

Principal's Coffee

10.27.2020

Agenda

- Knowns
- Concurrent Model
- Health and Safety Protocols
- Lunch and Recess
- Unknowns
- Next Steps
- Questions

Food Distribution

- Cunningham Park (Grab and Go) 8:00 – 12:30
- Bus Stops

Stop Arrival	Stop Departure	Stop Location	Schools Serving
6:07 AM	6:17 AM	Freedom Hill Elementary	Marshall HS, Kilmer MS, Freedom Hill ES
6:23 AM	6:33 AM	Kilmer Middle School	Marshall HS, Kilmer MS, Stenwood ES
6:35 AM	6:45 AM	Kilmer Center SACC	Kilmer Center SACC
6:49 AM	6:59 AM	Dunn Loring Center	Marshall HS, Kilmer MS, Stenwood ES
7:08 AM	7:18 AM	Thoreau MS	Thoreau MS, Cunningham Park ES
7:23 AM	7:33 AM	Stenwood ES	Marshall HS, Kilmer MS, Stenwood ES
7:38 AM	7:48 AM	Gallows RD & Heatherton LA	Marshall HS, Kilmer MS, Stenwood ES

Knowns

- School Board voted to bring back K and Intensive Needs students week of 11/16 and 1-2 back week of 11/30
- School Board voted to ask Dr. Brabrand to propose an expedited timeline for 3-12 at the 11/12 Board Meeting.
- Concurrent is the model that FCPS is moving forward with (including specials)
- Specials can be push-in or taught in the classroom with appropriate cleaning between groups
- In Cohort Learning - minimum combining groups as possible
- Parents are given the option to confirm their choice
- Bell schedule will stay in place until MS & HS return

Concurrent Model

ES Concurrent Instructional Schedule				
	Tuesday	Wednesday	Thursday	Friday
Group A	In-School	In-School	Online	Online
Group B	Online	Online	In-School	In-School
Group C (full time online)	Online	Online	Online	Online

Draft of phased in concurrent model plan

*Black - denotes times that all students (online/in person) will receive instruction at the same time

*Red - denotes what online students will be doing when not joining the in person class

Initiate	Perform	Fluent	Sustain
<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting 	<ul style="list-style-type: none"> Morning Meeting
<ul style="list-style-type: none"> Language Arts Focus Lesson Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Small Group teaching during workshop model Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Language Arts Focus Lesson Checking in with online students during independent practice Small Group teaching during workshop model Individual support during workshop model
<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting 	<ul style="list-style-type: none"> Afternoon Meeting
<ul style="list-style-type: none"> Math Focus Lesson Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Small Group teaching during workshop model Online Students given Asynchronous activity to do 	<ul style="list-style-type: none"> Math Focus Lesson Checking in with online Students during independent practice Small Group teaching during workshop model Individual support during workshop model



Kindergarten Classroom

4th Grade Classroom



Health and Safety Protocols - Prevention

- Student Health and Safety Guidance Document
- Parent/Guardian Commitment Form
- Mask Regulation

Health and Safety Protocols - Mitigation

- Isolation Room
 - FEELING FEVERISH OR CHILLS
 - FEVER > 100.4
 - HEADACHE (Not due to another health condition, hunger, stress, or injury)
 - A NEW COUGH (Not due to another health condition)
 - SHORTNESS OF BREATH OR BREATHING DIFFICULTIES (Not due to diagnosed respiratory condition or if different than normal pattern of chronic condition)
 - A NEW SORE THROAT (Not due to another health condition)
 - CONGESTION OR RUNNY NOSE (Not related to allergies, or other health condition)
 - FATIGUE (More tired than normal or sudden onset)
 - NEW MUSCLE PAIN (Not due to another health condition or may have been caused by a specific activity such as PE)
 - NEW LOSS of TASTE, SMELL, or APPETITE
 - ABDOMINAL PAIN (Not due to hunger, constipation, injury, or stress)
 - NAUSEA, VOMITING OR DIARRHEA (Not associated with a chronic gastrointestinal condition)



Health and Safety Protocols - Mitigation

- Sick Student Notification Form/Return to School Form

Follow the Return to School Policy if your child was sent home with any of the above symptoms:

IF NO KNOWN EXPOSURE TO COVID-19 AND:

- **No COVID-19 test or Positive COVID-19 test** – Stay home until **10 days** from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- **COVID-19 Test is negative** – Stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- **Alternate diagnosis by a healthcare provider that explains symptoms** – stay home until no fever for 24 hours without fever-reducing medication AND symptoms are improving or longer per healthcare provider's instructions.

