

A desk with school supplies including a pencil holder, scissors, a stapler, and a sign that says "YOU ARE AMAZING".

Return to School Update: School Board Work Session

November 12, 2020

Presentation Objectives

- Provide Health Updates including Health Thresholds for In-Person Decision Making
- Review Staffing Updates
- Discuss Lessons Learned from Pilots Informing FCPS Concurrent Model Rollout
- Share Updated Timeline for In-Person Phase In
- Share additional In-Person Opportunities and Efforts to Support Wellbeing

Guiding Principles for Phase-in Model

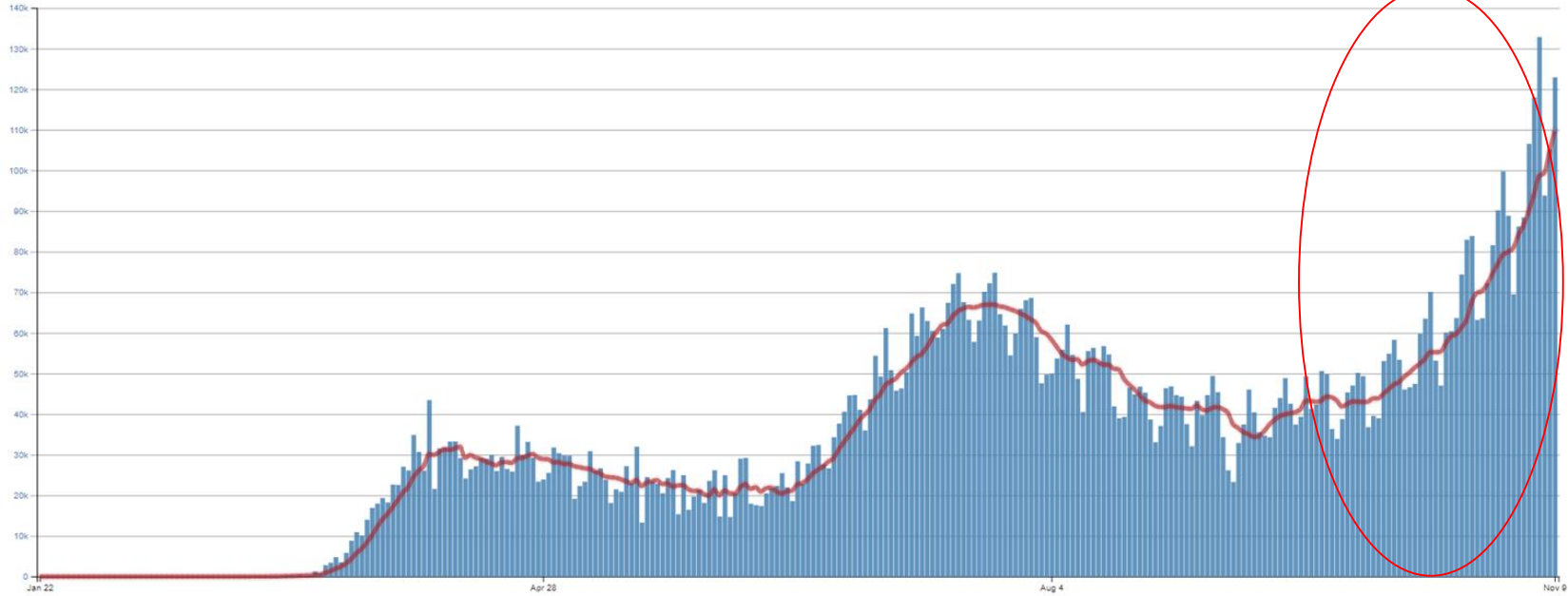
- We believe in-person instruction is best to meet our students' academic, social and emotional needs
- We want to phase students back to in-person instruction as safely, efficiently, and as early as possible
- All phase-in decisions will be made with student and staff safety as the highest priority
- Provide explicit health and safety protocols for staff and students
- Phase-in priority/schedule will be based on equity and addressing student needs for in-person instruction
- Honor family choice in student learning format (virtual or in-person)
- Provide training, time, and support necessary for staff to prepare for a successful transition to in-person instruction
- Provide proactive, clear communication (with translations) to all families and staff

Health Metrics



COVID Cases in the United States on the Rise

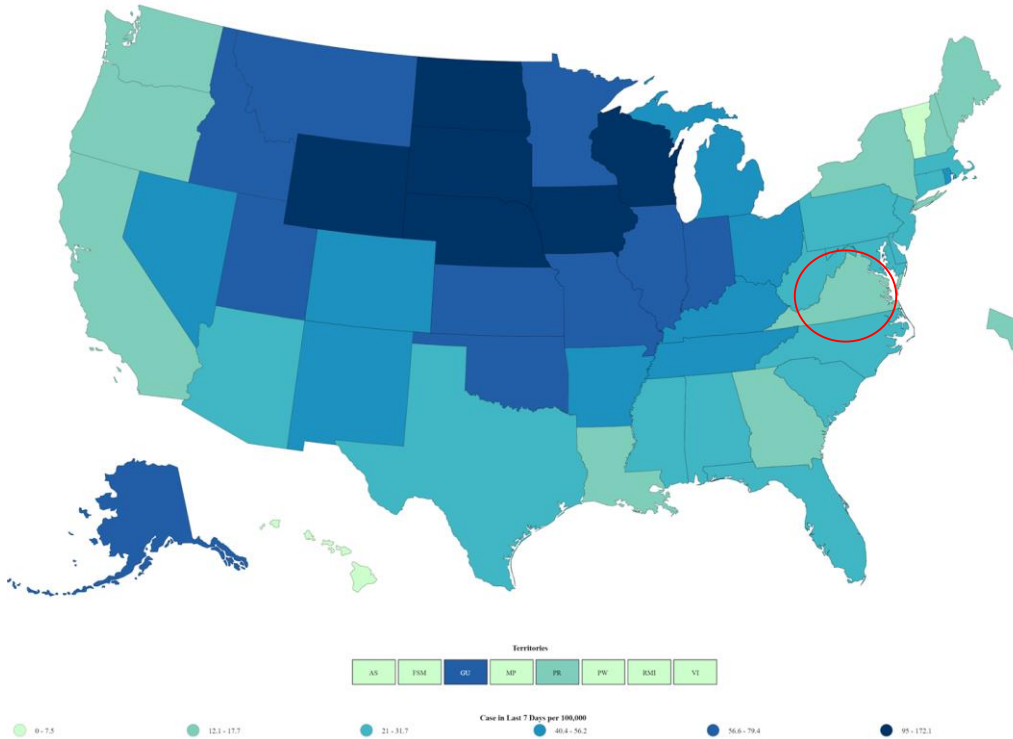
Daily Trends in Number of COVID-19 Cases in the United States Reported to CDC



