

From: [Ivey, Frances W](#)
To: [Smith, Marty K](#); [Luftglass, Maribeth](#); [Brabrand, Scott S](#); [Kneale, Marcy G](#)
Subject: Fwd: Thoughts after calls with SB
Date: Wednesday, April 15, 2020 5:44:25 PM
Attachments: [image001.png](#)

Becky talked to several SB members today. I asked her to capture the conversation in an email so I could share.

Sent from my iPhone

Begin forwarded message:

From: "Baenig, Rebecca G" <RGBaenig@fcps.edu>
Date: April 15, 2020 at 4:58:56 PM EDT
To: "Ivey, Frances W" <FWIvey@fcps.edu>
Subject: Thoughts after calls with SB

Hi Frances,

Here are some of the main points following my conversations with Karl, Laura Jane, and Stella today.

1. Board members feel that they raised several concerns about **safety and security** of students in a distance learning environment. They said they asked the question point blank and were told that this is why we are using BBCU instead of zoom or google hangout/meet. Yet, our implementation of BBCU was sending students guest links that could be and were in fact shared more broadly on social media. We have no way of telling how many "security breaches" there were. This is one of the main concerns with us going 1:1 as a district. We have an opportunity to show families that we can leverage technology to enhance the learner's experience and do so safely. On day 1, we showed this to be untrue. It made me wonder how we got here. I do not know how BBCU was rolled out to SBTS for training teachers and if this was the recommended way to configure the system. Maribeth's presentation say "inconsistency in how Collaborate Ultra sessions were created (allowing students to log in using a guest link rather than student-specific logins, removed a layer of security and accountability" Who owns this inconsistency? Did principals/staff go rogue or was it left open for them to decide? I understand that BB has failed us with handling the volume of logins in BB Learn, but we cannot allow this all to rest on them. Our fingerprints are on it too. If we don't name this, I am afraid we will lose more trust in the community.
2. **Benchmarking** - Knowing Megan, I think the slide around the WABE districts and similar size districts across the county is not going to be sufficient. I think she will want to see specific school districts and what platform they are using. This is what the slide reads now:

Distance Learning Response

Most frequently used platforms in comparable districts (nationally and locally):

- Schoology
- Google Classroom
- Canvas

Approximately half of the comparable districts are implementing distance learning plans that use both synchronous and asynchronous instruction.

3. **Response** – they were concerned that there was such a range of interpretation across schools around the 2-hour delay. Also, because we did not anticipate the issues with BB Learn and teachers having difficulty following through on the training, some schools started to cancel instruction before the division did. I think this goes to the point you made in senior leadership around the workload and whether we are giving people sufficient time to accomplish the task. This all transpired so late last night and some principals woke up this morning and had to quickly try and put the pieces together. I think the lesson here is we should have taken more time. When we are rushed, we don't make the best decisions. I think the decision to do a 2-hour delay rather than a closure because of political reasons in actuality probably created more confusion and political fallout.

These are just my 2 cents. Feel free to call me if you want to talk anything through.

Becky

Rebecca G. Baenig

Assistant Superintendent, Region 5
8115 Gatehouse Road
Falls Church, VA 22042

Phone: 571.423.1150

 @FCPSR5

From: [Mooney, Nicole](#)
To: [Luftglass, Maribeth](#); [Foland, Mike](#); [Siegl, Jim F.](#); [DIT SMT](#); [Nazario, Susan](#); [Kim, John](#)
Cc: [Downey, Paul J.](#); [Boyer, Rebecca R](#)
Subject: RE: A concern about LGBTQ students during distance Learning
Date: Wednesday, April 15, 2020 5:42:28 PM

Hi Maribeth,

Susan was able to test and new code is needed to proceed with our User Exception accounts option. Susan is working on writing the code.

Tonight I will be working on manually updating those 13 student names (we received a list from Google folks) with my System Admin role. Susan and John have told me that my changes will stick unless a transaction in SIS is processed for one of those students. For example, if their SIA were to make changes to their home address in SIS or if a parent's email is updated then it would overwrite my first name changes. I will continue to monitor these student names until our User Exception program is working in Production.

Let us know what questions we can help answer.

Nicole

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 11:56 AM
To: Mooney, Nicole <jnmooney@fcps.edu>; Foland, Mike <jmfoland@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>; Boyer, Rebecca R <RRBoyer@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

[That sounds like a great solution, assuming Blackboard ever comes up and can handle our load.](#)

From: Mooney, Nicole
Sent: Wednesday, April 15, 2020 11:13 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Foland, Mike <jmfoland@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>; Boyer, Rebecca R <RRBoyer@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

Hi MaryBeth,

BB Collaborate will pull the first and last name of the student. I can check with the vendor and ask if it is an option to only pull the last name field into Collaborate. (Risk: students with same last name)

IT FASTeam is the System Administrator and we are the only role with permissions to change student name. SIS overwrites those changes each night. It is possible that the System Admin logs in every morning and sets 13 student's names.

We think we have a solution. We are currently testing a User Exception account that we can use for these students. The User Exception account would allow an admin to change student names and no

SIS transactions will be sent for that student to change it back as long as the exception is active. (Risk: It will also not allow ANY changes that come from SIS for those 13 students) We are waiting for the Bb environments to come back up so we can test. Once the environments are up and we've tested, this could be implemented immediately.

We'll keep you updated.

Thanks,

Nicole

IT FASTeam

From: Luftglass, Maribeth <meluftglass@fcps.edu>

Sent: Wednesday, April 15, 2020 10:06 AM

To: Foland, Mike <jmfoland@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

Few additional questions re: this topic:

Can last name only be displayed in Bb Collaborate?

Who is the system administrator? Is that for the entire Blackboard system, or per course? Can a teacher make a name change, temporarily?

Could we change the 13 students each day until we have a better solution?

From: Foland, Mike

Sent: Wednesday, April 15, 2020 9:10 AM

To: Mooney, Nicole <jnmooney@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'd already reached out to Susan and John, they are on my team.

Mike

From: Mooney, Nicole <jnmooney@fcps.edu>

Sent: Wednesday, April 15, 2020 9:05 AM

To: Foland, Mike <jmfoland@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'm adding Susan Nazario and John Kim to this conversation. Susan is currently testing if we can change configuration in Blackboard so that System Admin has privileges to change Student first and last name (in Blackboard) and SIS will not overwrite it the next day.

Nicole

From: Foland, Mike <jmfoland@fcps.edu>

Sent: Wednesday, April 15, 2020 8:52 AM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

If we change in SIS, it will propagate to all applications using student name, will also display on all documents generated; progress/grade reports, mailing labels, transcripts etc. as the students' legal names. If any of the students are registered for summer courses, it will appear one way temporarily and then revert when the SIS name is changed back. For what it is worth, if done, I anticipate push back after changed back.

From Michelle Van Dyke regarding reporting implications:

"For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI."

Regards,

Mike

From: Luftglass, Maribeth <meluftglass@fcps.edu>

Sent: Wednesday, April 15, 2020 8:31 AM

To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

What about making the change of the 13 students in question in actual SIS first name and then revert back in June.

From: Siegl, Jim F.

Sent: Wednesday, April 15, 2020 8:27 AM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jmooney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

FYI-This question came up on the call occurring now, Nicole answered that even if a BB Admin manually changes a name, it is reset each night (In google our work around is to set the user outside of any updates)

The working team has discussed that this is one of the rare acceptable reason to enable guest links and JUST send the guest link to the student that needs this to protect their privacy (we have confirmed that in the student view, when guest access is enabled the student does not see the guest link, the teacher must communicate the link to a guest)

Worth noting, this topic has also gained some press recently in North Carolina at the state level <https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>

Sent: Wednesday, April 15, 2020 8:18 AM

To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

Importance: High

Will the process for name change exceptions work in Bb Collaborate?

From: Siegl, Jim F. <jfsiegl1@fcps.edu>

Sent: Tuesday, April 7, 2020 4:07 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

For context, we currently have 13 students in the "name change" exceptions container

From: Luftglass, Maribeth <meluftglass@fcps.edu>

Sent: Tuesday, April 7, 2020 3:49 PM

To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

What about updates for those cases in the “secret” directory opt out category?

From: Siegl, Jim F.

Sent: Tuesday, April 7, 2020 3:47 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Foland, Mike <jmfoland@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I reached out to Brunda and she confirmed that SIS name change are pushed down to AD through the IDM drive. From there, the Service Desk nightly process (Google Apps Directory for Sync) updates the first and last name on change for any G Suite user

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>

Sent: Tuesday, April 7, 2020 2:59 PM

To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>

Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco

Sent: Tuesday, April 7, 2020 2:57 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Smith, Marty K. <mksmith@fcps.edu>

Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:(571)423-4010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

We'll draft a response. It's not going to satisfy him. G Suite accounts are automatically fed by SIS.

From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>

Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>

Subject: Re: A concern about LGBTQ students during distance Learning

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Sent from my iPhone

From: Rigby, Robert N <rrigby@fcps.edu>

Sent: Tuesday, April 7, 2020 2:29 PM

To: School Board Members with Clerk and Deputy Clerks; Brabrand, Scott S; Johnson, Teresa L; Duran, Francisco

Subject: A concern about LGBTQ students during distance Learning

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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From: [Torre, John](#)
To: [Cabinet \(Superintendent\)](#); [Presidio, Sloan](#); [Luftglass, Maribeth](#); [Johnson, Teresa L](#)
Subject: DRAFT message/Weds. p.m.
Date: Wednesday, April 15, 2020 5:39:18 PM

[Redacted]

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[Redacted]

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[REDACTED]

[REDACTED]

[REDACTED]

From: [Jewell, Tracey D.](#)
To: [Scott Persky](#); [Michelle Simon](#)
Cc: [Cole, Kevin](#); [Calderon, Allison H.](#); [Kretzer, Sandy](#); [Luftglass, Maribeth](#); [Downey, Paul J.](#); [Kelley, Derek](#); [Klimenko, Noel C.](#)
Subject: RE: [External] Re: Collaborate options
Date: Wednesday, April 15, 2020 5:12:26 PM

We have a discussion room going, if you'd like to join here:

[Noel's Collaborate Room](#)

Will see you at 5:15 ish. Thanks so much.

From: Scott Persky [REDACTED]
Sent: Wednesday, April 15, 2020 4:55 PM
To: Jewell, Tracey D. <TDJewell@fcps.edu>; Michelle Simon [REDACTED] >
Cc: Cole, Kevin <kdcole@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>; Kretzer, Sandy <sakretzer@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Kelley, Derek <dlkelley@fcps.edu>; Klimenko, Noel C. <ncklimenko@fcps.edu>
Subject: [External] Re: Collaborate options

Working with PD and PM on this now to evaluate options. At 5:15 I will call you. Thanks

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From: Jewell, Tracey D. <TDJewell@fcps.edu>
Sent: Wednesday, April 15, 2020 4:32:59 PM
To: Scott Persky <[REDACTED]> Michelle Simon [REDACTED]
Cc: Cole, Kevin <kdcole@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>; Kretzer, Sandy <sakretzer@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Kelley, Derek <dlkelley@fcps.edu>; Klimenko, Noel C. <ncklimenko@fcps.edu>
Subject: Collaborate options

Hi Scott... Kevin shared your message with me, and we are looking for out-of-the-box solutions. So, can we do one of the following to allow us to continue to use Collaborate outside of the Learn platform:

1. Either have Blackboard pull, from the backend, our structure of courses and kids enrolled in those courses and create the secure customized links for each of those courses (perhaps this could be done via spreadsheet upload of kids/emails),
2. Or, give all teachers (12,000) a Scheduler license to create the specific links for students for their own courses,

3. Or create another option that assists with the manual task of creating secure links for all students in all courses without using the Learn platform.

Can we schedule a call in the next hour or so to talk through some options for moving forward?
Appreciate your help and assume you will include others at Bb as needed.

Tracey Jewell

Director, IT Support Services

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From: [Scott Persky](#)
To: [Jewell, Tracey D.](#); [Michelle Simon](#)
Cc: [Cole, Kevin](#); [Calderon, Allison H.](#); [Kretzer, Sandy](#); [Luftglass, Maribeth](#); [Downey, Paul J.](#); [Kelley, Derek](#); [Klimenko, Noel C.](#)
Subject: [External] Re: Collaborate options
Date: Wednesday, April 15, 2020 4:55:23 PM

Working with PD and PM on this now to evaluate options. At 5:15 I will call you. Thanks

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From: Jewell, Tracey D. <TDJewell@fcps.edu>
Sent: Wednesday, April 15, 2020 4:32:59 PM
To: Scott Persky [REDACTED]; Michelle Simon
[REDACTED]
Cc: Cole, Kevin <kdcole@fcps.edu>; Calderon, Allison H. <AHCalderon@fcps.edu>; Kretzer, Sandy <sakretzer@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Kelley, Derek <dlkelley@fcps.edu>; Klimenko, Noel C. <ncklimenko@fcps.edu>
Subject: Collaborate options

Hi Scott... Kevin shared your message with me, and we are looking for out-of-the-box solutions. So, can we do one of the following to allow us to continue to use Collaborate outside of the Learn platform:

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3. Or create another option that assists with the manual task of creating secure links for all students in all courses without using the Learn platform.

