Returning to School: Options and Considerations for Summer and Fall 2020
Work Session Outcomes

1. Review key considerations impacting decisions on reopening schools

2. Develop consensus on recommendations for 2020 Graduation

3. Develop Board consensus on summer programming to support continuity of learning for all students and targeted intervention services

4. Discuss considerations for fall learning scenarios to address student learning loss and social-emotional needs
Acknowledgements

- **Extension of the School Year Work Group/Instruction Work Group**
- **Student Services Working Group**
- **Department Staff (ISD, DSS, DIT, HR, FS, OSS, OPLFE)**
- **Principal Associations (elementary, middle, and high)**
Initial Stakeholder Feedback

Teacher Associations Recommendations
- Association of Fairfax Professional Educators
- Fairfax County Federation of Teachers
- Fairfax Education Association

Principal Association Recommendations

Parent Teacher Association Recommendations
Leadership Team acknowledges the need for robust stakeholder engagement in any plans for returning to school.

Draft planning is underway in collaboration with stakeholder groups, including: principals, directors of student services, teachers, parents, and students.

Need to provide ongoing community engagement to ensure meaningful involvement in review of existing distance learning services and ongoing planning for returning to school.
Themes from initial stakeholder engagement on plans for Summer Programming and Supports includes advocacy for:

- **Avoiding face-to-face summer programs** to allow down-time for staff and students to focus on personal and family wellness
- Expanding **Online Campus** offerings and **optional continuity of learning resources** for self-paced learning
- Continuing to provide **resources to help students engage in digital learning**, including internet safety and data privacy
- Deepening partnerships with County offices to extend community **childcare, health, and social services** for short and long-term needs
- Providing virtual **professional learning opportunities** for teachers and administrators to prepare for new expectations starting in the fall
Themes from initial stakeholder engagement on plans for Returning to School in SY2020-21 includes advocacy for:

- **Strong communication plans and consistent expectations** across schools
- **Universal access to technology** devices and internet services in homes
- **Systematic support model** to identify and respond to student academic, behavioral, and wellness needs, including additional clinical staffing
- **Differentiating distance learning** models by student developmental level and needs
- Consideration of **policies to support staff** with health or personal issues that would prevent them from returning to work in face-to-face environment
Key Considerations Impacting Decisions for Reopening Schools
State-Level COVID-19 Education Task Force continues to develop and issue policy guidance to school divisions.

Guidance anticipated in early June in key areas including:

- Date and conditions for lifting school closure
  - Task Force is currently preparing information on reopening scenarios, with actual guidance not expected until June at the earliest
- Use of CARES Act funding
COVID-19 Situation Report for Fairfax County:

- Currently over 5,000 cases
- Experiencing 200-250 new cases of Covid-19 per day
- Hospitalizations exceed 800
- Deaths exceed 200
- Focus is currently on high risk facilities and specific areas of the county
- Fairfax County is very far from achieving any level of immunity
‘Boxing It In’

Health & Safety Considerations

Increased Testing

Isolation and Quarantine

Increased Workforce and Contact Tracing
Key Points

- The infection rate continues to increase.
- As restrictions are relaxed, case numbers will increase but may be balanced by use of the ‘Boxing It In’ approach.
- The UVA model suggests an increase in cases over the summer.
- It is unknown as to the behavior of the virus during heat and humidity, as the virus is currently spreading in regions with those climates.
- There can be no assumptions made about the behavior of the virus.
Heightened **sanitization and health procedures** are expected with potential **budget implications** including:

- Personal Protection Equipment (PPE-masks, thermometers) ($1.6M)
- Additional custodial staffing ($3.4M)
- Additional cleaning supplies ($0.6M)
- Increase in Public Health Nurses to assist with monitoring student health at school ($0.6M)
CLASSROOM IMPACT

Social distancing would result in classroom sizes of 12 students or less.

BEFORE

AFTER
Transportation Considerations

TRANSPORTATION

Return to Fall Programs

- 1,192 buses used for daily school year routes (SY2020 data)
- Full-size bus seats up to 77 students; ES (3/seat); 52 MS/HS students (2/seat)
- Social distancing, assigning one student per seat will reduce capacity by approximately 50% for middle and high school
- Social distancing, assigning one student per seat reduces the capacity by approximately 67% for elementary
- Requires an increase of 779 buses and drivers
- Schedule additional time to allow for bus cleaning
- PPE for drivers and attendants
- Review walk-to-school distance standards for all levels
Transportation Considerations

