



STAYING
CONNECTED
AND READY
TO LEARN



OUR DISTANCE LEARNING PLAN FOR
CONTINUITY OF LEARNING
SPRING 2020

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Introduction to the FCPS Distance Learning Plan

The FCPS Distance Learning Plan is intended to communicate the division's approach to providing ongoing high-quality academic, social-emotional, and wellness supports for students and families throughout the school closures in spring 2020. Decisions about when school campuses will reopen are made by the Fairfax County Superintendent and School Board under direction of the Governor and in consultation with the county health authority. Questions and feedback from families, students, and the community are continuously reviewed by the division's senior leadership and School Board to enable agile responses to developing community needs.

Fairfax County Public Schools remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Through our Distance Learning Plan, FCPS will provide students with diverse learning experiences that prepare them for academic success as teachers creatively challenge and inspire their students with engaging and meaningful learning activities.

As we have developed our Distance Learning Plan, we acknowledge that distance learning cannot substitute for daily in-person instructional programs. Distance learning will require adjustments to the scope and sequence of our curriculum. These modifications will not compromise our standards. Our students will continuously develop and apply Portrait of a Graduate skills as communicators, collaborators, ethical and global citizens, creative and critical thinkers, and goal-oriented and resilient individuals.

To prepare for distance learning, teachers and school-based staff are receiving specialized training in techniques and strategies to connect remotely with their students to both maintain and strengthen relationships and to address the academic needs of individual learners, just as they would in face-to-face classroom environments. Distance learning requires different skills and approaches for students and teachers alike, whether it is a high schooler engaging with their whole class through online learning or an elementary student connecting with their teacher by phone to talk about their experience completing exercises from a weekly distance learning packet. Our school-based educators who are not in the classroom as well as our FCPS central staff are committed to supporting both our teachers and our students with the transition to distance learning and to providing a safe environment for them to experience learning in new ways.

Additionally, we recognize that schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.

Finally, our plan reflects our belief in taking a community-wide approach that supports the unique needs of students, teachers, and families.

Guiding Principles for Instruction and Health During Distance Learning

The following are guiding principles for each of our key stakeholders involved directly in our Distance Learning Plan.

Teachers require time to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check in with students, and time for their own health and family needs during school closure.

Students have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers' lessons; they likewise require time for their own health and family.

Families and caregivers should provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; and, certainly, they require time for their own health and family.

Distance Learning in FCPS

We acknowledge distance learning cannot substitute for daily in-person instructional programs; we are not trying to replicate the regular school day experience. While our educators are eager to engage with students and help advance their academic and social-emotional learning, we recognize that student-teacher and student-student interactions at a distance are not equivalent to the invaluable social interactions that foster learning within our normal school setting. Still, we are committed to partnering with our families and community to make the best possible learning experiences under our current circumstances of forced separation.

FCPS intentionally uses the term “distance learning” to describe our plan rather than “virtual learning” or “online learning.” This choice is based on two core ideas. First, we recognize that across grade levels and across our county’s geography, students have differing levels of access to reliable technology and the internet as a learning tool.

Second, we assert that quality learning can and does happen remotely with and without computers. That said, we have seen that technology can be a powerful learning tool and that virtual collaboration platforms help maintain a degree of the connections felt among students within a traditional classroom. Training and preparation time for teachers prior to and throughout distance learning will emphasize effective ways to utilize both digital and non-digital learning resources and techniques.

Role of Technology Tools in FCPS Distance Learning

Seeking to leverage technology to further learning opportunities and options, an important component of our distance learning plan is to mitigate inequities in technology and internet access. All high school students already have a personally-assigned laptop through the FCPSOn initiative. Laptops are also being distributed to middle school students and to elementary students with identified technology needs. Likewise, starting with high school, MiFi devices are being provided for students who do not have access to reliable internet.

For students with access to laptops and internet, teachers are expected to provide direct instructional experiences for students in a virtual learning environment. This includes a component of digital learning for all high school courses and digital resources and enhancements wherever feasible in elementary and middle school grades. However, at elementary and middle school, the possible lack of consistent technology access for students means teachers should not be wholly reliant on digital experiences to continue students’ learning.

