Acknowledgements

- Thank you for everyone’s hard work to launch a successful virtual opening of the 2020-21 school year
- We are prepared for student learning in 2020-2021
- We believe face to face instruction is best to meet our students’ academic, social and emotional needs
- We want to phase students back to face-to-face instruction, as safely and efficiently as possible
- We understand the challenges and additional responsibilities that our families and teachers are facing
Task Force Structure

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

Reopening of Schools Task Force: Scott Brabrand and Frances Ivey

Facilities and School Operations
Action Team Leads:
Jeff Platenberg
Douglas Tyson

Instruction
Action Team Leads:
Sloan Presidio
Mike Bloom
Mark Greenfelder
Fabio Zuluaga
Nardos King

Technology
Action Team Leads:
Marty Smith
Tracey Jewell
Jay Pearson

Communication
Action Team Lead:
John Torre

Community Partnerships
Action Team Leads:
Maura Burke
Leona Smith

Human Resources
Action Team Leads:
Sean McDonald
Becky Baenig
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, OCCR)
- **Region and School Leadership**
- **School Board Members**
# Action Team Collaboration with Principals

Leadership Team conducts weekly planning meetings & briefings with all principals to enhance decision-making and fidelity of implementation.

## Reopening of Schools Task Force: Scott Brabrand and Frances Ivey

<table>
<thead>
<tr>
<th>Facilities and School Operations</th>
<th>Instruction</th>
<th>Technology</th>
<th>Communication</th>
<th>Community Partnerships</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Team Leads:</strong></td>
<td><strong>Action Team Leads:</strong></td>
<td><strong>Action Team Leads:</strong></td>
<td><strong>Action Team Lead:</strong></td>
<td><strong>Action Team Leads:</strong></td>
<td><strong>Action Team Leads:</strong></td>
</tr>
<tr>
<td>Jeff Platenberg</td>
<td>Sloan Presidio Mike Bloom Mark Greenfelder Fabio Zuluaga Nardos King</td>
<td>Marty Smith Tracey Jewell Jay Pearson</td>
<td>John Torre</td>
<td>Maura Burke Leona Smith</td>
<td>Sean McDonald Becky Baenig</td>
</tr>
</tbody>
</table>

---

Leadership Team conducts weekly planning meetings & briefings with all principals to enhance decision-making and fidelity of implementation.
Presentation Outline

● Virtual Learning Successes & Challenges
● Guiding Principles
● Operational Levels & Metrics
● Proposed Operating Level 2 Phase-in Model
● Board Discussion & Questions
100% Virtual Learning Successes

- Increasing technology access and connectivity for students
  - 162,206 laptops and 5,981 WiFi devices distributed
- Engaging students and families through orientations, Back to School Night, and other virtual events
- Providing streamlined curriculum, enhanced resources, and increased preparation time to support teacher planning and student achievement
- Focusing on student social-emotional wellness
- Continuing availability of breakfast and lunch for all FCPS students
  - 2.6 million Grab & Go meals since our closure in March
- Launching Supporting Return to School (SRS) program in 37 schools
100% Virtual Learning Challenges

● Ensuring every student has reliable connectivity and an environment conducive to learning

● Balancing the desire for teacher-led instruction and screen time concerns, especially for our youngest learners

● Establishing relationships and building classroom community online

● Balancing work and school responsibilities for parents and FCPS staff

● Meeting the needs of students with specialized learning needs

● Ensuring that all families can access available meal services

● Providing adequate planning time for teachers due to increased teacher workload
FCPS Operational Levels

1. **100% Virtual Learning**
   - Schools and offices may be closed or open with limited personnel reporting. Telework continues wherever possible.
   - Limited or no public transitions inside of buildings.
   - All students learn virtually.

2. **Cohort Learning**
   - Schools and offices open for staff with limited public transactions.
   - Identified students in greatest need of additional support receive one or more days of in-person instruction in a cohort. Monday opportunities for cohorts of students to supplement virtual instruction. All other students continue virtual learning.

3. **Hybrid Learning**
   - Schools and offices open for staff with limited public transactions.
   - Students participate in a hybrid model (online and in-person) with social distancing in place.