**Big Bus**
- Full-size bus seats up to 77 students
- Elementary School can seat up to 3 per seat
- Middle and High School can seat up to 2 per seat
- Social distancing, assigning one student per seat will reduce capacity by approximately 67% for elementary & 50% for middle and high schools

**Small Bus**
- Smaller-size buses seat up to 16 students up to 2 per seat
- Social distancing, assigning one student per seat will reduce capacity by approximately 50% for elementary schools
Technology Considerations

Continue to enhance technology infrastructure to prepare for potential of future closures and modified instructional delivery

- Update technology plan to ensure programs and services reliably support instructional and operational needs ($TBD)
- Ensure every student has access to an instructionally appropriate 1:1 device and connectivity at home ($2.5 M annual lease & $1 M MiFis)
- Evaluate current digital curriculum tools and usage to identify gaps and opportunities that enhance and simplify remote learning ($2.6 M)
- Enhance school-based technology support by ensuring all Elementary Schools a full-time SBTS & for >750 a full-time TSSpec ($4.5 M)
Changes to instructional priorities require support for staff learning and preparation

- Prioritize professional development (PD) for teachers and administrators to support changes to curriculum and instruction, including social-emotional and blended learning
- Update the division’s PD plan using virtual and blended professional delivery to ensure all staff have access to critical content relevant to their position
- Consider calendar adjustments to provide PD days during which students engage in self-paced learning at home and teachers participate in professional development
Graduation Ceremonies
Class of 2020
Monitor and follow the facts, data, and the science before making final recommendations

Gain insight/input from students, parents, and staff

Provide the best graduation experience for our seniors without putting students, their families, and our staff at risk
Graduation: Survey on Graduation Preferences

- **Face to Face Graduation** - Reschedule all graduation ceremonies to a date to be determined next school year when it is safe to do so at each school site and indicate time of year preference: Fall, Winter Break, or Spring.

- **Virtual Class of 2020 Celebration Video** – A recognition for each graduating senior along with highlights of the school year and message from school staff. The video includes a student clip, text, and photo of each senior along with the logo, music, video highlights from the school. It is not a traditional or formal graduation. This video would be delivered in late June and would be recorded on a live video stream on a date chosen by the school.

- **Individual Graduate Photo Recognition Opportunity** – Student, dressed in cap and gown, would arrive at a scheduled time to take an informal picture. A maximum of two family members would be allowed to accompany the student. This option would take place during the months of June and July (if needed) and would be implemented with strict Health Department guidelines and social distancing protocols.
Graduation 2020: Survey Results

- The survey was sent to **14,504 seniors and 13,112 parents**
  - Response Rate: Seniors - 34% (4,994 seniors); Parents - 42% (5,532 families)

- Overall, across all respondents, holding a **face to face graduation in Fall 2020** was the graduation option that was ranked as the best choice
  - Students 60% (average ranking of 1.4); Parents 40% (average ranking of 1.8)

- A second choice among both students and parents was **graduation at Winter Break**
  - Students 18% (average ranking of 2.0); Parents 24% (average ranking of 1.9)

- 74% of the senior class did not want the option of not holding a face to face graduation; 28% of their parents identified not holding a face to face graduation as their first choice
• Virtual Class of 2020 Celebration Video
  ○ 58% of students (2,870) like this idea
  ○ 76% of parents (3,757) like this idea

• Individual Graduate Photo Recognition Opportunity
  ○ 62% of students (3,100) like this idea
  ○ 82% of parents (4,064) like this idea
Additional Suggestions and Themes for Graduation 2020 Celebrations

- Hold face to face graduation in the summer
- Stagger graduations for smaller groups of students practicing social distancing
- Hold car parades at the school or down a main thoroughfare in the neighborhood
- Consider the importance of having all regalia associated with graduation in the photo opportunity at the school to include cap and gown, cords, medals and diploma
- Reconsider the cost of senior dues to support graduation events that are no longer happening
- Consider providing early dates/times in June for military connected parents and students because of summer orders
- Use an equity lens when planning graduation celebrations to include students with disabilities, students who are not in activities or sports teams and families who may be experiencing financial difficulties.
Graduation 2020: Recommended Plan

June/July 2020

- Virtual Class of 2020 Celebration Video
- Individual Graduate Photo Recognition Opportunity with students dressed in graduation regalia (caps, gowns, cords, etc.)

