



Return to School **Update**

SCHOOL BOARD WORK SESSION

January 5, 2021

Presentation Objectives

- Provide updates on health, staffing, and operational metrics
- Provide updates on mitigation training and monitoring
- Provide updated decision-making model for in-person instruction that includes all CDC indicators
- Review timeline for return to in-person learning

Guiding Principles for Return to In-Person Learning

- 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

Recent Studies* on COVID Risk in Schools

- Emerging studies show that schools can be open even at high levels of community spread when proper infection-control protocols are consistently implemented
- Schools should use metrics of community spread as general points of information, not on-off switches for closure and opening
- Evidence indicates that students are not at heightened risk from school reopenings
- Evidence indicates that teachers face no greater risk than other low-risk frontline workers such as grocery clerks or retail workers - and far less than health care workers
- Even with widespread vaccination, ongoing infection control is likely to be necessary

***See Appendix for Research Citations**

Decision-Making Model for Return to In-Person Learning



Use of All Three CDC Core Indicators: Decision-Making Model Comparison

Model Component	Interim Model	Updated Model
Number of Cases Per 100K (1st CDC Core Indicator)	✓	✓
Percent Positivity (2nd CDC Core Indicator)	✓	✓
Mitigation Strategy Implementation (3rd CDC Core Indicator)		✓
Unexplained Outbreaks		✓
Staffing	*	✓
Division Level Decisions	✓	**
School Level Decisions		✓

*Staffing was considered in the interim model but was not an explicit component in the written model

** If significant numbers of schools have challenges with school factors, it may result in a division level decision

School-by-School Decision-Making Process

FCPS' Return to In-Person Learning Decision-Making Will:

- Take into consideration community transmission rates, risk of transmission in schools, staffing availability, and evidence of successful implementation of key mitigation measures in preventing secondary cases.
- Make determinations on a school-by-school basis recognizing school specific factors that may impact one school's ability to provide in-person instruction differently than another.

Decision-Making Process: Key Definitions

Epi-link – a case in which the patient has/had contact with one or more persons who have/had the disease, and transmission of the agent by the usual modes of transmission is plausible.

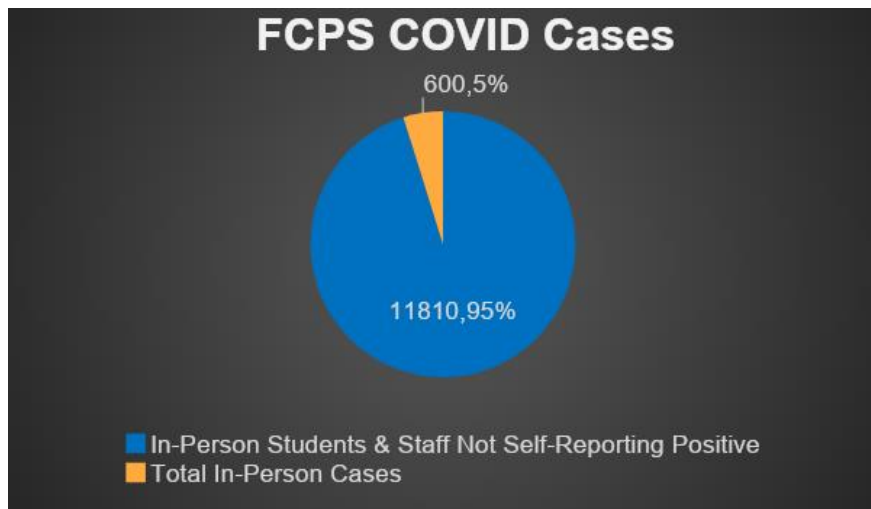
School Outbreak – Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

FCPS by the Numbers

September 8 - January 2, 2021

600 Total In-Person Cases

5% Positive



95% Not Reporting Being COVID Positive
11,810 In-Person Students & Staff

COVID Positive Cases in FCPS	Number	Estimated Percent
Cases (Community Transmission)	546	91% of all cases
School Outbreaks / Epi-Linked Cases (Transmission in Schools)	18 Outbreaks 54 Epi-linked Cases	9% of all cases

In 600 opportunities for transmission, transmission only occurred 18 times resulting in 54 epi-linked cases.

