Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

STAYING

CONNECTED

AND READY

TO LEARN

X > ½ % ?

OUR DISTANCE LEARNING PLAN FOR
CONTINUITY OF LEARNING
SPRING and SUMMER 2020

Table of Contents

Introduction to the Distance Learning Plan

The Fairfax County Public Schools (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 through the remainder of the 2020 school year. 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. At the same time, we acknowledge that distance learning cannot substitute for daily in-person instructional programs. Distance learning requires adjustments to the curriculum while ensuring our standards are not compromised. 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.

FCPS remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Within distance learning, students will continue to 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. 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 within a distance learning environment.

The distance learning plan reflects a community-wide approach to education that supports the unique needs of students, teachers, and families. Teachers and school-based staff have received 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 during distance learning, just as they would in face-to-face classroom environments. Educators who are not in the classroom work to support both teachers and students with the transition to distance learning and to provide a safe environment for them to experience learning in new ways.

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 in the distance learning packets. Additionally, schedules for planning and instruction must be flexible enough to provide choice within structured and independent learning time for students, families, and staff.

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.

Phases of Distance Learning

The FCPS distance learning plan consists of four phases, which are at varying levels of development.

Phase and Timing	Components
Phase 1- Preparation March 16 to April 10	**Posted resources for self-directed continuity of learning.** Grades PreK-6 (March 16-20) Learning packet review materials mailed and posted. Grades PreK-12 (March 30-April 3) Teacher check-ins with students; Laptop and MiFi distribution Staff preparation and training; Spring break (April 6-13).
Phase 2 - Distance Learning April 14 to June 12	Learning packet new instructional content mailed and posted, grades PreK-12; Teacher-directed synchronous and asynchronous learning sessions; Teacher check-ins with asynchronous learning sessions; Teacher check-ins with students and virtual office hours; Continued distribution of laptops and MiFi devices; Ongoing staff training and collaboration.

Phase 3 - Summer Learning
 	
June 22 to July 31
	Virtual programs provided:
	
	Preschool Autism Classrooms (July 2-30)
	    Extended School Year (June 29-July 24) for students with disabilities identified for these services in their individualized education program (IEP)
	    High School Credit Recovery (July 6-24) for students who failed a course or may need extra academic support
	    Summer Online Campus (June 22-July 22) for new high school credit courses
	    ESOL Online Language and Literacy Connections (June 22-July 14) for English Learners in grades 7-12
	
	Continuity of learning resources provided in grades K-12 (June 29-July 31):
	    Self-directed print and digital materials
	    Teacher virtual office-hours

Phase 4 - Return to Schooling
 	
Starting August 24
	To be determined. Considerations for return to school include the need to:
	
	Ensure safe learning and working environments for students and staff
	Provide options for students and staff who are unable to return to school or work
	
	Comply with any social distancing requirements
	
	Provide student access to technology devices and internet services at home
	
	Provide staff with adequate time and training to prepare for the new school year
	
	Make decisions as soon as possible for scheduling and communication with families
	
	Scenarios requiring preparation may include:
	    Virtual start to the school year
	    Return to school with social distancing in place
	    Return to school with some students and/or staff unable to return and needing to participate through virtual learning

FCPS Distance Learning Model

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

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. Our distance learning plan further expands student access to technology devices and the internet through laptop and MiFi distribution to middle and elementary school students with identified technology needs.

For students with access to laptops and internet, teachers 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.

Through distance learning, high school students continue to receive instruction and make progress in all enrolled courses using teacher-led synchronous and asynchronous digital learning experiences." School teams monitor progress of all seniors to ensure they are on track for graduation, and teachers monitor students' access to course standards that were not taught before schools closed.

Role of Distance Learning Packets

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 learning packets to ensure students have consistent access to appropriate, high-quality learning materials for the essential standards and skills for their grade level content. Learning packets 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.

Learning 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. Packets include differentiated advanced mathematics content for grades 5-6.

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. In grades 7-8 Middle school mathematics content is differentiated through Algebra 1, based on course enrollment. Middle school students enrolled in high school world language courses receive additional packets to support continued development of their language skills.

FCPS Distance Learning Model

Across grades PreK-12, instructional packets for students with disabilities receiving an adapted curriculum reflect this specialized curriculum. Two supplemental resource packets were provided at the beginning of distance learning to support students with disabilities receiving a general curriculum in grades K-8.

