



Return to School **Update**

SCHOOL BOARD WORK SESSION

December 10, 2020

Presentation Objectives

- Review current Fairfax County and FCPS health data
- Discuss mitigation strategies and additional actions to strengthen mitigation strategy implementation
- Share updates on mitigation efforts and Safety Team monitoring
- Provide example of considerations for transitioning between school instructional model processes
- Review updated staffing analysis
- Examine quarter 1 grade data and student support plans
- Share updated timeline for in-person learning

Guiding Principles for Phase-in Model

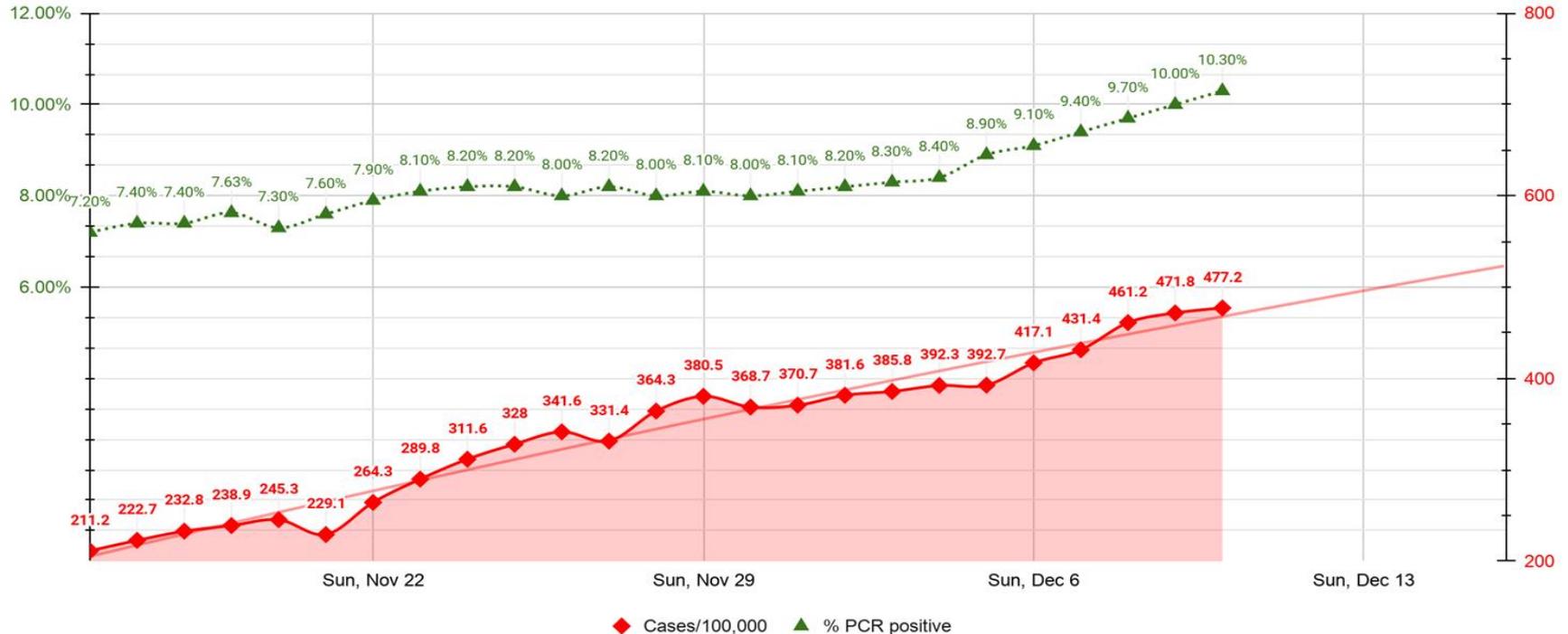
- We believe in-person instruction is best to meet our students' academic, social and emotional needs
- We want to phase students back to in-person instruction as safely, efficiently, and as early as possible
- All phase-in decisions will be made with student and staff safety as the highest priority
- 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 Updates



Community Transmission: Fairfax County CDC COVID Indicators

Fairfax Core Indicators



VDH - Core and Secondary Indicators for Fairfax County

Core Indicators, Fairfax, 12/10/2020

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

477.2

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

10.3%

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.

Indicator Risk Levels

Lowest

Lower

Moderate

Higher

Highest

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

VDH - Core and Secondary Indicators

Secondary Indicators, Fairfax or Northern Region, 12/10/2020

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†

77.5%

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

82.4%

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

14.4%

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

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

UPDATED 11-13



Executive Order 67

Sixth Amended

Governor's Executive Order 67

All public and private in-person gatherings of more than 25 individuals are prohibited.

