

| Special Education



Special Education Updates

Recovery Services

Recovery is not compensation for lack of FAPE, but a determination of need for services to fill in learning gaps caused by shut-down in Spring. IEP team process to consider student need for recovery by request.

Guidance documents:

[FCPS Guidance Document for IEP Teams for COVID Recovery Services](#)

[Supplemental Document for Recovery Services](#)

[Recovery Services: IEP Guidance Document Review \(BBCU Link\)](#)

Group 5: Intensive Support Needs

Additional information has been included to help clarify the criteria for Students with Intensive Support Needs.

Instructionally, student functions multiple grades below current grade level and 50% or more of instruction is modified to bridge the gap between the student's baseline knowledge and course standard with the expectation that the student will subsequently meet the standard.

Principals should invite students who meet the criteria to return to in-person instruction as part of Group 5.

Resources:

[Group 5: Intensive Support Needs Student Criteria Accommodations and Modifications](#)

De-Escalation Training - Level 1

- **Level 1 Training** - Virginia Regulations require that school personnel receive training on skills related to positive behavior support, conflict prevention, de-escalation, and crisis response, including follow-up support and social-emotional strategy support for students, staff, and families.
 - **Who:** Staff who interact with students, including any central office personnel who support students at schools
 - **What:** Online module training in MyPDE (course # DLRS_R_S_2020-21), approximately 2 hours to complete
 - **When:** Completion required before Jan. 1 2021

De-Escalation Training - Level 2

- **Level 2 Advanced Training** - Virginia Regulations requires that at least one administrator per school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to need to be physically restrained or secluded.
 - **Who:** One administrator per building, Crisis Response Teams and select staff based on reference to restraint and/or seclusion in student IEPs
 - 59 schools already meet the administrative requirement
 - **What:** MANDT, PCM Evidence Based Practice curriculums (schools will be able to select from various dates and times to best meet their needs)
 - **When:** Completion required before Jan. 1, 2021

| Human Resources



HR Updates

Q: Can part time teachers serve as classroom monitors and be paid with the hourly funds if they are interested in working additional hours?

A: Yes. The principal will still need to submit an HR-8 so HR can add the hourly monitor job to the employee's record.

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

A: No. However, applicants can indicate a pyramid preference which is a searchable field in BrassRing.

Q: Is it possible to place the advertisement for classroom monitors more prominently on our FCPS website?

Yes. Also, HR and OCCR are collaborating on a press release with a call for applicants for both the classroom monitors and substitutes

Technology



Concurrent Classroom Tech - Delivery Updates

*Some items are already trickling in!

Device (Round 1):	When will it arrive (Earliest):	Device (Round 1):	When will it arrive (Earliest):
Logitech Meetup	January	AverMedia AW315s	January
Logitech Connect	January	AverMedia AW330	January
Logitech BCC950	February	FrontRow Juno	January
AVerMedia PW313	January	HP/Dell Monitors	December/January
Jabra 710	January	Epson PowerLite 109W*	January
HoverCam Solo 8 Plus	February	Dell WD19 Dock*	January
Aver M70W	January	ScreenBeam 960*	January
Aver F17-8M	January	ScreenBeam 760*	January
Lightspeed RedCat	January	AverMedia AW330	January

Concurrent Classroom Tech - Receiving

As a recipient of CARES funding, FCPS has a federal obligation to verify and track these purchases for the life of the device.

- TSSpecs and Finance Techs are getting instructions on the steps for receiving. High level steps for awareness:
 - Verify items received against menus (*Make sure they have a copy of your menus)
 - Sign packing slips, keep a copy, and email a copy to ITcaresreceiving@fcps.edu
- TSSpecs will need to tag and barcode equipment and enter into Asset system (they have instructions)

Planning Ahead for Blackout Dates

<i>System</i>	<i>Blackout Start</i>	<i>Blackout End</i>	<i>Purpose and Impact</i>
SIS Enrollment	Friday, Dec. 11 at 5:00 p.m.	Monday, Dec. 14 at 6:00 a.m.	To complete SIS new year rollover <ul style="list-style-type: none"> • Only SIS enrollment will be unavailable. • SIS is still accessible to staff. • ParentVue and StudentVue are still available
SIS Full System	Friday, Dec. 18 at 5:00 p.m.	Monday, Dec. 21 at 6:00 a.m.	To upgrade the SIS system for 2021 <ul style="list-style-type: none"> • SIS will not be available during the blackout. • ParentVue and StudentVue will not be available during the blackout.
FCPS 24-7 Blackboard	Friday, Dec. 18 at 5:00 p.m.	Wednesday, Dec. 23 at 5:00 p.m.	To upgrade Blackboard for continued support this school year <ul style="list-style-type: none"> • Blackboard Learn will not be available during the blackout.

MiFi Roundup Heads-Up

- Need to begin collecting MiFi devices not being used to make them available for other students
- Have about 1500 devices system-wide that have not been used at all this school year
- TSSpecs will be working with Admin to identify those devices and collect those not needed in order to make them available centrally for ongoing student needs. We do continue to get student requests as family circumstances change.

Questions



Elementary Principal Briefing: Phase-In Planning

December 4, 2020

Agenda

- Dr. Brabrand Welcome & Updates
- Action Team Updates
 - Instruction
 - Health & Mitigation Measures
 - Human Resources
 - Technology
 - Special Services

Instruction



Return to School Bell Schedule (Start Times)

As FCPS brings back Groups 4 and 5 on January 12, 2021 for face-to-face instruction, the Return to School Bell Schedule (Start Times) will be implemented.

This transition places approximately half of the elementary schools on the later bell schedule and also places middle schools and Thomas Jefferson on the earlier bell schedule (<http://fcpsnet.fcps.edu/fts/fcpsgram/SY-2020-21-Bell-Schedule.pdf>).

This change is necessary for the following reasons:

- Social distance requirements reduces bus capacity.
- Time between these runs must be built in so that the driver can sanitize the bus before the next group of students board.
- The bus driver shortage requires that multiple runs be conducted by each driver.

Interventions and New Student Orientation Transportation Request

- Each school may gain access via the link below to the Google Document form to register student transportation requests.
 - [Student Transportation Requests](#)
- Enter data for students who are eligible to receive transportation.
- Title the completed form with your school name. Submit the Google doc to Michele Phillips and Christopher Lester-Daniels two weeks prior to the start of the program.
- OTS will provide each school with a (CSV) file along with the student transportation information. Each school can then provide parents the transportation arrangements via eNotify.

Transportation SIS/STR Information Deadlines

EMBARGOED DRAFT - Tentative Return to School Timeline Subject to Core Health/CDC and Staffing Metrics

	Student Return DRAFT (Tuesday Start Dates)	Transportation SIS/STR Deadlines
Group 4 Group 5 - PreK-K	1/12 New Bell Schedule Starts	Student Data Has Been Received
Group 6 - Grades 1-2	1/19	Student Data should have been Received per previous deadline by 11/16
Group 7 - Grades 3-4	1/26	Transportation needs information into SIS/STR by today, 12/4; no later than 12/17
Group 7 - Grades 5-6	2/2	Transportation needs information into SIS/STR by today, 12/4; no later than 12/17
Group 8 - Grade 7 Group 8 - Grades 9 & 12	1/26	Transportation needs information into SIS/STR by 1/4; no later than 1/13
Group 8 - Grade 8 Group 8 - Grades 10 & 11	2/2	Transportation needs information into SIS/STR by 1/4; no later than 1/13

Health Services



Mitigation Strategies and Safety Teams

Future in-person decision making will be informed by all three Core CDC Indicators with the 3rd indicator being measured by FCPS Safety Teams

Number of Cases Per 100,000	Percent Positivity	Implementation of Mitigation Strategies
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Safety Teams Created to Enhance Mitigation Efforts

- Teams will survey each school every week and provide immediate feedback
- Purpose and intent is to provide additional supports during this pandemic
- Allows for quicker response and data tracking for consistency
- Will inform our ability for students to return to school

Mitigation Strategies and Safety Teams

Five (5) Key Mitigation Strategies:

- 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 the health department*

Mitigation Strategies and Safety Teams

What is involved:

- Every school site will be observed every week (depending on staff availability) with each school observation lasting two hours. Initially, as staff are being “certified” to conduct visits, pairs of observers will go out together, so schools will be observed every other week.
- Observations will include arrival/dismissal (depending on whether it is a morning or afternoon observation), main office, care rooms, staff break rooms, as well as at least three classrooms. Observation sessions occurring during lunch should also observe the lunchroom
- Observers may also ask a few simple questions of staff, students, or visitors as they move through the building to support their ratings.
- Observation notes and ratings will be recorded electronically.
- Observers will roam through the school throughout their visit and will not need to be accompanied by school staff.
- Some observation visits will require two monitors to ensure reliability of the gathered data.

Mitigation Strategies and Safety Teams

- To support the primary purpose of the observations, the correctness and consistency ratings from each observer will be collated to determine an overall grade for each school visit. This grade can be used to support decision-making about an individual school, if needed. The five potential overall grades to be assigned are based on the CDC and FCHD guidelines, as follows:

Overall Grade	Description	Correctness Count	Consistency Count
5	All 5 strategies correctly and consistently Implemented	5	5
4	All 5 strategies correctly but inconsistently Implemented	5	4
3	3-4 strategies consistently and correctly Implemented	3 or 4	3 or 4
2	1-2 strategies correctly and consistently	1 or 2	1 or 2
1	Implemented no strategies	0	0

Mitigation Strategies and Safety Teams

- Additionally, to support the primary purpose of the observations across the Division (i.e., decision-making about in person instruction), overall grades at each school will be averaged across all schools observed that week to get a weekly Division average. The Division average will always be rounded down to the nearest whole number to determine how effectively FCPS implemented mitigation strategies that week. The Division average will be considered in conjunction with the other two COVID-19 health metrics (number of cases per 100,000; positivity rate) to support whether to dial up or dial down in-person instruction.

Division Average	Indicator Risk Level for Mitigating Strategies
5	Lowest
4 – 4.99	Lower
3 – 3.99	Moderate
2 – 2.99	Higher
1 – 1.99	Highest

Mitigation Strategies and Safety Teams

How will the data collected by the observers support continuous improvement at schools?

- Observer notes for specific strengths and challenges on each mitigating strategy will support the observations' secondary purpose of continuous improvement at schools. Once an observation is complete, principals will receive a copy of the notes received along with a communication on the three to five ways that adherence to high-quality implementation of all five strategies can be improved.
- The debriefed information about the observation will be accompanied by any needed supporting information (such as how to order masks and PPE, or how to receive reminder signs about social distancing). This type of information, rather than just the ratings, will be the most important information for principals and schools as they will not only support a deeper understanding of what strong implementation of mitigating strategies looks like but also how to achieve quick fixes toward this aim.

| Human Resources



HR Updates

Classroom Monitors:

- 504 applicants available in pool
- Monitors may begin working prior to student group return

Title IX Training:

- Look for memo next week
- Asynchronous module to be completed prior to January 8
- Synchronous training, by level, on January 8

Technology



Tech Updates

- Concurrent Classroom Technology Purchases
 - FCPS expended \$6.4M during the first two rounds of RTS equipment orders
 - **Classroom technology equipment ordered = 23,164**
 - Final round orders due Monday, 12/7 (to support timely delivery for RTS)
 - Although the funds do not expire Dec 30, later orders mean later arrival dates
- Grade 3-5 student laptops - around 9,000 laptops have been delivered to schools
 - Deliveries to multiple schools per day; anticipated final deliveries by winter break
 - TSSpecs will begin imaging machines in batches as they are received
 - Distribution process (Flexible)
 - Not a bulk distribution process like summer - some families will want to leave well-enough alone
 - Replacing laptops as students have issues with current laptop
 - Replacing laptops as students return to buildings

Tech Updates

- ES teacher laptop refresh final round
 - Around 1,500 of the teacher laptops delivered to schools
 - All deliveries completed by January 15
 - TSSpecs will start working on imaging machines and support teacher distribution
- Additional Instructional Support laptops - Ordered and received 1,000 units
 - TSSpecs are working with Admin teams on critical needs in their buildings
 - TSSpecs will work on imaging machines and distributing to staff in January
- **December blackout dates**
 - **SIS Full System** - Friday, Dec. 18 at 5:00 p.m. to Monday, Dec. 21 at 6:00 a.m.
 - To upgrade the SIS system for 2021
 - SIS **will not be available** during the blackout
 - ParentVue and StudentVue **will not be available** during the blackout.
 - **FCPS 24-7 Blackboard** - Friday, Dec. 18 at 5:00 p.m. to Wednesday, Dec. 23 at 5:00 p.m.
 - To upgrade Blackboard for continued support this school year
 - Blackboard Learn **will not be available** during the blackout.

| Special Services



Restraint and Seclusion Draft Policy

(1st Read)

Main Proposal Components

- Prohibition of seclusion in all schools except Burke, Key and Kilmer
- Only the three schools permitted to use seclusion in the very rare instances where it may be considered will have "safe rooms." Doors on safe rooms at other sites will be removed prior to Jan. 1st
- Specific Definitions
 - **Serious physical harm** means bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty. For this policy, serious physical harm is synonymous to serious bodily injury.
 - **Imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention. For this policy, imminent risk is synonymous to imminent threat.

SET GOALS

1. Phase out use of seclusion at all FCPS schools through a multi-year process
2. Continue to use positive behavior interventions and supports to support students
- 3.