7-Day Moving Average

National COVID Data: Cases Per 100,000

(Last 7 days as of Nov. 11th)

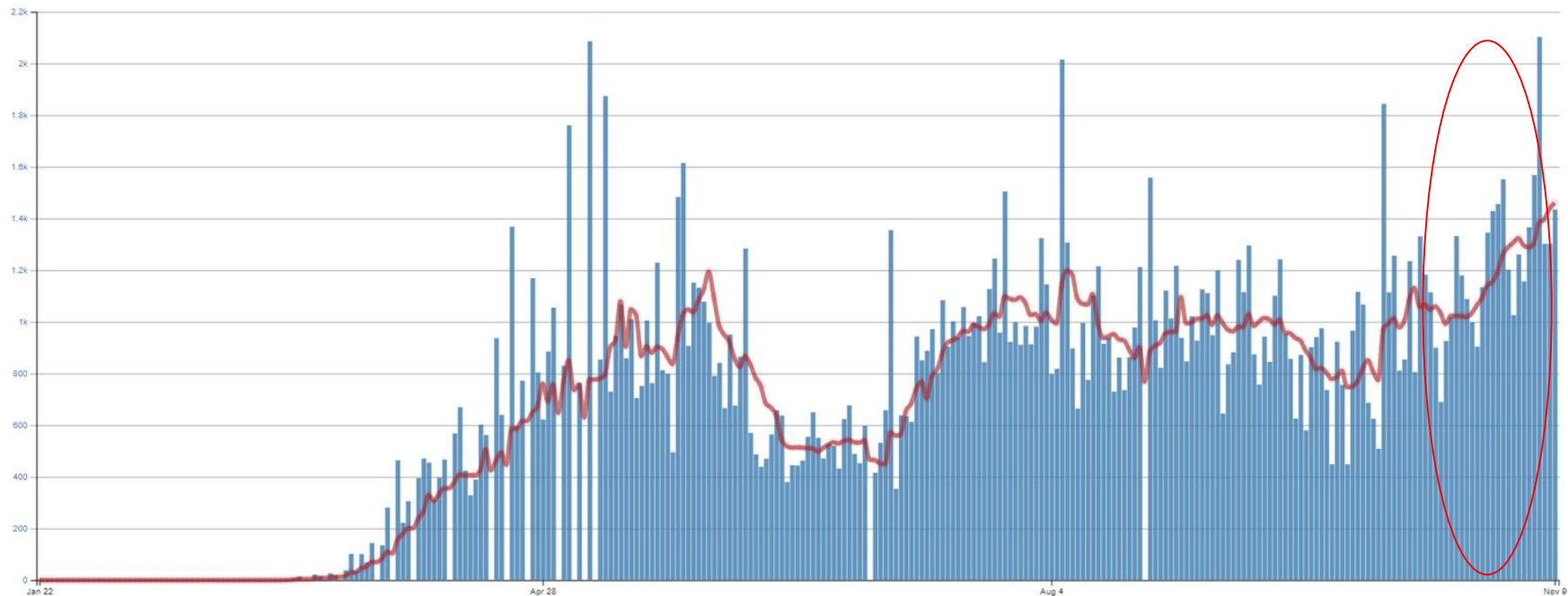


Virginia, Bordering States & District of Columbia

District of Columbia	13.2
Virginia	17.2
Maryland	21.1
North Carolina	23.2
West Virginia	28.2
Tennessee	41.2
Kentucky	48.9

COVID Cases in Virginia on the Rise

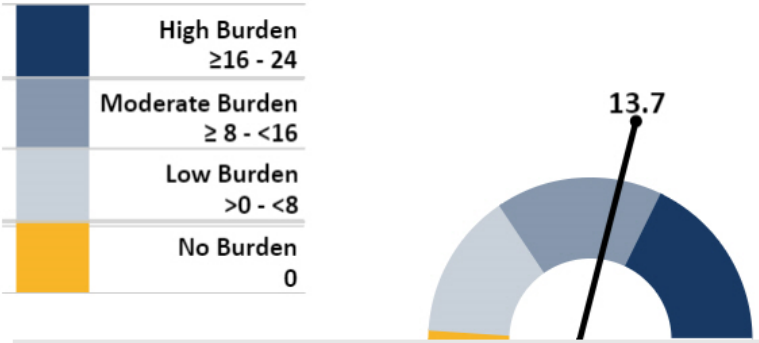
Daily Trends in Number of COVID-19 Cases in Virginia Reported to CDC



