

## **SY 2020-2021 School Health Advisory Committee (SHAC) Staff Response**

Given the COVID-related workload of the school board, the 2019-2020 report wasn't presented during a May 2020 School Board Work Session. To ensure the recommendations from 2019-2020 receive due consideration, SHAC has provided the summary below, requesting that the Fairfax County and Fairfax City School Boards review SHAC's 2019-2020 report, including renewals of outstanding recommendations from 2018-2019.

### **SHAC renews the following 2018-2019 recommendations:**

1. Provide unstructured time for 6<sup>th</sup> graders in middle schools.

**Staff Response:** Policy 2100 is before the School Board and includes language regarding unstructured time for middle and elementary school students. Action on the revised policy is forthcoming.

2. Revise the Wellness Survey sent to principals to reflect updates to the FCPS Wellness Policy/Regulations and revise the multiple-choice response options to state: "no activity"; "in progress"; "meets"; "exceeds"; "not applicable."

**Staff Response:** FCPS has reviewed the Wellness Survey questions and all questions are aligned to the current version of the Wellness Policy/Regulation.

The Wellness Survey is intended to gather information about implementation of several wellness policy initiatives. As such, a scale that includes performance terms such as meets and exceeds is not considered an effective way of assessing implementation levels. The response scale currently in use in the Wellness Survey reflects implementation language that should be familiar to school-based staff completing the survey since it mirrors implementation benchmarks for other school-based initiatives. This type of response scale (i.e., no activity, exploring, transitioning, emerging, embedded) is intended to chart the journey a school would take to fully internalize implementation of each wellness practice. Basically schools that rate themselves as exploring or transitioning are quite novice on that practice, those who rate themselves as emerging or embedded are more experienced with the practice. Schools should aim to embed all practices asked about on the survey. Embedding a practice means it is a typical or routine part of what everyone in the school does and that the practice occurs consistently across everyone, routinely benefitting the wellness of all students at the school. FCPS will work to include this additional information on how to interpret the scale for parents when supplying the survey data so the scale is more easily understood by our community.

3. Promote and encourage community member participation in the school-based wellness committees.

**Staff Response:** The School Health Service launched a quarterly Wellness Newsletter in January 2018 with the goal of promoting wellness and safety education and activities among school-based wellness committees. Last published in June 2021, newsletter production was temporarily suspended to redistribute School Health Services staff and resources to respond to the COVID-19 pandemic. The next Wellness newsletter is scheduled to be published in March 2022.

4. Identify strategies, such as caps on the number of AP/IB courses, to meet the FCPS goal of "...providing an environment that encourages students and staff members to maintain a healthy balance between work, academics, family, life, rest, and recreation."

**Staff Response:** This request has been considered in the past and it has been determined that the best path forward is through the individual academic advising process. Given the varied and individual interests, needs, and outside commitments of students, defining a cap that applies to all would not be appropriate.

## SHAC 2019-2020 Recommendations:

### 1. Vaping

- Prepare to address nicotine addiction from the increasing rate of e-cigarette use in our community.
- Use prevention efforts first, including health lessons about the dangers of vaping starting in elementary school.
- Educate and reach out to parents/guardians so they can participate in prevention efforts and conversations.
- Identify youths at risk for nicotine addiction or who are already addicted.
- Develop a plan to help our students with cessation. Create an environment where students feel comfortable admitting to vaping and seeking help.
- Provide resources for students who are ready to quit. Provide reassurance and encouragement to students who aren't ready to quit and lessons to have them start thinking about quitting.

#### Staff Response:

1. All students in grades K-10 receive alcohol, tobacco and other drug education through the health curriculum which is aligned with the Virginia Department of Education (VDOE) Standards of Learning. The 2020 Standards of Learning for Health Education include e-cigarettes beginning in grade 2. FCPS has revised the health education curriculum to align with the Standards of Learning. The revised lessons were completed and implemented during the 2021-2022 school year.
2. The FCPS Student Safety and Wellness Office provides vaping awareness and education to students, staff, and parents through a variety of approaches.
  - a. School, division, and community wide communications using social media, newsletters, and the FCPS News You Choose system
  - b. Two public vaping pages targeting students and parents
  - c. Vaping presentations are available upon request for students, staff, parents, and community members
  - d. 11th grade alcohol and other drug lesson to include vaping
  - e. Health and PE department collaborative lessons
  - f. Collaboration outside of FCPS, such as work with community agencies including: Fairfax County Council Parent Teacher Association (FCCPTA), Fairfax County Police Department (FCPD), Community Services Board (CSB), Fairfax County Health Department (FCHD) and various community coalitions.
  - g. One on one and small group vaping interventions are available upon school, parent, or student request
3. The FCPS Substance Abuse Prevention Specialist (SAPS) Program supports those students who are currently at risk for vaping.
  - a. Administration of a substance abuse assessment to determine a student's level of use
  - b. Psychoeducation is provided to ensure students have an understanding of the social, emotional, academic, legal, and health impact of substance abuse. There is a focus on the classification of substances, stages of addiction, protective and risk factors, thinking errors, triggers, refusal skills, self-regulation, healthy alternatives, and available supports
  - c. Additional vaping strategies in development include:
    - Small student groups focused on a common need, such as a desire to quit vaping
    - Tobacco and/or vape cessation counseling
    - Substance abuse counseling

