

A background image of a desk with various school supplies. In the center, a wooden sign reads "YOU ARE AMAZING" with two heart cutouts. To the left, a pencil holder contains several pencils. To the right, a pair of scissors is visible. The entire image is overlaid with a blue and purple gradient.

# Secondary Principal Briefing: Phase-In Planning

**October 23, 2020**

# Agenda

- Dr. Brabrand Welcome
- General Announcements
  - Pilot update
  - Early release and schedule clarification
  - Communications
- Updates & Breakouts
  - Instruction
  - Technology
  - HR
  - Facilities/Health
  - Instructional Schedules/Specials
  - Special Ed

# Congratulations!

**FCPS Outstanding Principal - Congratulations, Amy!**

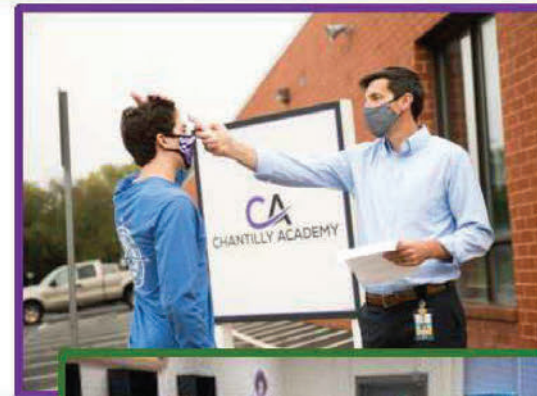


**FCPS Outstanding New Principal - Congratulations, Anthony!**



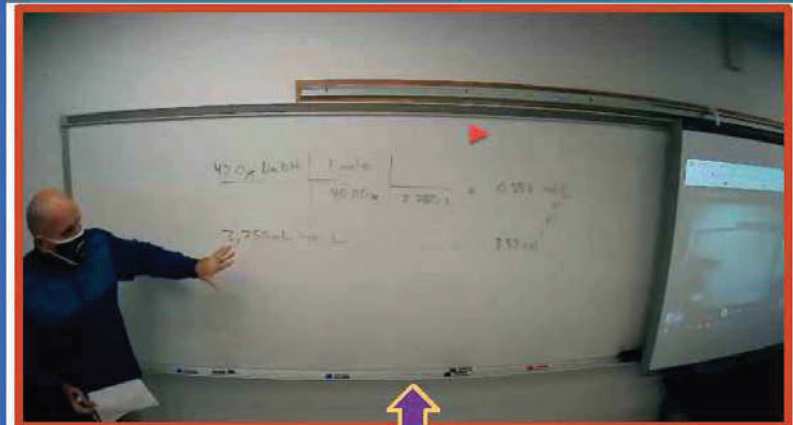


**Welcome back,  
students and staff!**





# Pilot Update @ WSHS



View for students at home on their laptops



# Upcoming Days with Schedule Adjustments

- **Thursday, October 29: *PSAT Day for HS***
  - Only students who are taking the PSAT/NMSQT will be in-person. All students in grades 9 - 12 not taking the PSAT are virtual and asynchronous.
  - No change for MS schedule
- **Friday, October 30: *End of 1st Quarter/2 Hour Early Release Day***
  - No CTE/HS specialized in-person
  - No ESOL in-person
  - No SPED in-person
  - **Follow 2 Hour Early Release schedule using virtual synchronous instruction**
- **November 2-3: *School Planning Day and Teacher Workday***
  - Student holidays - no asynchronous or synchronous instruction

**Early Release**-This time is used for teachers to plan, conduct grading activities, and meet with their collaborative learning team (CLT) at their discretion.

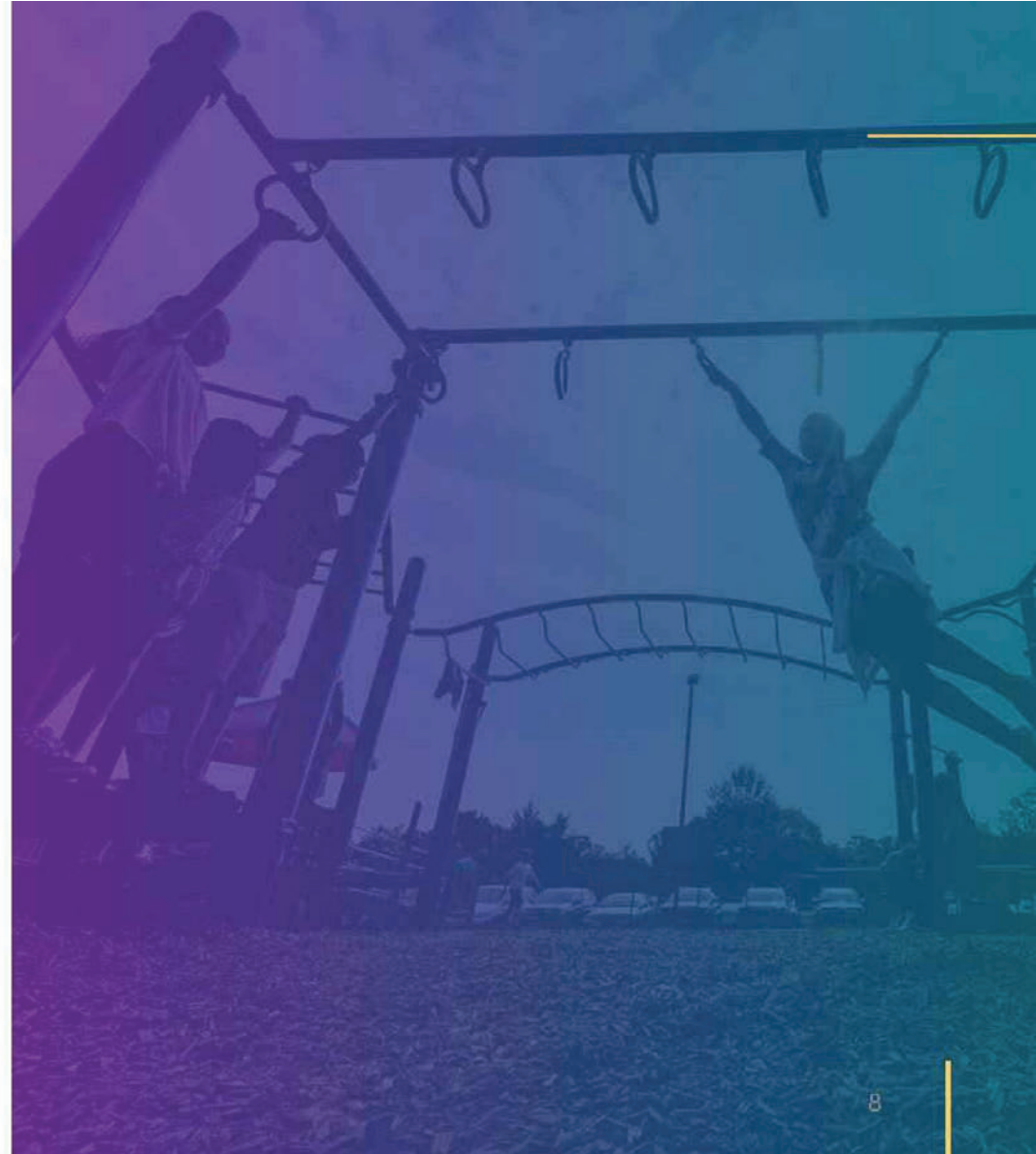
- Regulation 4421

# Communications

Audience	Who is sending?	Send Date?	Response date?
Teacher Intent (groups 5-8)	Dr. Brabrand	10/23	10/30
Student Intent for group 5-8	Principals	10/23	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



# 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**

# In-Person Instructional Model = Concurrent Instruction

Model	Advantages	Disadvantages
<b>CONCURRENT</b> 2 days in-person and 2 days synchronous from home  1 day asynchronous at home  In-person students attend school Tues/Wed or Thurs/Fri	<ul style="list-style-type: none"><li>• Concurrent does not require 100% synchronous - instructional flexibility (e.g., workshop model)</li><li>• Provides 4 days/week of teacher-supported instruction</li><li>• Provides parity with 100% Online Model which provides 4 days/week of teacher-supported instruction</li><li>• Allows students to continue receiving instruction if sick/quarantined</li></ul>	<ul style="list-style-type: none"><li>• Instruction &amp; Classroom Management challenges</li><li>• Additional teacher professional development and preparation needed</li><li>• Requires some additional technology acquisition (microphones; cameras optional)</li></ul>