4. **100% In-Person Learning**
   - Public access to schools and buildings may remain limited.
   - All schools open at 100% capacity for in-person instruction. Some staff may telework due to health accommodations. Some students may continue to access online learning due to health needs or preference.
Operational Level 2—Cohort Learning

Cohort

- Groups of students, and sometimes teachers or staff, that stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment.
  - Decreases opportunities for exposure to or transmission of COVID-19
  - Facilitates more efficient contact tracing in the event of a positive case
  - Allows for targeted testing, quarantine, and isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases

Operational Level 2 In-Person Cohorts Comprise 6,707 students and 653 Teachers (3.5% of all FCPS Teachers and Students)

- Select high school CTE courses
- Preschool Autism and Preschool Class-based Students
- Key Center, Kilmer Center, and Burke School (elementary only)
- Adapted Curriculum Programs
- Elementary Comprehensive Services Sites
- English Learner Newcomers and Students with Limited or Interrupted Formal Education (SLIFE)
Guiding Principles for Phase-in Model

● All phase-in decisions will be made with student and staff safety as the highest priority

● 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

● Honor family choice in student learning format (virtual or in-person)

● Provide ADA accommodations for staff with personal medical need

● Provide training, time, and support necessary for staff to prepare for a successful transition to in-person instruction

● Provide proactive, clear communication (with translations) to all families and staff
Elements Guiding Phase-in Decision-Making

**VDH Metrics**
Virginia Department of Health weekly review with Fairfax County Health Department

**FCPS Operational Metrics**
FCPS capacity to support in-person instruction, including staff availability and health and safety precautions

**School-Based Health Metrics**
Determines when an FCPS schools or classrooms close in the event of confirmed COVID-19 cases

**School and Staff Readiness**
School preparedness including instructional and operational components
Phase-in Readiness Questions

1. Do community-wide health conditions support staff and students’ return to school buildings?

2. Is FCPS prepared with available staffing, safety precautions, and facility readiness to support staff and students’ return to school buildings?

3. Does FCPS have a plan to respond to changing health conditions at the school and classroom level?

4. Have school staff addressed operational and instructional components necessary for in-person learning to resume?
1. Do community-wide health conditions support staff and students’ return to school buildings?
VDH Metrics - 8 Indicators

- Case Incident Rate (per 100,000)
- PCR Percent Positivity
- Rate of COVID Outbreak (per 100,000)
- Cases among Healthcare Workers
- Visits to the Emergency Room (per 100,000)
- ICU Hospitalizations
- Percent of Hospital Beds Occupied
- PPE available in Hospitals
VDH Community Transmission and Disease Trends

Current Status:
Northern Virginia is currently experiencing:

- **LOW** disease burden
- **FLUCTUATING** trend

The overall calculated COVID-19 community transmission extent is **LOW**.
COVID-19 Testing Update

• Testing is available at over 40 sites in Fairfax County
• Includes safety net provider sites with no cost for testing
• Includes sites where no medical referral is needed
Contact Tracing – Institute for Public Health Innovation (IPHI) Workforce

- Since June, 418 individuals have been hired and trained to fill 406 positions
  - 97% of the positions were filled
  - 89% of the positions remain filled to-date
  - By the end of September, the last cohort* will be trained and deployed
  - Additional cohorts added as needed
- 96% of case investigations started within 1 day
- 86% of contacts contacted within 1 day
  - 97% reached within 2 days
- Dedicated teams for school-related investigations and outbreaks have been established.
  - Will work with SH PHNs to facilitate school-based contact identification and notifications

<table>
<thead>
<tr>
<th>Positions As of 9/8/2020</th>
<th>Target Staffing</th>
<th>Current Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer Supervisors</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Case Interviewers</td>
<td>168</td>
<td>135</td>
</tr>
<tr>
<td>Contact Interviewers</td>
<td>128</td>
<td>118</td>
</tr>
<tr>
<td>Community Health Worker Manager</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Community Health Worker Supervisors</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Community Health Workers</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Epidemiologists</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total Contract Staff</td>
<td>406</td>
<td>363</td>
</tr>
</tbody>
</table>

* The last cohort is included/reflect in the current staffing numbers on the chart
VDH Community Transmission and Disease Trends Summary

Do community-wide health conditions support staff and students’ return to school buildings?

