

**MARSHALL ROAD RETURN TO SCHOOL
PARENTS FREQUENTLY ASKED QUESTIONS**

Topic	Question	Answer
Student Laptops	Will students need to bring their laptop back and forth?	We have a tentative plan to provide laptops while in school for grades K and 1. Grades 2 to 6 will need to bring laptops to school each day.
Student Supplies	How will supplies be handled?	Students will be expected to bring their supplies to and from school each day.
Student Needs	What if my child has a self-help situation such as shoe tying or zipper and button help? Who will help pack up backpacks and lunch box prep (opening container's)?	All staff will be using PPE and will assist children with these items.
Lunch and Recess	Will my child need to bring lunch each day? If kids wear masks at recess, are they able to play without the 6 feet restriction? What is the plan for bad weather? What will breaks look like?	Meals will be provided free for all students through 12/31/20. However, feel free to send in a homemade lunch if you choose. Most students will eat lunch in their classrooms. Weather permitting, teachers can opt to eat lunch with their students outside. Recess will look different than it has in the past. We are not permitted to use the playground at this time. Students will need to keep socially distant during recess. If students are not wearing masks, the guidelines state that there needs to be 10 feet between students. If the weather is bad outside, recess and breaks would all be in the classroom with masks on and students socially distant. If we are able, we may utilize our large spaces like the gym and cafeteria.
Kiss and Ride	How will my child be able to get to the kiss and ride or bus since they have never done it before without a patrol?	During morning arrival, student temperatures will be taken at the kiss and ride before a student gets out of the car. During dismissal, adults will bring children to kiss and ride or the bus at the end of the day.
Phase-In Dates	Has there been any discussion of shifting the return to classroom days to not have it be right after the holidays? I am concerned that holiday periods (Thanksgiving and Christmas/New Years) are going to be the worst time for poor social distancing leading to increases in COVID19 cases. The return to school	FCPS Leadership Response: We are closely monitoring all health data for our area. All phase-in decisions will be made with student and staff safety as the highest priority. We are using operational and health metrics to guide our decisions as we gradually begin bringing students back to schools. FCPS is sharing daily COVID-19 cases that have been self-reported to us on the FCPS website . This data should be interpreted with caution as it only reflects cases that have been shared with FCPS through self-reporting and may not be aligned to future epidemiological investigations.

	<p>dates are right after these holidays. Wouldn't it be more prudent to return 1-2 weeks after the holiday?</p> <p>Why are we being asked to make a decision for concurrent learning before the completion of the pilot program?</p> <p>What's the school board's rationale for reopening schools during the holidays (immediately after Thanksgiving) knowing that families are more apt to travel and engage in larger gatherings?</p>	<p>We have been working on plans that meet everyone's needs – students, teachers and families. The only way to provide in-person instruction while meeting health and safety guidelines this school year is through concurrent instruction. The concurrent classroom model means students receive two days of teacher-led instruction in the school building and two days of teacher-led instruction at home. Students who prefer to continue with virtual learning will be able to do so and will also receive four days of teacher-led instruction virtually. Mondays will be a full day of independent learning for students to give our teachers more time to prepare and plan the week's lesson. Dr. Brabrand will provide an update on the concurrent instruction pilot on November 12.</p> <p>As we begin to bring more students back into school buildings, our decisions will be made with student and staff safety as the highest priority. All of us recognize that the ideal setting for education is delivered in the classroom through in-person instruction. Many students need the instructional and social-emotional support provided during in-person instruction in the school building. The only way to provide in-person instruction while meeting health and safety guidelines this school year is through concurrent instruction. The plan is to gradually bring the youngest learners back into school buildings during November and December and January for all other grades if operational and health metrics indicate we can do so safely.</p>
<p>Concurrent Instruction</p>	<ul style="list-style-type: none"> ● What is it? ● What will it look like? ● In the concurrent model, what are the expectations for the teachers in the classroom? ● How does instruction differ between all virtual vs the coherent model? How much is done virtually when kids are in school? ● How much work will be done virtually on the computer? How does instruction differ between the all virtual and the concurrent model? 	<p>Families who elect in-person learning will receive two days of teacher-led instruction in the school building and two days of teacher-led instruction at home. Here is a video that demonstrates how a concurrent classroom will look.</p> <p>Teachers are expected to manage and interact with both in-person and online students. We are working on what concurrent instruction will look like at MRES.</p> <p>While the video provided by Dr. Brabrand shows teachers at their desks and students on laptops at their desks, our plan is to try and minimize the amount of in-person instruction that will be done using a laptop. There will be times, however, when students are expected to complete tasks that may require a laptop during the school day.</p> <p>Our grade level teams are expected to continue to plan together and adapt</p>

