



# Return to School **Update**

## SCHOOL BOARD WORK SESSION

February 2, 2021

# Presentation Objectives

- To provide an update on the FCPS In-Person Learning Decision Making Model that incorporates the recently issued Virginia Department of Education and Virginia Department of Health *Interim Guidance for Reopening PreK-12*
- To share staffing and operational updates
- To review the revised in-person timeline and student support plan

# Decision-Making Model for Return to In-Person Learning



# FCPS by the Numbers

September 8 - January 23, 2021



**737**

## Cases

Community Transmission  
No Transmission in Schools/  
Offices

**84.4%** of all cases



**97**

## Epi-linked Cases

Transmission in Schools/Offices

### 28 FCPS Outbreaks

17 in academics

10 in athletics

1 in offices

**11.6%** of all cases



**834 In-Person Cases**

**834 (7%)\***

Total In-Person Positive Cases.

**11,810 (93%)\***

In-Person Students and Staff

**Not Self-Reporting Positive.**

\*Estimated Percentage

# COVID Vaccinations are Underway for FCPS Staff But Implementation of Mitigation Strategies Remain Paramount



- Nearly **90%** of FCPS staff had scheduled COVID vaccination appointments with Inova between Jan. 14th and Jan. 27th.
- **Over 7,000 FCPS staff** received their first dose as of Jan. 25th.
- Notice regarding pausing 1st dose appointments was received Jan. 25th.
- The FCHD is committed to prioritizing vaccination of educators.
- Approximately **5,000 vaccination appointments were added for Jan 28th - Jan. 31st** to provide vaccine opportunities for persons whose appointments were cancelled. Additional opportunities will be provided as supply is made available.

Persons identified as close contacts will continue to be required to quarantine even if they have already been vaccinated. Vaccinations provide additional protection against spread of COVID-19; however, **mitigation strategies** continue to be paramount.