High school students will continue to receive instruction and make progress in all of the courses in which they were enrolled prior to school closure using teacher-led synchronous and asynchronous digital learning experiences. School teams will monitor progress of all seniors to ensure they are on track for graduation, and teachers will monitor students’ access to course standards that were not taught before schools closed.

Role of Weekly Instructional Packets in FCPS Distance Learning

In recognition of the technology access challenges for students and families across our division’s elementary and middle schools, central office curriculum experts are developing and distributing weekly learning packets to ensure students have consistent access to appropriate, high-quality learning materials for their grade level content. Instructional packets will reflect a blend of review and reinforcement for previous learning and introduction of new learning. All learning packets have an embedded lens to foster students’ advancement of Portrait of a Graduate attributes and skills and integrate scaffolds to support students with English Language Development, Special Education, and Advanced Academic learning needs.

Instructional packets in grades PreK-6 focus on literacy and mathematics, with interdisciplinary connections in science and social studies, extensions, and choices to develop and maintain key concepts and skills in music, art, health, and physical education. In grades 7-8, packets address all four core content areas (language arts, mathematics, science, and social studies), while maintaining connections, extensions, and choices to continue development in fine arts, health, and physical education. Beginning after spring break, packets will include differentiated

Distance Learning in FCPS

advanced mathematics content for grades 5-6, based on students' course enrollment. In grades 7-8 mathematics, packet differentiation will extend to Algebra 1. Instructional packets for students with disabilities receiving an adapted curriculum will reflect this specialized curriculum.

Printed packets will be delivered to students' homes beginning with a collection of review materials the week of March 30. After spring break, packet delivery will resume with a blend of review and new learning. Electronic versions of the packets will also be available for families to access on FCPS 24-7 Learning. New instructional packets will be developed and distributed weekly through the end of the scheduled school year, as outlined in the table below.

INSTRUCTIONAL WEEK	PACKET FOCUS	ESTIMATED DELIVERY
Week of March 30	Review of Previously Taught Content	Monday, March 30
Week of April 6	Spring Break - No Packet	n/a
Week of April 13	Blend of Review, Practice, and New Learning	Saturday, April 11
Week of April 20	Blend of Review, Practice, and New Learning	Saturday, April 18
Week of April 27	Blend of Review, Practice, and New Learning	Saturday, April 25
Week of May 4	Blend of Review, Practice, and New Learning	Saturday, May 2
Week of May 11	Blend of Review, Practice, and New Learning	Saturday, May 9
Week of May 18	Blend of Review, Practice, and New Learning	Saturday, May 16
Week of May 25	Blend of Review, Practice, and New Learning	Saturday, May 23
Week of June 1	Review and Culminating Activities	Saturday, May 30
Week of June 8	Review and Culminating Activities	Saturday, June 6

Role of Learning Videos and eBooks in FCPS Distance Learning

[FCPS cable channels](#) provide instructional programming throughout the day and may be accessed through a cable television network for Fairfax County residents or via a live web streaming service. [Channel 21](#) provides elementary school content, [Channel 25](#) offers middle school content, and [Channel 99](#) offers high school content.

New elementary learning videos have been developed and will continue to be rolled out on Channel 21 specifically to support distance learning, with a special focus on literacy and mathematics. Videos are a core component of the distance learning plan for primary grades PreK-2 to accompany the learning activities within the weekly instructional packets. At grades 3-6, videos supplement and enhance materials within the weekly instructional packets.

Each school's webpage has a link to online library resources, including [eBooks](#) appropriate to students' grade levels and interests.

Special Considerations for Student Success with Distance Learning

Learning Supports for Students with Disabilities

Distance learning will include a mix of activities completed online and off the computer. Some students will need the support of a caregiver to complete the activities provided each week. When developing activities, teachers are encouraged to keep in mind some of the following principles of universal design for learning that will allow for greater access by all students.

Adaptable – Activities accommodate a wide range of individual preferences and abilities.