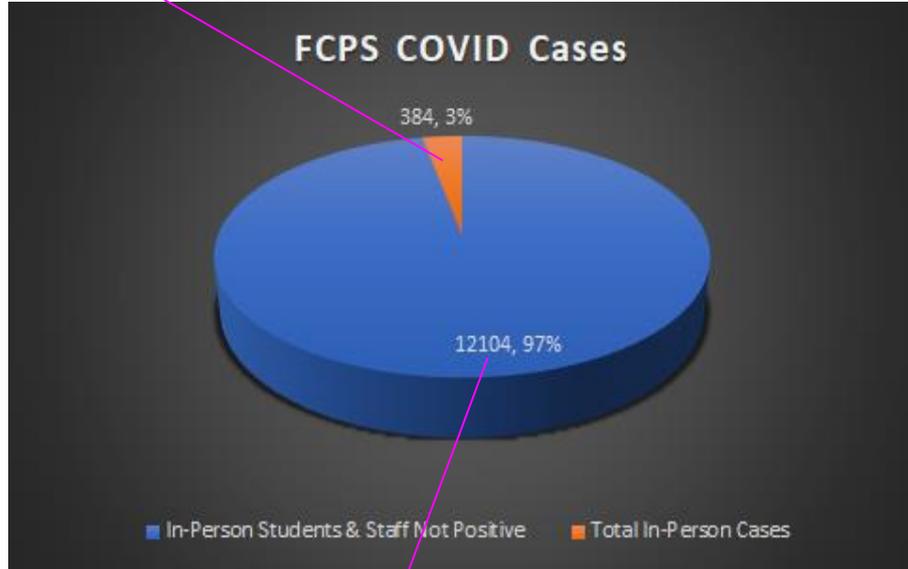
- Governor's Executive Order (25 participant limit) does **not** apply to the **educational/instructional setting** - ex: buses, cafeterias, playgrounds, etc.
- Governor's Executive Order does impact **Community Use** in FCPS. **Limited to 25 persons** (indoor and outdoor)

Effective date - November 16, 2020 at 12:00 a.m.

FCPS by the Numbers

384 Total In-Person Cases

3% Positive



Rounded to the nearest whole percent

97% Not Positive

12,104 In-Person Students & Staff

COVID Positive Cases	Number	Estimated Percent
In-Person Student	32	0.8%
In-Person Staff	295	5.8%
SRS Students	11	.8%
SRS Staff	16	2.8%
Visitors	10	
Student Athletes	17	0.2%
Staff Athletics	3	0.5%
Epi-Linked Students & Staff (Transmission in Schools)	39	10.2% of all cases 0.3% of all in-person students & staff
Cases (Community Transmission)	345	89.8% of all cases 2.8% of all in-person students & staff