Spanish translations are provided in grades PreK-2. English Learners in grades 9-12 receive packets to support English Language Development across their high school courses. Supplemental resource packets are also provided for English Learner students identified with limited or interrupted formal education in grades 3-12.

A one-time mailing of summer practice books is designed to support continued practice and development in mathematics and language arts skills in grades K-8.

Printed packets are delivered to students' homes beginning with a collection of review materials the week of March 30. After spring break, packets provide a blend of review and new learning. Electronic versions of the packets are also available for families to access on FCPS 24-7 Blackboard. New learning packets are developed and distributed weekly through the end of the 2019-20 school year. A special mailing for grades K-8 is scheduled for delivery near the end of June to support summer learning.

INSTRUCTIONAL WEEK	PACKET FOCUS	ESTIMATED DELIVERY
Week beginning March 30	Review of Previously Taught Content	Monday, March 30
Week beginning April 6	Spring Break - No Packet	n/a
Week beginning April 13 to Week beginning May 26	Blend of Review, Practice, and New Learning	Saturdays weekly, April 11 through May 23
Week beginning June 1 to Week beginning June 8	Review and Culminating Activities	Saturdays weekly, May 30 through June 6
Summer Continuity of Learning Program	Summer Practice Books (Grades K-8)	Saturday, June 27

Role of Learning Videos and eBooks

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 distance learning packets. At grades 3-6, videos supplement and enhance materials within the distance instructional packets.

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

FCPS Distance Learning Model

Role of Student Monitoring and Support

Checking for understanding, monitoring student progress, and providing feedback are important parts of face-to-face instruction and are equally important within distance learning. Teachers across grade levels and content areas continue to check in and monitor student learning using the tools available to them. In addition, a team at each school is tasked to identify, support, and monitor students who may need additional support beyond what they receive within their normal classroom instruction.

During the school closure, school teams will monitor and address needs of students with potential risk factors, such as:

Students whom teachers are unable to connect with

Students with inconsistent attendance or non-participation in virtual sessions

Students who demonstrate learning needs through informal assessments during virtual learning

Students who are not receiving delivery of distance learning materials

Students at risk for retention or course failure

Seniors at risk for not graduating

Students who request additional support (or whose parents request additional support)

School teams monitor existing data, including English language proficiency (English and home language literacy), special education needs, social-emotional wellness, and health as well as specific factors that are of increasing importance during distance learning. These additional factors include technology access and connectivity, family support and availability, and other home commitments of students (e.g., work commitments, caring for siblings). Central office staff are available to assist school teams in the process of identifying, supporting, and monitoring students. Collaboratively, school and central staff work to ensure specific areas of need are met, including parent outreach, special education, language proficiency, social-emotional wellness, and technology resources. Additionally, FCPS works with county and community partners to provide support and connect families to additional resources.

Special Considerations for Students with Distance Learning

Special Considerations for Student Success with Distance Learning

The distance learning plan is designed with students' needs in mind. Special considerations are embedded to support students with disabilities and English Learners, as well as technology access needs and the social-emotional needs of all students.

Learning Supports for Students with Disabilities

The current reality of school closures has resulted in an unprecedented situation with special impacts for students receiving special education services. The Department of Special Services has published:

Information on temporary learning plans, IEP meetings, and Eligibility meetings during closure.

Roles and responsibilities for school personnel within each level of instructional programming for students with disabilities.

Distance learning includes a mix of activities completed online and off the computer. Some students 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, was made available in supplemental learning packets mailed to families of students with disabilities and posted to FCPS 24-7 Blackboard. Questions regarding provision of available accommodations during school closure should be directed to the student's case manager or 504 School-Based Coordinator.

FCPS is providing distance learning packets that are 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 also provided supplemental learning packets for all students with disabilities accessing the general curriculum at the beginning of distance learning. Packets distributed to students with disabilities through the end of the 2019-20 school year are described below. Additional packets will be provided for students with disabilities through the summer months, including students participating in Extended School Year services.

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 K-12 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-8 receive this packet in addition to a packet containing general education activities

Special Considerations for Students with Distance Learning

Learning Supports for English Learners (ELs)

English Learners receive access to the same high-quality grade-level instruction as all FCPS students. ELs 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 every day. 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. A variety of supplemental learning packets for English Learners are also available through the end of the 2019-20 school year, including:

> Weekly high school English Language Development packets
>
> Weekly Spanish translated content in PreK
>
> English Language Development resources for grades 3-12 students identified with limited or interrupted formal education
>
> Spanish translated content in grades K-2

Additional packets will be provided to support English Learners through the summer months.