Return to In-Person Learning Decision-Making Criteria

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
CDC Indicator Risk Levels	Lowest / Lower / Moderate	Higher	Highest
Number of new infections per 100,000 population over prior 14 days (1st CDC Core Indicator)	<50	50-200	>200
COVID-19 PCR test positivity as a 14-day average (2nd CDC Core Indicator)	< 8%	8 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility (influenced by mitigation strategies 3rd Core CDC indicator)	Zero or sporadic cases with no evidence of unexplained transmission within the school setting	Two (2) unexplained outbreaks* (based on contact investigations) in the school within 14 days of each other	Greater than two (2) unexplained outbreaks* (based on contact investigations) in the school within 14 days of each other
Staff capacity to conduct classes and school operations†	Normal	Strained	Critical

* Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

CDC Core Indicators for Fairfax County - Community Transmission

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
CDC Indicator Risk Levels	Lowest / Lower / Moderate	Higher	Highest
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 14-day average	< 8%	8 – 10%	>10%

Core Indicators, Fairfax, 1/4/2021

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

519.2

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

12.4%

Indicator Risk Levels

Lowest

Lower

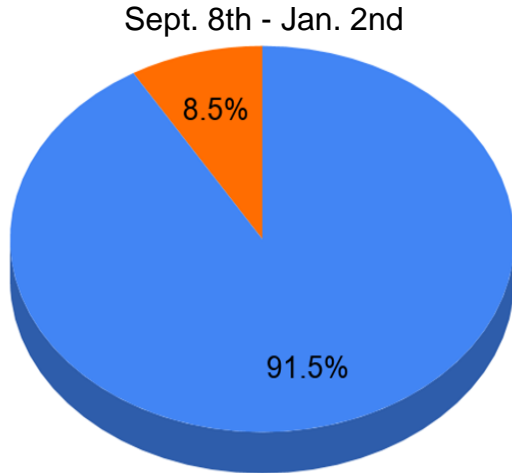
Moderate

Higher

Highest

School Impact: COVID-19 Outbreaks in FCPS (Transmission in Schools)

School Outbreak Data by Category



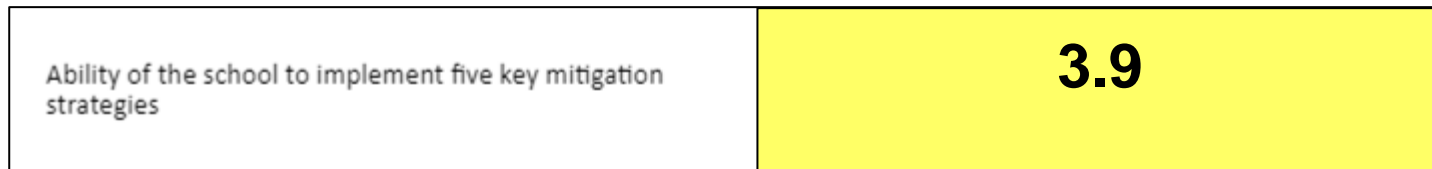
● Schools with Zero Outbreaks ● Schools with One (1) Outbreak

Outbreak Category	Number of Schools
Schools with Zero Outbreaks (Low Impact)	182
Schools with One (1) Outbreak (Low Impact)	17
Schools / Centers with Two (2) Unexplained Outbreaks within 14 Days of Each Other (Medium Impact)	0
Schools / Centers with Greater Than Two (2) Unexplained Outbreaks within 14 Days of Each Other (High Impact)	0

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility (influenced by mitigation strategies - 3rd CDC indicator)	Zero or sporadic cases with no evidence of unexplained transmission within the school setting	Two (2) unexplained outbreaks* (based on contact investigations) in the school within 14 days of each other	Greater than two (2) unexplained outbreaks* (based on contact investigations) in the school within 14 days of each other

3rd CDC Core Indicator: Mitigation Strategies

Schools are Improving in their Implementation of Mitigation Strategies



Week of 12/7: 3.6

Week of 12/14: 3.9

DIVISION AVERAGE 3rd Core CDC Indicator Metric	1 - 1.99	2 - 2.99	3 - 3.99	4 - 4.99	5
INDICATOR RISK LEVEL for MITIGATING STRATEGIES	Highest Risk	Higher Risk	Moderate Risk	Lower Risk	Lowest Risk

School Impact: Staffing

Criteria	Level of School Impact		
	Low	Medium	High
Staff capacity to conduct classes and school operations	Normal	Strained	Critical