# CDC Five (5) Key Mitigation Measures



Consistent and correct use of masks



Social distancing to the largest extent possible



Hand hygiene and respiratory etiquette



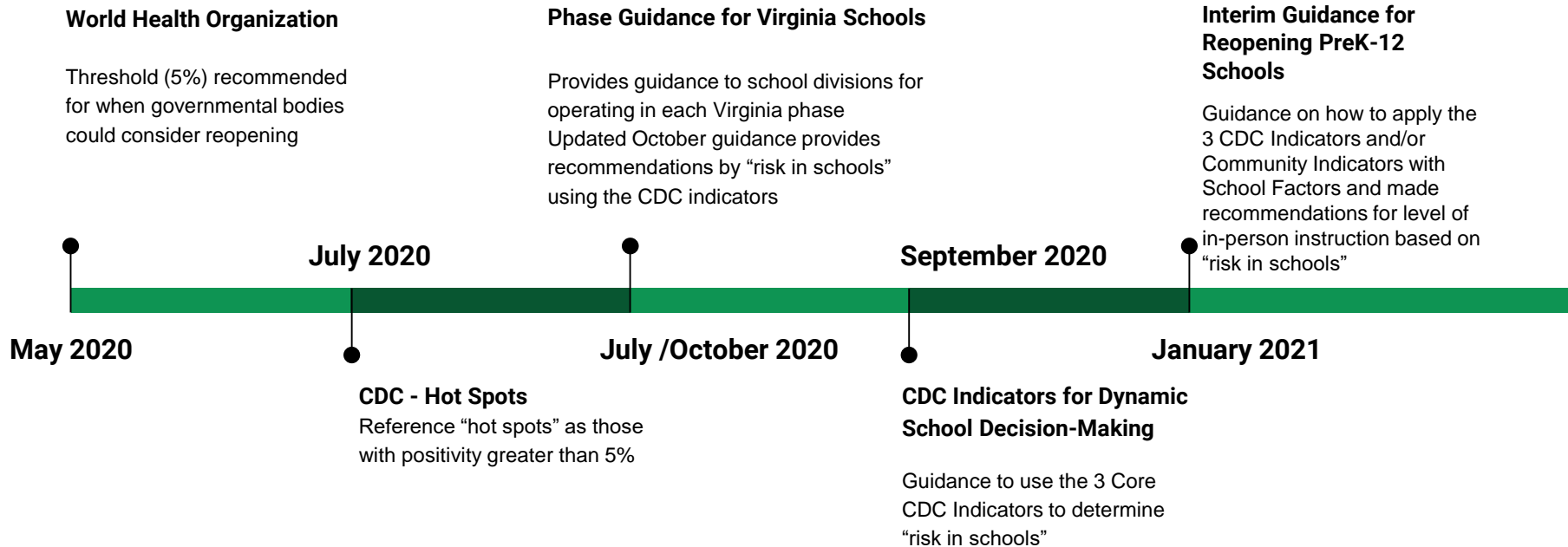
Cleaning and disinfection



**Contact tracing** in collaboration with your local health department

**Stay Home When Sick**

# Evolution of Expert Guidance Results in Evolution of the FCPS Decision-Making Process





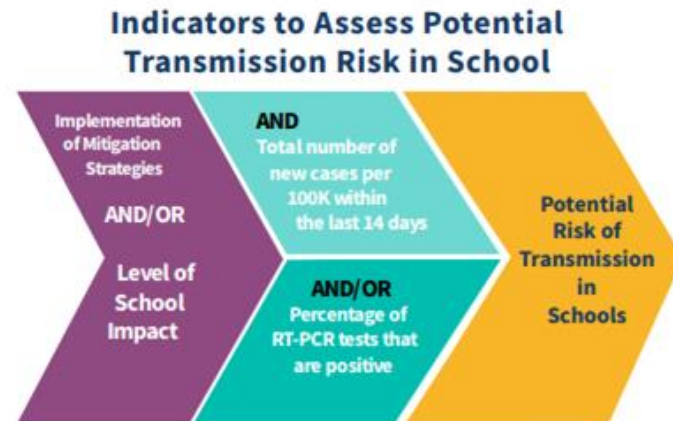
# Updated Guidance from VDH/VDOE

## Provides Additional Direction for Localities for School Reopening

**January 14, 2021** Virginia released updated ***Interim Guidance for K-12 School Reopening***, which consolidates and **replaces the July and October guidance** previously provided.

### The updated guidance includes:

- Use of the Core CDC Indicators and/or the use of one or more CDC indicators regarding community transmission (cases or percent positivity).
- Implementation of mitigation strategies and/or level of school impact.
- VDH/VDOE Model is very similar to the guidance developed by the FCHD and FCPS as presented in the December School Board Work Session.





# Updated FCPS and VDH/VDOE Decision-Making Model

## Comparison at a Glance

Model Component	Updated FCPS Model	State Model
Number of Cases Per 100K (1st CDC Core Indicator)	✓	✓
Percent Positivity (2nd CDC Core Indicator)	✓	✓
Mitigation Strategy Implementation (3rd CDC Core Indicator)	*	✓
Outbreak Data	✓	✓
Staffing	✓	✓
Student Absenteeism	**	✓

\* Implementation of mitigation strategies influences outbreaks in the FCPS decision-making model but is not a stand alone factor.

\*\* FCPS' current system documents student absence for medical reasons (e.g. dentist, doctor appointments) but does not expressly have an indication of when a student is out due to illness. As a result FCPS schools' would not have a pre-COVID sick baseline for this metric.

# Updated FCPS In-Person Learning Decision-Making Model

## Level of Community Transmission

Criteria	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%

## Level of School Impact

Criteria	Low	Medium	High
Transmission within School	Zero or sporadic cases with no evidence of transmission in school*	Two outbreaks within a short time period (14 days) or sporadic outbreaks** in school. Size of outbreaks remains small.	Several outbreaks in school within short time period (14 days); size of outbreaks is large or scope of outbreaks* is significant (e.g. multiple classrooms or grade levels are impacted)
Staff Capacity†	Normal	Strained	Critical

\* Schools default to the low category unless they explicitly meet the definition for “medium” or “high” impact.

\*\* 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.

# Community Transmission: CDC Core Indicators for Fairfax County

## Level of Community Transmission

Criteria	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%

**January 29, 2021**



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

615.1

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

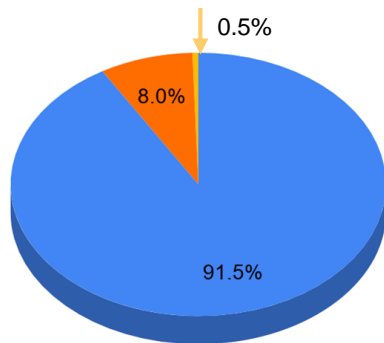
11.4%

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

# Level of School Impact: COVID-19 Outbreaks in FCPS

Transmission in Schools - Sept. 8th - Jan. 23rd

Data includes  
in school  
outbreaks, not  
outbreaks in  
athletics.