Proposed policy effective date is January 1, 2021

Restraint and Seclusion Draft Policy

(1st Read)

Main Proposal Components

- Prohibition of prone restraint (consistent with new state regulation)
- Prohibition of supine restraint (will be included in 2nd read)
- Student conference with trusted adult
- Revised parent notification timeline (will be same day for contact and written report in 2nd read)
- School personnel may implement physical restraint or seclusion **only** when other interventions are, or would be, in the reasonable judgment of the particular school personnel implementing physical restraint or seclusion in an emergency situation, ineffective and only to:
 1. Prevent a student from inflicting serious physical harm or injury to self or others.
 2. Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons.
Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.
 3. Defend self or others from serious physical harm or injury.
 4. Obtain possession of controlled substances or paraphernalia which are upon the person of the student or within the student's control.
 5. Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.



Support for Administration & Staff

- Additional professional development and coaching to enhance capacity of school staff and administration
- BITs and ABA coaching support through an equity model
- Technical assistance from the Intensive Support Team
- Expand Crisis Response Teams (CRTs) within existing personnel



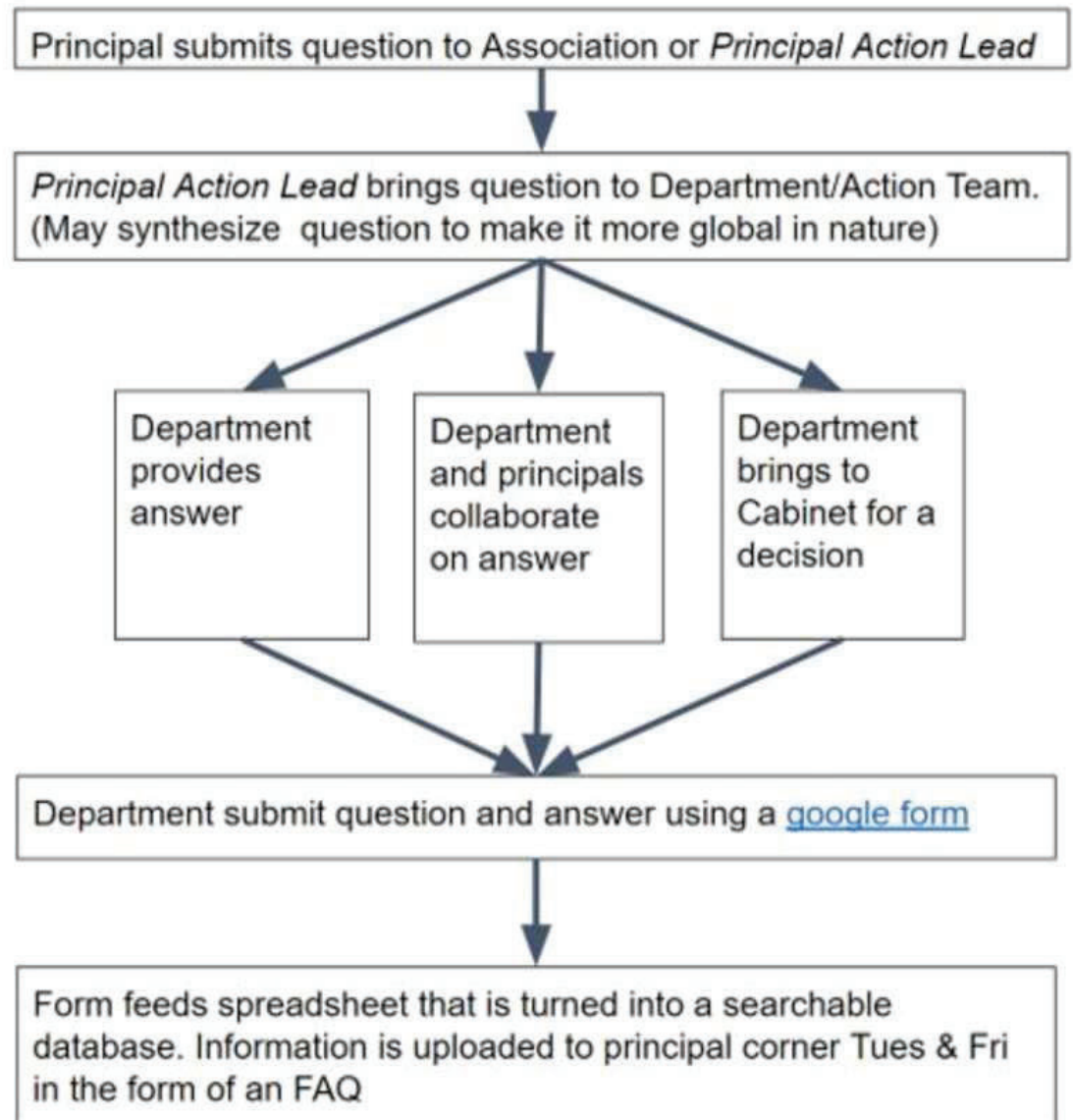
FAQs



FAQ Reboot

<http://fcpsnet.fcps.edu/supt/corner/FAQs.html>

(Linked to Principal's Corner Google Site)



Questions



Elementary Principal Briefing

December 11, 2020

Agenda

- Dr. Brabrand Welcome & Updates on Timeline & Bell Schedules
- Health - VDH Health Metrics; Mixing of Groups
- Human Resources - Classroom Monitors
- Technology - Bandwidth Guidelines

Draft Updated In-Person Return Timeline

*Groups 1-3 will begin virtually for the first week following winter break

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Teacher Work from School Dates
Group 1-4: Select CTE and Spec. Ed. Group 5: PreK-K	January 12 (New Bell Schedule Starts)	No Later Than January 11
Group 6: Grades 1-2	January 19	No Later Than January 11
Group 7: Grades 3-4	January 26	No Later Than January 19
Group 7: Grades 5-6	February 2	No Later Than January 25
Group 8: Grade 7, 9 and 12 Poe, Glasgow, Holmes - Grade 6	January 26	No Later Than January 19
Group 8: Grade 8, 10 and 11 Poe, Glasgow, Holmes - Grade 7-8	February 2	No Later Than January 19

*MS/HS may begin offering in-person interventions starting on 1/11

*MS/HS will schedule orientation sessions for students new to the building prior to in-person return dates

Revised Bell Schedules - Effective January 12, 2021

CURRENT BELL SCHEDULES		REVISED BELL SCHEDULES	
Middle School	7:30-2:15	Middle School	7:15-2:00
Secondary School	8:00-2:45	Secondary School	8:10-2:55
High School	8:10-2:55	High School	8:10-2:55
Thomas Jefferson	8:40-4:00	Thomas Jefferson	8:10-3:30
Elementary School	8:30-3:15 rolling earliest to 9:20-4:05 latest	Elementary School	9:10-3:55 or 10:05-4:50

There are 72 elementary school bells starting before 9:00 AM and 71 elementary school bells starting at 9:00 AM or later. The ratio of the RTS bell schedule is 67 schools on the early 9:10 bell and 76 schools on the late 10:05 bell.

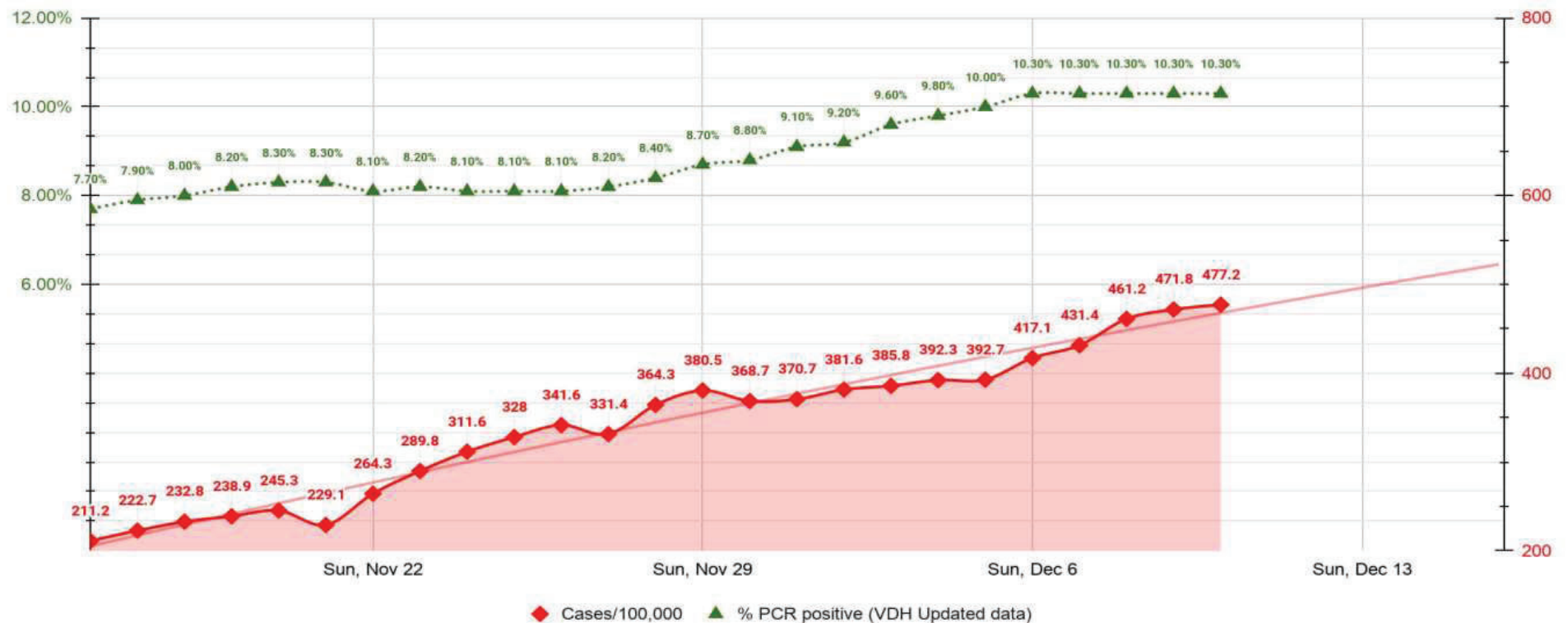
Complete listing of bell schedules can be found at <http://fcpsnet.fcps.edu/fts/fcpsgram/SY-2020-21-Bell-Schedule.pdf>

Health Updates



Community Transmission: Fairfax County CDC COVID Indicators

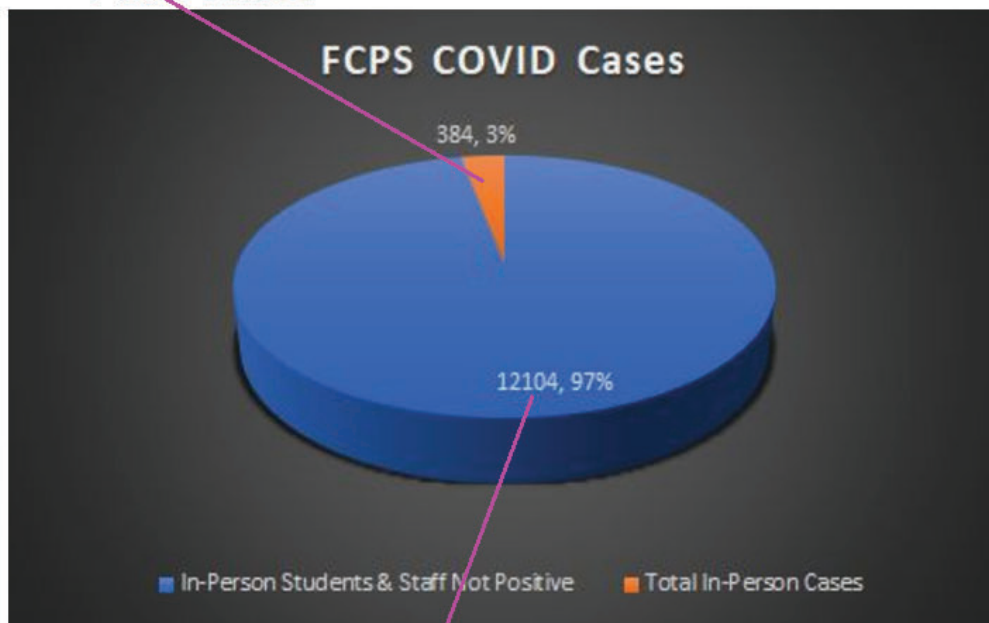
Fairfax Core Indicators



FCPS by the Numbers

384 Total In-Person Cases

3% Positive



Rounded to the nearest whole percent

97% Not Positive

12,104 In-Person Students & Staff

September 8 - December 7, 2020

COVID Positive Cases	Number	Estimated Percent
In-Person Student	32	0.8%
In-Person Staff	295	5.8%
SRS Students	11	.8%
SRS Staff	16	2.8%
Visitors	10	
Student Athletes	17	0.2%
Staff Athletics	3	0.5%
Epi-Linked Students & Staff (Transmission in Schools)	39	10.2% of all cases 0.3% of all in-person students & staff
Cases (Community Transmission)	345	89.8% of all cases 2.8% of all in-person students & staff

CDC Five Key Mitigation Measures

Stop the spread of germs that can make you and others sick!



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 your local health department

Mitigation Strategy Updates

Cohorting is an additional mitigation strategy, beyond the five (5) key mitigation strategies that can minimize the number of students close contacts if there is a positive.