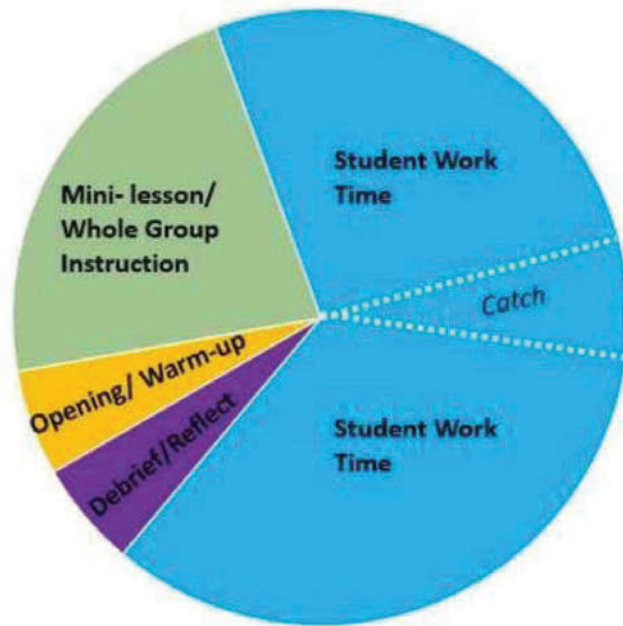


# Concurrent Instructional Schedule

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

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

# Workshop/Engagement Model



Teacher	In person Students	Virtual Students
<b>Opening/Warm Up (5 min)</b>	Hand washing Preparing materials Logging in Warm-up activity	Logging in Warm-up activity
<b>Mini- lesson (15 min)</b> Teacher delivers whole group instruction	Students participate in whole group instruction	Students participate in whole group instruction via video
<b>Student Work Time (30 min)</b> Teacher circulates the room to informally assess student understanding Teacher will work with students individually or in small groups	Students read, write or talk to learn content and collaborate with other students Students meet with teacher for small group/individual instruction	Students read, write or talk to learn content and collaborate with other students <u>asynchronously</u>
<b>Catch (may occur throughout work time)</b> Teacher clarifies confusion or misconceptions	Students pause to listen to clarifications	Students pause to listen to clarifications
<b>Student Work time (30 min)</b>	Students continue work time and may be working independently	Students continue work time and meet with teacher for small group/individual instruction online
<b>Debrief (10 min)</b> Teacher designs an activity to synthesize the learning: exit tickets, share out, reflection	Students participate in debrief	Students participate in debrief either <u>live or asynchronously</u>

# 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.
Many sections at each of the middle and high schools have more than two times the number of students for in-person than can be allowed in a room due to social distancing. Even if the alpha split could be applied evenly, there are too many students in sections to fit into a room. What should schools do if they are not able to meet social distancing for the hybrid model in multiple sections?	<p>At this time, six feet of social distancing is still the standard/requirement.</p> <p>Initial thinking is to identify the number of sections in the schedule that have this concern and consider alternative room assignments where possible. Additionally, overflow classrooms may need to be considered when a room is over capacity.</p> <p>Further discussion will continue with principals and directors of student services on Monday.</p>
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.



# Central Office - Next Step Actions

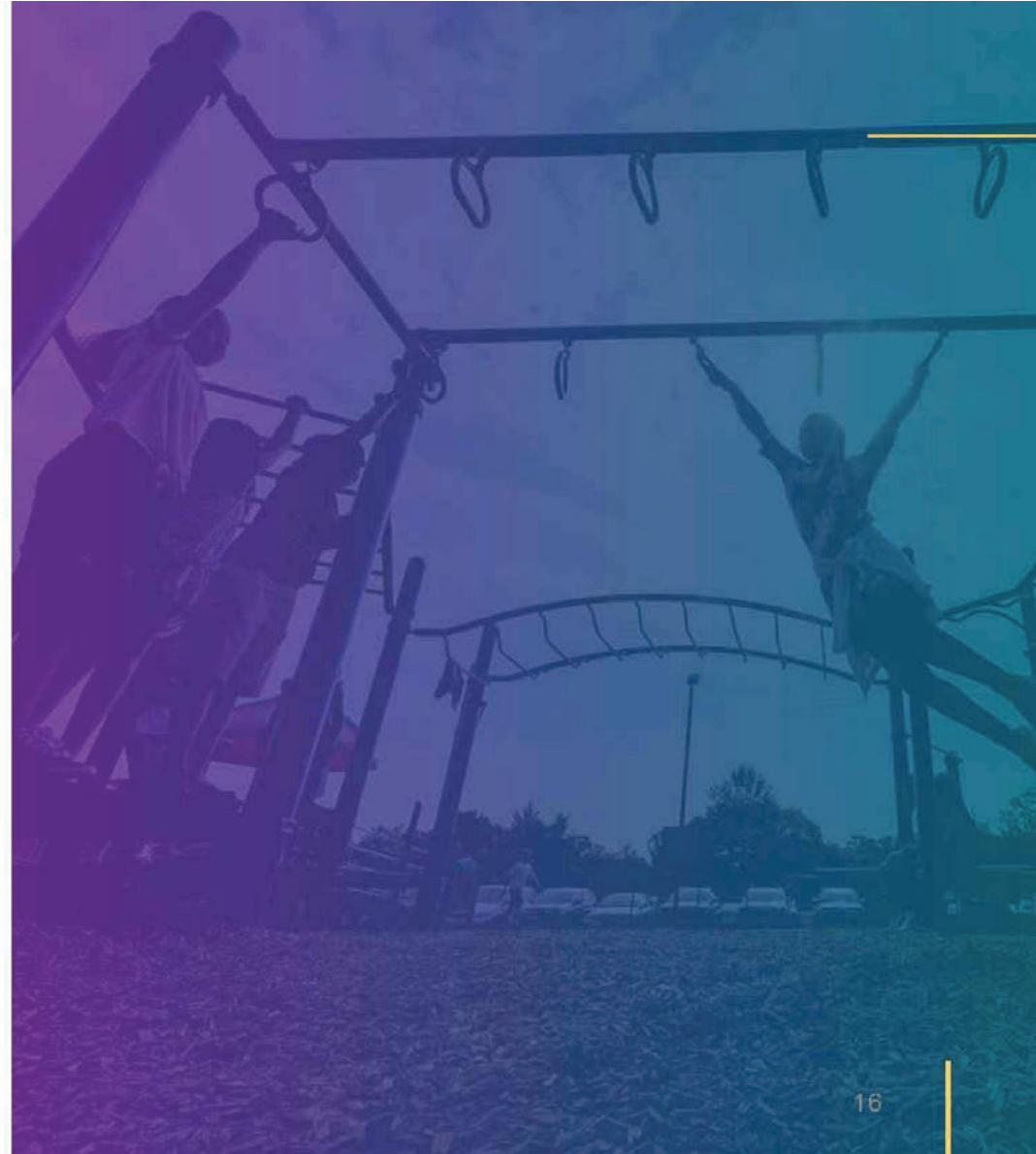
- Develop communication resources to help staff and community understand how the concurrent model will work (videos, PPTs, Family Handbook)
- Collaborate with principals to develop clear expectations for the loose and tight expectation during concurrent instruction and asynchronous/independent learning days
- Develop best practices and professional development for staff
- Provide 2 Teacher Work Days prior to Group 8 return date - to be included in division communication

# Principal - Next Step Actions

- Schools inform families of opportunity to update preference for in-person or online by 10/26 (Families update preferences by 10/30). Planned MS/HS start is 1/26
- Determine how many sections you currently have in your schedule that may necessitate use of an adult monitor. Complete HR Google Form to request adult monitors where needed.
- Collaborate with Central Office to develop clear expectations for the loose and tight expectation during concurrent instruction and asynchronous/independent learning days
- Work with teachers/staff to explain the reason why we're using a concurrent model and to identify supports needed to ensure success (Division to provide communication tools/ppt to support/guide this - delivered to schools week of 10/26)
- Provide teachers with access to PD (centrally provided asynchronous) beginning week of 11/2