## 2. Stop the Bleed (STB)

- Continue current practices to address STB training for all new Office of Safety and Security (OSS) Security staff and High School (HS) Athletic Trainers. Refresher training to be monitored and provided, as necessary.
- Provide STB training for all Fairfax County Health Department (FCHD) Public Health Nurses (PHNs) and School Health Aides (SHAs) when available to support this initiative, following the COVID-19 emergency.
- Provide a Combat Application Tourniquet (CAT) for all school buildings. These will be stored in the “Go Bags” in all school health rooms. Current estimated cost for 250 CATs is \$6,635 (\$26.54 each).
- Review current curriculum for bleed control training provided to FCPS staff and students. Consider adding more robust bleed control content and hands-on demonstration opportunities to address the use of tourniquets (staff only). This may be addressed when staff is available to support this initiative, following the reopening of VA schools after the COVID-19 emergency.

### **Staff Response: Cardiopulmonary Resuscitation (CPR)/ Automated External Defibrillator (AED)/First Aid (FA) Training for Licensed Staff:**

- Licensed staff (teachers, principals, assistant principals, etc.) are required to complete CPR/AED/FA training when obtaining an initial or renewing their license (renewal occurs every 5 or 10 years depending on where that employee falls within the licensure cycle)..
- The FCPS Skills Demonstration course (CPR/AED/FA training for licensure) includes 1.5 hours of online content and 1.5 hours of in-person, hands-on training.
- Currently, bleeding control and the use of tourniquets is addressed in the online course. Moving forward, FCPS will consider adding hands-on demonstration skills to this training.

### **CPR/AED/FA Training for Students:**

- Beginning with first time 9th grade students in SY 16-17 (2020 graduating class), CPR/AED/FA training with hands-on skill practice of CPR skills is required for graduation. Students meet this requirement in grade 9, Health and Physical Education (HPE). There is a blended learning model in place to meet the needs of students who did not complete the instruction in the grade 9 HPE course.
- As part of this instruction, students learn basic skills for bleeding management including direct pressure. Students have the opportunity to practice applying direct pressure with gauze and securing with a roller bandage. Instruction introduces tourniquets to students. Tourniquets are not available in the classroom. Instruction also includes basic first aid for shallow wounds, severe wounds, nosebleeds, and head injuries with bleeding.

### **Training for FCPS staff:**

- Continue current practices to address STB training for all current and new Office of Safety and Security (OSS) uniformed security staff (24), and school based safety and security staff (about 150 specialists and assistants) assigned to middle and high schools. Initial and refresher training to be monitored and provided, as necessary. There is no law or requirement to be “certified” or “recertified” in STB. However, FCPS staff would be required to participate in initial training (in person or virtual).
- High school Certified Athletic Trainers maintain certification in CPR/AED and receive additional training on bleeding control and other emergent medical management topics as part of their biennial continuing education requirements.
- The Fairfax County Health Department (FCHD) will provide STB training for all FCHD Public Health Nurses (PHNs) and School Health Aides (SHAs) when available to support this initiative.
- Following the provision of STB training for PHNs and SHAs, FCPS will consider providing CATs for all school buildings. If provided, the CATs will be located in the “Go Bags” in all school health rooms.

- Curriculum content related to bleeding control provided to licensed FCPS staff and students was updated and expanded pursuant to the 2020 revision of the international standards for CPR, AED and first aid. FCPS will consider adding hands-on bleeding control demonstration opportunities to address the use of tourniquets (staff only).

### 3. Trauma-Informed Schools: Content and Best Practices:

- Recognize and address the intersection of trauma and issues such as attendance, disproportionate rates of suspension and expulsion, academic performance, availability to learn, and testing outcomes.
- Identify Fairfax schools that have implemented a trauma-informed mindset, approaches, and programs and allow them to serve as models for other schools to follow.
- Create a trauma-informed district-wide leadership position to focus on implementation and decision making at high levels.

**Staff Response:** In an effort to prioritize student wellness and trauma informed practices, FCPS is working to further incorporate guidance from the Education Advisory Board (EAB) discipline study, and existing data sources, to inform our practices. To support school teams in utilizing evidence-based programs, FCPS has a list of programs for behavior and wellness, centrally created, for use within schools. While the programs may not be listed as “trauma focused” they align with key concepts of trauma-informed care and components of Social Emotional Learning (SEL). The list provides schools with reviewed resources and helpful information such as related SEL competencies, target groups ( i.e., by grade level and tier), implementation guidance, and funding considerations. Consultation with a multidisciplinary team is available to help schools select programs that best meet the needs of their students and school community.

