Return to School Update: School Board Work Session

October 15, 2020

Presentation Objectives

- Review FCPS Operational Levels

- Provide FCPS Readiness Information associated with FCPS Health and Operational Metrics

- Provide update on COVID Case Notification and Reporting

- Obtain Board consensus to proceed with timelines for Groups 5-8, depending on Health and Operational Metrics being met

- Obtain Board consensus to utilize a Concurrent Instructional Approach to provide in-person students with four days of teacher led instruction

Guiding Principles for Phase-in Model

- We believe in-person instruction is best to meet our students' academic, social and emotional needs

- We want to phase students back to in-person instruction as safely, efficiently, and as early as possible

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

- 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 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

FCPS Operational Levels

1 — 100% VIRTUAL LEARNING

Schools and offices closed or open with limited personnel reporting.

- - -

All students learn virtually.

2 — COHORT LEARNING

Groups 1-6

- - -

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

All other students continue virtual learning.

3 — HYBRID LEARNING

Groups 7-8

- - -

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.

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Cohort and Hybrid Groups

COHORT LEARNING **2**	**Group 1**: Select Specialized Career Prep Classes
	Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes
	Group 3 & 4: Select EL,Specialized Career Prep Classes, and Spec. Ed. [Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary]
	Group 5: Early Head Start (infants and toddlers) PreK (three and four year olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program @ Robinson and and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS - students with 50% or more of core content areas in spec.ed. settings]
	Group 6: Grades 1-2, and Specialized Career Centers- Spec.Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)
HYBRID LEARNING **3**	**Group 7**: Elementary School Students in Grades 3-6, Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)
	Group 8: Middle and High School Students in Grades 6-12*, and Davis & Pulley Career Centers *Middle School Students in Grade 6 at Holmes, Poe, and Glasgow will be included in this group

FCPS Operational Level 2: **Successes**

- Continuing to provide high-quality virtual teaching and learning

- Focusing on making connections with all students and families

- Engaging students and families through virtual school and community events, including the Mental Health and Wellness Conference

- Providing in-person opportunities for individual student assessments and evaluations for special education and English Learners

- Successfully administered the SAT School Day test on 9/23 to over 7,500 Seniors

- Continuing the Supporting Return to School (SRS) program in 37 schools

- Enhancing network bandwidth to allow for increased connectivity

- Began Group 1 phase-in at the beginning of October and planning for Group 2-4 phase-in this month

FCPS Operational Level 2: **Challenges**

- Balancing work and school responsibilities for parents and FCPS staff

- Providing adequate planning time for teachers due to increased teacher workload

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

- Developing master schedules that will meet the needs of virtual and in-person students and staff as Groups return for in-person learning

- Preparing for the phase-in while still supporting 100% virtual learning

Elements Guiding Phase-in Decision-Making

FCPS Readiness Level	Level 2 (Cohort Learning Groups 1-4)	Level 2 (Cohort Learning Groups 5-6)	Level 3 (Hybrid Learning Groups 7-8)	Level 4 (100% In-Person Learning)
Health Metrics Centers for Disease Control and Prevention (CDC) metrics for assessing transmission risk in FCPS community	Go	Go	Caution	Stop
FCPS Operational Metrics: Staffing FCPS capacity to support in-person instruction based on staffing	Go	Caution	Caution	Stop
FCPS Operational Metrics: Mitigation Strategies School preparedness including ability to implement CDC mitigating measures.	Go	Go	Caution	Stop
FCPS Operational Metrics: School and Staff Readiness School preparedness including instructional and operational components	Go	Go	Caution	Stop

Green: Go/Dial Up; Yellow: Caution; Red: Stop/Dial Back

Health Metrics

CDC Indicators for Dynamic School Decision-Making

https://www.cdc.gov/media/releases/2020/s0915-dynamic-school-decision-making.html