7-Day Moving Average

VDH Pandemic Metrics: Northern Virginia Trends

Burden, Northern Region Week Ending 11/7/2020

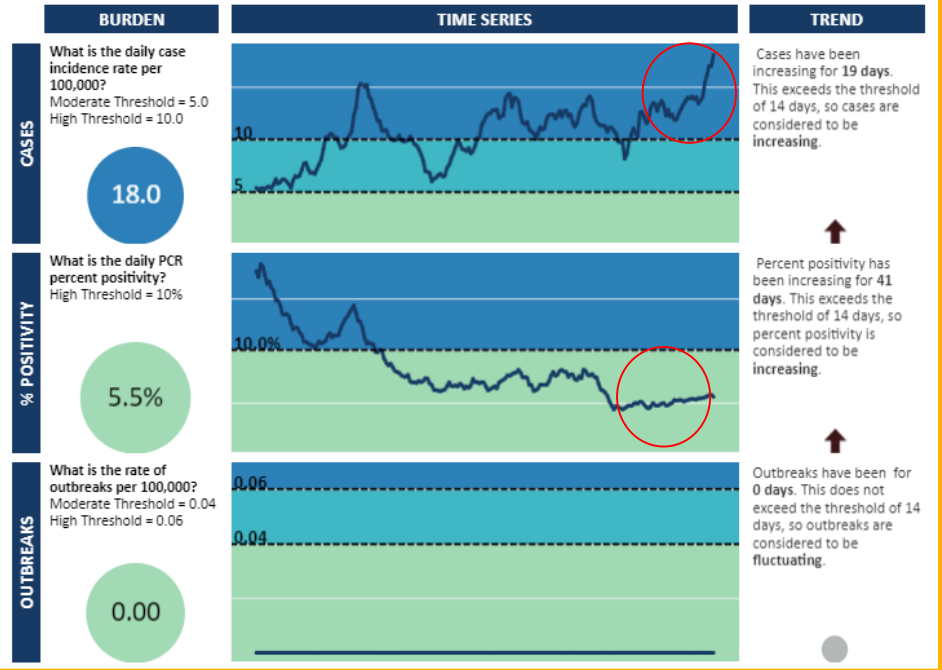


Transmission Extent by Region, Northern



Composite Score, Northern Region Week Ending 11/7/2020

Individual Metrics Burden and Trend, 11/11/2020



Core Indicators, Fairfax, 11/11/2020

Total number of new cases per 100,000 persons within the last 14 days*

186.2%

Percentage of RT-PCR tests that are positive during the last 14 days**

6.1%

Ability of the school to implement five key mitigation strategies

VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Fairfax or Northern Region, 11/11/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†

27.3%

Percentage of hospital inpatient beds in the region that are occupied‡

80.7%

Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡

6.5%

Existence of localized community/public setting COVID-19 outbreak§

Please refer to the Daily Region Metrics dashboard for information on outbreaks.



























FCPS Data: Core and Secondary CDC Indicators

November 11, 2020

Indicator Risk Levels
Lowest
Lower
Moderate
Higher
Highest

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>

CDC Alignment to Virginia Phased Guidance for Schools

 <h2>GUIDANCE FOR SCHOOLS</h2>		
<h3>LOWEST OR LOWER RISK</h3> <p>Schools may consider Phase III Recommendations</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">       </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">In schools with lower risk of transmission, all students may be given the opportunity for in person instruction with mitigation and physical distancing measures in place. Facilities and staffing limitations may necessitate hybrid schedules.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">A fully remote learning option should be available for all students and staff.</p>	<h3>MODERATE OR HIGH RISK</h3> <p>Schools may consider Phase II Recommendations</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">       </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">In schools with moderate or higher risk of transmission, specific learners should be prioritized for limited in person instruction, including willing students with disabilities, english learners, and PreK - 3rd grade students.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">All other students should be served remotely. Fully remote option should be available to all.</p>	<h3>HIGHEST RISK</h3> <p>Schools may consider Phase I Recommendations</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">       </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">In schools with high risk of transmission, in person instruction should be limited to students with disabilities, as deemed appropriate by parents and IEP teams.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">All other students should be served remotely. Divisions may consider a fully remote option.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 20px;">Plans should be in place to phase back to in-person instruction.</p>

CDC Indicators Two of the Three Core Indicators for FCPS and Neighboring and Comparable School Divisions: **Where are We Now**

Virginia Phase	School Division	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Opening Status
Phase I	Arlington	209.7 Highest Risk	5.2% Moderate Risk	Students with disabilities who require direct support to access the curriculum as presented via distance learning began in-person instruction Nov. 4th
Phase II	Fairfax	173.9 Higher Risk	5.9% Moderate Risk	Some special populations in school; PK-K and additional special populations (Group 5) approved to start Nov. 16th; 1st -2nd grade and additional special populations (Group 6) approved to start Nov. 30th
	Loudoun	154.6 Higher Risk	6.9% Moderate Risk	Some special populations & K-2nd grade in school; Board considering 3rd - 5th grades and Academy students Nov.10th
	Prince William	271.6 Highest Risk	7.8% Moderate Risk	Special populations attending in-person; PreK - 3rd will return second quarter on A/B schedule (PK-K: Nov. 10th; 1st grade: Dec. 1st; 2nd - 3rd grades: Jan. 12th)
	Falls Church	27.08 Moderate Risk	2.9% Lowest Risk	K & 3rd grade will return for in-person Nov. 10th on a hybrid model; Remainder of elementary will return Nov. 17th
Phase III	Fauquier	111.8 Higher Risk	2.7% Lowest Risk	K-12 hybrid option began Nov. 9th
N/A Out of State	Montgomery County (MD)	218.2 Highest Risk	3.1% Lower Risk	Scheduled to begin a phased-in return to in-person instruction on January 12, 2021, with a focus on specific special education programs; certain Career and Technology Education programs that require hands-on experiences for licensure; and other special student populations

