

## Group 3-8 SLIFE/Newcomer/Additional ELs Dates & Schedule

Schedule	Dates	Hours
<b>Mondays Only</b>	Starting October 26	ES: 9:00 am - 12:00 pm MS: 7:30 am - 10:30 am HS: 8:10 am - 11:10 am
<b>IF POSSIBLE</b> - 2 full days per week  When full grade level returns, ELs no longer attend on Mondays	Week of November 30 (or sooner if possible)	ES: School bell schedule MS: 7:30 am - 2:15 pm HS: 8:10 am - 2:55 pm



# School Tasks for Group 3 English Learners

Update list of all attending students in your school's EL Portfolio Return to School Dashboard

- [EL Data Portfolio Dashboard Instructions](#)
- List can be exported to Excel and includes student addresses

Update list of all attending students in your school Transportation folder [here](#)

- For access contact Michele Phillips or Christopher Lester Daniels

# Phase-in Planning Tools

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

# Staffing & Scheduling Support: October Office Hours

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

# Staff Notification

## Groups 3 and 4

- Staff intent survey results available in the PDR
- School administrators should communicate directly with staff needed to support in-person instruction for groups 3 and 4
- [Sample Letter](#) available in the Principal Corner
- [Request for Additional Staffing Supports for Groups 1-4](#) in Principal Corner
- [Guidance document](#) containing talking points located in the Principal Corner

## Groups 5-8

- Following the October 15th School Board Work Session, a letter will go out to staff needed for remaining groups. Staff will be asked to respond by October 31.

# Additional Supports

- **Evaluation Adjustments**

- For SY20-21, mid-year evaluations/review will not be required, with the exception of first year teachers, probationary employees (instructional and operational), teachers with a conditional rating, and employees currently on evaluation cycle not meeting performance expectations.
- Final evaluations and their respective timelines for completion have not changed.

- **Monday Schedules**

- Monday schedules will adjust to provide full-day planning time for teachers two weeks prior to the start of their assigned student group
- Example:
  - Group 5 (PreK & K) begins in-person on 11/16
  - Group 5 teachers begin receiving full-day planning on Monday 11/2
- Example:
  - Group 3 (SPED programs) begins in-person on 10/26
  - Group 3 teachers begin receiving full-day planning on Monday 10/12 (or 10/19)

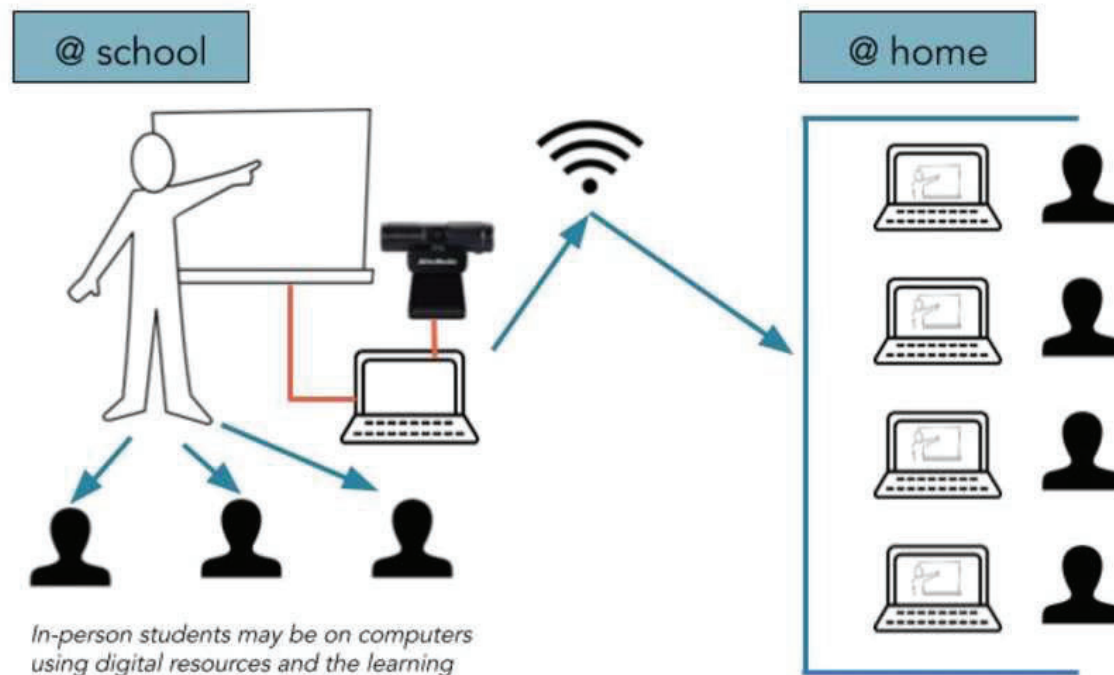
# | Concurrent Instruction

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# Concurrent Instruction

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



*In-person students may be on computers using digital resources and the learning management system, but will not be signed into BbCU or Meet.*

*External camera or teacher laptop camera may be used.*

# Concurrent Instruction

## *What are the benefits of this model?*

- **Provides Student/Staff Scheduling Flexibility**
  - Currently many classes/sections are mixed with in-person and online students; concurrent instruction would not require class/schedule changes
- **Maximizes Synchronous Learning Opportunities**
  - Allows in-person students to “log into” class on at-home days; provides 4 days of synchronous instruction (2 in-person, 2 virtual)
- **Aligns In-Person and Full-Time Online Student Schedules**
  - Provides the same number of synchronous learning days for online and in-person students.