- Given cohorting is an additional measure beyond the key strategies, we will proceed with planning for in-person return of older students understanding that they will need to mix and will not be able to cohort.

Social Distancing, maintaining six (6) feet between persons, is a key mitigation strategy. At this time, schools should have social distancing incorporated in their planning.

Additional Actions to Foster Mitigation Strategies: Lessons Learned from Transmission in Schools

Area of Need	Mitigation Strategy Adjustment
Unintentionally Reverting Back to Pre-COVID Practices	Daily messaging to remind all stakeholders of the importance of mitigation strategies (email, social media, announcements)
Face Mask Exemptions	Examine, on an individual basis, the ability to support face mask exemptions (need to maintain a safe environment for students and staff)
Social Distancing	Collaboration between department managers and the FCHD to revise existing processes for certain job functions to support implementation of social distancing

Additional Actions to Strengthen Mitigation Strategies

Area of Need	Mitigation Strategy Adjustment
Social Distancing	Restrict visits to other classrooms and offices unless required to complete work functions
	Require use of PPE as outlined <i>PPE Strategies: Guidelines for Proper Use of PPE</i>
Correct & Consistent use of Face Mask	Students who do not have face mask exemptions and are having challenges with the consistent and correct use of masks, even with the support of staff, may have to be temporarily transitioned back to virtual learning to build their tolerance then return back to in-person instruction (PSLs will work with their assigned schools to provide support and guidance on next steps)

VDH - Core and Secondary Indicators for Fairfax County

Core Indicators, Fairfax, 12/10/2020

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

477.2

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

10.3%

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.

Indicator Risk Levels

Lowest

Lower

Moderate

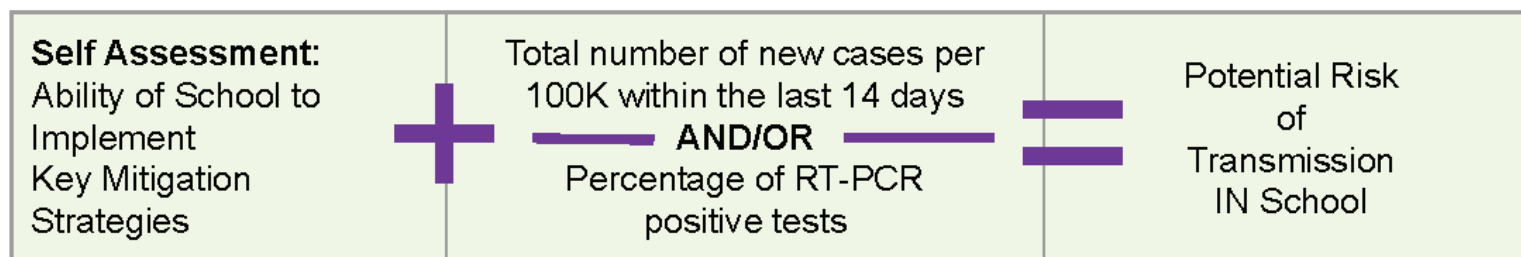
Higher

Highest

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

Dynamic School Decision Making

- When deciding to open, close, or reopen schools, CDC recommends the use of 3 core indicators
 - Two measures of community burden (number of new cases per 100,000 persons in the past 14 days; and percentage of RT-PCR tests that are positive during the last 14 days); **AND**
 - One self-assessed measure of school implementation of key mitigation strategies.
- The community indicators are a measure of the level of **community transmission**.
- While increasing community burden increases the risk of introduction of SARS-CoV-2 to a school, **the risk of transmission within the school is dependent on the implementation of the 5 key mitigation strategies within each school.**



Considerations for Transitioning Between School Instructional Models

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Up to 2 unrelated clusters* in the school within 14 days of each other	Greater than 2 unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other.
Staff capacity to conduct classes and school operations†	Normal	Strained	Critical

* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

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

Decision Matrix for Transitioning Between Methods of Instruction

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	In-Person	In-Person	Hybrid*
	Medium	In-Person	Hybrid*	Remote
	High	Hybrid*	Remote	Remote

*In some circumstances, schools may take a less restrictive approach than what is suggested in the table above. For example, if a school is operating with a full in-person instructional model and able to manage with low school impact despite a “substantial” level of community transmission, then schools can very reasonably hold course and continue with in-person instruction if resources allow.

| Human Resources



Classroom Monitor Updates

- Continuing to recruit classroom monitor applicants.
- Classroom monitor Meet and Greet will be held today.
- Additional event will be held the week following winter break.
- In situations where a classroom monitor is not available, schools are permitted to seek teacher volunteers to serve as the classroom monitor during their scheduled self-directed planning time.
 - Teachers should be compensated for this time.
 - Additional details regarding pay will be provided during a future update.

Technology



Tech Updates

Concurrent Classroom Tech:

- Have spent 99% of funding (\$8.3M) to purchase 32,000+ items
- 6,000+ items already delivered
- DIT team tracking vendor deliveries on a weekly basis
- Large Majority of Round 1 orders to be delivered by mid January, round 2 orders to follow

Elementary student and staff Laptop Delivery:

- Almost 21,000 Grade 3-5 student computers have been delivered
- All should be delivered by winter break; TSSpecs are beginning to image

Tech Updates

Student Overflow scheduling guidelines

- [Link to detailed Guideline document](#)
- The following guidelines were developed in support of school requests to balance schedules with classroom monitors for additional **simultaneous student virtual conferencing (BBCU or Google Meet) connections at each school.**
- Note that staff/teacher internet use is already accounted for in our base bandwidth upgrades and should not be factored in student scheduling calculations.

School Levels	Range of additional simultaneous concurrent overflow student connections on a BBCU/Meet per school building
Elementary	70 - 100
Middle	120 - 175
High	200 - 400

Questions

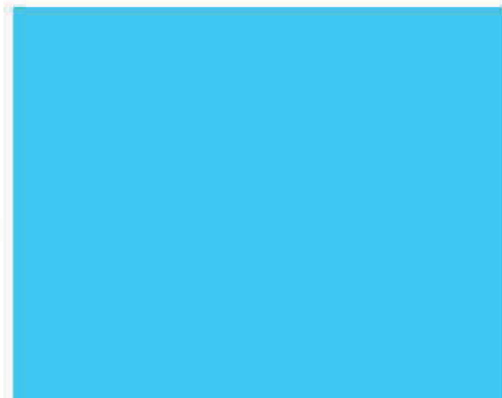
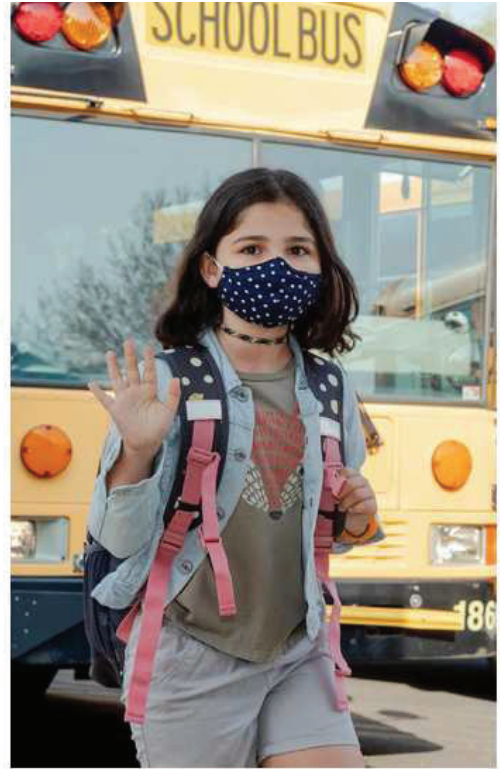


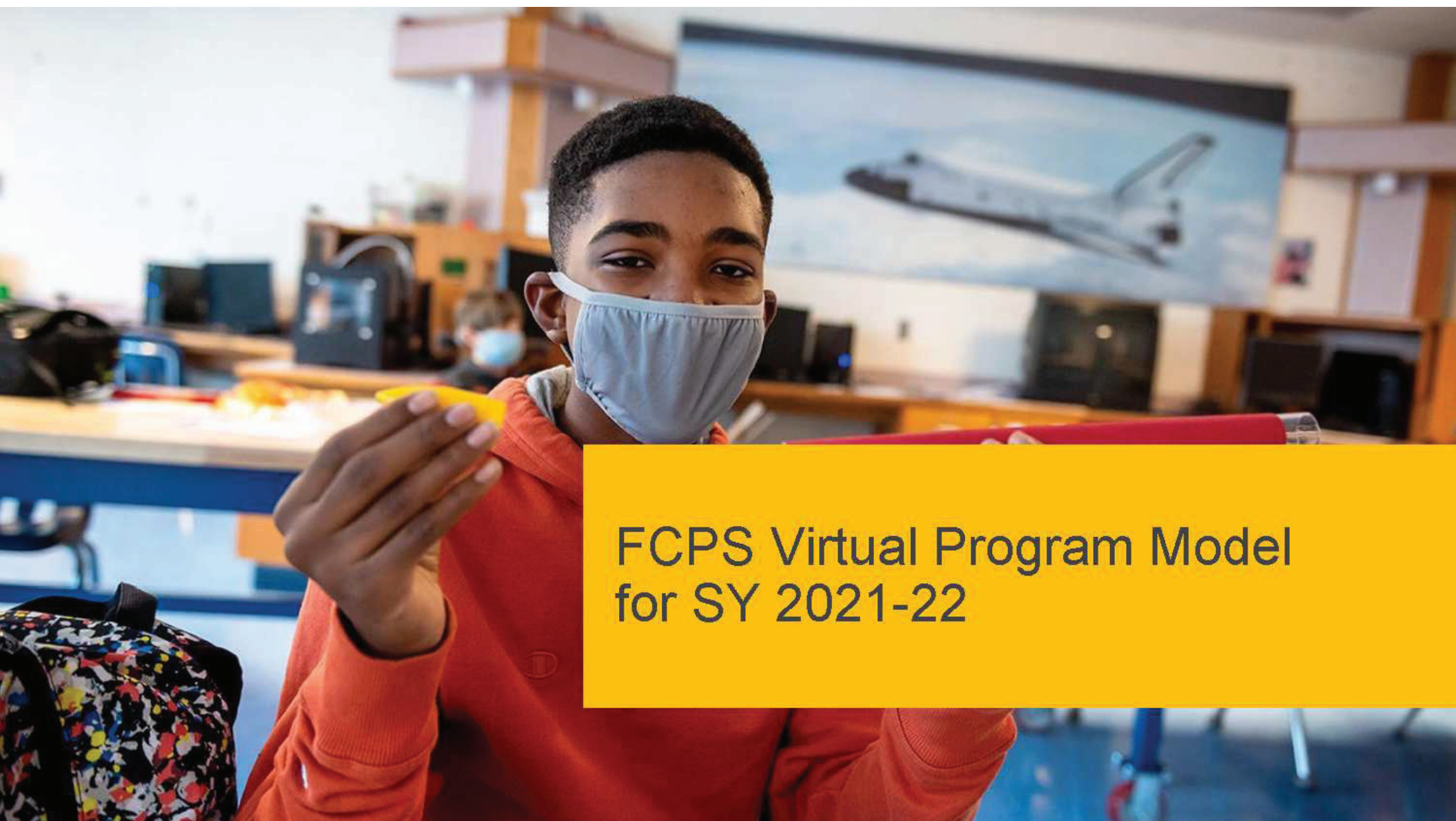
Elementary & Secondary Principal Briefing

April 29, 2021

Agenda

- Dr. Brabrand - Welcome
- Virtual Program - SY 2021-22
- Instruction
- Human Resources
- Principal/Operations Support Team





FCPS Virtual Program Model for SY 2021-22

FCPS SY 2021-22 Virtual Program



Guiding Principles

- Allow students with health/medical needs **temporary access to virtual learning in SY21-22** in response to continuing COVID related impacts
- Minimize the use of concurrent instruction to the greatest extent possible
- Provide virtual students with access to learning options and supports that are as similar as possible to those in the in-person environment
- Lessen the workload on schools for scheduling and managing “two schools”
- Minimize inequities among separate division schools

Division-level Virtual Program

- Division-level virtual program will be created at the Elementary, Middle, and High school levels
- Enrollment in the division's virtual program will be limited to students with documented health/medical needs
- Classes will be offered in a 100% virtual format and match in-person school schedule to the greatest extent possible
- Students will be virtual for *all* classes
- Students will need to commit to a minimum of semester long enrollment in the virtual program



Student Eligibility Criteria

VIRTUAL ENROLLMENT WILL BE **LIMITED** TO STUDENTS WITH DOCUMENTED HEALTH/MEDICAL NEEDS.



Eligibility for Virtual Learning is **LIMITED** and will be determined on the basis of a documented health/medical need



Families will be required to submit a Certification of Virtual Learning Need Form that includes the health care provider's documentation of the student's health/medical diagnosis that requires accommodations for learning in a virtual environment.



If a parent/guardian has a hardship and is unable to access a medical provider, school staff (Social Workers, School Counselor, Public Health Nurse) will work with the family to connect them with the appropriate resources.