CDC's Third Core Indicator: 5 Key Mitigation Strategies In Schools

Five (5) Mitigation Measures

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with local health department

Reinforcement and Assessment of Mitigation Measures

- Signage in schools reinforcing mitigation measures
- Email reminders reinforcing mitigation measures, staying home when sick, and completing the daily health screening prior to reporting to work
- Audit teams will conduct walkthroughs of schools to monitor and assess the implementation of mitigation measures. The use of the designated teams ensures inter-rater reliability and enables school staff to focus on instructional tasks

Important Reminder: Staff and Students Staying Home when Sick



FCPS Mitigation Strategies

Status

Mask regulation



Social-distancing protocols and signage



Hand hygiene protocols



Cleaning and disinfection protocols



Procedures for safe bus travel and entrance into school



PPE available for students and staff



Classroom plexiglass available



HVAC ventilation protocols and study showing FCPS buildings exceed ASHRAE recommendations



Sanitation materials (Hand sanitizer, virex, paper towels) available



Current Health Thresholds for In-Person Decision Making: Two of Three CDC Core Indicators

	Community Introduction and Transmission		Transmission in Schools
FCPS Groups	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:
Group 1: 40 students <small>(Spec. Career Prep)</small>	> 200	> 10%	TBD
Group 2: 1,300 students <small>(PAC, ECCB, Spec. Career Prep)</small>	> 200	> 10%	TBD
Group 3: 4,100 students <small>(Select Spec. Ed.)</small>	> 200	≤ 10%	TBD
Group 4: 2,900 students <small>(Select Spec. Ed.)</small>	≤ 200	≤ 10%	TBD
Group 5: 6,800 students <small>(Head Start, PreK, Kindergarten & Select Spec. Ed.)</small>	≤ 200	< 8%	TBD
Group 6: 13,500 students <small>(1st & 2nd Grades, Select Spec. Ed.)</small>	≤ 200	< 8%	TBD
Group 7: 28,000 students <small>(3rd - 6th Grades, Select Spec. Ed.)</small>	TBD	TBD	TBD
Group 8: 52,800 students <small>(Middle & High School)</small>	TBD	TBD	TBD

<u>Current FCPS Data (11.11.20)</u>	
Cases Per 100,000	186.2
Percent Positivity	6.1%

<u>CDC Indicator Thresholds</u>			
Virginia Phase	Risk Level	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days
Phase III	Lowest	< 5	< 3%
	Lower	5 to < 20	3% to < 5%
Phase II	Moderate	20 to < 50	5% to < 8%
	Higher	50 to ≤ 200	8% to ≤ 10%
Phase I	Highest	> 200	> 10%

Current Health Thresholds Impact on In-Person Instruction

In order to for a group to **BEGIN** in-person instruction:

- The established thresholds for the group must be met for **BOTH** the number of cases per 100,000 persons and the percent positivity for seven (7) consecutive calendar days.

In order to for a group to **REMAIN** in in-person instruction:

- The number of cases per 100,000 persons or the percent positivity for may not exceed the established threshold for the group for seven (7) consecutive calendar days.

Groups will transition back to **DISTANCE LEARNING** if:

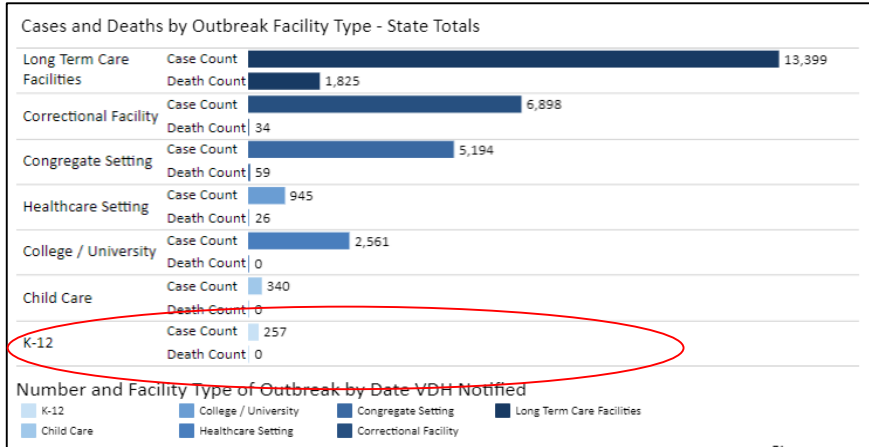
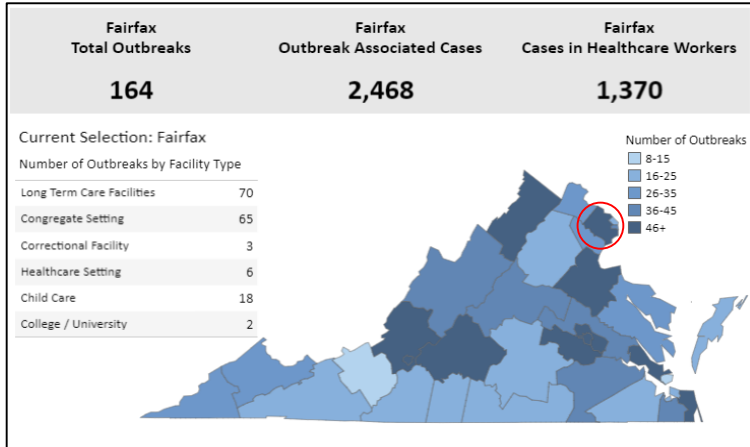
- The number of cases per 100,000 persons or the percent positivity exceeds the established threshold for the group for seven (7) consecutive calendar days.

