



Fauquier County Public Schools

Francis A. Finn, Assistant Superintendent
for Student and Special Education Services
430 East Shirley Avenue, Bldg. B
Warrenton, VA 20186
(540) 422-7141

Fauquier County Public Schools Phase III Health Mitigation Plan

Contact Information

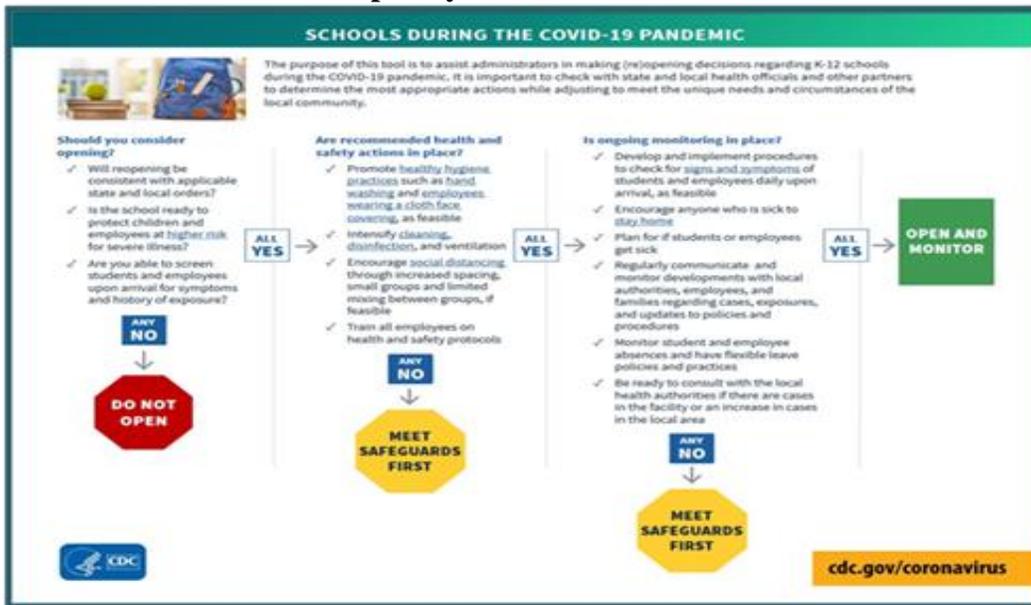
Frank Finn, Assistant Superintendent
Fauquier County Public Schools
ffinn@fcps1.org
(540) 422-7141

School Health Services

Introduction

We are in unprecedented times with the COVID-19 Pandemic upon us. None of us imagined we would close schools on March 13, 2020. We are in a very fluid situation and our plans may change frequently according to the direction from the Centers for Disease Control, the Virginia Department of Health and the Virginia Department of Education. Fauquier County Public Schools main goal is to keep all students and staff safe, well and ready to learn. We will work in partnership with parents, public health, healthcare providers, and the community to address COVID-19.

CDC RE-OPENING TOOL FOR SCHOOLS DURING THE COVID-19 (MAY 2020) FCPS will follow the Decision Tree developed by CDC



<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

IN ALL PHASES:

FCPS will establish and continue communication with local and state authorities to determine current mitigation levels in our community.

FCPS will identify, protect, and support vulnerable students and staff who are at higher risk for severe illness, by providing options for telework and virtual learning.

FCPS will ensure that external community organizations that use the facilities will follow FCPS guidance.

FCPS will require all visitors to make an appointment and complete the Health Assessment with a response of “no” to all questions.

FCPS will have all employees and students complete a self-health assessment prior to entering any FCPS building. All questions on the self-assessment must be answered with a “No”. If any question is answered “Yes”, the employee/student MUST stay home.

FCPS requires all employees and students to stay home when they are sick.

FCPS requires sick employees to leave immediately. Parents are advised to pick up sick students within 30 minutes.

FCPS has designated the school nurse as the COVID-19 contact for their school.

FCPS will provide every employee with 2 cloth masks and a reusable face shield. Employees who work in higher risk areas will have other PPE available for their use.

FCPS will encourage all students/staff to limit sharing of any items in the school.

FCPS has cancelled all field trips until further notice.

Health Plan for Phase 1, 2, and 3

Phase 1	Phase 2	Phase 3
Schools that are currently closed remain closed. Distance learning opportunities should be provided for all students. Ensure provision of student services such as school meal plans. Schools are restricted to children of essential workers and for children who live in the local geographic area only,	Schools remain open with enhanced physical distancing measures and for children who live in the local geographic area and inter-district/intra-district transfer students, with consideration of the transmission area from where they commute. It is recommended that district administration, in collaboration with the school nurse, should examine community transmission rates before or	Schools remain open with distancing measures. Restrict attendance to those from limited transmission areas (other Phase 3 areas) only. Conditionally admit students transferring from another school in the U.S. (other Phase 2 state) dependent on student’s current health and travel history. At the school’s discretion and in collaboration with local health department

<p>which is determined by local administration and the level of need.</p>	<p>continuing with intra/inter-district transfers.</p> <p>Enhanced physical distancing means ensuring 6 feet of space between two individuals.</p> <p>Schools should consult with the local public health officer as some counties act in unison with restrictions and instructions.</p>	<p>recommendations, a 14-day quarantine period may be required.</p> <p>Conditionally admit students transferring from another country dependent on CDC travel guidelines, student's current health status, and travel history. At the school's discretion and in collaboration with local health care department recommendations, a 14-day quarantine period may be required. FCPS will consult with the Health Department</p>
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COVID – 19 Plans : Reopening Committee

- Calendar/Instructional Services – Dr. Jeck, Mr. Warner, Dr. Acors, Mrs. Alexander, Mrs. Helkowski, other staff
- Professional Development – Dr. Acors, Mrs. Alexander, Mr. Warner, Mrs. Maier
- Elementary Scheduling – Mrs. Seward, Mr. Yonkey, Mr. Warner, additional principals
- Middle School Scheduling – Mr. Napolitano, Mr. Malloy, Mr. Warner, additional principals
- High School Scheduling – Dr. Neibauer, Mr. Cox, Mrs. Brill, Mr. Kelican, Mr. Warner
- Human Resource/Employee considerations/Protocols – Ms. Downes, Mr. Warner, Mr. Shrestha, other staff
- Transportation – Mr. Graham, Mrs. Fisher, Mr. Shrestha, other staff
- Nutrition – Mr. Graham, Mrs. Plummer until her retirement, Mr. Shrestha, Mrs. Rhodes, additional staff
- Student Services, Health/Safety/Supports/Sped – Mr. Finn, Mrs. Trude, Mr. Corpening, additional staff
- Facility infrastructure/safety recommendations – Mr. Edwards, Mr. Graham, Mr. Shrestha, Mrs. Rhodes, other staff
- Business Services/Budget/Planning – Mr. Shrestha, Mr. Graham, Mrs. Mills, Mrs. Rhodes
- Technology Services – Mr. McDonald, Mrs. Maier, Dr. Acors, other staff
- Communications – Mrs. Helkowski, Dr. Jeck, Mrs. Farmer

School Nurse is the COVID-19 contact in all FCPS

Fauquier County Health Department:
 Daniel Ferrell, Epidemiologist 540-316-6278
 Dr. Wade Kartchner, Director 540-316-627

Health and Absenteeism Monitoring

FCPS provides the Virginia Department of Health, Division of Surveillance and Investigation, daily attendance data (date school, membership, and absences) to facilitate, statewide monitoring.