IF KNOWN EXPOSURE TO COVID-19:

- **No Covid-19 test or negative test:** Stay home for **14 days** from date of last exposure, no fever for 24 hours without fever-reducing medication AND symptoms are improving.
- **COVID-19 test is positive:** Stay home until **10 days** from onset of symptoms, no fever for 24 hours without fever-reducing medication AND symptoms are improving.

Health and Safety Protocols - Notification

School-Based Health & Safety Metrics: Response to Changing Conditions

Response to change in community-wide conditions:

- If FCPS community health conditions worsen, FCPS, in collaboration with County Health Department, will pause phase-in progression, reverse progression, or suspend all in-person instruction

Response to urgent school-based conditions:

- FCPS, in consultation with County Health Department, will close individual classrooms and/or schools as follows when a significant health risk is present:

Level	Transition to 100% Virtual Learning	Resume In-Person Instruction
Classroom	1 confirmed case COVID-19 *FCPS & FCHD will notify classroom and school community in writing.	100% virtual learning for up to 14 days from date of onset; length of time may change based contact investigation and tracing by the FCHD.
School	Decision based on FCHD contact investigation findings and any connections between multiple cases *FCPS & FCHD will notify school community in writing.	As recommended based on contact investigation and tracing.

Lunch and Recess

- Lunch will be held in the classroom or outside.
- Students will be provided breakfast and lunch or can bring lunch from home
- In person students should bring in a towel to sit on for outdoor activities/lunch
- 2 Recess breaks a day
- Unable to use the playground equipment
- Breaks outside during the day
- Parents are encouraged to send in a 'recess bag' to include things like bubbles, jump rope and chalk not to be shared.

Unknowns

- Change of Schedules
- Teacher Placements
- Use of BBCU for small group instruction
- Assignment of In-Person Days
- Maintaining Morning Meetings on Mondays

Likely Changes

- End of daily grade level lunch bunches
- End of optional enrichment on Mondays

Planning and Professional Development

Kindergarten	Mondays: Beginning Monday, October 26th - Teachers holding Morning Meetings, Instructional Assistants continuing small group instruction
	Additional Days Impacted: Independent Learning (No live instruction except Morning Meeting): Thursday, November 12 Friday, November 13
1st and 2nd grades	Mondays: Beginning Monday, November 16 - Teachers holding Morning Meetings, Instructional Assistants continuing small group instruction
	Additional Days Impacted: Independent Learning (No live instruction except Morning Meeting): Friday, November 20 Tuesday, November 24

Next Steps

- Email sent yesterday
- Decision by 11:59pm on 10/30 to confirm/change your selection
- If you choose In-Person, complete the Parent Commitment Form.