Risk Level	Low	Medium	High
Staff capacity to conduct classes and school operations	Normal	Strained	Critical
FCPS Description	Work is able to be completed with staff working within their designated roles	Work is able to be completed by temporarily deploying or reassigning staff	Work is unable to be completed due to lack of staffing

Return to In-Person Learning Decision-Making Criteria

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
CDC Indicator Risk Levels	Lowest / Lower / Moderate	Higher	Highest
Number of new infections per 100,000 population over prior 14 days (1st CDC Core Indicator)	<50	50-200	>200
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* Two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.¹⁵

Decision Matrix for Transitioning Between Virtual and In-Person Learning

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Level of School Impact	Low	In-Person*	In-Person*	Hybrid
	Medium	In-Person*	Hybrid	Remote**
	High	Hybrid	Remote	Remote



In-person: All students have an opportunity to participate in in-person learning.

* FCPS is unable to offer full in-person so long as 6ft. social distancing remains the standard. Schools in this category will default to hybrid.

Hybrid: Students participate in a combination of in-person and virtual learning.

Remote: Students participate in virtual learning.

**A less restrictive approach (i.e. maintain hybrid) may be taken if there is no increase in transmission in schools and resources allow.

Classes May Return to Virtual Even When Schools are Open

	Class Closure: COVID Positive Case(s)*	Class Closure: Operational Challenges**
Elementary	26	10
Middle School	4	2
Secondary / High School	13	8
Centers	1	1
Interagency	1	0
Total	45	21

*Most transitions to virtual were implemented in an abundance of caution while contact tracing was being completed (Sept 8, 2020 - December 18, 2020)

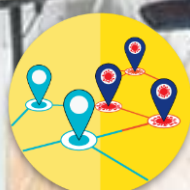
**Staff unable to report due to quarantine, awaiting test results, etc. not associated with COVID in school. Data tracked beginning on December 2, 2020.

Summary: Return to In-Person Learning Decision-Making

FCPS intends to adopt the decision-making model, developed in collaboration with the FCHD, as presented.

- **Decisions made on school-by-school basis:** Decisions regarding dial up, dial down, and pausing will be made on a school-by-school basis based on community transmission rates, risk of transmission in schools, staffing availability, and evidence of successful implementation of key mitigation measures in preventing secondary cases.
- Decisions will be communicated to families via school principals as soon as possible.

Mitigation Strategy Supports



CDC Five Key Mitigation Measures

Stop the spread of germs that can make you and others sick!



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 your local health department

Mitigation Strategy: Contact Tracing

Quarantine Period Remains at 14 Days

The Fairfax County Health Department, like the CDC and the VDH, will continue to recommend a **14-day quarantine period after the last close contact** to a person with COVID-19 as the preferred length of quarantine.

All close contacts should monitor for symptoms, wear a mask, keep distance, avoid crowds, and wash hands often for 14 days after exposure. Students must complete a 14-day quarantine even if the health care provider states a shorter quarantine period in a return to school note.

Close Contact Timeframes

Close contacts as someone who was:

- Within 6 feet of an infected person for ...
- Cumulative total of 15 minutes or more over a 24-hour period
- **Starting from 2 days before illness onset** until the time the patient is isolated.
 - For asymptomatic patients, 2 days (prior to test specimen collection)





STOP THE SPREAD

Key messaging:

Help FCPS staff, students & families feel safe, in control, and adopt a **shared responsibility** to stop the spread of COVID-19.

- We are all in this **together!**
- **Educate** students, staff, families about the **importance of mitigation measures they can take**
- **Educate** students, staff and families about the **mitigation measures FCPS has implemented and continues to take**
- **Return** more staff and students to school in person safely in **2021**

Together, we can all help to **Stop the Spread** in our community

Using multimedia (**text, graphics, photography, animation, and video**) to support the education of the campaign.

- Web
- Social media
- Digital content and visuals through tweets, Instagram graphics of health metrics & mitigation strategies.
- Family, staff, school newsletters.
- Weekly messaging emails.
- Podcasts & student-led content.
- Professional Development awareness to staff.

- Close collaboration with Fairfax County Health Department.
- Amplifying VDH and CDC health, education & mitigation messaging.
- Weekly Updates-COVID-19 with all FCPS staff.
- Rumor mill buster webpage.

Social Media



FCPS. STOP THE SPREAD

WEAR A MASK

To protect yourself and other FCPS employees, students, and families.