Our Student Information System captures attendance data and has reports that allow routine monitoring of absences. For Example, the “ADM and ADA” data report provides days absent, average days absent, and attendance percentages for a particular day or a period of time. The “Consecutive Absence” report allows surveillance of consecutive absences over a period of time,

All incentives for perfect attendance and exam exemption has been waived,
Students will not be dropped from roll for extended absences due to Covid-19.

Orientation and Training for Staff, Students and Parents

- Staff will be required to access the Safe School online videos on Covid-19 (4 videos), First Aid and Blood Borne Pathogens prior to the start of school. This information is trackable and employees will be required to complete.
- Parents and students will have virtual access to videos produced by staff at George Mason University by the end of July. These will be posted on our website. The videos are compliments of VDOE
- Nurses will also have access to a PowerPoint created by George Mason University discussing Covid-19 by the end of July.
- Students and staff will also receive education on hand hygiene, respiratory etiquette, use of cloth face coverings, encouraging physical distancing, proper donning of PPE, and staying home when sick.
- Signs in both English and Spanish from CDC/VDH will be placed around all schools to remind all of good etiquette during COVID-19.

Posters from CDC in ENGLISH that FCPS will use in all schools:

- https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf
- https://www.cdc.gov/coronavirus/2019-ncov/downloads/wash-your-hands-bubbles_poster.pdf
- https://www.cdc.gov/coronavirus/2019-ncov/downloads/germs-all-around-you_poster.pdf
- https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-social-distancing-cloth-face-coverings.pdf>
- <https://www.cdc.gov/handwashing/pdf/wash-your-hands-steps-8x11.pdf>
- <https://www.cdc.gov/handwashing/pdf/294906-handwashing-superhero-boy-p.pdf>
- <https://www.cdc.gov/handwashing/pdf/294906-handwashing-superhero-girl-p.pdf>
- <https://www.cdc.gov/handwashing/pdf/poster-healthy-future.pdf>
- https://www.cdc.gov/handwashing/pdf/keep-calm-wash-your-hands_8.5x11.pdf
- <https://www.cdc.gov/handwashing/pdf/wash-your-hands-fact-sheet-508.pdf>

Posters from CDC in SPANISH that FCPS will use in all schools:

- <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-spanish-508.pdf>
- <https://www.cdc.gov/handwashing/pdf/Handwashing-Middle-School-SPANISH-8x11-p.pdf>
- <https://www.cdc.gov/handwashing/pdf/Handwashing-BOY-superhero-SPANISH-8x11-p.pdf>
- <https://www.cdc.gov/handwashing/pdf/Handwashing-GIRL-superhero-SPANISH-8x11-p.pdf>
- https://www.cdc.gov/handwashing/pdf/keep-calm-wash-your-hands-spanish_8.5x11.pdf
- https://www.cdc.gov/handwashing/pdf/wash-your-hands-fact-sheet_esp-508.pdf

Provision for School Health:

In order to keep all students/staff healthy and safe, the clinics will be very different for the school year 2020-2021 having 3 distinct areas (a waiting area, a well student area and an isolation room). The goal of the clinics is to keep otherwise healthy students/staff out of the clinic where they can be exposed to illness. Teachers will be required to take the Safe Schools First Aid Class so they can treat students in the classroom. Teachers will receive an emergency First Aid kit from the School Nurse which will have but not limited to: gloves, masks, band aids, menstrual supplies, tooth box. Students MUST have an appointment to come to the clinic. No drop-ins. Every clinic and isolation room will have a HEPA air purifier which filters up to .1micron which will filter out bacteria and virus. Nurses will have appropriate PPE which includes gloves, mask, face shield and gowns which will be used as appropriate. Staff will be cross trained to assist in the clinic when necessary. School Nurses will have a rolling cart to make classroom visits when necessary.

Guide for Teacher’s to determine if a student can handle illness or if a School Nurse needs to be notified.

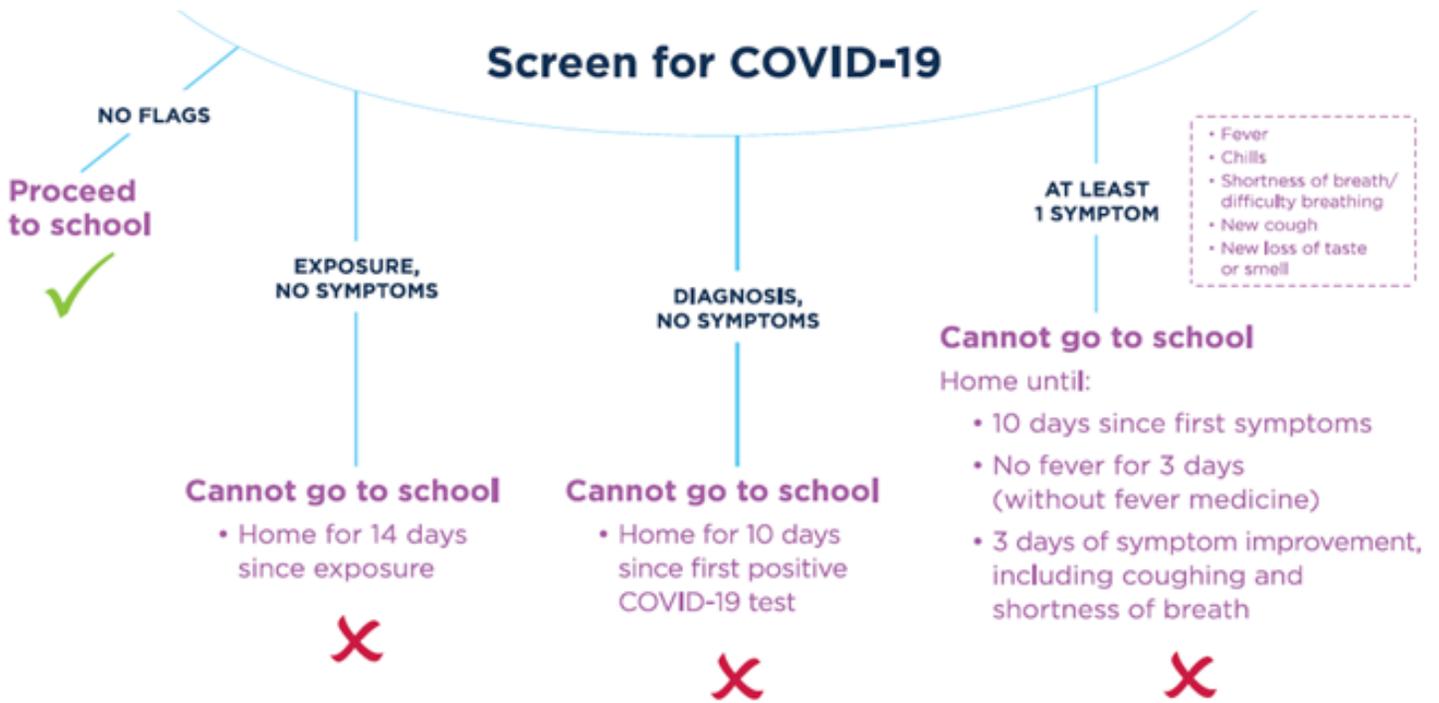
Teachers may contact the school nurse prior to sending the student to the office if they are uncertain or need guidance about student care. Nurse will give the student an appointment time or come to the classroom. **Students should be triaged before they come to the clinic.** *If students or staff arrive at the clinic, potentially feeling ill with COVID-19 symptoms, they will immediately be relocated to an isolation area so as not to “contaminate” the general health office space.*

Appropriate Office Visit	Classroom –Based Care
<ul style="list-style-type: none">• Symptoms of COVID-19• Scheduled medications that may not be delivered by classroom staff; allow physical distancing; stagger times• Avulsed tooth• Scheduled Specialized Physical Health Care Procedures<ul style="list-style-type: none">○ Diabetic care○ Catheterization○ G-Tube Feedings• Altered levels of consciousness/concussion• Difficulty Breathing• Head injury/complaining of neck pain- DO NOT move, keep the student calm. Call 911.	<ul style="list-style-type: none">• Scheduled medications where designated school staff trained in the administration of medication may deliver medication to students.• Health services personnel visit classrooms and administer medication to the student (similar to the hospital model).• To the extent possible, students self-administer medication that may be self-carried with appropriate documentation.• Minor Toothache / Primary Tooth comes out• Small paper cuts, abrasions, picked scabs.• Wound care/ Ice pack for small bumps/bruises

- Sudden vision impairment
- Diabetic “lows” or unconscious
- SEVERE bleeding or other traumatic injury; Call 911.
- Severe abdominal/groin pain
- Seizures (uncontrolled movement) do not hold down, remove objects that may cause injury.
- Signs and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C), which may include rash, swollen red eyes, hands, and feet.

