Reopening of Schools Work Session

August 18, 2020

Technology Council Updates and Preparation for Virtual Opening of Schools

Technology Advisory Council (TAC)

TAC's mission is to assist FCPS with expertise and guidance to ensure that the school district's technology applications are at the forefront of innovation; and that teachers and students are equipped with the tools, connectivity, access, and security to be prepared in today's increasingly interconnected landscape.

Council workstreams representing nearly 200 meetings

Communications and Change Management, *led by Alisa Whyte, Merritt Group*

Technology Infrastructure and Operations, *led by James Hannah, GDIT*

Technology Accessibility, led by *Pam Baker, George Mason University (GMU)*

Innovation and Partnerships, *led by Katrina Stevens, Chan Zuckerberg Initiative and Elizabeth Murphy, Foundation for FCPS*

Instructional Technology, *led by Katie Blot, Strategy Ed LLC*

Device Access and Connectivity, *led by Jeff Mao, Edmoxie*

Professional Development and Human Capital, *led by Richard Culatta, ISTE*

Council Co-Chairs

Greg Baroni
Chairman and CEO Attain, LLC

Amy Gilliland
President GDIT

Bobbie Kilberg
President & CEO Emeritus and Strategic Advisor NVTC

Andrew Ko
Founder Kovexa

Council Workstream – Members

COUNCIL LEADERSHIP
Scott Brabrand, FCPS, Superintendent
Bobbie Kilberg, Northern Virginia Technology Council, Co-Chair; Communications and Change Management; Innovation and Partnerships
Andrew Ko, Kovexa, Co-Chair; Device Access and Connectivity; Innovation and Partnerships
Greg Baroni, Attain, Co-Chair; Instructional Technology; Professional Development and Human Capital
Amy Gilliland, General Dynamics Information Technology (GDIT), Co-Chair; Technology Infrastructure and Operations; Technology Accessibility

Communications and Change Management	Technology Infrastructure and Operations
Alisa Whyte, Merritt Group*	*James Hannah*, Corporate IT Services, GDIT*
Ellen Walsh, Attain	Andrew Arthurs, Two Roads Hospitality
Reshma Patel-Jackson, Attain	Clara Conti, Partner, IBM
Kathleen Walts**, FCPS, Office Professional Learning and Family Engagement	John Wood, Telos
Tracey Wynne**, FCPS, Communications and Community Relations	Tom Vandenburg**, FCPS, IT Operations

Technology Accessibility	Innovation and Partnerships
Pam Baker, George Mason University (GMU)*	*Katrina Stevens*, Chan Zuckerberg Initiative*
Dustin Wright, FCPS, Franklin MS	*Elizabeth Murphy*, Foundation for FCPS*
Lexie Feldman, FCPS, McNair ES	*AJ Muir, FCPS, Student*
Jered Borup, GMU	*Karen Corbett Sanders, School Board Chair*
Anya Evmenova, Assistive and Special Education Technology	Michael Horn, Entangled Group
Mark Ginsburg, GMU	Alexandra Fuentes, FCPS**, Technology & Engineering Ed & STEAM Integration
Susan Norwell, Northeastern Illinois University	**Instructional Technology**
Maura Burke**, FCPS, Early Childhood Curriculum and Grant Management	*Katie Blot*, Strategy Ed LLC*
Mike Bloom**, FCPS, Special Education	*Shawn DeRose, FCPS, Annandale HS*
Melissa Modarressi**, FCPS, Early Childhood Identification and Services	Jon Cohen, AIR Assessment, Retired
Richard Pollio**, FCPS, English Speakers of Other Languages (ESOL) Services	Sarah McCue, Nyaka; Georgetown University and American University
Device Access and Connectivity	Sandy Kretzer**, FCPS Enterprise Information Services, Information Technology
Jeff Mao, Edmoxie*	Aron Sterling**, FCPS Electronic Curriculum and Assessment Tool
Elaine Tholen, School Board Member	**Professional Development and Human Capital**
Ellen Goldich, Education Superhighway	*Richard Culatta*, ISTE*
Toni Stubbs, Cox	*Margaret Sisler, FCPS, School-Based Technology*
Linda Zhang, AWS Intern	Joseph South, ISTE
Derek Kelley**, FCPS, Instructional Technology	Ken Martin**, FCPS, School Based Technology Specialist (SBTS) Management
Tracey Jewell**, FCPS, Support Services, Information Technology	Jay Nocco**, FCPS, Office of Professional Growth and Career Development
Leona Smith**, FCPS, Equity and Family Engagement	Crissie Ricketts**, FCPS, McLean HS