Course Availability

- Course availability will be subject to student enrollment and staffing limitations
- Some specialized programs (e.g., immersion, STEAM, AAP Level II-III) and courses (e.g., specialized CTE) will **NOT** be available in the virtual program
- Division program may provide some limited sections of courses using concurrent instruction (e.g., IB graduation requirements)

ATHLETICS & ACTIVITIES

Options for virtual students to participate in activities or athletics will be made on a case-by-case basis following a review of medical appropriateness and safety



In order to mitigate staffing challenges, the division program will require hiring some additional staff outside of the base school staffing formulas.

Staffing Model

- Designated teachers will support the division-level virtual programs.
- Base school teachers may teach one or more virtual sections based on division programming needs.
- Teachers will be compensated if additional sections are taught beyond their full-time assignments.
- A competitive process will be utilized to facilitate transfer of current staff to the FCPS virtual program.
- As shared during the April work session, our employees will be required to report in-person to perform their essential job duties, which for teachers and instructional assistants includes classroom management. As always, ADA requests will be reviewed on an individual basis and accommodations will be provided to assist with meeting the essential job duties of the position.

Timeline and Registration Process

1. Division communication will be sent after SBWS (May 5)
2. Schools send Intent to Apply letter/form (May 5-9)
 - This will only go to families currently attending virtually
 - Form will close on May 9
3. Schools conduct outreach to families (May 10-14)
 - Explain application requirements/process - see how many families truly intend to apply for virtual enrollment
4. Parents/guardians submit the COVID-19 Virtual Enrollment Request form with signature from healthcare provider (May 17-21)
5. Families receive acknowledgement of receipt of documentation in the Student Information System (By May 24)
6. Families notified of acceptance into the virtual program or if criteria has not been met (By June 1)



Communication Timeline

Pre-Work Session - all communications/plan shared

May 4 (Work Session):

- RTS Toolkits with the communication plan and all communication tools/content that will be shared

May 5:

- Division message (staff) 7 a.m.
- Division message (parents/community — 8 languages) 8–10 a.m.
- Templated school message (pre-translated into 8 languages if needed) — sent by schools at/after 2 p.m.



Communication Tools

- Key message points
- Outline of timeline through the full [communication plan](#)
- Copy of the [division letter](#) for May 5 (a.m.)
- [Letter template for schools](#) to share on May 5 (after 2 p.m.) which includes a link to the Intent to Apply Form (to be shared with current virtual students only)
- [Script](#) for schools to use in confirming virtual intent with families
- [Virtual Enrollment Application](#) Form (to be shared May 17–21)
NOTE: Link can be shared with parents in advance.
- Banner design (plus how to order)
- Yard sign design (plus how to order)
- Social media suggestions
- Video Portrait of Returning Families
- One-pager on “What to Expect from A Virtual Classroom” (TBD)
- Suggested messaging for school marquees
- **Reminder:** Schools should contact FCPS Language Services or use United Language Group telephone interpretation services to facilitate conversations with EL families.





Instruction

Schedule

June 8

- Tuesday, June 8, 2021 is Election Day; 165 school facilities will be used as polling locations
- June 8 will be a *virtual synchronous* learning day for **ALL** students
- Teachers may teach from their school building or from home
- Other planned activities may still take place in the building (graduation rehearsal, staff events, etc.)
- Final Exam Schedule:
 - Schools have flexibility to adjust their final exam schedule to begin one day earlier if they would prefer to avoid June 8 as an exam day

June 11

- Early release for students - will follow traditional/past FCPS practice
 - HS: 2 hour day
 - ES and MS: 2 hour release

Summer School Hiring Update

- As per [Actiongram \(4/19/21\)](#)
 - Add your selected staff to the following Google forms weekly by Thursday COB
 - [Elementary Summer Program Staffing Form](#)
 - [Middle Summer Program Staffing Form](#)
 - [High School Credit Recovery Form](#)
- Recruitment stipend for Summer School staff:
 - \$1000 for licensed instructional staff (teachers, site managers)
 - \$500 for support staff (IA, bus driver, etc.)

FCPS-Approved Surveys in May and June

Dates	Survey	Respondents
May 5-14	Anti-Bias/Anti-Racism Policy Surveys	All Parents, Staff, Community Members
May 17-21	Distance Learning Check-In 12	<i>[Random Sample of non-Schoology schools]</i> All Teachers, Students (G4-12), and Families
May 17-28	Schoology Spring Surveys	<i>[Schoology Pilot schools only]</i> All Teachers, Admins, Students, and Families
May 17-28	Wellness Survey	All Principals
May 28-June 11	Distance Learning Spring Comprehensive Surveys	All Teachers, Students (G4-12), and Families Principals, DSS, Mental health staff



Human Resources

Staffing Allocation Update

- Middle and High Schools will have access to an additional 1.0 FTE to support impact of student migration out of Fine and Performing Arts courses
- This allocation is coming from the FCPS Staffing Reserve
- This FTE may only be used to staff other elective courses impacted
- If you do not need this resource, please return to the staffing reserve so resource can be used to meet other critical staffing needs
 - *Update: High schools may also utilize this staffing to support a section of Teachers for Tomorrow*

2021-2022 Employee Calendar

- You may access a draft version of the [2021-2022 Employee Calendar](#) in the Principal Corner.
- Calendar will be shared divisionwide next week.



Principal/Operational Support Teams

Principal Support Team - Operations & Logistics

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

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

<p>We are going to soon approach the end of the 3 month mark from some of our staff's second shots. I know that Pfizer put something out that the efficacy has been extended. Will the no quarantine required expire at that 3 month mark or will it be extended?</p>	<p>Per the CDC: Fully vaccinated people can refrain from quarantine following a known exposure if asymptomatic. There is no longer a restriction related to the time that has passed post-vaccine.</p>
<p>How do we order additional plexiglass if needed?</p>	<p>For the time being, schools and departments can order PPE from the warehouse and cite the CARES/COVID statistical internal order number which will ensure the school is reimbursed for the order. The net cost to a school should be \$0. Here's a link to the order guidance created by the Comptroller's office. http://fcpsnet.fcps.edu/fs/comptroller/CARES-Act.shtml</p>

Principal Support Team - Operations & Logistics

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

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

Updates to Capacity Guidelines (These guidelines go into effect 5/15/2021)

- These guidelines are the same for ES/MS promotion ceremonies

School Performances /Promotion Ceremonies or Award Ceremonies

This category would include events without food that are academic in nature like a promotion ceremony or academic awards ceremony.

Indoor Capacity:

Events may have up to 1000 persons or 50 percent of the lowest occupancy load on the certificate of occupancy, whichever is less.

Outdoor Capacity:

Events may hold up 50 percent of the lowest occupancy load on the certificate of occupancy.

Social gatherings (to include all night grad, prom, 5th/6th grade celebrations which include food and games, etc.)

100 people maximum.

250 people maximum.



Questions



Elementary & Secondary Principal Briefing

May 6, 2021

Agenda

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



Virtual Program

Division-level Virtual Programs

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

Virtual Program Timeline and Outreach

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

Intent Form Data

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

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

Parent Response to Intent Form:	School Action:
1. I am planning for my student to attend in-person school in Fairfax County Public Schools for 2021-22.	<ul style="list-style-type: none">• No action necessary• Send a "welcome back" message (optional)
2. I intend to submit a Virtual Program Enrollment Application for 2021-22 and will be able to provide the medical/health required documentation.	<ul style="list-style-type: none">• Call family, ensure they understand the virtual program model, eligibility requirements, and discuss if this is appropriate option for the student.• Discuss the next steps for enrollment. <i>(see previous slide)</i>
3. I intend to submit a Virtual Program Enrollment Application for 2021-22 but do not have access to required medical/health documentation.	<ul style="list-style-type: none">• Call family, ensure they understand the virtual program model, eligibility requirements, and this is appropriate option for this student.• Connect family with school social worker or counselor to assist in connecting with community health resources (e.g. Low Cost Health Care Resources)• Discuss the next steps for enrollment. <i>(see previous slide)</i>
4. My student will not be attending a Fairfax County Public School for 2021-22.	<ul style="list-style-type: none">• Contact family to understand why they are leaving and provide information about other possible options within FCPS.

Resources

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



Next Steps for Schools

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

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

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





Instruction

Secondary Grading

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

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

Grading Policies for Next Year

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

Summer Program Updates

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

- [Elementary Summer Program Staffing Form](#)
- [Middle Summer Program Staffing Form](#)
- [High School Credit Recovery Form](#)

Incentive Flyer now [available!](#)



Principal/Operational Support Teams

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

Outdoor Capacity:

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

Masks:

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

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

SY21-22 Virtual Program Office Hours

Coming Soon!



Questions



Elementary & Secondary Principal Briefing

May 13, 2021

Agenda

- Dr. Brabrand - Welcome
- Anti-Bias/Anti-Racism Policy
- Health Updates
- Virtual Program Updates
- Instruction
- Human Resources
- ESSER III - Community Engagement
- Principal/Operations Support Team



Anti- Bias / Anti- Racism Policy Update

Need for School Board Policy on Anti-Racism and Anti-Bias Education

- Need policy that **rejects all forms of racism, supports anti-bias education, and sets an expectation for staff to challenge racism, bias, and exclusion.**
- **Existing Controversial Issues Policy & Regulation requires teachers to remain impartial** on issues with “substantial differences of opinion... on the local, national, or international level... accompanied by intense feelings and strong emotions.”
- **Changing attitudes, challenging inequality, and raising consciousness are not neutral matters.**

Previous Board Direction

- **January 2020:** School Board Forum on Anti-Bias and Anti-Hate Curriculum
- **June 2020:** School Board Forum on Eliminating Racism & Implicit Bias in FCPS
- **September 2020:** School Board consensus to pursue policy development for anti-bias education and controversial issues
- **October - December 2020:** Governance Committee directed staff to develop timeline and return to Board to share scope and cost of stakeholder engagement

Stakeholder Engagement

Survey

- Distributed to FCPS staff and families; available on [website](#)
- Sections include
 - Current Experiences
 - Potential Future Directions
 - Background Information
- As of 5/11/21, over 14K responses received

Focus Groups

- Hosted 6 sessions (between 5/3-5/7)
- Students, Families/Community Members, Staff
- Questions on lived experiences & hopes for future
- Will host again for feedback on draft policies

The Leadership Academy will analyze the results of the survey and focus groups, and produce a report to inform policy drafts in June.

Next Steps:

Talking Points and Information:

[FCPS Curriculum for Anti-Racism and Anti-Bias Education](#)

[FCPS Statement on Critical Race Theory](#)

[FCPS Anti-Racism, Anti-Bias Education Policy web page](#)

[Anti-Racism, Anti-Bias Curriculum Policy Development Talking Points](#)

Region ECR Education Specialists:

Region 1: Tara Hewan (tphevan@fcps.edu)

Region 2: Kim Amenabar (kbamenabar@fcps.edu)

Region 3: Shannon Merriweather (semerriweath@fcps.edu)

Region 4: Tia Lott (tilott@fcps.edu)

Region 5: Darnessia Semper (dhsemper@fcps.edu)

“...and better will always be controversial, it always has and it always will be.” (Nathan Onibudo)



Health Updates

FCPS School-Based COVID Vaccination Clinics



FCPS will be partnering with the FCHD to implement school-based vaccination clinics for eligible students.

- **Goals:** Remove barriers to access, increase the number of persons vaccinated in our community, & support a strong school opening for the 21-22 SY
- **Timeline:** ~Last week of May and first week of June
- **Where:** Schools selected by student participation and site availability
- **Who:** In-person and virtual students age 12 and up with parental consent

Additional information is forthcoming. EPs are collecting preliminary information from schools regarding site and space availability. **This information is not yet public knowledge as we are in the planning phase.**

FCPS COVID-19 Testing Pilots

FCPS is participating in the COVID-19 testing pilot. Dr. Sinha, FCPS consulting physician, will serve as the supervising physician. The number of schools in the pilot were limited to four (4) to ensure Dr. Sinha and his team can provide the appropriate level of support.

Pilot Schools

School	Diagnostic	Screening
Hybla Valley ES	YES	YES
Cameron ES	YES	
Rocky Run MS	YES	YES
Franklin MS	YES	YES





Virtual Program Updates

Family Outreach- Strategies

- Return to FCPS Communications and Outreach Team
- Further work with principals and DSS's at Monday LT/ Association problem solving meeting
- Use of multiple strategies and actions to help build current virtual families' confidence in returning to school
- Our Caring Culture is most positively impacted through personalized communications with families

Sample Banners



Schools can place Yard Signs and Banners through the [TMPC online Catalog](http://tmpe.fcps.edu). (VPN Required)

<http://itapps.fcps.edu/MTS-TMPC/categories.cfm>

Look For the Tab: **5 Days in the Fall**

703-503-7430 or e-mail the TMPC at TMPC@fcps.edu

Virtual Program Enrollment Timeline: **UPDATED**

1. Families will fill out the **Intent to Apply Form** between **May 5-9**
 - Message was sent CENTRALLY to all virtual families (5/5)
 - Schools should contact any virtual families without an enrolling parent email in SIS.
2. Schools contact **all families who submitted an Intent to Apply Form** to explain application requirements/process (**May 10-14**). Families indicating a lack of access to health care should be directed to [free/low-cost community health care providers](#).
3. Families will submit the completed COVID-19 Health Eligibility Form with health/medical certification to virtualenrollment@fcps.edu (**May 17-28**). Upon submission, families will receive an electronic reply with detailed instructions on how to complete the Virtual Program Enrollment Application via the online application portal (**May 17-28**).
4. The enrolling parent/guardian and the school principal will receive an email with a decision by Monday, **June 7**.