- Localized bug bites.
- Minor headache or fatigue with no other symptoms.
- Mild stomach ache or nausea.
- Readily controlled nosebleeds, where the student can deliver self-care.
- Anxiety/stress/psychological issue- try calming techniques and/or contact school psychologist or counselor

Handling Suspected, Presumptive, or Confirmed Cases of COVID-19 Flow Chart and Protocol for Fauquier County Public Schools





Positive Screening Protocol: At School or Transportation Entry

	EXPOSURE, NO SYMPTOMS	DIAGNOSIS, NO SYMPTOMS	SYMPTOMS
	Staff or Student shares they were exposed to someone with COVID-19 within the last 2 weeks but is NOT symptomatic	Staff or Student shares they were diagnosed with COVID-19 less than 10 days ago, but is NOT symptomatic	Staff or Student presents with at least one of the following COVID-19 symptoms (<i>Fever - Chills - Shortness of breath or difficulty breathing - New cough - New loss of taste or smell</i>)
WHO			
Staff Member OR Student: A designated individual (e.g., parent or guardian) is PRESENT to immediately support child to get home or to medical care safely	<input type="checkbox"/> Immediately go home. <input type="checkbox"/> Notify Local Health Department and follow their procedures. <input type="checkbox"/> Can return to school once it has been 14 days since last close contact, if they do not develop symptoms. <input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out.	<input type="checkbox"/> Immediately go home. <input type="checkbox"/> May return 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since their positive test. <input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out. <input type="checkbox"/> Notify Local Health Department and follow their procedures.	<input type="checkbox"/> Immediately go home. <input type="checkbox"/> If a person is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when: <ul style="list-style-type: none"> - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and - At least 10 days have passed since symptoms first appeared. <input type="checkbox"/> If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours. <input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out, if they feel well enough. <input type="checkbox"/> Notify Local Health Department and follow their procedures.
Student: A designated individual (e.g., parent or guardian) is NOT PRESENT to immediately support child to get home or to medical care safely	<input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering. <input type="checkbox"/> Separate student in designated area with supervision by an adult wearing a cloth face covering standing at least 6 feet away. <input type="checkbox"/> Enact plan to safely send student home as quickly as possible. <input type="checkbox"/> Notify Local Health Department and follow their procedures. <input type="checkbox"/> Can return to school once it has been 14 days since last close contact and they do not develop symptoms. <input type="checkbox"/> Participate in remote learning while out.	<input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering. <input type="checkbox"/> Isolate student in designated area with supervision by an adult wearing a cloth face covering standing at least 6 feet away. <input type="checkbox"/> Enact plan to get student home safely, and cannot be through using school transportation. <input type="checkbox"/> Return 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since their positive test. <input type="checkbox"/> Participate in remote learning while out. <input type="checkbox"/> Notify Local Health Department and follow their procedures.	<input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering or surgical mask. <input type="checkbox"/> Isolate student in designated area with supervision by an adult wearing a cloth face covering or surgical mask standing at least 6 feet away. <input type="checkbox"/> Enact plan to get student home safely, and cannot be through using school transportation. <input type="checkbox"/> If student is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when: <ul style="list-style-type: none"> - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and - At least 10 days have passed since symptoms first appeared. <input type="checkbox"/> If student has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours. <input type="checkbox"/> Student can participate in remote learning while out, if they feel well enough. <input type="checkbox"/> Notify Local Health Department and follow their procedures.



Positive Screening Protocol: During the School Day

	EXPOSURE, NO SYMPTOMS	DIAGNOSIS, NO SYMPTOMS	SYMPTOMS
	Staff or Student shares they were exposed to someone with COVID-19 within the last 2 weeks but is NOT symptomatic	Staff or Student shares they were diagnosed with COVID-19 less than 10 days ago, but is NOT symptomatic	Staff or Student presents with at least one of the following COVID-19 symptoms (<i>Fever • Chills • Shortness of breath or difficulty breathing • New cough • New loss of taste or smell</i>)
WHO			
Student	<ul style="list-style-type: none"> <input type="checkbox"/> Separate student in designated area with supervision by an adult wearing a cloth face covering standing at least 6 feet away. <input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering. <input type="checkbox"/> Enact plan to safely send student home as quickly as possible. <input type="checkbox"/> Notify Local Health Department and follow their procedures. <input type="checkbox"/> Can return to school once it has been 14 days since last close contact and do not develop symptoms. <input type="checkbox"/> Participate in remote learning while out. 	<ul style="list-style-type: none"> <input type="checkbox"/> Isolate student in designated area with supervision by an adult wearing a cloth face covering standing at least 6 feet away. <input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering. <input type="checkbox"/> Enact plan to get student home safely, and cannot be through using school transportation. <input type="checkbox"/> Return after 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since their positive test. <input type="checkbox"/> Participate in remote learning while out. <input type="checkbox"/> Close off facility areas used by the sick person. <input type="checkbox"/> Wait at least 24 hours, THEN <input type="checkbox"/> Clean and disinfect those areas with an EPA-registered product. <input type="checkbox"/> Notify Local Health Department and follow their procedures. 	<ul style="list-style-type: none"> <input type="checkbox"/> If appropriate for that student, they should wear a cloth face covering or surgical mask. <input type="checkbox"/> Isolate student in designated area with supervision by an adult wearing a cloth face covering or surgical mask and standing at least 6 feet away. <input type="checkbox"/> Enact plan to get student home safely, and cannot be through using school transportation. <input type="checkbox"/> If student is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when <ul style="list-style-type: none"> - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and - At least 10 days have passed since symptoms first appeared. <input type="checkbox"/> If student has a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours. <input type="checkbox"/> Participate in remote learning while out. <input type="checkbox"/> Close off and ventilate facility areas used by the sick student <input type="checkbox"/> Wait at least 24 hours, THEN <input type="checkbox"/> Clean and disinfect those areas with an EPA-registered product. <input type="checkbox"/> Notify Local Health Department and follow their procedures.
Staff Member	<ul style="list-style-type: none"> <input type="checkbox"/> Immediately go home. <input type="checkbox"/> Notify Local Health Department and follow their procedure. <input type="checkbox"/> Can return to school once it has been 14 days since last close contact. <input type="checkbox"/> Can participate in remote teaching while out, if applicable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Immediately go home. <input type="checkbox"/> Return after 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since their positive test. <input type="checkbox"/> Close off facility areas used by the sick person. <input type="checkbox"/> Wait at least 24 hours, THEN <input type="checkbox"/> Clean and disinfect those areas with an EPA-registered product. <input type="checkbox"/> Notify Local Health Department and follow their procedures. 	<ul style="list-style-type: none"> <input type="checkbox"/> If appropriate for that staff member, they should wear a cloth face covering or surgical mask. <input type="checkbox"/> If well enough, immediately go home. <input type="checkbox"/> If not well enough, isolate staff member in designated area and provide support to get home or to medical care. <input type="checkbox"/> If a person is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when <ul style="list-style-type: none"> - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and - Improvement in respiratory symptoms (e.g., cough, shortness of breath); and - At least 10 days have passed since symptoms first appeared. <input type="checkbox"/> If the staff member has a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours. <input type="checkbox"/> Close off and ventilate facility areas used by the sick person. <input type="checkbox"/> Wait at least 24 hours, THEN <input type="checkbox"/> Clean and disinfect those areas with an EPA-registered product. <input type="checkbox"/> Notify Local Health Department and follow their procedures.

