Fairfax County PUBLIC SCHOOLS
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FCPS REOPENING OF SCHOOLS, PART II

DRAFT PLANS FOR FALL 2020

June 23, 2020
School Board Work Session

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WORK SESSION OUTCOMES

1. Review Reopening School Scenarios

2. Provide response to information requests from June 15 Board Work Session

3. Provide timeline for key decision points

4. Board discussion on Reopening School Model

5. Board discussion on Reopening School Budget needs

Topics from June 15, 2020 Work Session

- Governor Northam's Guidance on Reopening Virginia's Schools
- Fairfax County Health Department COVID-19 Update
- CDC's Guidelines for Ensuring Safe Learning and Working Environments
- Reopening School Scenarios
- Preparations and Plans for Future Shutdowns
- Supports for Staff
- Supports for Families
- Summer Programs
- Athletics
- Communication Plan
- Timelines
- Budget

INTRODUCTION:

FCPS REOPENING SCHOOLS PLAN

- ○ Task Force:
  - ■ Structure
  - ■ Charge
  - ■ Acknowledgements
  - ■ Guiding Principles
  - ■ Superintendent's Recommendations

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	Instruction	Technology	Communication	Community Partnerships	Human Resources
Action Team Leads: Jeff Platenberg Douglas Tyson	Action Team Leads: Sloan Presidio Teresa Johnson Mark Greenfelder Fabio Zuluaga Nardos King	Action Team Leads: Marty Smith Tracey Jewell Jay Pearson	Action Team Lead: John Torre	Action Team Leads: Maura Burke Leona Smith	Action Team Leads: Helen Nixon 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**

GUIDING PRINCIPLES FOR REOPENING PLANS

1. Ensure safe learning and working environments for students and staff
2. Maximize family choice in student learning format
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, support, and flexibility necessary for staff to prepare for successful school year
5. Provide proactive, clear communication (with translations) to all families and staff

SUPERINTENDENT REOPENING RECOMMENDATIONS

Support plan to provide **choice to families** to the greatest extent possible:

- Families may request to attend school with social distancing (Scenario 2); or
- Families may request to enroll in full-time online program for entire school year (Scenario 3)

Support plan to provide **choice to staff** to the greatest extent possible:

- Staff may request to teach in-person with social distancing (Scenario 2); or
- Staff may request to teach online for the school year (Scenario 3)

Support CARES Act Budget Priorities

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.aasacentral.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)

Key Enhancements for School Year 2020-21

1. FCPS will strive to provide maximum flexibility in support of **student and staff choice** including:

   a. Providing **full-time online learning option to any student** during SY20-21;

   b. Allowing **any teacher to request a full-time online teaching assignment;** teacher placements will be contingent upon student enrollment numbers in the online program; teacher placement decisions will be tiered by individual teacher's medical need, family medical need, and preference;

   c. Providing **flexible leave and telework assignments for employees at high risk of severe illness** as defined by CDC criteria

2. All school operating scenarios will ensure **consistent implementation of divisionwide instructional schedules that provide significantly more synchronous student-teacher interactions** via a reliable, safe, and secure virtual learning platform

3. **Attendance will be required** in all school operating scenarios

4. **Grading will be required** in all school operating scenarios

5. **Laptop computers will be provided to all students PK-12** to support learning access in all school operating scenarios

Next Step Request

What are the reopening plans for other jurisdictions in the region, in Virginia, the nation's large school divisions, and international school systems?

Collaboration Among NOVA School Divisions

NOVA region school divisions including Alexandria, Arlington, Fairfax City, Fairfax County, Falls Church, Loudon, Manassas City, Manassas Park, and Prince William County have been meeting weekly to share information regarding planning for the new school year.

- NVRC Superintendents are exploring the potential for common practices across the region

- NVRC Superintendents are also collaborating with NVRC chief administrators (County Administrators, County Executives, etc.)