Health/Medical Documentation for Families without Health Care Access

- Families without access to health care must still submit the COVID-19 Health Eligibility form to virtualenrollment@fcps.edu by May 28.
- Families submitting forms without medical certification will be directed to base school for support from staff (admin, counselor, social worker, parent liaison, etc.). Schools will provide referral to [free/low-cost community health providers](#).
- The Central Registration Team will note “C19 Virtual Enrollment Health Eligibility form-Pending” in SIS.
- The family must re-submit the COVID-19 Health Eligibility form (SS/SE-360) with the required documentation from their healthcare provider by **June 15** and complete the online Virtual Program enrollment application.
- If no medical documentation is received by **June 15**, the family will be notified that the student will attend in-person for the SY 21-22.

Virtual Enrollment Online Application Process - **Deadline May 28**

Central Office Responsibilities

Receives all Health Eligibility forms (SS/SE-360) submitted to virtualenrollment@fcps.edu.

Directs families with questions about health care access to the school for support from counselor, social worker or parent liaison.

Reviews all forms for completion and required health information.

NEW For forms received from families that are missing health information, it will be noted in SIS as "C19 Virtual Enrollment Health Eligibility form - Pending" until final documentation is received. Families will be notified via email that they must submit all required health/medical information and complete their online application by June 15.

Determines approval or denial of requests.

Notifies families and enrolled school of students approved for the Virtual Program.

School Responsibilities

Direct families to submit their health/medical documentation (SS/SE-360) to virtualenrollment@fcps.edu by May 28.

Forms available in eight translated languages at <https://www.fcps.edu/registration/virtual-program-school-year-2021-22/enrollment>

Provide referrals to [free/low-cost community health providers](#) for families without health care access. Reiterate that the application form must still be submitted by May 28th even if the family is working on access to a healthcare provider.

Virtual Program Set-up (Elementary and Secondary)

- Set-up
 - Students are co-enrolled in base school and Virtual Program.
 - For example, a student is enrolled both in the virtual program and co-enrolled at Chantilly High School. This set-up is currently used in FCPS (e.g., Quander & Cedar Lane)
- Benefits
 - Keeping students connected to the base school **reduces workload on base school for scheduling and for transitioning students back to base schools**
 - Base school will be able to monitor students' attendance, classes, discipline, health conditions, course history, parent information, quarterly marks (pending testing) and test history in SIS.
 - Students/families would receive the same messaging all students from the base school would receive.
 - If allowable based on medical needs, students could participate in VHSL and extracurricular activities at base school

Virtual Program - Staffing Timeline

For teachers, SBTs, counselors, and instructional assistants:

- Application for staff transfers will open this Monday, **May 17**
- Individuals express desire to transfer by, Tuesday, **June 1**
- Interviews begin end of May
- Resignation deadline for teachers remains unchanged: **June 15**
- Voluntary staff transfer deadline for teachers and instructional assistants remains unchanged: **June 25**

Principal Toolkit

- Messages for currently virtual families re: application deadline and process.
- Message for families who disenrolled.
- Updated one-pagers:
 - What In-Person Learning Will Look Like
 - What Virtual Instruction Will Look Like
- 5 in Fall -- Come Back Campaign

*Toolkit will also include resources for many other topics!





SY21-22 Virtual Program Office Hours

**Starting Friday, May 28th.
Link/times will be in next week's
presentation.**



Instruction

MTSS Summer Planning: Identifying, Monitoring, Reporting

Elementary and Middle School Summer Learning

School Responsibilities:

Before Summer Programming (Similar process to spring-summer SY 20)

- Identify students for Summer Learning Programs:
 - Using consistent decision rules
 - Capture student lists in MTSS Worksheet in EDSL

During or After Summer Programming Ends

- Monitor and record student progress/participation in MTSS Worksheet in EDSL
(*Young Scholars and Bridge programs will not be progress monitored*)

Resources:

- [Elementary and Middle School Summer Learning Google Site](#)
- Upcoming PD/MTSS Focused Office Hours: [BBCU Link](#) May 24, 2-3pm

Note: Summer School Site Directors will receive more information about this through communication and office hours

Instructional Scheduling Guidance

- Returning to 5 days per of instruction with typical, pre-pandemic instructional time
- We will be working with the health department to update guidance to support return to more normal cafeteria and lunch schedules

Elementary	Middle	High
Working on slight change to instructional minutes to increase K-2 reading by 15 minutes (taking minimum to 2 hours)	Common bell schedules for MS and HS with four comparable periods per day (A/B block schedule, with no embedded period); Advisory in third or fourth period; Schools may determine passing time and lunch shifts (Note: Additional resources on Advisory and SEL - <i>Coming Soon</i>)	
Start/end times by school will be shared later this month	Sample Middle School Bell Schedules	Sample High School Bell Schedules

Elementary Scheduling *Class Placement Tool*

The Office of School Support has updated the **Class Placement** spreadsheet tool to support elementary principals with student allocation in grade level face-to-face and virtual classrooms for Fall 2021. The file comes with instructions for SIS student list download and allows for manual entry of academic and social-emotional considerations that may assist school leaders in determining appropriate student distribution among grade level classes.

Resources:

- The file is available in School Data Folders (07 - Data Support) accessed via the FCPS [Employee Hub](#) or [Intranet](#) (use Internet Explorer)
- OSS Data Team members will facilitate a virtual support session on **Monday, May 17th from 9:30-10:30**. Join the session using this [BlackBoard Collaborate link](#)
- Regional contacts:

Region 1	Region 2	Region 3	Region 4	Region 5
Alisha Martinez (akmartinez@fcps.edu)	Jessica Hernandez (jahernandez1@fcps.edu)	Peter Wolf (pdwolf@fcps.edu)	Allison Barker (abarker@fcps.edu)	Anthony Ramakis (amramakis@fcps.edu)
				24

Special Education Postsecondary Advancement Plan (PSAP)

SUPT. Memo #124-21, May 7, 2021

School divisions may offer the option of a one-year high school extension for certain students with disabilities as set forth in the 2021 Appropriation Act.

- Guidance has been issued by VDOE
- DSS is working to turn around guidance and training **ASAP**.

Any student with an IEP that receives special education and related services who

- reached age 22 after September 30, 2020; and
- is scheduled to complete high school during spring 2021 will be provided the option for a PSAP.

Virginia Remote Student Progress Test (VRSPT) - **ON HOLD**

- Set-up of VRSPT in Pearson subject to errors for remote test sessions
- VDOE identified issues in several divisions, including FCPS
- All VRSPT testing is **on-hold** until OAR confirms there are no further issues with test sessions and gets an all-clear from VDOE

School Impact	Student/Family Impact
All ES/MS <ol style="list-style-type: none">1. Lock VRSPT sessions and complete Google Form with VRSPT session names (by noon 5/12)2. Share status with staff to address parent questions3. Remind students/families to access VRSTP through Chrome browser4. Notify all virtual families when VRSPT becomes available As Directed by VDOE/OAR <ol style="list-style-type: none">1. Contact families of student affected by errors2. Create new VRSPT sessions and send new test tickets to families	All ES/MS Virtual Families <ol style="list-style-type: none">1. Receive central notice of VRSPT unavailability2. Receive reminder from school about VRSPT access through Chrome browser3. Receive school notice when testing is reopened Those Impacted by Session Errors <ol style="list-style-type: none">1. If test was already completed, will have the opportunity to retake the VRSPT or have no score2. If test was in progress, will have the choice to restart the test or have no score3. If test was not started, will receive new test ticket to access and complete the VRSPT



Human Resources

Student Information Assistant (SIA) Reclassification

- SIA group classification actions approved--effective 7/1/21
 - Retitle
 - (ES) SIA I/II to SIA I
 - (HS) SIA III/IV to SIA II
 - Eliminate career ladders
 - Extend contract length from 214 days to 219 days for SIA I (ES)
 - Regrade (ES) SIA I/II from pay grade 005/006 to 009
 - Regrade (HS) SIA III to pay grade 010 (impacts 5 individuals)
 - Maintain (MS) student services assistants (SSA) at pay grade 009
- Notification
 - Email to incumbents with information about the classification actions, principals will be copied (Friday, May 14)
 - Virtual Q&A sessions for SIAs with our Class & Comp Team (Next week)
 - Formal notice (letter) of reclassification (June/July)

ESSER III - Community Engagement

ESSER III Community Engagement Stakeholder Requirements

Local Education Agency (LEA) must:

- engage in meaningful consultation with stakeholders
- give the public opportunity to provide input in the development of its plan

Stakeholders must include:

- Students
- Families
- School and district administrators (including special education administrators)
- Teachers
- Principals
- School leaders
- Other educators
- School staff, and their unions
- Tribes
- Civil rights organizations (including disability rights organizations)
- Stakeholders representing the interests of children with disabilities
- English learners
- Children experiencing homelessness
- Children in foster care
- Migratory students
- Children who are incarcerated
- And other underserved students

Timeline

June 1	Post plan for <i>Safe Return to In-Person Instruction</i> on website	✓
June 11	Final deadline for completion of community engagement	
August 1	Deadline for documenting & posting engagement process & results	
September 1	Application submission due to VDOE	



Principal/Operational Support Teams

HEALTH UPDATE: USE OF PE & RECESS EQUIPMENT

- Wash/sanitize hands immediately before class
- Wash/sanitize hands immediately after class
- Spray or wipe down the object periodically during the day **if at all possible**

Note: The above applies to shared equipment during recess as well.



Questions



Elementary Principal Briefing: Phase-In Planning

October 23, 2020

Agenda

- Dr. Braband Welcome
- General Announcements
 - Calendar Clarifications
 - Communications
- Updates and Breakouts by Topic
 - Instruction & Professional Development
 - Early Childhood
 - HR
 - Facilities/Health
 - Special Ed
- Debrief

Calendar Clarifications

- **Friday, October 30: *End of 1st Quarter/2 Hour Early Release Day***
 - No ESOL in-person
 - No SPED in-person
 - **Follow 2 Hour Early Release schedule using virtual synchronous instruction**
 - Regulation 4421: **Early Release** -*Teacher Directed Time Early release typically precedes a holiday or another type of teacher workday. This time is used for teachers to plan, conduct grading activities, and meet with their collaborative learning team (CLT) at their discretion.*
- **November 2-3: *School Planning Day and Teacher Workday***
 - Student holidays - no asynchronous or synchronous instruction
- ***Teacher Preparation and Planning Days for Group 5 & Group 6***
 - Group 5 - PreK-K & Specials: November 9th, 12th & 13th
 - Group 6 - Gr 1 & 2 Prep Days November 16th, 20th, 23rd, and 24th

Communications

Audience	Who is Sending?	Send Date?	Response Date?
Teacher Intent (all groups)	Dr. Brabrand	10/23	10/30
Student Intent for group 5-8	Principals	Dr. Ivey will send to principals 10/23 Principals send to families by 10/26	10/30
Community letter, video	Dr. Brabrand	10/23	N/A
Survey (Collect parent and student feedback on the need for concurrent model, SEL, student homework/workload)	Dr. Brabrand	10/26	11/4

Instruction & Professional Development



Guiding Principles for Instructional Decision-Making

- We believe in-person instruction is best to meet our students' academic, social and emotional needs
- We want to phase students back to in-person instruction as safely, efficiently, and as early as possible
- All phase-in decisions will be made with student and staff safety as the highest priority
- We will provide explicit health and safety protocols for staff and students
- Phase- in priority/schedule will be based on **equity and addressing student needs for in-person instruction**

FCPS In-Person Instructional Model = Concurrent Instruction

- The Concurrent Model will be used in Grades PK-12
- What's Tight & Loose:
 - Tight = all schools will use concurrent model at all grade levels (PK-12)
 - Loose = initial stages of concurrent instruction may vary by class/teacher
- Amount of concurrent instruction will scaffold over time based on division capacity building efforts with Professional Development and Technology support
- Goal is to have teachers move through each stage of implementation to fully teach concurrently as early as possible

In-Person Instruction Model = Concurrent

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

Using the Concurrent Model honors our leadership commitment to keep Equity at the center of all that we say and do

- Best practice would be to create separate classes for students requesting 100% virtual and students selecting in-person.
- In situations where, due to staffing issues and scheduling challenges, this will not be possible, classes may contain students from Groups A, B, and C. In this situation, teachers will need support to implement full concurrent instruction as soon as possible.

