

FCPS REOPENING OF SCHOOLS

DRAFT PLANS FOR FALL 2020

June 15, 2020
School Board Work Session

WORK SESSION OUTCOMES

1. Provide information from federal, state, and local health department on criteria and guidelines for reopening schools
2. Review reopening school scenarios
3. Provide timeline for key decision points
4. School Board discussion

INTRODUCTION:

FCPS REOPENING SCHOOLS PLAN

- Task Force Acknowledgements, Structure, Charge and Guiding Principles
- Lessons Learned - FCPS, nationally, and internationally

TASK FORCE STRUCTURE

Charge: Develop an Action Plan to Address Each Specified Reopening Scenario

Reopening of Schools Task Force: Scott Brabrand and Frances Ivey



TASK FORCE ACKNOWLEDGEMENTS

Reopening of Schools Task Force Members

- **Staff:** Classroom Teachers, Fairfax County Federation of Teachers, Fairfax Education Association, Association of Fairfax Professional Educators, Support Services Employees' Advisory Council
- **Student Representatives**
- **Parents:** FCCPTA, SEPTA, Title I PAC, POAC
- **Board Advisory Groups:** MSAOC, ACSD
- **Fairfax County Health Department**
- **Department Staff** (ISD, DSS, DIT, FTS, HR, FS, OSS, OPLFE, OCCCR)
- **Region and School Leadership**
- **School Board Members**

GUIDING PRINCIPLES FOR REOPENING PLANS

1. Ensure safe learning and working environments for students and staff
2. Maximize in-school student learning experiences as allowable by state guidelines
3. Ensure all students receive instruction that meets state/federal standards and have the necessary supports for success, including:
 - a. Access to technology and connectivity
 - b. Social-emotional wellness and health supports
 - c. Additional supports to meet needs of special populations
4. Provide training, time, and support necessary for staff to prepare for successful reopening
5. Provide proactive, clear communication (with translations) to all families and staff

LESSONS LEARNED

The impact of school closures on student achievement is being studied by various organizations around the world. Building a reopening plan that considers common lessons learned will help create a model responsive to student and staff needs.

Instructional Model

- Consistent implementation of divisionwide instructional schedule is needed to promote equity
- More synchronous student learning (live, interactive learning) is preferred
- Increased access to live teaching reduces family burdens to support student learning (www.the74million.org)
- Increased Social Emotional Learning (SEL) opportunities are needed in a virtual environment (www.aasacental.org)

Equity Concerns

- Technology and connectivity must be provided by the division to ensure that all students can participate equitably in distance learning
- Division must address the disproportionate health and economic impact of COVID19 on certain communities and how it impacts students' ability to equitably participate in Distance Learning and potentially widen achievement gaps (www.EAB.com)

Communication

- Opportunities for two-way conversations with all stakeholders is important
- Frequent, consistent messages from the school division are needed (FCCPTA)
- Communications must reach all families
- Verbal and written translations must be available for any families who require them
- Ensure that return to school success stories are shared with stakeholders through social media, newsletters, news releases and media outlets

LESSONS LEARNED

Instructional Practices

- Teachers need dedicated time to plan and work in their collaborative teams
- Ongoing professional development on virtual teaching strategies is needed
- Need for consistent integration of digital citizenship concepts and skills into lessons
- Consistent inclusion of “specials” in elementary and electives in middle schools is needed to support the whole child
- Grading policies should be carefully crafted during any future Distance Learning periods

Technology/Infrastructure

- Timely distribution of laptops and MiFi devices is needed to support student access to instruction
- Learning platforms and video conferencing must be able to support division user load
- Students must have secure way to access synchronous learning
- Honoring student’s individuality while maintaining security is critical (i.e., preferred name)

Staff Support

- Staff access to childcare is needed to meet the demands of virtual instruction and telework
- Need sustained professional development for administrators, teachers, and support staff on a range of crisis-related issues, self-care, and productivity tools
- Must ensure all teachers have consistent access to WIFI/internet (FEA and AFPE survey)

INTERNATIONAL REOPENING EXAMPLES

	Denmark	China	Australia	Germany
Health screening	Done only as needed	Temp check upon arrival and scanned throughout day/ testing on site	Done only as needed	Self screening every 4 days
Reduced In-School Capacity	Yes	Yes; plastic partitions used	Yes	Yes
Enhanced Cleaning Protocols	High touch areas cleaned throughout the day	High touch areas cleaned throughout the day	More frequent cleaning protocols	More frequent cleaning protocols
Infection Rate Monitoring/closures	Schools to remain open	Local decision based on infection rate	Local decision based on infection rate	Local decision based on infection rate
Student masks	No	Yes	No	Varies by location
PPE for Staff	Unknown	Yes	Unknown	Yes
Social Distancing Protocols	Yes	Yes	Yes	Yes
Instructional Model	Early Grades, Special Needs, Upper Grades	Variable	Variable	Upper Grades, Special Needs, Early Grades

Source: EAB research services

RECOVER, REDESIGN, RESTART

Governor Northam's Guidance on
Reopening Virginia's Schools



RECOVER, REDESIGN, RESTART

Governor Northam's Guidance on Reopening Virginia Schools

- On June 9, 2020, Governor Northam announced a phased reopening plan for Virginia's schools
- School reopening phases are aligned with the broader *Forward Virginia Blueprint*, (so technically the Fairfax County community entered Phase II as of Friday, June 12, 2020)
- School divisions are required to deliver new instruction for the 2020-2021 academic year
- Community mitigation strategies (e.g. physical distancing, enhanced cleaning, etc.) will be required across all phases
- School divisions will have the flexibility to be more limited in their in-person instructional offerings than each phase allows based on determinations of local public health data

Recover, Redesign, Restart:

Guidance on Reopening Virginia Schools

	Phase I	Phase II	Phase III
Permissible In-person Instruction	Special education programs (class limit of 10 students) and child care for working families	Phase I plus PK-3 students, English learners, and summer camps in school buildings	All students may receive in-person instruction as can be accommodated with strict social distancing measures in place, which may require alternative schedules that blend in-person and distance learning for students
Limitations on gatherings	A maximum of 10 riders per bus, classroom, or other discrete space	50 person limit on gatherings with social distancing practices in place	Large gathering limit (TBD), subject to updated Executive Order at the time
Social/Physical distancing	6 feet distancing to be maintained between desks, tables, workstations, and between students and staff to greatest extent possible	6 feet distancing to be maintained to greatest extent possible	6 feet distancing to be maintained to greatest extent possible
Groups	Restrict mixing groups of students	Restrict mixing groups of students	Consider restricting mixing groups of students, adjusting schedules, transitions, recess options & instruction
Athletics and Activities	Prohibited	Limited extracurricular activities and athletics with mitigation strategies	TBD
Communal Spaces	Close communal spaces	Close communal spaces if possible, otherwise stagger use and disinfect between use	TBD

Recover, Redesign, Restart: Guidance on Reopening Virginia Schools

Other Key Points from Governor Northam's Reopening School Guidance:

- Health & Safety Guidelines follow CDC Guidelines
 - FCPS Plan is built on CDC guidelines and decision rules
- Divisions will be required to conduct daily health screening of students and staff for symptoms and history of exposure
 - Can be conducted with self-reporting forms
 - Guidelines apply to Phase I-III
- Face coverings
 - Should be worn by staff at times when 6 feet of social distancing cannot be maintained
 - Schools should encourage the use of face coverings for students as developmentally appropriate in settings where social distancing cannot be maintained
 - Guidelines apply to Phase I-III