STAY 6 FEET APART

Stay at least 2 arm lengths from others who do not live with you. Avoid crowds.



WASH YOUR HANDS

Wash your hands with soap and water for 20 seconds or use hand sanitizer with at least 60% alcohol.



FCPS-RESPONSIBLE TOGETHER



FCPS. STOP THE SPREAD

WEAR A MASK

To protect yourself and other FCPS employees, students, and families.



STAY 6 FEET APART

Stay at least 2 arm lengths from others who do not live with you. Avoid crowds.



WASH YOUR HANDS

Wash your hands with soap and water for 20 seconds or use hand sanitizer with at least 60% alcohol.




FCPS-RESPONSIBLE TOGETHER

Posters for our facilities

FCPS. STOP THE SPREAD

HYDRATION STATION ONLY

This water fountain
is **ONLY** to be used as a hydration station
for refilling water bottles.




FCPS-RESPONSIBLE TOGETHER

FCPS. STOP THE SPREAD

PLAYING SPORTS

Stay home if sick.
Bring own equipment, like gloves and bats, if possible.
Stay at least 10 feet away from others when possible.
Wear a mask if possible.
Wash hands before and after practices, games, and
sharing equipment.
Tell a coach or staff member if you don't feel well.




FCPS-RESPONSIBLE TOGETHER

FCPS. STOP THE SPREAD

ELEVATOR ETIQUETTE

Wear a mask.
Load the elevator in a checkerboard pattern.
Face forward.
Announce your desired floor.
Have the person near the buttons select for everyone,
using their knuckles.
No conversations.
Wash hands after touching buttons.



FCPS-RESPONSIBLE TOGETHER

Staffing Metrics



ADA Request Update:

90% of ADA Requests Resolved as of December 30, 2020

Employee Group	Requests	Resolved			In-Progress	New Requests (Assigned)
		Approved	Denied	Other*		
Teachers	2,081	1,555	7	339	147	33
Classroom Support	388	256	9	64	56	3
School-Based Administrators	30	21	0	7	1	1
Operational	517	326	8	96	81	6
Totals	3,016	2,158	24	506	285	43
		72%	<1%	17%	9%	1%

*Other includes: abeyance, withdrawn, short/long-term disability

Classroom Monitor Hiring:

53% of Classroom Monitor positions have been filled as of January 4, 2021

Student Group	Number of Classroom Monitors Needed	Number of Classroom Monitor Positions Filled	Number of Classroom Monitors Still Needed	Percent Filled
Group 5	83	64	19	77%
Group 6	143.5	91.5	52	64%
Group 7	209.1	76.8	132.3	37%
Group 8	407.7	214.7	193	53%
Totals	843.3	447	396.3	53%

Classroom Monitor Hiring: Strategies

- Compensate teachers who serve as classroom monitors during planning period
- Redeploy central office staff to provide temporary coverage as needed
- FCPS Meet and Greet to connect classroom monitor applicants with schools
- Outreach to partner organizations (parent, community, Fairfax County Government) to increase candidate pool
- Inclusion of job announcement in newsletters, on FCPS website landing page and FCPS press release
- Social media ads (Facebook, Twitter, Nextdoor, LinkedIn, Handshake)

Staffing Summary

- Continue to actively recruit **classroom monitors** and **substitutes**.
- Continue to process ADA accommodation requests, prioritizing requests based on employee's anticipated return date in relation to student groups.
- Ongoing monitoring of staffing metrics. Staffing availability may impact operating status of individual schools or division.

In-Person Learning Timeline



Draft Updated In-Person Return Timeline

***All Groups 1-8 will begin virtually for the first week following winter break**

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Teacher Work from School Dates
Group 1-4: Select CTE and Spec. Ed.	January 12 (New Bell Schedule Starts)	No Later Than January 11
Group 5: PreK-K and Spec.Ed.	January 19	No Later Than January 11
Group 6: Grades 1-2	January 26	No Later Than January 19
Group 7: Grades 3-4	February 2	No Later Than January 26
Group 7: Grades 5-6	February 9	No Later Than February 1
Group 8: Grade 7, 9 and 12 Poe, Glasgow, Holmes - Grade 6	January 26	No Later Than January 19
Group 8: Grade 8, 10 and 11 Poe, Glasgow, Holmes - Grade 7-8	February 9	No Later Than January 19