# | Technology

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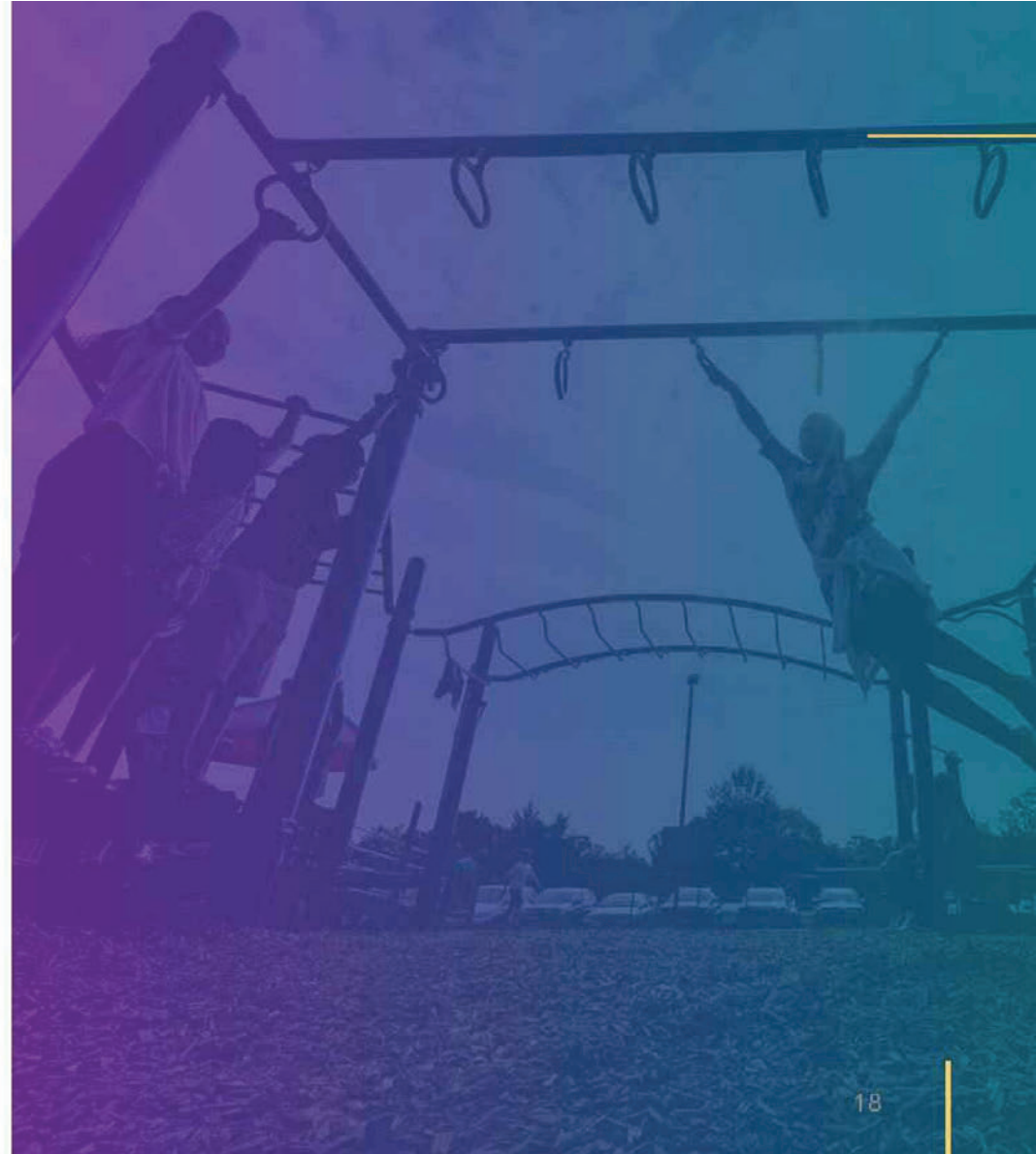
# Technology?

- Can an update be provided on Bandwidth and technology? That is, what will work in our schools in terms of numbers of students who can work virtually from school and when should we expect to receive any technology/cameras?

Response [Principal Q \(10/23/2020\)](#)

# Special Education

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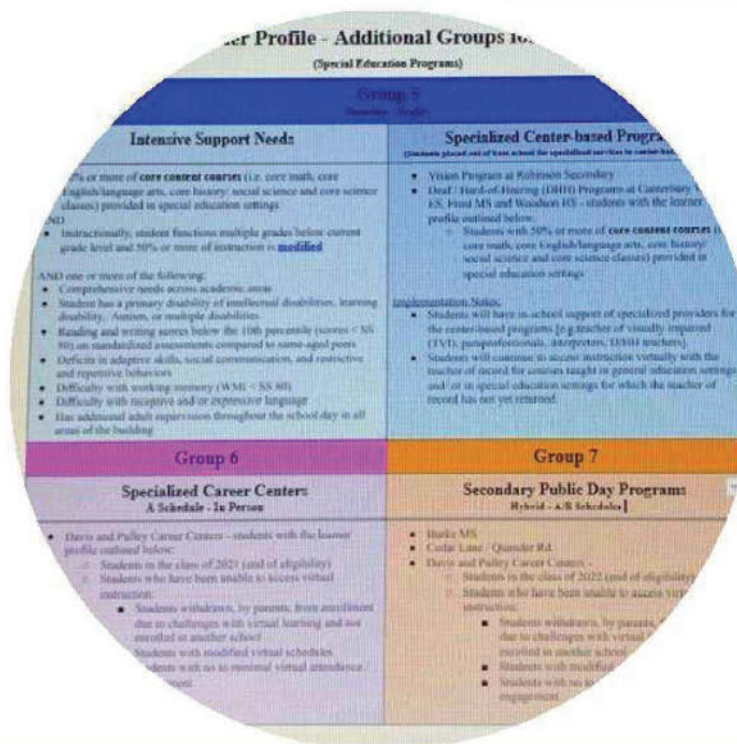


# Special Education: Groups 5 and Beyond

## 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:

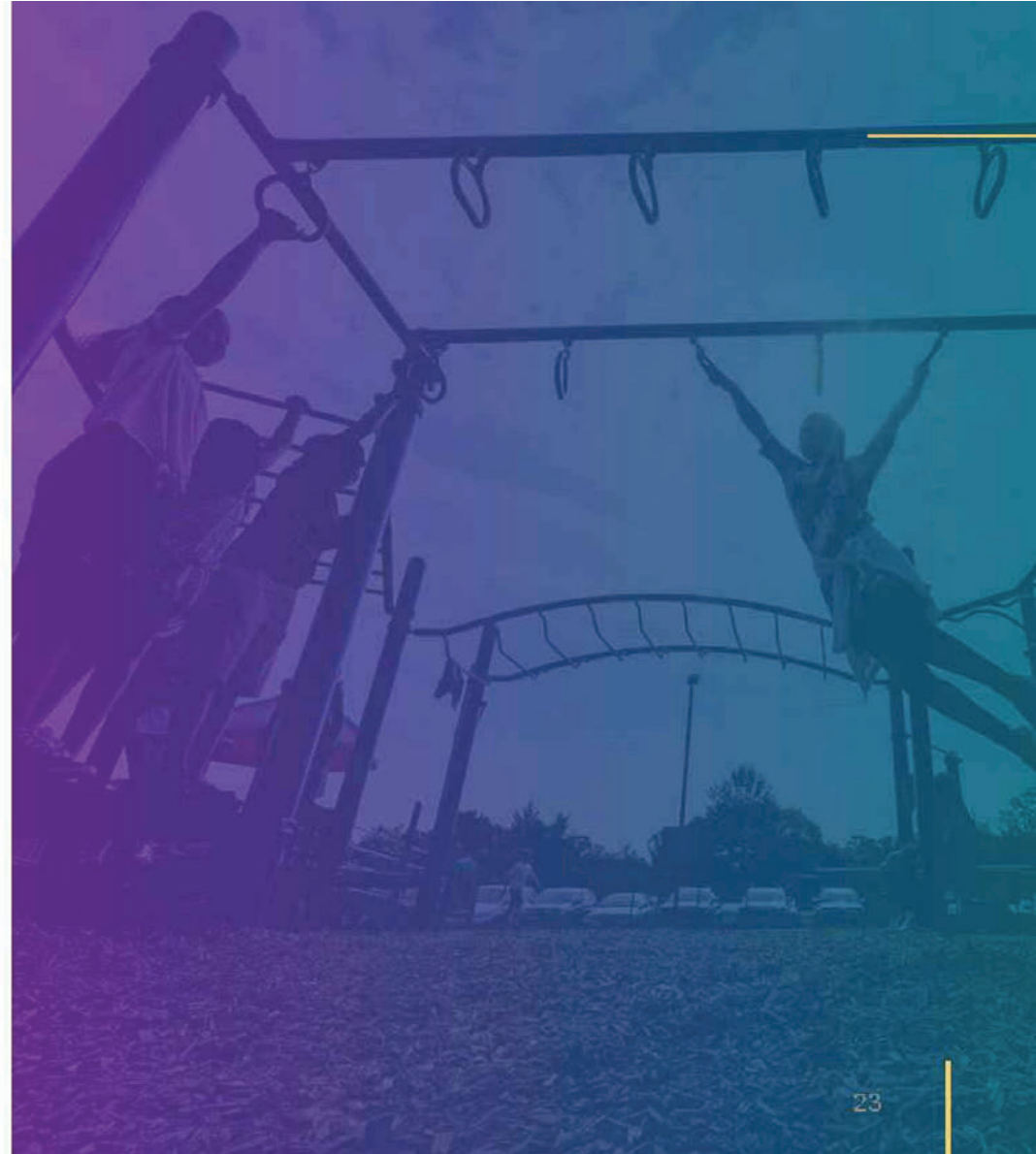
- Collaborate with them to identify a time(s) that the services could be provided Tuesday – Friday
- If all options have been exhausted, please contact OSEI to access additional support (e.g. coverage)