Recover, Redesign, Restart: Guidance on Reopening Virginia Schools

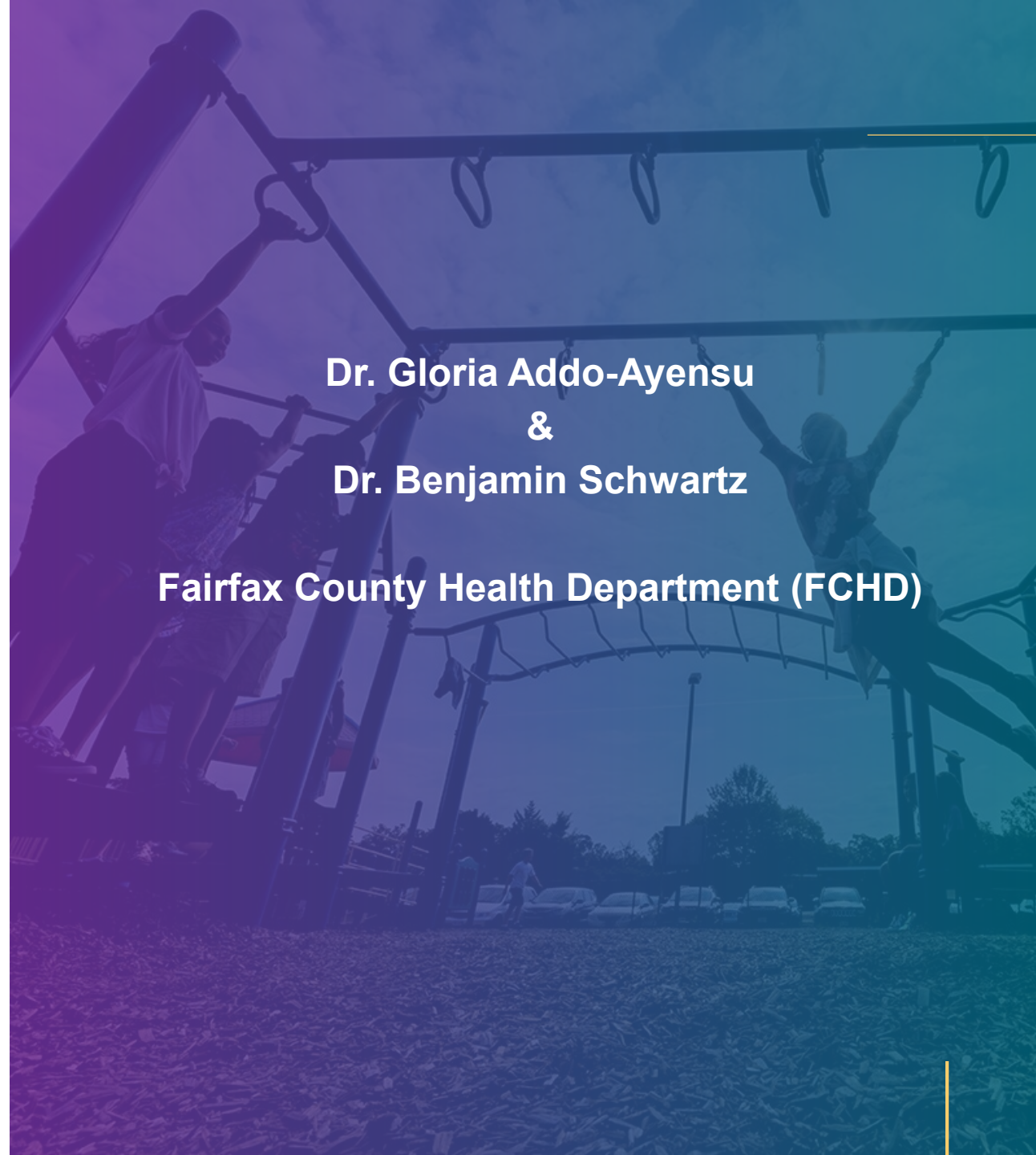
Other Key Points from Governor Northam's Reopening School Guidance:

- Prior to entering Phase II and Phase III, school divisions are required to submit Reopening Plans to VDOE with information on:
 - Strategies for Mitigating COVID-19 Risk
 - Plans for instructing new content and addressing learning loss
- Divisions can seek waivers from 180 day/990 instructional hour requirement, as well as, 140 clock hour requirement
- No waivers for SOQ/SOA will be granted
- Divisions are required to grade student work
- Attendance (including virtual) is required

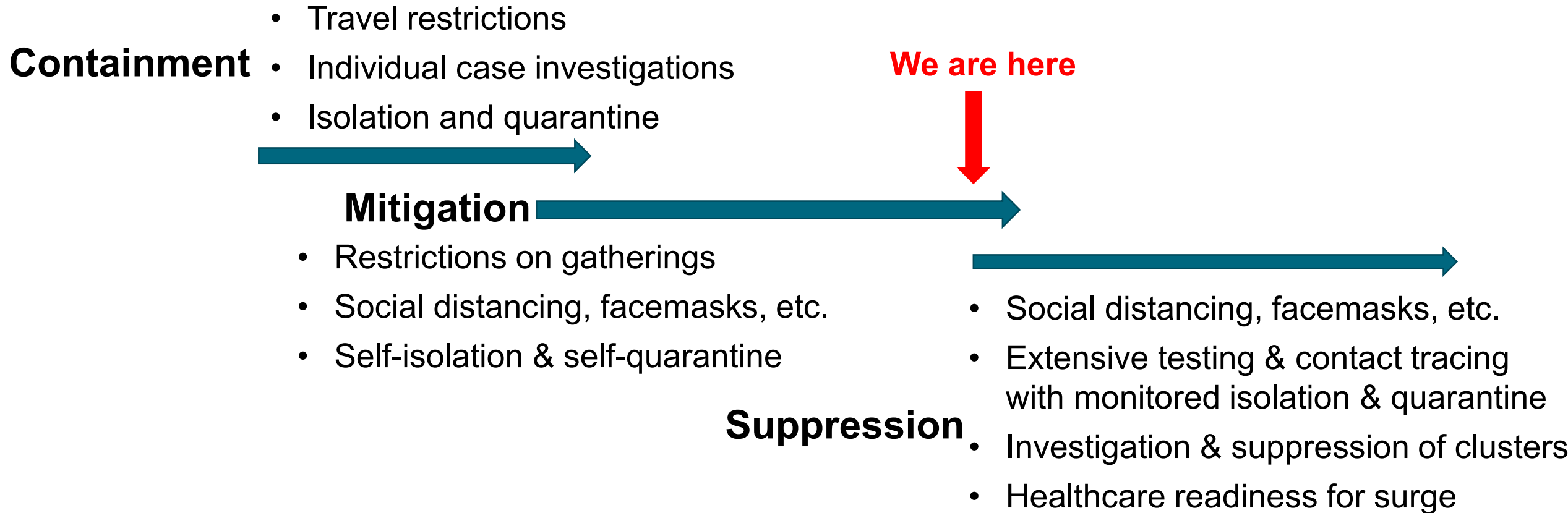
Fairfax County COVID-19 Update

**Dr. Gloria Addo-Ayensu
&
Dr. Benjamin Schwartz**

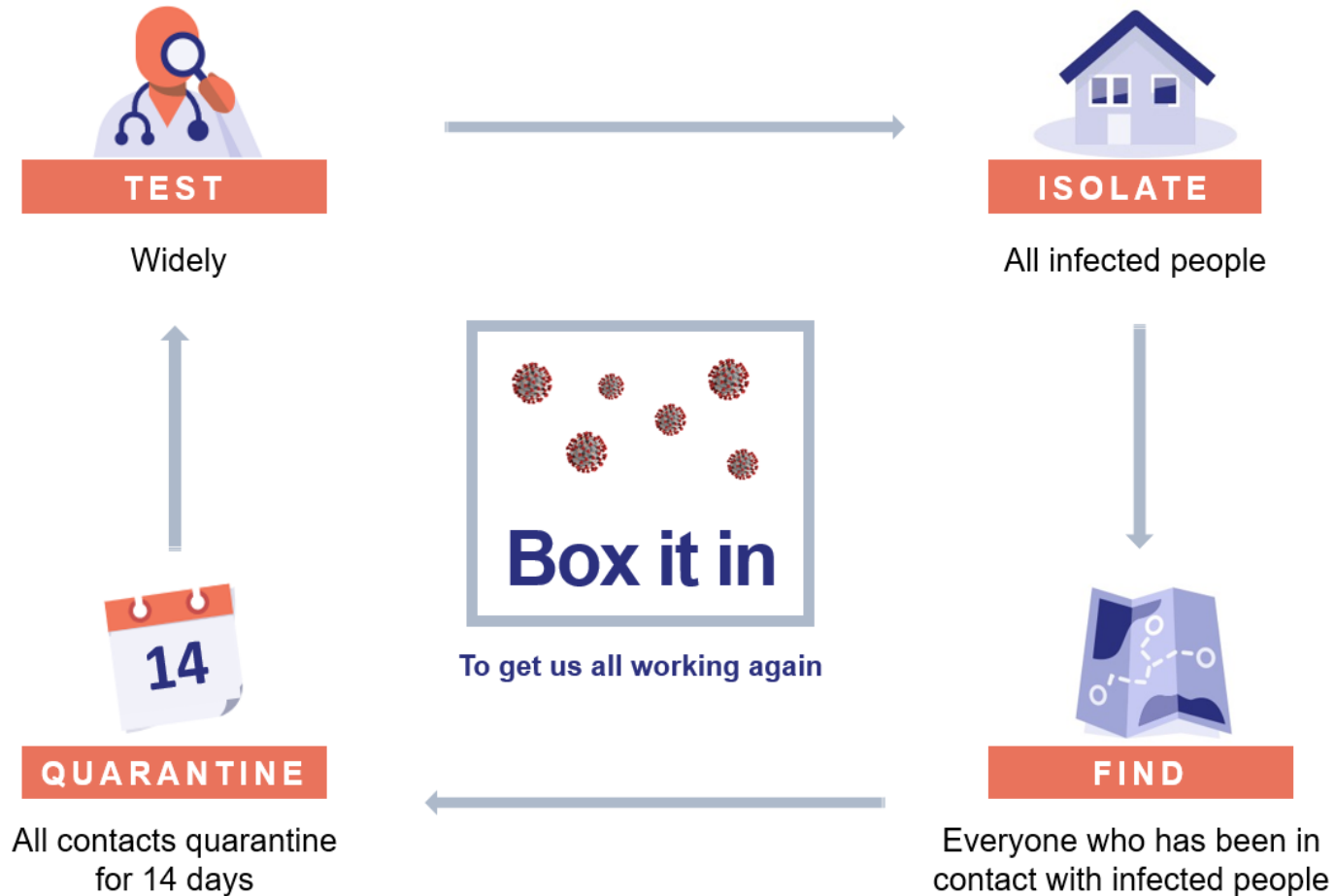
Fairfax County Health Department (FCHD)