School Health Clinic Spacing Plan

General Waiting/Triage Area	Well Student Area	Isolation Area
<ul style="list-style-type: none"> • Students with non COVID-19 symptoms(e.g., injury, assessments) • Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. • Physical distancing marked off. • Staff conducting triage may consider wearing gloves and masks, depending on the level of COVID-19 community transmission. Plexi-glass or plastic barriers may be in place. • Students sanitize/wash hands. • Clean area after students leave. 	<ul style="list-style-type: none"> • Area for well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other non-contagious health care needs). • Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. • Physical distancing marked off. • A trained staff member or school nurse provides care. <p>Staff delivering care may need to consider wearing gloves and masks.</p> <ul style="list-style-type: none"> • Students sanitize/wash hands. • Clean area after students leave. 	<ul style="list-style-type: none"> • Area for students with possible COVID-19 symptoms; away from others. • Physical distancing marked off or in separate rooms. • Additional non-health compromised staff may be necessary to monitor students in areas not visible by the school nurse or health technician. Staff should wear gloves and masks. Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms. • Students sanitize/wash hands. • Students put on masks. • Non-contact thermometers • Isolate students • Separate phone (disinfect) • Separate restrooms • Establish procedures for safely transporting anyone sick home or to a healthcare facility. If you call 911, please share with the dispatcher if the individual has signs or symptoms of COVID-19. • Notify Public Health/contact-tracing team. • Ventilate the room to outside air after the student leaves. • Clean area within 24 hours.

Notification of Positive case of COVID-19

- Parents/employees should notify their school if they have a positive Covid-19 test.
- School will notify the School Health Coordinator.
- School Health Coordinator then notifies the Virginia Department of Health Epidemiologist.
- The Fauquier County Health Department will investigate the case and advise FCPS as to the safety measures that need to be taken.
- The Fauquier County Health Department says there is no one size fits all.

Student Returning To School after Testing Positive for Covid-19

- In order to return to school after a Covid-19 positive diagnosis at least 1day (24 hours) have passed since recovery which is defined as a resolution of fever without the use of fever reducing medications.
- Improvement of respiratory symptoms (cough and shortness of breath)
- At least 10 days have passed since symptoms first appeared.
- Students MUST provide a note from the Fauquier Health Department or their Health Care Provider stating they can return to school.

Employee Returning to School after Testing Positive for COVID-19

- In order for an employee to return to work after a positive COVID-19 diagnosis at least one day (24 hours) have passed since recovery which is defined as a resolution of fever without the use of fever reducing medications.
- Improvement of respiratory symptoms (cough and shortness of breath)
- At least 10 days have passed since symptoms first appeared.
- Employees MUST provide a note to return to work from Marathon Health.

Parental Responsibilities for Return to School

- Complete self-health assessment on students before coming to school daily.
- Keep sick children home.
- Make arrangements with someone to have children picked up in 30 minutes if they become sick. Be sure to put this person on the emergency card.
- Students may be given a mask and placed in an isolation room if they have COVID like symptoms.
- Try to give all medications at home to prevent students from coming to the clinic and possibly getting exposed to diseases.
- If a student needs medication during the school day, see if your physician will complete the SELF Medication form and they can carry their own medication.
- Nebulizer treatments cannot be given at school this year because of the medications being dispersed in the air. Talk with your physician and try to get your child's treatment changed.
- There is no waiver on immunizations and physicals for newly enrolled in grades PK to 5.
- a) Rising seventh graders MUST have a TDAP prior to entering school for the 2020-2021 school year.

Personal Protective Equipment (PPE)

The school division has obtained an adequate amount of PPE supplies:

- Disposable face masks
- Cloth face coverings
- KN-95 masks
- Disposable gloves
- Disposable gowns
- Disinfectant products
- Face shields

School Health Services:

- Isolation rooms will be designated at each school building designated for individuals who have symptoms of COVID-19.

Provision of Mental Health Services:

- School counselors and psychologist are available for remote counseling session and face-to-face in support of mental health.

Promoting Behaviors to Reduce Spread of COVID-19

Training:

- Illness prevention strategies will be part of staff and student orientation.
 - Hand washing
 - Face covering
 - Stay home when sick
 - Physical distancing

Face Covering

- Staff and students are required to where mask at all times

Physical Distancing

- Modified layouts of classrooms, common areas and bus assigned seating to ensure social distancing. Students will be 6 feet apart.

Supplies:

- Adequate supplies are available at each school facility.
- Signs and posters promoting healthy hygiene as well as COVID-19 symptoms will be displayed, inside and outside school facilities.

Maintaining Healthy Environments

Safe Water Systems:

- Insurance of safe water systems are being conducted by county maintenance, flushing out waterlines at each faucet and water fountains at all school sites prior to reopening. Following a prolonged shutdown, water fountains will receive extra disinfectant solution during occupied times.

Large Group Gatherings

- Field trip are prohibited.

- Visitors and volunteers entering building will complete a health assessment prior to entry and must wear a mask at all times
- Sports
- Assemblies

Health Monitoring

- All staff will complete a self-health assessment prior to reporting to buildings daily.
- Division-wide communication designed to educate families on the signs and symptoms of COVID-19 have been related to families. Families will be expected to monitor their children and complete a health assessment prior to entering schools.

Hygiene Practices

- Cleaning and disinfecting will include frequently touched surfaces and transport vehicles.
- Routing cleaning and disinfection has been increased
- Additional hand sanitizer dispensers have been installed
- Division has ensured that there is adequate cleaning supplies.

Ventilation Systems

- a) County maintenance is increasing outside air supply. This allows us to bring in more fresh air, and we are maintaining our preventive maintenance routine. Majority of our schools have had cold plasma ionization devices installed, the remaining buildings are in the process of having them added or a similar device.

Fauquier County School Nutrition Program – RTS Plan

Key consideration will be the *Learning framework*:

Option #1 – no/low spread. *Back to school as normal*

Option #2 – minimal/moderate spread. *Alternate days*

Option #3 – high/substantial spread. *Virtual learning*

Option #1: Meal service resumes with grab n’ go breakfast in the classroom, breakfast eaten in the cafeteria, and lunch eaten in the cafeteria and/or classroom. There are no limits or restrictions for serving line access by students and (at least) some congregate eating in the cafeteria.