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



# | Human Resources

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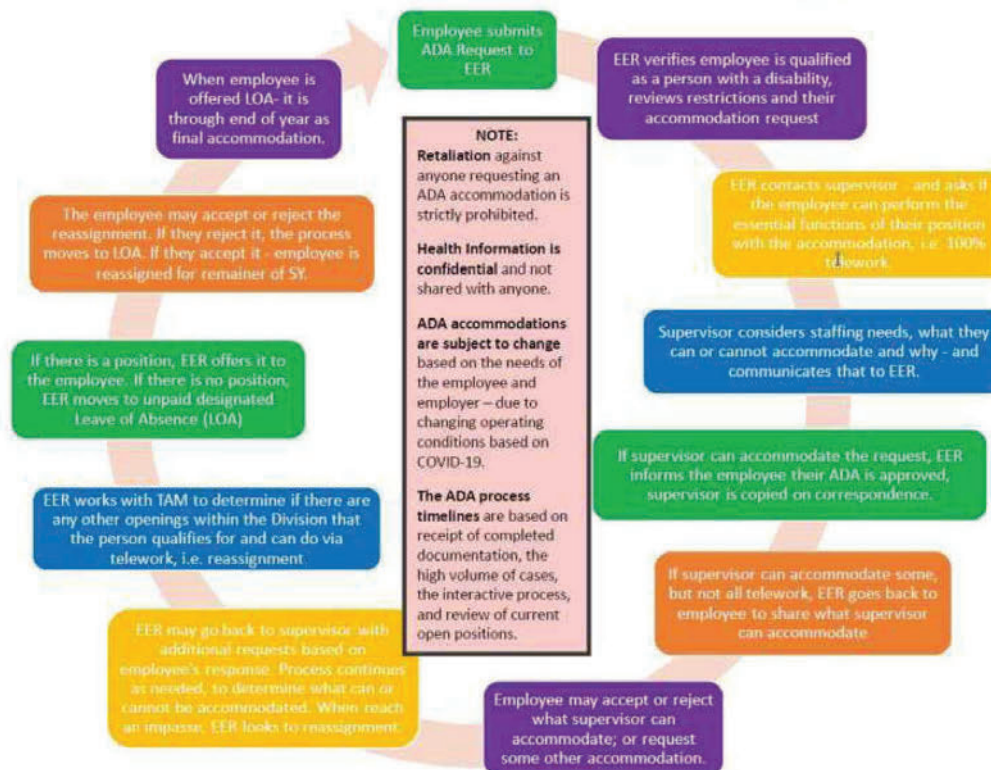
# Human Resources

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.

# 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

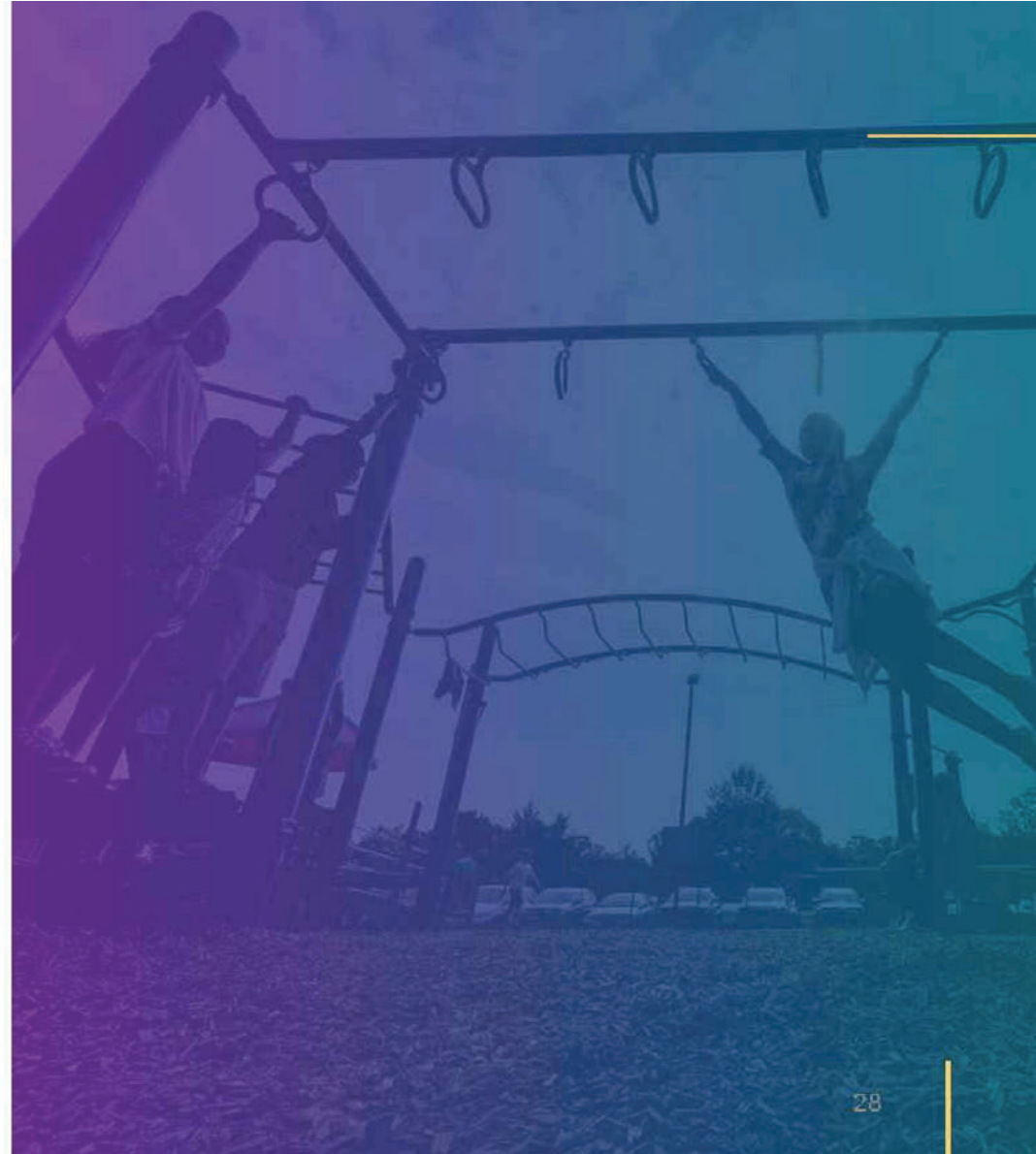
- EER staff continue to engage individuals and their supervisors in the interactive process
- Requests are being prioritized based on student cohort group

