



Frederick County Public Schools
Continuous Learning Plan
Spring 2020

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Introduction

The month of March brought about extended school closures in response to COVID-19 and the declaration of a worldwide pandemic. With that came the need for rapid decision-making in a time of significant and near-constant change. Facing challenges that were previously unforeseen, the instructional team of Frederick County Public Schools, in collaboration with administrative support teams, and with guidance from the Virginia Department of Education, worked to ensure appropriate supports were put into place for our students, staff, and families. Through this plan, our goal is to find a balance between the need to provide continuation of learning opportunities with the recognition that many of our students, families and staff are experiencing stress, rapid changes within their homes and workplaces, a lack of adequate Internet access, and challenges resulting from the stay-at-home order issued by Virginia Governor Ralph Northam.

Despite the significant challenges that exist, our talented, caring and creative employees continue to support students and families. Our leaders continue to provide support to staff at all levels, as well as students and families. Our support staff demonstrate their commitment to our students, our schools, and our community daily. And our teachers, the backbone of Frederick County Public Schools, remain eager and committed to continuing their connections with, and support for, their students.

Opportunities for continuation of learning in the face of this unprecedented reality comes in two phases. Phase I, from the initial closure on March 16 to the start of Spring Break on April 10 consisted of reinforcement, enrichment, and support focusing on previously-learned concepts. No new learning was introduced during this time. Phase II, after the return from Spring Break on April 15 through the end of the school year on June 5, is a time for content, concepts and skills not previously taught to be introduced.

Although parents certainly teach their children daily, there is a recognition that they are not teachers of content, concepts, or skills in the same way as their child's highly qualified classroom teacher. The approach to Phase II takes into consideration those differences. Additionally, the following factors have been considered in the development of this plan:

- Individual and unique needs of each student
- Barriers caused by the lack of appropriate or adequate Internet access
- Families with multiple students in the same household
- Business shut-downs and stay-at-home orders that increase family stress
- The normal sense of anxiety and fear experienced by people in the face of the unknown

Details outlined in this plan include the timeline of events from the point of initial school closures on March 16, as well as information about how we will inspire curiosity and engage our PreK-12 students in new learning opportunities. Assessment, grading, and the awarding of credits are addressed as well as a plan to ensure seniors on track for graduation at the time of the school closures are able to earn their diploma on schedule. Additionally, ongoing efforts to support families and staff are also described.



While the extended school closures have brought significant challenges, it has also brought significant opportunities. Nearly every process has to be examined and adjusted during this unique time period. We embrace these opportunities to reflect, refine, and rethink how we engage our community, support our staff, and inspire our students.

What will elementary learning look like during the extended school closure?

What will new learning look like?

New learning opportunities provided to students as of April 15 will vary from classroom to classroom, as teachers know their students best, and know what instruction has been provided throughout the school year to support students during these new opportunities. Teachers are working to design experiences that build upon what students already know and that will connect to the daily lives of students so that our students can learn by thinking and doing. The learning provided by teachers will be shared with students/families via online resources or packets of information. The learning has been designed to provide guidance for experiences and activities in which students can engage to learn about new concepts or skills. The intent is not for students to "sit and do school" for hours each day. For example, 3rd graders studying concepts related to money and time, fiction and nonfiction comprehension skills, and living systems in the fourth quarter may be asked during the first window of instruction to participate in learning experiences such as,

- researching different plants to identify growing cycles for plants in our area,
- Identifying and classifying or comparing plants on a nature walk,
- reading about and comparing/contrasting different stories about different living systems,
- developing a budget for and creating their own (real or virtual) garden,
- outlining a schedule to care for a garden,
- graphing plant growth in a designated area over time, or
- identifying examples of living systems in the world around them.

New Learning: Competencies and Core Content

The new learning opportunities provided to students as of April 15 are based upon critical Standards of Learning from the core content areas (literacy, math, science, and social studies) for the 4th quarter, as identified by instructional staff. This critical core content is blended with the competencies from the FCPS Portrait of a Graduate (Collaboration; Communication; Critical Thinking and Problem Solving; Flexibility/Adaptability/Resilience; Learning How to Learn; Social and Cultural Empathy; and Creativity and Innovation).



How much time should we spend on learning each day?

Ideally, students should spend time each day practicing, applying, and exploring through the learning experiences and activities provided, but the amount of time will vary depending upon student and family needs. Teachers will be providing experiences and activities all at once for the entire time frame identified (see chart below). There is no requirement all activities are completed on a certain day, and teachers will provide feedback to individual students as they make progress through the different experiences provided.

Phases of Instruction Provided:

| Timeline | Instruction Expected |
|---------------------------------------|--|
| March 30-April 14, 2020 (Phase I) | Reinforcement, practice, and application of skills and strategies already learned |
| April 15-April 30, 2020 (Phase II) | New learning opportunities infused with continued reinforcement and/or review |
| May 4-May 22, 2020 (Phase II) | New learning opportunities infused with continued reinforcement and/or review |
| May 26-June 5, 2020 (Phase II) | New learning opportunities infused with continued reinforcement and/or review; wrap up |

How will my child receive support from teachers?