FCPS Groups	Community Introduction and Transmission		Transmission in Schools
	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:
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Group 6: 13,500 students <small>(1st & 2nd Grades, Select Spec, Ed.)</small>	≤ 200	< 8%	TBD
Group 7: 28,000 students <small>(3rd - 6th Grades, Select Spec, Ed.)</small>	TBD	TBD	TBD
Group 8: 52,800 students <small>(Middle & High School)</small>	TBD	TBD	TBD

Future Health Metrics for In-Person Decision Making: Guided by All CDC Three Core Indicators to Determine **Overall Risk In Schools**

	Community Introduction and Transmission		Transmission in Schools	Overall Risk in Schools
FCPS Groups	Total Number of Cases Per 100,000 Persons	Percentage of PT-PCR Tests that are Positive during the last 14 Days	Implement 5 Key Mitigation Strategies:	
Group 1: 40 students <small>(Spec. Career Prep)</small>	> 200	> 10%	TBD	
Group 2: 1,300 students <small>(PAC, ECCB, Spec. Career Prep)</small>	> 200	> 10%	TBD	
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Group 7: 28,000 students <small>(3rd - 6th Grades, Select Spec. Ed)</small>	TBD	TBD	TBD	
Group 8: 52,800 students <small>(Middle & High School)</small>	TBD	TBD	TBD	

VDH Outbreak Dashboard



- FCPS had an outbreak at the following schools on November 10th:
 - Justice High School
 - Woodson High School
- The VDH updates the school list weekly so the FCPS data will not be reflected until November 13th.

VIRGINIA'S HEALTH IS IN OUR HANDS. Do your part, stop the spread.

K-12 Schools Reporting Outbreaks of COVID-19

VDH VIRGINIA DEPARTMENT OF HEALTH
Outbreak in Progress

Dashboard Updated: 11/6/2020, Data updated weekly on Fridays

Locality	School Name	Public Health Investigation Status	Date VDH Notified	Cases	Deaths
Accomack	Nandua High School	Outbreak in Progress	10/21/2020	*	0
Amherst	Temple Christian School	Outbreak in Progress	10/21/2020	11	0
Bedford	Forest Middle School	Outbreak in Progress	10/22/2020	7	0
Campbell	Beacon Academy School	Outbreak in Progress	10/23/2020	*	0
Chesterfield	Bon Air Elementary School	Outbreak in Progress	10/21/2020	*	0
Hopewell	Hopewell High School	Outbreak in Progress	10/20/2020	*	0
Roanoke County	North Cross School	Outbreak in Progress	10/23/2020	*	0
Scott	Gate City Middle School	Outbreak in Progress	10/21/2020	*	0
Tazewell	Richlands Elementary School	Outbreak in Progress	10/21/2020	7	0

FCPS COVID-19 Dashboard - Transparency in Reporting



FCPS COVID-19 Case Reporting

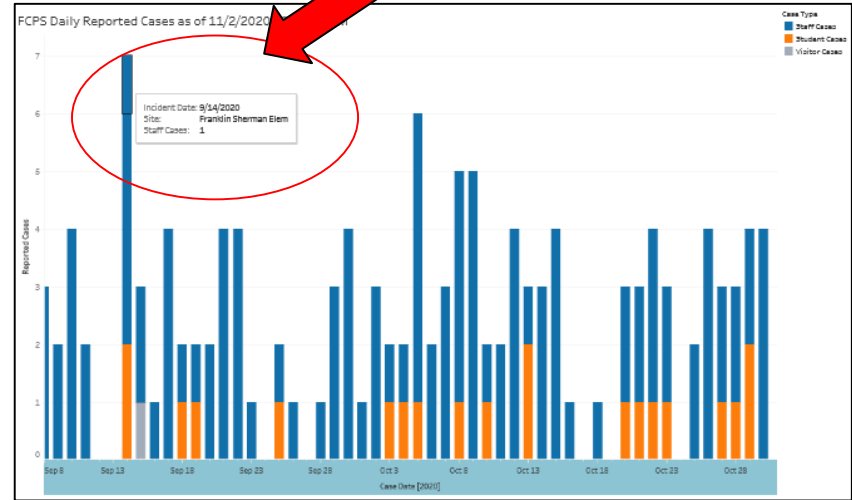
FCPS will be shared to be reported to us

FCPS Daily Reported Cases (Table View) as of 11/2/2020 12:48:52 AM

Day of Incident Date	Site	Staff	Case Type	Student	Visitor	
September 8, 2020	Dogwood Elem	■				
	Lorton Center	■				
	South Lakes High	■				
September 9, 2020	Lorton Center	■				
	Willow Grove Administrative Center	■				
	Edison Support Center	■				
September 10, 2020	Forrest Edge Elem	■				
	IPSC - Instructional Program Support Center	■				
	Marshall Road Elem	■				
	Lorton Center	■				
	Lorton Station Elem	■				
	September 14, 2020	Crestwood Elem	■	■		
		Franklin Sherman Elem	■			
		Lorton Center	■			
		McLean High	■			■
	September 15, 2020	South Lakes High	■			■
Stonacroft Transportation Center		■				
Sutton Valley Elem		■				
September 16, 2020	South County Middle	■				
	Spring Hill Elem	■			■	
September 17, 2020	Wilton Woods Center	■				
	Lorton Center	■				
September 18, 2020	Hayfield 33	■				
	Stonacroft Transportation Center	■				
	Westgate Elem	■				
September 18, 2020	Wilton Woods Center	■				
	Mason Crest Elem	■			■	
September 19, 2020	Timber Lane Elem	■				
	Lorton Center	■			■	
September 20, 2020	Lewis High	■				
	Lorton Center	■				
September 20, 2020	Centreville Elem	■				
	Centreville Elem	■				