		instructional delivery as appropriate.
Staffing concerns	I have already been informed that MRES does not have the staff to support concurrent learning in the same fashion being displayed in the videos or perhaps being practiced at the pilot school. It would only seem appropriate to ask parents to make the decision after the MRES has determined how they will execute concurrent learning.	This information is incorrect. We do have staffing. Our challenge is to identify how best to assign staff.
Student Collaboration during Concurrent Instruction	How will communication take place within the classroom and between Group A&B? Will classroom discussions take place in the chatroom, or will discussions be split? Can the kids at home see and hear everything that is going on in the classroom? Can they communicate with each other through speakers?	We anticipate that group discussions will take place as if all students were present in the classroom. Our goal is to find a way to continue to build community in our classrooms. We are working on the technical solutions for making this a reality.
Bell Schedule	<ul style="list-style-type: none"> • What will the schedule be like? What will the day be like? • What will lunch, snack, specials, recess look like? • Will small groups only be once a week for virtual learners now? • Will the daily schedule stay the same for virtual learners? • For upper grades, how will switching Math be handled? • What if my child has an in-person teacher for Math but is a 100% virtual student? • Why do those students continuing with virtual classes need to have asynchronous learning on November 16, 20, 23 and 24? Why can't they continue with their normal schedule. How will these Mondays be different than other 	In-person students will follow our pre-COVID bell schedule . 9:20 to 4:05. As more students come back into the building, especially when middle school and high school students come back into school, the county will reassess whether we move to a bell schedule that is the 10:20 to 4:50 schedule presented in the spring. This will most likely be considered at the beginning of 2nd semester. Here is a copy of the slide presented to the School Board in the spring:

Monday's (no morning meeting?
no assignments?)

Adjusted Bell Schedule

- Eliminates the need to add additional buses and drivers
- Allows consistency with arrival and dismissal times
- Ensures time for social distancing measures, loading/unloading on school campus, appropriate PPE for student riders and required bus cleaning protocols

Current Bell	Proposed Bell
MS 7:30-2:15	MS 7:15-2:00
SS 8:00-2:45	SS 8:10-2:55
HS 8:10-2:55	HS 8:10-2:55
TJ 8:40-4:00	TJ 8:10-3:30
ES 8:30-3:15	ES 9:10-3:55
ES 9:20-4:05	ES 10:05-4:50

- Preschool bell will be aligned with associated elementary bell
- Availability of academy and mid-day shuttles may be impacted due to adjusted bell times and driver availability

Virtual students will follow our current [virtual schedule](#) *for now*. This will need to be adjusted as more students phase into the building. The virtual bell schedule and in-person bell schedule will need to be aligned to allow all students to access specialists and specialized instruction throughout the day. Because Dr. Brabrand has said that teachers Mondays for planning, small group sessions will need to shift away from Mondays. Monday activities will be off screen as much as possible. We are considering a short morning meeting on Mondays so that teachers can walk students through their asynchronous assignments. We will communicate the bell schedule as soon as we are able.

For Math classes, mostly grades 3 to 6, we will explore the use of concurrent instruction to minimize exposure between cohort groups (classes) even when we are at operational level 3.

It is critical that we ensure every child receives instruction on the same curriculum. Grade level teams need to work together to unpack and design lessons that meet every child's needs. At MRES we believe that we ALL own EVERY child and we problem solve and plan together. As such, we will be asynchronous for ALL teachers in a grade level as they prepare to in-person students.