Simple and Intuitive – Activities are easy to understand.

Flexible – Activities provide multiple ways for students to demonstrate knowledge.

Information on strategies to make learning activities accessible, including available technology tools, will be made available in supplemental learning packets mailed to families of students with disabilities and posted to FCPS 24-7 Learning. Questions regarding provision of available accommodations during school closure should be directed to the student's case manager or 504 School-Based Coordinator.

As described above, FCPS is providing weekly instructional packets that will be distributed by mail and posted electronically for all students, PreK through grade 8, as one part of the Distance Learning Plan. This includes students accessing adapted curriculum and early childhood curriculum. The Office of Special Education Instruction will also be providing supplemental learning packets for all students with disabilities accessing the general curriculum. Packets for students with disabilities are as follows.

Students with Disabilities Accessing the Early Childhood Curriculum (Weekly, PreK)

Instructional activities for children ages 2-5 that increase in skill levels and move children toward stronger understanding and greater independence in the learning process

Activities for students to practice and apply skills while supporting their need for engagement, critical thinking, and movement

Students with Disabilities Accessing an Adapted Curriculum (Weekly, K-12)

Instructional activities for students in kindergarten through grade twelve will include math, reading, movement, and science/social studies activities, along with other important work and home skills

All activities have communication skills embedded within the activity to assist students with learning how to communicate in a variety of settings

Students with Disabilities Accessing the General Curriculum (Two Supplemental Resource Packets, K-8)

Strategies to support learning for all students, including quick tips for reinforcement, routines, and social skills

Instructional strategies to support reading, writing, and math activities

Students with disabilities accessing the general curriculum in grades K through 8 will receive this packet in addition to a packet containing general education activities

Special Considerations for Student Success with Distance Learning

Learning Supports for English Learners (ELs)

English Learners will receive access to the same high-quality grade-level instruction as all FCPS students. ELs will participate in grade-level instruction and activities as well as engage in daily English Language Development (ELD) activities to simultaneously develop English language proficiency, content understandings, and Portrait of a Graduate attributes.

It is important for students to read, write, speak, and listen to English everyday. ELD distance learning resources incorporate a variety of reading, writing, listening, and speaking activities. The Office of ESOL Services is collaborating with the subject-area teams to create accessible curriculum materials. Teachers intentionally scaffold content and amplify language and literacy that link to resources for planning distance learning for ELs. Teachers will ensure access and culturally responsive learning that recognizes students' background knowledge, language, and experiences as assets.

ESOL teachers will be available to provide support and will be reaching out to students and families. English Learners and families will also receive support from school-based Parent Liaisons. Additionally, FCPS provides Parent Information Phone Lines for families who speak a language, other than English. Phone responders will answer questions and connect families to resources.

PARENT INFORMATION LINES	
Amharic (አማርኛ): 571-423-4957	Korean (한국어): 571-423-4951
Arabic (العربية): 571-423-4952	Spanish (español): 571-423-4950
Chinese (中文): 571-423-4953	Urdu (اردو): 571-423-4955
Farsi (فارسی): 571-423-4954	Vietnamese (Tiếng Việt): 571-423-4956

Digital Citizenship Reminders

As we enter a distance learning environment, it becomes more important than ever to apply practices of good digital citizenship. Students have been learning digital citizenship in their courses all year, but reminders may be needed with the stresses of school closure. Adults and students both share a responsibility to model respect and polite, appropriate communication online. We can help each other maintain a safe and productive digital community by helping each other recognize when our words or tone are perceived as harmful by others. Resources to support staff and families can be found on the [FCPS Digital Citizenship](#) webpage.

Digital Tools and Resources for Distance Learning in FCPS

The FCPS Digital Ecosystem consists of the instructional tools and systems that coexist and interact to allow for the differentiation of time, pace, path, and place of student learning. Below are some tools that are available to all staff, students, and/or families. There are many other tools that will be used for distance learning that are available by grade level, course, and/or site.