Steering Committee Member   * Workstream Lead   **FCPS Staff Liaison

FCPS Superintendent's Advisory Council

In July, the Council issued its final report and roadmap of actionable next steps

200
working sessions

67
recommendations

17
with the highest priority

6
across the following areas

- **Initiative 1:** Planning – Establish a Foundation for Success
- **Initiative 2:** Staffing – Leadership and Technical Resources
- **Initiative 3:** FCPS Infrastructure and Processes Alignment to Support Educational Success
- **Initiative 4:** Resource Support for Educators
- **Initiative 5:** Specialized Resource Support for FCPS Community
- **Initiative 6:** Future Focus

With the submission of the final report, the ad hoc Council's work has concluded.
FCPS is currently evaluating establishing a smaller standing committee to advise the school system during its transformation journey.

Technology Council Recommendations and Responses

- FCPS has responded to the Council's 17 priority recommendations
- Nine are completed; eight are in progress
- Full report responses are available [here](#)

- Key recommendations for the start of school:
  - Provide differentiated educator professional development
  - Build community among families and educators
  - Provide student and parent supports
    - Distance learning resources
    - Technology supports

Professional Development

Goal 1: Develop resources and supports for staff who create online PD and Training
- Developed FCPS Virtual PD Hub that provides guidance and resources for PD Developers
  - 650+ participants in Virtual PD development Course
- Developed 2020 Return to School PD & Training Plan
  - Includes all Required and Recommended PD/Trainings
  - Offerings are in multiple virtual formats (synch., asynch., videos, etc.)

Goal 2: Provide PD to prepare for a virtual return to school and enhance best practices in distance learning
- ISTE Summer Institute - 2500+ participants; 200 sites
- 1000+ New/New to FCPS Teachers participating in ISTE Microcourses
- All summer FCPS academy courses related to technology ran at capacity
- Required PD for all instructional staff on creating a virtual classroom and high quality virtual teaching based on division defined competencies to be completed prior to first day of school
- School-based technology tool training and support to ensure readiness with core tools

Goal 3: Provide PD on Building Community in a Virtual Learning Environment
- Virtual Orientations with students/families prior to first day of school - does not replace Back to School Nights
- Supporting Social-Emotional Learning needs
- Supporting practices for culturally responsive, inclusive and safe learning environments
- Essential practices for working with Students with Disabilities and English Language Learners
- Strategies for enhancing family partnerships
- Equity Module 6: equity and cultural responsiveness

Parent and Student Technology Support

- **Beginning August 19** - A one-page Distance Learning Technology Best Practices and Troubleshooting Guide will be distributed to families at all outreach locations, and mailed to families' homes. This information will be provided in the multiple languages of the FCPS community.
- **Virtual Family Workshops** -summer and fall courses such as, *Survive and Thrive with Virtual Learning*
- **Lead-up to school start** - teachers will have virtual orientation sessions with students and parents to introduce the virtual environment
- **Launching August 26:**
  - Online hub for parents for self-help technology tips and support
    - Tips on setting up a ParentVue account
    - Tips on securing home internet access
    - Tips on Blackboard and Google
    - Multi-lingual support, including videos
  - Toll-free number released for parent technology help
    - Eliminates the need for teacher as intermediary
    - Multi-lingual support available
  - Technology help online form
    - Older students and parents can submit a request for help
    - Ticket auto-routed to their TSSpec for direct support