Pandemic Control Strategies

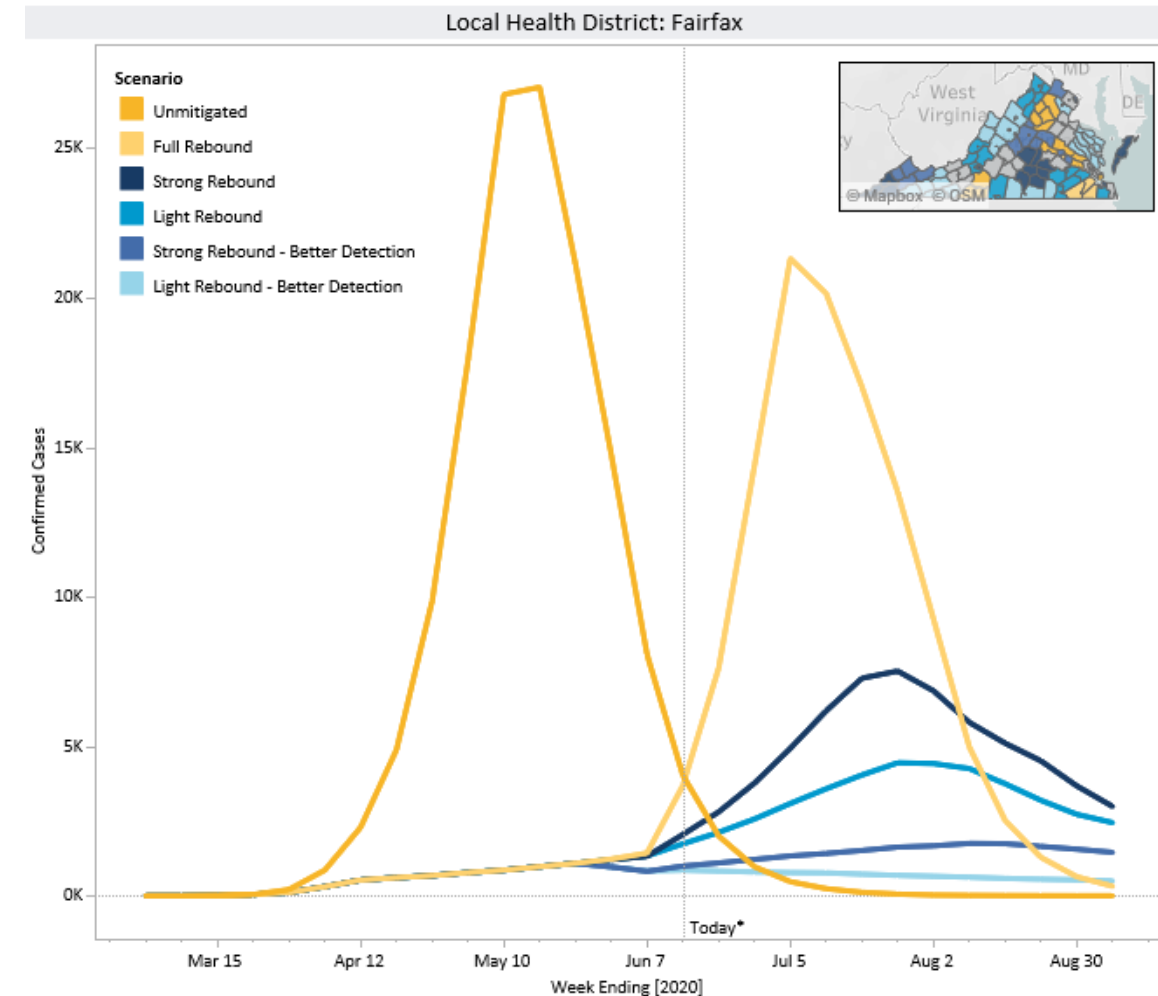


Box It In COVID-19 Suppression Strategy



Factors Affecting the Future Trajectory of COVID-19

- The extent to which infection prevention behaviors (social distancing, mask wearing, hand hygiene) are maintained
- The ability to identify infected persons by testing
- The speed and effectiveness of Public Health case investigation and contact tracing
- The extent to which isolation and quarantine are effectively maintained
- The biology of the coronavirus

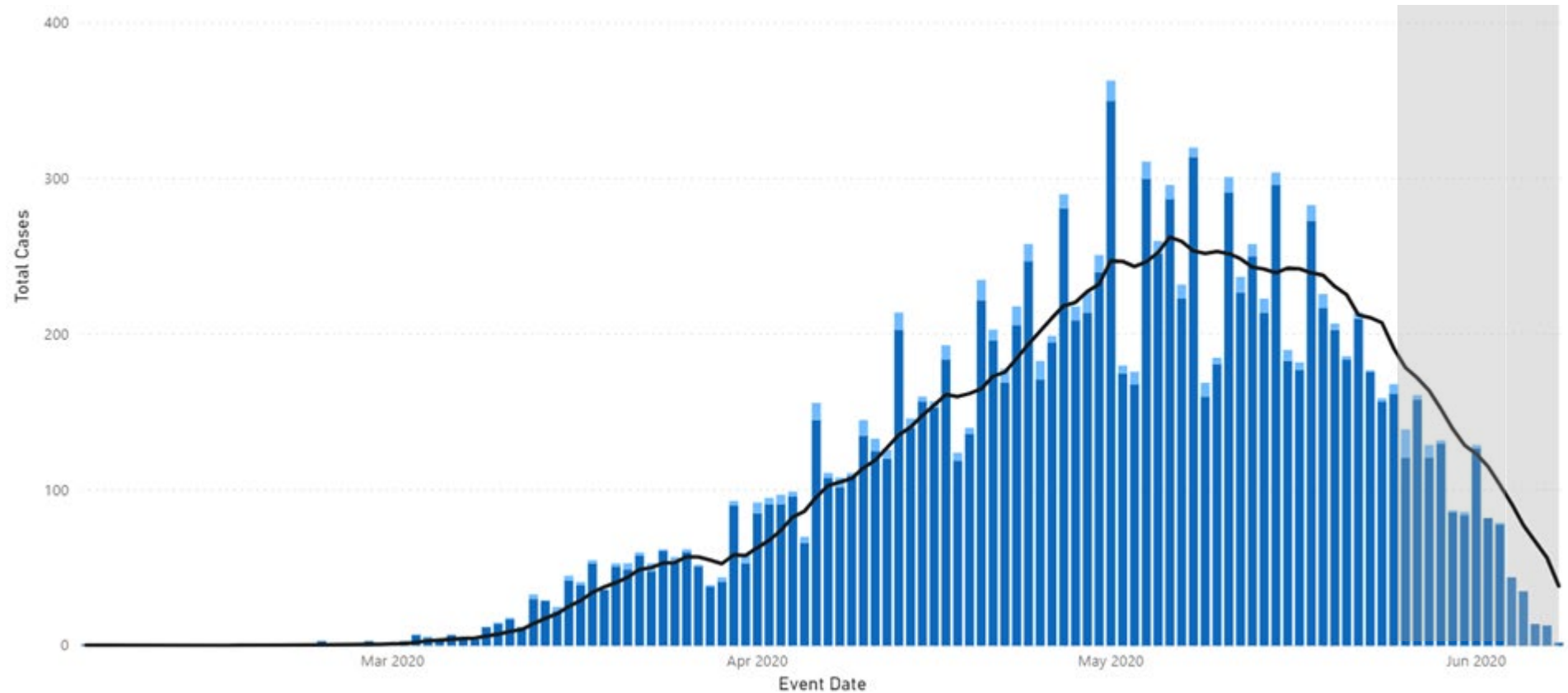


COVID-19 Cases in Fairfax County

- Largest number of cases of any Virginia jurisdiction
- Less than 100 confirmed cases 4 of 7 days last week
- True number of cases much higher than those confirmed
 - UVA model estimates that only 15% of tests confirmed
 - This translates into over 86,000 cases or over 7% of the County's population