Table View

Bar Graph view with hover over function by School



Search by School or Location

- * Reporting Site
- (None)
- Annandale High
 - Baileys Elem
 - Belle View Elem
 - Belvedere Elem
 - Bryant ALC
 - Bucknell Elem
 - Cameron Elem
 - Centre Ridge Elem

FCPS COVID-19 Cases: Sept. 2020 - Nov. 8, 2020

	Student Cases	Staff Cases	Visitor Cases	Total Cases	RTS Dial In
Week 1 (09/07)	0	11	0	11	
Week 2 (09/14)	3	13	1	17	
Week 3 (09/21)	1	10	0	11	
Week 4 (09/28)	0	12	0	12	
Week 5 (10/05)	2	19	0	21	Group 1
Week 6 (10/12)	2	13	0	15	
Week 7 (10/19)	5	9	0	14	Group 2
Week 8 (10/26)	4	14	0	18	Groups 3 & 4
Week 9 (11/02)	3	17	0	19	
Week 10 (11/9) As of 11/10	2	10	0	12	
Total	22	128	1	150	

	SRS Students
Week 1 (09/07)	0
Week 2 (09/14)	4
Week 3 (09/21)	0
Week 4 (09/28)	3
Week 5 (10/05)	5
Week 6 (10/12)	1
Week 7 (10/19)	1
Week 8 (10/26)	0
Week 9 (11/02)	0
Total	14

*SRS cases are represented in the staff and student cases in all reports.

Enhanced COVID Communications and Processes

- If students or staff demonstrate COVID-like symptoms, they will be sent home and will be required to submit a ***Return to School Form*** or ***Return to Work Form*** that has been endorsed by a physician clearing them to return to school / work.
- Families and staff will receive notification of positive COVID cases at their child's school or work site within **one (1) school day** of administration being notified of the positive case.
- In the cases where there is a positive COVID case, the student cohort and staff assigned to the student cohort will be transitioned to distance learning in an abundance of caution while contact tracing is completed. Families and staff in the impacted cohort will be notified directly by the school administration. Families and staff will also be contacted when students and staff can return.
- The Fairfax County Health Department (FCHD) will contact persons (guardians of students and employees) directly if they are considered a ***close contact***.

Health: Key Points

- *Virginia's Phased Guidance for Schools* is based on **risk in schools** which may not equal risk in the community given the impact of mitigation measures.
- Once the audit process is fully implemented, “in-person instruction” decisions in FCPS will be based on **risk in schools** [comprehensive assessment of all three (3) CDC Core Indicators].
- In an abundance of caution, FCPS is grounding “in-person instruction” decisions for Groups 1- 6 on community transmission until the FCPS audit process for mitigation measures is fully implemented.
- COVID data is shared with all FCPS stakeholders through the FCPS COVID Case Dashboard and school / work site communications to staff and families and the Fairfax CDC Indicator data and link to the VDH Outbreak Dashboard will soon be available on the FCPS website.

Staffing Metrics



Instructional Staff Intent

Employee Group		Resign/Retire		LOA		ADA	
		Intent*	Actual**	Intent*	Actual**	Intent*	Actual**
Teachers	Percent	0.6%	0.1%	290	0.2%	N/A	12.3%
	Count	100	18	1.9%	32	N/A	1,919
Classroom Instructional Support (IA/PHTA/PHA)	Percent	1.8%	0.6%	3.3%	0.3%	N/A	10.9%
	Count	57	19	107	10	N/A	350

*Intent as of October 30, 2020 **Actual as of November 11, 2020

ADA Request Update:

Two-Thirds of ADA Requests Resolved as of November 4, 2020

Employee Group	Requests	Resolved	In-Progress	Unassigned (New Requests)
Teachers	1,919	1,327	410	182
Classroom Support	350	182	141	27
School-Based Administrators	24	17	5	2
Operational	476	263	184	29
Totals	2,769	1,789	740	240
		64.6%	26.7%	8.7%

Total Requests for Reasonable Accommodations = 2,769

Groups 5-6 Staffing Analysis

- Finalizing our staffing for Group 5. Sufficient staff to support this group.
- Working through staffing gaps for Group 6.
- Using classroom monitors to support in-person instruction.
- Actively recruiting monitors and substitutes.

Staffing Summary

- Student and staff safety will continue to be the highest priority.
- FCPS has implemented the CDC's Key Mitigation Strategies.
- HR continues to process ADA accommodation requests, prioritizing requests based on employee's anticipated return date in relation to student groups.
- Should conditions change, employees on an approved LOA may request an early return following the provisions in FCPS Regulation 4822. Early return is dependent on available positions.
- Teachers who submitted a request to resign by the November 11 deadline are eligible for rehire.