Technology Advisory Council Next Steps

- The Superintendent will identify industry experts and their counterparts in FCPS to develop action plans for each item

- The Superintendent will appoint a Project Manager to monitor the progress of implementation

- FCPS will provide an update on the additional recommendations before the end of the semester

Questions

Additional Technology Updates

Laptop distribution

Google Enterprise license

Blackboard load testing

Internet access approach

Network bandwidth upgrade

Laptop Distribution

- New laptops have been received
    - 32,000 laptops for middle school
    - 22,000 laptops for elementary school
- All new laptops have been delivered to schools and are being imaged
- Middle school computer rolldown to elementary schools is in progress
- Primary distribution window started 8/17; schools aiming for full delivery before school
- Delivering remaining MiFis during distribution

Google Enterprise License

- FCPS is securing a Google Enterprise license to provide greater security and functionality for teachers
  - Adds functionality across G Suite products
  - Improves control of Google Meet sessions by teachers
  - Will include additional features around breakout rooms and polling in October

Google-projected Availability Timeline	Features
Premium features immediately available with Enterprise license	● Record a Meet session ● Up to 250 attendees in Meet session
Features coming in September	● Participants can't re-enter if moderator bans them ● End meetings for all participants when class is finished ● Disable in-meeting chat ● Restrict who can present ● Require teacher join first to start session ● A 7x7 grid to see up to 49 students
Features coming in October	● Blur or replace backgrounds ● Attendance tracking ● Breakout rooms
Features coming later this year	● Hand-raising ● Q&A and polling features

13

Blackboard Load Testing

Blackboard Learn (24/7)

- FCPS performed an update to the Learn platform in April and executed another software update this summer.
- DIT conducted extensive load testing with Blackboard this month on the Learn platform. Blackboard made improvements to the FCPS environment that demonstrated system capacity and resiliency under high load.
- Load testing showed an improved ability for the Learn platform to successfully handle parents and students accessing resources at the same time.
- Teachers may continue to post asynchronous resources within the Learn platform.

Blackboard Collaborate Ultra (BBCU)

- Blackboard provided information regarding BBCU's ability to scale up and has proven its ability to handle loads much greater than FCPS load rates during the spring.
- Teachers using BBCU for virtual synchronous sessions should continue to employ their scheduler accounts outside of Learn and provide specific links to students.

Internet Access and Bandwidth Expansion

- **Replacing MiFi home internet approach**
  - Negotiating a partnership with Cox Communications to help qualifying families register for Cox's low-cost Connect2Compete home internet program
  - FCPS will provide this access for families
  - Begin to transition families to this program in the fall
  - Provides greater access while being more cost-effective for FCPS

- **FCPS Internal bandwidth**
  - Expanding the bandwidth at FCPS sites to position our schools for enhanced instruction after the pivot to a partial in-person model this year
    i. Current capacity is 10,000 concurrent users; upgrading to 20,000 concurrent users
  - Equipment upgrades and bandwidth services from our internet services provider are required

Special Education Updates

Special Education Updates

The offices of Special Education Instruction and Special Education Procedural Support have developed a reopening plan that emphasize the importance of:

- Explicit expectations for synchronous and asynchronous instruction
- Increased professional development for FCPS staff and parents
- Specialized instruction for students based on IEP goals
- Student access to instructional materials and learning tools
- Convening meetings for special education processes (local screening committee, 504 plans, reevaluation, eligibility, IEP, staffings, parent conferences)

Early Childhood Curriculum

Class-based

- 60 minutes synchronized learning per day Tuesday - Friday (4 hours/week)
- 1 hour 40 minutes every other week of individual instruction or parent coaching
- 5 asynchronized activities per week
- Planning, parent coaching, and meetings on Monday