Teachers will still be connecting with families/students on a regular basis via the means already established over the past several weeks, but parents should not expect digital lessons to be provided at a specific time each day by their child's teacher.

Some students have specific learning needs and are accustomed to receiving support from a variety of teachers. While some teacher support roles continue to communicate directly with families (i.e., special services, English Language support) based upon student needs, all support teachers are working with classroom teachers to ensure experiences provided are accessible to all students.

Special Education Teachers and related service providers will collaborate with other teaching staff to provide support in new learning opportunities designed for students. These new learning opportunities will be a blend of digital and/or printed materials. Teachers will provide students with feedback and support to meet their unique learning needs, given the current circumstances. Additionally, as appropriate, service providers will maintain regular contact with students and families on their caseloads to support learning. All case management responsibilities for the Special Education Process will continue during the extended school



closure. Parents with questions regarding case management should contact their child's special education case manager.

As students progress through the learning experiences and activities provided by their teachers, they will submit their work or evidence of learning directly to their teacher, who will provide feedback to individual students related to student progress toward identified learning.

What will secondary learning look like during the extended school closure?

What will new learning look like?

New learning opportunities provided to students beginning April 15 will vary from each content and grade level; however, all teachers will focus the new learning on big ideas, concepts, and major skills with the competencies of the FCPS Portrait of a Graduate. The new learning will be designed to inspire curiosity, make real world connections, reflect student voice and choice, and enable students to learn by thinking and doing. Together with the expertise of our teachers, the resources available, and parental support, learning will continue to be a primary focus for our students.

Here are a few examples of what new learning might look like:

- Science students may investigate how our land use in Frederick County impacts the environment.
- English and social studies students may watch/read different types of media, such as television, magazine articles, and blogs, and then journal about current events.
- World Language students may choose from choice board options to communicate in the target language with their families.
- Math students may create models that represent the spread of a virus through graphs and equations to form predictions in order to better understand the behavior of a pandemic.
- Nutrition and Wellness students may create and implement their own personal wellness plans to demonstrate their understanding that personal wellness includes the physical, emotional, mental, spiritual, financial, and social aspects of life.



How much time should we spend on learning each day?

Ideally, students should spend time each day practicing, applying, and exploring through the learning experiences and activities provided, but the amount of time will vary depending upon student and family needs. Learning should focus on the key concepts from the content areas encouraging students to make connections to the world around them. Teachers will provide feedback to students as they make progress through the different learning experiences.

How will my child receive support from teachers?

Teachers will maintain office hours and provide support and feedback to students in a variety of ways. Examples may include phone calls, written and/or email communication, and learning platforms such as Google Classroom.

Some students have specific learning needs and are accustomed to receiving support from a variety of teachers. While some teacher support roles continue to communicate directly with families (i.e., special services, English Language support) based upon student needs, all support teachers are working with classroom teachers to ensure experiences provided are accessible to all students.

Special Education Teachers and related service providers will collaborate with other teaching staff to provide support in new learning opportunities designed for students. These new learning opportunities will be a blend of digital and/or printed materials. Teachers will provide students with feedback and support to meet their unique learning needs given the current circumstances. Additionally, as appropriate, service providers will maintain regular contact with students and families on their caseloads to support learning. All case management responsibilities for the Special Education Process will continue during the extended school closure. Parents with questions regarding case management should contact their child's special education case manager.



Grading

Elementary School

At the recommendation of Virginia Department of Education (VDOE), work assigned after the school closures will not be graded. Teachers will monitor student work from April 15 and will provide ongoing, meaningful feedback through the end of the school year. The focus will be giving students formative feedback to move learning forward and having them reflect on their own learning.

For the purpose of a third quarter report card, teachers will post third quarter grades by April 20,. Third quarter grades will be based on learning as of March 13.

Report cards will be distributed by email (electronic report cards) on April 27.

- Parents/guardians may also log in to Parent/Student 360 to view students' grades.
- Paper report cards (hard copies) will be distributed, only upon request, for parents/guardians without Internet access. Requests should be made through students' home school.
- If parents/guardians have problems viewing grades online, they should contact each student's school.

Since there will be no grades given for the fourth quarter, student's grade will be designated as P* (Pass) or No Grade (NG) on their report card.

Final grades, issued at the end of the year, will be based on first, second and third quarter grades,, with each quarter counting as one third of the final grade, not including the fourth quarter.

The fourth quarter's report cards will not include teacher comments or student attendance.



Middle School

At the recommendation of VDOE, work assigned after school closure will not be graded. Teachers will monitor student work from April 15 until the end of the term. Teachers will provide ongoing, meaningful feedback on student work through the end of the school year. The focus will be giving students formative feedback to move learning forward and having them reflect on their own learning.