Draft Plan to Phase-in Concurrent Instruction

*Black - denotes times that All students (online/in-person) will receive instruction at the same time

*Red - denotes what online students will be doing when not joining the in-person class

Initiate	Perform	Fluent	Sustain
<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting
<ul style="list-style-type: none"> Language Arts Focus Lesson Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Small Group teaching during workshop model Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Small Group teaching during workshop model Individual support during workshop model
<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting
<ul style="list-style-type: none"> Math Focus Lesson Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Small Group teaching during workshop model Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Small Group teaching during workshop model Individual support during workshop model

Questions: Instructional Scheduling

Question	Response
Are we using the alpha-split for scheduling?	Yes, the alpha-split is intended to help coordinate family schedules vertically across school levels. Principals do have flexibility to deviate from the alpha-split when necessary, but must still honor individual family requests needed to keep families/siblings together. Contact RAS/EPs to address specific concerns.
May we allow 4 days of in-person if numbers allow?	Our initial thinking is to start with 2 days due to equity considerations. Further discussion will continue with principals on Monday and Division guidance will be provided soon.
When do Specialists return?	Specialists should return with groups 5 & 6 in order to support in-person instruction
Will Specialists push into classrooms or may they use designated spaces?	Push into the classroom where possible to avoid transitions; <i>however</i> , transitions to other spaces are acceptable if health guidelines are followed when using alternative spaces
Are Specials teachers expected to be concurrent?	Yes, with a gradual phase-in

Professional Development

Question	Response
When will PD be ready?	The week of November 2 for Groups 5 & 6
<ul style="list-style-type: none">• PD will be short• Targeted to logistical readiness• Based on Pilot School Data information gathered from other districts using Prek-12 concurrent model	
<i>Teacher Preparation and Planning Days for Group 5 & Group 6</i> <ul style="list-style-type: none">• Group 5 - PreK-K & Specials: November 9th, 12th & 13th• Group 6 - Gr 1 & 2 Prep Days November 16th, 20th, 23rd, and 24th	

Early Childhood



Early Childhood Updates

- In-person
 - *EHS - 4 days*
 - *PreK and K-2 days T/W or Th/F*
- Will Utilize the Concurrent Model
- Professional Learning for Teachers and IAs
 - *Classroom Set-up*
 - *Health and Safety*
 - *Concurrent - instructional and technology strategies*
- Environment, Materials and Organization
- PPE - EHS, PreK and K (gowns, shields and clear masks)

Special Education

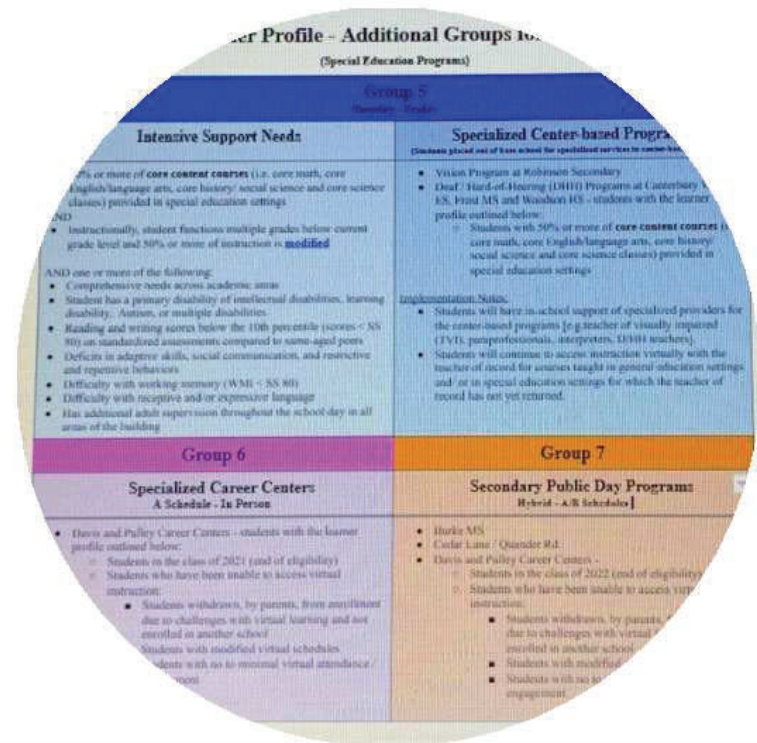


Special Education: Groups 5 and Beyond

Rationale:

- Support additional SWD, vulnerable in virtual instruction, instructed with the general curriculum
- Support SWD exiting special education due to age of eligibility
- Provide direct access to specialized services difficult to deliver in virtual settings

Group 5 and Beyond: Learner Profile



Cintas Lab Coat Laundering Program

- On **October 28**, Cintas will begin delivering racks that will hold clean lab coats along with bins that will be used to collect the soiled lab coats.
- **October 28 - November 16**, Cintas will deliver lab coats to schools on a rolling basis:
 - Group 2 - lab coats to be received by **November 9th**
 - Groups 3 & 4 - lab coats to be received by **November 16th**
- Disposable gowns will be / have been provided for staff use until the laundering program has been set up at your school.
- Additional program information will be communicated next week to the billing and inventory points of contact identified at each school.

Procedural Updates

IEP Addendums for Returning Students w/ Disabilities

- **Who** - Students returning for in-person instruction who special education and related services will be different in-person than in the virtual setting
- **When** - services shall be provided in accordance with the most recent IEP with consent → IEP shall match services when in-person instruction begins
- **How** - Determine services for in-person instruction via an addendum w/ or w/o a meeting

[Guidance Document](#)

Guidance Document on Recovery Services

- Who should be considered for recovery services?
- Who determines if recovery services are required?
- When should IEP meetings for recovery services be held?
- What data is needed to determine if recovery services are required?



Designated Planning Mondays



Please ensure classroom, special education teachers have planning time on designated planning Mondays.

If classroom, special education teachers are providing services on Mondays, please:

- Collaborate with them to identify a time(s) that the services could be provided Tuesday – Friday
- If all options have been exhausted, please contact OSEI to access additional support (e.g. coverage)

Note: Related service providers and other non-classroom based, special education staff may continue with the provision of service on Mondays.

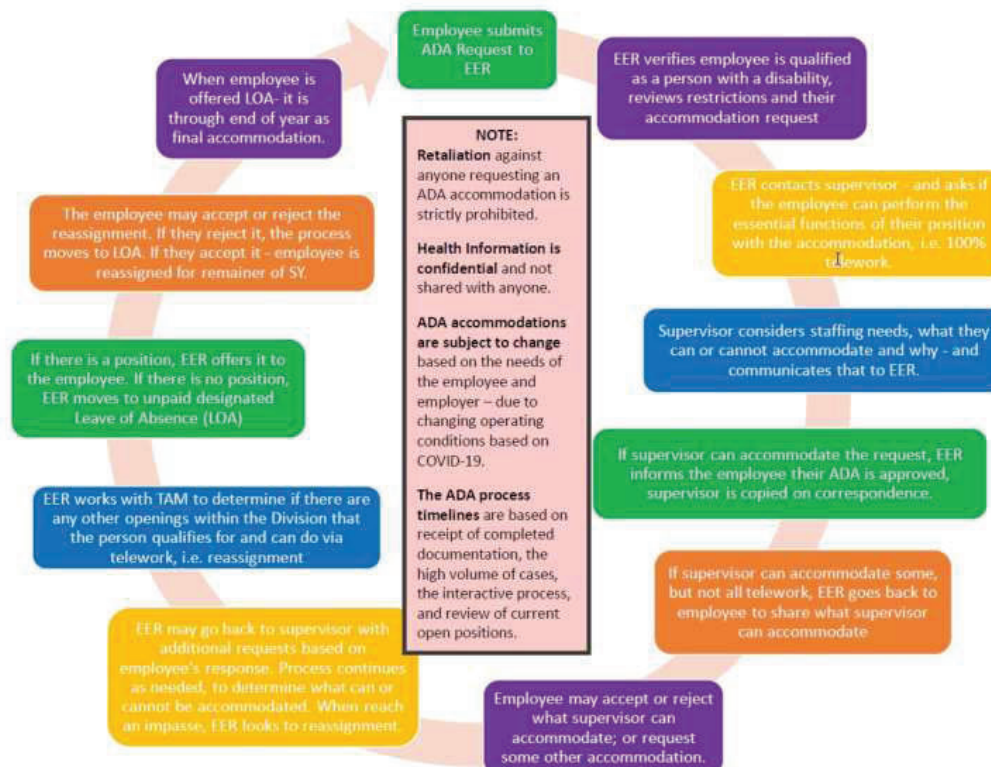
| Human Resources



ADA Request Life Cycle

AMERICANS WITH DISABILITIES (ADA) INTERACTIVE PROCESS IN RESPONSE TO COVID-19

For more information about designated unpaid leave of absence, please visit the Benefits [website](#).



Status of ADA Requests for Group 5

- EER staff continue to engage individuals and their supervisors in the interactive process
- Requests are being prioritized based on student cohort group

	Number of Requests	Resolved
FECEP/Head Start Teachers and IAs	20	12
Kindergarten Teachers and IAs	103	67
Vision Program Teachers and IAs	0	N/A
Deaf/Hard of Hearing Teachers and IAs	1	1

Coverage Strategies

- Consider re-deploying other staff within your building such as:
 - Instructional Assistants
 - Specialists
 - Other operational staff (check with HR)
- After exhausting all available staffing options, consider using adult monitors
- Link to indicated need for monitors for [Groups 1-4](#)
- Link to indicate need for monitors for [Groups 5-8](#)

Human Resources

Question	Response
Where are additional staff coming from? What positions may supervise?	A base allocation of sub funding will be provided to each school to support adult monitors. Title I schools will receive additional funds. A specific amount will be provided next week.

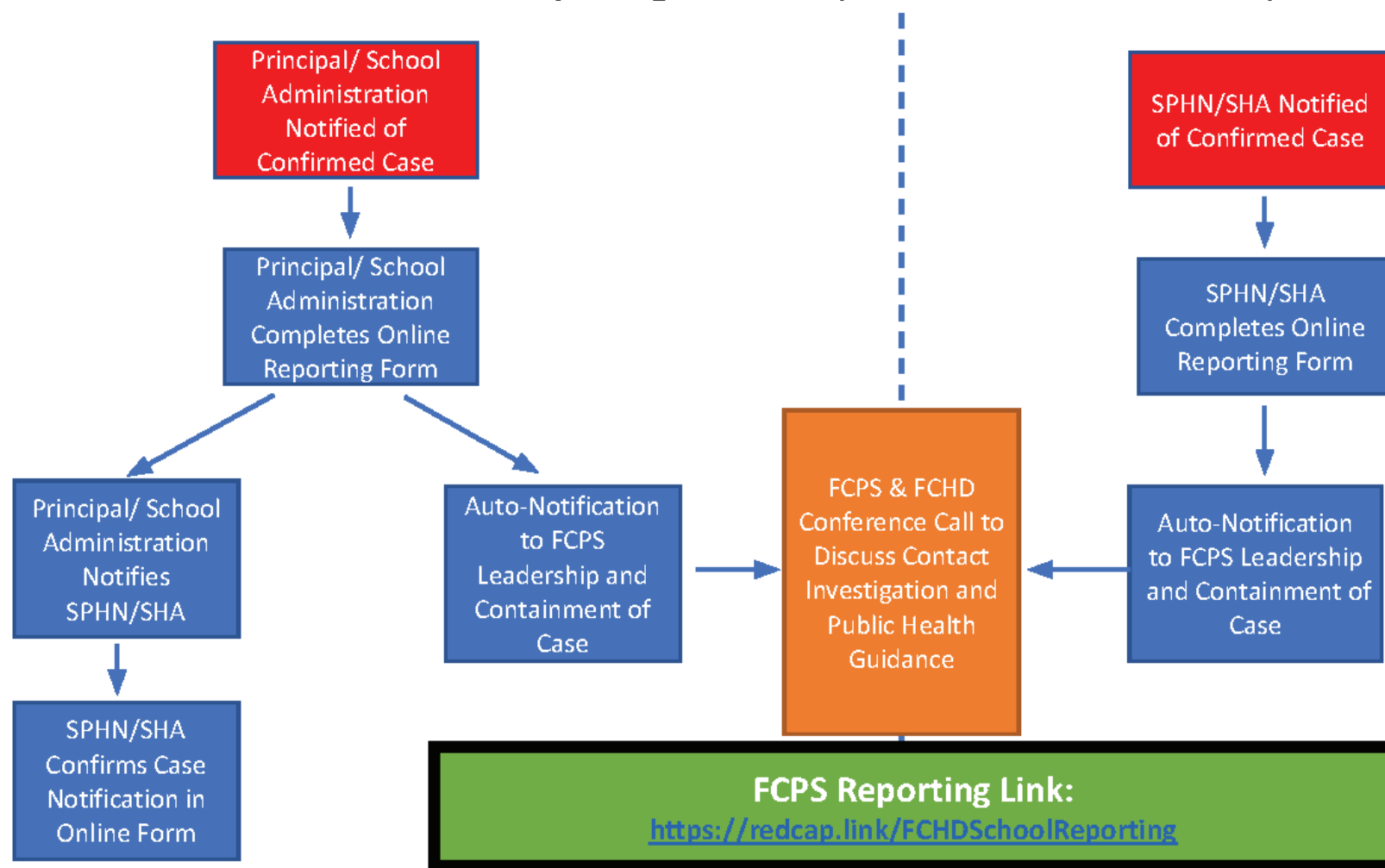
Health & Safety



Facilities and Health

Question	Response
Isolation Room staffing	Our recommendation is a rotational schedule for staff willing to support. The division is looking at potential additional resources.

**Fairfax County Health Department (FCHD)
COVID Communication Process for FCPS
Case Reporting Guidance (for both students and staff)**



What is a case?

Cases that are reported through the reporting form are only cases that have a positive lab result or a physician diagnosis.

Individuals that are symptomatic or are being tested for COVID do NOT need to be reported through the reporting form until the above has been met.

COVID-19 Reporting and Communication

1.

Principal completes the FCHD Case Notification form located at:

<https://redcap.link/FCHDSchoolReporting>

- ✓ This will initiate the contact tracing process by the FCHD.
- ✓ FCPS COVID team contacts will be automatically notified including Camille Bartus (Human Resources); Lorraine Trouton (School Health); Richard Michelback (Safety and Security), John Reynolds (Athletics), Lucy Caldwell (OCCR) and Lea Skurpski (DSS).