Preschool Autism Classrooms

- 30 minutes of synchronous morning meeting per day (Tuesday-Friday)
- 60 minutes synchronous small group per day (Tuesday-Friday)
- 60 minutes synchronous intervention block as needed
- 40 minute parent coaching/week
- 2 asynchronous activities
- Planning, Parent Coaching, and meetings on Monday

Resource

- 30 minutes of synchronous group learning per week
- 30 minutes of parent coaching or individual virtual learning per week
- Additional 30 minutes of parent coaching or virtual learning for students who receive more than one hour of special education service per week
- 2 asynchronous learning activities per week
- Virtual learning will be re-evaluated at each quarter as child care centers allow teacher access to students

Adapted Curriculum

Elementary (Enhanced Autism, Intellectual Disabilities (ID), Intellectual Disabilities Severe (IDS)
- 30 minutes of morning group meeting, synchronous
- 120 minutes synchronous instruction petr day, smaller group
- Additional time for specials

Secondary (Autism, ID, IDS)
- 40-80 minutes of synchronous instruction per class period (time dictated by what is appropriate for student and content)

Minimum Expectations
- Students will have access to 5 asynchronous learning activities per week
- Teachers are expected to check-in with parents every other week

General Considerations
- Schedule is based on the general education schedule
  - Adjust schedule and time as appropriate for students who are spending time in the general education setting
  - Schools should adjust length of class to meet the needs of students
  - For some students, attending the entire class period may be appropriate; others might need shorter classes
- Related services can be delivered during synchronous instruction or added on as additional time, as appropriate for the student and their needs

General Curriculum

Minimum Expectations

- Students will remain in core instruction as much as possible and as appropriate for the student.
- Students will have access to asynchronous learning activities posted each week.
- Case managers will connect with their students at least two times a month outside of scheduled classes.

Elementary

- Specialized literacy and math programs delivered during time dedicated each day for specialized instruction, as appropriate.
  - If a student requires longer than 60 minutes, adjustments to the schedule may be required.
  - Online components or specialized programs can be completed by the student during asynchronous instruction time.

Secondary

- Schools will schedule courses to ensure students who require instruction using a specialized program on a daily basis are able to do so, Tuesday - Friday.

Public Day and Career Center Programs

Key Center and Kilmer Center

Burke School

Cedar Lane School and Quander Road School

Davis Career Center and Pulley Career Center

- These Public Day and Career Center programs will continue to be an alternative option for students.
- Program administrators are developing schedules that best meet the learning needs of the students for whom they serve.

Public Day and Career Center Programs

Key Center and Kilmer Center

- Daily instruction will include morning meeting, specialized instruction to address IEP goals, academic time to address aligned standards of learning, targeted intervention, specials, adapted physical education, related services, and guided screen breaks.

Burke School

- Daily instruction will include morning meeting, literacy and math instruction, science and social studies, specials, social emotional learning lessons, specialized instruction to address IEP goals, and screen breaks.

Cedar Lane School and Quander Road School

- Daily instruction will include advisory period (social emotional wellness, connecting), academic courses, electives, specialized instruction to address IEP goals, and targeted intervention (math, reading, writing, social skills).

Davis Career Center and Pulley Career Center

- Daily instruction will include class rotations (Living Skills, Social Skills (for Employment), Workplace Readiness Skills and Career Exploration), homeroom time, social emotional learning activities, targeted interventions, and asynchronous activities.