Local School Divisions Reopening Plans

Reopening Plans are underdevelopment following State and public health guidelines

Loudoun County - Developing plan similar to Fairfax with options focusing on more synchronous learning, structured schedules across the division aligned to the required public health precautions

Prince William County - Plan to be released in mid-July

Montgomery County - Following Maryland Recover Plan documents - have not adopted firm plans as of June 18

Falls Church City - Similar scenarios to Loudoun and Fairfax

Alexandria City - Still developing reopening plan approach

Arlington County - Exploring a variety of models (e.g., staggering schedules) to provide in-person instruction while ensuring physical distancing and protecting the health and safety of our staff and students

Virginia Beach - Plan under consideration - Scenario 1: Schools reopen without significant physical distancing or other public health mitigation strategies. Scenario 2: Schools reopen with physical distancing and/or other public health mitigation strategies. This scenario would involve a combination of remote learning with face-to-face instruction. Scenario 3: Schools would remain closed and students would continue to engage in remote learning

FCPS Participation in Large Countywide Schools Consortium

- FCPS is a member of a [Consortium](#) of large countywide school divisions that includes some of the nation's largest public school systems including: Baltimore, Charlotte, Cobb, Fulton, Greenville, Gwinnett, Mesa, Montgomery, Palm Beach, Virginia Beach, and Wake

- Consortium members have been meeting on a regular cadence since February to discuss COVID-19 response and to plan for reopening schools

- Most Consortium divisions' reopening plans are still underdevelopment

- Plans can be shared with FCPS Board as they are released

Consortium School Divisions

Reopening Plans are under development pending public health guidelines

Gwinnett County: Preliminary Plan - school would begin on August 5, 2020 with digital learning for all students and small-group, in-school opportunities for new students and kindergartners to introduce them to the digital learning platform; some in-class support for students in grades 1–3 would also be provided.

Bellevue: Planning for three options - (1) all students remote learning, (2) social distancing with a combination of remote learning and in-school learning (driven by student-centered scheduling), (3) all students attending school in-person with social distancing.

Wake County: Three options under consideration - (1) all students in school at the same time, (2) 50% of students in school with others learning online, and (3) all students learning from home. School Board recently approved to have administrators plan for a virtual learning program that would be offered next school year even if campuses reopen for in-person instruction.

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	Face to Face for Early Grades, Special Needs, Upper Grades	Hybrid models, focus on face to face where possible	Hybrid models, focus on face to face where possible	Face to Face for Upper Grades, Special Needs, Early Grades

Source: EAB research services

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?

ALL YES →

ANY NO ↓ **DO NOT OPEN**

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 ↓ **MEET SAFEGUARDS FIRST**

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 → **OPEN AND MONITOR**

ANY NO ↓ **MEET SAFEGUARDS FIRST**

cdc.gov/coronavirus

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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 any student during SY20-21; program/course offerings may be limited due to teacher availability and scheduling constraints.

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

Any teacher may request to be assigned a full-time online teaching assignment; teacher placements will be contingent upon student enrollment numbers in the online program; teacher placement decisions will be tiered by individual teacher's medical need, family medical need, and preference.

Are we able to screen students and employees upon arrival?

FCPS continues to partner with Fairfax County Health Department to further develop and refine daily health screening protocols for students and staff

FCPS will also utilize a **daily health screening process** that requires parents to self-report their child is asymptomatic and has not 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

CDC DECISION TREE

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

Please keep a safe distance of 6FT APART

- 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
- Desks will be separated by up to a six feet distance and will face the same direction
- Students will eat meals in classrooms whenever possible

CDC DECISION TREE

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

CDC DECISION TREE

Next Step Request

Daily health screenings, reporting, who will monitor, will students be allowed in school and on bus if they are not complete

Daily Health Screenings - Final Details by 7/23

- Virginia's Reopening Plan states that school divisions should "conduct daily health screenings for symptoms and history of exposure for students and staff, such as those described in CDC guidelines."

- FCPS work group is currently working with the Fairfax County Health Department to finalize protocols for screening, reporting and monitoring of student health screening

- Families will be required to conduct a health screening of their children daily to assess for COVID 19 symptoms

Health Screening Form Considerations:
- Daily form, App, lanyard
- One-time annual supplement to the Emergency Care form (SS/SE-3)

Bus Guidelines:
- All students will be allowed on the school bus; students without form will be assessed at school
- Masks will be required on bus; will be provided if needed

Students Without Verified Screening:
- Will be screened at school

School Year 2020-21
School Operating Scenarios

SY20-21 School Operating Scenarios

SCENARIO 1: Virtual Learning for All	SCENARIO 2: In-School Learning with Health and Social Distancing	SCENARIO 3: Full-time Online Learning by Request (Not Limited to Medical Need)
• No students allowed in school buildings • All instruction delivered through enhanced distance learning, including expanded digital access and digital curriculum resources • This approach would be **used in the event of a resurgence of the COVID virus** that requires closure of a school or schools	• Goal is to provide in-school instruction as frequently as possible to all requesting families • State guidelines may necessitate reduced in-school capacity in Phase II and Phase III (e.g., 50% capacity) • 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	• Full-time online enrollment for students based on family request and **year-long commitment** • Students continue to attend daily online program even if the division moves in and out of in-school and virtual learning models • Cannot guarantee all specialty programs or electives; program and course offerings may be limited due to teacher availability and scheduling constraints