● Schools with Zero Outbreaks (Low) ● Schools with One (1) Outbreak (Low)  
● Schools with Two (2) Outbreaks (Low)

Outbreak Category	Number of Schools
Schools with Zero Outbreaks (Low)	182
Schools with One (1) Outbreak (Low)	16
Schools with Two (2) Outbreaks (Low)	1
Schools / Centers with Two (2) outbreaks within a short time period (14 days) or sporadic outbreaks in school. Size of outbreaks remains small. (Medium)	0
Schools / Centers with Several outbreaks in school within short time period (14 days); size of outbreaks* is significant (e.g. multiple classrooms or grade levels are impacted) (High)	0

## Level of School Impact

Criteria	Low	Medium	High
Transmission within Schools	Zero or sporadic cases with no evidence of transmission in school	Two outbreaks within a short time period (14 days) or sporadic outbreaks in school. Size of outbreaks remains small.	Several outbreaks in school within short time period (14 days); size of outbreaks is large or scope of outbreaks is significant (e.g. multiple classrooms or grade levels are impacted)

# Level of School Impact: Staffing

	Level of School Impact		
Criteria	Low	Medium	High
Staff Capacity	Normal	Strained	Critical
FCPS Description	Work is able to be completed with staff working within their designated roles with reassignment or additional duties <u>commensurate with pre-COVID operations</u>	Work is able to be completed by temporarily deploying or reassigning staff	Work is unable to be completed due to lack of staffing

# Updated FCPS In-Person Learning Decision-Making Model

## Level of Community Transmission

Criteria	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%

## Level of School Impact

Criteria	Low	Medium	High
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Staff Capacity†	Normal	Strained	Critical

\*Schools default to the low category unless they explicitly meet the definition for “medium” or “high” impact.

\*\* 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.

# Decision Matrix for Transitioning Between Virtual and In-Person Learning by School and Student Group

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.



\*Priority learners: Students for whom in-person instruction is most critical includes but may not be limited to those who are early learners, students with disabilities and English learners. It is generally thought that these groups are the most disproportionately impacted by the negative impacts of a lack of in-person instruction. FCPS Groups 1-6.

\*\*Maximum In-Person: In-person instruction offered for all students; however, physical distancing measures should be implemented.



# Example: XYZ Middle School

Level of Community Transmission	
Number of Cases Per 100K	636 (Highest)
Percent Positivity	8% (Higher)

Level of School Impact	
Outbreaks	Zero outbreaks in school (Low)
Staffing	Work is able to be completed with staff working within their designated roles with reassignment or additional duties commensurate with pre-COVID operations (Low)

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.

School Status	Priority learners (FCPS Groups 1-6) in-person. Add groups as capacity allows.
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# Example: ABC Elementary School

Level of Community Transmission	
Number of Cases Per 100K	636 (Highest)
Percent Positivity	12% (Highest)

Level of School Impact	
Outbreaks	Zero outbreaks in school within 10 days (Low)
Staffing	Work is unable to be completed due to lack of staffing (High)

		Level of Community Transmission		
		Lowest / Lower / Moderate	Higher	Highest
Level of School Impact	Low	Maximum in-person learning.**	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.
	Medium	Maximum in-person learning.**	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.
	High	Priority learners* in-person. Add groups as capacity allows.	Priority learners* should be in school.	Temporary, remote instruction may be prudent for all.

School Status	Temporary, remote instruction may be prudent for all.
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## Individual Classes May Transition to Virtual Instruction

A class(es) may temporarily transition to **virtual instruction** due to a COVID positive case or outbreak while contact tracing is implemented.

The class **will resume in-person** instruction upon the advisement of the health department.

A class(es) may temporarily transition to virtual instruction due to **operational challenges** (e.g. teacher has to quarantine for exposure outside of school and a suitable substitute is not available).

The class **will resume in-person** instruction as soon as the operational challenge is resolved.

# Summary: Return to In-Person Learning Decision-Making

FCPS proposes to implement the **adapted** VDH/VDOE decision-making model from the *Interim Guidance to K-12 School Reopening*, as presented.

- Decisions regarding in-person instruction will be based on community transmission, outbreaks, and staff capacity.
- Decisions regarding in-person instruction start dates for student groups will be made at the **division level**.
- Individual school factors (i.e. outbreaks, staff capacity) may temporarily impact a school's ability to add or maintain student groups for in-person instruction.
  - Decisions will be communicated to families via school principals as soon as possible.
  - Decisions regarding when to resume paused in-person instruction due to outbreaks will be made by the **Superintendent's designee(s)** in collaboration with the health department.
- Priority student groups (FCPS Groups 1-6) will remain in-person unless both the level of community transmission and school factors are at the highest risk levels.