# Concurrent Instruction

*What would schedules look like?*

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 <i>(full time online)</i>	Online	Online	Online	Online

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

# Concurrent Instruction

## *What are some of the challenges?*

- Preparation of teachers when they are already overloaded
- Requires more planning time to meet the unique learning needs of each instructional group
  - *Full-day Monday Planning Time to begin 2 weeks prior to teachers' in-person return date*
- Classroom management will be more challenging as a teacher will need to attend to learning needs of both in-person and online students
- Quality of video and audio may impact the learning experience for students in each instructional group

# Concurrent Instruction

## *How will we prepare teachers?*

- Synthesizing best practices from research literature
- Collaborating with other school divisions on best practices
- Preparing for Pilot - week of Oct 19th
  - 3 high school teachers (English, mathematics & science)
  - 1 elementary school teacher (1st grade)
  - Test technology
  - Understand implications for teaching and learning
- Developing PD and guidance for scaling

# Concurrent Instruction

## *Summary*

- Concurrent instruction will be the default model at all grade levels
  - Exceptions can be made when intact online sections were scheduled
  - Exceptions can be made for special programs/courses
- Full-day Monday Planning Time will be provided
  - Scheduled to begin 2 weeks prior to teacher's in-person instruction start date



# Health & Safety Protocols

# Regulation 2109 Face Covering/Mask Requirement

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

# Face Covering Non-Compliance Resource for Principals

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

# Daily Temperature Checks

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

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

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

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



# Parent/Guardian Commitment Form and Daily Health Screening

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

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

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

- Cohorts 2 and beyond: parents/guardians will be asked to acknowledge a Health Screening Commitment form in ParentVUE
- This is now operational and parents are able to acknowledge their commitment electronically
- Paper forms available at <https://www.fcps.edu/return-school/student-health-and-safety-guidance-document> for those without access.
- Start date in the SIS Return to School tab will trigger the commitment form to appear in their parent(s)/guardian(s) PVUE account.
- Form will be pushed out centrally 6 days prior to the student's first day of in-person instruction

# Risks of Exposure

- **Lowest Risk:** Physical distancing cannot always be maintained.
- **Moderate Risk:** Tasks include those that require close contact within six feet of people who are not known or suspected to have COVID-19. Not all PPE listed may be needed for all situations.
- **Highest Risk:** Tasks include physical assessment of any individual suspected of having COVID-19 or during aerosol-generating procedures. Tasks that require close contact within six feet with students' bodily fluids or aerosol generating procedures.

[PPE Strategies: Guidelines for Proper Use of PPE](#)

# Types of PPE by Risk Levels

- **Respirator (N95) – Highest Risk (ONLY Available to PHNs)**
- **Gloves – Moderate and Highest Risks (Situation Dependent)**
  - *When in contact with blood, body fluids, non-intact skin, mucous membranes, and contaminated items. For example: toileting or diapering, feeding or providing oral care*
- **Face Shield – Moderate Risk (Situation Dependent)**
  - *When a splash or spray of blood or body fluids may occur to the eyes, mouth, or nose. Examples: Working with students who may spit or bite, feeding or suctioning.*
- **Gowns – Highest Risk**
  - *When saliva or other bodily fluids may come in contact with staff's clothing. Examples: feeding, toileting, assisting with hygiene and transferring.*
- **Surgical Face Masks – Moderate and Highest Risks**
  - *When providing health care procedures or physical assistance for a symptomatic student*
  - *When providing respiratory procedures*
  - *When monitoring the isolation room*

# PPE Supplies

- The Office of Procurement Services (OPS), the Office of Facilities Management (OFM) and the Office of Safety and Security (OSS) are working together to provide the necessary supplies. Supply allocations will be based on the number of employees, student enrollment and program need.
- Additional supplies and materials will be available for purchase from the OPS warehouse.
- For more information see the InfoGram dated 9/17/2020.
  - [Action/Info Grams](#)
  - *As described in the InfoGram – you must create a stock shopping cart.*  
[FOCUS Stock Shopping Cart](#)  
[Supply List](#)

# Establishment of Isolation Rooms

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

# Staffing the Isolation Room

## Who May Staff the Isolation Room?

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

# Determination of Location of Care

## CLASSROOM

- Mild stomach ache or headache from hunger, need to use the bathroom, menstrual cramps or stress
- Itching bug bite (Not new insect sting)
- Minor scratch/scrape/ blisters/scab requiring Band Aid
- Minor nosebleed
- Loose tooth/loss of baby tooth, minor toothache
- Minor earache
- Dry skin/chapped lips
- Head Lice
- Bathroom accidents