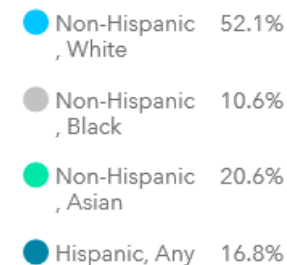
Trajectory of COVID-19 in Fairfax County



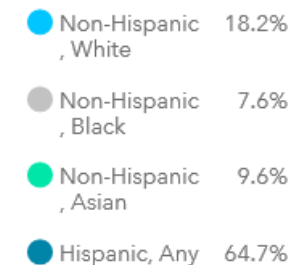
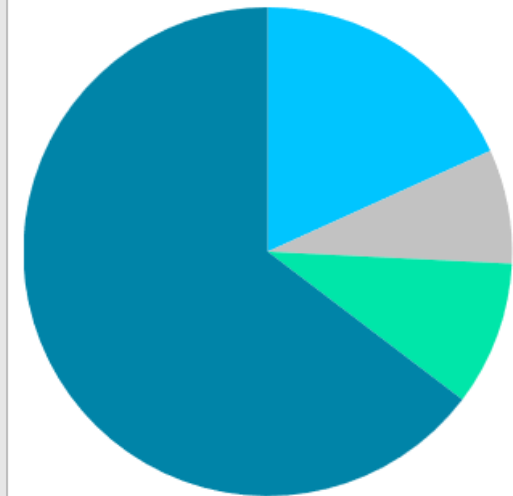
Racial and Ethnic Distribution of Fairfax County COVID-19 Cases

- Disproportionate share of cases occurring in the Hispanic population
 - Hispanics are about 17% of the County population and almost 65% of the cases

Population by Racial Ethnic Groups

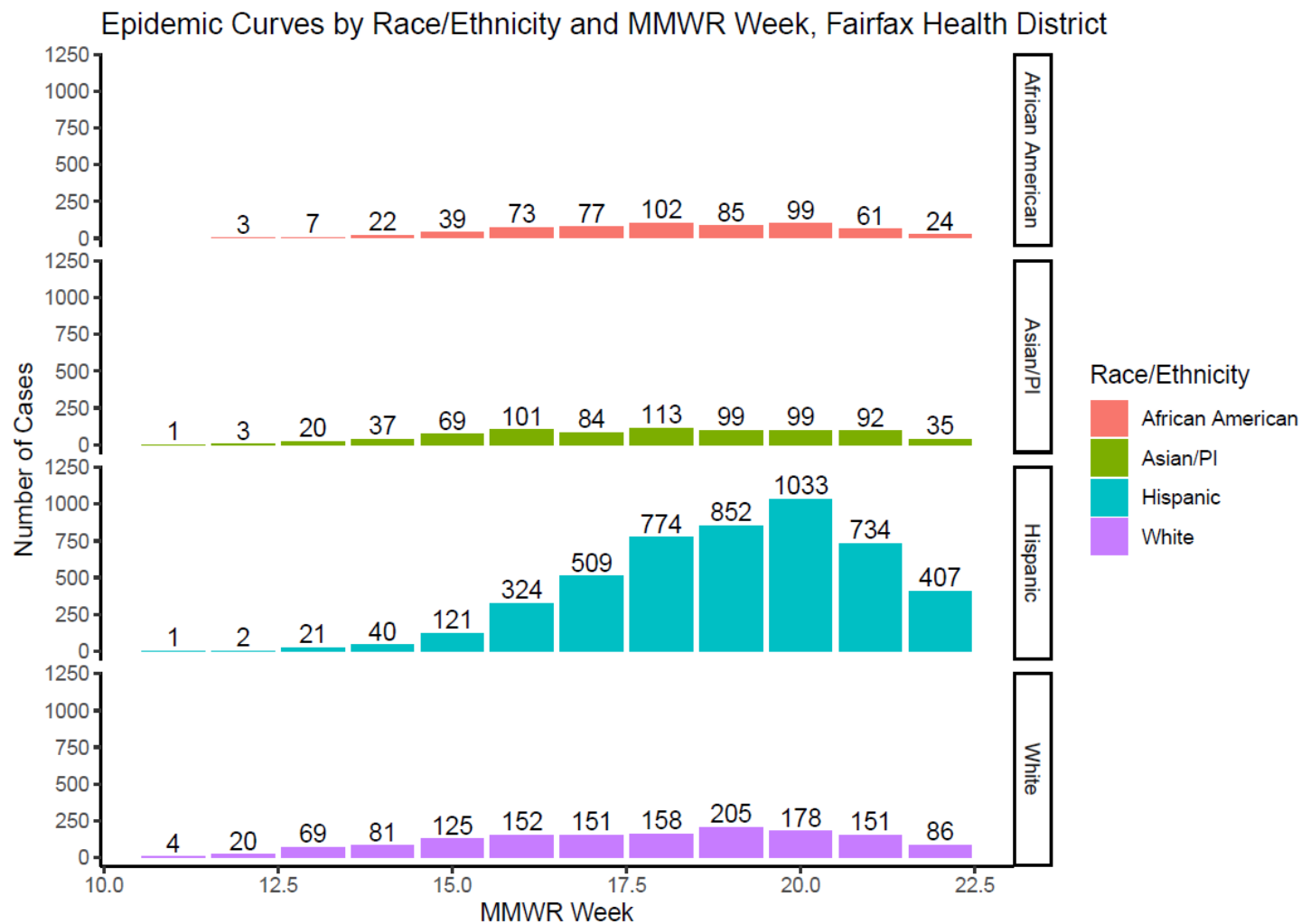


COVID-19 Cases by Racial Ethnic Groups



<https://www.fairfaxcounty.gov/covid19/case-information>

COVID-19 Epidemic Curves by Race & Ethnicity, Fairfax County



Impact of COVID-19 on Children

- Rate of infection in children is unknown
 - Children with asymptomatic or mild illness are not tested
 - No community-based seroprevalence studies
- Limited international data suggest few household clusters had a child index case and that child contacts of a case are less often infected than adult contacts, but data are low/medium quality
- New syndrome Multisystem Inflammatory Syndrome of Children (MIS-C) is a rare but serious consequence of COVID-19 in children but no good data on its frequency
- COVID-19 impacts in children extend beyond the consequences of infection

Health Department Roles and School Engagement

- **Track and share COVID-19 epidemiological situation in Fairfax County**
 - Data also shared with VDH and may inform decisions from the state level
- **Conduct case investigations and contact tracing**
 - Cases in students and school staff will be identified and linked with the setting
 - Recommendations for isolation and quarantine are consistent with VDH guidelines
- **Outbreak investigations and guidance**
 - Definitions of outbreaks and public health responses being discussed with VDH
 - May include classroom-wide quarantine or school closures depending on numbers and locations of cases at a school

CDC DECISION TREE

Virginia's reopening schools plan is based on the CDC's guidelines for ensuring safe and healthy learning and working environments



CDC DECISION TREE



SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ALL
YES

ANY
NO



ALL
YES

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL
YES

ANY
NO



OPEN AND
MONITOR



cdc.gov/coronavirus

CRITERIA & GUIDELINES FOR RETURNING to SCHOOL

1

Should we consider opening?

Will reopening be consistent with applicable state and local guidance?

All FINAL decisions about when and how to reopen schools as well as decisions about any future closures will continue to be informed by the most recent **local health data** in partnership with the Fairfax County Department of Health.

Are we ready to protect children and employees at higher risk?

FCPS will provide **full time online learning** option to students at high risk of severe illness based on CDC criteria

Flexible leave and telework assignments for employees at high risk of severe illness as defined by CDC criteria

Are we able to screen students and employees upon arrival?