Core Indicators

1. Number of new cases per 100,000 persons within the last 14 days

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

3. Ability of the school to implement five (5) key mitigation strategies: masks, social distancing, hand/hygiene/respiratory etiquette, cleaning & disinfecting, and contact tracing
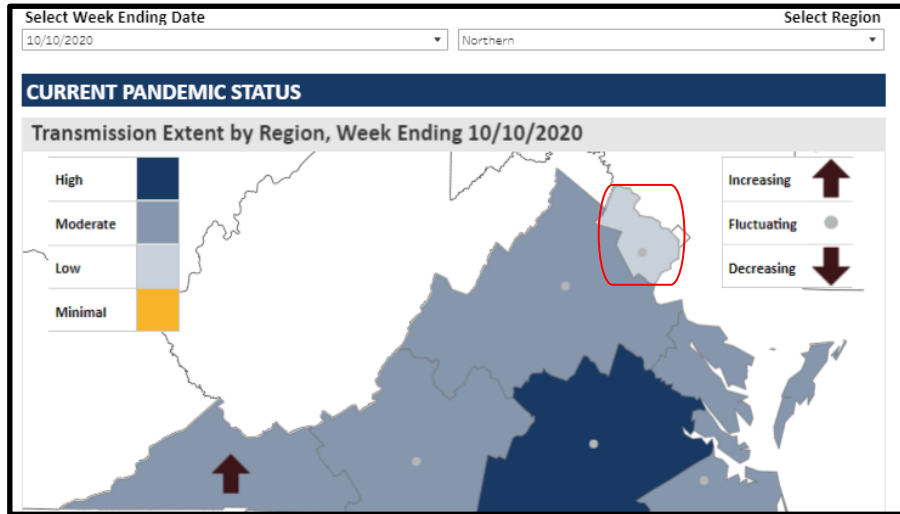
Secondary Indicators

1. Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)

2. Percentage of hospital inpatient beds in the community that are occupied

3. Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19

4. Existence of localized community/public setting COVID-19 outbreak

CDC Transmission Risk Alignment to Virginia Mitigation Guidelines

CDC Transmission Risk in School	Virginia Mitigation Guidelines to Consider
Lowest / **Lower**	**Phase 3 Guidance** • Consider in-person instruction for all students while maintaining social distancing • Discourage very large gatherings • Offer more extracurriculars
Moderate / **Higher**	**Phase 2 Guidance** • Consider prioritizing specific learners for in-person instruction and remote instruction for others • Restrict mixing of classes/groups • Eliminate/limit extracurriculars
Highest	**Phase 1 Guidance for Schools** • Consider remote learning as primary method of instruction

Transmission Extent by Region: Northern VA

Core Indicators, Fairfax, 10/14/2020

Total number of new cases per 100,000 persons within the last 14 days*	112.4
Percentage of RT-PCR tests that are positive during the last 14 days**	3.5%
Ability of the school to implement five key mitigation strategies	VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Fairfax or Northern Region, 10/14/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†	77.7%
Percentage of hospital inpatient beds in the region that are occupied‡	79.0%
Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡	4.0%
Existence of localized community/public setting COVID-19 outbreak§	Please refer to the *Daily Region Metrics* dashboard for information on outbreaks.