ELEMENTS PRESENT IN ALL SCENARIOS

Technology and Connectivity:
- All MS and HS students will have access to a laptop through FCPSOn
- ES students will receive laptops as needed (22,000 additional laptops have been ordered to augment current inventory)
- Expanded home Internet access for all students with additional MiFis and ISP partnerships (free and low cost internet)
- Reliable, safe, and secure virtual learning platform

Assessment:
- Division assessment program will identify individual student learning needs at every school

Digital Resources:
- Division purchase of digital intervention platform (K-6) for literacy and math
- Division purchase of digital texts PreK-2 for reading instruction

Curriculum:
- Division will provide teachers with streamlined curriculum guidance and resources

Social Emotional Learning (SEL) and Wellness:
- Focus on social-emotional learning, relationships, and supporting transitions
- Mental health resources and supports

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 special education meetings (LSC, 504, reevaluation, eligibility, IEP, staffing, etc.)

English Learners (ELs)

- Ensure 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

Next Step Requests

Provide further details on academic supports as well as socioemotional curriculum with the assessment of staffing needs

What social, emotional and behavioral supports will we offer

Find innovative approach for regular (i.e. daily) mental health and social emotional support for all students with a particular focus on engagement and well-being

Multi-Tier System of Support (MTSS)

- During school closure, school teams followed the division's multi-tiered system of support (MTSS) model utilizing a **three-stage approach** to identify and connect with families who struggled to engage in distance learning and/or were in need of academic and social emotional supports:
  - Stage 1: Outreach and Connection
  - Stage 2: Identification and Monitoring
  - Stage 3 Reporting

- During SY2020-21, academic supports will include focus and review for essential standards through whole/small group instruction (Tier 1) and individual student interventions (Tier 2 and 3)

- A series of professional development (PD) modules are being developed to support instructional staff in the areas of social and emotional learning, and mental health supports as FCPS returns to school this fall (Tier 1); school counselors, psychologists, and social workers will provide additional interventions (Tier 2 and 3)

Social-Emotional Learning and Mental Health

- Morning meeting/check-ins, intervention blocks, or advisories will be used to provide instruction in social emotional learning and relationship-building. Summer curriculum review/writing will include updates to SEL resources which will be available for school teams to utilize at the start of the school year.

- Required professional development for instructional staff will focus on understanding mental wellness and the tools appropriate for non-clinical staff to use as they support students in an educational setting, including Tier 1 Social-Emotional (SEL) lessons

- Clinical and counseling staff will provide mental health support and resources, including group counseling and consultation for students and families as needed at Tier 2. At Tier 3, the clinical and counseling staff will conduct individual counseling with students and related consultation with families and staff

- Purchase of a wellness screener

- Support staff (i.e. Behavior Intervention Teachers, Applied Behavior Analysis Coaches, School Psychologists) will support students, parents/guardians with additional interventions and resources

SCENARIO 1: VIRTUAL LEARNING FOR ALL

This approach would be **used in the event of a resurgence of the COVID virus** that requires closure of school/s

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; daily office hours; common ES/MS/HS CLT day provides consistency for families with children in both ES and MS/HS levels

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

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

Health Monitoring Protocols
FCPS continues to partner with Fairfax County Health Department to further develop and refine daily health screening protocols