FCPS will require **daily use of health screening form** that requires parents to report their child is asymptomatic and has not been exposed to anyone with COVID-19 symptoms

School health assistants will screen students that report symptoms upon arrival or without completed parent health screening form

Require staff to self-report being asymptomatic and without exposure to anyone with COVID-19 symptoms

CRITERIA & GUIDELINES FOR RETURNING to SCHOOL

2

Are recommended health and safety actions in place?

PROMOTE [HEALTHY HYGIENE PRACTICES](#)

- **FCPS Guidelines:** students will wash hands for at least 20 seconds after blowing nose, coughing, or sneezing; before eating; upon entering classrooms; breaks will be provided for hand washing. If soap and water are not readily available, sanitizer that contains at least 60% alcohol will be provided
- [Cloth face coverings](#): will be worn by staff and students (where developmentally appropriate) when social distancing guidelines cannot be maintained. Masks will be provided to students unable to provide their own

INTENSIFY [CLEANING AND DISINFECTION](#)

- Daily sanitizing of high touch areas (doorknobs, handles, fixtures, etc.) with medical grade sanitizing solution
- More frequent monitoring and cleaning of restrooms throughout the day
- Contracted cleaning services available as needed



Wash your hands
frequently



Face mask



Keep objects and
surfaces clean

CRITERIA & GUIDELINES FOR RETURNING to SCHOOL

2

Are recommended health and safety actions in place?

FCPS will implement [social distancing](#) through increased spacing, small groups and limited mixing between groups whenever possible



- Create separation on school buses
- Limit volunteers/visitors in buildings
- Consider designated entrances by grade level
- Designate traffic patterns through school
- Ensure student and staff groupings are as static as possible and restrict mixing between groups
- Post signs/markings to remind of 6-foot distance between individuals
- Desks should be six feet apart and face the same direction
- Students eat meals in classrooms whenever possible

CRITERIA & GUIDELINES FOR RETURNING to SCHOOL

3

Is ongoing monitoring in place?

FCPS will regularly monitor developments with County Health Department authorities regarding cases, exposures, and hospitalizations, and any other relevant metrics that might require a change in school operating status

In the event of any outbreaks in FCPS schools or offices, FCPS will collaborate with County Health Department authorities to implement all necessary health and safety protocols that may require a change to school operating status

CRITERIA & GUIDELINES HAVE BEEN MET

1

Should we consider opening?

2

Are recommended health and safety actions in place?

3

Is ongoing monitoring in place?

OPEN
SCHOOLS
AND
MONITOR

REOPENING PLAN

CRITICAL ACTIONS

- Reopening School Scenarios
- Elements Present in All Scenarios
- Scenario 1: Virtual Learning for All
- Scenario 2: Health and Social Distancing Protocols
- Scenario 3: Online Learning by Individual Medical Need
- Preparing for Future Shutdowns

REOPENING SCHOOL SCENARIOS

Virtual Learning for All	In-School Learning with Health & Social Distancing	Online Learning (For Individual Medical Need)
<ul style="list-style-type: none">• This approach would be used in the event of a resurgence of the COVID virus that requires closure of a school or schools• No students allowed in school buildings• All instruction delivered through enhanced distance learning, including expanded digital access and digital curriculum resources	<ul style="list-style-type: none">• Goal is to have as many students receiving in-school instruction as allowable under State guidelines• State guidelines may necessitate reduced in-school capacity in Phase II and Phase III (e.g., 50% or 25%)• Requires new health and safety protocols in classrooms and non-instructional settings, etc.• May involve new instructional bell schedules to serve students on alternating days• May involve prioritizing in-school instruction for high needs populations (e.g., SPED, EL, PK-2) while serving a majority of students virtually	<ul style="list-style-type: none">• Full-time online enrollment offered to students at high risk of severe illness based on CDC criteria• Could occur within either of the other scenarios as well as in a “routine” reopening• Requires alternative instructional delivery for students opting out of in-school instruction (e.g., Online Campus, Virtual Virginia, etc.)• May involve monitoring and intervention supports for students upon their eventual return

ELEMENTS PRESENT IN ALL SCENARIOS



Technology and Connectivity:

- MS and HS students will have access to a laptop through FCPSON, laptops for ES students will be deployed as needed (22,000 additional laptops have been ordered)
- Expanded home Internet access for all students with additional MiFis and ISP partnerships (free and low cost internet)



Assessment:

- Division assessments will identify individual student learning needs



Digital Resources:

- Digital intervention platform (K-6) for literacy and math
- Digital texts PreK-2 for reading instruction



Curriculum:

- Streamlined curriculum guidance and resources



Social Emotional Learning (SEL) and Wellness:

- Focus on social-emotional learning, relationships, and supporting transitions
- Mental health resources

ENSURING EQUITY IN ALL SCENARIOS

Special Education

- Increased time for synchronous instruction; explicit expectations to ensure greater consistency
- Enhanced professional development for staff and training for parents
- Ensure students are included in the Least Restrictive Environment (LRE) as required by their IEP
- Provide instructional materials for students to use at home (school supplies, manipulatives, communication boards, assistive technology)
- Whenever necessary, convene virtual meetings for special education meetings (LSC, 504, reevaluation, eligibility, IEP, staffing, etc.)

English Learners (ELs)

- Designated minimum time for English Language Development (ELD) instruction in master schedule with opportunities for extended instructional time for recently arrived ELs and ELs identified for interventions
- Develop formative ELD assessments in Reading, Writing, Listening and Speaking to monitor progress in English language proficiency
- Provide family outreach and education to support families' understanding of Distance Learning and how to support their child's learning
- Provide bilingual counseling, social work, and psychology services for social-emotional supports and advising whenever possible

Intervention Services

- Significant funds have been budgeted to support ongoing intervention services throughout SY20-21
- Prioritized and scheduled opportunities to meet the needs of students identified during SY19-20 this Summer and in SY20-21
- Systematic data collection, ongoing progress monitoring and timely responsive instruction with flexible use of support staff and resource teachers
- Ongoing professional development for classroom teachers and support staff to develop all levels of a Multi-tiered System of Support (MTSS) across academics, behavior and wellness in both synchronous and asynchronous capacities

SCENARIO 1: VIRTUAL LEARNING FOR ALL



Building Access

No students in buildings

Staff access for instructional purposes following health department guidelines



Instructional Schedules

Four (4) days per week with synchronous learning

One (1) day per week of asynchronous learning to allow for necessary teacher planning time



Instructional Time

PK-2: 2.5 Hrs/day: teacher-directed instruction (whole group, small group, and individual) & 1 special/day

1 Hr/day: specialized instruction (e.g., ESOL, SPED*, interventions) for targeted students

2 Hrs/day: choice activities (asynchronous)

Gr 3-6: 3.5 Hrs/day: teacher-directed instruction (whole group, small group, and individual) & 1 special/day

1 Hr/day: specialized instruction (e.g., ESOL, SPED*, interventions) for targeted students

2 Hrs/day: choice activities (asynchronous)

MS/HS: MS and HS on same schedule, 4 days of synchronous learning in all classes; 45 minute periods; daily office hours; common ES/MS/HS CLT day provides consistency for families with children in both ES and MS/HS levels

SCENARIO 1: VIRTUAL LEARNING FOR ALL

Proposed Elementary Schedule

Increased instructional time, dedicated time for specialized instruction, dedicated time for specials across grade levels

Monday	Tuesday	Wednesday	Thursday	Friday
<u>SAMPLE PK-2 SCHEDULE:</u> 8:30 - 9:30 a.m. Teacher-Directed Instruction 9:30 -10:00 a.m. Specials 10:00 -11:00 a.m. ESOL/SPED*/Interventions Lunch & Health/Activity Break 12:00 -1:00 p.m. Teacher-Directed Instruction 1:00 -3:00 p.m. <i>Student Choice Activities</i>		<u>SAMPLE 3-6 SCHEDULE:</u> 8:30 -10:00 a.m. Teacher-Directed Instruction 10:00 -10:30 a.m. Specials 10:30 -11:00 a.m. Teacher-Directed Instruction Lunch & Health/Activity Break 12:00 -1:00 p.m. Teacher-Directed Instruction 1:00 -3:00 p.m. ESOL/SPED*/AAP or <i>Choice</i>		<u>Students:</u> Independent or collaborative work completed by students <u>Teachers:</u> Dedicated Planning Time

*Special education service amount will be determined by IEP teams. Considerations will be given to individualized student needs.