FCPS Data:
Core and Secondary CDC Indicators

October 14, 2020

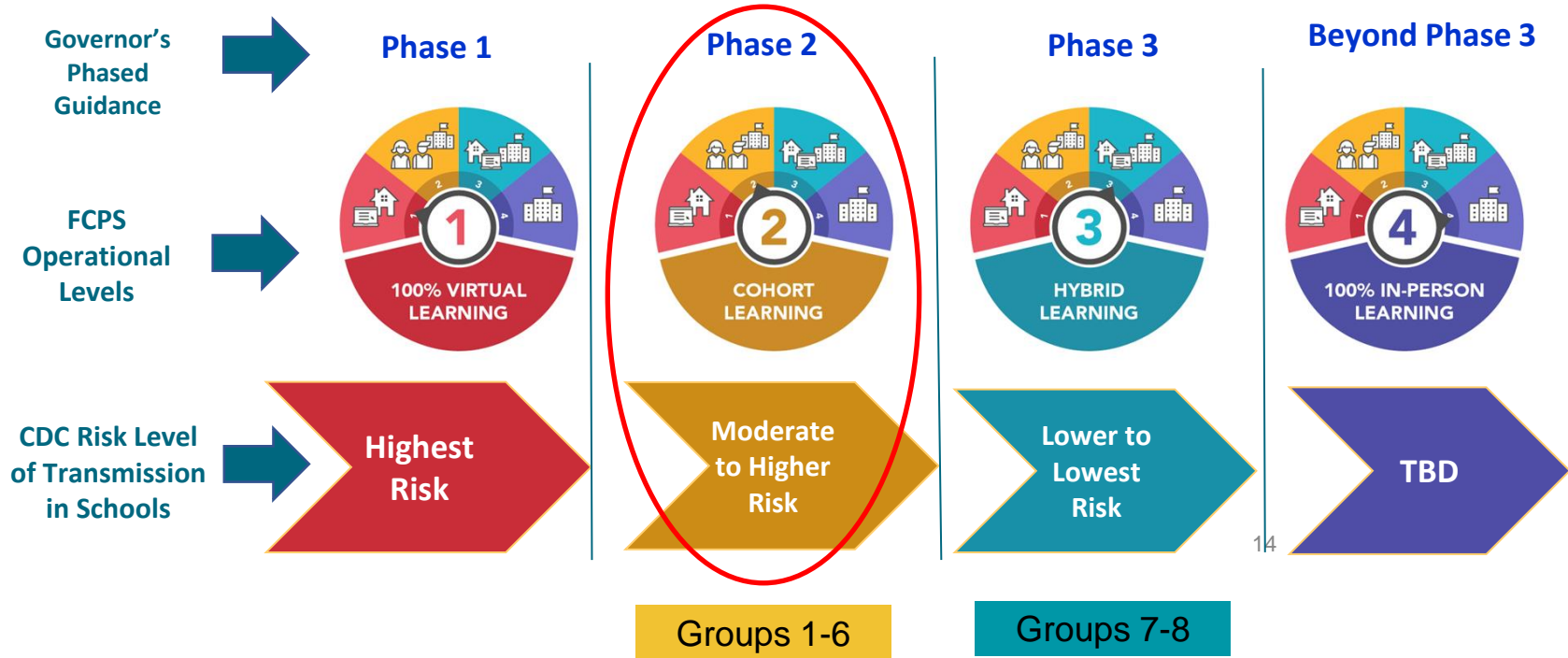| Indicator Risk Levels |
|---|
| Lowest |
| Lower |
| Moderate |
| Higher |
| Highest |

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

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FCPS Operational Levels and Transmission Risk

Connecting VDH Guidance and CDC Indicators with FCPS Operational Levels

Governor's Phased Guidance	Phase 1	Phase 2	Phase 3	Beyond Phase 3
FCPS Operational Levels	1 — 100% VIRTUAL LEARNING	2 — COHORT LEARNING	3 — HYBRID LEARNING	4 — 100% IN-PERSON LEARNING
CDC Risk Level of Transmission in Schools	Highest Risk	Moderate to Higher Risk	Lower to Lowest Risk	TBD

Groups 1-6

Groups 7-8

Based on assessment of health metrics data, FCPS will carefully consider our reopening at the moderate level of risk and implement Phase 2 Governor's Guidance as recommended by VDH.