During the 2021-2022 school year, each school has created specific wellness goals to meet the needs of their community. Goals focus on building a safe and supportive learning environment, improving attendance, and opportunities to strengthen social emotional competencies. The Trauma-Informed Social Emotional Learning (TISEL) Specialist is an active participant on the consultation group supporting goal development data review and providing support to schools as needed.

In September 2021 a TISEL Specialist was hired to align trauma informed practices within a wide range of Division departments and collaborate with workgroups such as Multi-Tiered System of Supports (MTSS), Behavior Intervention Services, Crisis Prevention Response group (focuses on restraint & seclusion), Mental Wellness, and Portrait of a Graduate. The TISEL Specialist provides school-based consultation to support wellness plans, trauma informed approaches, and leverage effective schoolwide practices and programming. The TISEL Specialist works in collaboration with others to create resources, coaching sessions, and trainings for various stakeholders (i.e. Leadership, Families, School Teams). Additionally, the specialist is working toward establishing and maintaining working relationships with state and local agencies to develop outreach services and stay abreast of best practices.

FCPS is looking forward to continuing to grow our work in accordance with these recommendations and best practices in the future.

### 4. Trauma-Informed Schools: Training Needs

- Recognize that compassion fatigue and secondary trauma are vital issues for educators.
- Create internal programs to support and bolster the staff’s capacity to process the trauma students bring to school and support educators’ resilience and positive mental health.
- Provide more time for staff professional development and prioritize trauma-informed training.
- Go beyond Trauma 101 and offer classroom-based strategies for teachers.
- Develop a peer mentoring program where teachers can be matched with other teachers who are successfully enacting trauma-informed mindsets and practices in their classrooms.

- Develop a 200-level administrator training to ensure trauma-informed practices are implemented throughout each school building. Student Services team members will be included as partners.

**Staff Response:** To address compassion fatigue and stress, the Employee Assistance Program (EAP) offers a wide-range of training to school teams on topics such as coping with compassion stress and other wellness topics. EAP also offers free individual and confidential counseling sessions for all FCPS staff. FCPS is also promoting adult learning regarding trauma sensitive strategies and SEL competencies. All teachers were required to complete a Foundation of SEL training this summer. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), strengthening adult SEL capacities builds trust and healthy communication, lowers burnout levels, and fosters safe learning environments.

To support universal knowledge of trauma informed practices in schools, a county-wide course promoting Mental Health and Trauma Awareness course was launched in January 2022. This is a required course for educators.

Additional, optional learning opportunities include:

- MTSS Tier 1 Behavior/Wellness two-day training
- Mental health in the schools
- Building a Trauma-Informed Classroom

Additionally, FCPS is implementing an SEL Screener to add student voice and teacher observation to existing behavior and wellness data. The screener identifies strengths and areas for growth. Currently, an interdisciplinary central office team offers guidance to school teams for integrating behavior and wellness data and selecting evidence-based programs to support student wellness with many including trauma sensitive strategies.

FCPS continues to plan for additional learning opportunities with these recommendations in mind to empower educators and students within a trauma-informed approach.

## 5. Trauma-Informed Schools: Staffing and Community Outreach

- Increase Social Worker, Counselor, Psychologist, and School Nurse staffing so that there is one of each per Elementary School. Additional staff may be needed in High Schools to provide more coaching and classroom support.
- Educate families and community members about the impact of trauma and Adverse Childhood Experiences (ACEs) by providing training programs and educational resources.

**Staff Response: (Staffing):**

**School Counseling Staff:** Per the Code of Virginia, all elementary schools currently have at a minimum, one full time professional school counselor. Although all schools are staffed to have at least one full time counselor, staffing shortages have resulted in some schools with vacancies.

**School Psychology Staff:** FCPS school psychologists provide a full range of prevention and intervention services to support the mental health and learning potential of all students. Using a service delivery model aligned with the National Association of School Psychology Services' *Model for Comprehensive and Integrated School Psychological Services*, school psychologists provide counseling using evidenced-based techniques and curricula to foster social skills and address mental health concerns; conduct evaluations to explore student's strengths and areas of need to aid school teams in identifying and monitoring interventions for academic, social-emotional, and behavioral challenges; and consult with families, school staff, administrators, and community providers to develop a comprehensive understanding of and approach to student's social, emotional, and academic needs. With comprehensive training in both psychology and education, school psychologists gather and analyze data to improve decision-making at the division, school, classroom, and individual student levels. Finally, school psychologists collaborate with school teams to develop and oversee universal preventative practices such as MTSS and social and emotional learning (SEL) that reduce barriers to learning and promote student success.