Related Services

Speech-Language Pathologists

- Provide direct services on a flexible continuum:
    - In-class instruction, small group, and individual sessions
    - Combination of the above support to address student IEP goals
  - **Reopening Enhancements:**
      - Clear continuum of service delivery
      - Increase in direct services to students

Occupational and Physical Therapists

  - Small group and individual sessions
  - Parent and teacher coaching sessions
  - **Reopening Enhancements:**
      - Distribution of equipment and adapted tools
      - Training of families and caregivers around equipment use
      - Conducting OT and PT evaluations (virtual and in-person)

Related Services

School Psychologists and Social Workers

Support for **Schools**

- Participate in LSC, Re-evaluation, Eligibility, IEP, and other meetings
- Provide consultation with special education teachers regarding support for social-emotional IEP goals during distance learning
- Collaborate with teachers to incorporate SEL lessons into synchronous learning
- Adapt SEL lessons/curricula to include for asynchronous learning opportunities
- Provide school-based and regional crisis response as needed

Related Services

School Psychologists and Social Workers (Cont'd)

Support for **Students**

- Engage in targeted student outreach on a regular basis
- Provide counseling to students demonstrating social, emotional, or mental health needs, including counseling as a related service as directed on the IEP
- Provide behavioral consultation for students exhibiting significant behavioral needs and assist school teams with FBAs/BIPs

Support for **Families**

- Provide consultation to families of students receiving counseling services
- Provide consultation to families on how to support their student's social and emotional well-being during distance learning
- Assist families with accessing community resources
- Conduct psychological evaluations and sociocultural assessments

Instructional Support

Teachers of the Deaf/Hard of Hearing & Visually Impaired

- Provide direct and indirect support to students with a focus on access to content, student engagement, and equipment/technology support devices and tools

  Reopening Enhancements:
    - Enhanced internet resources to support online learning
    - Increased distribution of screen readers, magnification devices, and specialized monitors
    - Increased embossing of student materials

Assistive Technology Resource Teachers

- Collaborate with school-based technology teams and special education teams to implement assistive technology (AT) accommodations for student learning
- Continue developing asynchronous online support resources that promote the use of AT

  Reopening Enhancements:
    - Increased distribution of assistive technology devices, software and extensions to students
    - Provide training for students, school staff & families in the utilization of appropriate AT accommodations in virtual learning environments

Instructional Support

Paraprofessionals

- Assist in building strong student relationships and positive classroom community
- Provide regularly scheduled check-ins for at-risk students
- Assist in establishing classroom expectations
- Support newly established routines and procedures
- Monitor chat window for student questions and responses
- Check for understanding and student engagement
- Meet with students to provide feedback to an individual or small group of students
- Re-teach a concept to an individual student or a small group
- Model positive language for students
- Work with a small group of students to review, read material aloud, or play a game
- Assist the teacher in creating online instructional materials as needed
- Collect data related to student IEP goals

Professional Development

Early Childhood Curriculum

- Student Engagement in the Virtual Environment
- Evidence Based Practices in Preschool Autism Classrooms (PAC)
- Data Collection
- Social Emotional Learning
- Parent Coaching

Adapted Curriculum

- Student Engagement in the Virtual Environment
- Evidence Based Practices in Enhanced Autism Classrooms (EAC)
- Developing Proactive Behavior Strategies for Virtual Learning

General Curriculum

- Effective Co-teaching Practices in the Virtual Environment
- Supporting Executive Functioning
- Technology Tools for Reading and Writing
- Collaborative Partnerships – Teachers and Paraprofessionals

Parent Training

Virtual Monthly Training (Applied Behavior Analysis)

- Fundamentals of Applied Behavior Analysis (ABA)
- Developing Language Enrich Environments for Communication
- Teaching Independence
- Transitioning to Middle School and High School
- Home School Collaboration
- Toilet Training
- Additional Topics by Parent Request

Video Training Modules

- Developing Schedules
- Developing Routines
- Building Independence
- Walk With Me Program
- Work Sprints

Procedural Support

Referral to Eligibility

- Schools will resume weekly local screening meetings (LSC) in order to fulfil the child find requirements for both special education and 504.
- Evaluations will be conducted via both virtual and face to face methods, as appropriate, and guidance will be provided on how school-based staff can safely conduct evaluations.
- Schools have lists of pending evaluations and will work chronologically to reduce the backlog of cases.
- Meetings will continue to be held via Blackboard Collaborate Ultra (BBCU), Google Meet or teleconference.
- Reevaluations are conducted with existing data, where possible.