	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](#)

# 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.

## 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: \_\_\_\_\_

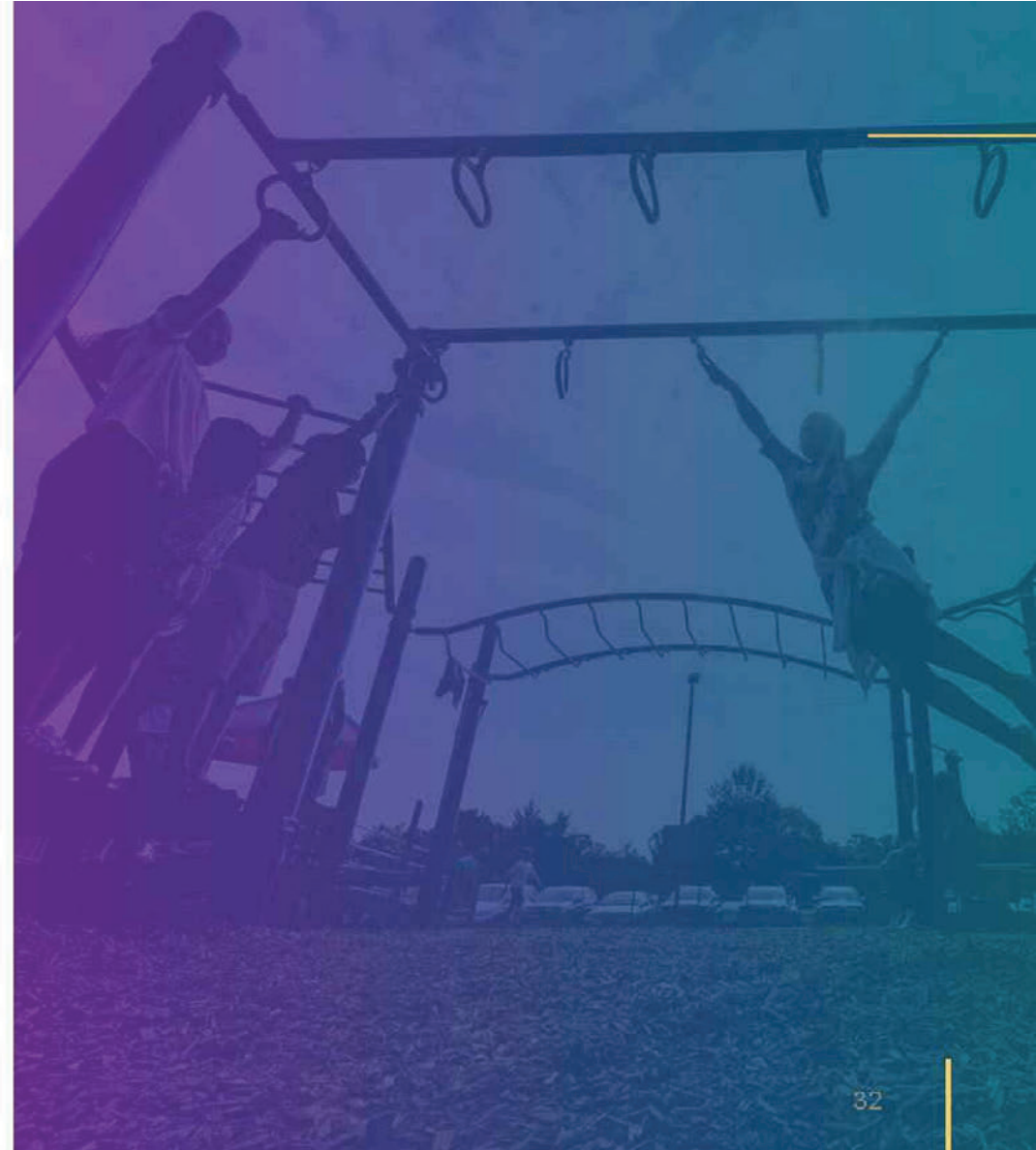
MD/DO/NP/RN/LPN

Phone #: \_\_\_\_\_

Name: \_\_\_\_\_



# Breakouts



# Breakouts

- [HR](#) (Sean McDonald, Becky Baenig)
- [Facilities and Health](#) (Lea Skurpski, Lorraine Trouton, Jeff Platenberg)
- [Concurrent Instruction](#) (Sloan Presidio, Mark Greenfelder)
- [Instructional Schedules](#) (Dave Jagels, Noel Klimenko, Jen Glaser)
- [Special Education](#) (Michelle Boyd, Mike Bloom)

# 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)
- [Elementary CSS and Burke MS](#) (elementary program): Monday, 3:30-4:00 p.m., Friday, 2:00-2:30 p.m.
- [ESOL](#): Tuesday & Wednesday, 1:00 - 2:00 p.m.
- [Adapted Curriculum/Category B](#): Tuesday 10:00-11:00 a.m. & Thursday, 11:00 a.m.-12:00 p.m.
- [HS Specialized Programs](#): Thursdays, 9:30 - 10:30 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.



# 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!

# 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



The background image shows a desk with various school supplies. In the center, there is a wooden crate with the words 'YOU ARE AMAZING' and two heart cutouts. To the left of the crate is a container filled with pencils. To the right is a stapler. In the background, a pair of scissors is visible, and a sign on the wall reads 'DO YOU HAVE TAKES TO BE'.

# Secondary Principal Briefing: Phase-In Planning

**November 20, 2020**

# Agenda

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

# In-Person Return Dates

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



# Group Status and Program Clarification

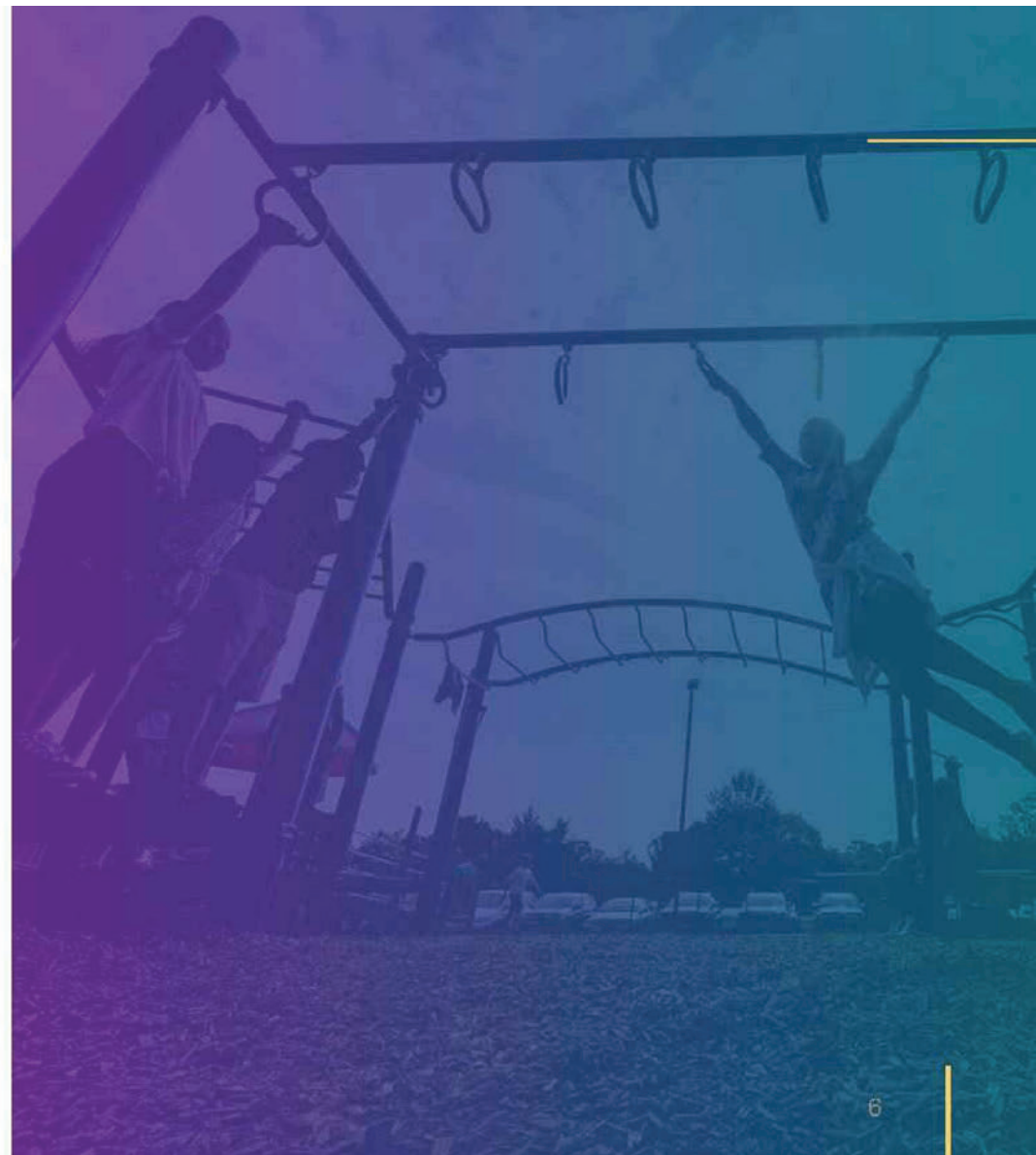
<b>Group 1</b>	<ul style="list-style-type: none"> <li>• Firefighting, LPN, Construction, Student Auto Sales</li> </ul>	Will not phase out based on health metrics
<b>Group 2</b>	<ul style="list-style-type: none"> <li>• Preschool Autism and Preschool Class-based students</li> <li>• EMT, Intro to Nursing,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