School & Staff Readiness



School and Staff Readiness for In-Person Learning



Change in Instructional Delivery

Providing planning time for teachers returning to in-person teaching to prepare for shift in instruction



Technology Redesign

Pursuing equipment and bandwidth upgrades to meet the diverse needs of returning staff and students in the concurrent model



Preparation of Classrooms

Setting up of spaces to be used for in-person learning



Schedules

Creating and communicating schedules to staff and families to include in-person, transportation, and online information



Wellbeing of Staff

Ongoing monitoring and care for the stress and workload of staff

In-Person Instructional Model Considerations

- How can we bring student back into our buildings without reducing their direct instruction time with teachers and classmates?
- How can we provide equitable access to teacher-led instruction?
- How can we honor family choice while avoiding large scale class/teacher schedule changes?
- How are other school divisions moving forward with in-person instruction?

Concurrent Instructional Model

At School

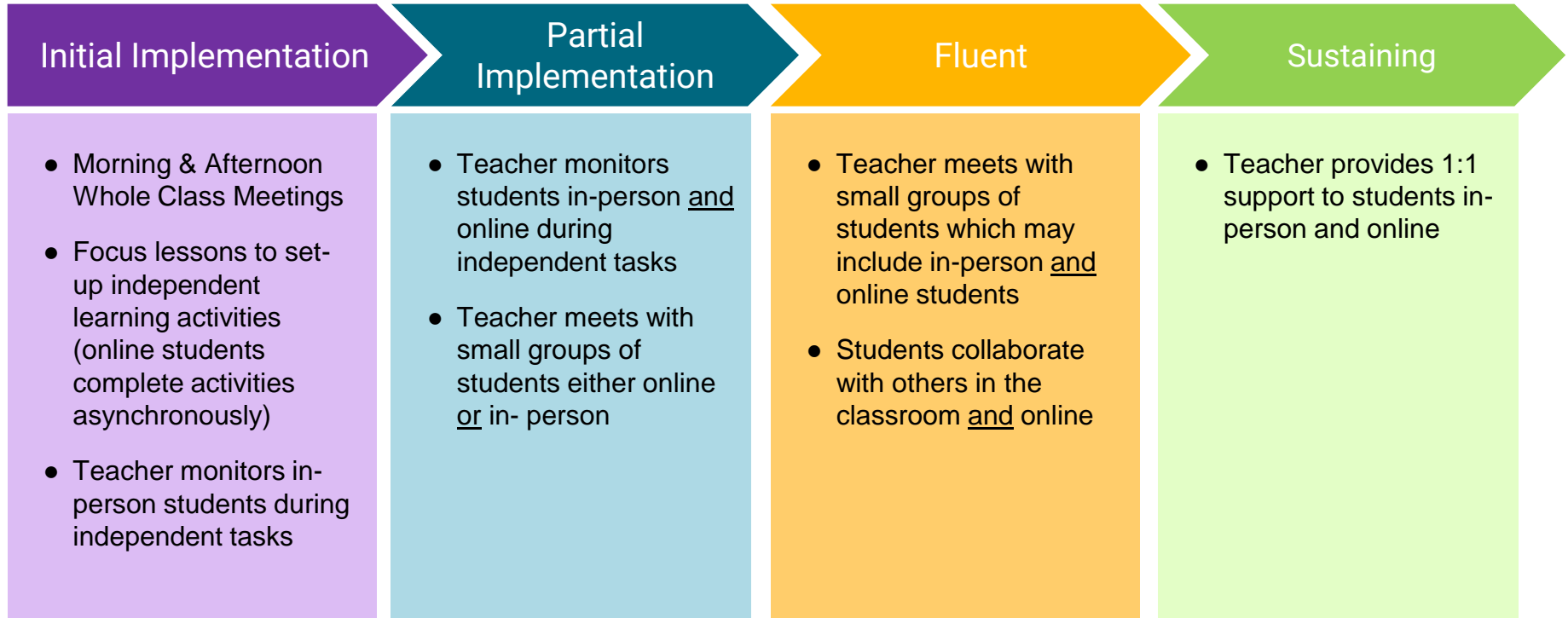


A model in which instruction is accessed concurrently by students in-school and at-home

At Home



Implementation of Concurrent Instruction



As teachers establish routines with in-person students and develop comfort level with concurrent instruction, interactivity will increase.

Preparation for Concurrent Instruction

What Does it Look Like?



Teacher Preparation Time:

- 2 Full-day Mondays - two weeks prior to in-person return; and
- 2 Full-days immediately prior to students returning to in-person learning

Professional Development - for Concurrent Instruction

Table of Contents	
Overview What is Concurrent Instruction? Setting Your Schedule	
1	Getting Started Technology and Hardware Setting Up Your Classroom
2	Support for Collaborative Teams Shift in the Work of Collaborative Teams Collaborative Planning for Concurrent Instruction
3	Social Emotional Learning Building Community: Bridging Two Communities as One Classroom Management: Routines and Procedures
4	Instructional Structures/Models Whole Group Instruction Small Group Instruction Asynchronous/Independent Tasks
5	Planning Considerations for Instruction when Working with Diverse Learners Learning Profiles & Building Relationships Amplify Student Language Scaffolding Implement Accommodations
6	Co-Teaching and Collaborating with Others Classroom Monitors Role of the IA Co-teaching
7	Next Steps A Process-Oriented Approach: Reflecting to Iterate & Improve

Technology Upgrades - for Concurrent Instruction

Multiple technology purchases and upgrades in progress to support the Concurrent Instruction model

- Purchased/received **1,500 starter classroom cameras** over the last 2 weeks. Every pilot school provided the starter set
- Created Audio/Visual classroom technology bundle with items to purchase via Grant funding supporting local school choice
- Increased bandwidth over the summer and additional Core bandwidth equipment upgrade scheduled for delivery/installation over the Winter break
- Ordered new ES teacher/student laptops with the recent Board approval (delivery scheduled in the next 4-6 weeks)