Procedural Support

Individualized Education Programs (IEP)

- Temporary Learning Plans are discontinued. Teams will amend IEPs.
- An IEP Guidance document for the return to school has been developed with principal input for school-based staff.
- Case managers will review students' IEPs to determine if services can be delivered within the virtual schedule.
- School staff and parents will convene an IEP meeting if the goals, accommodations, or services need to be amended due to the virtual learning environment.
- If appropriate, some IEP changes may be conducted with an addendum without a meeting.
- Case managers will provide parents with a prior written notice that will outline the IEP proposal for the virtual instruction for their child.

31

Procedural Support
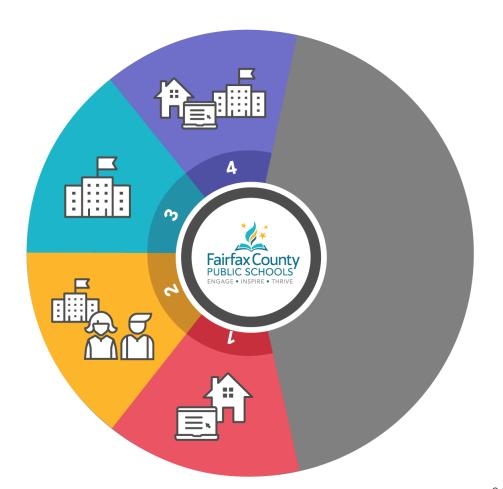
Section 504 Plans
- School Based Coordinators will ensure that the 504 plans of their students can be implemented in the virtual learning environment.
- If adjustments are needed, 504 case managers will schedule Section 504 plan meetings using either Blackboard Collaborate Ultra (BBCU), Google Meet, or teleconference so that all teachers are aware of the required accommodations.

COVID-19 Recovery Services
- VDOE Guidance document posted on July 28th ([VDOE Guidance on Recovery Services.docx](#)).
- Consideration for recovery services should occur after students have participated in instruction during the first 9 weeks of school.
- Teachers should be informally assessing gaps or regression that may qualify a student for COVID-19 Recovery Services.
- Considerations for compensatory or recovery services is discussed within the IEP process.

Questions

Metrics Update

Follow On Motion

I move that the Board direct the Superintendent to determine clear multifaceted metrics to be used to determine if we can start to offer in person instruction and a plan for phasing in students when these metrics are met, starting with our most vulnerable students such as our some of our English language learners, special education students, free and reduced price meal students, younger students. Ideally, these metrics are developed with guidance from our staff and state and local health departments but in the absence of clear and robust metrics or guidance from VDH or FCHD, these metrics can be similar to those used by California and New York. (See links for California's guidance.) An update on these metrics and phasing in plan should be presented to the Board no later than August 15.

FCPS Operational Levels

1 — 100% VIRTUAL LEARNING

Schools and offices may be closed or open with limited personnel reporting. Telework continues wherever possible. Limited or no public transitions inside of buildings.

All students learn virtually.

2 — COHORT LEARNING

Schools and offices open for staff with limited public transactions.

- - -

Identified students in greatest need of additional support receive one or more days of in-person instruction in a cohort. Monday opportunities for cohorts of students to supplement virtual instruction. All other students continue virtual learning.

3 — HYBRID LEARNING

Schools and offices open for staff with limited public transactions.

Students participate in a hybrid model (online and in-person) with social distancing in place.

4 — 100% IN-PERSON LEARNING

Public access to schools and buildings may remain limited.

All schools open at 100% capacity for in-person instruction. Some staff may telework due to health accommodations. Some students may continue to access online learning due to health needs or preference.