School-based Health & Safety Metrics

School-Based Health & Safety Metrics: Response 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:

Level	Transition to 100% Virtual Learning	Resume In-Person Instruction
Classroom	1 confirmed case COVID-19 ***FCPS & FCHD will notify classroom and school community in writing.**	100% virtual learning for up to 14 days from date of onset; length of time may change based contact investigation and tracing by the FCHD.
School	Decision based on FCHD contact investigation findings and any connections between multiple cases ***FCPS & FCHD will notify school community in writing.**	As recommended based on contact investigation and tracing.

Communication Protocols for Responding to COVID Cases in Schools

- FCPS will work with Fairfax County Health Department (FCHD) through the contact tracing process.
- Public Health Nurses (PHNs) and School Health Aides (SHAs), identified as the school health team, will support contact tracing at the school level to identify specific individuals who should receive required communications.
- The FCHD Containment Branch will guide FCPS in the necessary communications to staff and community.

Confirmed Case	Communications
Cohort	• **Initial communication** will go out to the cohort <u>and</u> to the community when the case occurs in the cohort. • **Follow up communication** will go out to the cohort <u>and</u> the community when contact tracing is complete, as recommended by the FCHD.
School	• **Initial communication** will go out to the community when multiple cases or an outbreak occurs in a school. • **Follow up communication** will go out to the community when in-person learning can resume, as recommended by the FCHD

FCPS COVID-19 Case Reporting

COVID-19 Case Type	August 2020	September 2020	October 2020 (as of 10.9.20)
FCPS Employees	27	51	17
Visitors to FCPS Facilities	2	2	0
*Students	0	0	0
**Student Athletes/Coaches	2 coaches 1 student athlete	1 coach 7 student athletes	0
***SRS	n/a	2 students 3 staff	3 students 2 staff
Monthly Total	**32**	**66**	**22**

*No additional student cases beyond the student athlete cases referenced above.

**Note: These exposures occurred outside of school and no individuals have reported to school while positive. To date, no COVID positive individuals have participated in any of our workouts and the Health Department has not yet recommended that FCPS take additional action related to our workouts following their investigation of the above cases.

***Supporting Return to Schools (SRS) numbers, as reported by the Fairfax County Government. Program opened September 8, 2020.

Operational Metrics: *Mitigation*

CDC's 5 Key Mitigation Strategies

Indicators	Lowest Risk of Transmission in Schools	Lower Risk of Transmission in Schools	Moderate Risk of Transmission in Schools	Higher Risk of Transmission in Schools	Highest Risk of Transmission in Schools
Ability of the school to implement 5 key mitigation strategies: ● Consistent and correct use of masks ● Social distancing to the largest extent possible ● Hand hygiene and respiratory etiquette ● Cleaning and disinfection ● Contact tracing in collaboration with local health department	Implemented **all 5** strategies correctly and consistently	Implemented **all 5** strategies correctly but inconsistently	Implemented **3–4** strategies correctly and consistently	Implemented **1–2** strategies correctly and consistently	Implemented **no** strategies

FCPS Approach to CDC's 5 Mitigation Strategies

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

Face mask

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

Contact tracing in collaboration with local health department
- Collaborate with County Health Department in response to outbreaks in order to implement all necessary health and safety protocols
- Establishment of isolation rooms

Social distancing to the largest extent possible
- Six (6) foot separation wherever possible; limited mixing among student groups
- Social distancing on buses in accordance with health and safety protocols
- 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

Hand hygiene and respiratory etiquette
- 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

Wash your hands frequently

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Availability of PPE

Cloth Masks	Disposable Masks	Clear Mouth Cloth Masks	Face Shields	Gowns
• For employees, 200,000 reusable cloth masks are available. Masks have been delivered to schools and spares are available from the warehouse as needed. • For students, 100,000 cloth masks are available. Students will be given a cloth mask, as needed.	• 500,000 adult disposable masks and 1,000,000 disposable student masks are available.	• Adult Clear Mouth Cloth Face Masks— 37,500 available for staff as needed. • Youth Clear Mouth Cloth Face Masks— 10,000 youth clear mouth cloth masks available for students if needed.	• Adult Face Shields— a total of 50,000 adult face shields are available for employees upon request. • Bus drivers to be provided non-glare face shields. • Student Face Shields—a total of 10,000 youth face shields are available for students as needed.	• Disposable gowns— 50,000 disposable gowns available for isolation rooms and Special Education staff members, as needed with 100,000 disposables on order. • Reusable gowns— 53,000 launderable gowns available for staff. Gowns to be laundered will be picked-up weekly.