TOOL/RESOURCE	AUDIENCE	DESCRIPTION AND ACCESS
Email	Staff, families	Email will be used for all major communications and announcements, including those from principals and the superintendent. Teachers and other instructional personnel will also use email to communicate, although they will use other platforms to interact with their students as well.
FCPS 24-7 Blackboard	Staff, families	All learning activities are to be placed in FCPS 24-7 Blackboard. Using Blackboard will provide caregivers the ability to see what is being assigned to students and help support them in completing assignments.
Horizon	Staff, students	The HORIZON test player is one component of the eCART suite of tools. HORIZON allows teachers to deliver central assessments and test items, and to develop and deliver school-wide and private assessments and test items.
Blackboard Collaborate	Staff, students	Teachers may host a collaborative learning session with a class or a small group of students. Participants receive an invitation to join the collaborative space in an assignment or email.
Google GSuite	Staff, students	G Suite for Education will be used as the tool for students to create and collaborate on work.
Google Classroom	Staff, students	Teachers may post assignments in Google Classroom and students may complete assignments there as well. All assignments must also be visible in FCPS 24-7 Blackboard to ensure caregiver access.
Library Catalog	Staff, students	Destiny Discover® is a student-friendly interface used to search for all your library's resources, from eBooks and print materials to subscription databases and digital resources—on any device. https://fairfax.follettdestiny.com
Library eBooks and Databases	Staff, students	A variety of resources for reading, information, and research are available to all students and staff on general as well as specific curricular topics. https://www.fcps.edu/resources/library/online-databases-and-e-books
Online Textbooks	Staff, students	Online Textbooks have been implemented in Mathematics for all grades, AP Science, grades 3-12 in Social Studies, HS English Language Arts, and World Languages classes https://www.fcps.edu/online-textbooks
Naviance	Staff, families	Naviance is a web-based resource accessed through FCPS 24-7 Blackboard for students in grades 7-12 that supports students in creating an Academic and Career Plan. Students can write goals and action plans that align with their strengths as well as explore college and career options.

Guidelines for Adults Supporting Students' Distance Learning

Adults play an important role in supporting students as they transition to and engage in distance learning. Teachers and caregivers are the key players in this support role. Guidelines in this section are intended to offer reminders and suggestions for these partners in supporting students' success.

Teacher Guidelines

In the transition to distance learning, teachers will be asked to think and work differently than they have in the past. Their underlying compassion, creativity, and perseverance are the traits that will most lay the path to success in this Distance Learning Plan. The following guidelines represent reminders to help our teachers thrive in this new environment.

1—Health, Safety, and Family First

In this time of pervasive and tangible health risks in our community, keep the health and safety of your students and yourself in the forefront. Be aware of rising stress or concern among your students and adjust your expectations to accommodate developing needs related to personal illness or the need to assist an ill family member. This guideline goes for yourself, as well. If you recognize that you are becoming ill or have a need to support a loved one, proactively connect with your teammates to ask for their temporary assistance in continuing the learning supports for your students.

2—Keep It Simple

Working and learning in an altogether new way can be overwhelming. Teachers are reminded to prioritize the most essential learning concepts for direct instruction while pacing to allow for a balance of review, practice, and new content, where appropriate. These measures can help to prevent frustration and stress on the parts of you and your students.

3—Begin with the Known

Especially in the early weeks of distance learning, teachers should continue using existing modes of communication and learning models, where possible. Both you and your students are more likely to get off to a strong start with distance learning if you maintain as much of the familiar as you can. As time goes on and you and your students are more comfortable with distance learning, you may find opportunities to introduce additional approved tools or resources to support students' learning needs.

4—Identify What Distance Learning Tools Are Available for Your Students

With efforts to distribute technology and internet connections for those without, many students may have access to a computer and the internet. However, bear in mind that some students may not. Get to know the access for each of your students and adjust your model for connecting and supporting learning accordingly. Leverage a combination of synchronous and asynchronous learning activities that take advantage of the resources available.