**Updated**

# Governor's Health Order

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

# | Health





# Health: In-Person Decision Making Reminders

As of Nov. 19th

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



# PCR Testing through Fairfax County Health Department (FCHD)

## Rapid Testing

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

## PCR Testing Sites w/ One Day Results

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

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

## PCR Testing Sites

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

# Self Care:

## Classroom Response to Minor Health Care Needs

### As Age and Developmentally Appropriate

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

Itching bug bite (not new insect sting)

Minor scratch/scrape/ blisters/scab requiring Band Aid

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

Loose tooth/loss of baby tooth

Dry skin/chapped lips

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

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

### Tiered Support for Student Health Care Needs



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

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



#### Health Room

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



#### Care Room

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

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

COVID-19 symptoms are based on the 8/24/20 VDH Algorithm for Evaluating a Child with COVID-19 Symptoms and subject to change.

### Tiered Support for Student Health Care Needs

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

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

### Five (5) Mitigation Measures

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

### Reinforcement and Assessment of Mitigation Measures

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

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



# School Safety Teams

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



# Mitigation Observation Tool (Draft)

## Activity Observed:

### Indicate all mitigation measures observed

Implementation of distance learning

Temperature checks upon arrival to school

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

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

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

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

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

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

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

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

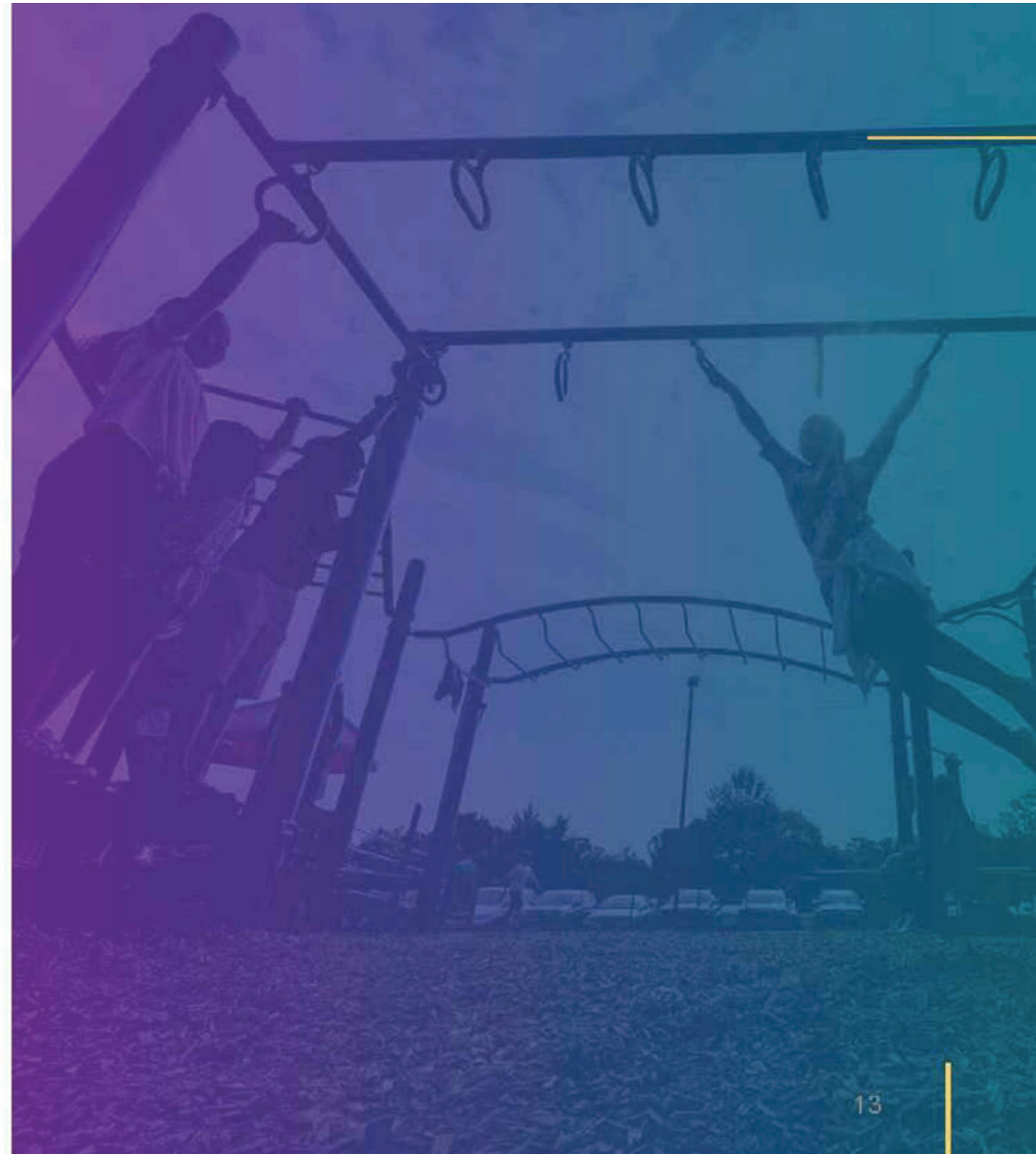
Risk communication within schools, including posting of signs in visible locations