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

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

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

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Next Step Request

Keep children from the same family on the same rotation in Scenario 2

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

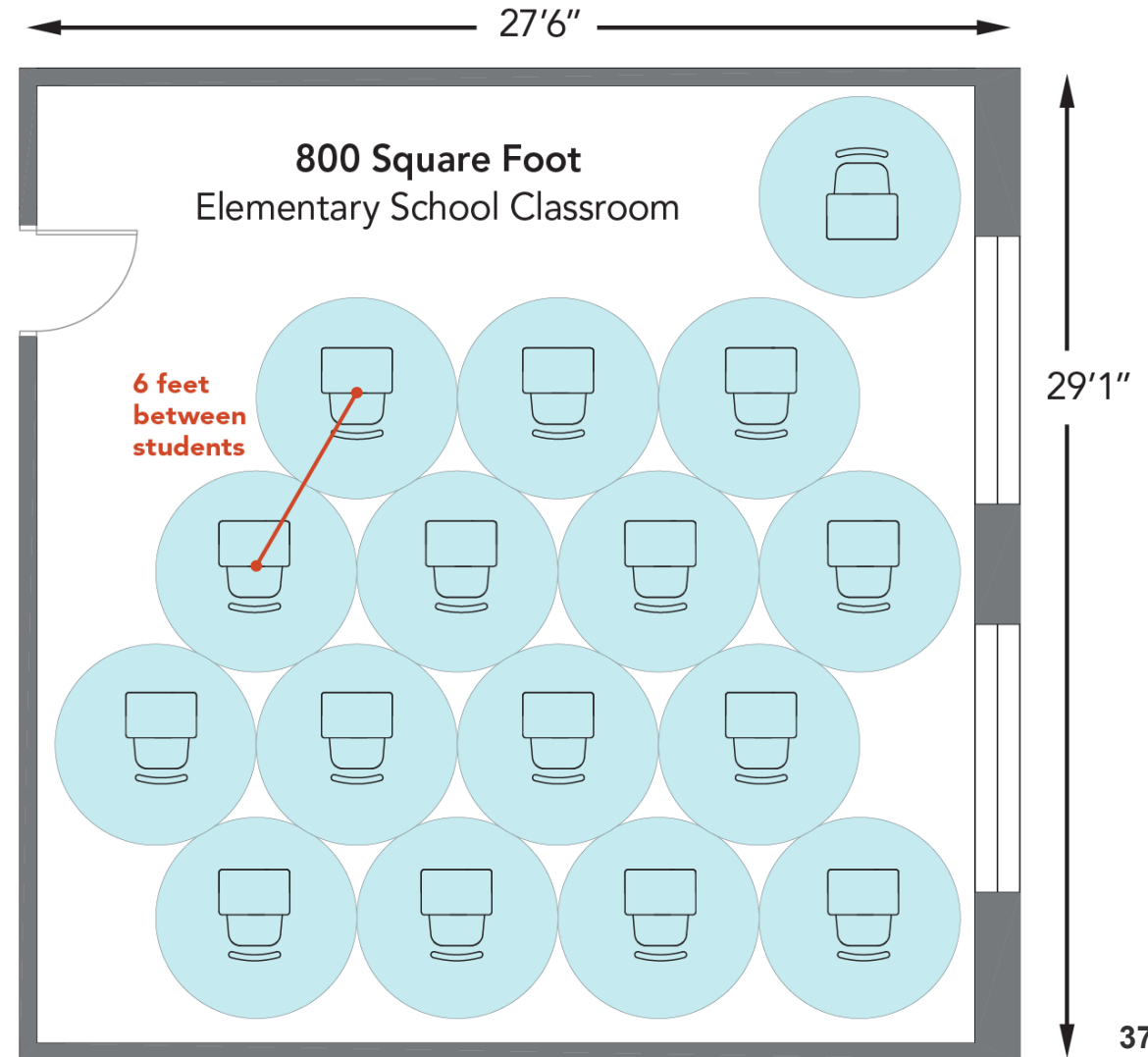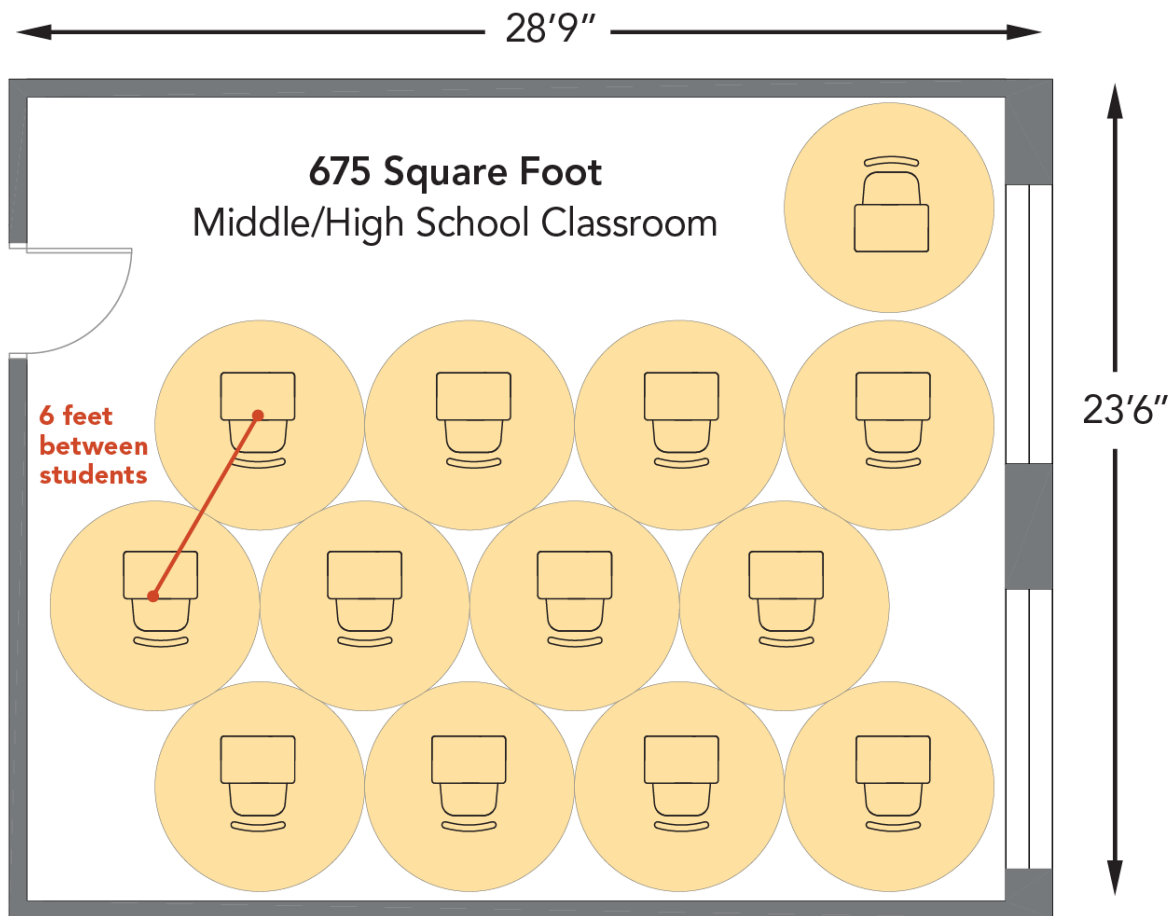Student schedules will be assigned alphabetically to support families with students in multiple grades