5—Focus on Feedback

In any learning environment, growth-producing feedback is essential to helping a learner move to their next level. In a distance learning setting with the loss of many nonverbal clues, articulated feedback can become even more critical to make clear to a learner what strengths and opportunities you see in their work. Utilize the media at your disposal to offer oral or written feedback as frequently as possible. Feedback may take the form of a comments on a submitted assignment, journaling, phone calls, or video chats. Remember that the purpose of assessment is to help the learner understand what they have mastered and where they need to keep working. This purpose can be attained through informal assessment in a distance learning environment by applying a focus on feedback, much as a formal assessment administered in a school setting would attempt to do.

Guidelines for Adults Supporting Students' Distance Learning

Caregiver Guidelines

The shift to distance learning comes at a time when families are already experiencing a disruption to their routines and priorities. While distance learning may offer welcome structure and connections with others that are likely missing in the disrupted environment of school and business closures, the transition will be challenging. Caregivers will need to think differently about how to support their children.

The Virginia Department of Education offers suggestions for caregivers to support learning at home in the resource, [COVID-19: A Parent Guide for School-Aged Children](#). In addition to these recommendations from the state, the guidelines that follow represent considerations for caregivers in helping their children thrive in this new environment.

1—Health, Safety, and Family First

Be mindful of your child's stress level and any anxiety related to world events or their own change in routine. Also, keep in mind that your child is sensitive to the stress and anxiety they perceive in you. If illness in your family makes it difficult for your child to participate in distance learning, be sure to share your situation with their teachers to work out a plan that is supportive of your immediate family needs while providing what access to learning is reasonable for your child.

2—Set Aside Time and Space

We encourage families to establish a physical space, if possible, where your child can participate in distance learning during the day. For many grade levels, there will be scheduled times when students are expected to join their teacher or class in a distance learning activity or check-in. Your child may need your help to be available for participation during these times. Consider how you can help maintain a sense of routine for your child, including expectations for wake up times and bedtimes that work for your family. Your children should move regularly and take periodic breaks as they study.

3—Stay Connected to Your Child's Teachers

Teachers will communicate with caregivers through email or phone on a periodic basis. These check-ins will let you know how your child is progressing and give you additional insights into your child's learning experiences. However, keep in mind that teachers are responsible for outreach and engagement with many students and their families. If you have a question or concern about your child's learning, don't hesitate to initiate contact with your child's teacher.

4—Stay Active

Set expectations that your child engages in some form of physical exercise each day. Exercise will help your child maintain their health and development. This is vitally important to their health, wellbeing, and to their learning. FCPS's physical education teachers will recommend activities or exercises, but it is also important for caregivers to model and encourage exercise. You may also think about how your children can help with additional chores or responsibilities at your home.

5—Monitor Screen Time

FCPS does not want its students working at computer screens for 7-8 hours a day. We ask that caregivers remember most teachers are not experts in distance learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. We thank you in advance for your patience and partnership.

Roles and Responsibilities During Distance Learning

Distance learning requires the active contributions of many partners. Key roles and responsibilities for school personnel, caregivers, and students are highlighted below.

FCPS Personnel Roles and Responsibilities

Leadership Team	Provide ongoing updates to stakeholder groups.
Central Office Personnel	Support school-based technology specialists (SBTS) and teachers in the implementation of the DLP. Provide models of distance learning units/lessons Curate resources to support teacher planning
Administrators	Continue to ensure clear communication is flowing to staff and families.
School Based Technology Specialists	Provide support for teachers in the planning and posting of online learning in Blackboard. Provide troubleshooting support for teachers in using Blackboard and G Suite for Education for instruction. Establish and communicate a process for coaching and consulting with teachers virtually. Individual and CT support should both be considered. Collect information around possible areas of need and provide virtual PD to teachers to support their learning (i.e., a group of teachers struggling with managing a discussion board or creating assignments in Blackboard.) Liaison between teachers and ITI educational specialists for help with curriculum specific digital basal resources.
Teachers (including special ed and ESOL)	Strive to build a sense of community and connectedness among students. Create self-directed online learning opportunities that are accessible for students that will help them continue to learn during this crisis. Create and communicate office hours to students, caregivers, and administrators. Provide students with feedback and support as needed (i.e., students who are chronically absent from distance learning).
Special Education Case Manager and ESOL Teachers	Communicate with students/families Communicate with teacher partners (co-teachers) to provide support in scaffolding lessons.