Increased school psychology services staffing allowing for the assignment of a full-time school psychologist in each FCPS elementary school would improve the availability of direct services to students in support of social-emotional, mental health, and behavioral functioning. It would allow school psychologists to consistently use their training and expertise to provide leadership for school-wide practices and initiatives such as MTSS and SEL, and would provide for an increase in consultation services for school staff and families to promote understanding and skill-building.

In reviewing current school psychologist assignments, the proposed change would require adding approximately 60 new school psychologist positions. Further, it would require 1-2 additional school psychology supervisors to provide clinical and administrative supervision and support for these psychologists. Budgetary consideration and commitment would be needed to cover the increased technology, assessment, and intervention resources needed for new staff.

There is currently a national shortage of school psychologists that is impacting school systems locally as well as at state and national levels. Recruiting, hiring, and retaining school psychologists is highly competitive in this current climate. Throughout the 2020-2021 and 2021-2022 school years, FCPS has carried vacancies for school psychologists. Critical factors in hiring include the timing of identified and posted positions as well as salary parity with surrounding divisions. To provide the greatest opportunity to hire qualified applicants, school psychologist vacancies need to be posted beginning in late winter/early spring of the current school year. Positions remaining unfilled by June have a diminished probability of being filled. Further, retention of current staff must be considered when creating new positions. At this time, given a history of numerous years without step increases in FCPS, experienced psychologists are being drawn to surrounding districts that can commit to giving them credit for all their years of experience, placing them on a higher step and salary level when compared with FCPS. As we consider the high value and impact of increased school psychologist staffing, we must address these critical factors that will allow us to recruit, hire, and retain highly qualified school psychologists.

**School Social Work Staff:** In order for school social workers to be full time in each elementary school we would need to hire approximately 60 additional school social worker positions. If we were to phase in hiring school social workers at each elementary school over three years we could look at factors such as student population size, Title 1 schools and free and reduced lunch and special education needs within schools for prioritizing a phased in approach for increased social worker staffing during this time-frame. We would also want to consider an equitable approach in that we currently have some larger, Title 1 elementary schools with full-time staffing which could also benefit from increased staffing. With additional staffing, we would also require 1-2 additional school social work supervisors to provide clinical and administrative supervision and support for these social workers.

The COVID-19 pandemic has impacted many families within our school communities and the need for linking students and families to additional community-based supports have increased over these past few years as a result. Supporting our students and families throughout the pandemic response continues to be critical to building resilience in our school communities. Additional school social workers in schools are an essential part of our MTSS teams for building student resilience and strong families, addressing attendance and fostering both student and family engagement, implementing trauma-informed and culturally responsive approaches, and providing direct mental health services along with coordinating community-based services to promote wellness.

**School Nursing Staff:** The FCHD has obtained support from the Board of Supervisors to increase the number of PHNs in FCPS. FCHD is very excited to be working towards a model of one nurse for each school building. FCHD acknowledges significant challenges in hiring nurses during this season and recognizes it may take much longer than the FCHD to realize this staffing level. FCHD is embarking on a School Health Enhancement Initiative to plan for the

implementation of this new school health mode, and is hopeful the increased presence of public health nurses in our schools will help address some of the public health barriers to learning.

**Staff Response (Community Outreach):** Family and Community Connections: FCPS staff from various departments have been training in the ACE Interface model. Fairfax County's Trauma Informed Community Network is organizing a training, "Understanding ACES," which will be offered at various dates and times to the community in the upcoming months. FCPS staff will have opportunities to facilitate these trainings. Once scheduled, FCPS staff will share the training opportunities.

Additionally, approximately 50 FCPS staff will have the opportunity to attend the Creating Trauma Sensitive Schools (CTSS) virtual conference this February. Registrations were made possible through a grant from the CSB. Attendees will have an opportunity following the conference to debrief and plan for ways to integrate trauma informed practices within our work with students, families and the community. Most recently, five schools were awarded mini-grants from the Trauma-Informed Community Network, to adapt spaces within the building with trauma-informed elements to foster safety and calm. The schools awarded funds include: Kilmer Center, Cedar Lane School, Virginia Hills Early Childhood Office, Mantua Elementary, and Saratoga Elementary.