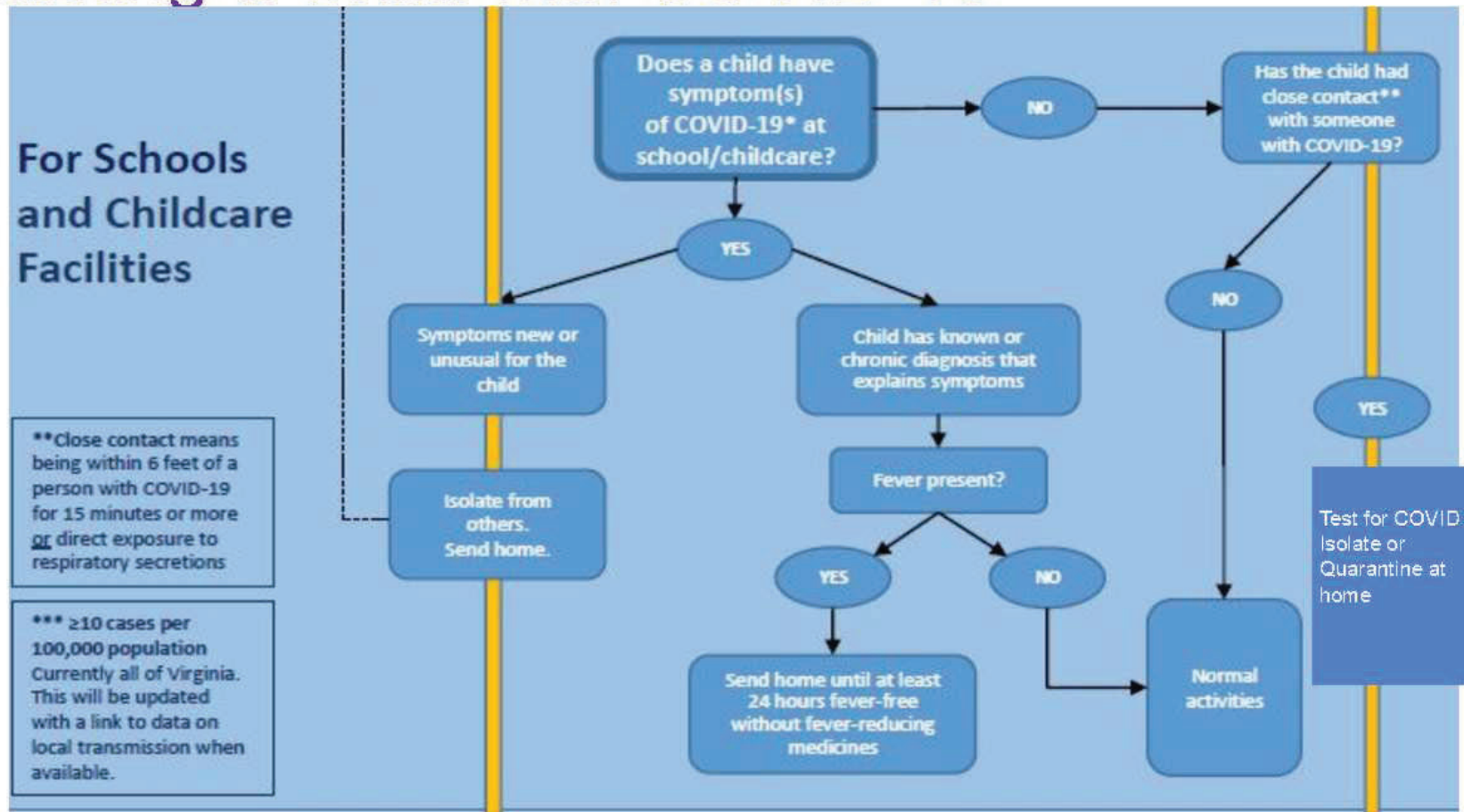
## HEALTH ROOM

- Students with Individualized Health or Action Plans who require specialized care
- Head or face injury
- Nosebleed > 5 minutes
- Diabetic emergency
- Breathing Difficulties (if diagnosed with Asthma or other respiratory disease)
- Possible broken bone
- Severe cut (bleeding not resolved quickly)
- Insect sting
- Fainting or feeling faint
- Seizure
- Allergic reaction
- Permanent tooth loss

## ISOLATION ROOM COVID-19 Symptoms

- **FEELING FEVERISH OR CHILLS**
- **FEVER > 100.4**
- **HEADACHE** (Not due to another health condition, hunger, stress, or injury)
- **A NEW COUGH** (Not due to another health condition)
- **SHORTNESS OF BREATH OR BREATHING DIFFICULTIES** (Not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)
- **A NEW SORE THROAT** (Not due to another health condition)
- **CONGESTION OR RUNNY NOSE** (Not related to allergies, or other health condition)
- **FATIGUE** (More tired than normal or sudden onset)
- **NEW MUSCLE PAIN** (Not due to another health condition or may have been caused by a specific activity such as PE)
- **NEW LOSS of TASTE, SMELL, or APPETITE**
- **ABDOMINAL PAIN** (Not due to hunger, constipation, injury, or stress)
- **NAUSEA, VOMITING OR DIARRHEA** (Not associated with a chronic gastrointestinal condition)