- ✔ Current Fairfax County Data based on the VDH Indicators and thresholds for risk of introduction and transmission of COVID-19 support in-person cohort instruction in Operational Level 2
- ✔ COVID-19 testing availability in Fairfax County
2. Is FCPS prepared with available staffing, safety precautions, and facility readiness to support staff and students’ return to school buildings?
System Operational Metrics: Staffing

<table>
<thead>
<tr>
<th>STAFFING METRICS</th>
<th>FCPS Level 2 (Cohort Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to staff the health room with a Public Health Nurse or Student Health Aide</td>
<td>Yes at open schools</td>
</tr>
<tr>
<td>Classroom Teachers Available for In-Person Learning*</td>
<td>85% or more of contracted teachers by cohort</td>
</tr>
<tr>
<td>Available Staff On-Call for Monitoring of In-Person Learning (including substitutes)</td>
<td>Not needed</td>
</tr>
<tr>
<td>Administrative Staff Available for In-Person Learning</td>
<td>1 or more at open sites</td>
</tr>
<tr>
<td>Transportation Staff Available</td>
<td>89% of runs for students needing transportation** (Approx. 1,000 runs)</td>
</tr>
<tr>
<td>Food and Nutrition Managers Available</td>
<td>90% of available managers**</td>
</tr>
<tr>
<td>Custodial Staff Available</td>
<td>94% of available custodial staff**</td>
</tr>
</tbody>
</table>

*Teachers who submitted a preference to teach virtually due to a member of their household with health concerns making them high risk, those with childcare concerns, and those with a general preference will be asked to return to support in-person learning as needed.

**Percentage considers available subs and central office resources to cover absences.
Supporting Teachers in Return to School

- All ADA accommodations for personal health reasons will be reviewed. If not able to accommodate, Leave of Absence (LOA) will be offered.
- We will attempt to match teachers who expressed a preference for virtual environment with virtual students as much as possible.
- Teachers with childcare concerns may access leave under Families First Coronavirus Response Act (FFCRA).
- HR and principals will work closely with teachers to discuss needs to return to see if their preference can be accommodated.
System Operational Metrics: Plan for Safe Entry to Schools for Student & Staff

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 adding buses to the fleet

Health & Safety Protocols
- Drivers take temperature of each student prior to student boarding
- Students and staff will be required to wear a face covering
- Students will board the bus according to a seat assignment
- Drivers and attendants will be provided face shields and masks
- Daily wiping of all frequently touched surfaces will occur following each school delivery
System Operational Metrics:

Plan for **Safe Entry to Schools** for Student & Staff

- FCPS will utilize a **one-time parent/guardian** health screening commitment form requiring parents/guardians to screen their child’s health daily before coming to school. Parents/guardians will be directed not to send students to school when sick or if they have been exposed to anyone with COVID-19 symptoms.

- FCPS will require staff to self-report being asymptomatic and without exposure to anyone with COVID-19 symptoms when reporting to worksites.

- Implementation of daily and random temperature checks throughout the school day.
System Operational Metrics:
Plan for **Maintaining Safety and Wellness** in Schools

**Begin Phase-in with Cohort Model and Social Distancing**

- Bring in small groups/cohorts of students, teachers and staff that stay together throughout the school day to minimize exposure risk
- Ensure that cohorts are as static as possible by having the same group of students stay with the same teachers or staff
- Utilize additional space, including outdoor learning spaces, when needed and/or as possible
- Implement social distancing practices
  - Desks will be separated by up to a six feet distance, facing same direction
  - Students will eat meals in classrooms whenever possible
  - Student traffic patterns that maintain social distancing
  - Limit volunteers/visitors in buildings
System Operational Metrics:

Plan for **Maintaining Safety and Wellness** in Schools

**FCPS Healthy Hygiene Practices** (following CDC Mitigation Guidelines)

- Face coverings will be worn by staff and students.
  - New FCPS Regulation: *Face Coverings to Mitigate the Spread of Infectious Disease* *(Regulation 2109)*
  - Face coverings will be provided to students unable to provide their own.
- 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.