## 6. Sleep Health

- Reiterate the relevant "sleep health" policies within a section titled and devoted to "Sleep Health."
- Add the word "sleep" to two places in the FCPS Wellness Policy (shown in bold):
  - "FCPS will support and value social and emotional well-being by providing an environment that encourages students and staff members to maintain a healthy balance between work, academics, family life, rest, **sleep**, and recreation. Students, parents, and staff members will be given opportunities to learn strategies to identify and manage stressors." (in *School Counseling, School Psychology Services, and School Social Work Services*)
  - "The division will provide resources which maintain a work environment that promotes healthy living; providing opportunities for staff members to improve their health through physical activities, health-related training, health screenings, and programs or opportunities that address stress management, food and nutrition, **sleep**, personal growth, mindfulness, and health care access." (*Health Promotion for Staff Members*)

**Staff Response:** FCPS makes information available to students, staff, and families on our public webpage at <https://www.fcps.edu/resources/student-safety-and-wellness/school-health-services/sleep-health>

The Fairfax County Youth Survey is a comprehensive, anonymous, and voluntary survey given each year to students in grades 6, 8, 10 and 12, examines behaviors, experiences and other factors that influence the health and well-being of Fairfax County's youth. The results provide a snapshot of the county's youth and serve as a barometer of the community's effectiveness fostering healthy choices in young people. The Youth Survey is a collaboration of Fairfax County Government and the Fairfax County Public Schools. In the 2019 Fairfax County Youth Survey, only one third of students reported sleeping eight or more hours per night. As students get older, they are less likely to report at least 8 hours of sleep per night.

The Virginia Department of Education (VDOE) 2020 Standards of Learning for Health Education emphasize the importance of sleep. -Topics instructed in FCPS health education include sleep hygiene, effects of sleep on health, setting a sleep goal, consequences of sleep deprivation, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use. In addition, sleep education is included in physical education for grades 7, 9, and 10 to meet VDOE standards of learning for physical education. Students apply knowledge of the importance of sleep to personal goal setting, analysis of their behaviors, and wellness planning. The chart below provides an overview of the health and physical education standards of learning

related to sleep.

**Sleep in Virginia Standards of Learning for Health Education**

The Standards of Learning for Health Education are divided into three strands: 1) Essential Health Concepts; 2) Healthy Decisions; and. 3) Advocacy and Health Promotion.

Grade Level	Standards
Kindergarten	1.f Recognize the importance of a regular bedtime routine and enough sleep. 3.f Describe ways to calm down before bed to prepare for sleeping.
First	1.e Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices. 2.e Determine how sleep habits affect mood and academic performance. 3.e Promote behaviors that impact health and wellness.
Second	Not included in SOLs
Third	1.e Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep. 2.e Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one’s personal health. 3.e Set a goal for a positive health practice and monitor progress.
Fourth	1.e Describe the benefits of rest, sleep, and a physically active lifestyle. 2.e Explain how physical activity, rest, and sleep affect physical and mental health. 3.e Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.
Fifth	1.f Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health. 3.f Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
Sixth	1.g Describe persuasive tactics used by various types of media. 2.g Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products. 3.f Monitor personal progress toward physical activity, nutrition, and sleep goals. 3.g Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.
Seventh	1.g Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance. 2.g Compare current personal sleep and rest habits with recommended guidelines for teenagers. 3.g Engage family to create a personal plan to meet recommended guidelines for sleep and rest.
Eighth	1.g Explain the difference between rest, sleep, sleep deprivation, and sleep debt.

	<p>2.g Identify sleep hygiene strategies to support recommendations for optimal sleep.</p> <p>2.h Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.</p> <p>3.g Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success.</p>
Ninth	<p>1.d Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.</p> <p>2.d Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.</p> <p>3.d Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.</p>
Tenth	<p>1.c Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.</p> <p>3.c Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.</p>

**Sleep in Virginia Standards of Learning for Physical Education**

In the physical education standards, sleep is included in standard 5 Energy Balance.

Grade Level	Standards
Seventh	5.g Explain the importance of sleep for energy balance.
Ninth	5.d Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity), and sleep.
Tenth	5.d Evaluate current and future sleep needs.

**FCPS Resources**

- View information on Student Wellness: Ways to Bring Balance into Your Life
- View information on Sleep Deprivation and How it Affects Attendance

**Additional Resources**

- View School Start Time information from the Center for Disease Control and Prevention (CDC)
- View information on the importance of sleep from the National Institutes of Health (NIH)
- View the Causes and Consequences of Insufficient Sleep from the American Academy of

Pediatrics (AAP)

- View Sleep Hygiene Tips from the American Sleep Association (ASA)

The requested revisions regarding sleep will be made to the Wellness Policy (P2100) and will be moved forward through the review and approval process for the School Board on March 10, 2022.

## 7. Cell Phones and Mobile Devices

- Review developing and ongoing national data regarding the impact of student cell phone and mobile device use on student safety and mental wellness. Share guidance with parents and community members based on an up-to-date review of the literature.
- As distance learning continues in response to COVID-19, identify ways to encourage students to take screen breaks, engage in off-screen activities, and obtain meaningful opportunities for social connection and physical movement, as deemed safe and practical.