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





# PHNs and SHA Supports

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

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

# Attendance Line and Absence Follow-Up

## Consistency in Attendance Line and Absence Follow-up

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



# Transportation Protocols

## Student Transportation for CTE/HS Specialized and ESOL

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

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

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

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

## Phase-in Timeline Transportation Schedule

- Bell Schedules are currently anticipated to remain in accordance with advertised 2020-2021 School Year bell schedule until Second Semester group transition to the hybrid bell schedule beginning approximately January 2021.
- This forecast is predicated on all schools operating currently on the advertised bell schedules as agreed upon.
- This forecast is also based upon the approximate student counts identified on the Phase-in Timeline previously shown in this presentation and all operational and health expectations can be maintained effectively.
- Should the number of students choosing to attend in person, and requiring transportation, increase appreciably we may have to adjust earlier than forecasted. We will keep you informed.



# Child Supervision Options

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

Option 1 - Work Space	Option 2 - Supervision Room
<ul style="list-style-type: none"><li>• All school based staff required to return to work may bring child(ren) with them to their work space*</li><li>• County of residence does not matter</li><li>• Grades K-8</li><li>• Social distancing guidelines must be followed as much as possible</li><li>• Child(ren) must be able to work with limited supervision</li><li>• Number of children of staff is limited based on maintaining social distancing in work space</li><li>• Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty</li></ul>	<ul style="list-style-type: none"><li>• All school based staff required to return to work may bring child(ren) with them to their work space*</li><li>• Supervision room(s) is established by principal</li><li>• Principal determines supervision assignment and schedule</li><li>• County of residence does not matter</li><li>• Grades K-8</li><li>• Social distancing guidelines must be followed as much as possible</li><li>• Number of children of staff is limited based on maintaining social distancing in work space</li><li>• Principal reserves the right to determine if arrangement is impacting employee's ability to fully perform their duty</li></ul>

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



## Supervision Option- Operational Level 3 - Hybrid

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

# Child Supervision FAQ's

- [Added to principal corner](#)



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# Questions & Discussion



# Elementary Principal Briefing: Phase-In Planning

**November 6, 2020**

# Agenda

- Dr. Brabrand Welcome
- COVID Communication Protocols
- Guidelines for Student Groupings in Operational Level 2
- Monitors/Subs
- Classroom Capacity Analysis
- Playground Guidelines
- Debrief

# COVID Communication Protocols

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# COVID-19 Communication Updates

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

# COVID-19 Scenario Cards



## COVID-19 Response Scenarios for Principals and Program Managers

### Positive Student or Staff

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

### Suspected In-Person Student

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

### In-Person Staff Pending at School:

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

### Suspected In-Person Staff

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

### Itinerant Staff Positive

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

### Central Office Positive

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

### Itinerant Staff Pending Results

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

### Itinerant Staff Pending

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



# FCPS COVID-19 Dashboard- Daily Case Reporting

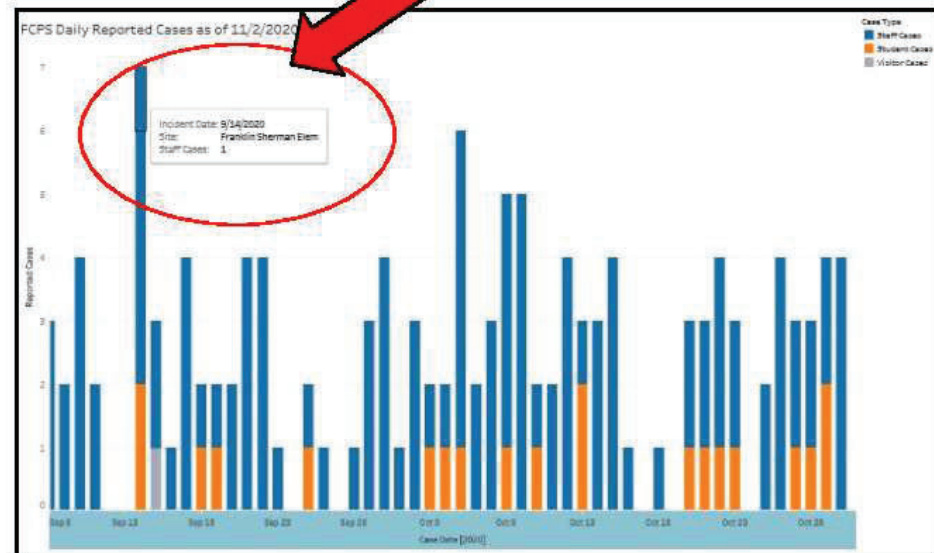


**Table View**

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

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

**Bar Graph view with hover over function by School**



**Search by School or Location**

\* Reporting Site

(None)

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

# Student Grouping Guidelines

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## Operational Level 2: Guidelines on Grouping Students for Support

### Parameters

- In order to mitigate health risks, we will NOT be mixing students across classes at this time
- Students (Special Education and ESOL) will need to remain in the classroom of their assigned cohort
- Students may receive services virtually from the building if a teacher is trying to avoid mixing cohorts
- Students in small groups must remain 6 feet apart to the greatest extent possible