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

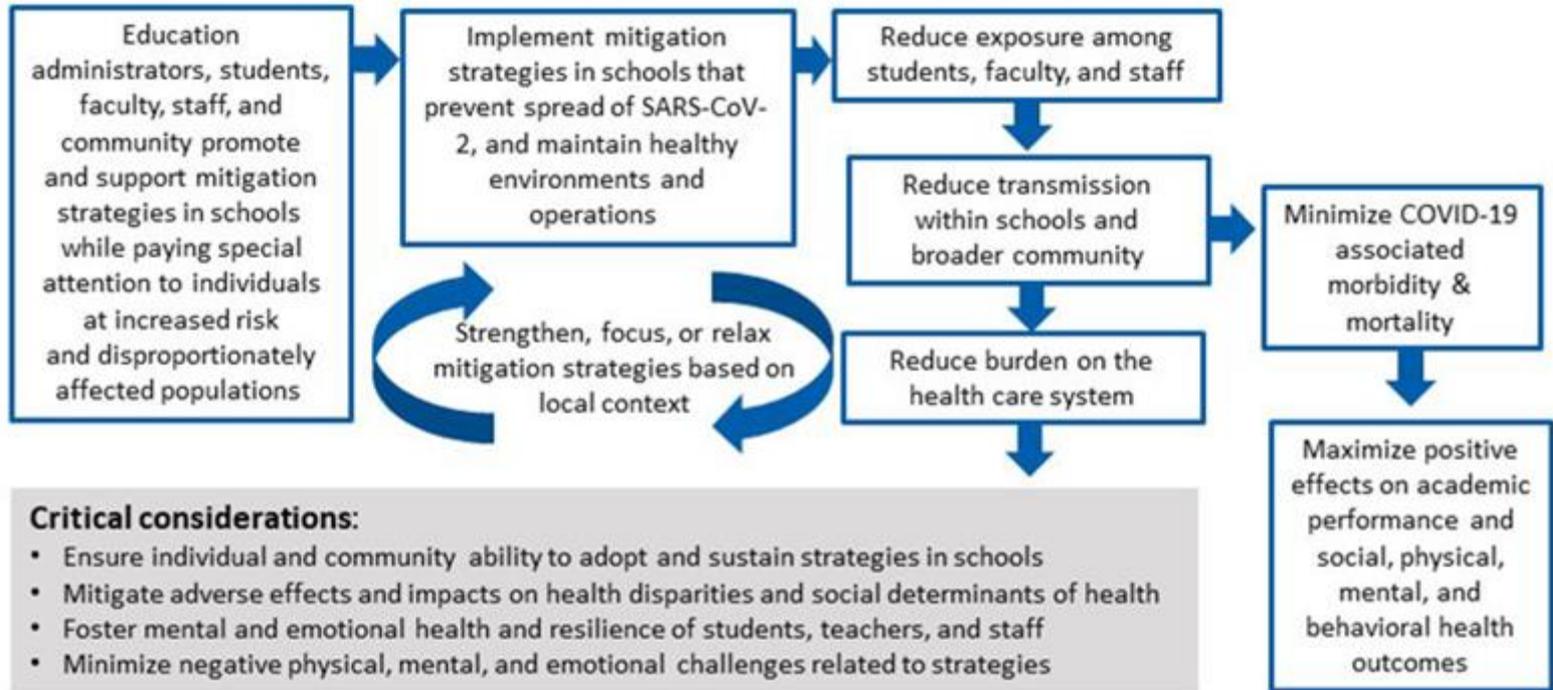


Cleaning and disinfection



Contact tracing in collaboration with your local health department

COVID-19 Mitigation Strategies in K-12 Schools



Centers for Disease Control and Prevention (CDC), Logic Model

FCPS Mitigation Strategy Reminders

Stay home when sick

Staff and students self-assess for COVID symptoms prior to reporting to work/school (e.g. Parent Commitment Form, Staff Return to Work Process)



Additional Actions to Foster Mitigation Strategies: Lessons Learned from Transmission in Schools

Area of Need	Mitigation Strategy Adjustment
Unintentionally Reverting Back to Pre-COVID Practices	Daily messaging to remind all stakeholders of the importance of mitigation strategies (email, social media, announcements)
Face Mask Exemptions	Examine, on an individual basis, the ability to support face mask exemptions (need to maintain a safe environment for students and staff)
Social Distancing	Collaboration between department managers and the FCHD to revise existing processes for certain job functions to support implementation of social distancing

Additional Actions to Strengthen Mitigation Strategies

Area of Need	Mitigation Strategy Adjustment
Social Distancing	Restrict visits to other classrooms and offices unless required to complete work functions
	Require use of PPE as outlined PPE Strategies: Guidelines for Proper Use of PPE
Correct & Consistent use of Face Mask	Students who do not have face mask exemptions and are having challenges with the consistent and correct use of masks, even with the support of staff, may have to be temporarily transitioned back to virtual learning to build their tolerance then return back to in-person instruction (PSLs will work with their assigned schools to provide support and guidance on next steps)

Mitigation Measures Update



Mitigation Strategies: Safety Team Overview

FCPS has implemented **safety teams** to monitor COVID-19 mitigation strategies in schools.

Two main purposes for FCPS' monitoring:

- Provide continuous improvement feedback to our schools so they can improve on their implementation of mitigation strategies.
- Provide reliable, valid data for use as our third health metric

The United States Centers for Disease Control (CDC) indicates that mitigation strategies are consistently and correctly used, the risk of spread within the school environment and the surrounding community is decreased.

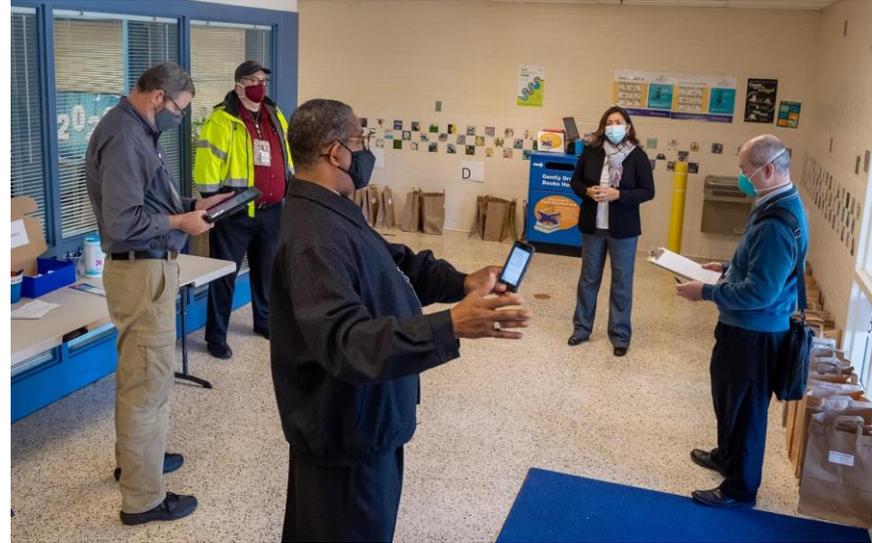
Safety Team Monitoring for Metric Data

TEAMS WILL:

Monitor for reliable, valid data on correctness and consistency of implementation of the 5 Key CDC Mitigation Strategies.

External (non-school-based) observers to ensure objectivity.

Observers will have regularly scheduled joint observations to ensure inter-rater reliability (i.e., consistency of ratings) across observers.



Safety Scoring Rubric

Overall School Grade	Description	Correctness Count	Consistency Count
5	All 5 strategies correctly and consistently Implemented	5	5
4	All 5 strategies correctly but inconsistently Implemented	5	4
3	3-4 strategies consistently and correctly Implemented	3 or 4	3 or 4
2	1-2 strategies correctly and consistently	1 or 2	1 or 2
1	No strategies implemented	0	0

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

Comparison District Mitigation Strategies

- Based on publicly available information, FCPS is going above and beyond many school districts in mitigation strategy management and monitoring.
- Almost all comparison districts provide a COVID dashboard for transparency but few provide data on mitigation strategies.
- Most national comparison districts did not provide public information on mitigation strategy implementation. Those that do reflect the same CDC strategies FCPS is highlighting: required face coverings; hand washing breaks; physical distancing, where possible; deep cleaning of buildings; communication and response plans for positive cases in buildings.
- Only one comparison school district, Chicago City Public Schools, indicated that the strategies would be monitored and reported (to the state).

The Office of the Ombudsman is available for Community Feedback on our Mitigation Strategies

Contact the FCPS Office of the Ombudsman:

email: ombudsman@fcps.edu

phone: 571-423-4014

online (select Submit a Question): <https://www.fcps.edu/department/ombudsman>

- Community members (parents, students, visitors and FCPS staff) have the opportunity to **provide confidential feedback** on the implementation of the 5 Key CDC Mitigation Strategies
- Community members can **share both strengths and challenges** they observe in how schools implement the Mitigation Strategies.
- Feedback provided by community members will be shared in a confidential manner with appropriate personnel (e.g., Leadership Team, Principals, Safety Teams, etc.) to support continuous improvement in school implementation of the 5 Key Mitigation Strategies.

Where are We Now

Two of the Three CDC Core Indicators for FCPS and Neighboring School Divisions

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	Cumulative Number of Positive Cases
Phase I	Arlington	435.3 Highest Risk	6.2% Moderate Risk	Provide in-person support for Level 1, students with disabilities, focusing on consistent implementation of health mitigation measures to protect staff and students. ACPS paused in-person return for students in Levels 2 and 3 through December as they continue to plan for future transitions.	Not Published
	Fairfax	417.1 Highest Risk	9.1% Higher Risk	Groups 1-3 in-person (select spec.ed., ESL, and specialized career students). Groups 4 paused and Group 5 start postponed due community transmission thresholds in the interim in-person decision-making process	337 (259 Staff, 57 Students, 8 Visitors, 13 SRS Staff) - as of 12/2/2020
	Falls Church	216.6 Highest Risk	6.2% Moderate Risk	Returned to all virtual through the winter break	11 (5 Staff, 4 Students, 2 Contractors)
	Montgomery County (MD)	415.2 Highest Risk	4.5% Lower Risk	MCPS will remain in a virtual-only instructional model through the first semester—January 29, 2021; or until state and local health officials determine conditions in the county allow for students to return safely after the first semester (Comparable to Phase I)	172 Staff

Where are We Now

Two of the Three CDC Core Indicators for FCPS and Neighboring School Divisions

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	Cumulative Number of Positive Cases
Phase II	Loudoun	336.7 Highest Risk	9.1% Higher Risk	Some special populations (spec.ed., ESL), K-2nd grade in school; 3rd-5th and special academies began in-person December 1st	203 (138 Staff, 65 Students)
	Prince William	562.6 Highest Risk	13.1% Highest Risk	Special populations and PK-1 st grade attending in-person (2 nd - 3 rd grades are scheduled to begin in-person Jan. 12th)	389
Phase III	Fauquier	464.1 Highest Risk	5.7% Moderate Risk	K-12 hybrid option began Nov. 9th	19
	Hanover	437.3 Highest Risk	8.9% Higher Risk	K-12 may access in-person instruction	137 (42 Staff, 92 Students, 3 Others)
	Gwinnett County (GA)	410 Highest Risk	11.5% Highest Risk	K-12 may access in-person instruction (Comparable to Phase III)	109 (55 Staff, 54 Students)
	Cobb (GA)	334 Highest Risk	7.1% Moderate Risk	K-12 may access in-person instruction (Comparable to Phase III)	962
	Palm Beach (FL)*	473 Highest Risk	9.9% Higher Risk	K-12 may access in-person instruction	918 (394 Staff, 524 Students)