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

Monday	Tuesday	Wednesday	Thursday	Friday
Intervention Block for Selected Students - AM	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
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)

- The 50% model represents a minimum of 2 days per week of in-school instruction

- As staff receive actual student registration data for full-time online enrollment, FCPS may be able to increase the amount of daily in-school instructional time for families requesting the in-school option

- We will explore possibilities for assigning students and staff across schools, pyramids, and regions in order to maximize in-school learning opportunities

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Possible Classroom Layout

675 Square Foot
Middle/High School Classroom

28'9"

23'6"

6 feet between students

800 Square Foot
Elementary School Classroom

27'6"
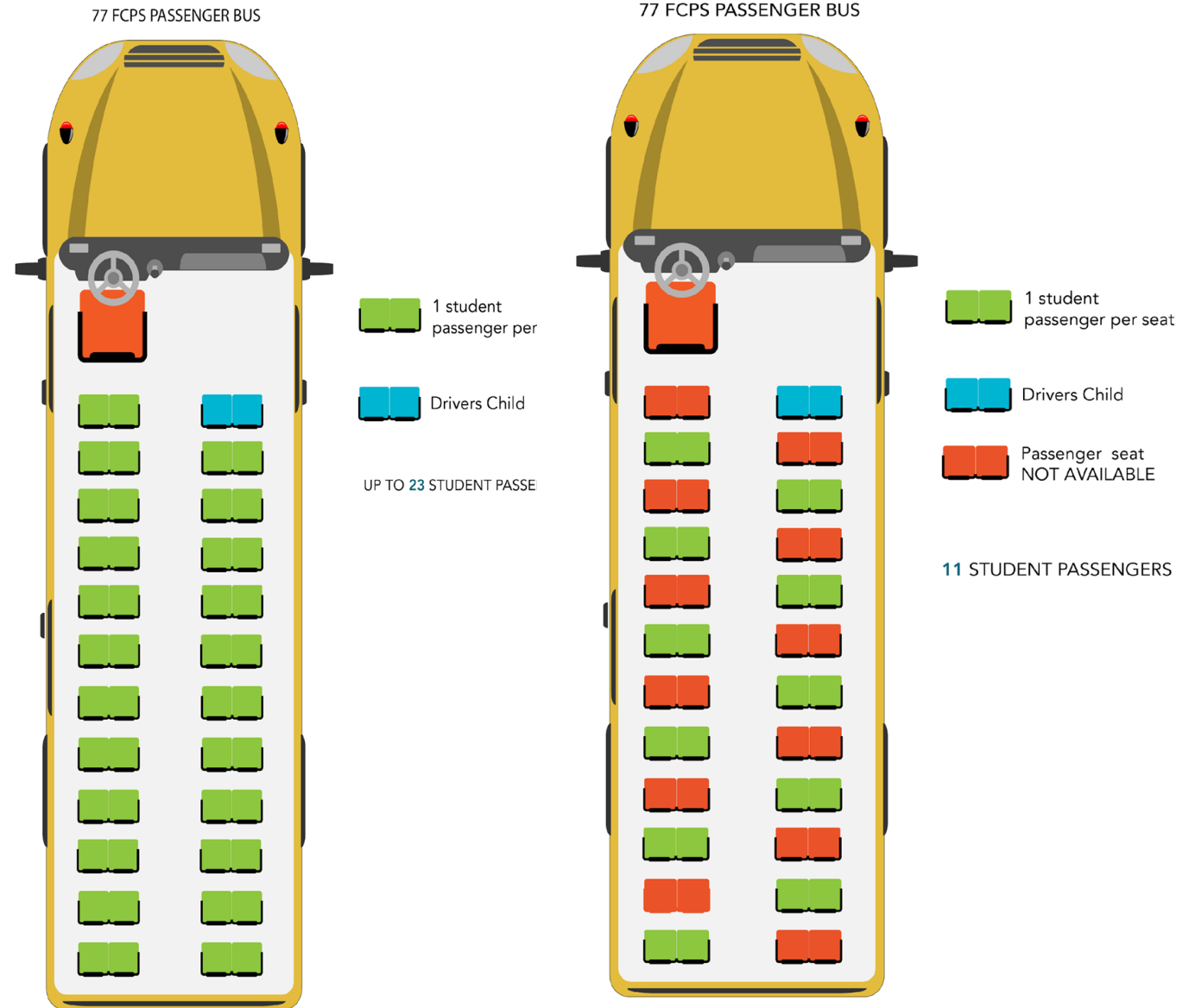
29'1"

6 feet between students

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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 adding 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

77 FCPS PASSENGER BUS

1 student passenger per

Drivers Child

UP TO 23 STUDENT PASSE

77 FCPS PASSENGER BUS

1 student passenger per seat

Drivers Child

Passenger seat NOT AVAILABLE

11 STUDENT PASSENGERS

Adjusted Bell Schedules

- Eliminates the need for additional buses and drivers

- Ensures time for social distancing measures, loading/unloading on school campus, appropriate PPE for student riders and required bus cleaning protocols

- Availability of academy and mid-day shuttles will likely be impacted due to adjusted bell times and driver availability

Current Schedules	Proposed Schedules
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

- Note: families will be encouraged, whenever possible, to utilize non-school bus transportation methods

Next Step Request

Include options for students to opt out of in-person instruction (Scenario 3) regardless of medical need

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SCENARIO 3: FULL-TIME ONLINE LEARNING BY REQUEST (NOT LIMITED TO MEDICAL NEED)

CONDITIONS & REQUIREMENTS:

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

- Provide full-time online learning option to any student during SY20-21

- Allow **any teacher to request a full-time online teaching assignment;** teacher placements will be contingent upon student enrollment numbers in the online program; teacher placement decisions will be tiered by individual teacher's medical need, family medical need, and preference

- Work to ensure equity of opportunity with family choice by coordinating schedule requests at individual schools, within pyramid/regions, and across the division

- 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 in-school or online program enrollment no later than **July 10, 2020**

- Commitment to online learning service model for the entire 2020-21 School Year

- May include larger class sizes in Online program to maximize student course selections and to maximize number of students able to attend in-school instruction under social distancing guidelines