### Next Steps

- Departments will be creating guidance for creating small groups while adhering to these parameters
  - Collaboration with Principal Associations during Monday's RTS Planning Meeting
-

## Operational Level 2: Guidelines when there are multiple adults in a room or non-classroom teacher (E.g. Sped, ESOL, TTT, Resource)

### Parameters for staff serving multiple classes

- Remain 6 feet apart from students to the greatest degree possible
- Stay in front of the room when possible
- Adhere strictly to mitigation measures
- When possible visit classrooms only once per day (avoid going in and out of classes)

### Next Steps

- Departments will update guidance around instructional practices (whole and small group) for ESOL, Sped, TTT, Resource Teachers etc in the Professional Development for Concurrent Guidebook

# Human Resources

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# Human Resources

## Hiring Process for Classroom Monitors

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

### Other Considerations:

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



# Classroom Capacity Analysis



# Classroom Capacity Analysis

**By 11/9** Please submit the number of classes over capacity for 6ft social distancing:

<https://forms.gle/piHePz5U3ZrUmqR39>

Student Intent General Trends:

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

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



# | Playground Guidelines-Level 2

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# Playground Schedule Considerations/Recommendations

- Schools are to develop schedules based on phase-in needs. The schedules for playground areas will change as more groups return to school.
- Schedules are to limit the numbers of staff and students on the playground areas and maintain social distancing guidelines.
- While schools may not be able to provide daily access to playground areas, they should work to provide equitable access for grade levels.
- Cohorts/Classes should be scheduled together.
- Divide playground areas into “play zones”. Assign classes/cohorts to zones on a weekly/daily basis (example: field, blacktop etc.). Identify additional playground areas where students can play safely under teacher supervision.
- **Consider where to locate hand sanitizer for ease of access in playground areas.**
- As you plan, please see *\*Shape America* document below.

# CDC Requirements for Playground Areas

## Face Masks

- Students and staff are required to wear face masks at all times. Any temporary exception to the requirement of wearing a face mask during the school day, such as while eating, drinking or exercising, will be under the direction and supervision of a school official(s) when it is safe to do so.

## Handwashing and Hand Sanitizing

- Students are to wash hands *before* going to playground areas *and* immediately following *with soap and water for at least 20 seconds*.
- Hand sanitizer that *contains at least 60% alcohol* is to be made easily accessible in playground areas for students and staff.

## Social Distancing

- Social distancing (*10 feet of separation*) should be maintained in all areas of the playground.
- Limit the numbers of students and staff on the playground at one time to avoid overcrowding and in order to maintain social distancing.
- Schools should have designated entrance and exit doors for the playground. (Handicapped access doors are helpful for entering the building to eliminate the need to touch doors and handles.)

## Playground Structures (Swings, Jungle Gym, etc) **NOT APPROVED**

In collaboration with the Health Department, playground structures (large structural equipment, swings, jungle gym, etc.) are **NOT approved** for use during Operational Level 2. We will notify schools when this restriction has been lifted by the Health Department.

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## Playground Equipment (balls, hula hoops, jump ropes):

- Each cohorts/class should have their own set of recess equipment. It is helpful for equipment to be easily identifiable by class.
  - Prior to using any piece of equipment, schools should determine if it can be effectively disinfected. (Nonporous items such as those made of plastic or rubber are recommended.)
  - **Schools are to use items, which can be used individually (hula hoops, jump ropes, basketballs, etc.) or in pairs with “foot use” only (soccer balls, playground balls).**
  - **Equipment must be sanitized between *and* after use.**
  - Schools (cohorts/classes) should have designated clean (green) & dirty (red) containers for playground equipment. Staff should use Virex II 256 to clean dirty equipment and use in accordance with manufacturer recommendations and guidance.
-

# Playground Considerations & Resources

## Playground Tips and Considerations:

- Review, teach and practice playground routines in advance.
- Teach games and recess activities that minimize close physical contact and allow for 10 feet of separation/distancing.

## Online Resources for Outside Play (Open in Chrome):

- [https://www.shapeamerica.org/advocacy/reentry/in-school-instruction-with-physical-distancing\\_the\\_recess.aspx](https://www.shapeamerica.org/advocacy/reentry/in-school-instruction-with-physical-distancing_the_recess.aspx)
  - [Playground ball or soccer ball games](#)
  - [No equipment games](#)
  - [Hula hoop kick and catch \(can be played on blacktop\)](#)
-