SCENARIO 1: VIRTUAL LEARNING FOR ALL

Proposed Secondary Schedule

MS and HS on same schedule, 4 days of synchronous learning in all classes, daily office hours, common ES/MS/HS CLT day provides consistency for families with children in both ES and MS/HS levels

Monday	Tuesday	Wednesday	Thursday	Friday
Bell Schedule by Period 1: 9:15-10:00 3: 10:15-11:00 Lunch Break 5: 11:30-12:15 7: 12:30- 1:15 Office Hours: 1:30-2:30	Bell Schedule by Period 2: 9:15-10:00 4: 10:15-11:00 Lunch Break 6: 11:30-12:15 8: 12:30- 1:15 Office Hours: 1:30-2:30	Bell Schedule by Period 1: 9:15-10:00 3: 10:15-11:00 Lunch Break 5: 11:30-12:15 7: 12:30- 1:15 Office Hours: 1:30-2:30	Bell Schedule by Period 2: 9:15-10:00 4: 10:15-11:00 Lunch Break 6: 11:30-12:15 8: 12:30- 1:15 Office Hours: 1:30-2:30	Students: Independent or collaborative work completed by students. Staff: Dedicated Planning Time

Note: Social Emotional Learning Curriculum to be taught during “8th period” advisory/intervention

SCENARIO 2: IN-SCHOOL LEARNING WITH HEALTH & SOCIAL DISTANCING



Health Monitoring Protocols

Daily health screening form requiring parents to report their child is asymptomatic and has not been exposed to anyone with COVID-19 symptoms



Collaborate with County Health Department in response to outbreaks in order to implement all necessary health and safety protocols



Social Distancing Guidelines

Six (6) foot separation wherever possible; limited mixing among student groups



Daily sanitizing of high touch areas (doorknobs, handles, fixtures, etc.) with medical grade sanitizing solution



Social distancing on buses in accordance with health and safety protocols



Limit building access in accordance with health and safety guidelines; restricted building access for visitors

SCENARIO 2: IN-SCHOOL LEARNING WITH HEALTH & SOCIAL DISTANCING

Proposed 50% Option (MS/HS on 8 Period Day Schedule): ES/MS/HS students see teachers 2 days/week

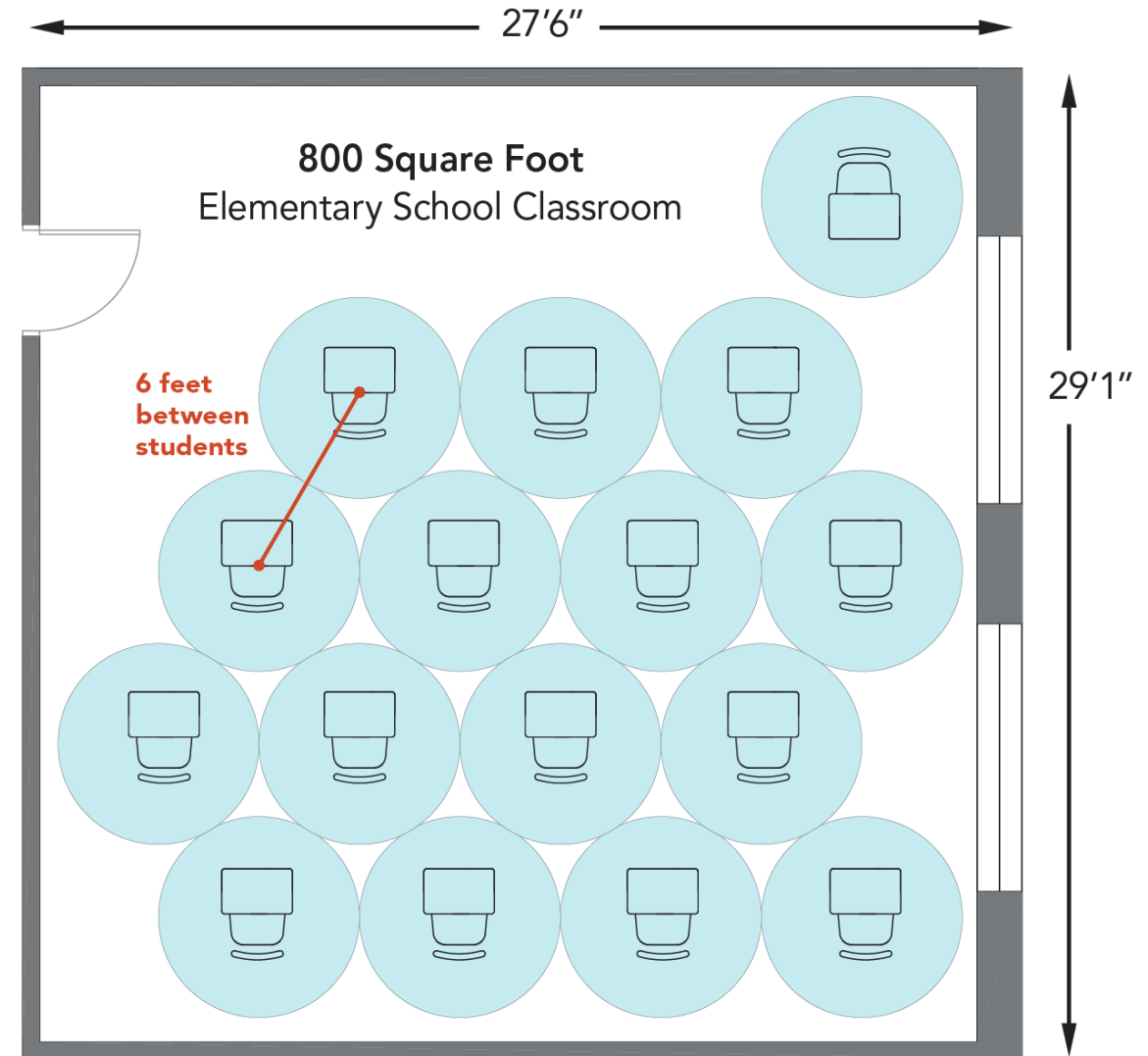
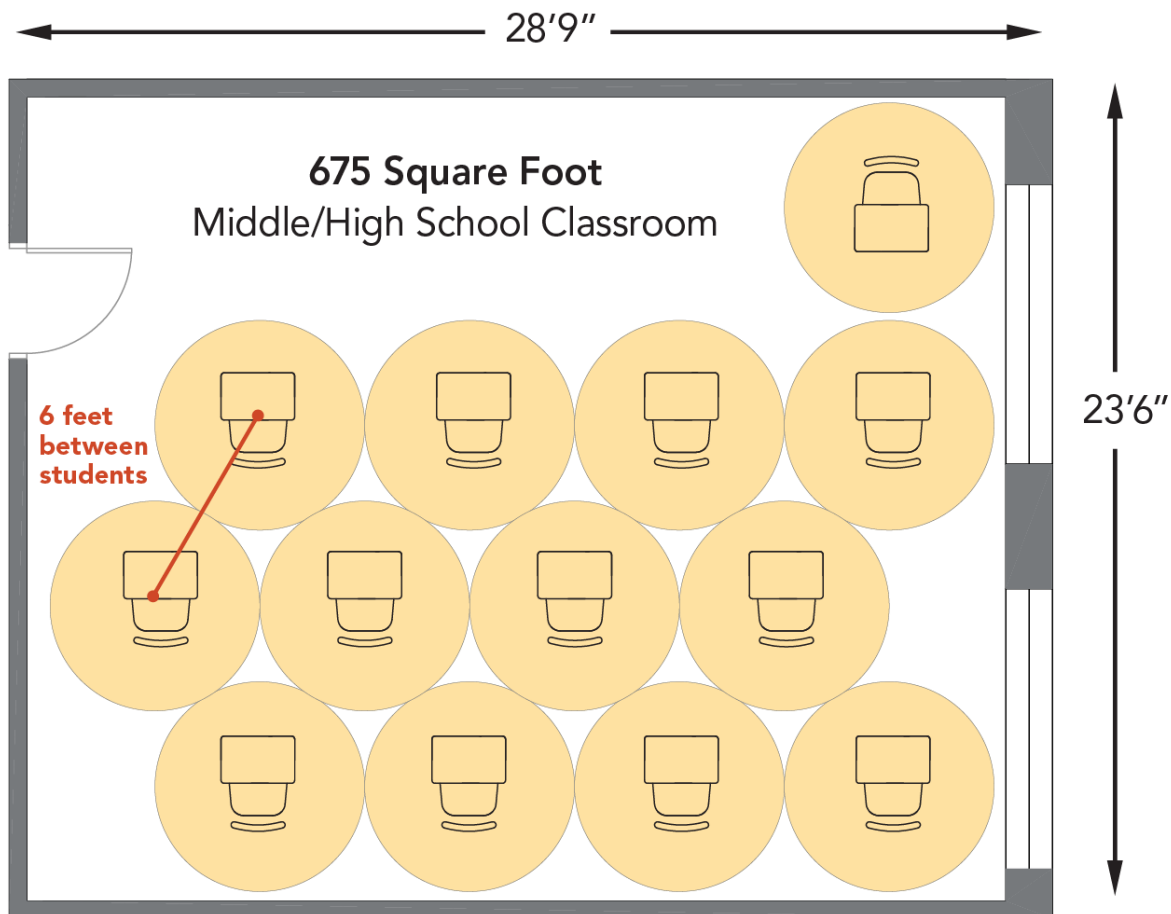
Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 - In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Group 1 -In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Intervention Block for Selected Students - AM Teacher Planning - PM
Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	