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Tracey Jewell

Director, IT Support Services

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From: [Fowler, Julie P.](#)
To: [Luftglass, Maribeth](#); [Smith, Marty K.](#)
Subject: Comparison School Divisions Distance Learning Approach and Associated Technology (002).docx
Date: Wednesday, April 15, 2020 4:53:50 PM
Attachments: [Comparison School Divisions Distance Learning Approach and Associated Technology \(002\).docx](#)

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Los Angeles Unified, CA	4/9/20	<p>LAUSD is working to provide devices, train teachers, and implement fully remote learning in the coming weeks. Expectations for schools and teachers are currently unclear, but the district expects schools to design remote learning plans that work for their school community, using platforms such as Schoology, and resources such as Google Classroom. The district also offers a variety of optional online resources for families to support their children's at-home learning, and schools were directed to provide a learning plan to students in advance of closure, with updated assignments provided weekly.</p> <p>- Distance Learning Plan: The district is in the process of rolling out remote learning for all students. Each school is encouraged to find strategies that work for their community, and to share learning across the district as they go. Schools are using Schoology, Google Classroom, Clever, and other resources to provide instruction to their students. Evidence shows that a range of approaches are being used: synchronous instruction, or posting assignments on Schoology for students to complete, or students receiving instruction from online resources such as Khan Academy, SAT, or ACT practice sites, or students watching aligned educational programming on PBS SoCal. Materials, level of instruction, and student monitoring seems to vary from school to school. The district also provides a daily schedule of online lectures by grade level and subject area via Edgenuity. The district is monitoring access and logins to Schoology: as of April 6, 92% of high school students had accessed online content.</p> <p>- Technology and WiFi Access: The district announced a partnership with Verizon on March 23 to provide free internet to all students who currently do not have it. This has been rolled out over recent weeks, starting with high school students. The district also announced a \$100 million investment to provide devices for all students who do not have one, and are prioritizing provision to high school students. As of April 6, the district says that 74% of their students have a device now; nearly all high school students have a device. They expect that all students will have a device by the beginning of May.</p> <p>- Teacher Training: The district will work with schools to provide teacher training in remote learning and online tools and resources as they start remote instruction over the next few weeks. The district has provided a menu of professional development options for teachers.</p> <p>- Parent Support: The district provides parents with guides to access Schoology and the Parent Platform for school assignments and announcements, and plans to provide training for parents in remote learning as this begins.</p> <p>- Special Populations Support: Students with disabilities are provided support by their teachers over phone and video. Some are receiving small-group instruction, and some will get 1:1 support over the phone or video on completing assignments, or through prerecorded video. Students have access to related services over phone or video.</p>	Asynchronous	Schools are using Schoology, Google Classroom, Clever, and other resources to provide instruction to their students.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
New York City, NY	4/10/20	<p>NYCDOE transitioned to a fully remote model on March 23. Student work is monitored and graded. Schools have discretion on how to design their own remote learning plans, which are communicated to families. Most schools are using tools such as Google Classroom, Microsoft Teams, and Zoom to connect with students and families, and teachers are expected to provide instruction to students.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Teachers are expected to provide content and assignments, and instruction via online platforms. Schools have discretion on the specifics of their remote learning plans. There is an expectation across the system that student attendance is taken and the work is monitored and graded for credit. NYCDOE indicates that most schools are using tools such as Google Classroom and Microsoft Teams. Teachers are encouraged to provide synchronous learning, but this is not required. Classwork is monitored and graded. - Technology and WiFi Access: NYCDOE worked with schools to distribute internet-enabled iPads to families who do not have access at home. The devices were provided through a partnership with T-Mobile and Apple and were distributed the weeks of March 23 and 30. While students waited, they were provided with paper copies of resources and assignments. - Teacher Training: Teachers received professional development through the week of March 16 on delivering remote instruction. The NYCDOE website also provides resources and best practices for teachers. - Parent Support: NYCDOE's website offers instructions in accessing Google Classroom and other online platforms that students will need. Parents are also instructed to directly contact their schools with questions on accessing resources. - Special Populations Support: Schools are expected to provide for students' IEPs via remote instruction. IEP meetings and related services support will be provided by phone or video. <p>Resources to explore: Real-time rollout of fully remote instruction, distribution of devices to help students access content equitably. NYCDOE is also providing childcare for first responders and healthcare workers.</p>	Both, some synchronous instruction	NYCDOE indicates that most schools are using tools such as Google Classroom and Microsoft Teams.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Chicago, IL	4/9/20	<p>Chicago Public Schools is closed through at least May 1, and formal distance learning begins April 13. The district has announced its intention to not assign new school quality ratings, pending permission from the state. Each Chicago school has broad autonomy, and the district notes that each school community is different. However, many common expectations have now been set.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Each school was directed to contact families by April 6 with more information about their distance learning program. When distance learning begins, assignments and activities "will only improve" student grades, and hours will not be logged. Not all assignments or activities will require computer/internet access and physical learning packets will be available for pickup or downloading and printing. However, daily activities will be provided and teachers will be available for virtual office hours or conference calls. Teachers will also monitor progress and provide weekly feedback on work students are completing. Some schools may use scheduled learning blocks. Some activities will focus on social-emotional learning. Students will have access to school counselors. - Technology and WiFi Access: The district plans to distribute 100,000 devices to those in need. - Parent Training: The district posted a guide for parents to support learning. - Special Populations Support: Special educators, and service providers when applicable, will collaborate with classroom teachers to modify remote learning assignments. IEP team members will participate in weekly check-in calls with families. The district may provide IEP meetings virtually. 	Both	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Miami-Dade, FL	4/10/20	<p>Miami-Dade County Public Schools provides a comprehensive distance learning plan that includes online learning curricula and teacher support, technology device and WiFi access provision, and supplemental resources for special populations.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Curricula for K-12 core subjects and electives is provided via commercial instructional programs (iReady, Edgenuity, etc.). Forty-five to sixty minutes of instruction per course per day is recommended. Teachers are responsible for assigning online lessons, monitoring daily student usage and lesson performance, grading, providing daily communication to students online and maintaining a daily online presence. They must be available online for "office hours" (online chat, conducting lessons, communicating assignments) at least three hours per day. - Teacher Support: Teachers are given a checklist of expectations and have access to a Help Desk via phone to assist with questions regarding distance learning delivery. Teachers can choose which communication medium to use with students; district recommends Microsoft Teams (district setting up student accounts). - Technology and WiFi Access: The district regularly surveys families to identify those who do not have access to mobile devices (computer, laptop, or tablet) and provides devices to families who indicate need and sign an agreement form. District provides hotspots/smartphones to high school students. - Special Populations Support: The district provides supplemental resources/online curricula for students with learning disabilities, deaf/hard to hear, and blind/visually impaired, through the commercial instructional programs, as well as access to a text-to-speech tool. <p>CV-19 hotlines are available for parents, students, and educators in areas of distance learning, mental health, emergency operations.</p> <p>Resources to explore: Mobile device communications to families, teacher expectations checklist and PPT training, table of online curricula used, supplemental resource handbooks for Occupational/Physical Therapy and pK-5 students.</p>	Asynchronous	Curricula for K-12 core subjects and electives is provided via commercial instructional programs (iReady, Edgenuity, etc.).

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Clark County, NV	4/8/20	<p>On March 18, the Clark County School District closed all schools and currently provides optional instructional materials.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district creates weekly plans, which are posted on its website and distributed at food sites. The plans provide specific instruction for daily reading and math activities, which integrate science and social studies content, for the grade bands K-2, 3-5, 6-8, and 9-12. The district also posts materials developed by third-party providers, including the Vegas Public Broadcasting Station. All activities are optional. District materials are intended as a baseline; the district provides schools with online and blended learning material via Canvas and Apex that teachers can access to extend student learning. - Parent Support: Parents can use a web-based scheduling system to help them monitor their children's learning. Parents can call a Learning Line during school hours. The district is trying to connect school numbers to staff private phones so students and parents can contact teachers. - Technology and WiFi Access: The district provides a list of addresses that are public WiFi hotspots. - Special Populations Support: The district provides a number to the Special Needs Resource Library, which families can call to request reading material. Special education and English language learner specialists are working with general education teachers to understand how to support students receiving specialized services in a distance learning environment. All learning materials are in English and Spanish. 	Asynchronous but does mention blended learning	The district provides schools with online and blended learning material via Canvas and Apex that teachers can access to extend student learning.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Broward, FL	4/9/20	<p>Broward County Public Schools began formal distance learning on March 30; schools are physically closed through at least May 1.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Starting March 30, students attend school virtually for around three hours a day, with teachers using video conferencing, prerecorded videos, and assignments posted to the Canvas platform. Daily logins and completion of assignments appear to be required. A detailed FAQ provides guidance on grading and other plans. The district's existing "Learning Never Closes" portal provides additional access to a robust set of online textbooks and other curricular resources. Students will be able to request counselor and other supports from within Canvas. - Teacher Training: Teachers planned for distance learning in the weeks prior to March 30. The district website provides information about delaying the end of the academic term and reporting of grades. - Parent Training: The district provides two online modules - one for elementary and one for secondary - designed to help parents support their children. - Technology and WiFi Access: Laptops were distributed on March 20 and March 28. The district has provided information about free or reduced-price internet service and is negotiating rates with local providers. The district provides up to five copies of Microsoft Office suite per household. - Special Populations Support: Parents already had online access to IEPs. Students with disabilities will receive their supports, with modifications, during distance learning. The Canvas platform also informs classroom teachers of other academic program participation, including Gifted, Bilingual/ESOL, 504, and Response-to-Intervention. <p>Resources to explore: Detailed FAQ on changes to grading and academic terms.</p>	Both	Canvas

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Houston ISD, TX	4/9/20	<p>Houston ISD rolled out a new distance learning plan called HISD@H.O.M.E. (Home-based Ongoing Mobile Education). The plan includes curriculum by grade level and subject matter that is designed to maintain productive virtual instruction for students. It mixes downloadable lesson plans, instructional videos, and virtual office hours and check-ins with teachers.</p> <ul style="list-style-type: none"> - Distance Learning Plan: As of March 23 students are able to log in and interact with the digital resources. Student-led learning lesson plans are available to students and parents in core content (English language arts, math, science, social studies, as well as dual language) in addition to enrichment courses (fine arts, health, and PE). These lessons support the state-mandated TEKS (Texas Essential Knowledge and Skills). Curriculum-based lessons and activities started the week of March 30. Campuses can determine the number of paper-based curriculum resources schools need to provide to families. Additionally, Social and Emotional Learning is working to upload online lessons, activities, and videos that students and parents can engage in at home, while HISD Wraparound Services is also working on similar communications and virtual supports. - Technology and WiFi Access: The distance learning plan will be designed for use on computers, laptops, tablets, iPads or smartphones. All district high school students (grades 9-12) have district-issued laptops. Beginning the week of March 23, district teachers reached out to families to establish each student's digital curriculum access needs. - Parent Training: Webinars will be held to assist parents with accessing digital instructional materials. There are upcoming webinars on how to use reading apps. - Teacher Training: Instructional materials for teachers provide guidance on who to check in with and how, and orientation for teaching through Microsoft Teams. There are recommended practices and examples for virtual teaching and learning. Webinars took place the week of March 23 that shared how to use the online tools with kids. - Special Populations Support: A special education section has dedicated resources for supporting students with disabilities, particularly dyslexia. There are answers to FAQs about related services and other instructional needs that will be delivered virtually as needed. 	Asynchronous	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

<p>Hillsborough, FL</p>		<p>Hillsborough County Public Schools are closed from March 16 to May 1. March 23-27 was Set Up for Success week, where students, teachers, and parents could get comfortable with eLearning, finalize lesson plans, and get access to devices and computers. Starting March 30, teachers are using Edsby and Clever to resume normal instructional hours and graded assignments via distance learning.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Teachers will continue to develop all engaging assignments and lessons, as well as provide feedback and support to every student using the online learning tools Edsby and Clever. Teachers are directed to post assignments on Edsby, and post grade-appropriate instructions on Clever so students can get additional educational resources. These assignments are accessible to students online as of March 23. Each grade level has access to specific videos, assignments, and activities to continue the educational momentum for all learners. Classwork during Set Up for Success week will not be graded. Graded work and full eLearning will begin statewide on March 30. - Technology and WiFi Access: The district plans to send a survey to all families to determine need for a mobile device at home. 51,000 devices are usually used in school that may be used as loaner devices. District staff will coordinate transfers between schools where needed. Families of students in grades K-12 will be surveyed by ParentLink telephone call (in English and Spanish) to determine if they have a need for a mobile device at home to access eLearning. The district is purchasing new devices and finalizing the loan plan, at which point details will be sent to families by phone call, text message, and email, and posted on the district website. - Teacher Training: The district distributed step-by-step videos to help teachers become familiar with using and uploading assignments and instruction on Edsby. - Parent Training: The superintendent posted a dedicated parents' guide about expectations, processes, and recommendations for setting up and supporting their children's participation in eLearning. Teachers will set up specific hours when they will be available via Edsby to answer questions. The district has set up hotline phones for eLearning support, technology support, mental health support, and general questions. -Special Populations Support: The Florida Bureau of Exceptional Education and Student Services has given school districts flexibility in how services and supports may be provided. This may include delivering special education and related services through instructional telephone calls, homework packets, internet-based or virtual lessons and/or therapies and other available distance-based learning approaches—this also may identify which special education and related services, if any, could be provided at the child's home. The Bureau will work closely with school staff and families to provide services and supports to students with IEPs through distance learning but are not articulating any on their website right now. 	<p>Both</p>	<p>Edsby and Clever</p>
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Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Orange, FL	4/1/20	<p>Orange County Public Schools shared educational activities for independent learning, designed as optional enrichment opportunities during the additional weeks of spring break. Starting March 30, PreK-12 began teacher-facilitated distance learning. Teachers will communicate the specific platform and hours of instruction with families.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Digital resources are available through the online applications LaunchPad and Canvas, which includes recommended material for self-paced daily use by the student, organized by subject area. Elementary, ESE, and ELL students can acquire offline options through packet distribution as well. Teachers are facilitating distance learning and each class varies in specifics as to where lessons are housed, how to contact the teachers, and whether instruction is self-paced or live. Parents and students should plan for 30-45 minutes of instruction per content area or class. The assignments are graded. - Technology and WiFi Access: Students can request a hotspot if the internet connection is poor at home. Hotspots are distributed based on availability for middle and high school students only. These students should also have their devices at home with them. Teachers are responsible for contacting families and processing any requests for devices and/or offline packet distribution (including pre-stamped envelope to return the completed work to school). - Teacher Training: The instructional continuity plan delineates what teachers and students are expected to do by grade level during the weeks of closure to continue with a standards-aligned curriculum during distance learning. Teachers have the flexibility to add supplemental resources and teacher-created materials to all assignments. Teachers should communicate all assignments with due dates to parents and students. The document provided by the district includes guidance on systems for content delivery, attendance, monitoring work, marking grades, and options for communicating with families. They link to resources about instructional delivery as well as curricular items for teachers to draw on. - Parent Training: A parent site on LaunchPad helps caregivers learn more about the available digital resources and detailed instructions for how to use Canvas. The district hosted a virtual lunch and learn for parents on March 27 to support parents in engaging their child appropriately regarding the virus. - Special Populations Support: The district provided specific guidance on implementing IEPs in different circumstances, as well as resources for students based on various personalized needs. 	Both	LaunchPad and Canvas
Palm Beach, FL		No information available		