***MS/HS may begin offering in-person interventions starting on 1/11**

***MS/HS will schedule orientation sessions for students new to the building prior to in-person return dates**

Revised Bell Schedules - Effective January 12, 2021

CURRENT BELL SCHEDULES		REVISED BELL SCHEDULES	
Middle School	7:30-2:15	Middle School	7:30-2:00
Secondary School	8:00-2:45	Secondary School	8:20-2:50
High School	8:10-2:55	High School	8:20-2:50
Thomas Jefferson	8:40-4:00	Thomas Jefferson	8:40-3:45
Elementary School	8:30-3:15 rolling earliest to 9:20-4:05 latest	Elementary School	9:00-3:30 or 9:45-4:15

There are 72 elementary school bells starting before 9:00 AM and 71 elementary school bells starting at 9:00 AM or later. The ratio of the RTS bell schedule is 67 schools on the early 9:10 bell and 76 schools on the late 10:05 bell.

Additional Opportunities for In-person Activities

As Early as January 4

- VHSL Activities - use of indoor and outdoor facilities
 - Ex: Theater, Debate, Robotics, etc.

As Early as January 11

- 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 19

- HS Extracurricular Clubs and Activities

As Early as January 25

- MS Extracurricular Clubs and Activities

In-Person Instruction Phase-in Status

	Group 1-4	Group 5 (PreK, K, & SPED)	Group 6 (Grades 1-2)	Group 7 (Grades 3-4)	Group 7 (Grades 5-6)	Group 8 (Grades 7,9,12)	Group 8 (Grades 8, 10, 11)
Risk of Transmission in Schools Based on use of the CDC Indicators for Dynamic School Decision Making	Go (low risk)	Go (low risk)	Go (low risk)	Go (low risk)	Go (low risk)	Go (low risk)	Go (low risk)
FCPS Operational Metrics: Staffing FCPS capacity to support in-person instruction based on staffing	Go	Go	Go	*Caution: Classroom Monitors Still Needed	*Caution: Classroom Monitors Still Needed	*Caution: Classroom Monitors Still Needed	*Caution: Classroom Monitors Still Needed
FCPS Operational Metrics: School and Staff Readiness School preparedness including instructional and operational components	Go	Go	Go	Go	Go	*Caution: Capacity challenges with 6 ft Social Distancing	*Caution: Capacity challenges with 6 ft Social Distancing

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

* Families have the option of in-person or virtual instruction.

Summary

- In collaboration with the Fairfax County Health Department, FCPS has updated the decision-making criteria for return to in-person learning to ensure a focus on transmission risk in schools
- Recent research shows that schools can be open even at high levels of community spread when proper infection-control protocols are consistently implemented
- All CDC recommended mitigation strategies are in place and are being monitored for consistent division-wide implementation
- Given that mitigation strategies, when implemented consistently and correctly, reduce the risk of transmission in schools, FCPS is planning to resume the gradual phased return of students to in-person learning during the month of January

School Board Discussion & Questions

Appendix: Research Citations

- Brown School of Public Health. (2020). Schools and the Path to Zero: Strategies for Pandemic Resilience in the Face of High Community Spread. Retrieved from <https://globalepidemics.org/2020/12/18/schools-and-the-path-to-zero/>
- National COVID-19 School Response Dashboard. Retrieved from https://statsiq.co1.qualtrics.com/public-dashboard/v0/dashboard/5f78e5d4de521a001036f78e#/dashboard/5f78e5d4de521a001036f78e?pageld=Page_c0595a5e-9e70-4df2-ab0c-14860e84d36a
- Walter S. Gilliam, Aryn A. Malik, Mehr Shafiq, Madeline Klotz, Chin Reyes, John Eric Humphries, Thomas Murray, Jad A. Elharake, David Wilkinson and Saad B. Omer. *Pediatrics* December 2020. Retrieved from <https://pediatrics.aappublications.org/content/early/2020/12/04/peds.2020-031971>
- National Geographic. (2020). Exclusive: Kids catch and spread coronavirus half as much as adults, Iceland study confirms. Retrieved from https://www.nationalgeographic.com/science/2020/12/we-now-know-how-much-children-spread-coronavirus/?cmpid=org=ngp::mc=crm-email::src=ngp::cmp=editorial::add=SpecialEdition_20201211&rid=8661F51945CFDA1F8057D0048460A4B7



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