# Elementary Principal Briefing: Phase-In Planning



**November 13, 2020**

# Agenda

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



# Tentative Phase-in Timeline

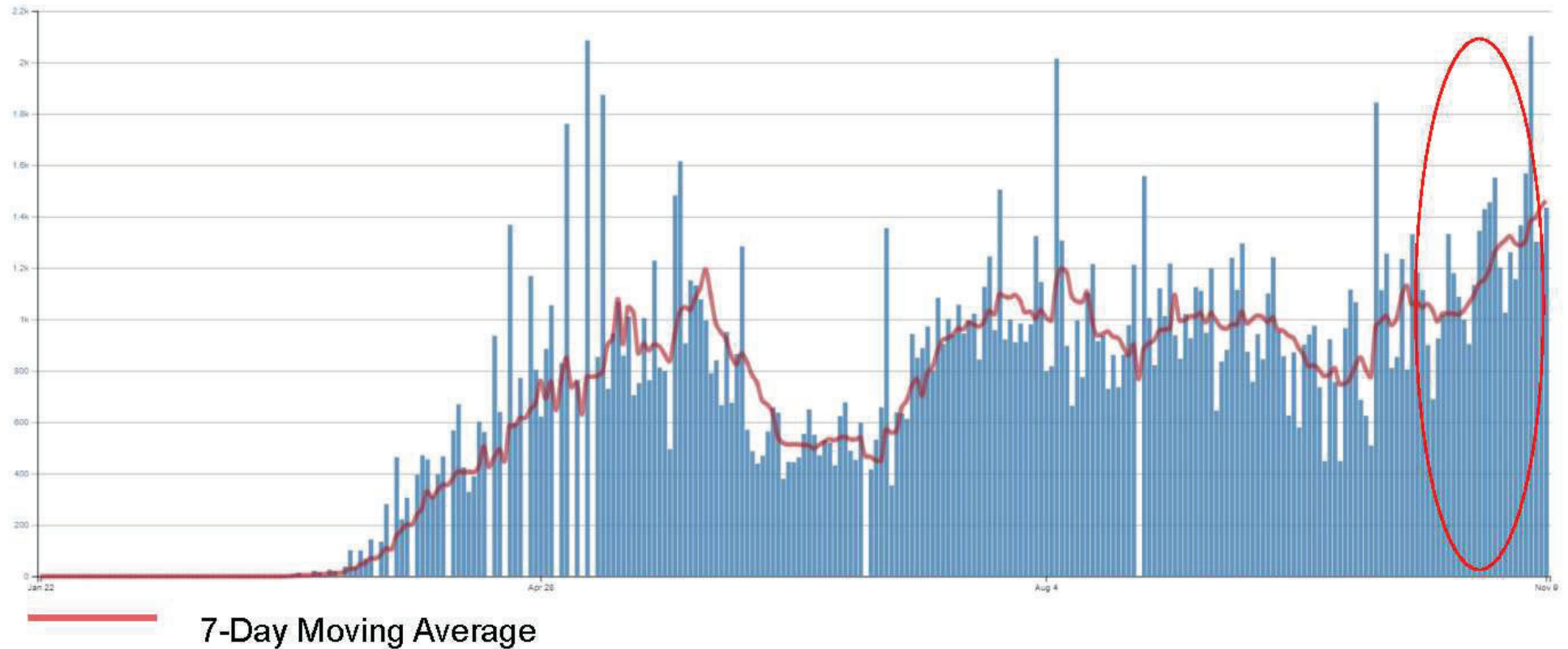
		October			November	December	January	
		5	19	26	17	8	12	26
<b>COHORT LEARNING</b>  	<b>Group 1:</b> Select Specialized Career Prep Classes							
	<b>Group 2:</b> Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes							
	<b>Group 3 &amp; 4:</b> Select EL, Specialized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

# Health



# COVID Cases in Virginia on the Rise

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



### Core Indicators, Fairfax, 11/11/2020

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

188.8

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

6.3%

Ability of the school to implement five key mitigation strategies

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

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

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

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

43.1%

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

84.7%

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

6.3%

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

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

## FCPS Data: Core and Secondary CDC Indicators
















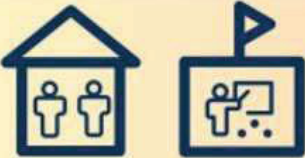








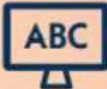

November 12, 2020

Indicator Risk Levels
Lowest
Lower
Moderate
Higher
Highest

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



# CDC Alignment to Virginia Phased Guidance for Schools

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

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

## Five (5) Mitigation Measures

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

## Reinforcement and Assessment of Mitigation Measures

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

**Important Reminder: Staff and Students Staying Home when Sick**

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

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

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

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

# Current Health Thresholds Impact on In-Person Instruction

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

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

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

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

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

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

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



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

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

# Health: Key Points

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

# Renaming of the Isolation Room

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

# PPE - Availability

- Suggest identifying one or more PPE rooms
- [Considerations for Personal Protective Equipment \(PPE\)](#)
- [Supplies and Delivery Information](#)
- [Replenishment Supplies Ordering Information from Warehouse](#)
- Reminder: Masks, gloves, face shields, and hand sanitizer available for all returning staff next week
- Lab Coats - delivery for EHS, Prek and K teams at the end of next week or following Monday. Use disposal gowns if needed

## Elements Guiding Phase-in Decision-Making

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

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

# | Human Resources

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# HR Updates

## Classroom Monitor Updates/Reminders:

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

## Other Updates:

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

# Childcare Solution Reminders

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



# Instruction



# ACPM

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

**Coaching for  
Equitable Practices**

**Nov 18**

# TTT & Specialist Guidelines

- During Operational Level 2 (grades PreK-2), classes should not be mixed
- Specials teachers and Specialists should push into classrooms for instruction. If alternative spaces are used, schools must ensure that social distancing can be maintained and appropriate cleaning is taking place between groups