**Intensified Cleaning and Disinfection Practices** (following CDC Mitigation Guidelines)

- 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 are available as needed
System Operational Metrics:
Plan for **Maintaining Safety and Wellness** in Schools

- **Personal Protective Equipment (PPE)**
  - Staff will have access to necessary PPE resources including gloves, gowns, face shields
  - 2 month advanced supply of PPE is currently in stock

- **Facilities conditions/upgrades**
  - Plexiglass shields have been installed in all school offices, health rooms and SPED locations for student assessment. Additional shields are being purchased for teacher desks.
  - Facilities ensured all school HVAC systems meet the recommended standards for outside air ventilation-manufacturer specification and CDC/Health Dept. recommendations.
  - Purchased initial allocation of MERV 13 filters to upgrade HVAC systems where possible based on system type and material availability. Purchased air purifiers for areas not able for Merv 13 or areas of need.
  - Will be piloting the use of UV light in school HVAC systems - will use third-party engineers to rate its efficacy and compare to other industries (hospitals, restaurants, etc.).
  - Purchased HEPA filters for use in select areas - focus on spaces that recirculate indoor air.
  - HVAC and potable water systems are tested/flushed regularly as part of preventative maintenance procedures.
System Operational Metrics:
Plan for **Maintaining Safety and Wellness** in Schools

**Consistency of Mitigation Strategies**

- FCPS administration and public health officials will monitor and assess the consistency of mitigation practices in each school with in-person learning during Operational Level 2
  - Practices observed will include physical distancing, effective health screening, use of PPE, and hygiene practices.
  - Practices will be observed in a variety of settings and times to include busing, school entry, classrooms, offices, and athletics/activities

- Monitoring information will be used to help sustain and, if necessary, improve the consistency of adherence to mitigation practices
FCPS System Operational Metrics Summary

Is FCPS prepared with available staffing, safety precautions, and facility readiness to support staff and students’ return to school buildings?

- ✔ Staff available to return
- ✔ Procedures determined for safe bus travel and entrance into school
- ✔ Procedures determined for social distancing and hygiene practices (following CDC Mitigation Guidelines)
- ✔ PPE secured for staff and students
- ✔ Preparation of facilities complete
3. Does FCPS have a plan to respond to changing health conditions at the school and classroom level?
School-Based Health Metrics:
Safety Responses to Changing Conditions

Response to change in community-wide conditions:
- If FCPS community health conditions worsen, FCPS, in collaboration with County Health Department, will pause phase-in progression, reverse progression, or suspend all in-person instruction.

Response to urgent school-based conditions:
- FCPS, in consultation with County Health Department, will close individual classrooms and/or schools as follows when a significant health risk is present:

<table>
<thead>
<tr>
<th>Level</th>
<th>Transition to 100% Virtual Learning</th>
<th>Resume In-Person Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>1 confirmed case COVID-19</td>
<td>100% virtual learning for 14 days from date of onset; length of time may change based on contact investigation and tracing by the FCHD.</td>
</tr>
<tr>
<td>School</td>
<td>Decision based on FCHD contact investigation findings and any connections between multiple cases</td>
<td>As recommended based on contact investigation and tracing.</td>
</tr>
</tbody>
</table>
School-Based Health Metrics Summary

Does FCPS have a plan to respond to changing health conditions at the school or classroom level?

- ✔ Process to determine school-wide impact
- ✔ Readiness of Fairfax County Health Department to conduct contact tracing
School and Staff Readiness

4. Have school staff addressed operational and instructional components necessary for in-person learning to resume?
School and Staff Readiness

**Schedules**
Create and communicate schedules to staff and families to include in-person, transportation, and online information.