A. POLICY or REGULATION (local) considerations:

1. Local return-to-school (RTS) regulations (supported by the superintendent):
 - a. All students will have the opportunity to eat breakfast in the classroom. Breakfast in the classroom will be permitted up to 10 minutes after the last bell rings at all schools and for all grade levels.
 - b. All students will have the opportunity to wash their hands before eating. Handwashing will be encouraged through posted messaging (signage) and faculty support.
 - c. Students will have the opportunity to go through the cafeteria serving line to select their meal unless deemed to be a health risk by CDC.
 - d. School meal periods established by the principal will take into consideration the cafeteria staff schedules and number of hours cafeteria staff work each day.
 - e. Per health department regulation, kitchen prep areas are closed to foot traffic except for those individuals who have an authorized need to be in the area i.e. maintenance staff, delivery persons, custodial staff, nurses, school administration.
 - f. All school staff will be encouraged to participate in training sessions pertaining to RTS school meal service; *“What school meals look like in the RTS model”*.
 - g. Parent drop off of food will not be allowed. In the event that a student forgets his money or packed lunch, one will be provided.
 - h. Students may not share food; *“Better Not Share Zone”* promoted in the classroom and cafeteria.
 - i. Share tables will be eliminated.

- j. Celebration food for sharing i.e. birthday cupcakes, cookies, communal pizza parties, etc. will be prohibited. PS/DG/DJ
- k. Provide peanut-free zones.

B. LEGAL or REGULATORY (Federal/State) considerations:

1. USDA guidance for school meals
 - School meals will follow the meal pattern for the NSBP and the NSLP unless otherwise modified by USDA. Menus will be age/grade level appropriate.
 - Hot and cold meals will be available at the school site as deemed appropriate.
 - Standardized cycle menu plans and standardized recipes will be followed at all school sites.
 - Offer vs serve meal service will be implemented with a variety of menu options available as deemed appropriate; during modified RTS, the variety of menu options may be more limited as compared to prior years.
 - Meal eligibility for free and reduce priced meals will follow the 2020/21 USDA eligibility scale; reduced eligible students will not be charged for breakfast and/or lunch in the SY 20/21 per SB policy.
 - Prior year approvals will be approved for the first 30 operating days of school – whenever the “official” school begins.
 - All reasonable consideration for safety and sanitation will be given in order to provide students with water during meal times as mandated by USDA. TE
 - Southeastern Alternative School students will be eligible for free meals under CEP for SY 20/21, 21/22, and 22/23.
 - A physician statement for accommodating students with special needs is required and available to families on the school division website; SN staff will work with families, teachers, and nurses to ensure reasonable accommodations are met.
2. Communication
 - a. *USDA Media Release* will be used as the official communication to parents announcing school participation in the NSLP.

C. OPERATIONAL:

1. School site considerations:
 - a. The school cafeteria manager will be in charge of their kitchen’s daily operations and the supervision of their staff.
 - b. The cafeteria manager will determine each employee’s work day schedule; report to work times may be different from the past based on staffing needs i.e. in a 4-day school schedule, employees will work their entire weekly hours in a 4-day period. A 20 hour per week employee would work 5 hours per day for 4 days instead of 4 hours per day for 5 days.
 - c. Staffing hours per location will be at the SY 19/20 level using MPLH (meals per labor hour) to determine needs. SN administration will fill open positions and assign substitutes using student participation and the meal service model as the determinant.
 - d. SN administration will work with managers to identify potential health risks to students; guidance will be given to staff on minimizing or eliminating touch surfaces in the serving line. Use classroom rosters and/or bar code scans; older students may be able to use their student ID card
 - e. SOP’s which differ from normal procedures will be implemented by SN administration and will be based on USDA, CDC, VAHD, and local best practices. Training will be provided as deemed appropriate.
 - f. Unless otherwise advised by VAHD or CDC, operations will allow cash at point of sale.
 - g. Menu options will be limited with less flexibility permitted at the individual sites.
 - h. Eliminate self-serve bars and stations; condiments will have to be handed to the student.
 - i. Measures will be taken to provide a welcoming, customer-friendly, stress-free environment for students – staff training, cafeteria visits by students.
 - j. Measures need to be taken so to not single out free/reduce eligible students.

- k. Guidance will be given to teachers in the event that meals have to be delivered to classrooms i.e. meal ordering method (Google Docs) and a streamline method for accountability/claim
 - l. Meal service for Head Start under contracted services will begin when in-school sessions begin for this program. HS sites include: MWES, HMP, and JGB.
2. SN administrative team will:
- provide support and give guidance for daily operations to each school manager
 - provide training for staff based on RTS meal service model
 - provide training for any new food products or recipes they will be using – mini food show for employees
 - stay current on USDA updates and guidance; make modifications as needed
 - align local needs/actions with Federal regulations
 - engage in local conversation – articulate vital information, Federal regulations, and questions/concerns
 - consider current waivers which allow flexibility in meal patterns, procurement and purchasing, types of meal service allowed
 - develop training for **ALL** FCPS staff – “What meal service will look like when we return to school”
 - stay abreast of any state and local health department guidance
 - provide training and guidelines to SN staff for sanitizing high touch services in kitchen prep areas to kill coronavirus. This differs from usual VHD guidance for sanitizing food prep services.
 - prepare plans for alternatives to menu items in the event that normal food supplies become problematic.
 - be FLUID and prepared to move from one meal service model to another based on current health considerations and changing guidance.
 - establish an effective and inclusive plan for communication with parents, staff, stakeholders, vendors, distributors.
 - manage food purchases through aggressive forecasting; will work with distributors to manage projected purchases based on food service model and participation.
 - NETWORK...NETWORK.....NETWORK with fellow SN colleagues and SN professionals
 - keep an open mind, consider every reasonable approach, and will welcome input from managers, staff, parents, students, and school administration.

D. HEALTH & WELLNESS:

1. Staffing considerations:
 - a. Support excluded staff; excluded staff will follow guidance given by HR. TBD - JD
 - b. Maintain employee privacy; discourage gossip through training.
 - c. Support reasonable accommodations for staff who can work but need special considerations i.e. employee with COPD/asthma who cannot wear a facemask while working. JD
 - d. Provide staff with VHD Health Code regulations; enforce requirements as it pertains to working in a foodservice operation.
 - e. Provide staff with COVID health guidance; follow CDC guidance for monitoring temperatures, etc. PT
 - f. Encourage staff to report illnesses to their manager
 - g. Enforce daily health monitoring of staff – be aware that some individuals hesitate to take sick leave especially if they are out of it.
 - h. Give training and guidance to managers on how to handle a “sick” employee
 - i. Provide training for managers on “*how to*” recognize anxiety and stress in the workplace JD/HR
 - j. Develop and train on SOPs for sanitation of high touch surfaces in kitchen prep areas
 - k. Be current on safety and sanitation guidance from state and local health authority for meal service i.e. food packaging, no-touch surfaces.
 - l. Provide touchless wash sinks in all school kitchens TE
 - m. Provide employee protection at the POS such as face shields or partitions if recommended by CDC TE/PT

E. FINANCIAL:

1. Purchasing and Procurement considerations:
 - a. Current vendor bids will be the primary source for purchases; follow USDA guidance for off bid purchasing.
 - b. Possible need to purchase alternative food products at a higher cost
 - c. Consider a unified menu across all grade levels to save on food costs, storage, and labor contingent on USDA requirements.
 - d. Increased cost associated with the need to purchase packaging for food served from the serving line or delivered to the classroom to prevent contact contamination
 - e. Cost associated with an increase use of disposable trays, grab n' go bags
 - f. Decrease in the ability to use USDA commodity foods – contingent on what drives menu decisions
 - g. Additional PPE – gloves and COVID designated buckets for cleaning
 - h. Cost of training; increased hours for employees, use of outside sources/resources, training materials – TBD
 - i. Upgrade to POS equipment (budgeted) – will provide greater flexibility for POS
 - j. Additional equipment needs i.e. carts, wagons, or thermal bags for classroom delivery. We will reimagine uses of existing equipment
 - k. Install pedal operated hand sinks in all kitchen prep areas and restrooms; cost??? Some kitchens already have these. TE
 - l. Any additional cleaning supplies recommended - SN stocked supplies include products approved for sanitizing work spaces, gloves, and some disposable ware for meal service.
 - m. Additional staffing needs: 1 FTE in the office, 2 FTE – 9.5 months/7.5 hours as field supervisors
2. Revenue Impact
 - a. Possible decrease in meal participation based on parent perception/trust issues or decrease in attendance
 - b. Decrease in meal participation due to menu fatigue, lack of choices
 - c. Decrease in a la carte sales
 - d. Decrease in marketing opportunities
 - e. Decrease in revenue from contracted service i.e. Head Start program and FCCC

F. COMMUNICATION:

1. Families
 - a. Utilize all media options to keep parents informed in advance; ensure communication continues especially as things change
 - b. Provide a Q & A opportunity/forum
 - c. Be present at key events – BTS, PTO, public SB meetings etc.