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Gwinnett County, GA	4/9/20	<p>Gwinnett County Public Schools is providing online instruction to students that is monitored and graded by their teachers. The district had online learning capabilities before COVID, and was able to switch quickly to their "Digital Learning Days" model. There is no mention of teacher training or providing devices on the district website, but these may have been provided in the past.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district uses an online platform for Digital Learning Days, which are considered online school days. Teachers post assignments daily, students are expected to turn them in, and teachers are available for support. Teachers may use video conferencing for lessons or other strategies for student interaction, such as discussion boards, but this is not required. They have used this program in the past for inclement weather. Starting the week of April 13, Fridays will be a catch-up day, where there will be no new assignments, and instead, students can review or participate in other enrichment activities. - Technology and WiFi Access: Chromebooks are provided for students whose absence from online learning indicates that they do not have a device. - Parent Support: The district has a PDF of tips for parents to support at-home learning success. 	Asynchronous	Digital Learning Days

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Wake County Schools, NC	4/9/20	<p>Wake County Public School System is closed through at least May 15. The district plans to begin formal remote learning on April 13.</p> <ul style="list-style-type: none"> - Distance Learning Plan: "Continuous learning" may include pre-recorded lessons, "real-time," or "live" sessions with teachers and students, and/or printed materials when appropriate. District and schools provide synchronous learning, but do not require participation due to device limitations. Most will use Canvas, Google Classroom, or Seesaw. Teachers are directed to contact students to set up 1:1 conferences via video or phone calls. The district is waiting for guidance from the state of North Carolina on grading; however, all high school seniors have been placed on pass/fail and will receive a "pass" based on grades in early March. - Technology and WiFi Access: Teachers were directed to call homes to inquire about internet access and will contact parents to distribute Chromebooks and 15,000 WiFi hotspots. - Teacher Training: The district is distributing laptops to teachers as needed and has started remote training for teachers and staff around the delivery of distance learning activities. - Special Populations Support: The remote learning site has specific resources for students with disabilities. Upcoming annual review or transition meetings may be conducted virtually. Teachers are supposed to reach out to families to discuss specific learning activities for students with IEPs, although they caution that these activities and related services will look a lot different than they did prior to school closure. 	Both	Most will use Canvas, Google Classroom, or Seesaw

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Montgomery County, MD	4/9/20	<p>Montgomery County Public Schools moved to remote learning on March 30. Phase 1, during the week of March 30, included teacher and family training, orientation, and a time for teachers to individually connect with their students. Phase 2 of remote learning began on April 7, which was an introduction to remote learning lessons.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district has a phased approach to remote learning. Phase 1 consisted of training, teacher check-ins, schedule creation, and catching up on past work. Phase 2, which began April 7, is a combination of live and recorded direct instruction, framing of activities, independent/self-paced work, live teacher support, checks for understanding and reteaching, and submission of graded assignments. For elementary students, remote learning is more packet-based with teacher check-ins. - Technology and WiFi Access: The district provides information on free internet access through Comcast and is distributing hotspots. Devices have been distributed to those who need them. - Parent Support: The district provides a webinar and instructional resources to help families access online resources. - Special Populations Support: The district's website resource pages include resources for English language learners. <p>Resources to explore: Website has good use of visuals to explain remote learning.</p>	Both	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Dallas ISD, TX	4/9/20	<p>Dallas Independent School District is closed indefinitely. Distance learning is in place as described on the district's "At Home Learning Plans" microsite, which appears more substantial for middle and high school students.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Elementary school students are directed to access programming on public television, existing digital platforms through Clever, or self-directed activities from a list of resources curated by grade level. Classroom teachers also sent home a hard-copy home learning plan with recommended activities for reading, math, science, and social studies. Middle and high school students access required assignments from teachers through Google Classroom or Powerschool platforms. These teachers may start using Zoom for some lessons or activities. Additional resources are listed on the microsite, including virtual field trips. The district reports teachers have used phone calls, email, Microsoft Teams, and Zoom to reach more than 98% of enrolled students. - Technology and WiFi Access: Devices provided upon request for middle and high school students. The district may begin providing hotspots. - Teacher and Parent Training: Help desks are available for technology and learning issues for teachers, students, and parents. - Special Populations Support: The At Home Learning Plans website includes resources. Additionally, the district provides special education services by video conferencing and internet-based lessons based on the information in the student's current IEP/504 plan. The district will provide paper packets available for pickup. 	Both	Clever, Google Classroom, Powerschool, Zoom, Microsoft Teams

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Charlotte-Mecklenburg, NC	4/9/20	<p>Charlotte-Mecklenburg Schools is closed for two teacher work days and spring break until remote learning resumes on April 20. The district updated its supplementary resources portal and is beginning virtual learning for students in grades 4 and up.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Due to challenges with devices and internet access, the district is implementing a physical resources learning plan for students in grades K-3 with downloadable content and activities for core subjects. Students in grades 4-12 have weekly schedules of assignments and instruction posted by teachers in Canvas. Students are encouraged to participate in synchronous and asynchronous learning opportunities but flexibility is granted and grades will "do no harm." Feedback is provided. - Technology and WiFi Access: The district is rolling out a Chromebook take-home process in which students in grades 4-12 have log-in instructions for connecting to WiFi with their in-school devices and school resources at home. Spectrum Media and Sprint Mobile are providing 60 days of free internet. Ensuring students had internet connectivity to access online learning opportunities was identified as an immediate need; the CMS Foundation received a \$1 million donation for 6,000 mobile hotspots and six months of free internet. - Parent Training: Videos and documents uploaded by the chief school performance officer encouraged parents to maintain routines, limit children's news exposure, and update contact information to receive the latest communications about supplemental learning opportunities. A video is available that orients parents and students to remote learning, including suggestions for participation norms to promote engagement. 	Both	Canvas
Loudoun County, VA		<p>Continuity of Learning Plan: Teachers received PD on March 18 on developing and delivering lessons in different platforms; teachers launched follow-up lessons and supports for students to address previous content on March 30th; teachers will begin delivering new content on April 15 after two days of additional PD; the SPED and EL Offices have been involved in the planning and delivery of lessons. Chromebooks are being provided to grades 3-12 with packets being provided for K-2. https://www.lcps.org/ContinuityOfEducation</p> <p>We will contact all sponsors of program evaluations via Google Meet in April to discuss changes to data collection methods (e.g., virtual focus groups with principals and teachers, incompleteness of student outcome data). Also considering a one-time survey focused on social-emotional adjustments that stakeholders are making right now. Currently working on a guide for cross-functional teams involved in managing complex initiatives. We have reached out to different stakeholders (MTSS, Equity, etc.) to discuss changes to data applications for 2020-21.</p>	Both	Google Classroom and Edmentum

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Prince William, VA			Asynchronous only	
Alexandria, VA			Asynchronous only	
District of Columbia		DCPS prepared printed packets of learning materials for every grade level from Pre-K through 8th grade and each graduation requirement course for 9-12th grade. These activities will continue classroom learning at home and engage students during a period of school closure. These instructional materials were designed to meet the needs of all students including English Learners and students with special needs. DCPS families can pick up hard copies of distance learning printed materials at their school on designated days when notified by DCPS via social media and email. Instructional materials are also available at bit.ly/DCPS ICP .	Asynchronous only	
Virginia Beach, VA		Working on Continuity of Learning model through April, with new learning launching after that. 1:1 division with Schoology as a learning management system. Department of Technology working to fulfill requests from families for free wireless hot spots. Research and evaluation staff reviewing resources available to inform the division's response and plan.	Both	Schoology

Comparison School Divisions' Distance Learning Approach and Associated Technology

<p>Manassas, VA</p>		<p>Phase 1: Instructional Review In the first phase of the school closure, MCPS provided families with paper instructional activities and online activities designed to review key learning concepts. During this time, teachers may have been reaching out to their students, connecting with them and providing digital activities.</p> <p>Phase 2: Device Distribution Our second phase of distance learning will begin next week (April 6-10) with device distribution for all families who indicated they needed one through our survey. School principals are in the process of communicating to their families how and when they can pick up devices. If you have questions about device distribution, please reach out to your school principal. While we are able to provide devices, families will need to arrange for internet service. Many service providers are providing free or reduced service packages through this pandemic.</p> <p>Phase 3: Distance Learning While the teachers have already been providing learning opportunities, beginning the week of April 20, all PreK-12 students will begin a more formal distance learning model using our digital resources familiar to students at each grade level. These digital opportunities are available to all students. MCPS recognizes that not all families have digital access so we will also be mailing instructional packets to all students in PreK-8th grade</p> <p>Grades 5-12 will use Schoology as their primary communication tool for instruction. Students can expect:</p> <ul style="list-style-type: none"> • One (1) 30-minute video lesson per week per class • One (1) 30-minute formative assignment per week per class • Teachers will offer one (1) live touch base opportunity time (30 minutes) per week per class • Students can also email teachers or leave messages on class phones for support, questions, and help. <p>Grades 1-4 will use the school website- grade level pages- as their primary communication tool for instruction. Families can expect:</p> <ul style="list-style-type: none"> • Teachers will assign two specific lessons in i-Ready each week (one reading and one math) for each student • One (1) enrichment lesson or activity in Science and Social Studies per week 	<p>Both</p>	<p>Schoology</p>
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Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Manassas, VA, continued		<ul style="list-style-type: none"> • Teachers will check in with each student on their roster once a week through email, phone call, and class "Zoom" sessions. If your child is an English learner, you will also have the ESOL teacher check in with your student. <p>Pre-K and Kindergarten will focus on supporting literacy and math skills using the school website- grade level pages. Families can expect:</p> <ul style="list-style-type: none"> • One (1) enrichment lesson or activity in literacy and math per week • Use of Footsteps2Brilliance • Teachers will check in with each student on their roster once a week through email, phone call, class "Zoom" sessions, etc. <p>Special Programs will focus on supporting instruction at all levels by collaborating with general educators to ensure accommodations, modifications, and accessibility are integrated into lessons. Families can expect:</p> <ul style="list-style-type: none"> • Teachers will check in with each student weekly on their roster through email, phone call, class "Zoom" sessions and/or offer one (1) live touch base opportunity as described per grade level above. • For students participating in special class settings, specific video lessons and activities will be posted as described per grade level above. 		
Henrico, VA		<p>After spring break all K-5 students will be provided with optional opportunities for review and enrichment through a Virtual Learning page. 6th - 12th grade will be provided with continued optional opportunities for review and enrichment through Schoology. All middle and high school students have laptops, working on getting chrome books to elementary school students that need a laptop.</p>	Both	Schoology

From: [Jewell, Tracey D.](#)
To: [Scott Persky](#); [Cc: Michelle Simon](#)
Cc: [Cole, Kevin](#); [Calderon, Allison H.](#); [Kretzer, Sandy](#); [Luftglass, Maribeth](#); [Downey, Paul J.](#); [Kelley, Derek](#); [Klimenko, Noel C.](#)
Subject: Collaborate options
Date: Wednesday, April 15, 2020 4:33:01 PM

Hi Scott... Kevin shared your message with me, and we are looking for out-of-the-box solutions. So, can we do one of the following to allow us to continue to use Collaborate outside of the Learn platform:

1. Either have Blackboard pull, from the backend, our structure of courses and kids enrolled in those courses and create the secure customized links for each of those courses (perhaps this could be done via spreadsheet upload of kids/emails),
2. Or, give all teachers (12,000) a Scheduler license to create the specific links for students for their own courses,
3. Or create another option that assists with the manual task of creating secure links for all students in all courses without using the Learn platform.