- Understand that FCPS cannot guarantee availability of all programs and course offerings (e.g. immersion, magnet, IB, AP, specialized electives); program/course offerings may be limited due to teacher availability and scheduling constraints

SCENARIO 3: FULL-TIME ONLINE LEARNING BY REQUEST (NOT LIMITED TO MEDICAL NEED)

Teacher/Class Assignment

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

MS/HS: Utilize dedicated base school staffing, Online Campus, or Virtual Virginia

Curriculum

ES/MS: Language Arts, mathematics, science, social studies, English Language Development (ELD), HPE, specials/electives

HS: Language Arts, mathematics, science, social studies, ELD, 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/HS: Student schedules will be aligned to base school schedules

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

Next Step Request

Who is the point person/expert for our technology efforts, what are the roles of those participating in the Technology Council, what are their roles and how they are working with staff?

Technology

FCPS technology planning and decision-making is conducted through a collaborative management approach currently led by Marty Smith and supported by senior IT directors:

- Sandy Kretzer - Enterprise Information Services
- Tracey Jewell - Information Technology Support Services
- Tom Vandenburg - Information Technology Operations

These directors are also being supported by members of the Superintendent's Technology Advisory Council who are actively involved in efforts to ensure a safe, secure, and reliable learning platform is available to all FCPS students and staff with a focus on:

- Reviewing video-conference contracts and service level agreements to ensure reliable vendor performance during enhanced distance learning scenarios in SY20-21
- Reviewing laptop distribution plans to support timely procurement and distribution of student computer and WiFi devices prior to the start of the school year

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
  - Allow **any teacher to request a full-time online teaching assignment;** teacher placements will be contingent upon student enrollment numbers in the online program; teacher placement decisions will be tiered by individual teacher's medical need, family medical need, and preference

- **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

Next Step Request

Look at the deadline for staff commitments and resignations at next work session

Staff Commitments and Deadlines

- Regulation 4291.6 establishes an annual June 15 deadline for resignation by licensed employees who do not plan to return for the upcoming school year

- **The deadline for licensed staff to resign for the 2020-21 school year has been extended until June 30, 2020** - all staff have been notified of this extension

- Non-licensed employees may resign with a two-week notice at any point in the year

- Additionally, an intent form is being developed to ascertain the ability and preference of staff to return either in-person or virtually for the upcoming year

SUPPORT FOR FAMILIES

Goal: Ensure that all families have the information, supports, and resources necessary 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

Next Step Request

What are the County's plans for their Fall SACC reopening, and how will their operations resemble FCPS' in-person instruction plans?

Child Care Opportunities Being Explored

SACC Options:

- SACC is exploring their ability to expand current SACC functionality.

- The need for child care is being collected through FCPS Family and Staff Surveys and will be shared with the County

- FCPS will continue to partner with the County on SACC options for SY20-21

- Pre-COVID SACC sites had space available.

Community Partnerships:

- **Regulated Child Care Programs:** Connect families with licensed community child care through Fairfax County Office of Children's Child Care search

- The County is working with regulated providers to expand child care services to school aged children.

- Over 2000 regulated programs in Fairfax. Almost half are currently opened with additional programs indicating they will open soon. Open programs have vacancies at various ages.

Next Step Request

Provide a communications plan with more specificity to demonstrate how stakeholder input will be considered

Communication Plan: Stakeholder Input

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

Communication Timeline
- June 19 - Family and Teacher survey (data available 6/22)
- June 23 - Board Work Session Return to School
- June 26 - Communicate Reopening of Schools plan to staff/community/stakeholders
- July 10 - Staff and student registration for full-time online program enrollment due
- Mid-July - Countdown to Day One: Weekly communication to Board, parents, and staff with return to school updates

Stakeholder Feedback Opportunities and Consideration
- Complete survey analysis and report key findings and trends to the board through SBWS and other briefings beginning 6/23
- Continue Town Hall structure to promote two-way communication
- Maintain general email account ReturntoSchool@fcps.edu to continuously receive input from parents and community members - complete weekly analysis of email trends beginning June 26
- Maintain and update dedicated web page – include information on schedules, transportation, distance learning, technology, food, mental health resources, community resources, health/safety, etc.