Options #2: Students are in school on alternate days of the week or alternating weeks. Meal service resumes with grab n' go breakfast in the classroom, breakfast eaten in the cafeteria, and lunch eaten in the cafeteria and/or classroom. There are no limits or restrictions for serving line access by students and (at least) some congregate eating in the cafeteria.

A. POLICY or REGULATION (local) considerations:

1. Local return-to-school (RTS) regulations (supported by the superintendent):
 - a.-i. from Option #1
 - m. Students will have an opportunity to go through the cafeteria serving line to pick up prepackaged meals for home for the days they are not in school. This will be allowed as they prepare to get on the bus. Take home meals will be provided based on the school calendar not for non-school days or weekends.

B. LEGAL or REGULATORY (Federal/State) considerations:

1. USDA guidance for school meals:
 - a.-i. from Option #1
 - j. Per USDA guidance, students will have an opportunity to go through the cafeteria serving line to pick up prepackaged meals for home for the days they are not in school. Take home meals will

be provided based on the school calendar and not for non-school days or weekends. Meal pattern requirements will be based on USDA guidance. No choice or options are anticipated for take home meals.

k. Per USDA guidelines, take home meals will be charged at the appropriate eligibility status of the student and according to grade level; i.e. free, reduce priced, full paid.

2. Communication

a. from Option #1

b. *USDA Media Release* will include information about take home meals and cost

based on student's eligibility status.

C. OPERATIONAL:

1. School site considerations:

a.-g. of Option #1

h. Software considerations that will allow second meals to be counted for reimbursement.

2. SN Administrative Team will provide:

a.-p. of Option #1

D. HEALTH & WELLNESS:

1. Staffing considerations:

a.-m. of Option #1

E. FINANCIAL:

1. Purchasing and Procurement considerations:

a.-l. of Option #1

m. additional costs for packable food items for take home meals.

2. Revenue Impact

a.-d. of Option #1

F. COMMUNICATION:

1. Families

a.-c. of Option #1

d. Clear communication and direction form families who want/do not want take home meals and charge, if any, associated with the meal.

Option #3: Distance learning for the Fall semester. Staff are able to work at school locations but students learn from home. Meals are prepared at school and distributed throughout the community.

LEGAL (Policy or regulation) considerations:

- SPED accommodations – USDA and DOE guidance. Frank Finn and Pam Trude assist as needed.
- Allergy considerations – under the SSO program, peanut-free meals at all locations are available. Physician's statement required for other restrictions? USDA and DOE guidance.
- Requirements for number of sites needed and *at-risk* population outreach – USDA and DOE guidance.
- USDA wavier – waiver flexibility TBD under USDA guidance for non-congregate feeding, student ID requirement, meal pattern, enrolled student requirement
- Reimbursement of meals – USDA determination with DOE guidance.
- Media release and website information – SB IO, USDA and DOE guidance for official media release.

OPERATIONAL considerations:

- Additional preparation sites to function as central kitchens. # - TBD
- Types of meal provided and degree of preparation needed
- Meals pattern requirement and frequency i.e. 2 or 3 times per week offering multiple meals at one time. USDA – DOE guidance
- Transportation (buses) needed for meal distribution. # and routes - TBD

- Primary challenge is the availability of appropriate foods for grab and go packaging
- Social distancing – if this rule still applies - of staff could be problematic in the kitchen and serving line.

HEALTH considerations:

- Excluded staff – would replacement of staff be necessary , if so, how would they be recruited and classified. Temp agency to fill vacancies?
- Transportation of food – safety considerations. VDH guidance
- Social distancing requirement of staff could be problematic in the kitchen and serving line.
-

FINANCIAL considerations:

- Increased cost of meal and packaging required for transport
- Transportation costs and transport containers

TRANSPORTATION

- Health monitoring protocols are implemented in accordance with CDC, VDH and VDOE guidance.
- We will routinely disinfect buses and cars/vans prior to and after transporting students, including high touched surfaces like seats and seat backs, handrails, and driver’s compartment.
- Employees and students are strongly encouraged to provide their own cloth facemasks (which provide a better fit), but all staff and students will be provided with proper personal protective (PPE) in accordance with public health recommendations, which may require or encourage riders to wear masks while being transported.
- We will equip all vehicles transporting students with hand sanitizer, disinfectant wipes, paper towel and disposable gloves. These items meet all standard guidance provided by the CDC.
 - Per VDOE guidelines the use of alcohol-based hand sanitizers can be an accelerant in a fire and large dispensing stations do not meet FMVSS crash and flammability standards. If alcohol-based hand sanitizer is used, it must be dispensed in a clear plastic container that holds 12 ounces or less.
 - There is a large demand for cleaning products and some items are backordered. If disinfectant wipes are not available, plain soap and water can be used. **Please do not use bleach.**
- We will limit bus capacity to provide physical distance between riders.
- To increase ventilation, when weather permits, at least one window in the front and one window in the back will remain open.
- We will permit students who live in the same household to sit together in a single seat.
- We will seat students back-to-front when boarding and dismiss students front-to-back when disembarking to minimize the need for students to pass one another on the bus.
- We will assign seats on our buses to ensure student safety throughout the ride.
- We will provide transportation only to the students registered for each bus route.
- We will collaborate with families to make ensure social distancing guidelines are maintained at the bus stops.

- We will enforce all established FCPS guidelines for safe transportation jointly with public health guidelines.
- We will communicate expectations of students and families to promote safe transportation.
- We will work closely with the family of any child who puts others at risk.

We will work to identify and meet the transportation needs of all students.

- We will work closely with families to identify their transportation needs and intentions by semester.
- We will communicate expectations for using alternate bus stops, as needed.
- We will partner with the Department of Special Education to ensure that we meet the needs of students with disabilities and the expectations of their Individualized Education Program (IEP).

We will create and communicate plans to manage an increase in the number of families who choose to drop off and pick up their children.

- We may stagger bell schedules to ensure safe conditions and an efficient process for drop-off and pick-up.
- We will communicate schedules and processes to families.

School Closing Due to COVID-19

- **Conditions of Reduction**
- Increase in confirmed COVID-19 cases in Fauquier County.
- Order of the governor
- **Conditions of a Complete school closure**
- Recommendation from the local health department of COVID-19 with a student or staff member diagnosed.
- **Conditions of a complete division closure**
- An out-break of COVID-19 with recommendation of the local health department
- Order of the governor

Communication

Fauquier County Public Schools has created a reopening communication plan. This division plan addresses orientation and training for staff and students specific to new COVID-19 mitigation strategies, plans for communication with staff, parents, and students of new policies, and plans for how to communicate an outbreak or positive cases detected at the school.