Availability of Cleaning and Health Supplies

| Gloves	Classroom Plexiglass	Hand Sanitizer	Thermometers	Custodial Supplies and Overtime
• 2,500,000 gloves available for staff as appropriate to include relevant teachers, custodians, bus drivers & bus attendants, SBTS, TSpecs, and food service staff.	• All classrooms available for use will be outfitted with a plexiglass barrier for the teacher. • Plexiglass is ordered and will be distributed to schools once received.	• Hand sanitizer automatic dispensing stands for building/large room entrances were delivered to schools as follows: 16 per HS, 8 per MS, 2 per ES. Refills for stands are available from the warehouse. • 14,200 classrooms have a 1-gallon pump container of hand sanitizer. Refills for classroom containers are available from the warehouse.	• Handheld thermometers were provided to schools at a ratio of 1:100 students for a total of 2,075 thermometers. • 250 boxes of 5,000 disposable, single-use temperature measurement (Thermadots) ordered for isolation rooms • 250 boxes of 500 disposable, single-use temperature measurement (Thermadots) ordered for health rooms.	• Two months additional supply of Virex and paper towels for cleaning and sanitizing available. • Six months of custodial hourly overtime for cleaning and sanitizing available

Ventilation Assessment and Improvements

- Ensured all building HVAC systems meet CDC and ASHRAE guidance for outside air ventilation

- Purchased initial allocation of MERV 13 filters (based on availability) and upgrading school HVAC systems where possible

- Purchased HEPA filters and air purifiers for use in select areas

- Continued review of the use of UV-C lighting in classrooms and ventilation systems and its best application

- Providing third-party health and safety verification for all buildings

FCPS' complete ventilation report can be accessed here:

https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BTQL3A548DA9/$file/Addressing%20Ventilation%20in%20Schools%20-%20A%20Comprehensive%20Report.pdf

Operational Metrics:
Staffing
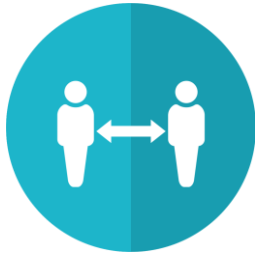
Operational Metrics: Staffing Availability Levels

	FCPS Level 2 (Cohort Learning)	FCPS Level 3 (Hybrid Learning)	FCPS Level 4 (Capacity for 100% In-Person Learning)
STAFFING METRICS			
Ability to staff the health room with a Public Health Nurse or Student Health Aide	Yes at open schools	Yes at all schools	Yes at all schools
Classroom Teachers Available for In-Person Learning	85% or more of contracted teachers by cohort	87% or more of contracted teachers for in-person students	87% or more of contracted teachers for in-person students
Available Staff On-Call for Monitoring of In-Person Learning (including substitutes)	Not needed	1 per 190 students	1 per 190 students
Administrative Staff Available for In-Person Learning	1 or more at open sites	1 or more at schools with enrollment of less than 950 students 2 or more at all other sites	2 or more at all sites
Transportation Staff Available	89% of runs for students needing transportation* (Approx. 1,000 runs)	91% of runs for students needing transportation* (Approx. 1,200 runs)	91% of runs for students needing transportation* (Approx. 1,200 runs)
Food and Nutrition Managers Available	90% of available managers*	90% of available managers*	90% of available managers*
Custodial Staff Available	94% of available custodial staff*	94% of available custodial staff*	94% of available custodial staff*

*=Percentage considers available subs and central office resources to cover absences

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Staffing Availability - Groups 1-4

- Teachers and Classroom Instructional Support staff surveyed about intent to return for in-person instruction.