For the purpose of a quarter 3 report card, teachers will post third quarter grades by April 20, 2020. Quarter 3 grades will be based on learning as of March 13, 2020.

Report cards will be distributed by email (electronic report cards) on April 27, 2020.

- Parents/guardians may also log in to Parent/Student 360 to view students' grades.
- Paper report cards (hard copies) will be distributed, only upon request, for parents/guardians without internet access. Requests should be made through students' home school.
- If parents/guardians have problems viewing grades online they can contact their children's schools.

Since there will be no grades given for the 4th quarter, student's grade will be designated as P* (Pass) or No Grade (NG) on their report card.

Final grade, issued at the end of the year, will be based on quarters 1, 2 and 3 grades, with each quarter counting as one third of the final grade, not including fourth quarter .

The above grading practices will also apply to students enrolled in courses through Virtual Virginia.

The fourth quarter's report cards will not include teacher comments or student attendance.



High School

At the recommendation of VDOE, work assigned after school closure will not be graded. Teachers will monitor student work from April 15 until the end of the term. Teachers will provide ongoing, meaningful feedback on student work through the end of the school year. The focus will be giving students formative feedback to move learning forward and having them reflect on their own learning.

For the purpose of a third quarter report card, teachers will post third quarter grades by April 20. Third quarter grades will be based on learning as of March 13.

Report cards will be distributed by email (electronic report cards) on April 27.

- Parents/guardians may also log in to Parent/Student 360 to view students' grades.
- Paper report cards (hard copies) will be distributed, only upon request, for parents/guardians without internet access. Requests should be made through students' home school.
- If parents/guardians have problems viewing grades online they can contact their children's schools.

Since there will be no grades given for the fourth quarter, student's grade will be designated as P* (Pass) or No Grade (NG) on their report card.

Final grade, issued at the end of the year, will be based on the first, second and third quarter grades, with each quarter counting as one third of the final grade, not including the fourth quarter.

The above grading practices will also apply to Dual Enrollment, Advanced Placement, Virtual Virginia and Mount Vista Governor's School.

The fourthquarter's report cards will not include teacher comments or student attendance.

Grade point average (GPA) will be calculated as follows:

- For year-long courses, first, second and third quarters will count equally (one third each) without including fourth quarter
- For semester 1 courses, the final course grade will stand on its and will count as one half credit
- For semester 2 courses, the final grade will be the third quarter 3 grade and will count as one half credit



Supporting Families

Bright Futures Frederick/Winchester has been accepting and processing donations of food and supplies seven days a week since the closing on March 13, 2020. Weekend food packs have been made available to all families who are in need. Over 800 families have received food, cleaning supplies, hygiene items and school supplies. Additionally, families who are experiencing food insecurity may contact Bright Futures for immediate support by calling 540-667-2490 or emailing Nancy Mango, coordinator, at mangon@fcpsk12.net. Frederick County Sheriff's Office has partnered with Bright Futures and is providing two school resource officers to help with packing and delivering food to our students who can not get to the facility.

An online monetary donation site for Bright Futures was created through MySchoolBucks. Donations from the community businesses, churches, law enforcement and individuals are providing support to many families. Donations can be dropped off at the Bright Futures Distribution Center located at 178 Indian Hollow Road at any time and should be placed in the bins located at the entrance of the center.

School Nutrition Services is providing breakfast and lunch to all students Monday through Friday. Over 3,000 meals are being picked up each day.

Health Services has been working with the health department and has provided updates from the CDC as they are available. Additionally, health services coordinated with the school nurses and administration of the schools so families could retrieve students' medicine from the clinics.

Students who are supported through community mental health centers are able to continue with their treatment via telemedicine or the phone.

Chromebooks are now at home with students in grades 3-12. "Securly" and "Gaggle" are the safety monitoring systems in place for students. Frederick County Public Schools and Frederick County Sheriff's Office work collaboratively to support families regarding the monitoring systems in place.

Registration of new students has resumed for the 19-20SY. An online registration process has begun to minimize contact. If you have a child to enroll please email Carrie Vivas, Central Registrar, at vivasc@fcpsk12.net or call 540-409-7293 to schedule an appointment.



Professional Learning

Supporting Teacher Learning Through Digital Resources

Because many teachers are unfamiliar with designing and implementing a virtual learning experience for students, teacher learning and support is essential to ensure student learning and support. Professional learning is available to help teachers provide student learning experiences in both a virtual and non-virtual format.

Instructional Technology

Instructional Technology Resources for Teachers

Instructional Technology Coaches are working collaboratively to provide support to teachers on the various tools and resources available to provide student instruction during this extended school closure. In addition, a list of tools approved for use with students to promote distance learning has been made accessible to teachers.

Information Technology Services

The FCPS Information Technology Department is operating a Technical Triage Center. Information regarding the Triage Center can be found on the [FCPS website](#).

Wi-Fi Access Areas at FCPS Schools

[Wi-Fi access areas](#) are available in designated areas outside of identified FCPS school buildings.