		<table border="1"> <thead> <tr> <th data-bbox="909 84 1073 201">Group</th> <th data-bbox="1073 84 1266 201">Phase-In Start Date (tentative)</th> <th data-bbox="1266 84 1507 201">Grade Level</th> <th data-bbox="1507 84 2003 201">Asynchronous Days leading up to Start Date (ALL STUDENTS, including Virtual Classes)</th> </tr> </thead> <tbody> <tr> <td data-bbox="909 201 1073 318">Group 5</td> <td data-bbox="1073 201 1266 318">Nov. 16</td> <td data-bbox="1266 201 1507 318">Kindergarten</td> <td data-bbox="1507 201 2003 318"> <ul style="list-style-type: none"> November 9 November 12 and 13 (Teacher workdays and independent learning days) </td> </tr> <tr> <td data-bbox="909 318 1073 396">Group 6</td> <td data-bbox="1073 318 1266 396">Nov. 30</td> <td data-bbox="1266 318 1507 396">1 and 2</td> <td data-bbox="1507 318 2003 396">November 16, 20, 23 and 24 (Teacher workdays and independent learning days)</td> </tr> <tr> <td data-bbox="909 396 1073 448">Group 7</td> <td data-bbox="1073 396 1266 448">Jan 4</td> <td data-bbox="1266 396 1507 448">3 to 6</td> <td data-bbox="1507 396 2003 448">TBD</td> </tr> </tbody> </table>	Group	Phase-In Start Date (tentative)	Grade Level	Asynchronous Days leading up to Start Date (ALL STUDENTS, including Virtual Classes)	Group 5	Nov. 16	Kindergarten	<ul style="list-style-type: none"> November 9 November 12 and 13 (Teacher workdays and independent learning days) 	Group 6	Nov. 30	1 and 2	November 16, 20, 23 and 24 (Teacher workdays and independent learning days)	Group 7	Jan 4	3 to 6	TBD
Group	Phase-In Start Date (tentative)	Grade Level	Asynchronous Days leading up to Start Date (ALL STUDENTS, including Virtual Classes)															
Group 5	Nov. 16	Kindergarten	<ul style="list-style-type: none"> November 9 November 12 and 13 (Teacher workdays and independent learning days) 															
Group 6	Nov. 30	1 and 2	November 16, 20, 23 and 24 (Teacher workdays and independent learning days)															
Group 7	Jan 4	3 to 6	TBD															
Asynchronous Mondays	Can you explain what asynchronous Mondays might look like for a kindergartener?	Our tentative plan is to have a short morning meeting to walk students through their assignments for the day. The rest of the day will be asynchronous learning.																
Class Placement	<ul style="list-style-type: none"> Will my child be able to stay with their virtual teacher all year? Will students be split using alpha order? Our intention is to select the all-virtual option, and as such, our hope is that our daughter's entire class will be fully virtual. We have concerns that the concurrent model with in-person and virtual learning will result in in-person students being given more attention and focus than virtual. If after the survey is completed and it results in a greater number of in-person selections resulting in no virtual only classes, will we have an option to reassess our choice and elect hybrid so our daughter is not one of a few virtual only students in an otherwise in-person class? Is it possible to have 100% virtual students in a hybrid classroom, since some students would be virtual every day already? 	<p>Once we have final numbers/changes to enrollment choice we will make every effort to minimize class changes. We spent a great deal of time over the summer matching virtual students with virtual teachers and in-person students with in-person teachers. Pilot schools have indicated that this minimized class movements and helped tremendously with scheduling concurrent classes.</p> <p>As long as we don't have a large number of parents changing to in-person learning, we anticipate that current virtual teachers will remain virtual all year.</p> <p>We will stay as true to the alpha split as possible. However, there are some classes that have more students in one part of the alpha than the other. For those classes, it will not be possible to split purely by alpha. We will communicate directly with families who are affected by a non-alpha split.</p> <p>It is POSSIBLE that enrollment choice numbers could change so there are no virtual classes. In that instance, we would need to look at staffing, available classroom space and a variety of other details to make decisions.</p> <p>Teachers are required to assess all student's present level of performance. That could look different for each child. Over the next few weeks, teachers will be scheduling parent/teacher conferences. This is a great opportunity to begin a conversation with your child's teacher about any concerns you may have. If you feel that your child's needs are not being met, it's critical that you reach out to your child's teacher immediately. Please don't wait until</p>																

		<p>you're frustrated.</p> <p>Combining Groups A, B and C in one class is something we may need to consider, but at this point, that is not our plan.</p>
Changing Enrollment Choice Later	Will I be able to change my choice in the new year?	<p>The short answer is no. The complexities of scheduling and minimizing disruption to the learning environment warrants a final decision now. If we receive different instructions from either the School Board or FCPS leadership, we will follow those instructions.</p> <p>If we move to operational level 4, our understanding is that everyone would be coming back into the building at that time. School would look more "normal" with students in the building 5 days/week. Staff and students who have medical exemptions may continue to access a virtual setting.</p>
Building Concerns	Can teachers open windows to allow for air circulation?	Yes, weather permitting.
Cleaning Concerns	Will the bathrooms and sink area be cleaned after each child uses it?	We will follow strict safety and health protocols to minimize health risks for students and staff. To learn more, visit here . Community bathrooms will be cleaned multiple times per day by our custodial staff. In classroom bathrooms will be cleaned once each day or as needed. High touch areas like door knobs or stair rails will be cleaned multiple times each day.
Positive Covid Cases	What's the parent notification plan should there be a suspected case of COVID. Also, if a child is sent home or does not come in due to symptoms, will that child have to confirm that he/she does not have COVID before returning?	We have a very strict protocol to follow. This is outlined in our return to school video. You can find more information here .
Attendance	Just wondering if our child should be ill (even if common cold symptoms) & we keep him home - due to the circumstances we're currently faced with - would he still need to be marked absent or could he not login for a virtual class session?	Great idea! Something for us to consider.
Timeline of Return	If a parent in grades 1-2 changes their selection from virtual to in-person, will their child return to school starting November 30 with	

	group 6?	
--	----------	--