Can we schedule a call in the next hour or so to talk through some options for moving forward? Appreciate your help and assume you will include others at Bb as needed.

Tracey Jewell

Director, IT Support Services

From: [Kretzer, Sandy](#)
To: [Luftglass, Maribeth](#); [Jewell, Tracey D.](#)
Cc: [VanDenburg, Tom](#)
Subject: RE: alternative solution
Date: Wednesday, April 15, 2020 4:04:31 PM

[See you there](#)

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 4:03 PM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: RE: alternative solution

Just got off with Dr. Brabrand. Can we go into SMT Collaborate session?

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 2:55 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: alternative solution

Hi Maribeth... Sandy proposed, and Tom and I support, an idea for an alternative. We've asked Blackboard to provide us with a plan for how we could continue to use Collaborate in a secure way while this upgrade is being performed. If they can, on their end, assign secure links for sessions for all teachers, we may have a hybrid approach – Collaborate for anything synchronous, Google for anything asynchronous. Very leery of using Meet due to Google already expressing a desire for a heads-up.

Tracey Jewell

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Luftglass, Maribeth](#)
To: [Jewell, Tracey D.](#)
Cc: [Kretzer, Sandy](#); [VanDenburg, Tom](#)
Subject: RE: alternative solution
Date: Wednesday, April 15, 2020 4:03:00 PM

Just got off with Dr. Brabrand. Can we go into SMT Collaborate session?

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 2:55 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: alternative solution

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Tracey Jewell

Director, IT Support Services
703.503.7737
[@FCPS_IT](#)

From: [The Foundation for FCPS](#)
To: [Luftglass, Maribeth](#)
Subject: "Access for All" Fund at the Foundation for FCPS
Date: Wednesday, April 15, 2020 4:01:30 PM

Having trouble viewing this email? [View it as a Web page.](#)

Foundation for FCPS



Student chalk drawing school logo

Distance Learning Begins for FCPS Students

Yesterday was a big day at FCPS - the day that 190,000 students began "distance learning." Who could have imagined this circumstance when the school year began?

It's uncharted territory, but your contributions have made it smoother for some of our neediest students. With your help, the Foundation's "Access for All" fund has raised over \$125,000 since March 13. The money has been used to :

- * assist FCPS in delivering 30,000 school supply kits directly to students in Title I schools.
- * purchase mobile wifi connections so students can learn at home.
- * provide grocery gift cards for homeless or unaccompanied youth in FCPS.
- * provide free adult meals to over 1,000 people this week at the FCPS Grab & Go sites.
- * assist local food banks with funds to purchase food to be distributed to FCPS families.

Your response to "Access for All" has been heart-warming and gratifying. Thank you. The need is on-going and your continued support is much appreciated.

Funds raised at the Foundation will help to provide ACCESS for the nearly 60,000 students who live in poverty. These students need access to technology, school supplies, and connectivity, as well as nutrition.

Thank you.

Donate Today!

FCPS and Food and Nutrition Services are providing "Grab and Go" meals at many sites and through bus route distribution. A listing of all food resources, including non-profit organizations that provide food assistance, in every area of the county are listed on the [FCPS website](#).

Our mission: The Foundation for FCPS energizes the power of the community to invest in educational excellence and prepare students for the future.

Our vision: Every FCPS student has a path to success.

Visit [our website](#) for more information.

principal on parade



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This email was sent to meluftglass@fcps.edu using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools - 8115 Gatehouse Road - Falls Church, VA 22042



From: [Sizemore Heizer, Rachna \(School Board Member\)](#)
To: [Brabrand, Scott S](#); [Luftglass, Maribeth](#); [Presidio, Sloan](#); [Johnson, Teresa L](#); [Torre, John](#); [Bloom, Mike](#); [Strong, Jane](#); [Ivey, Frances W](#); [Zuluaga, Fabio](#); [Tyson, Douglas](#); [King, Nardos E](#); [Burden, Leigh L](#); [Duran, Francisco](#); [Pearson, Jay W](#); [Baenig, Rebecca G](#)
Subject: Blackboard, Suggestions, special ed and more
Date: Wednesday, April 15, 2020 3:15:22 PM

Hello all (SB bcc'ed here)

I hope you all are well. I have several concerns and thoughts I am sharing here – my own and things I am hearing from the community. I apologize for the length of this email but I am trying to summarize much of what parents and the community have been sharing with me.

I want to start by saying I know you all have been working incredibly hard in an unprecedented situation. I appreciate all your hard work and dedication and what you have been able to do in this short amount of time. I am not sending this to make things more difficult for you but rather to share my and our community's concerns and thoughts, especially as we move forward to improve on our distance learning and make plans for the future.

I will start by saying I received so many positive messages yesterday from parents at how happy their students were to see their teachers and classmates and how well they felt the teachers led the classes. Kudos to you all on the training and support that went into that.

I would like to follow on Karl's email saying that I would also appreciate a chance to have a robust meaningful discussion tomorrow regarding the Blackboard security issues/breaches yesterday as well as the continued connectivity issues. I am in particular concerned about knowing what security measures we put in place and what training we are giving to our teachers and staff. I don't understand why we didn't have more security measures to begin with given what we saw happen with Zoom. Frankly, I assumed our versions of Blackboard/Blackboard Collaborate had these measures in place after I was explicitly asked NOT to use Zoom for my office hours and townhalls because it was not secure. I was explicitly told at the time Blackboard Collaborate was more secure. So why was it not?

I know I can explain to the community the reasons we took four weeks to launch distance learning and I can talk about the equity lens with which we designed our programming but I do not know how to justify these security breaches, especially after spending four weeks to get this up and running. I don't know how to justify the connectivity issues without more information regarding the problem and what we are doing to resolve it. I'd appreciate more detailed information than the generic talking points we have been getting. I would also like to respectfully ask for a statement from Blackboard regarding that they are doing on their end.

Next Step – I would like more detailed talking points to share about what we have been doing for the last four weeks to prepare, what when wrong, what we are doing to fix it, what is an issue on BB's end versus ours

Next Step – I would like concise, clear, and consistent communication across our school system and from our school leaders/teachers. Some principals and teachers have been great and others almost non-existent. The communication should show an understanding of the critical

importance of connections and engagement, reassurance that concerns are heard, concise instructions, good explanations of issues, and clear sources of support/help.

Next Step – I would like some information on what other comparable systems are doing on terms of distance learning – systems of the same size, high achieving systems, and systems with similar demographics.

-

Below are many of the other concerns I have myself and been hearing from the community:

Question - How will 7th grade Algebra I math be determined since it is usually a combination of Iowa test scores and SOL test scores?

School Board Meetings Public Testimony

- People have been asking for a way to give public testimony for SB meetings – either via phone or recorded video.

Engagement/Creating Connections/Mental Health

- I would like to ask until we resolve our Blackboard issues that we develop a back up way to allow our teachers to connect with their students, even if it is just to check in. Perhaps via Zoom or Google Hangouts or just be asking them to pick up the phone. I've been hearing from many parents at how much their students needed the connection yesterday, how happy it made them feel, how positively it impacted their mindset and behavior. And I've gotten messages from parents pleading for us to set this up for their kids who missed out on the chance to see their classmates and teachers today. This is what I have been trying to say for the last four weeks. This connection is the MOST important thing right now for our students and respectfully I think we have room for improvement here. While we are working on getting BB up and running, can we find ***some*** way for students to at least connect with their classmates and teachers? Can we have teachers, IAs, staff, principals, PSLs make phone calls? Google Hangouts? It has been FOUR weeks. These students are lonely and scared and desperately missing their friends and teachers. I cannot underestimate the trauma this is causing our students, especially our most vulnerable. We are paying our staff – lets prioritize this connection. And we need to prioritize this even after BB is up.
- Emphasize with teachers the importance of checking in with students during live classes. A parent emailed me to say her daughter's HS history teacher made a point of talking to each student briefly to check in. She said it went a LONG in making the students feel welcome, seen, and in creating that caring culture. We need systematically to encourage more of that
- **Next Step: Proactive communication from all teachers:** We need to be proactively reaching out and we needed to be doing this weeks ago. I discussed this with Dr. Ivey last week. While I know many of our teachers have been going above and beyond to connect during this time, I am disappointed that many have had little to no communication. I know some teachers have gone above and beyond but there also have been many who have barely reached out.

Teachers are sharing with me they have been discouraged to reach out, which is unacceptable in my opinion. Watching students online yesterday and hearing from parents, it is CLEAR our students are desperate for the connection. We at FCPS should be requiring it. After all, we are paying staff and teachers – we need to be expecting them to connect and engage. I've sent articles about the trauma and the importance of maintaining this connection. We need to be asking our paid staff to be doing this. Making a few phone calls a day does not take that long, especially considering we are only asking our elementary school teachers to teach live one hour a day for four days a week. Our parents and families are all trying to balance having children at home and working.

Special Education

- **Radio Silence:** I have been hearing from many families (and it has been my own experience) that there has also been radio silence from many case managers, PSLs and special education staff just as parents are struggling to maintain some normalcy with our special education students, many of whom have difficulties with routine changes. I am also hearing from special education staff that they have been instructed not to reach out to families or strongly discouraged from reaching out while “scripts” are being developed. If this is true, I have a lot of issues with this. Those are some of our most vulnerable families and students. Even if we don't have all the answers, we should still be encouraging our staff to reach out, check in, provide support, and let parents know answers will be coming. As a parent I have also experienced this radio silence after the first week, which is VERY unusual for my son's team because his case manager is phenomenal. This tells me that it is coming from above them. In a time of crisis, we should be overcommunicating and not underestimating the importance of maintaining that connection and providing support to families, especially those dealing with more impacted students.
- **Partnering with Parents** – while we develop these plans, we need to be proactively partnering with parents on how they can support their children now.
- **Parents are incredibly frustrated at the lack of information, especially since distance learning has started.** They feel the burden is on them almost entirely and their students, many of whom were already behind, are being left even further behind. I'm getting asked why distance learning has started before they've gotten communication from case managers and sped teachers regarding IEPs/504s. I do realize the enormity of implementing those plans in an online setting and the need for guidance from VDOE and DOE but I think it would have been helpful to give intermediate information to parents and maintain connections
- **Long Term Remediation:** It would also be helpful to let families know we understand that there will be need for remediation when schools open and we are making plans for that. Once schools open, I would encourage IEPs to proactively offer a variety of options to families of special education students and other vulnerable populations for remediation
- **IEP and Other Meetings:** Parents also want to know how IEP meetings, eligibility etc will be conducted. They are also asking for timeframes and to start setting these meetings up
- **NEXT STEP - Timeline for development and implementation of Temporary Learning Plans.** Since distance learning has already started but some families still haven't had contact with their case manager, I would like to know what are the expectations regarding the timeline and time frame for the development and implementation of these temporary learning plans? How

will they be monitored?

- **NEXT STEP** – immediate outreach and information about these plans to all families

I try to be very understanding but I will tell you I have been disappointed in the lack of communication from sped teachers, sped admins, case managers, and more during these last few weeks. We have IAS, PSLs, ABA Coaches, BITs, teachers and other staff members who could have been and should be making contact, providing whatever information we had at that moment, letting families know more information is coming, and maintaining connections.

Related Services

- I have been hearing from many parents (and experiencing myself) that OT/PT/SLP services cannot continue in an online platform. I have discussed this matter with legal counsel and have read the information regarding the temporary distance learning plans. First, we need to be communicating these issues and plans MUCH better to parents – frankly sooner and definitely now. As a parent I can tell you there has been radio silence here also. I believe there are work arounds to this which may require parent permission but I urge you all to be creative in getting our children the services they need. This is not a time to be overly cautious when our children need support. If we can provide small group special education classes in an online setting surely we can find some way to provide related services also.
- If not online, what about phone calls to provide related services sessions rather than telling parents how to assist their students on receiving these services? Let's get creative here
- **ATS** – I have parents of vision impaired students tell me they do not have the tools or support or information on how to make the classroom accessible
- I have related service providers tell me of increased paperwork demands while being discouraged from reaching out to families. Is this true?

Instruction Improvements suggestions

- **Course outlines** for what is expected to be learning/modified guides like simplified pacing guides. Many parents are asking for this so they can help guide their student as well as supplement the packets and materials
- **Differentiated instruction for grades 3-6 and AAP.** As we continue to improve our online learning many parents are asking for more live teaching time for 3-6 versus K-2. They are also asking for differentiation for AAP Level 3 and 4 students. This could mean two hours a day instead of one, more robust packets, etc. I have received MANY requests for this
- **Online platforms for music and arts classes** – especially if there are chances we will have to do some distance learning in the fall.
- **Synchronous vs asynchronous teaching time and messaging:** While I appreciate the flexibility we have built into our schedule and agree for the many reasons we have built our schedule this way, parents are feeling like too much of the burden is on them to ensure learning continues and communication happens. And telling parents we are trying to be mindful of the fact that teachers have children at home while trying to work which is one of the reasons we have more asynchronous learning than synchronous learning hours. However I caution that this messaging is not resonating well with many of our families who are ***also***

working at home while trying to help their children. I know our teachers are working very hard to adapt to distance learning and want to be there for the kids. But they are getting inconsistent messaging as to how much they are allowed to do and parents are getting very frustrated and feeling they are expected to “pick up the slack.” I am worried about that this will exacerbate the already existing gaps.