# Staffing Metrics



# ADA Request Update:

**93%** of ADA Requests Resolved as of January 27, 2021

Employee Group	Requests	Resolved			In-Progress	New Requests (Assigned)
		Approved	Denied	Other*		
Teachers	2,146	1,656	8	367	98	17
Classroom Support	394	270	11	71	40	2
School-Based Administrators	30	21	0	7	2	0
Operational	541	353	9	112	63	4
Totals	<b>3,111</b>	<b>2,300</b>	<b>28</b>	<b>557</b>	<b>203</b>	<b>23</b>
		<b>74%</b>	<b>1%</b>	<b>18%</b>	<b>7%</b>	<b>&lt;1%</b>

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

# Classroom Monitor Hiring:

**69%** of Classroom Monitor positions have been filled as of January 25, 2021

Student Group	Number of Classroom Monitors Needed	Number of Classroom Monitor Positions Filled	Number of Classroom Monitors Still Needed	Percent Filled
Group 5: Pre-K-K and Spec. Ed.	85	75.5	9.5	89%
Group 6: Grades 1-2	146.5	119	27.5	81%
Group 7: Grades 3-6	202	103.3	98.7	51%
Group 8: Grades 7-12	433.7	296.7	137	68%
Totals	867.2	594.5	272.7	69%



# In-Person Learning Timeline



# Revised RTS Timeline

STUDENT GROUPS	Student In-Person Start Dates (Tuesdays)	Required Work from School Dates	Teacher Preparation Days
VHSL Activities & HS Co-Curriculars	January 26	NA	NA
Intervention Cohorts - Elementary, Middle, High	January 26	NA	NA
Group 1-4 (8,000 students): Select CTE and Spec. Ed.	February 16 (New Bell Schedule Starts)	No Later Than Feb 9	TBD
Group 5 (7,000 students): PreK-K and Spec.Ed.	February 23	No Later Than Feb 16	Completed in November
Group 6 (13,500 students): Grades 1-2	March 9	No Later Than Mar 2	Mar 4 & Mar 5
Group 7 (27,500 students): Grades 3-6	March 16	No Later Than Mar 9	Mar 11 & Mar 12
Group 8 (24,500 students): Grades 8, 9, 12 Poe, Glasgow, Holmes - Grade 8	March 2	No Later Than Feb 23	Feb 25 & Feb 26
Group 8 (24,000 students): Grades 7, 10, 11 Poe, Glasgow, Holmes - Grade 6-7	March 9	No Later Than Feb 23	Feb 25 & Feb 26

**\*MS/HS will schedule orientation sessions for students new to the building**

# Student Support Plans

Every school created a data-based **Student Support Plan** in response to indicators of student academic and social-emotional needs.

All schools must implement **in-person interventions** as early as January 26th and no later than February 1st.

## Examples of actions and supports being provided include:

### Collect and Analyze Data:

Schools are frequently analyzing attendance data, contact logs, formative assessments and grade/progress data to identify students needing supports.

### Implement Academic Interventions:

Schools are utilizing Tier 1 interventions during the class period and more intensive interventions on Mondays, as well as, intervention blocks built into master schedules on Tuesday through Friday.

### Family Engagement:

Schools are conducting conferences with students who are struggling or failing classes. They have reached out to families of seniors in jeopardy and conducted home visits to connect with disengaged students.

### Student Wellness:

School teams are teaching explicit Social Emotional Learning (SEL) lessons and providing reinforcement for specific students including: weekly scheduled check-ins and home visits provided by administration, counselors, and social workers.

### Additional Actions for Special Populations

Case managers are reviewing student data to determine when IEP teams need to consider recovery services for students with disabilities. Note: Recommendations for IEP teams to convene to consider recovery services can also be initiated from the family or other staff.

# In-Person Instruction Phase-in Status

	Group 1-4	Group 5 (PreK, K, & SPED)	Group 6 (Grades 1-2)	Group 7 (Grades 3-6)	Group 8 (Grades 8, 9, 12)	Group 8 (Grades 7, 10, 11)
<b>Risk of Transmission in Schools</b> 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)
<b>FCPS Operational Metrics: Staffing</b> 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
<b>FCPS Operational Metrics: School and Staff Readiness</b> School preparedness including instructional and operational components	Go	Go	Go	Go	Go	Go

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

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

# Summary



# School Board Discussion & Questions



[www.fcps.edu](http://www.fcps.edu)