Teachers intentionally scaffold content and amplify language and literacy that link to resources for planning distance learning for ELs. Teachers ensure access and culturally responsive learning that recognizes students' background knowledge, language, and experiences as assets.

ESOL teachers are available to provide support and are reaching out to students and families. English Learners and families 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 answer questions and connect families to resources.

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

Social-Emotional Supports for Student Learning

School Counselors, School Psychologists, and School Social Workers are available to support students, families, and staff during distance learning. They are supporting students, families, and staff in many of the same ways as they did prior to distance learning but using different strategies to make connections and provide resources and support.

Schools are also continuing social-emotional learning and mental wellness during distance learning.

> Learning activities addressing social and emotional skills and mental wellness topics are embedded in instruction to include school counseling and Health and PE lessons/activities.
>
> Consultation for teachers is provided to support students' social, emotional, and mental health needs in an nstructional setting.
>
> Individualized student and family support is available at all school levels to address social emotional learning, mental wellness, and access to basic needs.
>
> Caregivers may schedule a 30-minute phone consultation with a school psychologist or school social worker, for either themselves or their middle or high school student. This is an opportunity for caregivers to receive guidance on how to support their student's emotional well-being.
>
> Additional community resources to support mental health are available on the FCPS public webpage.

Digital Tools for 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 and Text Messages	Staff Families	Email and text messages are used for all major communications and announcements, including those from principals and the superintendent. Teachers and other instructional personnel also use email to communicate along with other platforms for interacting with their students.
FCPS 24-7 Learning (Blackboard)	Staff Families	Teachers may use FCPS 24-7 Learning (Blackboard) to post learning activities for students. Using Blackboard provides 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.
Blackboard Collaborate Ultra	Staff, Students	Teachers may host a collaborative learning session with a class or a small group of students. Participants receive a unique invitation to join the collaborative space via their G Suite email.
Google GSuite	Staff, Students	G Suite for Education is 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.
Google Meet	Staff, Students	Teachers may host a collaborative learning session with a class or a small group of students. Participants access sessions via Google Classroom.
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.
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.
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.
Naviance	Staff Students 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.

Digital Citizenship Reminders

In a distance learning environment, it is 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.

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 are 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. Communicate with school counselors and administrators when you have concerns and be mindful that mandated reporter guidelines still apply during school closure.

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. Employees are encouraged to connect with the Employee Assistance Program to explore additional resources available.

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—Recognize New Potentials

Over the past few years, FCPS teachers and curriculum specialists have made concrete strides in aligning classroom instruction to Portrait of a Graduate attributes. The lifting of standardized testing requirements and school accountability in spring 2020 offer rare opportunities for students and teachers to reprioritize expectations in a way that ensures distance learning interactions and assignments reinforce Portrait of a Graduate and social emotional learning outcomes.

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 students.

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 your child's teachers. Teachers can help to work out a plan that is supportive of your immediate family needs while providing the level access to continued 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. Across grade levels, there are scheduled times when students are expected to join their teacher or class in a distance learning activity or a 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 child should take periodic breaks as they study.

3—Stay Connected to Your Child's Teachers

Teachers communicate with caregivers through email or phone on a periodic basis. These check-ins let caregivers know how students are progressing and give additional insights into their 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 learning. Teachers will recommend some physical activities and exercises for students as part of distance learning instruction, but it is also important for caregivers to model and encourage exercise. It may also be appropriate to think about how your child 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 yet 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. Feedback from caregivers is an important part of this process.

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

ROLES	RESPONSIBILITIES
Leadership Team	Reach decisions on key aspects of distance learning implementation. 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. Create learning packets and videos. Manage learning packet printing and distribution. Support collaborative team meetings.
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, wand administrators. Provide students with feedback and support as needed (i.e., students who are chronically absent from distance learning). Understand roles of school personnel within each level of instructional programming for students with disabilities.