Reading Programs

- Literacy teachers are telling me they are forbidden from using any programs except Lexia because of copyright issues. But they are also telling me other programs that they have been using are providing free online resources and links so they (and I) don't understand the copyright issues. They are also concerned about trying to teach their students how to use a brand new program they are not familiar with, rather than use the one the students already know how to use and which may be more appropriate for their students. They are very frustrated at the lack of flexibility in providing programs their students are familiar with and/or may be best suited

Teacher office hours

- Some students and families are reporting teachers are telling them they will only be available via chat or email during their live office hours. I thought teachers were supposed to be available “live” in the classroom during office hours?
- I'd like to suggest more system wide structure to these office hours, especially given the limited live classroom time. This will help ensure a consistent and robust distance learning experience

Inconsistency regarding specials and electives

- Parents are frustrated that some schools are offering these classes and some are not.
- Teachers are frustrated as they feel some teachers (core classes) are being required to do more work than elective and specials teachers
- Students could use those connections and activities during this time – we need to make better consistent use of our teachers and this class time

Ideas to help streamline and improve information to be sent to parents

- Consistent communication from teachers and principals on what is happening and checking in
- Easy to read (bullet points) to log on to Blackboard and Google Classroom, and links to IT support. Please see the attached example from Lake Braddock I just received. Was this done based on guidance from the county? If not, I'd like to see this done consistently for the county, as well as easy ways to access tech support.

Equity/Vulnerable populations – extra communication

- **Emails/Calls to students and families**– I think it would be helpful to systematically encourage

our special education teachers to send additional emails to parents and students following up class to make sure instructions were understood and links clear etc. These students need more support and direct guidance in an online environment, especially those with executive functioning issues etc. This also applies to other students who may have access or other issues that make it harder for them to transition to distance learning. I encourage us to encourage staff to also make phone calls to students and families who may need more support in understanding

Utilizing all staff

- We have parent liaisons, SOSAs, Dropout prevention specialists, PSLs, BITs, ABA coaches, equity team members, IAs, assessment specialists, temp hourly workers, specialists and resources teachers and more who are being paid. How are we using them to support distance learning? I would like more information

Thank you for all your hard work and what you are doing. Stay safe and see many of you tomorrow!

Thank you
Rachna

Rachna Sizemore Heizer, J.D.
At Large Representative
Fairfax County School Board

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From: [Karl Frisch - FCPS School Board Member, Providence District](#)
To: [Luftglass, Maribeth](#)
Subject: Distance Learning: What's Working and What Isn't?
Date: Wednesday, April 15, 2020 3:11:11 PM

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[SB - School Board Providence District banner](#)



Distance Learning: What's Working and What Isn't?

Dear Providence District Families,

Yesterday was the first day of teacher-led distance learning. How did it go? Judging from what I have heard from friends and other parents by email and social media, it was a mixed bag of successes and disappointments – many happy to see their children engaging with teachers and classmates. In contrast, others expressed frustration and anger stemming from (ONGOING) technical difficulties and security issues with Blackboard.

To be honest, I share some of these frustrations. FCPS had four weeks to make sure the technology aspect of distance learning would work properly –

that Blackboard would be stable and not encounter the same security issues that have plagued similar platforms like Zoom.

We need to get to the bottom of why this happened and what role FCPS as a school system and Blackboard as a company may have played in this failure. That is why I asked our School Board chair to include a discussion of these issues on our agenda for this Thursday's virtual School Board meeting, and I was grateful to learn that steps were already underway to do exactly that.

Our teachers are doing fantastic work despite these challenging circumstances. We owe it to them to make distance learning work so they can do their jobs without needless distractions.

The only way to truly improve this process is for parents to make sure their School Board members and the Superintendent are hearing from them directly. Because of the nature of social distancing, it is more important than ever that we have an open dialogue. I encourage you to connect with me on social media and [contact me directly by email](#) with your thoughts, frustrations, and praise. I hope you will also reach out to the Superintendent and your other School Board members:

- [Follow My Official Twitter](#)
- [Follow My Official Facebook](#)
- [Contact Me Directly](#)
- [Contact Superintendent Brabrand](#)
- Contact At-Large School Board Members [Karen Keys-Gamarra](#), [Abrar Omeish](#), and [Rachna Sizemore Heizer](#) (I represent the local community while they represent the entire county.)

We all expected that there would be bumps along this road of distance learning. We are in largely uncharted territory, and school systems around the country are struggling to adapt. That said, we need to be honest with each other and practice compassion, kindness, and tough love to get through this and improve things every day for everyone.

Below I have included information about upcoming town halls, office hours, and school board meetings (all virtual). I encourage you to participate if your schedule permits, and please share this email with friends and neighbors who may find it informative.

Karlsign

Karl Frisch
Providence District Representative
Fairfax County School Board

Town Hall Meetings (Virtual)

BudgetTH



- THURSDAY, APRIL 16 at 7:00 PM - PROVIDENCE COMMUNITY

BUDGET TOWN HALL: Join Providence District Supervisor Dalia Palchik and School Board Member Karl Frisch for the Providence Community Budget Town Hall this Thursday, April 16 at 7:00 p.m. ET. This virtual event will be televised live on Channel 16 (Cox Channel 1016, Verizon/Comcast Channel 16) and [streamed online](#) and [on Facebook](#).

- **SATURDAY, APRIL 18 at 2:00PM - SCHOOL BOARD ISSUES TOWN HALL:** Join Providence District School Board Member Karl Frisch for a virtual town hall covering issues ranging from the FCPS budget to distance learning and more. [Click here to RSVP and receive information about calling in or joining the discussion by video conference.](#)

One-on-One Office Hours (Virtual)

- **APRIL OFFICE HOURS:** Throughout April I have put aside more than 20 hours for one-on-one meetings with constituents by phone and video conference. [Click here to schedule your meeting with me today](#)

School Board Meetings (Virtual)

- **THURSDAY, APRIL 16 at 10:00 AM:** The School Board will hold a virtual public meeting with Board members participating remotely by video conference. Members of the public are welcome to attend virtually by [watching online](#) or on [channel 21](#).

The views contained within this newsletter reflect the views of the individual school board member who is the publisher of this newsletter and may not reflect the views of the Fairfax County School Board.

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E-mail: [Karl Frisch](mailto:Karl.Frisch) | Phone: 571-423-1084

Cheryl Austin, Executive Admin Assistant, 571-423-1069, caustin@fcps.edu

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From: [Pratt, Michelle](#)
To: [Welsh, Jean](#)
Cc: [Jewell, Tracey D.](#); [Luftglass, Maribeth](#)
Subject: RE: Blackboard Learn Contract Documents
Date: Wednesday, April 15, 2020 3:10:42 PM

Thank you!!! I am glad you hoard documents!

From: Welsh, Jean <jrwelsh@fcps.edu>
Sent: Wednesday, April 15, 2020 3:09 PM
To: Pratt, Michelle <mrpratt@fcps.edu>
Cc: Jewell, Tracey D. <TDJewell@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: Blackboard Learn Contract Documents

Michelle,

Here you go. Good thing I am a hoarder of documents .

Jean Welsh
Fairfax County Public Schools
Project Manager, Contract /E-rate
IT Program Mgmt and Planning
Office 703-503-7645
Mobile 571-345-8864

From: Pratt, Michelle <mrpratt@fcps.edu>
Sent: Wednesday, April 15, 2020 2:39 PM
To: Welsh, Jean <jrwelsh@fcps.edu>
Cc: Jewell, Tracey D. <TDJewell@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Blackboard Learn Contract Documents

Hi Jean,

I just got off a call with Grady. In the absence of access to the hard copy files, I'm wondering if you have electronic copies of the Blackboard Learn Technical and Cost Proposals? Thanks in advance.

Michelle Pratt
Director
Fairfax County Public Schools
Office of Procurement Services
571-423-3553



From: [Madeja, Beverly](#)
To: [Leadership Team](#)
Cc: [Leadership Team Executive Administrative Assistants](#)
Subject: Joining tomorrow's School Board Meeting
Date: Wednesday, April 15, 2020 3:00:31 PM

The Board's virtual meeting is on Thursday at 10 a.m. As part of the new enhanced security efforts, we will no longer use guest links to invite members and staff to join the meetings. Starting today, you will each receive an email from Blackboard Collaborate (notification-service@bbcollab.com) with your unique link to join the meeting.

Here are some points to remember:

- Use Chrome browser
- Do not share your link. Blackboard allows only one user per link.
- Keep the email you receive from Blackboard Collaborate. The system will not re-issue another link for the same email address.

Beverly Madeja
Deputy Clerk of the Board
Fairfax County School Board
Office: 571-423-1061
Cell: 571-296-2576

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#)
Cc: [Kretzer, Sandy](#); [VanDenburg, Tom](#)
Subject: alternative solution
Date: Wednesday, April 15, 2020 2:54:43 PM

Hi Maribeth... Sandy proposed, and Tom and I support, an idea for an alternative. We've asked Blackboard to provide us with a plan for how we could continue to use Collaborate in a secure way while this upgrade is being performed. If they can, on their end, assign secure links for sessions for all teachers, we may have a hybrid approach – Collaborate for anything synchronous, Google for anything asynchronous. Very leery of using Meet due to Google already expressing a desire for a heads-up.

Tracey Jewell

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Roy, Michael](#)
To: [Luftglass, Maribeth](#)
Subject: [External] Teaching from home with Commscope
Date: Wednesday, April 15, 2020 2:37:29 PM
Attachments: [image-fae8a794-0903-474c-b7f1-f803a22db9cd.png](#)

Maribeth,

With our current Distant Learning situation, kids are now forced to stay indoors and keep safe with their families while we all shelter in place to fight away this stubborn virus. With the announcement of Northeast schools not reopening this term, our kids will have to learn at a very young age new ways of interacting with their friends and teachers and having to attend school in a more distant manner.

While our schools and teachers start to use and develop distance learning procedures within their day-to-day classroom curriculum, they might face some challenges in doing so.

Our teachers and schools have lots of needs with education and require access to lots of things they are connected to while at school. Commscope-Ruckus Networking gear can help enable our teachers conduct and access their school networks in a safe and secure manner right from their homes.

Attached is our proposal for helping provide WIFI to your Faculty, Staff and Students. For more information please reach out to us.

Michael Roy

Inside Sales Representative | Ruckus Networks

Northeast (MD, DC, VA)

Office: 303.264.0948



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Customer Support Website: <https://support.ruckuswireless.com/contact-us>

NOTE : Beginning July 1, 2019, Ruckus will no longer provide support to non-contracted customers. Support will need to be current or purchased on a "Time and Material" basis.

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From: [Brabrand, Scott S](#)
To: [Cohen, Laura Jane H \(School Board Member\)](#); [Corbett Sanders, Karen \(School Board Member\)](#); [Luftglass, Maribeth](#)
Cc: [Muhlberg, Ilene](#)
Subject: Re: inclusion of all of our students in synchronous learning
Date: Wednesday, April 15, 2020 2:30:45 PM

Laura Jane,

I understand how you and many others feel. Part of what we shared was our size and our technology infrastructure as challenges.

We will resolve this challenge while being accountable to you and your board colleagues.

Scott

Sent from my iPhone

From: Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>
Sent: Wednesday, April 15, 2020 1:44:18 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>
Subject: Re: inclusion of all of our students in synchronous learning

It's difficult for me to put into an email what it's like to get a note from your child's counselor suggesting they not participate in their live classes tomorrow because of an IT issue that would reveal information about them that they may not want revealed. Information that could be irreversibly damaging.

We were told repeatedly that we had this figured out. We were given talking points to put out to our constituents affirming that our approach was superior to that of our neighboring districts. And yet, here we are. Day two, telling many of our students that what's available for everyone else won't work for them because we couldn't get the technology right.

Can you imagine what that must feel like?

I'd say this is beyond disappointing, but that doesn't really do justice to how I'm feeling right now as I (and hundreds of other parents in this district) go offer a Sophie's choice to my kid.

As a Board member and a parent, I'm feeling pretty far removed from that caring culture we continue to preach about here in FCPS.

This unacceptable.

Laura Jane

Laura Jane Cohen
FCPS School Board Member
Springfield District

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From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Wednesday, April 15, 2020 1:10:03 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>
Subject: FW: inclusion of all of our students in synchronous learning

[Resending with correct address for Laura Jane, unfortunately an incorrect address came up](#)

From: Corbett Sanders, Karen (School Board Member)
Sent: Wednesday, April 15, 2020 1:08 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Laura Jane Cohen (lj4fcps@gmail.com) <lj4fcps@gmail.com>
Subject: inclusion of all of our students in synchronous learning

Scott and Maribeth,

I have had just learned something that is stunning to me. I understand that the SIS lists which are being generated for the synchronous learning sessions for blackboard are associated with the given/dead name in the SIS rather than the nick name which is included in the lists that we use for substitutes. The Trans/non-binary kids are being told to not participate in synchronous learning until we figure out how to address their concerns. Frankly, there are students that may not be trans/non-binary kids but choose to use a different name than that is on their birth certificate. Can someone please explain why we have not thought this through before we went live with synchronous learning after a month of being out of school? Additional why are we not using the substitute lists which allow for our students to be called by the names they choose? It seems that our trans kids are bearing the brunt of the situation caused by the students who were being hateful in our classes yesterday.