Questions

- **We'd like to stick with our teacher. We would like to switch to in person but also want the teacher to stay the same.** - We added this option in case this was your number one deciding factor, but if you would like to select in person, change your choice to in person.
- **Transportation - on the form you can indicate whether you are taking the bus, but we don't want that to be the deciding factor of whether we can return.** The more you can provide transportation, the more flexibility we have. If you need transportation, please do not hesitate to indicate that on the form. You needing the bus will not impact your ability to be scheduled for in person learning.
- **In concurrent instruction, the change from initiate to fluent - what happens to the other subjects?** Students will continue to access all whole group instruction for all subjects and specials. Small group time would initially change to asynchronous work at the start.
- **How does a child end up in the isolation room? Is it up to the teacher?** That or if a student arrives with a temperature. The isolation room does trigger steps for the child, not necessarily the classroom they came from. A positive case triggers the steps for the classroom.
- **If your child is in a class with a teacher/ SPED teacher, would both be in the classroom?** Most likely.
- **What is the maximum number of students in a class?** Depends on the room - K rooms are up to 18 students, but we were struggling with fitting more than 13. Upper grade classrooms are more along the lines of 12 - 14 students in a room.
- **Once the child is assigned the T/W and Th/F, can they be changed and under what circumstances can they be changed?** We would notify you if you are T/W or Th/F and you could work with us if the days of the week don't work. It may necessitate a classroom teacher change.
- **Is it possible to know if my teacher is in person or virtual?** You can ask them, but we are not allowed to share if they have an ADA accommodation that provides them the accommodation to stay home.
- **Will my child's siblings go the same days if we have older children in future groups?** Yes. But we may need to adjust day schedules once 3rd - 6th phase in.
- **How will social distancing work outside?** It will be a challenge. There may be sidewalk squares/ chalk boxes to create some designated space for each child, we will be using our new track, etc. They have to be 6 feet apart, and they do not need to wear their mask. We will have to use multiple areas of our outdoor space. It is hard to keep our littles off the playground when they see it, so younger students will likely need to use the front of the building. The playground will be closed to the community use once Kindergarten phases in.
- **If there are less students in the class, is there a chance kids could come back more than 2 days?** FCPS is keeping it at 2 days/week for students, as it would likely change parents selections if in person learning were offered for all days of the week. For equity reasons across the county, it also is 2 days.
- **If we are trying to carpool with neighbors, can you accommodate it?** You can always let us know, and we do read and try to make everything work for families, but we can't guarantee it.

Questions

- **Do the teachers have a choice to return?** No. They were asked their preferences over the summer, but under the concurrent model, they would be in school if their class had students who selected in person. FCPS is offering teachers who do not wish to return an unpaid leave of absence for the year or can resign/retire.
- **Will each teacher have an assistant? This will be hard for them to do!** No, we don't have additional staff outside of our Kindergarten Instructional Assistants, and a few additional IAs. Some classes may have a second adult if it has a special education teacher in it.
- **Is there another adult in the virtual world to attend to the virtual students?** No. We bought some bluetooth headsets so the teacher could wear it and be able to hear the students. The teachers will be projecting lessons on the smartboard, and we are also looking at having a second projector so that teachers can visually see what is going on in the BBCU room without looking down at their screen.
- **Is the teacher wearing a mask? How will the teachers hear?** Yes, all students and teachers will be wearing a mask at all times unless eating indoors. They will have a headset with a wireless mic. Teachers also have a laptop stand that swivels.
- **Would parent volunteers be allowed to be in the room?** We would have to go through the FCPS process for volunteers and have parents background checked/ badged. We could look at that model as we know we will need assistance with our coverage schedule (teachers' lunch, planning, etc). Reach out to us so we can get you screened as a volunteer so that we can provide coverage without FCPS employee supervision.
- **If they go in person and then your child has to go back to virtual, would their teacher change a third time?** Potentially, depending on whether we make a full virtual/ full in person classroom split or if everyone had to go back virtual. There is more flexibility from switching from in person to virtual than there is if you wanted to switch from virtual to in person.
- **What happens if my teacher is full virtual?** If there are in person students in the class, there would be a classroom monitor to supervise the in person students. We may look at shifting students to make it an all virtual class and shift in person students to an in person section. We are asking FCPS to be allowed to communicate with families that are in that scenario.
- **I am struggling with decisions, because there are so many unknowns. My kid's safety net has been built around this virtual classroom that you've launched successfully. We are worried this concurrent model will disrupt that.** We can always work with the counselors, Mrs Hapangama and Mrs. Alston, to support our students' wellness.. Also, remember that the kids are looking at the adults they are around to take their cues for this transition (the teachers and parents). As teachers, we are trained to have a big smile regardless of what is happening, and as a parent, we know that can feel slightly disconnected with reality. The conversations in the classroom will be a positive regarding the transition for the good of our kids and encourage you to keep conversations about the transition behind closed doors at home.. We won't know how we are going to be able to move forward until the parent responses are in on Friday, 10/30, as our class placements are contingent on the selections.