**Staff Response:** Staff recognize the increase in student access to technology, including student cell phones, raises concerns about screen time in students. FCPS has identified research based key principles to help parents plan for healthy and balanced use of technology. These principles include:

- Anticipating challenges and taking proactive action
- Balancing online and offline learning experiences and materials
- Prioritizing active use of technology for creation, critical thinking, and collaboration
- Ensuring screen-time is educational
- Using only high quality, age appropriate, FCPS approved educational resources
- Utilizing routines to develop healthy habits for technology use
- Creating and consistently following expectations for technology use
- Actively monitoring and mediating technology use

Age-appropriate resources that help students with media balance and well-being around the use of technology have been provided to schools to use in morning meetings and advisory period. Additionally, staff regularly review research on screen time and best practices to encourage healthy habits. This research is reflected in resources and approaches to this topic.

There are also a number of resources to support families in healthy media use. The FCPS web page provides an approach and resources to support families in establishing expectations, selecting and using age-appropriate media, using parental controls and supporting students in appropriate technology use. Other resources for parents include device contracts and media agreements and family media plans. This school year, we began offering parents the opportunity to sign up for Lightspeed Screen Activity reports to receive weekly information about their child's activity on an FCPS device. Parents who sign-up via the Lightspeed Parent Portal gain the additional ability to "pause" the Internet on FCPS devices outside of the school day. Parents can use this ability to create technology breaks at home for meal times or family time. More information on this parent tool can be found on the Lightspeed Parent Report web page at <https://www.fcps.edu/resources/technology/lightspeed-parent-reports>.

Resources available to families include:

- [Digital Citizenship: Families](#)
- [Establishing Expectations at Home](#)
- [Media Balance and Well-being Toolkit](#)
- [Choosing Digital Apps, Games and Services Wisely](#)

Additionally, in the spring of 2020 in response to school closure, teachers were provided with asynchronous choice boards that could be posted for students. The choice boards focused on fitness, physical activity, and nutrition. Choice boards continue to be available to teachers for use

in their Schoology courses. During school closure, Safe Routes to School (SRTS) promoted fun activities for families to do together related to bike and pedestrian safety. Ideas were distributed through the SRTS newsletter.

The chart below identifies benchmarks related to screen time from the health curriculum. Lessons are provided to support each of these benchmarks.

**Screen Time Lessons and Resources**

<b>SY</b>	<b>Grade Level</b>	<b>Benchmark</b>	<b>Lesson/Resource</b>
21-22	Kindergarten	2.f Describe alternatives to screen time	PHW: <a href="#"><u>Lesson 4 - Physical Activity and Sleep</u></a>
21-22	Third	1.e Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep. 2.e Evaluate how sleep, activity, screen time and healthy food and beverage choices affect one's personal health.	PHW: <a href="#"><u>Lesson 2 - Sleep</u></a>
21-22	Fourth	Benchmarks address benefits of physical activity and sleep, however, the lesson includes the 95210 planner which includes setting a goal for limiting screen time.	PHW: <a href="#"><u>Lesson 4 - Healthy Behaviors</u></a>
21-22	Sixth	1.f Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices. 3.f Monitor personal progress toward a physical activity, nutrition, and sleep goals 3.g Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.	PHW: <a href="#"><u>Lesson 3 - External Influences and Decision Making</u></a>

Reflecting back to 20-21, grades 1-6 included a unit title Taking Care of Me where the discussion of screen time was included. Units were very similar to one another to support teacher planning.

<b>SY</b>	<b>Grade Level</b>	<b>Benchmark</b>	<b>Lesson/Resource</b>
20-21	Kindergarten	HE 2.f Describe alternatives to screen time	Taking Care of Me
20-21	First	HE 1.e Identify behaviors that promote health and wellness, including personal hygiene, <b>sleep</b> , physical activity, and healthy food choices. HE 3.e Promote behaviors that impact health and wellness	Taking Care of Me

20-21	Second	Used first and 3rd grade benchmarks to guide lessons and resources	Taking Care of Me
20-21	Third	HE 1.e Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep. HE 2.e Evaluate how <b>sleep</b> , physical activity, <b>screen time</b> , and healthy food and beverage choices affect one's personal health. HE 2.f List the benefits of goal setting for personal health.	Taking Care of Me
20-21	Fourth	HE 1.e Describe the benefits of <b>rest, sleep</b> , and a physically active lifestyle. HE 3.e Create a plan to meet the daily requirement for physical activity, <b>rest, and sleep</b> , using valid and reliable resources.	Taking Care of Me
20-21	Fifth	HE 1.f Explain the effects of physical activity, <b>sleep</b> , and personal health habits and behaviors on heart health. HE 3.f Support family and peers in making positive food, physical activity, and <b>sleep choices</b> that promote heart health.	Taking Care of Me
20-21	Sixth	HE 2.g Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, <b>sleep</b> , or other areas of personal health products. HE 3.g Analyze the reliability of health product claims for physical activity, nutrition, <b>sleep</b> , or other areas of personal health.	Taking Care of Me