Concurrent Learning Pilot Updates



Pilot Schools: Successes

- More student engagement
- More teacher-student interaction, questions, and feedback
- More student-to-student interaction
- Virtual-to-virtual student interaction remains high
- Maintaining relationships with students and not limiting number of new class assignments for teachers/students
- Being able to physically correct things (e.g., pencil grip in Kindergarten)
- School/teacher choice in technology options
- Able to use the same teaching practices as in regular classroom environment

Pilot Schools: Challenges & Solutions

Challenge/Anticipated Challenge	Solutions/Potential Mitigation
Teacher comfort with technology and Instructional Practice	<ul style="list-style-type: none"> • Teachers work from the building without students first • Provide opportunities to try technology and get comfortable • Professional Development
Student Engagement/Limited interaction between in-person and at-home students	<ul style="list-style-type: none"> • Use technology to project students into the virtual setting so that in-person students can “see” them • Use teaching strategies to increase interactions between in-person and virtual students
Audio Issues	<ul style="list-style-type: none"> • Microphones needed for the classrooms (for in-person and virtual students)
Student devices not being charged	<ul style="list-style-type: none"> • Have powerstrips in classrooms; remind students to bring power chords and charged devices
Classroom Management	<ul style="list-style-type: none"> • Professional development on classroom management, design of the instructional block, and lesson design to maximize engagement in the concurrent environment
Teacher Workload and Planning Time	<ul style="list-style-type: none"> • Full asynchronous Mondays • Full-day Monday two weeks prior to returning and 2 full days immediately prior to students returning to in-person learning.
Learning classroom/school procedures	<ul style="list-style-type: none"> • Provide in-person students with an introduction day to learn school procedures and social distancing routines • Primary students need time to learn school (two days with the in-person kids only to teach routines, procedures, expectations) before doing concurrent sessions with both groups

Phase-In Timeline





Elements Guiding Phase-in Decision-Making

FCPS Readiness Level	Level 2 (Cohort Learning Groups 1-4)	Level 2 (Cohort Learning Groups 5)	Level 2 (Cohort Learning Groups 6)	Level 3 (Hybrid Learning Groups 7-8)	Level 4 (100% In-Person Learning)
<p>Health Metrics</p> <p>Centers for Disease Control and Prevention (CDC) metrics for assessing transmission risk in FCPS community</p>	Go	Go	Go	Caution	Stop
<p>FCPS Operational Metrics: Staffing</p> <p>FCPS capacity to support in-person instruction based on staffing</p>	Go	Go	Caution	Caution	Stop
<p>FCPS Operational Metrics: Mitigation Strategies</p> <p>School preparedness including ability to implement CDC mitigating measures.</p>	Go	Go	Go	Caution	Stop
<p>FCPS Operational Metrics: School and Staff Readiness</p> <p>School preparedness including instructional and operational components</p>	Go	Go	Go	Caution	Stop

Green: Go/Dial Up; Yellow: Caution; Red: Stop/Dial Back

Tentative Phase-in Timeline

		October			November	December	January	
		5	19	26	17	8	12	26
COHORT LEARNING 	Group 1: Select Specialized Career Prep Classes							
	Group 2: Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes							
	Group 3 & 4: Select EL, Specialized Career Prep Classes, and Spec. Ed. [Key Center and Kilmer Center Adapted Curriculum: Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary]							
	Group 5: Early Head Start (infants and toddlers) PreK (three and four year olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program @ Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in spec.ed. settings]							
HYBRID LEARNING 	Group 6: Grades 1-2, and Specialized Career Centers- Spec.Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)					Group 7: Students in Grades 3-6, (including 6th grade in middle schools), Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)		
								Group 8: Middle and High School Students in Grades 7-12 and Davis & Pulley Career Centers

Additional Opportunities for In-person Activities

As Early as November 16

- VHSL Athletics - use of gyms/weight rooms
- VHSL Activities - use of indoor and outdoor facilities
 - Ex: Theater, Debate, Robotics, etc.

As Early as November 30

- HS Co-curricular activities - use of indoor and outdoor facilities
 - Ex: Marching Band, DECA, FBLA, Student Government, etc.
- HS Performing Arts and Instrumental Program Curricular Activities

As Early as January 11

- HS Extracurricular Clubs and Activities

As Early as January 26

- MS Extracurricular Clubs and Activities

Addressing Secondary Student Workload & Stress

- Extended Late Work Deadlines
- Including two “catch up days” per quarter at all Middle and High Schools
- Reinforced expectations on updated Homework and Grading practices
- Pail-Fail option at Middle and High schools will extended until 11/30
 - MS: limited to one elective credit as pass-fail to support students who are struggling with workload and grades
 - HS: may be applied to health and physical education credits, world language credits, economics and personal finance requirements, or to credit other than those required for English, social studies, mathematics, laboratory science, and select specialized courses
- Extension of Course Drop Deadline without penalty at Middle and high schools to 11/30
- Advocating with College Board and IB Organization for workload/testing reductions

Summary

- Data-based health metrics have been established to inform decision-making on when to pause or modify division's operational status
- Health and Staffing Metrics currently support a return for Group 5 on 11/16
- Based on current health conditions and our assessment of staffing needs, we project a return for Group 6 on 12/8
- Pilots have provided guidance on the instructional model and logistics necessary for successful in-person learning
- FCPS administration will continue to partner with local and state health officials to monitor developing health conditions and the impact of FCPS mitigation measures

School Board Discussion & Questions



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