Draft Metrics Approach

3 Types of Metrics:

1. <u>VDH Community Transmission and Disease Trends</u>- Defined by Virginia Department of Health (VDH); reviewed weekly with the Fairfax County Health Department (FCHD); used to determine if the level of community transmission will allow for face-to-face instruction
2. <u>FCPS Operational Metrics</u>- FCPS capacity to support face-to-face instruction across the system; defines the FCPS Operational Level (1-4)
3. <u>School Metrics</u>- Determines when individual schools or classrooms shift to distance learning, in the event of confirmed cases of COVID-19

Virginia Department of Health Trends

1. COVID-19 case incidence rate
   - Count of new COVID-19 cases per 100,000 population.

2. PCR test percent positivity for COVID-19
   - Among COVID-19 PCR test results, the percent that are positive.

3. Rate of COVID-19 outbreaks
   - Count of COVID-19 outbreaks per 100,000 population.

4. Percent of COVID-19 cases among healthcare workers
   - Among all COVID-19 cases, the percent that are healthcare workers.

Virginia Department of Health Trends

5. Rate of emergency department visits for coronavirus-like illness
  ● Count of emergency department visits that are for coronavirus-like illness per 100,000 population.

6. Rate of confirmed COVID-19 intensive care unit hospitalizations
  ● Count of confirmed COVID-19 cases that been hospitalized in the intensive care unit per 100,000 population.

7. Percent of hospital beds currently occupied
  ● Among all hospital beds, the percent that are currently occupied by a patient (regardless of reason for hospitalization).

8. Number of hospitals reporting trouble acquiring personal protective equipment
  ● Count of hospitals reporting to the Virginia Department of Health that they are experiencing trouble acquiring personal protective equipment.

VDH VIRGINIA DEPARTMENT OF HEALTH
To Promote and Protect the Health of All Virginians

Virginia Department of Health Trends

Disease burden: determined based on whether a metric has exceeded an established threshold.

Disease trend: evaluated as to whether the metric is **increasing, holding steady, or decreasing.**

Level of community transmission: determined based on the combination of composite scores and defined as **none, low, moderate, substantial.**

Draft System Operational Metrics: Staffing

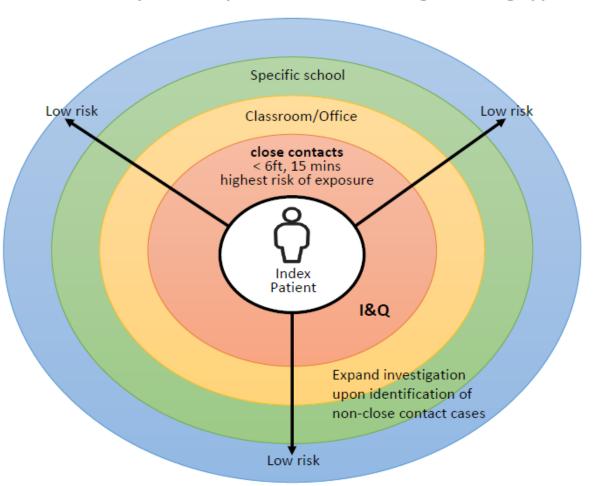|	FCPS Level 2 (Cohort Learning)	FCPS Level 3 (Hybrid Learning)	FCPS Level 4 (Capacity for 100% In-Person Learning)
STAFFING METRICS			
Ability to staff the health room with a Public Health Nurse or Student Health Aide	Yes at open schools	Yes at all schools	Yes at all schools
Classroom Teachers Available for In-Person Learning	xx% or more of contracted teachers by cohort	xx% or more of contracted teachers for in-person students	xx% or more of contracted teachers for in-person students
Available Staff On-Call for Monitoring of In-Person Learning (including substitutes)	x per xx students	x per xx students	x per xx students
Administrative Staff Available for In-Person Learning	xx% or more at open sites	xx% or more at all sites	xx% or more at all sites
Transportation Staff Available	xx% or more for students needing transportation	xx% or more for students needing transportation	xx% or more for students needing transportation
Food and Nutrition Managers Available	xx% or more at open sites	xx% or more at all sites	xx% or more at all sites
Custodial Staff Available	xx% or more at open sites	xx% or more at all sites	xx% or more at all sites