Roles and Responsibilities During Distance Learning

FCPS Personnel Roles and Responsibilities, continued

Related Service Providers	Connect with individual students and families on caseload to support learning.
Other Resource Teachers/Coaches	<p>Support teachers in selecting most salient content for distance learning.</p> <p>Support teachers in designing learning activities that meet the needs of all learners in a distance learning environment.</p> <p>When necessary, design and deliver distance learning lessons and consultation for students.</p> <p>Support development and delivery of formative assessments that target grade level standards and SOL practice items.</p>
Librarians	<p>Collaborate with colleagues to find and develop resources for high-quality distance learning experiences, reading, and research.</p> <p>Be available to support teachers and students as needed</p>
Career Center Specialists (CCS)	<p>Provide services and support as appropriate to students and caregivers via email and/or video conference.</p> <p>CCS should monitor their calendar for upcoming events and deadlines and proactively inform program sponsors of the school closing and work to develop a plan (for example, Northern Virginia Community College testing, scholarships, job fairs, guest speakers, etc.).</p>
School Counselors	<p>Provide services and support as appropriate to students and caregivers via email and/or video conference.</p> <p>Mental health/clinical staff should include email and phone out-of-office messages directing students and families to appropriate emergency mental health services.</p> <p>Aid teachers in contacting students/caregivers when needed.</p> <p>Assist with the school's established attendance procedure and help with reaching out to students via email that aren't taking advantage of the online learning.</p>
Other Staff	Parent Liaisons continue to ensure caregivers are aware of resources and can access 24/7 and support questions, using their current models of communication at the school such as distribution lists, phone calls, and apps.

Roles and Responsibilities of Distance Learning

Student Roles and Responsibilities

Establish daily routines for learning.

Identify a space in home where you can learn and study comfortably.

Regularly check FCPS 24-7 Learning (Blackboard) for announcements and feedback from your teachers.

Complete assignments with integrity and academic honesty.

Do your best to meet due dates.

Communicate with school counselor, teacher, and caregivers if you lack the resources to engage in distance learning and/or if you are feeling overwhelmed.

Be a good digital citizen.

Caregiver Roles and Responsibilities

Establish routines and expectations.

Identify a space in home where student(s) can learn comfortably.

Monitor communication from teachers.

Begin and end each day with check in, be mindful of stress or worry.

Encourage physical activity and/or exercise.

Support students digital citizenship skills.

Where to Go with Questions

As we embark on distance learning, students and caregivers will have questions and issues that arise that they have not experienced before. The table below provides some of the most common types of issues or questions that may be anticipated and indicates who to contact for help. Email is the best way to reach staff during distance learning.

FOR QUESTIONS ABOUT...	CONTACT
Specific course, assignment, or learning resource	Teacher
Supports or accommodations for students with disabilities	Special education case manager or 504 School Based Coordinator
Supports of accommodations for English learners	ESOL teacher
Problem with an FCPS-issued laptop	IT Service Desk (ITServiceDesk@fcps.edu)
Technology related problem or issue	School-based technology specialist (SBTS)
Personal, academic, or social emotional concern	School counselor
Other issue related to distance learning	Principal or assistant principal

Guidance for PreK – 6 Distance Learning

Priorities and Considerations for PreK – 6

Tools

Primary tools for communication between teachers and families will be FCPS 24-7 Blackboard.

G Suite and Google Classroom may be used for students to complete activities.

Teachers are required to use only standard, approved digital tools for instruction (e.g., FCPS 24-7/Blackboard, G Suite for Education).

Learning Activities

Students will have access to weekly print activities through centrally created and distributed learning packets.

Students will engage with teacher in virtual chat as detailed in the school schedule.

Video lessons available on cable Channel 21 and through Channel 21 web streaming.

