

Parent Questions -- Updated 7/30/20

Topic	Question	Answer
Schedule	What will the schedule look like?	We will be functioning on a schedule that provides instructional time for all four core areas, morning meeting, and some specials. As soon as we have worked out logistics based on county guidelines, we will share it with our community. This will be in advance of the school year-sooner rather than later.
	Will direct instruction look like instruction in the spring?	No. There are very different expectations for this fall. Students will have a full day which mirrors, to some degree, an in-person day. We are in the final stages of creating the schedule and will post this on our website when it's ready.
	Does the PTA or MRES staff intend on supporting the organization of "bubble" groups for kids to supplement their virtual learning?	Small group breakouts will happen throughout the week in addition to Monday office hours. Outside of school, family formation of "bubbles" or "pods" are not being coordinated.
	Are Mondays free, or are students expected to complete assignments?	Monday is NOT a day off in this iteration of distance learning. Students will have asynchronous work that will be part of their regular program of studies. Teachers will be providing 3 hours of intervention/enrichment to small groups on Mondays. Some students will participate in these sessions.
	With the all virtual start, will classes be grouped into 100% virtual into 1-2 classes and those who selected hybrid into 1-2 classes? Or will the classes be a blend of families who picked different options?	We will group students first by parent preference indicated on the Enrollment Survey. We then need to make sure we balance classes between teachers in a grade level. When we phase in to in-person instruction, it is possible that students may have to change teachers depending on the guidance for phase-in.
	Will all grades be the same schedule, will siblings be online at the same time, when will there be breaks, how many hours of learning for each grade	While not all grades will have the same academic schedule, we are attempting to schedule some common elements at the same time across grade levels. Lunch and activity breaks, for example, will be at the same time K-6 if possible to provision for common breaks within a household. All grades will have multiple breaks each day. FCPS guidance on number of minutes for instruction on Tuesdays through Thursdays is as follows: 20-30 minutes of morning meeting/social emotional learning (k-6), 50-60 minutes of Language Arts (K-6), 40-60 (K-2) or 50-60 (3-6) minutes of Mathematics, 20-30 (K-2) or 35-40 (3-6) minutes of Science/Social Studies; and 30 minutes of Specials. Up to an additional hour of specialized instruction may added for some students Tuesday through Thursday if/as needed. On Mondays, teachers will be inviting students to small groups to work on specialized needs. These small groups will occur over a 3 hour time frame.
	How will the two weeks of school be made up throughout the year?	When FCPS petitioned the state to start on 9/8/20 instead of 8/25/20 (8 days of schooling) the state did not required nor did FCPS decide to extend the school year beyond it's orginal ending date, 6/11/20. The standard calendar does include 10 days built in for snow closures etc.
	When will we find out teacher assignments and class lists?	Tentative date is 8/17
Registration	Will registration be finalized before the start of the school year?	Yes. Any parents needing to complete their registration should email Ms. Koshuta (mmarcumkoshu@fcps.edu)
Live Events	Will we be able to have live events like the Fun Run last year?	MRES is collaborating with the PTA to see which events we can organize this year while following guidelines provided by the Fairfax County Health Department