In addition to lessons each grade level had an Asynchronous Activity Board to support each unit of instruction. Activity boards changed with each unit, approximately one per month. Below are examples of the Kindergarten and 4th grade Asynchronous Activity Boards for each unit:

Kindergarten	Fourth Grade
Ready to Learn (Expectations/Rules/ Routines)	Ready to Learn (Expectations/Rules/ Routines)
Staying Safe (Safety & Injury Prevention)	Staying Safe (Safety & Injury Prevention)
Getting Along with Others (Cooperation & Conflict Resolution)	Getting Along with Others (Cooperation & Conflict Resolution)
Healthy Minds (Mental Health & Wellness)	Healthy Minds (Mental Health & Wellness)

Healthy Body (Disease Prevention/Health Promotion)	Healthy Body (Disease Prevention/Health Promotion)
Staying Active (Physical Activity)	Staying Active (Physical Activity)
Healthy Eating (Nutrition)	Healthy Eating (Nutrition)
Taking Care of Me (Sleep, Screen Time, Goal Setting)	Taking Care of Me (Sleep, Screen Time, Goal Setting)
How My Body Moves (Body Systems)	How My Body Moves (Body Systems)

8. Plan and implement a delayed start time at 3 middle schools in the academic year 2022-2023. We suggest starting with 3 of the middle schools that have a high number of elementary feeders that start at 9:20am.

**Staff Response:** Consideration for changes to middle school start times is an ongoing conversation in FCPS. It is expected that this will continue to be discussed until a solution can be implemented.

9. Explain to teachers that the 11:59 p.m. deadline for turning in homework online runs counter to guidance from sleep health professionals. Ask teachers to use a sleep-friendly submission time.

**Staff Response:** Guidance on homework is provided to teachers through the FCPS Secondary Grading and Reporting Toolkit. Staff in Instructional Services will identify a relevant information source to include in this toolkit to inform teachers of guidance from sleep health professionals.

10. Consider implementing a systemwide sleep-friendly homework policy including:

- Limiting the amount of homework and ensuring it is purposeful and meaningful.
- Setting homework submission times to align with sleep needs.
- Utilizing check-ins and/or class time for longer assignments and projects.
- Teaching students to manage their time and break down large assignments into smaller chunks.

**Staff Response:** FCPS has made recent changes to secondary homework guidelines. Instead of only providing total minutes of homework per night, teachers are to now ensure that student homework falls within existing FCPS regulations in the following ways:

- Middle school teachers should plan for homework not to exceed 25 minutes per class block.
- High school teachers should plan for homework not to exceed 30 minutes per class block.

Best practices such as submission times and breaking down large assignments into smaller chunks are best practices and will continue to be encouraged.

11. SHAC respectfully suggests these recommendations for schools who wish to implement Open Campus (OC):

1. Offer OC monthly or weekly to all FCPS middle school students.
2. Increase space and opportunity for popular activities such as soccer.
3. Provide equal access to OC, which is not dependent on grades or attendance.
4. Incorporate outdoor or unstructured time into SEL periods.

**Staff Response:** The concept of Open Campus has yet to be explored in depth. Middle schools will introduce daily recess next school year, to include opportunities for structured and unstructured activities.

## SHAC 2020-2021 Recommendations

1. The FCPS Office of Student Health and Wellness provides parent training opportunities to explain active and passive tech consumption and the advantages that technology provides, especially to special education and disadvantaged students. “In-school” screen time is not “bad” screen time.

**Staff Response:** Many school teams across the county provide training opportunities for caregivers to support digital citizenship in youth. The Parent Resource Center has also provided training opportunities for caregivers, supporting safe use of technology. This training can be viewed through their YouTube channel: <https://youtu.be/qcsU3YNw2X4>

Additional resources for families can be found on the FCPS Digital Citizenship site: <https://www.fcps.edu/resources/technology/technology-literacy/digital-citizenship>

FCPS has identified research based key principles to help parents plan for healthy and balanced use of technology. These principles include:

- Anticipating challenges and taking proactive action
- Balancing online and offline learning experiences and materials
- Prioritizing active use of technology for creation, critical thinking, and collaboration
- Ensuring screen-time is educational
- Using only high quality, age appropriate, FCPS approved educational resources
- Utilizing routines to develop healthy habits for technology use
- Creating and consistently following expectations for technology use
- Actively monitoring and mediating technology use

Age-appropriate resources that help students with media balance and well-being around the use of technology have been provided to schools to use in morning meetings and advisory period. Additional resources for families can be found on the FCPS Digital Citizenship site: <https://www.fcps.edu/resources/technology/technology-literacy/digital-citizenship>

The Parent Resource Center has provided training opportunities for caregivers, supporting safe use of technology. This training can be viewed through their YouTube channel: <https://youtu.be/qcsU3YNw2X4> Recent Parent Resource sessions include:

- Buying New Devices: What Parents Need to Know (12/2021)
- Family Digital Wellness: When is the Internet a Problem? (10/2021)
- Digital Citizenship Series Part 1: How to Find Balance with Technology (11/2020)
- Digital Citizenship Series Part 2: Hot Topics: What Concerns You the Most? (1/2021)

Recordings of some of these sessions are posted on the Parent Resource Center Digital Citizenship & Online Safety Playlist on YouTube.