Teachers created activities will be posted in FCPS 24-7 Blackboard to ensure caregiver access.

G Suite and Google Classroom may be used for students to complete activities.

Students should have both off and on screen learning activities.

Teaching Tips

Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcome regardless of their background or identity.

Seek ways to build relationships with students and foster a positive online classroom, consider structures used in morning meetings.

Consider the age of the child when determining the type length of synchronous activity.

Encourage students to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Counselors and advisors are always available to support students with academic, social, or emotional needs.

Teacher Expectations

Collaborate with CT to plan both synchronous and asynchronous activities.

Set office hour(s) for students to communicate through email or Blackboard Collaborate.

Clearly define for students and caregivers when they will be accessible to students electronically.

Reach out or work with other staff to reach out to students/families who are not engaging in learning.

Respond to parent or student communication promptly as defined by your administrator.

Participate in staff meetings, CT meetings, and professional development as scheduled by your administrator.

Take into consideration the needs of your students while also keeping a healthy work/life balance.

Guidance for PreK – 6 Distance Learning

Approximate Time Frames for Distance Learning in PreK – 6

SUBJECT/FOCUS	DAILY TIME ON TASK	STUDENT ACTIVITIES
Language Arts and Mathematics	Approximately 1-1.5 hours	<p>Complete weekly learning packets.</p> <p>View video lessons available on cable Channel 21 and through Channel 21 web streaming.</p> <p>Meet virtually with class at scheduled time.</p> <p>Access additional teacher support through office hours.</p>
Science and Social Studies	Varies	<p>Content integrated in Language Arts as possible.</p> <p>Engage in learning activities posted on FCPS 24-7 Learning Blackboard by teacher or division.</p>
Specials (Physical Education, Art, Music, etc.)	Suggested 15-45 minutes per day, depending on grade	Engage in choice learning activities that have been posted by specials teachers.
Flex Learning	Student/family choice	<p>Reading aloud and independent reading for pleasure:</p> <p>PreK-K: 15 mins</p> <p>Grades 1-2: 20 mins</p> <p>Grades 3-4: 25 mins</p> <p>Grades 5-6: 30 mins</p> <p>Be active.</p> <p>Explore personal interests/passions.</p>

Guidance for Grades 7– 8 Distance Learning

Priorities and Considerations for Grades 7– 8

Tools

Primary tools for communication between teachers and families will be FCPS 24-7 Blackboard.

G Suite and Google Classroom may be used for students to complete activities.

Teachers are required to use only standard, approved digital tools for instruction (e.g., FCPS 24-7/Blackboard, G Suite for Education).

Learning Activities

Students will have access to weekly print activities through centrally created and distributed learning packets in Language Arts, Mathematics, Social Studies, and Science.

Teachers create synchronous and asynchronous activities placed in FCPS 24-7 Blackboard to ensure caregiver access.

G Suite and Google Classroom may be used for students to complete activities.

Students should have both off and on screen learning activities.

Assign formative assessments toward grade level standards.

Teaching Tips

Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcome regardless of their background or identity.

Seek ways to build relationships with students and foster a positive online classroom.

Communicate clearly to students both when assignments are due and when students should expect to get feedback from you on those assignments. When considering due dates, it may be in the best interest of your students that due dates are flexible.

Create learning opportunities that are as self-directed as possible. This will allow for some flexibility for students and will free teachers up to focus on students in need and giving feedback on assignments.

Consider assigning virtual collaborative work so that students may connect with each other outside of synchronous time.

Remember that all of a student's teachers will be providing learning opportunities for them. Additionally, the fact that students are at home may impact their ability to do the learning. Seek feedback from students to ensure they are not getting overwhelmed with too much work.

Encourage students to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Counselors and advisors are always available to support students with academic, social, or emotional needs.