### Noted Areas of Strength

### Noted Areas of Challenge

### Follow-Up Needed

# | 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 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

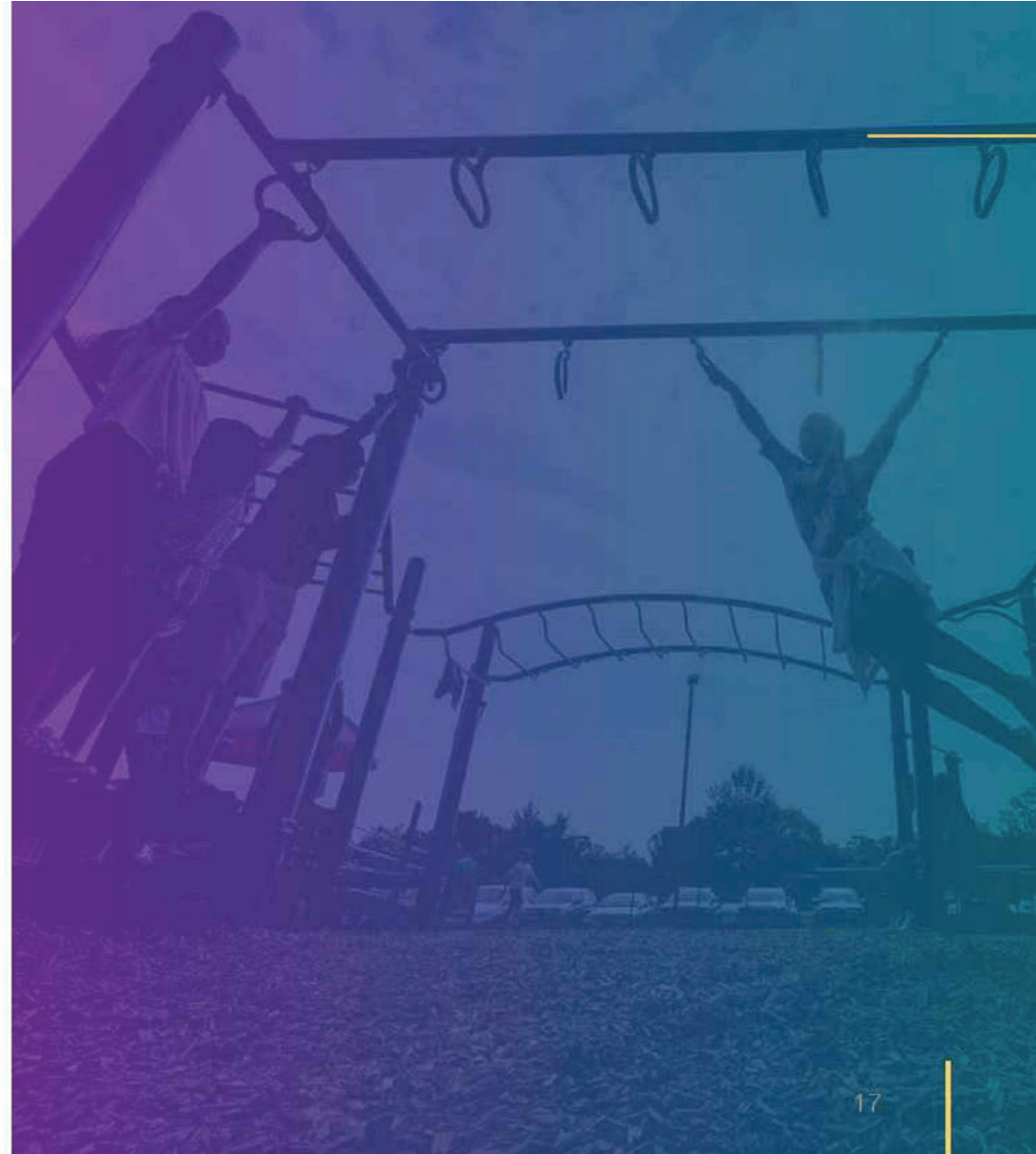


# De-Escalation Training - Level 2

- **Level 2 Advanced Training** - Virginia Regulations requires that require 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 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

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# 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?

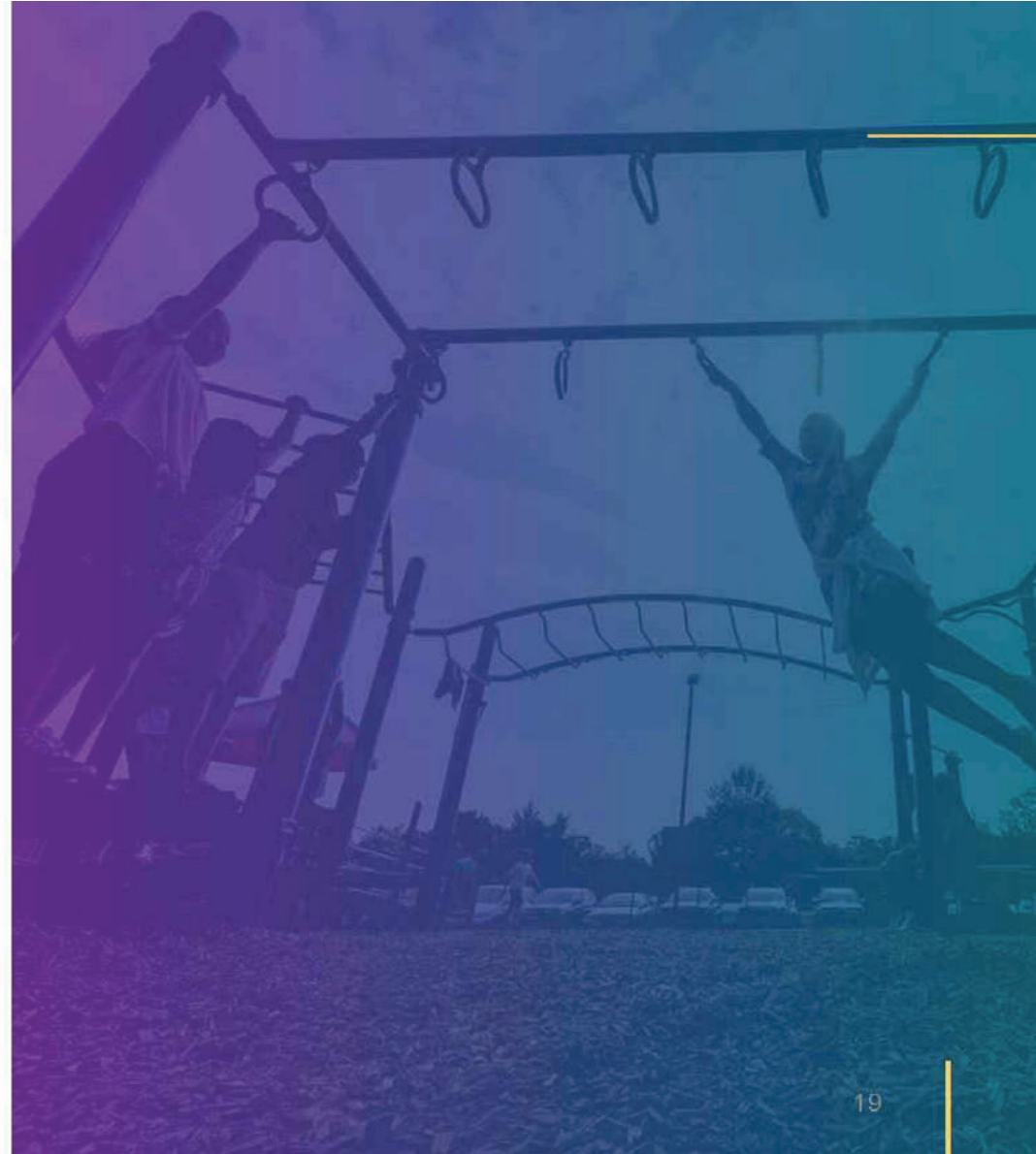
A: No. However, applicants can indicate a pyramid preference which is a searchable field in BrassRing.