- We heard back from 56% of individuals surveyed. Available data shared with principals to inform staffing next steps.

- 84% of those who responded indicated a desire to return to support in-person instruction. Non-respondents default to in-person instruction.

- Of those indicating a desire not to return responses included:

New ADA Request	EFMLE (Childcare)	LOA	Resign/Retire
259	47	41	11

Status of ADA Requests as of 10/14/2020

Total Requests for Reasonable Accommodations=2,474

Employee Group	Requests	Approved*	Denied**	In-Progress	Unassigned (New Requests)
Teachers	1,751	751	4	853	143
Classroom Support	281	88	11	127	55
School-Based Administrators	22	15	0	5	2
Operational	420	153	5	201	61
Totals	2,474	1,027	20	1,186	261
		42%	**>1%**	**48%**	**10%**

*Approved means the ADA request was accommodated. This could mean 100% telework, or some combination of telework and in-person.

**Denied means the employee cannot be accommodated because they are physically needed back at the worksite. The next step in the ADA process is to determine if FCPS has any other openings for that employee, which the employee qualifies for, and can do via telework. After FCPS exhausts the reassignment process, the employee is offered the final accommodation of an unpaid leave of absence for the remainder of SY21.

Planning for Staffing Availability

Groups 1-2
- School administrators notified staff needed to support Groups 1-2
- Sufficient staff to support these Groups
- Small number of students re-assigned in Group 2

Groups 3-4
- School administrators in process of notifying staff expected to return to support Groups 3-4
- School administrators will report staffing gaps to HR and plan for coverage

Groups 5-8
- Divisionwide communication to staff needed to support these Groups forthcoming

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School & Staff Readiness

Tentative Phase-in Timeline*

	October			November		January	February
	5	19	26	16	30	4	1

COHORT LEARNING ②

Group 1: Select Specialized Career Prep Classes

Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes

Group 3 & 4: Select EL,Specialized Career Prep Classes, and Spec. Ed. [Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary]

Group 5: Early Head Start (infants and toddlers) PreK (three and four year olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program @ Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in spec.ed. settings]

Group 6: Grades 1-2, and Specialized Career Centers- Spec.Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)

HYBRID LEARNING ③

Group 7: Elementary School Students in Grades 3-6, Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)

Group 8: Middle and High School Students in Grades 6-12 and Davis & Pulley Career Centers

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Instructional Model Comparison

In-Person Students	100% Virtual Students
- Students receive 4 days of teacher-led instruction per week 2 days of in-person instruction; 2 days of synchronous virtual instruction (using a concurrent instructional model) - Complete independent learning activities on Mondays - Maintain current daily schedule as possible - Remain with current teachers and students as possible	- Students receive 4 days of teacher-led instruction per week - Uses a full-time virtual/online instructional model - Complete independent learning activities on Mondays - Maintain current daily schedule as possible - Remain with current teachers and students as possible

Concurrent Instruction

at school

A model in which instruction is accessed concurrently by students in-school and at-home

at home

Concurrent Instruction: Schedules

The Concurrent Model is the only way to maintain 4 days/week of teacher-led instruction for in-person students

ES Concurrent Instructional Schedule				
	Tuesday	**Wednesday**	**Thursday**	**Friday**
Group A	**In-School**	**In-School**	**Online**	**Online**
Group B	**Online**	**Online**	**In-School**	**In-School**
Group C *(full time online)*	**Online**	**Online**	**Online**	Online

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

Mondays would become full-day independent learning for students as groups/grade levels phase-in

Concurrent Instruction: Benefits

- Provides Student/Staff Scheduling Flexibility
  - Currently many classes/sections are mixed with in-person and online students; concurrent instruction would not require class/schedule changes

- Maximizes Synchronous Learning Opportunities
  - Allows in-person students to "log into" class on at-home days; provides 4 days of synchronous instruction (2 in-person, 2 virtual)
  - Allows for continued instruction during quarantine/absences

- Planning Time & Preparation
  - Does not require teachers to plan separate learning activities for in-person and online students; does not require double planning

- Aligns In-Person and Full-Time Online Student Schedules
  - Provides the same number of synchronous learning days for online and in-person students.