*State ordered schools to open five days a week

Fairfax County Health Department

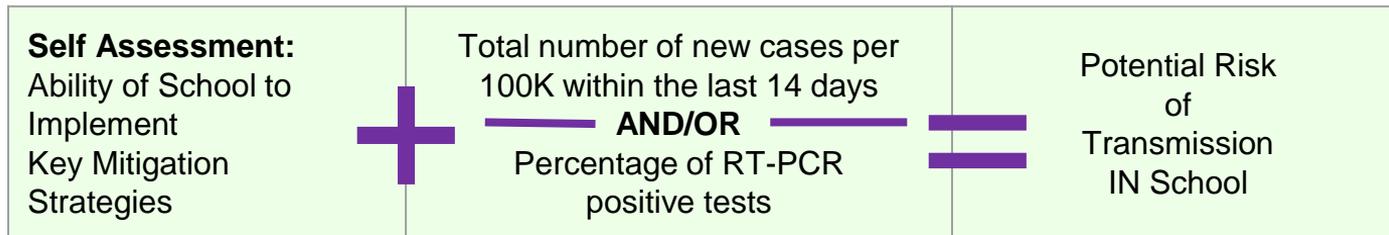


Gloria Addo-Ayensu, MD, MPH
Director of Health for Fairfax County



Dynamic School Decision Making

- When deciding to open, close, or reopen schools, CDC recommends the use of 3 core indicators
 - Two measures of community burden (number of new cases per 100,000 persons in the past 14 days; and percentage of RT-PCR tests that are positive during the last 14 days); **AND**
 - One self-assessed measure of school implementation of key mitigation strategies.
- The community indicators are a measure of the level of **community transmission**.
- While increasing community burden increases the risk of introduction of SARS-CoV-2 to a school, **the risk of transmission within the school is dependent on the implementation of the 5 key mitigation strategies within each school.**



Considerations for Transitioning Between School Instructional Models

Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Up to 2 unrelated clusters* in the school within 14 days of each other	Greater than 2 unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other.
Staff capacity to conduct classes and school operations [†]	Normal	Strained	Critical

* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† 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 Methods of Instruction

		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 some circumstances, schools may take a less restrictive approach than what is suggested in the table above. For example, if a school is operating with a full in-person instructional model and able to manage with low school impact despite a “substantial” level of community transmission, then schools can very reasonably hold course and continue with in-person instruction if resources allow.

Health: Key Points

- **Most** (345 out of 384; 89.8%) **COVID cases in FCPS reflect community transmission**, not transmission in schools. FCPS is taking additional actions to prevent or minimize transmission in schools.
- Correct and consistent implementation of mitigation strategies is essential in preventing or minimizing transmission in schools.
- Safety Teams are providing additional support by assessing and reinforcing implementation of mitigation strategies in schools.
- FCHD is providing an additional tool to aid FCPS in decision-making considerations.

FCPS In-Person Decision Making Process



FCPS will work with the health department to finalize the decision-making tool to assist with in-person considerations.

- **In the interim**, FCPS will continue to use the [current decision-making process](#) based on two of the three CDC Indicators.

Given correct and consistent mitigation strategies can reduce risk in schools, **FCPS is proceeding with planning** for the phased return of additional groups for in-person instruction and share target in-person start dates with stakeholders.

Questions

Staffing Metrics



ADA Request Update:

79% of ADA Requests Resolved as of December 3, 2020

Employee Group	Requests	Resolved	In-Progress	Unassigned (New Requests)
Teachers	2,020	1,697	254	69
Classroom Support	380	277	91	12
School-Based Administrators	26	23	2	1
Operational	507	362	113	32
Totals	2,933	2,359	460	114
		79%	15%	4%

Total Requests for Reasonable Accommodations = 2,933

Classroom Monitor Hiring: Needs

Student Group	Number of Classroom Monitors Needed	Number of Classroom Monitor Positions Filled	Number of Classroom Monitors Still Needed
Group 5	83.5	53.5	30
Group 6	152.5	66.5	86
Group 7	249.1	40.4	208.7
Group 8	481	75	406
Totals	966.1	235.4	730.7