Each of our 20 schools have also developed a reopening communication plan. The school plans reinforce the communication strategies found in the division plan regarding orientation and training specific to COVID19 mitigation strategies and new policies. The individual school plans also outline the protocol for communicating an outbreak or positive cases detected at the school.

**Fauquier County Public Schools
Employee Readiness Plan**

As FCPS1 prepares for reopening schools, we recognize that there are considerations to address the health and safety needs of our workforce as we mitigate risk and provide resources to support staff during this transition.

Workforce Considerations



Plans for Staffing and Recruitment:

Develop strategies to fill teacher vacancies due to high risk staff or those who cannot return due to a COVID-19 related reason. Strategies include utilizing retired staff for virtual learning and partnering with universities to allow for graduate and undergraduate teacher candidates to intern within classrooms.

Focus of current recruitment efforts include a strong presence on virtual recruiting platforms, social media campaign focused on alternative routes to licensure, building a strong substitute pool, and recruiting for homebound instructors and internal and external virtual job fairs.

A strategic targeted recruitment of substitute bus drivers, bus aides, and food service attendants to enhance the current departments of transportation and school nutrition. Recruitment will focus on print advertisement, social media, radio advertisements and flyer campaigns.



Leave Policies and Flexible Work options:

Utilizing current leave options and supports such as the Employee and Family Sick Leave Bank and Family Medical Leave Act. Provide resources and procedures on new leave provisions under the Families First Coronavirus Response Act (FFCRA) for employees who qualify for Emergency Paid Sick Leave and Expanded Family Medical Leave

On-Boarding of New Employees:

Implementation of virtual on-boarding process for new employees. Virtual new hire orientation is being completed utilizing the professional development system to include recorded presentations and videos to ensure the comprehensive review of policies and pertinent information. In addition, we have implemented an electronic collection of new hire documents to include badge pictures and required certifications. Zoom meet and greet sessions have also been implemented between new hires and HR staff to answer questions and provide additional resources and information.

A streamlined fingerprint process for new hires has been instituted to allow for completion of required background checks.





Plans for Pay:

Examine and review plans for paying temporary and substitute if school schedules are modified.

Communication



Communication with all Employees to Share Important Information:

Various mean of communication to include email, phone calls, and mailings to homes. In addition, HR representatives can attend virtual staff meetings and can share information via Fauquier ePortal, the HR



Center for Disease Control and Prevention Recommendations and Guidelines:

Ensure employees are aware of and have resources needed to comply with CDC recommendations in regards hand washing, social distancing, face coverings and stopping the spread of germs.

Professional Development



Staff Training on COVID-19:

Provide training for staff in regards to COVID-19 best practices for themselves, their families, and students. Understanding of how COVID-19 can spread and best prevention methods for those working in a school setting.

All employees must complete four training using the SafeSchools online training platform by August 26, 2020. Courses include Coronavirus Awareness, Coronavirus: Managing Stress and Anxiety, Bloodborne Pathogen Exposure Prevention and First Aid.

Health and Wellness



Communicating for Self-Reporting:

Employees will be asked to self-report COVID-19 exposures. The Fauquier County Employee Wellness Center has developed a process to assist employees and prepare return to work guidelines. Clinic staff provide guidance on exposures and suspected exposures.

Guidelines developed for return to work include the following criteria: no fever for at least 24 hours (temperature < 100.4 without the use of any medication to reduce fever), AND resolving respiratory symptoms (cough, congestion, sore throat, etc.), AND at least 10 days have passed since symptoms first appeared.



Mental Health Support for Employees:

Plan to support employee mental health include utilization of the Fauquier County Employee Wellness Center. A Behavioral Health Clinician has been hired full time to support our workforce.

In addition, continue to promote access for employees to the Anthem Employee Assistance Program and LiveHealth Online Psychology.



Employee Safety Initiatives:

Examine a self-assessment process for health screenings to include questions regarding the employee's current health status and the presence of symptoms.

Provide educational materials such as posters and email communication focusing on awareness and safety practices to mitigate risks such as hand washing, social distancing and disinfectant of high traffic areas.

Considerations to include face coverings, face shields, hand sanitizer, gloves and other personal protective equipment.

Guidance for employee exposures related to on-the-job duties will be addressed through our Worker's Compensation process.



Fauquier County Public Schools Leave Policies

5-7.6 Employee Absences

- Accumulated Paid Time Off (PTO)
- Accumulated Sick Leave
- Sick Leave Bank (5-7.6.9)

5-7.7 Family and Medical Leave

Mental Health Support Covid-19 Response Plan



3 Tiers of Support

Each school has a team of school-based mental health professionals, (state-licensed or state-certified school counselors, psychologists, and school social workers), with skills to support students, families, and staff. School-based mental health professionals help students overcome obstacles, assist with conflict and problem resolutions, collaborate with classroom interventions, and help families deal with crisis and loss. School-based mental health professionals help students by providing the support that they need in school and in life.

The following is a collaborative resource document to serve our community in response to the Covid-19 Pandemic. This is based on the recommendations from the Virginia Department of Education *Recover, Redesign, Restart* document.

FCPS Mental Health Plan - Staff

Tier 1 Supports:

Staff support starts with administration buy-in and acknowledgement of trauma for all and understanding that some may struggle more than others. *Emphasis: That all staff need to be included to both receive and give support. We are stronger together.* It is important to maintain a climate of acceptance and support for each other. Staff should be encouraged to ask for and accept support services if needed.

Some supports include:

- Provide information during school-based staff meetings to assist all staff transitioning to the 2020-2021 school year. Information will focus on trauma factors for staff and students; resiliency factors; identify self-care needs and reinforce self-care skills; and inform staff of supports for students. Resources for staff will be made available.

- In general, teachers’ professional learning communities and/or social groups can provide emotional support within their group.
- Ensure each teacher has at least one ‘safe’ person that is their go-to in the school building.

Helpful Links for Maintaining Staff Wellness and Addressing Mental Health Concerns:

- [Article ‘That Discomfort you are feeling is Grief’](#)
 - [Daring Classrooms](#) Brene Brown
 - [CASEL. Tool for self-assessment](#)
 - [Trails to Wellness](#) University of Michigan Trails offers a menu of strategies for self-care, each grounded in empirical research.
 - [Resilient Educator](#)
 - [Center on Great Leaders and Teachers](#) Self-assessment tool with action plan
 - [Yoga with Adriene](#)
 - [General Resource List](#)
- Elementary Schools will be using Second Step Social Emotional Learning program across classrooms. This will provide strategies for staff to support student needs.
 - School-based mental health teams will follow up with individual staff who have previously reached out for support.
 - Further professional development is available through the FCPS Frontline Education system.

Tier 2 Supports:

Pair staff members that require additional support with another staff member that is a part of their school community to check in with them to discuss needs. [Panorama Education](#) is a useful resource.

Provide all staff members with a referral list for local services. Assist staff members who may require additional support to identify resources tailored to their particular need at Tier 2 level.

Support services include:

[Employee Assistance Program](#): Provides a range of free services for staff.

Marathon Health [Wellness Center](#): Behavioral healthcare is available at no charge.

[Mental Health Association of Fauquier County](#)

[Fauquier FISH – For Immediate Sympathetic Help](#)

[PATH Community Link](#)

Tier 3 Supports:

Develop a process for staff to talk with a school counselor, school social worker, or school psychologist if they are experiencing significant stress, anxiety, or mental health concern. This would be a problem-solving time whether related to a personal concern or a student concern. If needed, provide individual support to assist staff in accessing needed resources.