Working program by program to identify phasing in groups of cohorted students in alignment with Health Department recommendations to reduce contact

Draft System Operational Metrics: Facilities/Procurement

	FCPS Level 2 (Cohort Learning)	FCPS Level 3 (Hybrid Learning)	FCPS Level 4 (Capacity for 100% In-Person Learning)
FACILITIES METRICS			
Adequate PPE Available to Staff and Students	2 month supply for cohorts	2 month supply for all sites	2 month supply for all sites
Adequate Cleaning/Sanitizing Supplies Available	2 month supply for open sites	2 month supply for all sites	2 month supply for all sites

Fairfax County Health Department Contact Investigation "Ring Approach"

Draft School Metrics: Notification of Transition to Virtual Learning (Cohort Learning Level 2)

Level	Transition to 100% Virtual Learning	Resume In-Person Instruction
Classroom	1 confirmed case COVID-19	100% virtual learning for 14 days from date of onset; length of time may change based on guidance from FCHD.
School	2 or more classrooms in the school have transitioned to virtual learning due to confirmed COVID-19 cases	100% virtual learning for 14 days following confirmed case from date of onset; length of time may change based on guidance from FCHD; phased reopening based on FCHD contact tracing.

Data Driven Decision-Making and Timelines

Metric	Timeline
Community Transmission and Trends	Weekly monitoring and decision review
System Operational Metrics	Weekly monitoring and decision review
School Metrics	Daily monitoring and decision review, based on FCHD guidance, contact tracing and investigation

Draft Phase In Approach for FCPS Operational Level 2

COHORT LEARNING

2

Phase in Approach in FCPS Operational Level 2

Timeframe	Individuals/Cohorts Accessing Buildings
Current	Individual student assessment and evaluation (e.g., SPED, ELs)
Current	Groups of students for a single assessment or evaluation (socially distanced with no movement between classes or mixing between rooms) (e.g., SAT)
Current	Teachers access classrooms (within maximum capacity limits, following social distance and face covering guidelines)
Future	Half-day Monday opportunities for cohorted groups of students to supplement virtual learning
Future	In-person instruction for targeted groups of students likely to experience greatest challenges with distance learning (phased in over time)

In-Person Monday Opportunities

- Half-day Monday opportunities will be developed to supplement virtual learning
- Students participate in a cohort model (no movement between classes)
- Possible examples could include:
    - Intervention/supports for students disconnected from virtual learning in previous or current school year
    - Students identified through the MTSS process needing additional academic or social/ emotional supports
    - Senior "homerooms" to support post secondary planning
    - "Homerooms" for students new to high school/ middle school (9th grade, 7th/6th grade)

48

Level 2 In-Person Instruction Phase-In Plan

Phase-in approach will prioritize in-person learning for students who may likely experience the greatest challenges with virtual learning.

Group 1

- Preschool Autism and Preschool Class-based students
- SLIFE (English learners with limited and/or interrupted formal education)
- Limited ACE adult classes in cohorts; ACE Behind the Wheel cohorts

Group 2
- Key Center and Kilmer Center students
- Secondary and Elementary students that access the Adapted Curriculum
- Elementary Comprehensive Services Sites (CSS) students
- Newcomer English learners (ELP level 1 and 2 who have arrived in US in last 12 months)
- PreK and Kindergarten students

Group 3
- First Grade and Second Grade students
- Burke School (elementary students)

Next Steps

- Finalize cohort groups for Level 2 phase in

- Establish final thresholds for Operational Levels

- Provide update to Board at September Work Session on phase in plan

Questions

www.fcps.edu