	Will we have a book fair?	We are looking for a virtual option for the book fair. The PTA will be coordinating
Technology	Who will receive a laptop? When will students needing computers receive them....hoping well in advance of first day to allow time to familiarize	The county has stated that every child will have access to a device. Once middle schools receive their laptops through the FCPSOn initiative, elementary schools will begin to distribute laptops to families. More details to come.
	What platform will we use for distance learning?	More details are being provided to schools over the next week. We are considering making a change at MRES to Google Meets based on information we should receive over the next few weeks. However, we will not make this change if Google Meets does not reach the threshold for security and virtual tools available through the platform.
	What operating system works best with FCPS virtual platform?	Windows 10 is what we use as a school system.
	How much screen time will students have?	3-3.5 hours of core instruction/specialists. Some students will have additional time up to 60 minutes/day. There will be additional independent work that could require students to be online.
	Will there be a parent session to learn how to use the technologies?	Once staff return, we will have a conversation on how best to support parents in their efforts to help their children. More to come on this.
Communication	What types of communications from school can we expect?	On Mondays, families will receive two communications: Grade Level Parent Weekly Learning Guides and News You Choose ("Roadrunner Rundown") communication outlining the week ahead.
Summer Hours	Can we extend the summer hours until school starts?	Not at this time.
Class formation	Can I make a parent request for placement?	Parent input regarding class placement was collected in the spring. If you have additional or new input, you may reach out to any member of the admin team.
Meeting teachers	Will there be an opportunity for students and parents to meet teachers?	Possibly. We are working through details of what that may look like given the guidance from FCPS, the Fairfax County Health Department and the CDC.
Learning pods	I'm hearing about families "micro-schooling" together. What does that mean??	Learning Pods are not required. Families who wish to pursue such an arrangement will be responsible for their own coordination.
School supplies	Do we still need to buy school supplies? What do we do if we already ordered supplies?	We will be posting supply lists for distance learning early the week of August 3. Parents who purchased supplies will have the opportunity to pick up their orders prior to the start of school. Additionally, the school will be providing families with grade specific supplies as appropriate.
	Can we donate supplies?	Absolutely. We will have a donation box available for families. Thank you!
Virtual vs. In-Person	Will we be able to switch our preference from virtual to in-person or vice versa?	Not at this time. More direction from the county is expected on this question.
Build Community	Opportunities to meet in person outdoors?	Adherence to current health and safety guidelines prevents us from offering school sponsored physical gatherings, either indoors or outdoors, at this time.
	When virtual training started last year, all the kids in the class already knew each other. How will the school address the natural shyness of young kids, exacerbated by the virtual learning, to get them to warm up with each other and the teacher?	Part of any new school year is an emphasis on building community and relationships. While this may look different since we are virtual, teachers are working to design opportunities to build relationships between students as well as with students.

	Can the parents of each classroom be connected to each other, so that we can create some sort of community group for our kids, even if it's virtually?	Yes. There is a parent lead for each class that will keep parents connected.
Special needs	How will interactions with services look like? counseling, speech testing, other new student services?	Services for a variety of needs will be provided either on Monday's or throughout the instructional week as they are during a typical school year. As these are individualized needs, service providers will coordinate with families so they are aware of the schedule for service delivery.
	What provisions will be made for special education students?	Most SWD will receive services during existing class time. Some will require additional time beyond the above for some related services and or for specialized instruction. Determined by IEP.
	Will we have another IEP meeting prior to starting school so we can adjust it for virtual learning?	Schools are still waiting for guidance from the county as to meetings and adjustments to IEPs given the continuation of distance learning. It is always the families' right to ask for the IEP team to meet at any time in the year, we will respond to those requests in a timely fashion and a case manager will be communicating with families in August regardless of a request for a formal IEP meeting.
	Will enhanced autism classes get more specialized instruction?	SWD are provided an additional 60 mins specialized instruction, interventions and/or teacher assigned asynchronous work each day as well as some specialized instruction on Mondays. The structure of virtual Enhanced Autism services will be changed from what was provided in the Spring so that more specialized instruction can be provided.
	How will the students get support during general education classes if parents cannot be there since many have to work?	Special education teachers will be collaborating with general education teachers to ensure that a student's goals and accommodations are being implemented whether this is directly handled by the special education teacher or supported by the general education teacher or an instructional assistant when relevant.
	Please try to have more 1:1 support available for enhanced autism and allow kids to also have a small group session within their own class as well as gen ed class.	We are invested in maximizing our resources to ensure we are meeting IEPs and to provide relevant instruction to all learners but with an abundance of caution and intention for the needs of our most vulnerable learners.
	How will assessing special needs happen? (developmental, educational, etc.), How will support of special needs children look like in a virtual environment? IEPs?	While the spring model for distance learning did not apply a lot of assessment practices, staff were still tracking data for IEP needs through a variety of informal assessment measures. During this school year, the longer instructional times and time dedicated for students with additional needs, teachers will make use of a variety of technological tools, small group time (in some cases if required 1-1 time) as well as synchronous and asynchronous tasks to assess student learning and needs and provide feedback to families while using this information to shape future instruction.