Concurrent Instruction: Challenges

- Additional teacher preparation on top of current workload challenges as teachers transition to concurrent model

- Additional planning time necessary to support successful implementation (*Monday full-day planning time to be provided beginning 2 weeks prior to in-person group phase-in*)

- Classroom management challenges in attending to learning needs of both in-person and online students

- Quality of video and audio may impact the learning experience for students in each instructional group

Concurrent Instruction: Preparations

- Synthesizing best practices from research literature

- Collaborating with other school divisions on best practices

- Preparing for Pilot to begin the Week of Oct 19th
  - West Springfield High School (English, mathematics & science)
  - Kings Park (1st grade)
  - Testing technology and implications for teaching and learning
  - Number of Pilot sites will scale up later in October

- Developing Professional Development and guidance for scaling

Sample K-2 Schedule

Time	Activity	In-Person/Virtual Cohort	Full-time Online Cohort
9:00-9:10	Logging on	Unpack for the day, handwashing	Log on to Google Meet/Blackboard Collaborate Ultra
9:10- 9:30	Morning Meeting	Community building of In-person and at-home students	
9:30-10:30	Language Arts	Whole class focus lesson, followed by small group instruction and independent activities	
10:30-10:40	Break	Bathroom Break	Screentime Break
10:40-11:00	Science or Social Studies	Whole group that may include science experiments or project-based learning, class discussion	
11:00-11:30	Special	Participate in art, music, PE or other school-specific special.	
11:30- 12:00		Lunch	
12:00-12:30	Break	Recess	Student/Family Choice Activity
12:30-1:20	Math	Whole class focus lesson, followed by small group instruction; small groups, independent activities.	
1:20-1:30	Break	Bathroom Break	Screentime Break
1:30-2:30	Specialized Instruction	Students receive synchronous small group instruction (classroom, SPED, AART or ESOL teachers) or complete collaborative or independent assignments	
2:30- 3:20	Choice Activities	Student Choice Activities (screentime free)	Student/Family Choice Activities (screen-time free)
3:20-3:30	Wrap up Day	Pack-up for the day	

School and Staff Readiness

Schedules
Creating and communicating schedules to staff and families to include in-person, transportation, and online information

Change in Instructional Delivery
Providing planning time for teachers returning to in-person teaching to prepare for shift in instruction

Preparation of Classrooms
Setting up of spaces to be used for in-person learning

School Nutrition
Planning for students to access meals while at school

Technology Readiness
Ensuring equipment and bandwidth are available to meet the needs of returning staff and students

Wellbeing of Staff
Ongoing monitoring and care for the stress and workload of staff

Elements Guiding Phase-in Decision-Making

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Green: Go/Dial Up; Yellow: Caution; Red: Stop/Dial Back

Summary

- Current Fairfax County Data, based on the VDH Indicators and risk thresholds for transmission of COVID-19, support expanding in-person cohort instruction in Operational Level 2

- All mitigation strategies recommended by CDC are in place

- Planned response to confirmed cases in collaboration with the Fairfax County Health Department has been established

- Student/family option to continue virtual learning in place

- Decision-making metrics support expanding in-person cohort instruction to Groups 5-6 (PK-Grade 2) in November (subject to final staffing gap analysis)

- Need Board consensus to proceed with the timelines outlined for groups 5-8, subject to health and operational metrics, and use of concurrent instructional approach.

School Board
Discussion & Questions

www.fcps.edu