Roles and Responsibilities During Distance Learning

FCPS Personnel Roles and Responsibilities, continued

Special Education Case Manager and ESOL Teachers	Communicate with students/families Communicate with teacher partners (co-teachers) to provide support in scaffolding lessons.
Related Service Providers	Connect with individual students and families on caseload to support learning.
Other Resource Teachers/Coaches	Support teachers in selecting most salient content for distance learning. Support teachers in designing learning activities that meet the needs of all learners in a distance learning environment. When necessary, design and deliver distance learning lessons and consultation for students. Support development and delivery of formative assessments that target grade level essential standards.
Librarians	Collaborate with colleagues to find and develop resources for high-quality distance learning experiences, reading, and research. Be available to support teachers and students as needed
Career Center Specialists (CCS)	Provide services and support as appropriate to students and caregivers via email and/or video conference. Monitor calendar for upcoming events and deadlines to generate appropriate communication. Proactively inform program sponsors of the school closing and support student needs postsecondary preparation during closure (e.g., college applications, financial aid and scholarships, job fairs, guest speakers).
School Counselors School Health Aides School Social Workers School Psychologists	Provide services and support as appropriate to students and caregivers via email and/or video conference. Update email and phone out-of-office messages directing students and families to appropriate emergency mental health services. Aid teachers in contacting students/caregivers when needed. Assist with the school's established attendance procedure and help with reaching out to students who are not engaged in distance learning.
Parent Liaisons/ Other Staff	Continue to ensure caregivers are aware of resources and can access FCPS 24-7 Learning (Blackboard). Support caregiver questions using current models of communication, such as email/text distribution lists, phone calls, and apps.

Roles and Responsibilities During 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 engage in 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. Additional distance learning information is available for caregivers and families at the Learning at Home: Support for Families webpage.

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	Teacher (to determine if a support ticket is necessary and to enter one on the student's behalf)
Technology related problem or issue	School-based technology specialist (SBTS)
Personal, academic, or social emotional concern	School counselor, school psychologist, or school social worker
Other issues related to distance learning	Principal or assistant principal
Other concerns or questions	Office of the Family and Support Ombudsman ombudsman@fcps.edu

Guidance for PreK – 6 Distance Learning

Distance learning at the elementary level is designed to provide age-appropriate access to rich and engaging activities to build community while supporting students' continued academic growth. The guidance below applies to distance learning experiences through the end of the 2019-20 school year.

Priorities and Considerations for PreK – 6

Tools

Primary tools for communication between teachers and families are email, FCPS 24-7 Learning (Blackboard,) and Google Classroom.

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

Learning Activities

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

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

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

Teacher-created activities are posted in FCPS 24-7 Learning (Blackboard) or Google Classroom.

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 welcomed, regardless of their background or identity.

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

Consider the age of the student when determining the type and length of synchronous activity.

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

Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

Teacher Expectations

Collaborate with your grade level or content team to plan both synchronous and asynchronous activities.

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

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

Work with other staff, as needed, to reach out to students and families who are not engaging in distance learning.

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

Participate in staff meetings, collaborative team 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, PreK – 6

The time frames below apply to distance learning during spring 2020.

LEARNING FORMAT	TIME ALLOTMENT	LEARNING ACTIVITIES
Synchronous	2-3 hours per day, 4 days per week	Participate in virtual, teacher-directed instruction and individualized student support for language arts and mathematics, with integrated science and social studies Engage with learning content presented through cable television, video web streaming, and the FCPS YouTube Channel Connect with teachers through virtual office hours
Asynchronous	2-3 hours per day, 4 days per week	Complete independent work, such as distance learning packets and other activities directed by the teacher for language arts and mathematics, integrated science and social studies, and choice activities for art, music, and physical education.
Flex Learning	Student/family choice	Reading aloud and independent reading for pleasure: PreK-K: 15 mins Grades 1-2: 20 mins Grades 3-4: 25 mins Grades 5-6: 30 mins Be active. Explore personal interests/passions.

Guidance for Grades 7 – 8 Distance Learning

Distance learning in the middle grades provides specific learning experiences in each of the four core content areas: English language arts, mathematics, science, and social studies. The guidance below applies to distance learning experiences through the end of the 2019-20 school year.

Priorities and Considerations for Grades 7– 8

Tools

Primary tools for communication between teachers and families are email, FCPS 24-7 Learning (Blackboard), and Google Classroom.

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

Learning Activities

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

Teacher-created synchronous and asynchronous activities are placed in FCPS 24-7 Blackboard or Google Classroom.