Karen

Karen Corbett Sanders

Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: [Luftglass, Maribeth](#)
To: [Jewell, Tracey D.](#); [DIT SMT](#)
Subject: RE: Superintendent Update
Date: Wednesday, April 15, 2020 2:29:49 PM

I don't think we can continue as is, so I think they should move forward for now with setting up the Clone environment and testing.

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 2:24 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Subject: RE: Superintendent Update

Doing the Blackboard update will require us to cancel distance learning for a minimum of tomorrow and possibly Friday. Not that there's a better alternative, but are we willing to give that green light or do you want to discuss with leadership?

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 2:21 PM
To: DIT SMT <DIT_SMT@fcps.edu>
Subject: FW: Superintendent Update

From: Skahen, Tracey
Sent: Wednesday, April 15, 2020 2:08 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TJewell@fcps.edu>
Subject: FW: Superintendent Update

See below from Megan although I think you are already working on this.

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

From: [Luftglass, Maribeth](#)
To: [DIT SMT](#); [Siegl, Jim F.](#)
Subject: FW: Superintendent Update
Date: Wednesday, April 15, 2020 2:29:00 PM

From: Kneale, Marcy G
Sent: Wednesday, April 15, 2020 2:24 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: FW: Superintendent Update

FYI

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

Megan O. McLaughlin
School Board Member
Braddock District

Office: 571-423-1088

Cristy Coffey
Executive Administrative Assistant
Fairfax County School Board Office
Phone: 571-423-1064

FOIA DISCLAIMER

From: [Brabrand, Scott S](#)
To: [Luftglass, Maribeth](#); [Smith, Marty K.](#)
Subject: Re: 2:30pm briefing
Date: Wednesday, April 15, 2020 2:26:39 PM

I would like to provide definite answers to both of these questions tomorrow

Board members asking as well

Thanks

Sent from my iPhone

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 1:38 PM
To: Smith, Marty K.; Brabrand, Scott S
Subject: RE: 2:30pm briefing

As far as I know, we are the largest K12 Blackboard site.

From: Smith, Marty K.
Sent: Wednesday, April 15, 2020 1:23 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: 2:30pm briefing

Maribeth can answer the client size question. Earlier I asked ORSI to pull some information together on what other large jurisdictions are doing.

Sent from my iPhone

On Apr 15, 2020, at 1:04 PM, Brabrand, Scott S <ssbrabrand@fcps.edu> wrote:

Questions for 2:30

Are we bb largest client? If not what number?

What platforms are the school districts that are 1-10 percent using?

NYC, Miami Dade, LA, Chicago, etc

Sent from my iPhone

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 12:50:12 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Torre, John <jjtorre@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Fowler, Julie P. <JPFowler1@fcps.edu>

Subject: Re: blackboard possible hacking

We may need to incorporate some of this in the presentation.

Sent from my iPad

On Apr 15, 2020, at 12:42 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

Ok with me. Obviously we wouldn't share names/specifics. There was one we were unable to trace due to their use of sophisticated IP blocking capabilities.

From: Torre, John

Sent: Wednesday, April 15, 2020 12:41 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>

Cc: Smith, Marty K. <mksmith@fcps.edu>

Subject: RE: blackboard possible hacking

We will share this with media (they are asking about the bad behavior) unless you object

From: Luftglass, Maribeth

Sent: Wednesday, April 15, 2020 12:39 PM

To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: RE: blackboard possible hacking

And, we have involved FCPD as appropriate.

Thanks,
Maribeth

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<mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: RE: blackboard possible hacking

We are doing away with guest links. We were able to catch/identify several students from yesterday and the schools are addressing through the SR&R process.

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Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: RE: blackboard possible hacking

My concern is that the guest links are being accessed by IP addresses via virtual private networks that make the IP addresses irrelevant. If that is the case, we may need to raise the issue to the attention of legal authorities.

Karen

From: Brabrand, Scott S

Sent: Wednesday, April 15, 2020 12:20 PM

To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: Re: blackboard possible hacking

Karen,

I share your concerns and our training on a new tool today was to address this

The guest link in BB Collaborate appears to be the culprit versus hacking into the system

That link allowed students or anyone to sign in who simply got the link or got the link forwarded

Maribeth and Marty can add any additional context.

Scott

Sent from my iPhone

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<klcorbettsan@fcps.edu>

Sent: Wednesday, April 15, 2020 12:12:23 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S
<ssbrabrand@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K.
<mksmith@fcps.edu>; Meren, Melanie K (School Board Member)
<mkmeren@fcps.edu>

Subject: blackboard possible hacking

I am very concerned about the prevalence and persistent nature of the interruptions at the secondary level yesterday on blackboard. Are we sure that this is not a situation of hacking.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: [Siegl, Jim F.](#)
To: [Jewell, Tracey D.](#); [Luftglass, Maribeth](#); [DIT SMT](#)
Subject: RE: 2:30pm briefing
Date: Wednesday, April 15, 2020 2:25:32 PM

It is in the doc but given the issues, I feel the need to emphasize that Google meet has similar challenges to the Guest only version of Collaborate and less moderation/meeting control features.

Also some of the schools using Google Meet are 1-1 chromebook schools and have options for management that are not possible in a personal device or windows 1-1 /multi-broswer world.

Additional District info

- Clark County(NV) – Was using Zoom, the press reports vary between them banning it in favor of Google (not any more secure) or of adjusting training to improve security practices
- LAUSD-Was using Zoom,

From: Jewell, Tracey D. <TDJewell@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: RE: 2:30pm briefing

Not sure about Bb clients, but here's a quick online search of big districts and their distance learning tools:

NYC – Google and Microsoft

Chicago – Google, Zoom and online packet pdfs

L. A. – Schoology issues with capacity have led to union negotiated decision that DL not required, video conferencing not required, Zoom optional.

Miami Dade – Microsoft Teams and Zoom

Houston – Microsoft

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 1:37 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: FW: 2:30pm briefing

See question below. Thanks.

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Subject: 2:30pm briefing

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Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>;
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Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>;
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Chair and Mt. Vernon District Representative
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have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#); [DIT SMT](#)
Subject: RE: Superintendent Update
Date: Wednesday, April 15, 2020 2:24:16 PM

Doing the Blackboard update will require us to cancel distance learning for a minimum of tomorrow and possibly Friday. Not that there's a better alternative, but are we willing to give that green light or do you want to discuss with leadership?

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 2:21 PM
To: DIT SMT <DIT_SMT@fcps.edu>
Subject: FW: Superintendent Update

From: Skahen, Tracey
Sent: Wednesday, April 15, 2020 2:08 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: FW: Superintendent Update

See below from Megan although I think you are already working on this.

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

Megan O. McLaughlin
School Board Member
Braddock District

Office: 571-423-1088

Cristy Coffey
Executive Administrative Assistant
Fairfax County School Board Office
Phone: 571-423-1064

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From: Torre, John <jjtorre@fcps.edu>
Sent: Wednesday, April 15, 2020 1:46:57 PM
To: School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Superintendent Update

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

From: [Kneale, Marcy G](#)
To: [Luftglass, Maribeth](#)
Subject: FW: Superintendent Update
Date: Wednesday, April 15, 2020 2:24:15 PM

FYI

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

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School Board Member
Braddock District

Office: 571-423-1088

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To: School Board Members <SchBoard@fcps.edu>

Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>

Subject: Superintendent Update

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

From: [VanDenburg, Tom](#)
To: [Jewell, Tracey D.](#); [Luftglass, Maribeth](#)
Cc: [Kretzer, Sandy](#)
Subject: RE: Google pro's con's
Date: Wednesday, April 15, 2020 2:23:45 PM

I'm sure we would get buy-in from IS if Google was the next option. Anecdotally, I believe we have had several inquiries on its use. While not used by all teachers, it is used by many, so the learning curve should be manageable. There would be a better chance of teachers helping other teachers if they need help.

There are challenges with this product, none are perfect, but given what our staff and teachers have been through, not to mention students and parents, a known evil is better than an unknown one at this point.

From: Jewell, Tracey D. <TDJewell@fcps.edu>
Sent: Wednesday, April 15, 2020 2:15 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: Google pro's con's

Maribeth... how's this for Google? I'll engage my friends in the Microsoft discussion a little further because those other large districts are using it. I am certain you'll get that question next. Also, I have not helped Julie with that draft presentation for 2:30 yet.

DL Component	Pro's	Con's
<p>Google Meet for video conferencing</p> <p><i>* Would require some reconfiguration for use by students</i></p> <p><i>* Google Engineers have already expressed concern about meeting our load need for Meet in FCPS and have asked for advanced notice if we increase utilization</i></p>	<ul style="list-style-type: none"> • Like Blackboard, uses existing student login. • Students do not have to log out of G Suite and can use Meet and G Suite in the same browser at the same time. • Students can be invited to a Google Meet and join with their actual identity, and cannot type in a "fake" name • The Meet page shows students a list of all of their upcoming Meets. 	<ul style="list-style-type: none"> • As all users are moderators, students can present content without approval and override the teacher's presented content. • There is no ability to disable the guest access ability, only tell teachers if not expecting any "outsiders" to not admit them to the

		<p>session</p> <ul style="list-style-type: none"> • Currently doesn't have tools such as polling capability, option to raise hand, draw on whiteboard and files. <p>Unknowns/Questions:</p> <ul style="list-style-type: none"> • Can students enter without the moderator before the meeting starts? • Does this require Hangouts <i>chat</i> to be enabled? • Does this enable chat in Google docs for students?
<p>Google Classroom for course hosting</p>	<ul style="list-style-type: none"> • Is readily available to all FCPS teachers and students • Integrates seamlessly with Google Drive • Integrates seamlessly with Google Meet • Has some functionality of an LMS with regard to managing courses, posting assignments, collecting assignments, scheduling assignments 	<ul style="list-style-type: none"> • Is not linked to SIS and therefore courses are not automatically created; requires manual creation by every teacher for every separate course • Neither attendance nor grading are integrated in any way to SIS TeacherVUE; Classroom has its own independent gradebook • Has ability to send a Guardian Summary email of activity to parents, but does not provide a ParentView equivalent account for parents • Not all FCPS teachers already have Google

		<p>Classrooms</p> <ul style="list-style-type: none">• Blackboard serves as a portal to eCART, Online Textbooks and many other resources. We do not have a current method of passthrough via G Suite.• School Admin do not have automatic access to classrooms in G Suite.
--	--	--

Tracey Jewell

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#)
Cc: [Kretzer, Sandy](#); [VanDenburg, Tom](#)
Subject: RE: Google pro's con's
Date: Wednesday, April 15, 2020 2:20:55 PM

Jim was trying to see if he could quickly write code to pull that, but I don't know that we'll have it. Derek guessed as high as 50%, for what that's worth.

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 2:18 PM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: RE: Google pro's con's

Thanks. Do we have the info on how many teachers (%) have Google Classroom sites?

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 2:15 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
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703.503.7737

 @FCPS_IT

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Subject: FW: Superintendent Update
Date: Wednesday, April 15, 2020 2:20:35 PM

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Cristy Coffey
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Fairfax County School Board Office
Phone: 571-423-1064

From: [Luftglass, Maribeth](#)
To: [DIT SMT](#)
Subject: FW: inclusion of all of our students in synchronous learning
Date: Wednesday, April 15, 2020 2:20:07 PM

From: Cohen, Laura Jane H (School Board Member)
Sent: Wednesday, April 15, 2020 1:44 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>
Subject: Re: inclusion of all of our students in synchronous learning

It's difficult for me to put into an email what it's like to get a note from your child's counselor suggesting they not participate in their live classes tomorrow because of an IT issue that would reveal information about them that they may not want revealed. Information that could be irreversibly damaging.

We were told repeatedly that we had this figured out. We were given talking points to put out to our constituents affirming that our approach was superior to that of our neighboring districts. And yet, here we are. Day two, telling many of our students that what's available for everyone else won't work for them because we couldn't get the technology right.

Can you imagine what that must feel like?

I'd say this is beyond disappointing, but that doesn't really do justice to how I'm feeling right now as I (and hundreds of other parents in this district) go offer a Sophie's choice to my kid.

As a Board member and a parent, I'm feeling pretty far removed from that caring culture we continue to preach about here in FCPS.

This unacceptable.

Laura Jane

Laura Jane Cohen
FCPS School Board Member
Springfield District

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From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Wednesday, April 15, 2020 1:10:03 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>
Subject: FW: inclusion of all of our students in synchronous learning

Resending with correct address for Laura Jane, unfortunately an incorrect address came up

From: Corbett Sanders, Karen (School Board Member)
Sent: Wednesday, April 15, 2020 1:08 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Laura Jane Cohen (lj4fcps@gmail.com) <lj4fcps@gmail.com>
Subject: inclusion of all of our students in synchronous learning

Scott and Maribeth,

I have had just learned something that is stunning to me. I understand that the SIS lists which are being generated for the synchronous learning sessions for blackboard are associated with the given/dead name in the SIS rather than the nick name which is included in the lists that we use for substitutes. The Trans/non-binary kids are being told to not participate in synchronous learning until we figure out how to address their concerns. Frankly, there are students that may not be trans/non-binary kids but choose to use a different name than that is on their birth certificate. Can someone please explain why we have not thought this through before we went live with synchronous learning after a month of being out of school? Additional why are we not using the substitute lists which allow for our students to be called by the names they choose? It seems that our trans kids are bearing the brunt of the situation caused by the students who were being hateful in our classes yesterday.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: [Luftglass, Maribeth](#)
To: [DIT SMT](#)
Subject: FW: [External] FCPS Administration Report Card on Covid-19 response
Date: Wednesday, April 15, 2020 2:19:02 PM

From: [REDACTED]

Sent: Wednesday, April 15, 2020 1:18 PM

To: Superintendent Brabrand <suptbrabrand@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Boateng, Kimberly A <kaboateng@fcps.edu>

Subject: [External] FCPS Administration Report Card on Covid-19 response

Dear Mr. Brabrand and the FCPS Administration,

As a taxpayer and parent in the Fairfax County School system, I wanted to provide you with a report card on your effectiveness and ability to lead and deliver during a crisis.