[Health and Safety Guidance](#) document

## Office Hours for School Leaders: TTT Focus

- Monday, November 16 2:00 PM
- Tuesday, November 17 11:00 AM
- [Details for access](#)

# SIS: Student Attendance Dates & Transportation

- Reminder to ensure that the Student In-Person Fields and Online Learning Intention fields in SIS are populated for all students returning to in-person
- Transportation utilizes the Student In-Person Fields to know which days (T/W or Th/F) each student will be attending.
- Transportation information will be provided to each principal for distribution to parents
- Health Forms will be sent automatically based on in-person start dates entered
- Secondary schools will be reviewing in-person days to attempt to make matches with siblings' schedules if possible

# SIS: Student Attendance Dates & Transportation

## Group 6-8 Student Cohort Transportation Target Dates are below:

- **Group 6** - Start Date December 8: Transportation needs information into SIS/STR by: 11/13 – changes no later than 11/16
- **Group 7** - Start Date: January 12: Transportation needs information into SIS/STR by 12/4 no changes after 12/17
- **Group 8** - Start Date: January 26: Transportation needs information in SIS/STR by 1/4 no changes after 1/13

Any schools having difficulty with the above, please reach out to transportation to work through any challenges.

**ESOL/SLIFE/CTE and Concurrent Pilot** transportation requests must continue to be entered on the school specific spreadsheets.

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

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

# Teacher Preparation Days

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

**Reminder:** *Specials Teachers and Specialists should also be given preparation days. Please give them choice to provide asynchronous work or to meet with other grade level classes on those days.*



## New Video

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

# Early Childhood





# Group 5: Early Childhood Updates

## **Recess/Outdoor:**

- Follow FCPS guidance on recess/outdoor
- Additional [socially distance games for young children](#)

## **Arrival and Dismissal**

- Follow all FCPS guidance including parents/guardians not entering the school building
- [Return to School Social Story](#)

## **Teacher Executive Function Resources**

- Modified [Circle Games](#)

[EHS/PreK RTS Guide](#)

# | Special Education Updates

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# Intensive Support Needs: Group 5 Clarification

Intensive Support Needs group is not a pre-existing cluster or program like many of our earlier groups (e.g. Cat B – Adaptive Curriculum, EAC, PAC, ECCB).

Clarity needed for the 2nd bullet as it relates to modified instruction for students being taught with the **Standards of Learning**.

Updates have been made in **bold** text for the 2<sup>nd</sup> bullet to clarify what this looks like for students instructed with the Standards of Learning.

## Next Steps for Schools Based on Added Clarity:

- Invite students who meet the criteria to return
- Notify additional staff, if any, who need to return
- Provide updates
- Contact Mike Bloom or Michelle Boyd if there are challenges standing up your programs so that we can collaborate and support you.
- Notify all families of students who meet the criteria even if we are working through logistics so that they know we are working on it.

Additional students ~start Nov. 30th	Intensive Support Needs <u>Decision Tree</u>
	<ul style="list-style-type: none"><li>• 50% or more of <b>core content courses</b> (i.e. core math, core English/language arts, core history/ social science and core science classes) provided in special education settings</li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• Instructionally, student functions multiple grades below current grade level and 50% or more of instruction is <b>modified to bridge the gap between the student's baseline knowledge and course standard with the expectation that the student will subsequently meet the standard (updated 11/3/2020)</b></li></ul> <p>AND one or more of the following:</p> <ul style="list-style-type: none"><li>• Comprehensive needs across academic areas</li><li>• Student has a primary disability of intellectual disabilities, learning disability, Autism, or multiple disabilities</li><li>• Reading and writing scores below the 10th percentile (scores &lt; SS 80) on standardized assessments compared to same-aged peers</li><li>• Deficits in adaptive skills, social communication, and restrictive and repetitive behaviors</li><li>• Difficulty with working memory (WMI &lt; SS 80)</li><li>• Difficulty with receptive and/or expressive language</li><li>• Has additional adult supervision throughout the school day in all areas of the building</li></ul>

# Technology



# Technology Purchase Updates

- 1500 cameras purchased and distributed to support Pilot schools. Additionally, all schools received a starter camera set for testing
- Schools provided a A/V bundle catalog order sheet to purchase additional items in support of customizing concurrent classrooms
  - Round 1 order sheets delivered to schools November 2nd
  - Round 1 order placed with vendors - \$3.5 million
    - 4868 Cameras
    - 1425 Doc Cameras
    - 602 Sound Amplifiers/Microphones
    - 4898 monitors (teacher workstation)
- Round 2 order sheets delivered to schools November 9th, order collection and processing next week
- ES Teacher and student computer orders are in production with anticipated delivery by winter break. We will distribute laptops before and after winter break as available.
  - First 300 teacher laptops delivered to our warehouse Nov 12th

# Questions

# Reminder (*Went out in Actiongram this week*)

## Return to School Planning meetings

All principals and school-based administrators who have or will participate in the weekly *Principal/LT Action Team* and/or Friday *Principal Briefings* can earn recertification points by registering in MyPDE.