Students should have both off- and on-screen learning activities.

Teachers assign formative assessments toward grade level essential content standards.

Teaching Tips

Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcomed, 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. Be flexible when considering due dates, recognizing the different challenges and priorities that students and families may face during distance learning.

Create learning opportunities that are as self-directed as possible. This allows more flexibility for students and frees you up to focus on students in need and on giving students feedback.

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 are providing learning opportunities for them. Additionally, the fact that students are learning at home may impact their ability to participate and complete assignments. 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 when assignments are unclear.

Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

Guidance for Grades 7 – 8 Distance Learning

Teacher Expectations

Collaborate with your content team 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, Blackboard Collaborate Ultra, or Google Meet.

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

Work with other staff, as needed, to reach out to students and families who are not engaging in distance learning.

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

Participate in staff meetings, collaborative team 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

LEARNING FORMAT	TIME ALLOTMENT	LEARNING ACTIVITIES
Synchronous	3 hours per day, 2 days per week	Meet with teachers from four core content areas and world languages for virtual, teacher-directed instruction Connect with teachers through virtual office hours
Asynchronous	2-3 hours per day, 4 days per week	Complete distance learning packets or other activities as directed by the teacher. Complete assignments independently or collaboratively.
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

Distance learning at the high school level provides teacher-designed and teacher-directed instruction for each enrolled course. The guidance below applies to distance learning experiences through the end of the 2019-20 school year.

Priorities and Considerations for Grades 9 – 12

Tools

Primary tools for communication between teachers and families are FCPS 24-7 Learning (Blackboard), Blackboard Collaborate Ultra, and email.

All learning opportunities are placed in FCPS 24-7 Learning (Blackboard) or Google Classroom, as has been their practice prior to distance learning.

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

Learning Activities

Teachers create synchronous and asynchronous activities, which are placed in FCPS 24-7 Blackboard or Google Classroom.
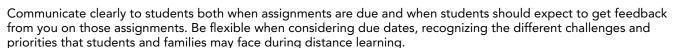
Students should have both off- and on-screen learning activities.

Teachers assign formative assessments toward essential course standards.

Teaching Tips

Actively focus on maintaining attitudes of inclusivity. Now more than ever, students should feel valued and welcomed, 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. Be flexible when considering due dates, recognizing the different challenges and priorities that students and families may face during distance learning.

Create learning opportunities that are as self-directed as possible. This allows more flexibility for students and frees you up to focus on students in need and on giving students feedback.

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 are providing learning opportunities for them. Additionally, the fact that students are learning at home may impact their ability to participate and complete assignments. 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 when assignments are unclear.

Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

Guidance for Grades 9 – 12 Distance Learning

Teacher Expectations

Collaborate with your content team 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 you will be accessible to students electronically.

Work with other staff, as needed, to reach out to students and families who are not engaging in distance learning.

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

Participate in staff meetings, collaborative team 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

The time frames below apply to distance learning during spring 2020.

LEARNING FORMAT	TIME ALLOTMENT	LEARNING ACTIVITIES
Synchronous	3 hours per day, 2 days per week	Meet virtually with class at scheduled time for teacher-directed instruction in all courses Connect with teachers through virtual office hours
Asynchronous	3 hours per day, 2 days per week	Complete distance learning packets or other activities as directed by the teacher. Complete assignments independently or collaboratively.
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.

The Future of Distance Learning

As the COVID-19 global pandemic unfolds, FCPS joins educational leaders around the nation in recognizing that changes to instructional delivery formats impact our students and staff significantly. Our division is working to develop and improve processes and practices that can continue providing effective academic, social-emotional, and comprehensive services for students and families. These plans account for the possibility that we will see ongoing interruptions to face-to-face schooling in the months ahead.

Lessons learned from distance learning in spring 2020 will allow FCPS to continue refining and improving our ability to flexibly and nimbly provide ongoing, high-quality services for the students and families that rely on us. As we look ahead to the future of distance learning in FCPS, we reaffirm our commitment to creating learning environments that promote Portrait of a Graduate values while strengthening our relationships with students and supporting their social-emotional and wellness needs. Part of this commitment includes exploring ways in which we can extend technology and internet access to all students and families to support flexible learning models in the coming months. FCPS leaders will continue to engage with families and community stakeholders to effectively build and communicate plans and scenarios for summer and the upcoming school year.

Distance Learning Plan