Classroom Monitor Hiring: Strategies

- Explore the opportunity for schools to compensate teachers who serve as classroom monitors during planning period
- FCPS Meet and Greet to connect classroom monitor applicants with schools
- Outreach to partner organizations to increase candidate pool. Inclusion of job announcement in newsletters
- FCPS press release
- Job announcement on FCPS website landing page
- Social media ads

Instructional Staff Intent

Employee Group		Resign/Retire		LOA		ADA	
		Intent*	Actual**	Intent*	Actual**	Intent*	Actual**
Teachers	Percent	0.6%	0.2%	1.9%	0.4%	N/A	12.9%
	Count	100	30	290	62	N/A	2,020
Classroom Instructional Support (IA/PHTA/PHA)	Percent	1.8%	0.7%	3.3%	0.4%	N/A	11.9%
	Count	57	24	107	13	N/A	380

*Intent as of October 30, 2020

**Actual as of December 4, 2020

Teacher resignation trend remains flat when compared to last school year.

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.
- Delay LOA start dates in relation to the return of student groups.

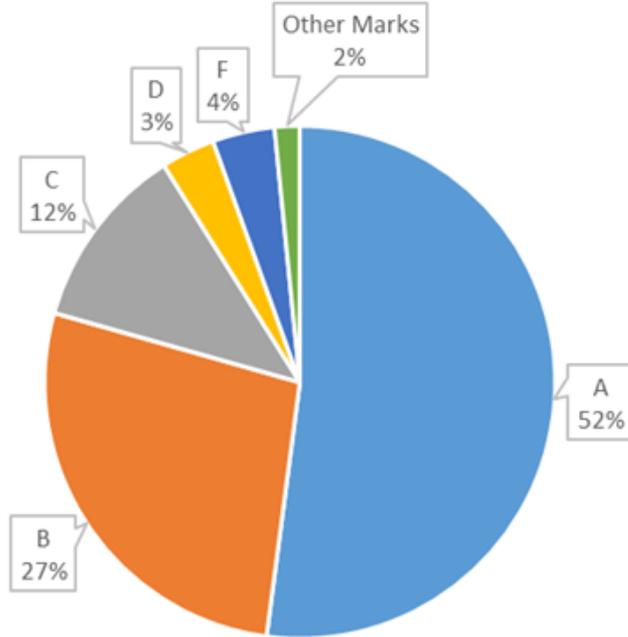
Distance Learning Data



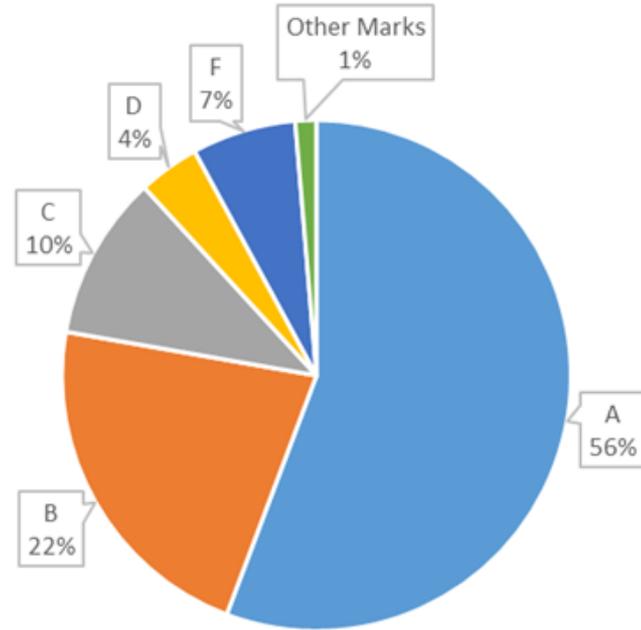
Majority of Quarter 1 Marks were A's and B's

A's increased from 52% in the last two years to 56% this year

Majority of marks were in the **A/B range this year (78%)**, as in the **prior two years (79%)**