Questions

- **If we choose to go in school for two days, and someone is unwell, can you choose to go back virtual?** Yes - that is part of the parent commitment form that you will stay home if unwell. They will still be marked present if they attend virtually. If your child stays home with symptoms, you must follow the same protocols in the Return to School Form.
- **In the isolation room, will there be an adult?** There might be an adult in there, but the direction has been to be outside of the room and monitor the child through the window, unless we needed to go in the room to support the child for some reason.
- **For in person classrooms, what kind of interactions will they have with kids? Do they stay behind their desks or will there be one on one?** There won't be a ton of moving around and teachers will have about 7 feet from the front of the room where they can teach from. FCPS is supposed to be supplying us glass shields to interact with a child one on one.
- **In the event that FCPS changes their approach, if a parent had selected virtual, would parents be able to make a new selection?** If health conditions changed drastically, that might be the case. And if health metrics worsened, we would have to all revert to fully virtually.
- **With a child with chronic allergies, who would often have a symptom listed, can they still access the instruction virtually?** Yes.
- **How long is concurrent learning?** At this time, the whole year.
- **Teachers may need subs, correct?** We are trying to minimize the number of adults that work with each class or cohort of students. We will assign as few people as possible to cover lunch/ teacher planning. For subs, we will need support for when teachers are out; please look into applying to become a substitute, if you are interested.
- **I'm leaning towards virtual, because we are finally on a schedule. But aren't the virtual kids going to miss out while we phase in the concurrent model?** In the initial phases of implementation it will impact the quantity and quality of instruction for the virtual students. All students would still be accessing the whole group instruction simultaneously. We are looking at phasing in the routines with in person kids during the family choice time/ breaks in the schedule, so virtual kids are not missing out.
- **Is this 100% set in stone? Could we go back to virtual?** It is all based on health metrics, You can monitor them on the VDH dashboard: <https://www.vdh.virginia.gov/coronavirus/key-measures/pandemic-metrics/school-metrics/>
- **Won't teachers in the classroom be able to pass things out to kids at school but not for the virtual? Will this make the divide worse for kids in person vs. at home? And what will testing will look like?** Our staff is very dedicated and they are not going to let any of their children struggle. Your teacher will be able to stop and pause even with in person, Our teachers are highly skilled and dedicated to ALL their students, and they are going to do what they can, even if it is not easy. Our goal is to stack the in person kids for each teacher on just two days, so that it would reduce the number of concurrent days to make it easier on teachers AND allow the teachers to have full dedication to virtual instruction the other two days of the week. There also will not be a significant amount of materials that are being passed out in the classroom.

Questions

- **If the teacher was working at home, how is it different than virtual?** They would not be viewing live instruction on their individual laptops, it would be watching their teacher on the screen as a whole group while I room monitor supervised the students..
- **If your child is virtual, will they be heard by everyone?** They will definitely be heard through the teachers' wireless headset, but we are looking at ways to have virtual students heard from their peers as well by also using a classroom speaker. We do not want feedback on the teachers' mics, however.
- **Can a kid wear a face shield?** It is not a replacement for a mask. They can wear it in addition to, but not in place of a mask.
- **Will students have their own materials for in the classroom as well as specials?** Yes, students are not allowed to have shared materials. Students would most likely need to leave those materials here at school instead of taking them back and forth.
- **Substitute teachers and Schoology?** There will be a limited pool of substitutes who we are able to train to 1) use our learning platforms and 2) be willing to return in person to classrooms. We hope to have a small pool of Stenwood specific subs that we can train and call on. Again, if you would like to sub, please sign up!
- **Are going to do your best to try to keep them with you teacher?** Yes, we will need to look at how the parent responses fall and balance the instructional needs. In a grade level where we end up with more of a 66% and 33% split rather than our current 50% and 50%, we may reorganize our classes.

Credits

Special thanks to all the people who made and released these awesome resources for free:

- ❑ Presentation template by [SlidesCarnival](#)
- ❑ Photographs by [Unsplash](#)