Guidance for Grades 7– 8 Distance Learning

Teacher Expectations

- Collaborate with CT to plan both synchronous and asynchronous activities.
- Provide feedback to students during synchronous chats and for written assignments.
- Set office hour(s) for students to communicate through email or Blackboard Collaborate.
- Clearly define for students and caregivers when they will be accessible to students electronically.
- Reach out or work with other staff to reach out to students/families who are not engaging in learning.
- Respond to parent or student communication promptly as defined by your administrator.
- Participate in staff meetings, CT meetings, and professional development as scheduled by your administrator.
- Take into consideration the needs of your students while also keeping a healthy work/life balance.

Approximate Time Frames for Distance Learning in Grades 7 – 8

COURSE/FOCUS	DAILY TIME ON TASK	STUDENT ACTIVITIES
Language Arts, Mathematics (Math 7, Prealgebra, Algebra 1), Science, and Social Studies	Approximately 2.5	Complete weekly learning packets. Meet virtually with class at scheduled time. Complete asynchronous work independently or collaboratively. Access additional teacher support through office hours.
Mathematics (Geometry, Algebra 2), World Language	Additional time for enrolled courses	Meet virtually with class at scheduled time. Complete asynchronous work independently or collaboratively. Access additional teacher support through office hours.
Electives/Health and Physical Education (HPE)	Suggested 30 minutes per day	Complete choice learning activities that have been posted by elective/HPE teachers.
Flex Learning	Student/family choice	Read for pleasure. Be active. Explore personal interests/passions. Continue to develop and engage with academic language. Engage in College and Career Planning.

Guidance for Grades 9–12 Distance Learning

Priorities and Considerations for Grades 9 – 12

Tools

Primary tools for communication between teachers and families will be FCPS 24-7 Blackboard, Blackboard Collaborate, and email.

All learning opportunities are to be placed in FCPS 24-7 Blackboard with students having the ability to work in Google Classroom as has been the practice.

Teachers are required to use only standard, approved digital tools for instruction (e.g., FCPS 24-7/Blackboard, G Suite for Education). Information on approved tools can be found in the FCPS Digital Ecosystem.

Learning Activities

Teachers create synchronous and asynchronous activities placed in FCPS 24-7 Blackboard to ensure caregiver access.

Students should have both off and on screen learning activities.

Assign formative assessments toward grade-level standards.

Teaching Tips

Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcome regardless of their background or identity.

Seek ways to build relationships with students and foster a positive online classroom.

Communicate clearly to students both when assignments are due and when students should expect to get feedback from you on those assignments. When considering due dates, it may be in the best interest of your students that due dates are flexible.

Create learning opportunities that are as self-directed as possible. This will allow for some flexibility for students and will free teachers up to focus on students in need and giving feedback on assignments.

Consider assigning virtual collaborative work so that students may connect with each other outside of synchronous time.

Remember that all of a student's teachers will be providing learning opportunities for them. Additionally, the fact that students are at home may impact their ability to do the learning. Seek feedback from students to ensure they are not getting overwhelmed with too much work.

Encourage students to be proactive in reaching out to teachers when they have questions or assignments are unclear.

Counselors and advisors are always available to support students with academic, social, or emotional needs.

Guidance for Grades 9–12 Distance Learning

Teacher Expectations

Collaborate with CT to plan both synchronous and asynchronous activities.

Provide feedback to students during synchronous chats and for written assignments.

Set office hour(s) for students to communicate through email or Blackboard Collaborate.

Clearly define for students and caregivers when they will be accessible to students electronically.

Reach out or work with other staff to reach out to students/families who are not engaging in learning.

Respond to parent or student communication promptly as defined by your administrator.

Participate in staff meetings, CT meetings, and professional development as scheduled by your administrator.

Take into consideration the needs of your students while also keeping a healthy work/life balance.

Approximate Time Frames for Distance Learning in Grades 9 – 12

COURSE/FOCUS	DAILY TIME ON TASK	STUDENT ACTIVITIES
All Courses	Approximately 3 hours	Meet virtually with class at scheduled time. Complete asynchronous work independently or collaboratively. Access additional teacher support through office hours.
Flex Learning	Student choice	Read for pleasure. Be active. Explore personal interests/passions. Continue to develop and engage with academic language. Engage in College and Career Planning.



Distance Learning Plan