Proposed 25% Option (MS/HS on 8 Period Day Schedule): ES/MS/HS students see teacher 1 day/week

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1- In School (MS/HS Periods 1-8)	Group 1 - Online/Async	Group 1 - Online/Async	Group 1 - Online/Async	Intervention Block for Selected Students - AM Teacher Planning - PM
Group 2 - Online/Async	Group 2 - In School (MS/HS Periods 1-8)	Group 2 - Online/Async	Group 2 - Online/Async	
Group 3 - Online/Async	Group 3 - Online/Async	Group 3 - In School (MS/HS Periods 1-8)	Group 3 - Online/Async	
Group 4 -Online/Async	Group 4 - Online/Async	Group 4 - Online/Async	Group 4 - In School (MS/HS Periods 1-8)	

SCENARIO 2: IN-SCHOOL LEARNING WITH HEALTH & SOCIAL DISTANCING

Possible Classroom Layout



School Bus

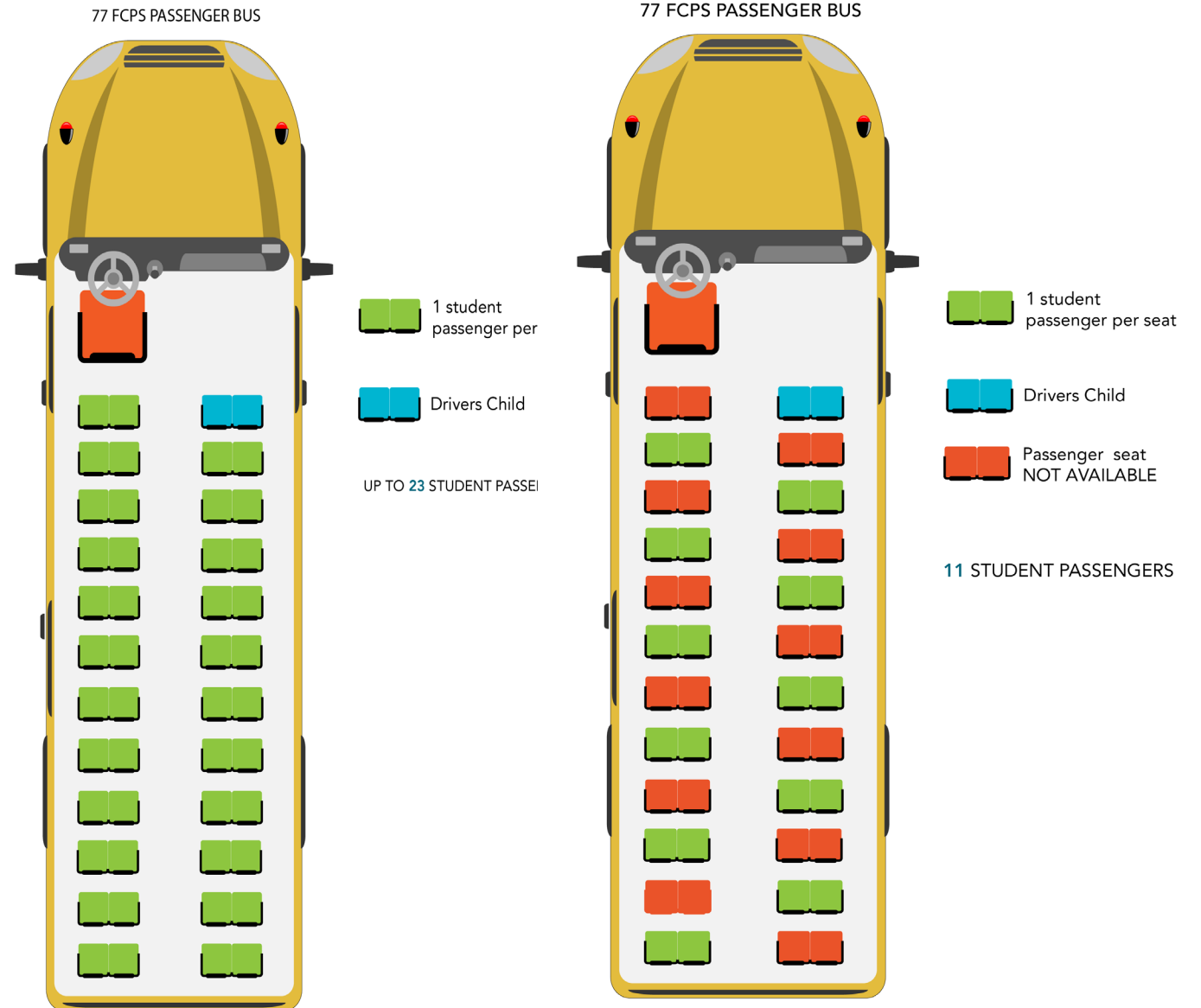
Social Distance Comparison

Reduced Seating Capacity

- One student per seat reduces capacity to 23-25 student passengers per bus
- One student every-other seat further reduces the seating capacity requiring additional buses to the fleet

Health & Safety Protocols

- Students will board the bus according to a seat assignment
- Students and staff will be required to wear a face covering
- Drivers and attendants will be offered the use of a face shield
- Daily wiping of all frequently touched surfaces will occur following each school delivery



Adjusted Bell Schedule

- Eliminates the need to add additional buses and drivers
- Allows consistency with arrival and dismissal times
- Ensures time for social distancing measures, loading/unloading on school campus, appropriate PPE for student riders and required bus cleaning protocols

<u>Current Bell</u>	<u>Proposed Bell</u>
MS 7:30-2:15	MS 7:15-2:00
SS 8:00-2:45	SS 8:10-2:55
HS 8:10-2:55	HS 8:10-2:55
TJ 8:40-4:00	TJ 8:10-3:30
ES 8:30-3:15	ES 9:10-3:55
ES 9:20-4:05	ES 10:05-4:50

- Preschool bell will be aligned with associated elementary bell
- Availability of academy and mid-day shuttles may be impacted due to adjusted bell times and driver availability

SCENARIO 3: ONLINE LEARNING (FOR INDIVIDUAL MEDICAL NEED)



Teacher/Class Assignment

ES/MS: Create cohorts of online students with dedicated online FCPS teachers

HS: Online Campus, Virtual Virginia, dedicated online FCPS staff



Curriculum

ES/MS: Language Arts, mathematics, science, social studies, HPE

HS: Language Arts, mathematics, science, social studies, HPE, electives as necessary to meet graduation requirements



Instructional Schedules / Instructional Time

Students are full time online learners 5 days per week (4 days synchronous and 1 day asynchronous)

ES: Teachers provide 2.5-3.5 hours/day of direct/synchronous instruction (whole group, small group, and individual) Students receive 1 hour/day of specialized instruction as needed (e.g., ESOL, SPED*)

MS: Student receives 3 hours per week per course of direct/synchronous instruction (whole group, small group, and individual)

HS: Schedules will vary depending on course delivery



SCENARIO 3: ONLINE LEARNING (FOR INDIVIDUAL MEDICAL NEED)

CONDITIONS & REQUIREMENTS:

For the division, requires significant changes to standard practices including:

- Available to students at risk of severe illness based on CDC medical criteria
- Provision of full-time online learning option across grade levels
- Allocation of teaching staff to online teaching assignments
- Delivery modifications to SPED, ESOL, and AAP services to accommodate virtual school environments
- Model for distribution of grab and go lunches

For families, requires new commitments and levels of involvement including:

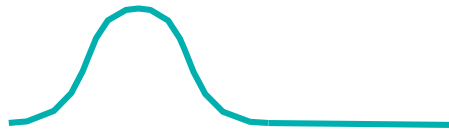
- Submit intent for online learning no later than **July 10, 2020**
- Commitment to online learning service model for the entire 2020-21 School Year
- Ensure student actively participates in all learning activities on a set schedule
- Involve student in state assessments and other required educational activities
- Understand that FCPS cannot guarantee availability of all programs and course offerings (e.g. immersion, magnet, IB, AP, specialized electives)

PREPARING FOR FUTURE SHUTDOWNS

Unfamiliar Schedules, Blended Learning Possible through Summer 2021

Assumptions

Worst Behind Us



- Virus contained before loosening social distancing
- Universal testing, tracing, and isolation
- Effective treatment discovered and distributed



**Ease
Social Distancing Restrictions**

Late Fall Resurgence



- Seasonality depresses transmission over summer
- Fall flu season brings major resurgence



**Return to
virtual/distance learning**

Ongoing Waves



- Loosening of social distancing increases infection rate
- Waves continue until effective vaccine or treatment universally available



**Return to
virtual/distance learning**

ADDITIONAL CONSIDERATIONS FOR REOPENING

- Supports for Staff
- Support for Families
- Summer Programs
- Athletics
- Communication Plan
- Timelines for Key Decisions
- Reopening Scenarios: Benefits & Risks
- Budget Needs
- School Board Budget & Policy Discussion

SUPPORT FOR STAFF

Goal: Ensure that all staff have the resources and supports to feel safe and comfortable returning to the workplace

- **Flexible Work and Leave Options**

- Provide an updated telework regulation
- Provide support to employees regarding emergency leave, access to FFCRA, and other related benefits
- Apply CDC health inventory as it pertains to employees who may need an accommodation

- **Personal Protective Equipment (PPE)**

- Ensure staff have the necessary PPE resources (e.g., masks, gloves, gowns, face shields, etc.)

- **Health and Wellness**

- Provide staff with support and resources to address any personal health and wellness needs

- **Professional Development**

- Provide teachers with the information, guidance and professional learning necessary to support their virtual instructional practices

- **Childcare**

- Division is exploring opportunities for providing childcare support to staff with school-aged children in FCPS



SUPPORT FOR FAMILIES



Goal: Ensure that all families have the tools, resources, and supports to feel safe and comfortable as their children return to school

- **Food Services**
 - Continue to provide meal services to students unable to attend school in person
- **Language Services**
 - Provide written translations of documents and communications in eight most frequently spoken home languages in FCPS
 - Provide oral interpretation services
- **Training & Support**
 - Provide resources and training with respect to parental role in supporting students' academic success
- **Technology Support**
 - Provide online help desk to support parents and students with computer troubleshooting

SUMMER PROGRAMS FOR 2020

K-12

Continuity of Learning

- Student self-directed digital materials for mathematics and literacy
- K-8 students mailed Summer Practice Books for Language Arts and Mathematics
- Teacher office hours on a limited basis
- Free to students

High School

Credit Recovery/Intervention Program

- Virtual Model
- July 6 – 24
- Free to students

Online Campus

- Select courses for new credit and ESOL programming
- July 6 – 24
- Reduced Student Tuition

Special Education

Extended School Year (ESY)

- Virtual Model
- June 29 – July 24
- Mailed student packets

Preschool Autism Classroom (PAC)

- Virtual Model
- July 2 - 30

ATHLETICS

Return to Play:

- FCPS conditioning and agility sessions will begin on Monday, June 22, 2020
- All coaches will have to complete mandatory training before conducting any sessions
- Each session will be limited to individual work; no group or scrimmage activities
- Sessions will only take place on FCPS outdoor facilities following CDC/VDH/FCHD and VHSL Phase II guidance
- Fairfax County Parks began reopening fields for permitted users on June 12, 2020

COMMUNICATION PLAN



Goal: Implement a multi-faceted communication plan to include stakeholders' input in the FCPS Reopening Schools Plan and reinforce stakeholders' trust and confidence in FCPS

Family and Staff survey data will be shared at the 6/23 Board Work session to inform Board's School Reopening decisions. Information will include:

- Family opinions regarding the division's three reopening scenarios
- Staff comfort levels in returning to work and supports staff need to be successful
- Staff and family perceptions on the effectiveness of Distance Learning that will support modifications to educational services for SY20-21

Strategies for engaging all stakeholders with ongoing and up-to-date information regarding the division's plans will include:

- Direct communication via letters, email, and video messages
- Website and social media postings
- Town hall events
- Collaboration with stakeholder groups, community organizations, faith-based organizations, & businesses
- Guaranteed translation services in eight most frequently spoken home languages in FCPS

Timelines for Key Decisions

- **By June 26, 2020:**
 - Communicate decision regarding reopening plan for SY 2020-21
 - Communicate registration deadline for Online program (based on medical need) (**July 10**)
- **By August 10, 2020:**
 - Under a social distancing schedule, inform families what days of the week their children will receive in-school instruction at the elementary school level
- **By the Week of August 17-21, 2020:**
 - Under a social distancing reopening, communicate individual student schedules at the middle and high school levels and for full-time online students (based on medical need)
 - Communicate technology distribution plans

REOPENING SCENARIOS – BENEFITS & RISKS

Teacher-Student Contact Time	Benefits	Risks
Scenario 1 - Virtual Learning for All <i>4 days/week (virtual)</i>	<ul style="list-style-type: none"> Schedule consistency for students and teachers 	<ul style="list-style-type: none"> Disengagement of some students Widening of achievement gaps Ability to provide all services and programs Establishing new grading practices
Scenario 2 - In-school with Social Distancing <i>50% = 2 days/week</i> <i>25% = 1 day/week</i>	<ul style="list-style-type: none"> Opportunity for face-to-face teacher and peer connections 	<ul style="list-style-type: none"> Significant asynchronous learning time Child care challenges for staff with younger children and FCPS families Maintaining social distancing in school setting
Scenario 3 - Online Learning (For Individual Medical Need) <i>4 days/week (virtual)</i>	<ul style="list-style-type: none"> Meets need of students at severe risk of illness based on CDC criteria 	<ul style="list-style-type: none"> Limited program offerings Limited social-peer connections Limited flexibility for students to return to school

FY21 Budget Aligned to Available Funding Levels	FY21 \$9.3 M (Recurring) Post-COVID19	FY21 \$19.2M (One- Time) CARES Grant	Total Original Request	Unmet Need
PPE (Cloth masks and other PPE - face shields, gowns, gloves)		\$5.20	\$5.90	\$0.70
Facilities Cleaning (3 months Custodial Staff OT, Buildings & Buses)	\$2.30		\$4.00	\$1.70
Thermometers (Handheld 1 per 500 students plus central offices)	\$0.20		\$0.20	\$0.00
Health Services Staffing	\$0.60		\$0.60	\$0.00
Technology Connectivity (MiFi – devices 2,000*\$100 and access 2,000*\$300)	\$0.60	\$0.20	\$1.00	\$0.20
Full-time SBTS at Every Elementary School	\$1.60		\$1.60	\$0.00
Full-time TSSpec at >750 (24.5 FTE's with 16.5 COVID funded & 8 Tech funded)	\$1.90		\$8.70	\$6.80
Curriculum Resources – Digital Resources K-8 LA Math		\$2.60	\$2.60	\$0.00
Curriculum Resources – Social-Emotional		\$1.10	\$2.10	\$1.00
Intervention/Support Staffing		\$4.90	\$7.40	\$2.50
Additional Counselor (10-\$1M) + Psychologist (10-\$1.1M)	\$2.10		\$5.30	\$3.20
Special Education Remediation/Recovery (Focus on Fall 2020)		\$2.90	\$2.90	\$0.00
Student Registration & Scheduling		\$2.30	\$2.30	\$0.00
ES Laptops (Outright Purchase - Not Lease)	*	*	\$10.30	\$10.30
TOTAL	\$9.30	\$19.20	\$54.90	\$26.40

*Tech – 22,000 ES Computers To Be Funded with Lease – first payment FY22 \$2.8m (each year for 4 years)

BUDGET NEEDS

GUIDING PRINCIPLES FOR REOPENING PLANS

1. Ensure safe learning and working environments for students and staff
2. Maximize in-school student learning experiences as allowable by state guidelines
3. Ensure all students receive instruction that meets state/federal standards and have the necessary supports for success, including:
 - a. Access to technology and connectivity
 - b. Social-emotional wellness and health supports
 - c. Additional supports to meet needs of special populations
4. Provide training, time, and support necessary for staff to prepare for successful reopening
5. Provide proactive, clear communication (with translations) to all families and staff



THANK YOU!

School Board Budget & Policy Discussion