Fall 2020

- We will assess if health conditions are conducive to offer a face-to-face graduation in the Fall.
- Decision will be announced shortly after Labor Day
- If conditions are not conducive in the Fall, we will not move forward with a face-to-face graduation option.
PART 1: Summer Programs
Guidance from the State not to plan to use school buildings in July

Uncertainty of facility availability and social distancing requirements in August (teachers return on Aug 14)

Need to make decisions as soon as possible for summer programs to allow for appropriate planning and communication with families

Continued access and connectivity inequities

Prioritize CARES Act funding on school year interventions

Concern for the social-emotional state of our families and teachers and the need to recharge before fall
Suspended Programs for Summer 2020

The following programs will not take place this year due to building closures:

- Institute for the Arts
- Elementary Institute for the Arts
- CTE Career Academy
- CTE Summer Academy
- Pathways to Preschool (SPED)
- Bridge to PAC (SPED)
- Bridge to Kindergarten
- Young Scholars
- Curious Minds
Special Education Options:

Extended School Year (ESY)
Preschool Autism Classroom (PAC)
# Extended School Year (ESY)

## Scenario 1
### Virtual Model
- **June 29-July 24**
- Direct service time varies; packets continue

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assets</th>
<th>Challenges</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 11-15</strong> Finalize decision</td>
<td>+Similar to DLP; staff, families, and students familiar with online tools</td>
<td>-Fewer staff required, many of whom rely on pay from ESY</td>
<td>No budget impact: Funds are already budgeted for this program to provide services to approximately 3,500 students</td>
</tr>
</tbody>
</table>

- **May 18-June 5** Communication to stakeholders, HR offer contracts, IEP addendums
- **June 19** Admin. begin
- **June 24** Staff begin

- **Can remain open if someone in community tests positive**

## Scenario 2
### In-school Model
- **August 3-13**
- **15-20 hours per week**

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assets</th>
<th>Challenges</th>
<th>Cost increases:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 11-15</strong> Finalize decision</td>
<td>+Best method for providing instruction to students</td>
<td>-Social distancing difficult</td>
<td>+Potential increase in staff and buses needed</td>
</tr>
<tr>
<td><strong>May 18-June 5</strong> Communication to stakeholders, HR offer contracts, IEP addendums</td>
<td>+Food provided at ESY for those who need</td>
<td>-Availability of buildings</td>
<td>+Personal protective equipment, cleaning materials</td>
</tr>
<tr>
<td><strong>July 27</strong> Admin. begin</td>
<td>+All projected positions still required</td>
<td>-Availability of staff, masks, gloves, and instructional materials</td>
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</tr>
<tr>
<td><strong>July 29</strong> Staff begin</td>
<td>-Stepped up cleaning measures</td>
<td>-Classroom setup time</td>
<td></td>
</tr>
</tbody>
</table>

**Extended School Year (ESY):**
- **30**
# Preschool Autism Classrooms (PAC)

## Timeline

### Scenario 1: Virtual Model
- **May 11-15**
  - Finalize decision
- **May 18-June 5**
  - Communication to stakeholders, HR offer contracts, IEP addendums
- **July 1**
  - Staff begin

### Scenario 2: In-School Model
- **May 11-15**
  - Finalize decision
- **May 18-June 5**
  - Communication to stakeholders, HR change staff contracts, IEP addendums
- **July 27**
  - Staff begin

## Assets

### Scenario 1: Virtual Model
- +Similar to DLP; staff, families, and students familiar with online tools
- +Safer than in-school for vulnerable students and staff
- +Can remain open if someone in community tests positive

### Scenario 2: In-School Model
- +Best method for providing instruction to students

## Challenges

### Scenario 1: Virtual Model
- -Does not replicate instruction provided during in-school
- -Technology access and support

### Scenario 2: In-School Model
- -Social distancing difficult
- -Availability of buildings, masks, and gloves
- -School administrators overseeing program
- -Steped up cleaning measures
- -Change to staff contract
- -Classroom setup time

## Budget Impact

### Scenario 1: Virtual Model
- Cost increases:
  - +$5,100 packet printing and mailing
- Cost reductions:
  - -Transportation

### Scenario 2: In-School Model
- Cost increases:
  - +Potentially more buses
  - +Personal protective equipment, cleaning supplies
- Cost reductions:
  - -Staff working fewer hours

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**_vars:**
- May 11-15
- May 18-June 5
- July 1
- July 27
- May 11-15
- May 18-June 5
- July 27
Divisionwide Summer Learning Opportunities:

High School Credit Recovery & Online Campus

Continuity of Learning: ES, MS, & HS
<table>
<thead>
<tr>
<th>Virtual Credit Recovery/Intervention Program</th>
<th>Description</th>
<th>Assets</th>
<th>Challenges</th>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered by Every High School</td>
<td>Each HS provides virtual program designed to allow student to <strong>recover credit for failed course</strong> or <strong>receive targeted intervention</strong> to support future success.</td>
<td>+Supported by HSPA + Connection with base school +Free content, already used by most schools</td>
<td>-Does not replicate in-school instruction -ESOL office will run English 9 and 10 for ELs outside of Edmentum</td>
<td>No Budget Impact: Funds are already budgeted for this program to provide access to 2800 students (last year’s enrollment + 20%)</td>
</tr>
<tr>
<td>July 6-24</td>
<td>Students would use <strong>Edmentum software</strong>.</td>
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<tr>
<td>FREE to students</td>
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## Summer Programs for HS

<table>
<thead>
<tr>
<th>Description</th>
<th>Assets</th>
<th>Challenges</th>
<th>Budget Impact</th>
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</thead>
<tbody>
<tr>
<td><strong>Online Campus</strong></td>
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<tr>
<td>Select Courses for New Credit plus ESOL Program</td>
<td>Students complete full coursework and participate in daily synchronous chats with teachers. Includes MS/HS ESOL online summer program.</td>
<td>+Can remain open during COVID closure</td>
<td><strong>No Budget Impact:</strong> Funded by student tuition (pro-rated for FRM)</td>
</tr>
<tr>
<td>July 6-24</td>
<td></td>
<td>+Supports for ELs and SE students</td>
<td>ESOL Program: funded using Title III grant</td>
</tr>
<tr>
<td>Student Tuition</td>
<td></td>
<td>+Prorated tuition for FRM students</td>
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</tr>
<tr>
<td><strong>Continuity Of Learning</strong></td>
<td></td>
<td>-Unable to provide in-school midterm and final due to building closure</td>
<td></td>
</tr>
<tr>
<td>Student Self-Directed Digital Materials for Mathematics and Literacy</td>
<td>All students have opportunity to practice mathematics and literacy skills and participate in virtual office hours with math or Language Arts teacher for support and connection.</td>
<td>+Support all students in preparation for next school year</td>
<td><strong>No Budget Impact:</strong> Costs will be covered by existing Operating Budget</td>
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<tr>
<td>Teacher Office Hours</td>
<td></td>
<td>-Student motivation and engagement to participate</td>
<td></td>
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<tr>
<td>FREE to students</td>
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</table>
## Summer Programs Options for MS/ES

<table>
<thead>
<tr>
<th>Description</th>
<th>Assets</th>
<th>Challenges</th>
<th>Budget Impact</th>
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</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
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<tr>
<td><strong>Continuity of Learning</strong></td>
<td>All students have opportunity to complete activities focused on mathematics and literacy and/or participate in virtual office hours for teacher support</td>
<td>+ Recommended by FAESP and MSPA</td>
<td>- Technology access and support required</td>
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<tr>
<td></td>
<td></td>
<td>+ Open to all students</td>
<td>- Support for ELs and Special Education students</td>
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<td></td>
<td></td>
<td>+ Continuity of learning in literacy and mathematics</td>
<td>- Time for creating curriculum and resources</td>
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<td></td>
<td>+ Opportunities for review &amp; enrichment</td>
<td><strong>No Budget Impact:</strong> Costs will be covered by existing Operating Budget</td>
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<tr>
<td><strong>Option 2</strong></td>
<td></td>
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<tr>
<td><strong>Intervention for Select Students</strong></td>
<td>Select students from each school participate in virtual teacher led instruction with focus on literacy and mathematics skills.</td>
<td>+ Local administration promotes student-school relationships</td>
<td>- Does not replicate in-school instruction</td>
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<tr>
<td></td>
<td></td>
<td>+ Can remain open if COVID issues resurface</td>
<td>- Availability of teachers</td>
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<td></td>
<td></td>
<td></td>
<td>- Technology access and support required</td>
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<tr>
<td><strong>ES:</strong> $7M for 126 students per school (one class/grade level)</td>
<td><strong>MS:</strong> $850K to serve 36 students per school (one class/grade level)</td>
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</table>
PART 2: Planning for Fall 2020
Considerations for Fall return include the need to:

- Ensure safe learning and working environments for students and staff
- Provide options for students and staff that are unable to return to school/work
- Comply with any social distancing requirements from state
- Address continued access and connectivity inequities
- Provide staff with adequate time and training to prepare for new school year
- Make decisions as soon as possible for scheduling and communication with families
- Involve all stakeholder groups in the planning process
Actions planned to address student learning and social-emotional needs:

- Systematic use of evidence-based practices to ensure appropriate social-emotional learning (SEL) supports for students
- Revise PreK-12 curriculum to prioritize essential content knowledge and skills as well as Portrait of a Graduate skills
- Modify instructional delivery models to prepare students and teachers for agile deployment of distance learning at any time
- Ensure special education students receive necessary service levels
- Implement targeted intervention model (MTSS) to ensure readiness to respond to heightened student academic, social-emotional, and behavioral needs
- Pursue accreditation waivers to allow teachers and administrators to put student needs first
Social Emotional Learning (SEL)

- Purchase/development of SEL curriculum ($1.1M)
- Purchase of universal SEL screening tool ($1M)
- Increase staffing for counselors ($2M), psychologists ($2.1M), and SW ($1.2M)

Curriculum and Instruction

- Ensure 1:1 device and connectivity for all students ($2.5 M annual lease & $1 M MiFis)
- Purchase digital curriculum for Literacy and Mathematics ($2.6M)

Targeted Intervention

- Additional flexible school-based staffing to support interventions ($TBD)
Planning for Fall 2020:
Return-to-School Scenarios
Scenario 1: Virtual Start to the Year

Planning to Start the School Year Virtually: Distance Learning 2.0

- Focus Start of School Year Activities on:
  - Community building
  - Orientations
  - Establishing virtual learning routines

- Provide enhanced distance learning resources (technology, connectivity, self-paced curriculum)

- Revise instructional schedules to better meet student learning needs

- Expand community partnerships to support students with distance learning, including child-care services (e.g., Fairfax County Govt, Opportunity Neighborhoods, faith-based organizations)
Planning to Return to School with Social Distancing:

- Social distancing regulations may require serving select students that most require face-to-face supports (e.g., based on IEP, EL level or developmental level)
- Implement alternating day schedules (in-school, virtual) based on health department guidelines
- Create non-classroom space guidelines (e.g., cafeteria, hallways, library, playground, bus, etc.)
- Expand community partnerships to support students with distance learning, including child-care services (e.g., Fairfax County Govt, Opportunity Neighborhoods, faith-based organizations)
Scenario 3: Some Unable to Return

Planning for How to Support Students and Staff Unable to Return to School Building for Personal Reasons:

*Early notification needed for student scheduling purposes*

- High School
  - Enrollment in Online Campus

- Middle and Elementary
  - Enrollment with an online provider (e.g., Virtual Virginia)
  - Group students in online class sections
  - Class sections mixed with both face-to-face and online students
Developing division plan for moving immediately into distance learning mode to include:

- Establish tight communication network for regular updates on development impacting closure
  - Individual schools
  - Divisionwide
- Build routines using one-to-one devices and blended-learning within daily instruction at all grade levels and courses
- Procure/develop student-facing curriculum resources that ensure instruction is aligned to state grade level standards and expectations
## Total Identified Budget Needs

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Cost (Recurring)</th>
<th>Cost (One-time)</th>
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<tbody>
<tr>
<td>Facilities (PPE, Infrared Thermometers, Cleaning Supplies)</td>
<td></td>
<td>$5.6 M</td>
</tr>
<tr>
<td>Health Services Staffing</td>
<td>$0.6 M</td>
<td></td>
</tr>
<tr>
<td>Technology (Computers Annual Lease $2.5 M, MiFi $1 M)</td>
<td>$3.5 M</td>
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</tr>
<tr>
<td>Full-time SBTS @ every Elementary School Full-time TSspec at &gt;750</td>
<td>$4.5 M</td>
<td></td>
</tr>
<tr>
<td>Curriculum Resources - Digital K-8 LA/Math ($2.6M); Social-Emotional ($2.1)</td>
<td></td>
<td>$4.7 M</td>
</tr>
<tr>
<td>Intervention/Support Staffing</td>
<td></td>
<td>TBD*</td>
</tr>
<tr>
<td>Additional Counselor ($2M) + Psychologist ($2.1M) + Social Workers ($1.2M)</td>
<td>$5.3 M</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$13.9 M</strong></td>
<td><strong>$10.3M</strong></td>
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Board Discussion & Decisions
Consensus on Recommendations for Graduation

Consensus on Recommendations for Summer Programs

- ESY - online program
- PAC - online program
- Elementary & Middle School - Continuity of Learning program

Board Direction on Budgetary Priorities

- As summarized on Slide 45

June Work Session - Decisions for SY20-21 Fall Return