- [Principal/LT Action Team](#)
- [Principal Briefings](#)

Click on the “**register**” button on the top right, only “**add**” the months for which you have attended or plan to attend, and click the “**register**” button on the bottom right. To receive recertification points retroactively for meetings held in July - October, participants must register their attendance by (two weeks from this date).



# Elementary Principal Briefing: Phase-In Planning

**November 20, 2020**



# Agenda

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

## In-Person Return Dates

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

# Group Status and Program Clarification

<b>Group 1</b>	<ul style="list-style-type: none"> <li>• Firefighting, LPN, Construction, Student Auto Sales</li> </ul>	<b>Will not phase out based on health metrics</b>
<b>Group 2</b>	<ul style="list-style-type: none"> <li>• Preschool Autism and Preschool Class-based students</li> <li>• EMT, Intro to Nursing, Carpentry, Cosmetology, Youth Registered Apprenticeships</li> </ul>	<b>Will not phase out based on health metrics</b>
<b>Group 3</b>	<ul style="list-style-type: none"> <li>• Key Center and Kilmer Center</li> <li>• Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS),</li> <li>• Noncategorical Elementary (NCE) students accessing curriculum in a special education setting,</li> <li>• Elementary Comprehensive Services Sites (E-CSS)</li> <li>• EL SLIFE &amp; Newcomers (grs 3-12, ELP 1, Arrived in US after 6/30/19) (Mondays)</li> </ul>	<p><b>Positivity Rate has to be greater than 10% for 7 consecutive days.</b></p> <p><b>This group has ZERO days exceeding the threshold as of 11/20</b></p>
<b>Group 4</b>	<ul style="list-style-type: none"> <li>• Culinary, Cyber Comp Tech, Dance, MCT, Musical Theater, Professional Photo, BioTech, Exploring Health Sciences, Criminal Justice (Level 2), TV Media, JROTC, Fashion Careers, TJ Senior Research Labs</li> <li>• 911 Dispatch, Dental Careers, Medical Assistant, Patient Care Technician, Pharmacy Tech, PT/OT, Veterinary Sciences, Engineering Systems, Robotics, Auto Collision, Auto Technology, Electrical Engineering, HVAC <b>(MOVED FROM GROUP 3)</b></li> <li>• Burke ES</li> </ul>	<p><b>Greater than 200 Cases OR Positivity Rate greater than 10% for 7 consecutive days.</b></p> <p><b>This group may exceed the threshold for 7 day on 11/22.</b></p>

**Updated**

# Governor's Health Order

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

# Health



# Health: In-Person Decision Making Reminders

As of Nov. 19th

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

# PCR Testing through Fairfax County Health Department (FCHD)

## Rapid Testing

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

## PCR Testing Sites w/ One Day Results

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

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

## PCR Testing Sites

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



# Self Care:

## Classroom Response to Minor Health Care Needs

### As Age and Developmentally Appropriate

Mild headache or stomach ache from hunger, need to use the bathroom, menstrual cramps or stress

Itching bug bite (not new insect sting)

Minor scratch/scrape/ blisters/scab requiring Band Aid

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

Loose tooth/loss of baby tooth

Dry skin/chapped lips

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

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

### Tiered Support for Student Health Care Needs



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

Mild headache or stomachache from hunger, need to use the bathroom, menstrual cramps or stress  
Itching bug bite (Not new insect sting)  
Minor scratch/scrape/ blisters/scab requiring Band Aid  
Minor nosebleed (only a small amount of blood that stops quickly)  
Loose tooth/loss of baby tooth  
Dry skin/chapped lips  
Head lice (*call SHA if live lice or nits noted*)  
Bathroom accidents (when change of clothes is not required)



#### Health Room

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



#### Care Room

Fainting/feverish or shills  
Fever  $\geq 100.4$   
Headache (Not due to another health condition, hunger, stress, or injury)  
NEW COUGH\* (Not due to another health condition)  
Shortness of Breath or Breathing Difficulties\* (Not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)  
NEW SORE THROAT (Not due to another health condition)  
Congestion or Runny Nose (Not related to allergies, or other health condition)  
Fatigue (More tired than normal or sudden onset)  
NEW MUSCLE PAIN (Not due to another health condition or may have been caused by a specific activity such as PE)  
NEW LOSS of TASTE, SMELL, or APPETITE  
Abdominal pain (Not due to hunger, constipation, injury, or stress)  
Rashes, VOMITING OR DIARRHEA (Not associated with a chronic gastrointestinal condition)

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

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

### Tiered Support for Student Health Care Needs

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



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

## Five (5) Mitigation Measures

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

## Reinforcement and Assessment of Mitigation Measures

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

**Important Reminder: Staff and Students Staying Home when Sick**

# School Safety Teams

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

# Mitigation Observation Tool (Draft)

## Activity Observed:

Indicate all mitigation measures observed

Implementation of distance learning

Temperature checks upon arrival to school

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

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

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

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

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

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

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

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

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

Noted Areas of Strength

Noted Areas of Challenge

Follow-Up Needed

# Instruction



## SIS: Return to School Tab

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