Communication Toolkit for Internal Communicators (Principals, School Board, Parent Liaisons, Others) - under development

Family and Teacher Survey Data

Surveys closed on Friday, June 19, 2020

Survey Focus:

- Level of Comfort with Return to School Scenarios
- Top Considerations Associated with Comfort Level for Reopening Scenarios

Survey Participants:

	Total Completed	Elementary	Middle	High	Other Staff
Families	124,271 (65% response rate)	58.0% (n=66,887)	14.9% (n=17,199)	26.7% (n=30,808)	
Staff	18,398 (66% response rate)	8,744 (68% response rate)	2,058 (61% response rate)	4,011 (59% response rate)	3,585 (71% response rate)

Subgroup Percentage and Count on Family Survey

	Family Response	Total FCPS Membership
Asian	18.3% (n=22,752)	19.5% (n=36,983)
Black	6.6% (n=8,232)	9.8% (n=18,647)
Hispanic	16.0% (n=19,830)	26.8% (n=50,904)
White	41.6% (n=51,755)	37.8% (n=71,841)
Students with Disabilities	16.3% (n=15,214)	15.4% (n=29,153)
English Learners	8.5% (n=7,987)	19.5% (n=36,980)
Economically Disadvantaged	11.3% (n=12,837)	30.0% (n=56,904)

Family Survey Data

Key Findings:

- 51% of families indicated they were comfortable or highly comfortable sending children back for in-school instruction with social distancing guidelines in place

- 42% of families indicated they were likely or highly likely to select full-time online enrollment

Scenario 2: 50% of Students in-school 2-3 days/week	
Highly Comfortable	15% (14,339)
Comfortable	36% (34,569)
Uncomfortable	22% (21,612)
Highly Uncomfortable	18% (17,669)
Not sure how I feel	8% (8,091)

Scenario 3: Likelihood of Use (n= 94,034)	
Highly Likely	18% (16,873)
Likely	25% (23,464)
Unlikely	32% (29,691)
Highly Unlikely	26% (24,006)

Staff Survey Data

Staff Level of Comfort with Return to School Scenarios (66% response rate)

Key Findings:

- The same percentage of staff (43%) report feeling uncomfortable as those who report feeling comfortable (43%) about returning to the worksite with social distancing in place

- For most comparisons, staff reported discomfort with the general return to work scenario and an even split between comfort and discomfort with the return with Scenario 2

	Return to School / Worksite with Social Distancing of Students (n=18,005)
Highly Comfortable	11% (1,901)
Comfortable	32% (5,744)
Uncomfortable	26% (4,707)
Highly Uncomfortable	17% (3,131)
Not sure how I feel	14% (2,522)

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

Next Step Request

Clarify the CARES ACT budget process

CARES ACT Budget Process

Friday, May 15, 2020:

- CARES Act ESSER Grant Kick-off Meeting

Monday, June 1, 2020:

- Send out private school Letters of Intent (LOI)

Monday, June 15, 2020:

- Reopening Schools Board Work Session

Tuesday, June 16, 2020:

- Send out second private school LOI's for schools that were non-responsive

Thursday, June 18 - 20, 2020:

- Reopening Schools Public Hearings

Tuesday, June 23, 2020:

- Reopening Schools Board Work Session

Wednesday June 24 - July 16, 2020:

- Draft narrative, budget, manage private school consultation, affirmation statements & service plans

Friday, July 17 - 23, 2020:

- Finalize application

Friday, July 24, 2020:

- Submit application, private school LOI's, affirmations, and service plans to VDOE

SUPERINTENDENT REOPENING RECOMMENDATIONS

Support plan to provide **choice to families** to the greatest extent possible:

- Families may request to attend school with social distancing (Scenario 2); or
- Families may request to enroll in full-time online program for entire school year (Scenario 3)

Support plan to provide **choice to staff** to the greatest extent possible:

- Staff may request to teach in-person with social distancing (Scenario 2); or
- Staff may request to teach online for the school year (Scenario 3)

Support CARES Act Budget Priorities

Timelines for Key Decisions

- **By June 26, 2020:**
  - Communicate decision regarding reopening plan for SY 2020-21
  - Release registration process to families and staff regarding full-time online interest for SY 2020-21

- **By July 10, 2020:**
  - Teachers submit intent to request full-time online teaching assignment
  - Parents submit intent to enroll children in full-time online program

- **By August 10, 2020:**
  - For in-school option, inform families what days of the week their children will receive instruction at the elementary school level

- **By the Week of August 17-21, 2020:**
  - Communicate individual student schedules at the middle and high school levels
  - Communicate technology distribution plans

THANK YOU!

School Board Budget & Policy Discussion