2.

Principal notifies RAS

- ✓ Notification to RAS that there is a self-reported COVID case, the case notification form has been submitted to the FCHD and contact tracing has been initiated.

COVID-19 Reporting and Communication

3.

Principal notifies the PHN and SHA

- ✓ The PHN and SHA will guide the principal in the necessary **communications to the cohort** and any other impacted staff. This may include transportation staff, paraprofessionals, related services providers, etc. as identified by the PHN.
- ✓ In the absence of the PHN or SHA, the principal or designee should contact the HD Communicable Disease line at 703-409-8449.
- ✓ Identified students and staff in the cohort will be informed that they are to pause instruction and transition to distance learning, or remain home from work, for contact tracing and cleaning/disinfecting. The PHN will provide the communication letter to be sent.
- ✓ The school should keep a list of all those students and staff receiving this communication so that they can follow up with communication to all members of the cohort after contact tracing is completed.
- ✓ Principal will send **community notification** that COVID case investigation has been initiated.

COVID-19 Reporting and Communication

4.

Follow up Communicable Disease (CD) call will be scheduled with FCHD CD Unit

- ✓ Upon completion of contact tracing, the FCHD will organize a follow-up CD call with the principal and COVID Team contacts.
- ✓ Principal will forward meeting information to RAS.
- ✓ The FCHD will provide recommendations regarding required cleaning and disinfecting; when the non-exposed students and staff in the cohort may resume face to face instruction; and when exposed students and staff may return and the required communications.
- ✓ FCHD will advise what communication is necessary and share the required letters for principals to send at that time.

5.

Principal follows-up and sends out communications, as recommended by the FCHD.

FCPS COVID Team updates the case in the COVID Database.

OCCR coordinates any additional division-level communications or notifications to the SB.

SICK STUDENT NOTIFICATION

Student Name: _____

Date: _____

School: _____

Time: _____ AM/PM

Parent/Guardian:

Your student presented to the health room today with the following new and unexplained symptoms:

☐ Fever/chills ☐ Cough ☐ Shortness of breath ☐ New Loss of taste/smell

Temp: _____

☐ Sore throat ☐ Fatigue ☐ Muscle aches ☐ Runny nose/congestion

☐ Stomachache ☐ Diarrhea ☐ Nausea/Vomiting ☐ Headaches

☐ Other: _____

Due to COVID-19 in the community, evaluation by a healthcare provider is recommended for all sick children. Please take this form to your healthcare provider.

School Public Health Nurse/Aide Observation:

Comments: _____

Signature: _____ RN / Health Aide

Follow the Return to School Policy if your child was sent home with any of the above symptoms:

IF NO KNOWN EXPOSURE TO COVID-19 AND:

- No COVID-19 test or Positive COVID-19 test – Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 Test is negative – Stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- Alternate diagnosis by a healthcare provider that explains symptoms – stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving or longer per healthcare provider's instructions.

IF KNOWN EXPOSURE TO COVID-19:

- No Covid-19 test or negative test: Stay home for 14 days from date of last exposure, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- COVID-19 test is positive: Stay home until 10 days from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.

Permission to Return to School/Child Care

Patient Name: _____

Date of Visit: _____

Date of Most Recent Exposure (if applicable): _____

Date of Test (if applicable): _____

Date of First Symptoms (if applicable): _____

The following return-to-school guidance aligns with the recommendations of the Centers for Disease Control & Prevention and the Virginia Department of Health and reflects the best possible clinical assessment of a healthcare provider at the time of service and any applicable test results. This guidance is not a guarantee of any individual's current health status.

Check one:

- ☐ Patient tested POSITIVE for COVID-19 and experienced symptoms. Patient may return to school 10 days after symptoms started, as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested POSITIVE for COVID-19 and has NOT experienced symptoms. Patient can return to school 10 days after the test was taken.
- ☐ Patient was evaluated according to VDH guidelines for community incidence level of COVID-19. A non-COVID source of symptoms was identified so TESTING WAS NOT INDICATED. Patient can return to school when fever-free for 24 hours* and symptoms have improved.
- ☐ Patient experienced symptoms that may be consistent with COVID-19, but was NOT TESTED. Patient may return to school 10 days after the start of symptoms as long as patient has been free of fever for at least 24 hours* and symptoms have improved.
- ☐ Patient tested NEGATIVE or was NOT TESTED, but has been in close contact with a person known to have COVID-19. Patient may return to school 14 days after last contact with the person with COVID-19 as long as no symptoms develop.
- ☐ Patient tested NEGATIVE or was NOT TESTED but is a household contact of a person known to have COVID-19 and is unable to fully isolate from that person. Patient may return to school 14 days after the person with COVID-19 was able to end isolation.
- ☐ Patient experienced symptoms that could be related to COVID-19, but tested NEGATIVE and does not have any known exposures or ill contacts. Patient does not require quarantine. Patient may return to school when free of fever for 24 hours* and symptoms have improved.

The patient/caregiver was notified of the test results and has been instructed to follow the guidelines above with regard to school attendance.

* without using fever-reducing medication

The earliest date this patient may return to school is _____. This statement is valid based on current relevant information but may change based on new symptoms, exposures, or results. The patient's family has been instructed to notify the office for any changes.

Signature: _____

MD/DO/NP/RN/LPN

Phone #: _____

Name: _____

Breakouts



Breakouts

- [HR](#) (Sean McDonald)
- [Facilities and Health](#) (Lea Skurpski, Lorraine Trouton, Jeff Platenberg)
- [Concurrent Instruction](#) (Sloan Presidio, Mark Greenfelder & Pilot School Principals)
- [Instructional Schedules/Specials](#) (Noel Klimenko, Jen Glaser & Action Team Principals)
- [Special Education](#) (Michelle Boyd & Mike Bloom)
- [Early Childhood](#) (Maura Burke)

Debrief & Group Share Out

Reminder - Office Hours:

- [DSS School Health and Facilities](#): Mondays, 10:00 -11:00 a.m., Wednesdays, 1:00-2:00 p.m. & Thursday, 8:30-9:30 a.m. (beginning the week of October 19)
- [ESOL](#): Tuesday & Wednesday, 8:00 - 9:00 a.m.
- [ECCB/PAC](#): Tuesday, Thursday & Friday 12:30-1:30 p.m.
- [Enhanced Autism](#): Monday, Wednesday & Friday 11:00 a.m.-12:00 p.m.
- [Adapted Curriculum/Cat B](#): Tuesday 9:00-10:00 a.m. & Thursday, 10:00-11:00 a.m.
- [Cohort 5 and 6 Special Education](#): Monday 12:00-1:00 p.m., Wednesday 3:00-4:00 p.m., Thursday 12:00-1:00 p.m.

Communicating With Staff

Optional Powerpoint

- Grounding/Celebrations
- FCPS Leadership Guiding Principles in Decision Making
- Differences between Concurrent and Hybrid Model
- Decision to use Concurrent Model
- Example of Phased in Approach
- Processing to find similarities/differences to what they are already doing
- Reflection component

Final Thoughts

As we finish today, please give us feedback on the structure used today by placing a number in the chat.

- 1- No WAY!
- 2- Needs some revising
- 3- Ok
- 4- Much better
- 5- YES!

HR

- Concerns regarding coverage of classrooms (teacher is ill)
If teacher becomes ill during the school day, consider re-deploying other staff members to provide coverage.
- ADA staffing issues
Consider redeploying staff from your current staffing allocation to provide coverage. Once you have exhausted allocated resources, consider an adult monitor. More information to be shared next week regarding available funding for monitors.
- Staffing changes will occur
While we are trying to minimize moving staff between schools, it may be necessary in some situations. Please work with your staffing specialists in these cases.
- Might all staff with exception of ADA be asked to return to the building to support in-person students?
An individual's ADA accommodation will govern their return to work expectation.

Concurrent Instruction

Concurrent Instructional Model

- What is the default model for K-2?
 - Family choice for in-person or 100% virtual
 - Phase-in to concurrent instruction to allow in-person students to access teacher-led instruction 4 days per week
- Approved by SB? Will concurrent change again on 11/12?
 - Board was informed that FCPS will use the Concurrent Model in Grades PK-12
 - A report on the Pilots will be shared with SB on 11/12
- Will the phase-in timeline change? SB seems to want to move faster and it seems for this to be most effective we need to take time to prepare and learn from each group that is phased in.
 - Groups 5 & 6 are firm assuming health conditions support a safe return to in-person learning
 - On 11/12, Board will consider whether to accelerate return date for Groups 7-8

Concurrent Instructional Model

- Are ½ day AM/PM classes being considered?
 - This model is not possible due to lack of transportation capacity once Group 8 returns
- Do enough schools in the Pilot represent unique situations, ie: paired schools, immersion programs
 - The Pilot schools were based on volunteers early in the process and limited by the SB at the 10/15 meeting. Pilots are expanding and will contain a varied of program configurations.
- Is the expectation that all teachers come in the building to teach concurrently so we don't have to move students classes?
 - Principals may direct teachers (without ADA approval) to teach from school building to support the master schedule needs
- If we do a concurrent model and have capacity can we run in-person for 4 days?
 - This is under consideration due to equity but the division will likely establish a system wide decision.

Concurrent Instructional Model

- What are the best practices for grouping students based on their preference for online or in-person instruction?
 - Best practice would be to create separate classes for students requesting 100% virtual and students selecting in-person.
 - In situations where, due to staffing issues and scheduling challenges, this will not be possible, classes may contain students from Groups A, B, and C. In this situation, teachers will need support to implement full concurrent instruction as soon as possible
- Considerations in place for central office to provide 3 to 5 days of lessons to support ASY time for students? Time to transition.
 - Due to unique pacing from school-to-school, providing additional lessons is not possible. It is suggested that teachers use ST Math and Imagine Learning.

Concurrent Instructional Model

- Technology challenges, need additional docking cameras; Is there a list of recommended technology for best practice? Do schools have the bandwidth for a true concurrent model?
 - Technology recommendations, based on information from the Pilot, are being developed
 - Schools will have options for purchase based on individual school needs (e.g., microphones, projectors, document cameras, etc.)
- Technology equipment - How to best use your space in concurrent model (cameras, screens, etc.) - share best practices?
 - Planned to be part of the professional development (Target date Nov 2)
- Enough laptops, charging stations, and WIFI to allow students in the building to use some technology?
 - Board approved purchase of additional teacher and student laptops at 10/22 meeting

Elementary Principal Briefing

July 10, 2020

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Agenda



- Bell Schedule Discussion
- Action Team Reports
 - Communications
 - Community Partnerships
 - Facilities & School Operations - Health and Safety Updates
 - Human Resources
 - Instruction
 - Technology

Bell Schedule Options



Proposed RTS Bell (shared with SB in 6/15)	Option 2	Option 3
MS 7:15-2:00	ES 7:15-2:00	ES 7:15-2:00
SS 8:10-2:55	ES 8:10-2:55	ES 8:10-2:55
HS 8:10-2:55	MS 9:10-3:55	HS 9:10-3:55
TJ 8:10-3:30	TJ 9:40-5:00	SS 9:10-3:55
ES 9:10-3:55	SS 10:05-4:50	TJ 9:40-5:00
ES 10:05-4:50	HS 10:05-4:50	MS 10:05-4:50

Considerations	
ES	<ul style="list-style-type: none"> Concerns about 4:50 PM end time being developmentally appropriate Concern for students walking in dark at 7:15 AM or 4:50 PM Largest number of students and staff of each of the levels
MS	<ul style="list-style-type: none"> Previous start times have been 7:30; significant changes would cause need for staff to adjust personal/family schedules After school activities Previous interest in moving back middle school start times to support sleep/wellness Teacher sharing with High School
HS	<ul style="list-style-type: none"> Need earlier release time to accommodate athletics, activities, and student work schedules Current Board policy provides later high school start times to support student health and wellness Teacher sharing with Middle School Academy schedules are still in development - need windows that would allow for transportation

Communications



Key Updates & Decisions:

- Need central communication “to release us from answering every question.”
- Can we preview division communications and timeline
- Push information centrally to school websites including FAQs
- Ensure outreach in multiple languages using multiple platforms(e.g.,Spanish language town hall)

Outstanding Items with Estimated Completion Date:

- Return to work video and message (completed July 8)
- Back to school video (July 10) and reminder enrollment message
- Continue town hall outreach
- Weekly community newsletter with BTS information (Week of July 20)
- Communication toolkit for schools (August 1)

Community Partnerships



Key Updates & Decisions:

- Child care for teachers: offer 4 days/week attendance for students of FCPS teachers to alleviate child care needs
- SACC before and after care aligned with the the FCPS bell schedule with fee adjustments
- FX County providing technical assistance to community based organizations and regulated child care centers/homes to increase school aged care slots

Outstanding Items with Estimated Completion Date:

- Explore extending 4 days a week of school to all school-based employees and bus drivers (8/1/20)
- PD for regulated child care providers and community based organization to support virtual and asynchronous instruction (9/1/20)

Facilities - Health and Safety Updates



Key Updates & Decisions:

- Daily Health Screening Questionnaire
 - Students, Staff, Visitors
- Parent/Guardian Health Screening Commitment Form
 - One time form, submitted prior to school start for face-to-face instruction
- Health and Safety Guidance Document with Instructional Considerations:
 - Health screening protocols; isolation rooms; cloth face coverings; temperature checks; cleaning/disinfecting; PPE; athletic protocols; recess; considerations for meals; use of communal items
 - PPE Training, available in MyPDE- Required for all staff

Outstanding Items with Estimated Completion Date:

- Finalized guidance document to be posted for public- Anticipated July 10
- Parent/Guardian Health Screening Commitment Form- Anticipated Early August

Human Resources



Key Updates & Decisions:

- Extension for Staff Questionnaire moved to July 15.
- LOA deadline is July 24.
- Telework Regulation is in the queue with Division Counsel for final edits.
- EER has received approximately 500 ADA requests
- ADA FAQs are completed and ready for sharing.
- Guidance on Primary Reasons for Preferences ready for sharing.