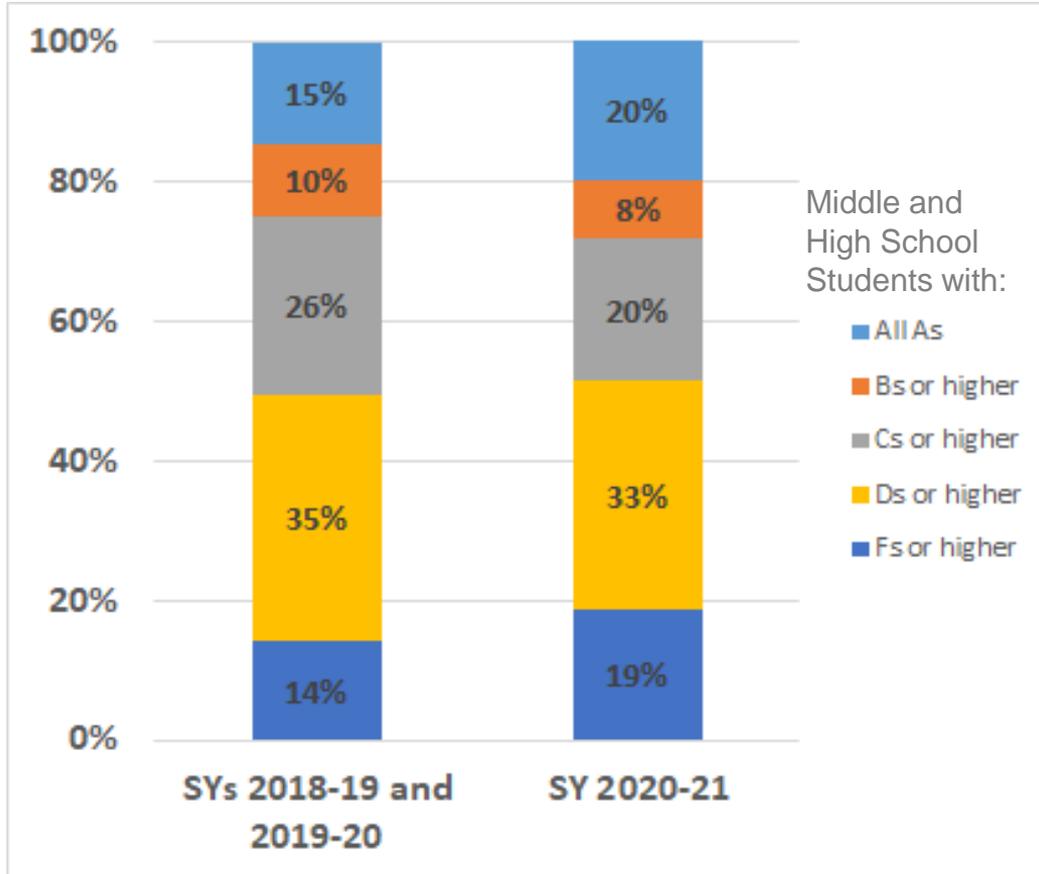


Marks Q1 18-19 and 19-20



Marks Q1 20-21

Increase in Students Failing Courses During Q1

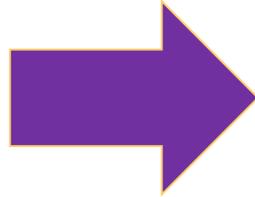


- Percentage of students with at least one F mark in Q1 increased from 14 percent in prior years to 19 percent this year.
- Q1 Marks Report shows that the increase is primarily among students who previously received lower grades (C- to F).
- Increases in failing students exist across all grades, subgroups, and content areas.
- Largest increases found in the percentages of English learner students (17% to 35%) and students with disabilities (9% to 19%) who had two or more failing grades, especially these students in middle school.

Responding to Secondary Student Needs

What we are hearing from students...

- Concerned about impact of grades on their future
- Disconnected from peers and teachers
- Exhausted from online school
- Expectations have not been modified to fit circumstance
- Recognize the efforts of their teachers
- Feel like division is not listening to them



Actions to support student needs...

1. Take intentional actions to support student engagement and connectedness
2. Implement equitable division wide grading policies in response to unique learning conditions and student achievement challenges
3. Take actions to reduce student workload and stress

Division Level Actions

Revise Grading Policies for 2020-2021 - Effective January 4, 2021

- Establish 50 as the lowest grade on a 100-point scale
- Allow late work (major assignments) with minimal penalty
- Establish maximum weight of an assignment/assessment at 20%
- Reduce the minimum number of assignments per quarter from 9 to 6
- Planning underway for flexibility with final exams, final marks (P/NM/I), and summer term
- Re-examine end of year grade data to inform grading policies for SY21-22

Advocate with College Board and IB for adjusting curriculum and testing expectations

Support Alternative Assessment

- Pursue VDOE Flexibility to reduce SOL testing requirements
- Support schools with alternative assessment strategies and resources

Support and Monitor School Intervention Plans

- OSS Data Specialists and MTSS Region Specialists to support school planning
- Region administration to support, review, and monitor school efforts

School Level Actions

Each Middle and High School will develop their **Student Support Plan** to:

- **Collect & Analyze Data:** student achievement, **student voice/listening sessions**, and teacher perspective
- **Implement Interventions:** provide supports to any student with multiple Ds and Fs or at risk of not graduating, including in-person support as possible
- **Support Wellness:** provide one-on-one check-in conference with every student through Advisory by February; establish two school-wide catch-up days per quarter
- **Engage Parents:** provide individual parent-teacher conferences for any students with failing grades; parent engagement activities; multilingual communications
- **Change Grading Policies:** implement and monitor divisionwide grading policies
- **Address Workload:** utilize workshop/engagement model of instruction to provide in-class student work time; follow division homework guidelines; principals and teachers collaborate to further reduce workload with attention to advanced courses; publish calendars/agendas to help students anticipate workload

Schools will submit Student Support Plans to Region Offices by January 11, 2021

Additional Targeted Actions for Special Populations

ESOL Actions

- Conduct family conferences in a native/primary language of family at mid-quarter for all students receiving D's or F's
- Ensure student connectivity and bandwidth necessary to access learning
- Develop system to provide translated progress reports
- Ensure all teachers complete the SY2020-21 Essential Practices for English Learners course by February 1 (*60-minute required asynchronous PD - currently 50% Completion Rate*)

Special Education Actions

- Additional supports (including consideration for in-person opportunities) will be provided for students in Cat A programs who are having challenges in the virtual setting and/or not making progress on their individualized education program (IEP) goals
- Case managers will continue to check-in with students every two weeks
- Parents of students who have a D or F mid-quarter will be contacted by case manager to ensure they are aware of the current grade and to discuss plans of support

Office of Research and Strategic Improvement (ORSI)

Distance Learning Feedback from Families, Students, and Staff

Check-in #1 (10/26 to 11/4):

82% of parent respondents reported satisfaction with the quality of instruction ($n=87,247$)

Check-in #2 (11/16 to 11/23):

86% of parent respondents reported satisfaction with the quality of instruction ($n=13,043$)

ORSI continues collecting distance learning data:

- Comprehensive surveys with all students, parents, teachers, principals and select other staff **through December 11th**
- Focus groups with parents, students, and teachers through January 2021
- ORSI's study of teaching and learning efforts will analyze these data along with student outcomes in its **next report due in February 2021**

In-Person Learning



Draft Updated In-Person Return Timeline

*Groups 1-3 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. Group 5: PreK-K	January 12 (New Bell Schedule Starts)	No Later Than January 11
Group 6: Grades 1-2	January 19	No Later Than January 11
Group 7: Grades 3-4	January 26	No Later Than January 19
Group 7: Grades 5-6	February 2	No Later Than January 25
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 2	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	7:15-2:00
Secondary School	8:00-2:45	Secondary School	8:10-2:55
High School	8:10-2:55	High School	8:10-2:55
Thomas Jefferson	8:40-4:00	Thomas Jefferson	8:10-3:30
Elementary School	8:30-3:15 rolling earliest to 9:20-4:05 latest	Elementary School	9:10-3:55 or 10:05-4:50

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.

Complete listing of bell schedules can be found at <http://fcpsnet.fcps.edu/fts/fcpsgram/SY-2020-21-Bell-Schedule.pdf>

In-Person Instruction Phase-in Status

	Level 2 (Cohort Learning Groups 1-3)	Level 2 (Cohort Learning Groups 4-6)	Level 3 (Hybrid Learning Groups 7-8)	Level 4 (100% In-Person Learning)
<p>Current Status of In-Person Instruction*</p> <p>Based on Operational Metrics and Use of Two of Three CDC Core Indicators for decision making: Total Number of Cases per 100,000 and Percentage of PT-PCR Tests that are Positive during the last 14 Days</p>	In-Person	Virtual-Paused for Health	Virtual	
<p>Risk of Transmission in Schools</p> <p>Based on use of the CDC Indicators for Dynamic School Decision Making</p>	TBD	TBD	TBD	TBD
<p>FCPS Operational Metrics: Staffing</p> <p>FCPS capacity to support in-person instruction based on staffing</p>	Go	Go	*Caution: 730 Classroom Monitors Still Needed	Stop
<p>FCPS Operational Metrics: School and Staff Readiness</p> <p>School preparedness including instructional and operational components</p>	Go	Go	*Caution: Capacity challenges with 6 ft Social Distancing	Stop

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

* Families have the option of in-person or virtual instruction. In operational levels 2-3, students attending in person do so at a reduced capacity to accommodate social distancing requirements.

Summary

- All mitigation strategies recommended by CDC are in place and are being monitored for consistent division-wide implementation.
- FCPS' final decision-making tool will be shared with the Board on January 5, 2021
- 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 in the month of January.
- Student social-emotional and academic learning supports will be expanded to mitigate the challenges students are facing with virtual learning.

School Board Discussion & Questions



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