Threat/Suicide Assessment Team: If there is a concern about a staff member's safety, this process, which is *ultimately supportive* in nature, can help determine a safe course of action for the individual.

FCPS Mental Health Plan - Students

Tier 1 Supports:

Student Supports may include:

“Classroom Community Meetings”: A series of educational topics would be offered to all students during the first few weeks of the school year to address topics specific to the new normal, anxieties, etc. The discussion would target topics developed by mental health staff and would last approximately 5-15 minutes in duration. A discussion would take place during morning meetings (elementary school) or homeroom (secondary.)

Possible topics would include: Flexibility/Learning to live with the new normal; fears and worries; wearing a mask and safety precautions; how to access help and support, academically and emotionally, both in and out of school; control and the effects of COVID, grief, family loss, job loss, financial loss; coping skills; anger management; latch key kids and safety. The goal would be to present these topics to each homeroom or 1st period, or some other grouping, to ensure we cover these topics with all students, School counselors, school social workers, and school psychologists could all provide the training, spreading out responsibility to cover all students.

Possible delivery methods:

- Morning meetings, homeroom, 1st block; could be done daily by homeroom teachers, through Positive Behavior Intervention Supports (PBIS), broadcast, pre-recorded videos
- Virtually led community classroom meetings provided by mental health professionals i.e. school counselors, school social workers, school psychologists.
 - Google meet/zoom/school-wide broadcast prerecorded or live.
 - Prerecorded videos: each mental health professional take a topic, create video, upload to blackboard, staff drive, etc.
 - General topic of discussion varies based on school: topics may be determined during mental health professional development opportunities.
 - AA/BB schedule: Schedule A: Monday; Schedule B: Thursday
 - Virtual videos uploaded to virtual teachers' Blackboards/Google classrooms.
 - Follow up questions/topics/concerns: through discussion (all students), student forms for counselors or Google form (secondary), teachers, parents (virtual).
 - Questions/topics should be submitted to administrators and they will contact the appropriate Fauquier County Public Schools mental health professionals for follow up.

- If any students appear to require additional support on any of the topics then those students would be referred to Tier 2. Some possible indicators of this need may include, but are not limited to: sad/weepy; worried; excessive questioning; out of the ordinary, anger, isolation; “gloomy” thinking; acute behavioral changes that are out of character.

Help Line: A help line has been established for parents/students to call when at home for academic help and/or mental health support or by using Google form, link below:

https://docs.google.com/forms/d/1yF_yX5YFF33Q5vbJyY0_AjATW7w6ZOtPhCT6Ocvzs4Y/edit?usp=sharing

During School Hours:

- The Help Line will be available on AA/BB student’s off-instructional days or to students accessing 100% virtual learning. Students will be able to call the school/Help Line (site-based managed) to access support either for emotional or academic needs.
- If a staff member is unavailable and the student has to leave a message, the message line will be checked three times a day (morning, midday, afternoon).
- Parents can access the Help Line at any time.

Calls received after school hours:

- Will be checked first thing in the morning.
- Students/parents may be able to call and leave a message.
- After hours the line should switch over to automatic voicemail providing resources for emergencies.

One-Page Resource Sheet: Administration will work with school counseling staff to create a one page resource form that explains how to access mental health supports at each school. This form will include the school designated contacts, Help Line number, etc.

Tier 2 Supports:

Tier 2 supports will be provided to students identified through Tier 1 (see above), as well as by using the Google document form for parents, students, and staff, to indicate any students who are demonstrating the need for more mental health supports. Forms will be submitted to school counseling staff who will then coordinate supports, which may include:

- Student check-in (in person, virtual, phone call)
- Group supports (virtual options rather than pulling from instruction time)
- Parent supports i.e. (social stories), parent groups or additional supports for parents.

Students who continue to demonstrate increased mental health concerns will be referred to Tier 3; Tier 3 supports will be determined on an individualized basis and students may transition straight to Tier 3 depending on severity of their need, Administrators and/or school counselors will coordinate service delivery with appropriate available staff.

Schools will determine the best ways to support students who are struggling academically. Supports may include: Online tutoring, office hours, re-teaching of concepts, and other supports the parent/student may request.

Tier 3 Supports:

Tier 3 supports, which apply to students who are at most risk/vulnerable:

- May have access to weekly support groups, more specific to their needs, typically run by school social workers or school psychologists already assigned to that school, or to individual school counseling supports. Students may also be referred to community-based resources for additional support.
- Students may be identified for higher level supports by examining which students are already participating in existing groups, use of the referral/Google form, identifying which students have a history of underlying mental health issues, looking at students previously identified as needing emotional supports, and students with a history of social-emotional behavioral concerns (safety, etc.), or an identified disability requires a higher level of emotional/behavioral supports.
- School social workers will be collaborating with outplaced agencies to ensure that the emotional needs of outplaced students are being met.

Staff, including administrators, school counselors, school social workers, and school psychologists will reach out to parents and students with existing Behavior Intervention Plans, (BIPS), prior to the start of school to see how behaviors have been during the quarantine and if parents desire to update those plans for review prior to school starting. This should also include students with IEPs that do or do not have existing BIPs as well, and begin developing supports for schools opening up (teacher work week).

Other Considerations/Supports:

When students are in school and have access to school staff as normal, they would follow the normal procedure at each school for accessing support, typically through visiting their school counselor. Many at-risk students are already identified and have BIPS and may participate in counseling support whether through Check-in/Check-out (CICO), or IEP counseling, etc. This will continue.

Schools will continue to follow crisis intervention criteria already in place when students are at school. When students are working at home if they need support, schools will have a procedure in place to help them. This may include accessing the Help Line, or the ability to be brought in for help by parent if parent is able, etc.

Adapt a social-emotional learning (SEL) curriculum for use at all levels, perhaps by looking at the elementary Second Step curriculum and adapting it.

For Students and Families using Remote/Virtual Learning

Tier 1 Supports:

- Teachers will continue to monitor attendance, work completion and communicate with families
- Staff will provide suggestions for providing structure and reestablishing a routine
- Communication on understanding the blended learning model

Tier 2/3 Supports:

- The teacher will report any school attendance issues to school counselors/administrators, so they can initiate contact and determine barriers to attendance. For example: Does the family have access to the internet? Are students or parents struggling with mental health issues?
- Individual video counseling will be provided as needed
- Contact parents or appropriate agency as needed directly by email, phone, etc.
- Referral to external support services will be provided as needed

General Supports for All Students and Families

Tier 1 Supports:

- Increase communication of policies on cleanliness, social-distancing, and safety precautions
- Updated communication of policies for referral processes for accessing school counselors
- Provide school-based (if possible) or internet-based back to school sessions for parents
- Create virtual tours of the schools for KG, 6th grade and 9th grade for students and family
- Create and send a mental health survey for students/families
- Develop and distribute a home component of SEL
- Distribute or make available community resources for economic relief
- VDOE handouts for [emotional wellness](#) (1pg) and [NASP handout](#)(1pg)

Tier 2/3 Supports:

- Communicate with parents about peer buddy program (mentoring programs) for students with elevated levels of anxiety or stress

- Provide family resources for mental health services
- Referral to school social workers for direct assistance
- Work on building partnerships with community resources for students who need tier 2/3 interventions
- Behavioral support to parent or classroom teacher (BIP or consult)

Action Items:

- Create a Family Resources Guide
- Involve family/parent advocate for SEL school-based teams
- Create a Google or phone survey beyond just a “check-in” specific to families
- Consider developing parent partners for new families to the school (think peer buddies for adults.)