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



# Instruction





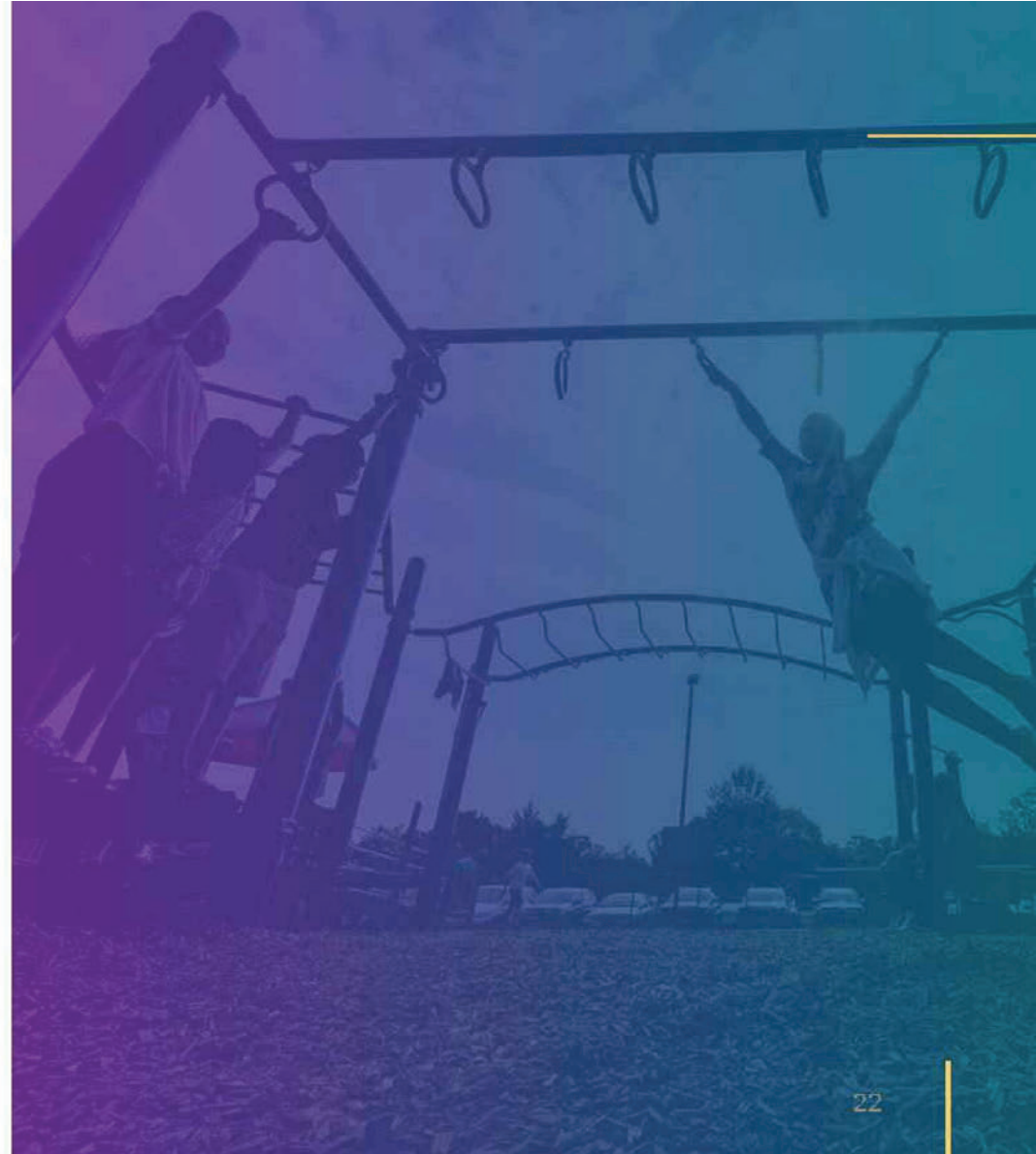
## SIS: Return to School Tab

- Please continue to enter and update information in the Return to School Tab
- More information will be shared next week with details about how to request a mass loading of days of the week and start date
- Please connect with pyramid schools to talk with them about how you are scheduling your students
- The central survey will **not** be utilized to confirm meals or transportation needs for in-person students. Schools should communicate directly to families to confirm, as needed.
- Timeline
  - Group 7 - Days of in-person attendance should be entered into SIS/STR by 12/4 no changes after 12/11\* (\*updated date)
  - Group 8 - Days of in-person attendance should be entered into SIS/STR by 1/4 no changes after 1/13

# Secondary Scheduling Support

- Upcoming Sessions: December 1 and 3
  - 25 minute one-on-one sessions for IT support - [sign-up sheet](#)
  - Open office hours will be held from 12 – 12:55 p.m. for MS and HS DSS and/or any team members who support master schedule building
- [DSS Secondary Scheduling Resources Google Site](#)
  - Sign up for one-on-one sessions, SIS Reports, links to recorded trainings, etc.
- **SIS enrollment will be unavailable:** Fri, Dec 11 @ 5 PM – Mon, Dec 14 at 6 AM  
and **SIS will be unavailable:** Fri, Dec 18 @ 5 PM – Mon, Dec 21 @ 6 AM

# 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](mailto: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>
<b>SIS Enrollment</b>	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"> <li>• Only SIS enrollment will be unavailable.</li> <li>• SIS is still accessible to staff.</li> <li>• ParentVue and StudentVue are still available</li> </ul>
<b>SIS Full System</b>	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"> <li>• SIS <b>will not be available</b> during the blackout.</li> <li>• ParentVue and StudentVue <b>will not be available</b> during the blackout.</li> </ul>
<b>FCPS 24-7 Blackboard</b>	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"> <li>• Blackboard Learn <b>will not be available</b> during the blackout.</li> </ul>

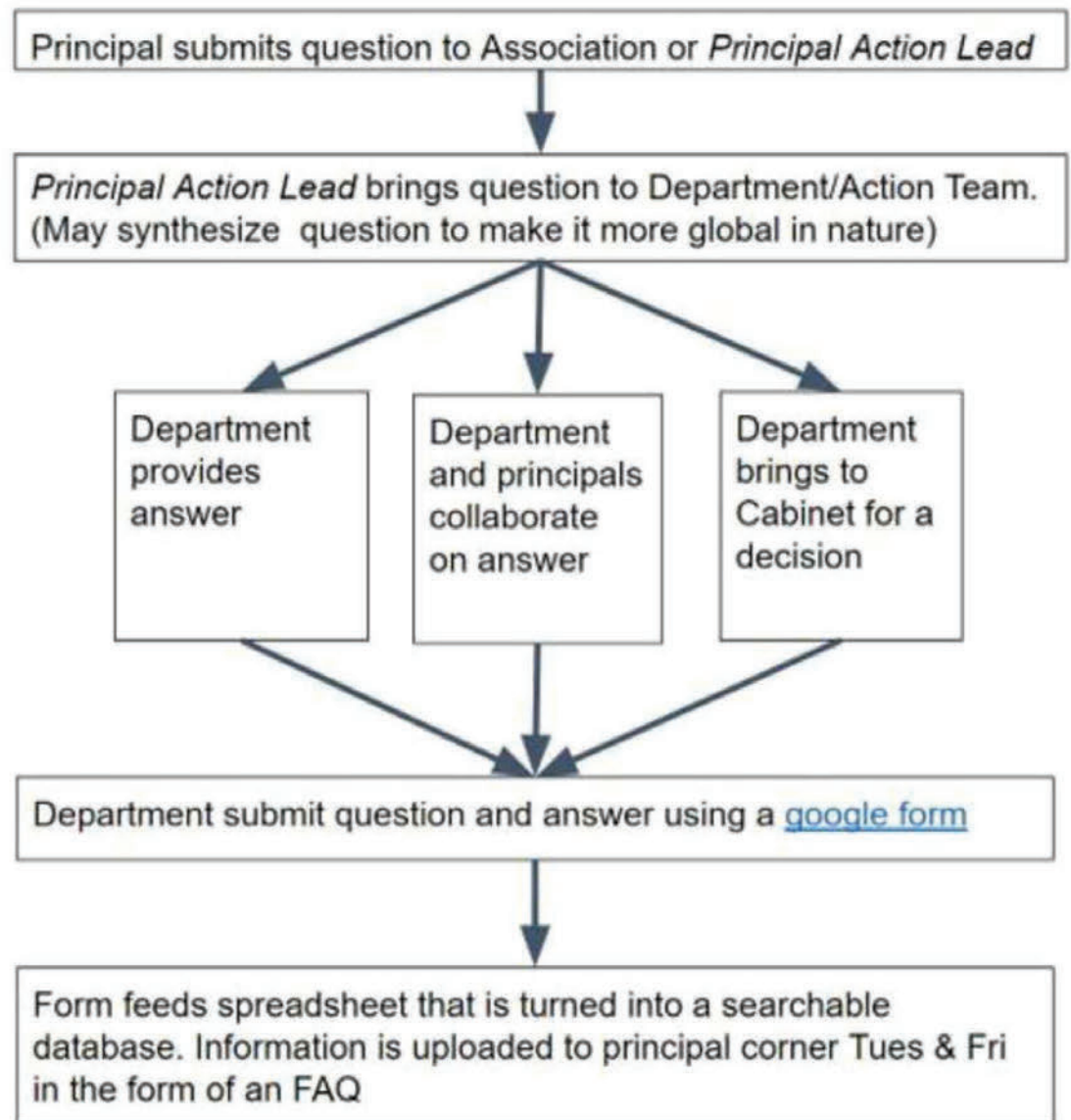
# MiFi Roundup Heads-Up

- 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.

# FAQ Reboot

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

(Linked to Principal's Corner Google Site)





# Questions