	How will teachers/staff be able to individually evaluate them for any special instructional/developmental needs? (e.g., my kindergartener's previous teacher suggested possible occupational therapy)	See the above question. Additionally, service providers will use meeting time with students and their assessments to establish student needs. If a parent or staff member identifies a new potential area of need for evaluation, as in the typical school year, providers will work with student to verify needs. If a parent or staff member suspects that a child may have an educational disability and require an IEP, a referral to the Local Screening Committee can be made at any time in order to begin the evaluation process. Parents should reach out to their child's teacher or to the main office to make a referral to the local screening committee.
Community donations & support	It would be wonderful to know how parents can engage with the PTA to help support students and staff for the start of the school year under these extraordinary circumstances. For example, will there be virtual fundraising events to keep the kids engaged in something fun for the school in the fall or could we contribute to some sort of thank you care packages for staff?	This thoughtfulness and readiness to help will be a great contribution to the MRES community. Please reach out to our PTA president at <a href="mailto:president@marshallroadpta.org">president@marshallroadpta.org</a> .
Specials	Can we get direction on how to help students at home?	Teachers will provide directions on how to support learning.
	Kids have access to the school library?	Yes. We are working on what that will look like.
AAP	Will AAP II and III be offered?	There will be 60 minutes for Level III AAP built into Mondays. Level II AAP students will receive differentiated instruction in their regular classes.
	My daughter has selected for AAP level 2 services next year. How will the teacher adapt teaching for students in level 2 virtually? Will, there be a separate assignment given to them, how will differentiated teaching be delivered?	While the platform for instruction will be different, the practice of using differentiated assignments and small group time, as in the past, will allow staff to provided leveled services to all students.
Mental & Emotional Wellness	Will there be a particular focus on mindfulness/wellness at MRES for the children as part of the curriculum to help them work through any anxiety or confusion stemming from the unusual circumstances?	The county and MRES are in the process of working social emotional learning into the school day, specifically into our morning and closing circles. Our counselors and clinicians will be available to assist families who may need additional support.
	Allow special education students to have much needed time for social interaction and development of critical socioemotional skills.	Agreed.
Phase in F2F	What criteria will FCPS use to determine whether/when it is safe to begin the hybrid in-school learning?	Not available at the moment. Dr. Brabrand was asked to provide this information to the school board in August.
	Would students with active 504 Plans fall into the category of the most vulnerable population that would be prioritized for an eventual return to school?	We do not know at this time.
Kindergarten	We understand that you have students with a wide-range of knowledge coming into kindergarten. We think it's probably easier to gauge children's abilities in-person. How are the teachers going to determine the level of each child to make sure they are being fully engaged?	Our K team has already started discussing how to assess students current levels. We will be using assessments conducted in smaller groups or 1-1 to target students needs while building a whole class community. More information on this will be forthcoming.

Tutoring	Will Marshall Road or the PTA be offering any school-endorsed "learning pods" or tutor recommendations?	see above content on learning pods.
Attendance	Can I just listen to recording to help my child in the evening since I work during the day?	FCPS is in the process of drafting attendance guidelines. At this time, MRES's understanding is that attendance is mandatory for live sessions. We are awaiting guidance from FCPS. Additionally, unlike in the spring there will be 3-3.5 hours of instruction offered across a 5-6 hour time frame so it will be harder to take all that information in as compared to last spring.
Parent Tips	Any advice/tips on how to make virtual learning more effective at home?	We will be working on tips for parents to start school as well as throughout the year.
Enrichment Activities	Would the school or PTA consider facilitating enrichment activities if they adhere to social distancing guidelines?	We are considering enrichment opportunities that lend themselves to an online learning environment. We will review additional enrichment activities as we go through the year.
Assessments	How are students going to be assessed in younger grades?	FCPS will be introducing a variety of assessment tools during trainings in August and September. Per usual, staff will still use small group time to measure student comprehension and skills. It will be important for families to allow their students to truly do their own thinking so that teachers are able to accurately measure where students are and what they need - not a scaffolded representation of their learning based on family feedback. It's a tricky balance between supporting your child and providing too much guidance. Staff will communicate the level of support an assignment may/should not require as needed.