Leadership and Communication - F
Crisis Management - F
IT Infrastructure and Capabilities - F
Emergency Preparedness - F
Curriculum and Learning - F
Providing Support for Free Meals - A

I'm totally confused and disappointed by the response of one of the most well-funded school systems in the country to this current crisis in terms of actual EDUCATION. Living in the 2nd or 3rd richest county in the country and providing well above average per-student funding to the county school system provides ample resources for an adequate response to this crisis. You will say "this is unprecedented" and yes it is. However, every school system in the country is going through the same situation. Many small school systems have responded much faster and much more comprehensively. Many private schools with limited funding have responded much faster and more comprehensively. You should all be embarrassed about how you have represented our county during this time.

[REDACTED] The communication has been scant at best. The learning opportunities have been minimal if non-existent since this situation started a month ago and FCPS decided to be an ostrich and stick its proverbial head in the sand and hope it all goes away.

Some direct feedback - my high school in Baltimore which has 1200 students, 80% of which receive

financial aid due to attend the school (so these are not "rich" kids) took 1 week to respond and moved ALL classes online (instructor lead) with without really skipping a beat (and that week just happened to be the planned spring break). How many weeks has FCPS gone without classes and any education? They will have "regular" grading for the entire year (with very few exceptions) and fully complete the planned curriculum as designed. What is the FCPS plan, busy work, "office hours" and ignore the 4th quarter all together?

Why is FCPS not prepared for online learning at this time? I have examples from California, Alaska, Colorado, Maryland, other Virginia Counties (Franklin County in rural SW VA), Texas, Minnesota, Massachusetts, Connecticut, and New Jersey which have all responded better and more effectively and quickly than FCPS.

For the most recent data that I can find, FCPS spends approximately 35% of their annual budget on "support services" versus 65% on actual student education, that is a lot of money on staff and support services. Given that level of funding, I'd expect better leadership and actual ability to 'support' the students.

As to direct learning -

Other than that ZERO attempts at education or learning opportunities. Now, after weeks and weeks of prep, we come to "distance learning" and stillnothing. One teacher basically said I'll send assignments and let me know if you have questions. No grades for the rest of the year? It seems it is up to each teacher and what they want to do going forward? What are the standards of learning being applied to the students and the school year? Mr. Zuluaga, as the assistant superintendent of region 2, how are you "ensuring education excellence, equality, and student achievement" during this time? Where can the "essential content standards" be found for each class so that we know that our students are prepared for success in subsequent courses?

It appears, that the FCPS online system broke on the first day of trying to use it (after weeks of planning and preparation). Two-hour delay announced before day two due to "security" updates. Now day two is cancelled due to "more technical issues". Given the overall confusing IT system and multiple portals and tools online, it is no wonder that there are IT and security issues. Email, FCPS 24-7 Blackboard, Horizon, Blackboard Collaborate, Google G-Suite, Google Classroom, Library Catalog, Library eBooks and Databases, Online Textbooks, and Naviance (wow, that's a lot of systems) are not integrated and students have to jump through hoops to find things and communicate with different departments/teachers. Blackboard has had very public security issues reported starting in 2011 through 2019, so it should no surprise that an FCPS specific security audit and strategy should have been in place long ago. No other school systems seem to be reporting security issues with Blackboard at this time. It would appear that the FCPS implementation and customization and use of Blackboard are flawed. This shows that the IT Department is not effective and not prepared to handle the complications of such a system. Blaming "Blackboard" for the issues and "sharing frustration" is not really comforting and shows a lack of ownership and leadership. Ms Luftglass should speak directly to this issue and own the resolution. The IT Department's Vision is to "create a totally connected community where technology is available where and when we need it, and is appropriate to your needs." It would seem that this vision is vastly unfulfilled in this most important time. The poor performance and lack of readiness show a complete lack of a plan and testing and a fundamental lack of understanding of networks and systems. FCPS needs to overhaul its entire IT plan, systems, and infrastructure.

Now to leadership - it is missing. Mr. Braband, bluntly, you have failed to lead during this crisis. You may be leading internally, but you are not leading externally to the community that you are supporting. The communication has been weak and lacking. There is a lack of clarity and purpose and consistency. You come across as a victim and things are not in your control. Leaders lead. There is a lack of a message, there isn't a clear messenger, there is not a consistent messaging framework. "A leader's role in a crisis is to paint a picture of reality and give hope." Ginni Rommetty, CEO IBM, June 2014. I cannot say that I understand the reality of FCPS's current situation nor the response. I definitely do not have any hope that quality education will be provided going forward this year and maybe next.

The administration deserves a failing grade so far on your response and stewardship of education within Fairfax County during this crisis. I hope you can make it better or we need drastic changes within the administration very soon. How are you going to make it better?

Sincerely,

A black rectangular redaction box covering the signature area.

From: [Luftglass, Maribeth](#)
To: [Jewell, Tracey D.](#)
Cc: [Kretzer, Sandy](#); [VanDenburg, Tom](#)
Subject: RE: Google pro's con's
Date: Wednesday, April 15, 2020 2:18:00 PM

Thanks. Do we have the info on how many teachers (%) have Google Classroom sites?

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 2:15 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Kretzer, Sandy <sakretzer@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: Google pro's con's

Maribeth... how's this for Google? I'll engage my friends in the Microsoft discussion a little further because those other large districts are using it. I am certain you'll get that question next. Also, I have not helped Julie with that draft presentation for 2:30 yet.

<i>DL Component</i>	<i>Pro's</i>	<i>Con's</i>
<p>Google Meet for video conferencing</p> <p><i>* Would require some reconfiguration for use by students</i></p> <p><i>* Google Engineers have already expressed concern about meeting our load need for Meet in FCPS and have asked for advanced notice if we increase utilization</i></p>	<ul style="list-style-type: none"> • Like Blackboard, uses existing student login. • Students do not have to log out of G Suite and can use Meet and G Suite in the same browser at the same time. • Students can be invited to a Google Meet and join with their actual identity, and cannot type in a "fake" name • The Meet page shows students a list of all of their upcoming Meets. 	<ul style="list-style-type: none"> • As all users are moderators, students can present content without approval and override the teacher's presented content. • There is no ability to disable the guest access ability, only tell teachers if not expecting any "outsiders" to not admit them to the session • Currently doesn't have tools such as polling capability, option to raise hand, draw on whiteboard and files. <p>Unknowns/Questions:</p> <ul style="list-style-type: none"> • Can students enter without the moderator before the meeting starts?

		<ul style="list-style-type: none"> • Does this require Hangouts <i>chat</i> to be enabled? • Does this enable chat in Google docs for students?
<p>Google Classroom for course hosting</p>	<ul style="list-style-type: none"> • Is readily available to all FCPS teachers and students • Integrates seamlessly with Google Drive • Integrates seamlessly with Google Meet • Has some functionality of an LMS with regard to managing courses, posting assignments, collecting assignments, scheduling assignments 	<ul style="list-style-type: none"> • Is not linked to SIS and therefore courses are not automatically created; requires manual creation by every teacher for every separate course • Neither attendance nor grading are integrated in any way to SIS TeacherVUE; Classroom has its own independent gradebook • Has ability to send a Guardian Summary email of activity to parents, but does not provide a ParentView equivalent account for parents • Not all FCPS teachers already have Google Classrooms • Blackboard serves as a portal to eCART, Online Textbooks and many other resources. We do not have a current method of passthrough via G Suite. • School Admin do not have automatic access to classrooms in G

Tracey Jewell

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#)
Cc: [Kretzer, Sandy](#); [VanDenburg, Tom](#)
Subject: Google pro's con's
Date: Wednesday, April 15, 2020 2:15:14 PM

Maribeth... how's this for Google? I'll engage my friends in the Microsoft discussion a little further because those other large districts are using it. I am certain you'll get that question next. Also, I have not helped Julie with that draft presentation for 2:30 yet.

DL Component	Pro's	Con's
<p>Google Meet for video conferencing</p> <p><i>* Would require some reconfiguration for use by students</i></p> <p><i>* Google Engineers have already expressed concern about meeting our load need for Meet in FCPS and have asked for advanced notice if we increase utilization</i></p>	<ul style="list-style-type: none"> • Like Blackboard, uses existing student login. • Students do not have to log out of G Suite and can use Meet and G Suite in the same browser at the same time. • Students can be invited to a Google Meet and join with their actual identity, and cannot type in a "fake" name • The Meet page shows students a list of all of their upcoming Meets. 	<ul style="list-style-type: none"> • As all users are moderators, students can present content without approval and override the teacher's presented content. • There is no ability to disable the guest access ability, only tell teachers if not expecting any "outsiders" to not admit them to the session • Currently doesn't have tools such as polling capability, option to raise hand, draw on whiteboard and files. <p>Unknowns/Questions:</p> <ul style="list-style-type: none"> • Can students enter without the moderator before the meeting starts? • Does this require Hangouts <i>chat</i> to be enabled? • Does this enable chat in Google docs for students?
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	<ul style="list-style-type: none">• Integrates seamlessly with Google Drive• Integrates seamlessly with Google Meet• Has some functionality of an LMS with regard to managing courses, posting assignments, collecting assignments, scheduling assignments	<p>courses are not automatically created; requires manual creation by every teacher for every separate course</p> <ul style="list-style-type: none">• Neither attendance nor grading are integrated in any way to SIS TeacherVUE; Classroom has its own independent gradebook• Has ability to send a Guardian Summary email of activity to parents, but does not provide a ParentView equivalent account for parents• Not all FCPS teachers already have Google Classrooms• Blackboard serves as a portal to eCART, Online Textbooks and many other resources. We do not have a current method of passthrough via G Suite.• School Admin do not have automatic access to classrooms in G Suite.
--	--	---

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Torre, John](#)
To: [Smith, Marty K.](#); [Luftglass, Maribeth](#)
Subject: FW: Superintendent Update
Date: Wednesday, April 15, 2020 2:11:54 PM

From: McLaughlin, Megan (School Board Member)
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

Megan O. McLaughlin
School Board Member
Braddock District

Office: 571-423-1088

Cristy Coffey
Executive Administrative Assistant
Fairfax County School Board Office
Phone: 571-423-1064

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From: Torre, John <jjtorre@fcps.edu>
Sent: Wednesday, April 15, 2020 1:46:57 PM
To: School Board Members <SchBoard@fcps.edu>

Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent)
<CabinetSuperintendent@fcps.edu>

Subject: Superintendent Update

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

[Redacted]

From: [Luftglass, Maribeth](#)
To: [Smith, Marty K.](#)
Subject: RE: Distance Learning comparison district information
Date: Wednesday, April 15, 2020 2:09:00 PM

<https://docs.google.com/document/d/1GzVmc35fa58FmP-v51j99A-Xo-VYPDM90VLIJpUf3Qw/edit>

From: Smith, Marty K.
Sent: Wednesday, April 15, 2020 2:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Fwd: Distance Learning comparison district information

Sent from my iPad

Begin forwarded message:

From: "Ferrer, Michelle" <msferrer@fcps.edu>
Date: April 15, 2020 at 1:55:11 PM EDT
To: "Smith, Marty K." <mksmith@fcps.edu>
Cc: "Hruda, Ludmila (Lidi)" <LZHruda@fcps.edu>, "Fowler, Julie P." <JPFowler1@fcps.edu>
Subject: Distance Learning comparison district information

Marty,

Attached is a summary of the information on our national and local comparison districts, whether they are doing asynchronous only or a combination of both asynchronous and synchronous instruction and specific software if identified. I'm also attaching a national database that provides information beyond these comparison districts.

There is not much of a pattern in terms of what school divisions are using but the ones that come up most frequently are Schoology, Google Classroom, Canvas, and Clever. Others are Microsoft Team, Powerschool, Zoom, and Edmentum. Most are doing both synchronous and asynchronous so not sure all work for synchronous – would need to explore more.

Michelle

Michelle S. Ferrer
Manager, Office of Research and Strategic Improvement
Chair, Research Screening Committee

Fairfax County Public Schools
8115 Gatehouse Road, Suite 2100
Falls Church, VA 22042
571-423-1446, fax 571-423-1437
msferrer@fcps.edu

From: [Skahen, Tracey](#)
To: [Luftglass, Maribeth](#); [Jewell, Tracey D.](#)
Subject: FW: Superintendent Update
Date: Wednesday, April 15, 2020 2:08:14 PM

See below from Megan although I think you are already working on this.