Outstanding Items with Estimated Completion Date:

- Reminder email to teachers who selected Primary Reason (1) Medical/Risk Self or (2) Medical/Risk family member to contact ADA/EER to have their request logged and processed (July 16).
- Principals/DSS will work with staffing assistants in TAM to identify teachers who are in Tier 3 (Primary Purpose Childcare) and Tier 4 (Personal Preference)---Ongoing throughout the summer.

Instruction



Key Updates & Decisions:

- [Elementary RTS Scheduling Guidance](#) available, including instructional minutes
- Schools will schedule their own virtual classes and work with other schools as needed (no regional/division online school)
- Division alpha split for scheduling will be A-K (T/TH) and L-Z (W/F). Schools will adjust as needed for special programs, being mindful of transportation limitations
 - Families with different last names will follow schedule of eldest child in the household
- [Training to support ES scheduling is available](#)

Outstanding Items with Estimated Completion Date:

- Determining final transportation Bell Schedule across levels (Monday 7/13)
- Expectations for Monday interventions & CLTs (Week of 7/13)
- First quarter curriculum posted on on RTS Hub (Beginning of Aug)

Key Updates & Decisions:

- New laptops in process of being delivered to MS and ES
- Web-conferencing tool RFP kick-off; Dustin Wright is principal SAC Chair
- Existing MiFi requests filled; keeping stock of devices for fall need

Outstanding Items with Estimated Completion Date:

- Need to publish laptop distribution plan info for principals (Jul 17)
- Share BBCU and Google Meet Updates with principals (Jul 17)
- Exploring additional cost-effective home access models for students and staff (TBD)
- Identifying additional principal, school staff, student and parent stakeholders for web-conferencing tool RFP (Jul 17)

Elementary Principal Briefing 7/17/20

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Agenda



- Dr. Brabrand Updates
- Action Team Reports
 - Health and Safety Updates
 - Technology
 - Instruction
 - Human Resources
 - Facilities & School Operations
 - Community Partnerships
 - Communications

Health & Safety Protocols



Key Updates & Decisions:

- Health Guidance document sent to principals and posted, InfoGram coming soon with links to forms
- Face covering regulation in development - will address exemptions, those who refuse
- Students MAY choose to bring disinfectant wipes but NOT disinfectant sprays to clean their desks
- Staff can supervise the isolation room from door as long as ALL of the students can be seen
- School Health Aide will assist with screening for those who are sent to clinic - will have a decision tree
- If using cafeteria, custodians will clean tables in between each lunch shift (takes 10 minutes using Virex) - suggest a rotation of tables
- Office staff needs to disinfect guest check-in system in between each user
- Finalizing Health & Safety Guidelines in Instructional Spaces (e.g., PE, Band, Labs, etc.)

Questions:

- Can students use water bottle fillers? (Facilities)
- What is the expectation for staff and the daily screening - complete a 1 time form like the families that states they will complete a health check daily and not come to school if they are sick? (HR)

Technology



Key Updates & Decisions:

- Laptop delivery/collection/distribution planning for principals (*update slides follow for principals*)
- Web-conferencing tool RFP stakeholder plan update
- MiFi devices for fall - have met identified needs; ordering additional stock
- New work team has launched to consolidate resources for parents (Equity office leading)

Outstanding Items with Estimated Completion Date:

- Fall tech support plan for staff, students and parents (Aug. 10)
- Exploring additional home access solutions for staff/families (TBD)

Questions or Blockers:

- Need to consider possible recommendations to teachers on youngest students carrying laptops back and forth

Technology - Laptop Distribution



- High School students will continue to use their FCPSON laptops for virtual and/or face-to-face
- Middle School students will be assigned a new FCPSON laptop for use virtual and/or face-to-face
- Elementary School - each student in preK-6 will have a laptop available to them; note this means more than one per family
 - New devices provided to ALL 6th grade students
 - New devices provided to Title 1 5th grade students
 - Rolled down devices from middle schools will transfer this summer, per the inventory allocation plan
 - Existing viable devices will be prepped for use
- Senior TSSpecs and TSSpecs will meet with individual admin teams at each HS, MS and ES to establish timelines and activities related to collection and/or distribution for that school

Technology - Laptop Distribution



Phase 1 June 15 - July 16	Phase 2 July 20 - August 7	Phase 3 July 27 - August 21 (no distribution before SIS rollover - Aug. 17)	Phase 4 August 17 - September 4 (no distribution before SIS rollover - Aug. 17)
Activities - Collecting and Imaging	Activities - Collecting and Imaging	Activities - Receiving and Planning	Activities - Distribution
MS TSSpecs: receive delivery of new MS laptops and begins imaging	Senior TSSpecs:: Meet with individual school principal and TSSpec to finalize school timelines and activities	ES TSSpecs: receive delivery of new 6th and Title 1 5th grade laptops and begins imaging	Principals and TSSpecs: laptop distribution to HS (9th graders), MS and ES students
Schools: Collect High School Senior laptops HS TSSpecs: Re-image laptops	Middle Schools: Begin collection of loaned laptops	TSSpecs: complete re-imaging activities	HS and ES Principals: Messaging to 10th-12th students and K-4 students with a laptop at home to turn laptop on once per week
ES TSSpecs: Ongoing re-imaging of existing laptops remaining at ES schools	TSSpecs: Ongoing imaging activities; rolldown of existing MS devices to ES sites	Principals and TSSpecs: Finalize distribution plans	
		HS and ES Principals: Messaging to 10th-12th students and K-4 students with a laptop at home to turn laptop on once per week	

Laptop Collection Key Points

Elementary Schools

- Collect laptops from any student departing your school as soon as possible
 - Why? We can re-image and prep those machines to re-assign to your students
- Collect laptops from rising 6th graders and Title 1 5th graders
- Do not collect from rising preK-4.

Middle Schools

- Collect laptops from your students as soon as possible
 - Why? We need to package and transport MS laptops to ES. Once at ES, machines need to be re-imaged with the ES image before they can be given to ES students. Need as much time as possible.

High Schools

- Collect laptops from any students departing your school as soon as possible
- Do not collect laptops from your rising 10th-12th grade students

Laptop Distribution Key Points

- Senior TSSpecs and TSSpecs will meet with individual admin teams at each HS, MS and ES to establish timelines and activities for that school.
- Schools should wait until August 17 to distribute laptops to allow SIS enrollment lists to rollover for each school.
 - Why? The laptop checkout system is tied to student assigned school in SIS, and checkouts will be more accurate on August 17.
- We will work with each school to develop a safe and efficient distribution process that minimizes contact between individuals.

Instruction



Key Updates & Decisions:

- Bell Schedule finalized (ES 9:10-3:55; ES 10:05-4:50)
- [ES Instructional Scheduling Support](#) - next session on Monday at 11:00
- Elementary Class Placement Tool available in School Data Folders via the FCPS intranet
- [Health & Safety Guidelines in Instructional Spaces](#)
- Purchase of ST Math and Imagine Learning
- Online Teachers will have additional responsibilities to balance workload

Outstanding Items with Estimated Completion Date:

- Finalize the Monday Schedule
 - Develop criteria for in-person or online interventions
 - Time allocation for PD (e.g., staff meeting, CTs, Individual)
- Finalize August Inservice PD Plan (focus on preparation for blended learning)

Comparison of Teacher Work Day (Tuesday- Friday)



	In-Person Teacher PreK-6	Full Time Online Teacher PreK-2	Full Time Online Teacher 3-6
Instructional Time	215	150	180
Specialized Instr/Intervention/Async work	30	60	60
Lunch	30	30	30
Personal Planning	30	30	30
Recess	30	0	0
Provide Office Hours for Asynchronous/At-Home Students	0	60	60
Planning for Team to Support Asynchronous Learning for all Students	0	75	45
Transition, hygiene time. mask breaks	70	0	0
Total minutes per day (T-Fr)	405	405	405

Human Resources



Key Updates & Decisions:

- Drafts documents circulated- “Master Schedule Guidance” and “Accommodations Tiered Approach for Teacher Scale Employees”
- PDR updated to include teacher preferences
- LOA status updates on/about July 28
- ADA status updates on/about July 17 and July 22
- Tier 1 Placement Collaboration Meetings on July 21

Outstanding Items with Estimated Completion Date:

- Telework notification, to include Telework Request Form, for non-teacher employees on/about July 20

Facilities & School Operations



Key Updates & Decisions:

- Plexiglass is being provided for public facing areas initially (main office, etc.)
- Face shields will be provided for staff members upon request
- A more robust plexiglass shield will be installed in the main office soon
- Request made for more hand held thermometers per school
- Hand sanitizing stations to be provided as follows; 16 per high school, 8 per middle school, 4 per elementary school

Outstanding Items with Estimated Completion Date:

- Request for plexiglass shields for teacher's desks/tables and in all offices-under review
- Request for more hand sanitizing stations-under review
- Draft bell schedule has been developed and requested distributed

Questions or Blockers:

- Are there protocols for students entering the building - not currently
- How do elementary schools indicate the FCPS staff members' children who are accessing the bus on the extra days?
- Status of clubs after school? Bus service not available prior to approximately 5:30 PM - will monitor upon school start
- Will the plexiglass be in place when we start school - yes initial installation will occur in public facing areas
- When will signage be delivered to schools - in process now; schools responsible for placing these in their buildings

Community Partnerships



Key Updates & Decisions:

- Staff Child Care:
 - The 4 day option was shared with employees
 - Google Form was sent to employees 7/15/2020
 - Form will close Monday night 7/20/2020
 - Data will be sent to principals Tuesday 7/21/2020
 - If schools need help as they receive request data, they should reach out to Region offices
 - Monday is still in discussion - don't have a final plan yet
 - Students will engage in a blend of asynchronous/synchronous learning on the additional days at their school site using a workshop model
 - This will be added to the principal FAQ as well.
- Family Child Care:
 - Decisions about low incidence special education 4 day option has not been finalized and still in exploration at this time.

Outstanding Items with Estimated Completion Date:

- SACC locations/needs in schools not finalized (August)
- Heat maps sent to families of care available (August)

Communications



Key Updates & Decisions:

- Student health and safety guidance document
- Two staff messages sent this week regarding possible child care options

Outstanding Items with Estimated Completion Date:

- Finalize opening of schools checklist
- Association presidents will send out checklists 7/15. Needs to be added to FAQs and Principal's Corner

Next Steps

- Videos (from FCPS): What to expect: On the Bus, In School (ES and Secondary), Home health screening

Principal RTL Task Lists:

- [Elementary](#) [Secondary](#)

Secondary Principal Briefing

July 10, 2020

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Agenda



- Bell Schedule Discussion
- Action Team Reports
 - Communications
 - Community Partnerships
 - Facilities & School Operations - Health and Safety Updates
 - Human Resources
 - Instruction
 - Technology

Bell Schedule Options



Proposed RTS Bell (shared with SB in 6/15)	Option 2	Option 3
MS 7:15-2:00	ES 7:15-2:00	ES 7:15-2:00
SS 8:10-2:55	ES 8:10-2:55	ES 8:10-2:55
HS 8:10-2:55	MS 9:10-3:55	HS 9:10-3:55
TJ 8:10-3:30	TJ 9:40-5:00	SS 9:10-3:55
ES 9:10-3:55	SS 10:05-4:50	TJ 9:40-5:00
ES 10:05-4:50	HS 10:05-4:50	MS 10:05-4:50

Considerations	
ES	<ul style="list-style-type: none"> Concerns about 4:50 PM end time being developmentally appropriate Concern for students walking in dark at 7:15 AM or 4:50 PM Largest number of students and staff of each of the levels
MS	<ul style="list-style-type: none"> Previous start times have been 7:30; significant changes would cause need for staff to adjust personal/family schedules After school activities Previous interest in moving back middle school start times to support sleep/wellness Teacher sharing with High School
HS	<ul style="list-style-type: none"> Need earlier release time to accommodate athletics, activities, and student work schedules Current Board policy provides later high school start times to support student health and wellness Teacher sharing with Middle School Academy schedules are still in development - need windows that would allow for transportation

Communications



Key Updates & Decisions:

- Need central communication “to release us from answering every question.”
- Can we preview division communications and timeline
- Push information centrally to school websites including FAQs
- Ensure outreach in multiple languages using multiple platforms(e.g., Spanish language town hall)

Outstanding Items with Estimated Completion Date:

- Return to work video and message (completed July 8)
- Back to school video (July 10) and reminder enrollment message
- Continue town hall outreach
- Weekly community newsletter with BTS information (Week of July 20)
- Communication toolkit for schools (August 1)