Central staff also works regularly with school-based teams to plan and implement events such as digital learning and digital citizenship nights to help families understand the active use of technology as well as how digital citizenship can be supported.

2. FCPS summarizes and shares the history of FCPS-provided computers.

**Staff Response:** Over the past two years, FCPS has accelerated our FCPSOn initiative to provide a computer device to every student. At the start of the 2021-2022 school year, every student in grade 3-12 was provided with an FCPS laptop no more than three years old. PreK-2

students were provided with existing devices in our inventory, most of which were considered legacy devices. However, FCPS applied for, and was granted, a federal reimbursement grant to purchase newer, more age-appropriate devices for our youngest learners. Those devices have been ordered and will be distributed to our PreK-2 students at the start of the 2022-2023 school year. This effort will ensure that every FCPS student has access to a sufficient device for learning next school year. Our intention is to keep student devices on a 4-to-5-year refresh cycle.

3. Work with One Fairfax and the Park Authority post-COVID to increase access to outdoor experiences such as sports and other community center activities.

**Staff Response:** The Middle School After-School Program school-based staff will reach out to and inform middle school students participating in the intramural sports after-school program of the sports and recreation opportunities available through the Park Authority and Neighborhood and Community Services.

4. Set a goal for the number of students who participate in extracurricular activities (school-based and county programs).

**Staff Response:** FCPS offers robust extracurricular activities programs in our middle and high schools. These programs are managed and supervised at the local school level and supported centrally by the Office of Student Activities and Athletic Programs. Establishing a numerical goal related to student participation in clubs and activities is not practical. Offerings vary from school to school and are driven by student interest and the availability of faculty/staff supervision (all volunteer). Schools employ a variety of methods to advertise club and activity offerings, to encourage student participation, and at both the middle and high school levels, clearly defined processes exist to help students request new clubs. High school athletic teams are competitive in nature and tryouts are open to all eligible students. However, the final number selected for a team depends on the specific sport.

- MS after-school programs
  - Approximately 750 active clubs across all MS
  - Approximately 25,000 total participants each year
- HS clubs
  - Approximately 4500 active clubs this school year
  - Due to the sensitive nature of some clubs, attendance/participation data is not available
- HS athletic programs
  - 19 sports, 41 teams
  - Approximately 27,000 total participants each year, an average of 9100 students per competitive season (fall, winter and spring)

5. Increase accessibility to Fairfax County Park and Recreation's student clubs so that all students who wish to participate can do so.

**Staff Response:** A request will be made to the Fairfax County Park Authority to provide the middle school after-school specialists with information regarding their services for youth and that information will be disseminated to middle school students participating in the intramural sports after-school program.

6. Provide parent support and information about creating a healthy screen time balance.

**Staff Response:** FCPS has identified research based key principles to help parents plan for healthy and balanced use of technology. These principles include:

- Anticipating challenges and taking proactive action
- Balancing online and offline learning experiences and materials
- Prioritizing active use of technology for creation, critical thinking, and collaboration

- Ensuring screen-time is educational
- Using only high quality, age appropriate, FCPS approved educational resources
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Age-appropriate resources that help students with media balance and well-being around the use of technology have been provided to schools to use in morning meetings and advisory period. Additional resources for families can be found on the FCPS Digital Citizenship site: <https://www.fcps.edu/resources/technology/technology-literacy/digital-citizenship>

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This school year, we began offering parents the opportunity to sign up for Lightspeed Screen Activity reports to receive weekly information about their child's activity on an FCPS device. Parents who sign-up via the Lightspeed Parent Portal gain the additional ability to "pause" the Internet on FCPS devices outside of the school day. Parents can use this ability to create technology breaks at home for meal times or family time. More information on this parent tool can be found on the [Lightspeed Parent Report](#) web page.

7. Continue to identify and build high-quality partnerships with community organizations, neighborhood service groups, and others to create more after-school clubs.

**Staff Response:**

- Currently, FCPS has over 3,000 clubs covering ~900 activities. Many are meeting virtually during the COVID pandemic. Virtual groups, such as Our Minds Matter at Poe Middle School, have had increased participation due to the virtual setting. Each group has a sponsor. Many sponsors support students' mental health and well-being.
- Each middle school has an employed After School Specialist that works to get students involved in extracurricular activities.
- Each high school has an employed Director of Student Activities, who manages the many school clubs (~200 at some high schools) and athletics.