**Preparation of Classrooms**
Set-up of spaces to be used for in-person learning.

**Technology Readiness**
Ensure equipment and bandwidth are available to meet the needs of returning staff and students.

**Change in Instructional Delivery**
Opportunity for teachers returning to in-person teaching to plan for shift.

**School Nutrition**
Plan for students to access meals while at school.

**Wellbeing of Staff**
Ongoing monitoring and care for the stress and workload of staff.
Proposed Phase-in Model for Operational Level 2
# Phase-in Approach in FCPS Operational Level 2

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Individuals/Cohorts Accessing Buildings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>Individual student assessment and evaluation (e.g., SPED, ELs)</td>
</tr>
<tr>
<td>Current</td>
<td>Groups of students for a single assessment or evaluation (socially distanced with no movement between classes or mixing between rooms) (e.g., SAT)</td>
</tr>
<tr>
<td>Current</td>
<td>Teachers access classrooms (within maximum capacity limits, following social distance and face covering guidelines)</td>
</tr>
<tr>
<td>1st Quarter*</td>
<td>In-person instruction for targeted cohorts of students likely to experience greatest challenges with distance learning (phased-in over time)</td>
</tr>
</tbody>
</table>
## In-Person Cohort Plan: Draft

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early October</strong></td>
<td><strong>Mid-October</strong></td>
</tr>
<tr>
<td>- 4 locations</td>
<td>- 127 schools</td>
</tr>
<tr>
<td>- 5 teachers</td>
<td>- 178 teachers</td>
</tr>
<tr>
<td>- 62 students</td>
<td>- 1,734 students</td>
</tr>
<tr>
<td>- &lt;1% of all FCPS students &amp; teachers</td>
<td>- 1% cumulative total of all FCPS students &amp; teachers</td>
</tr>
</tbody>
</table>

- Select high school CTE courses (1-2 days/week)  
- Preschool Autism (4 full days/week) and Preschool Class-based students (4 half days/week)  
  Select high school CTE courses (1-2 sessions/week)
# In-Person Cohort Plan: Draft

<table>
<thead>
<tr>
<th>GROUP 3</th>
<th>GROUP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Late October</strong></td>
<td><strong>Late October</strong></td>
</tr>
<tr>
<td>- All schools</td>
<td>- 18 schools</td>
</tr>
<tr>
<td>- 350 teachers</td>
<td>- 63 teachers</td>
</tr>
<tr>
<td>- 3,922 students</td>
<td>- 989 students</td>
</tr>
<tr>
<td>- 3% cumulative total of all FCPS students &amp; teachers</td>
<td>- 3.5% cumulative total of all FCPS students &amp; teachers</td>
</tr>
<tr>
<td>- (+ additional ELs identified by need using MTSS process)</td>
<td></td>
</tr>
<tr>
<td><strong>Key Center and Kilmer Center</strong> students (4 full days/week)</td>
<td><strong>Burke School</strong> (elementary students only) (4 full days/week)</td>
</tr>
<tr>
<td><strong>Secondary and Elementary</strong> students that access the Adapated Curriculum (4 full days/week)</td>
<td><strong>Select high school courses</strong> that benefit strongly from in-person hands-on experiences (1-2 days/week)</td>
</tr>
<tr>
<td><strong>Elementary Comprehensive Services Sites</strong> (CSS) students (4 full days/week)</td>
<td></td>
</tr>
<tr>
<td><strong>EL SLIFE</strong> in grades 3-12 (Monday AM)</td>
<td></td>
</tr>
<tr>
<td><strong>English Learner Newcomers</strong> (entered US schools after 7/1/2019) (Monday AM)</td>
<td></td>
</tr>
<tr>
<td><strong>Select high school courses</strong> that require specialized equipment (1-2 days/week)</td>
<td></td>
</tr>
</tbody>
</table>
Summary

- Current Fairfax County Data based on the VDH Indicators and thresholds for risk of introduction and transmission of COVID-19 support in-person cohort instruction in Operational Level 2
- Mitigation Strategies (based on CDC Guidelines) are in place
- Planned response to confirmed cases in its final stages of development in collaboration with the Fairfax County Health Department
- Operational Level 2 focus on small cohorts of learners with greatest need for in-person supports
- Continued option for virtual learning
- Staffing metrics can be met around ADA accommodations for staff with personal medical need in cohort groups 1 and 2
Next Steps

● Staff and Parent Communication
● Complete ADA accommodation requests and staffing analysis for groups identified for next phase in of in-person learning
● Provide Board an update in October with discussion on readiness for next groups to return to in-person instruction
School Board Discussion & Questions