From: McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>
Sent: Wednesday, April 15, 2020 2:07 PM
To: Torre, John <jjtorre@fcps.edu>; School Board Members <SchBoard@fcps.edu>
Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>
Subject: Re: Superintendent Update

[REDACTED]

[REDACTED]

[REDACTED]

Megan O. McLaughlin
School Board Member
Braddock District

Office: 571-423-1088

Cristy Coffey
Executive Administrative Assistant
Fairfax County School Board Office
Phone: 571-423-1064

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From: Torre, John <jjtorre@fcps.edu>

Sent: Wednesday, April 15, 2020 1:46:57 PM

To: School Board Members <SchBoard@fcps.edu>

Cc: School Board Office <SchBdOff@fcps.edu>; Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>

Subject: Superintendent Update

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

From: [Luftglass, Maribeth](#)
To: [DIT SMT](#)
Subject: FW: Distance Learning comparison district information
Date: Wednesday, April 15, 2020 2:07:56 PM
Attachments: [Comparison School Divisions Distance Learning Approach and Associated Technology.docx](#)
[ATT00001.htm](#)
[Copy of District Responses to COVID-19 School Closures.xlsx](#)
[ATT00002.htm](#)

From: Smith, Marty K.
Sent: Wednesday, April 15, 2020 2:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Fwd: Distance Learning comparison district information

Sent from my iPad

Begin forwarded message:

From: "Ferrer, Michelle" <msferrer@fcps.edu>
Date: April 15, 2020 at 1:55:11 PM EDT
To: "Smith, Marty K." <mksmith@fcps.edu>
Cc: "Hruda, Ludmila (Lidi)" <LZHruda@fcps.edu>, "Fowler, Julie P." <JPFowler1@fcps.edu>
Subject: **Distance Learning comparison district information**

Marty,

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There is not much of a pattern in terms of what school divisions are using but the ones that come up most frequently are Schoology, Google Classroom, Canvas, and Clever. Others are Microsoft Team, Powerschool, Zoom, and Edmentum. Most are doing both synchronous and asynchronous so not sure all work for synchronous – would need to explore more.

Michelle

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Manager, Office of Research and Strategic Improvement

Chair, Research Screening Committee

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8115 Gatehouse Road, Suite 2100
Falls Church, VA 22042
571-423-1446, fax 571-423-1437
msferrer@fcps.edu

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Los Angeles Unified, CA	4/9/20	<p>LAUSD is working to provide devices, train teachers, and implement fully remote learning in the coming weeks. Expectations for schools and teachers are currently unclear, but the district expects schools to design remote learning plans that work for their school community, using platforms such as Schoology, and resources such as Google Classroom. The district also offers a variety of optional online resources for families to support their children's at-home learning, and schools were directed to provide a learning plan to students in advance of closure, with updated assignments provided weekly.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district is in the process of rolling out remote learning for all students. Each school is encouraged to find strategies that work for their community, and to share learning across the district as they go. Schools are using Schoology, Google Classroom, Clever, and other resources to provide instruction to their students. Evidence shows that a range of approaches are being used: synchronous instruction, or posting assignments on Schoology for students to complete, or students receiving instruction from online resources such as Khan Academy, SAT, or ACT practice sites, or students watching aligned educational programming on PBS SoCal. Materials, level of instruction, and student monitoring seems to vary from school to school. The district also provides a daily schedule of online lectures by grade level and subject area via Edgenuity. The district is monitoring access and logins to Schoology: as of April 6, 92% of high school students had accessed online content. - Technology and WiFi Access: The district announced a partnership with Verizon on March 23 to provide free internet to all students who currently do not have it. This has been rolled out over recent weeks, starting with high school students. The district also announced a \$100 million investment to provide devices for all students who do not have one, and are prioritizing provision to high school students. As of April 6, the district says that 74% of their students have a device now; nearly all high school students have a device. They expect that all students will have a device by the beginning of May. - Teacher Training: The district will work with schools to provide teacher training in remote learning and online tools and resources as they start remote instruction over the next few weeks. The district has provided a menu of professional development options for teachers. - Parent Support: The district provides parents with guides to access Schoology and the Parent Platform for school assignments and announcements, and plans to provide training for parents in remote learning as this begins. - Special Populations Support: Students with disabilities are provided support by their teachers over phone and video. Some are receiving small-group instruction, and some will get 1:1 support over the phone or video on completing assignments, or through prerecorded video. Students have access to related services over phone or video. 	Asynchronous	Schools are using Schoology, Google Classroom, Clever, and other resources to provide instruction to their students.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
New York City, NY	4/10/20	<p>NYCDOE transitioned to a fully remote model on March 23. Student work is monitored and graded. Schools have discretion on how to design their own remote learning plans, which are communicated to families. Most schools are using tools such as Google Classroom, Microsoft Teams, and Zoom to connect with students and families, and teachers are expected to provide instruction to students.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Teachers are expected to provide content and assignments, and instruction via online platforms. Schools have discretion on the specifics of their remote learning plans. There is an expectation across the system that student attendance is taken and the work is monitored and graded for credit. NYCDOE indicates that most schools are using tools such as Google Classroom and Microsoft Teams. Teachers are encouraged to provide synchronous learning, but this is not required. Classwork is monitored and graded. - Technology and WiFi Access: NYCDOE worked with schools to distribute internet-enabled iPads to families who do not have access at home. The devices were provided through a partnership with T-Mobile and Apple and were distributed the weeks of March 23 and 30. While students waited, they were provided with paper copies of resources and assignments. - Teacher Training: Teachers received professional development through the week of March 16 on delivering remote instruction. The NYCDOE website also provides resources and best practices for teachers. - Parent Support: NYCDOE's website offers instructions in accessing Google Classroom and other online platforms that students will need. Parents are also instructed to directly contact their schools with questions on accessing resources. - Special Populations Support: Schools are expected to provide for students' IEPs via remote instruction. IEP meetings and related services support will be provided by phone or video. <p>Resources to explore: Real-time rollout of fully remote instruction, distribution of devices to help students access content equitably. NYCDOE is also providing childcare for first responders and healthcare workers.</p>	Both, some synchronous instruction	NYCDOE indicates that most schools are using tools such as Google Classroom and Microsoft Teams.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Chicago, IL	4/9/20	<p>Chicago Public Schools is closed through at least May 1, and formal distance learning begins April 13. The district has announced its intention to not assign new school quality ratings, pending permission from the state. Each Chicago school has broad autonomy, and the district notes that each school community is different. However, many common expectations have now been set.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Each school was directed to contact families by April 6 with more information about their distance learning program. When distance learning begins, assignments and activities "will only improve" student grades, and hours will not be logged. Not all assignments or activities will require computer/internet access and physical learning packets will be available for pickup or downloading and printing. However, daily activities will be provided and teachers will be available for virtual office hours or conference calls. Teachers will also monitor progress and provide weekly feedback on work students are completing. Some schools may use scheduled learning blocks. Some activities will focus on social-emotional learning. Students will have access to school counselors. - Technology and WiFi Access: The district plans to distribute 100,000 devices to those in need. - Parent Training: The district posted a guide for parents to support learning. - Special Populations Support: Special educators, and service providers when applicable, will collaborate with classroom teachers to modify remote learning assignments. IEP team members will participate in weekly check-in calls with families. The district may provide IEP meetings virtually. 	Both	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Miami-Dade, FL	4/10/20	<p>Miami-Dade County Public Schools provides a comprehensive distance learning plan that includes online learning curricula and teacher support, technology device and WiFi access provision, and supplemental resources for special populations.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Curricula for K-12 core subjects and electives is provided via commercial instructional programs (iReady, Edgenuity, etc.). Forty-five to sixty minutes of instruction per course per day is recommended. Teachers are responsible for assigning online lessons, monitoring daily student usage and lesson performance, grading, providing daily communication to students online and maintaining a daily online presence. They must be available online for "office hours" (online chat, conducting lessons, communicating assignments) at least three hours per day. - Teacher Support: Teachers are given a checklist of expectations and have access to a Help Desk via phone to assist with questions regarding distance learning delivery. Teachers can choose which communication medium to use with students; district recommends Microsoft Teams (district setting up student accounts). - Technology and WiFi Access: The district regularly surveys families to identify those who do not have access to mobile devices (computer, laptop, or tablet) and provides devices to families who indicate need and sign an agreement form. District provides hotspots/smartphones to high school students. - Special Populations Support: The district provides supplemental resources/online curricula for students with learning disabilities, deaf/hard to hear, and blind/visually impaired, through the commercial instructional programs, as well as access to a text-to-speech tool. <p>CV-19 hotlines are available for parents, students, and educators in areas of distance learning, mental health, emergency operations.</p> <p>Resources to explore: Mobile device communications to families, teacher expectations checklist and PPT training, table of online curricula used, supplemental resource handbooks for Occupational/Physical Therapy and pK-5 students.</p>	Asynchronous	Curricula for K-12 core subjects and electives is provided via commercial instructional programs (iReady, Edgenuity, etc.).

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Clark County, NV	4/8/20	<p>On March 18, the Clark County School District closed all schools and currently provides optional instructional materials.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district creates weekly plans, which are posted on its website and distributed at food sites. The plans provide specific instruction for daily reading and math activities, which integrate science and social studies content, for the grade bands K-2, 3-5, 6-8, and 9-12. The district also posts materials developed by third-party providers, including the Vegas Public Broadcasting Station. All activities are optional. District materials are intended as a baseline; the district provides schools with online and blended learning material via Canvas and Apex that teachers can access to extend student learning. - Parent Support: Parents can use a web-based scheduling system to help them monitor their children's learning. Parents can call a Learning Line during school hours. The district is trying to connect school numbers to staff private phones so students and parents can contact teachers. - Technology and WiFi Access: The district provides a list of addresses that are public WiFi hotspots. - Special Populations Support: The district provides a number to the Special Needs Resource Library, which families can call to request reading material. Special education and English language learner specialists are working with general education teachers to understand how to support students receiving specialized services in a distance learning environment. All learning materials are in English and Spanish. 	Asynchronous but does mention blended learning	The district provides schools with online and blended learning material via Canvas and Apex that teachers can access to extend student learning.

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Broward, FL	4/9/20	<p>Broward County Public Schools began formal distance learning on March 30; schools are physically closed through at least May 1.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Starting March 30, students attend school virtually for around three hours a day, with teachers using video conferencing, prerecorded videos, and assignments posted to the Canvas platform. Daily logins and completion of assignments appear to be required. A detailed FAQ provides guidance on grading and other plans. The district's existing "Learning Never Closes" portal provides additional access to a robust set of online textbooks and other curricular resources. Students will be able to request counselor and other supports from within Canvas. - Teacher Training: Teachers planned for distance learning in the weeks prior to March 30. The district website provides information about delaying the end of the academic term and reporting of grades. - Parent Training: The district provides two online modules - one for elementary and one for secondary - designed to help parents support their children. - Technology and WiFi Access: Laptops were distributed on March 20 and March 28. The district has provided information about free or reduced-price internet service and is negotiating rates with local providers. The district provides up to five copies of Microsoft Office suite per household. - Special Populations Support: Parents already had online access to IEPs. Students with disabilities will receive their supports, with modifications, during distance learning. The Canvas platform also informs classroom teachers of other academic program participation, including Gifted, Bilingual/ESOL, 504, and Response-to-Intervention. <p>Resources to explore: Detailed FAQ on changes to grading and academic terms.</p>	Both	Canvas

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Houston ISD, TX	4/9/20	<p>Houston ISD rolled out a new distance learning plan called HISD@H.O.M.E. (Home-based Ongoing Mobile Education). The plan includes curriculum by grade level and subject matter that is designed to maintain productive virtual instruction for students. It mixes downloadable lesson plans, instructional videos, and virtual office hours and check-ins with teachers.</p> <ul style="list-style-type: none"> - Distance Learning Plan: As of March 23 students are able to log in and interact with the digital resources. Student-led learning lesson plans are available to students and parents in core content (English language arts, math, science, social studies, as well as dual language) in addition to enrichment courses (fine arts, health, and PE). These lessons support the state-mandated TEKS (Texas Essential Knowledge and Skills). Curriculum-based lessons and activities started the week of March 30. Campuses can determine the number of paper-based curriculum resources schools need to provide to families. Additionally, Social and Emotional Learning is working to upload online lessons, activities, and videos that students and parents can engage in at home, while HISD Wraparound Services is also working on similar communications and virtual supports. - Technology and WiFi Access: The distance learning plan will be designed for use on computers, laptops, tablets, iPads or smartphones. All district high school students (grades 9-12) have district-issued laptops. Beginning the week of March 23, district teachers reached out to families to establish each student's digital curriculum access needs. - Parent Training: Webinars will be held to assist parents with accessing digital instructional materials. There are upcoming webinars on how to use reading apps. - Teacher Training: Instructional materials for teachers provide guidance on who to check in with and how, and orientation for teaching through Microsoft Teams. There are recommended practices and examples for virtual teaching and learning. Webinars took place the week of March 23 that shared how to use the online tools with kids. - Special Populations Support: A special education section has dedicated resources for supporting students with disabilities, particularly dyslexia. There are answers to FAQs about related services and other instructional needs that will be delivered virtually as needed. 	Asynchronous	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

<p>Hillsborough, FL</p>		<p>Hillsborough County Public Schools are closed from March 16 to May 1. March 23-27 was Set Up for Success week, where students, teachers, and parents could get comfortable with eLearning, finalize lesson plans, and get access to devices and computers. Starting March 30, teachers are using Edsby and Clever to resume normal instructional hours and graded assignments via distance learning.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Teachers will continue to develop all engaging assignments and lessons, as well as provide feedback and support to every student using the online learning tools Edsby and Clever. Teachers are directed to post assignments on Edsby, and post grade-appropriate instructions on Clever so students can get additional educational resources. These assignments are accessible to students online as of March 23. Each grade level has access to specific videos, assignments, and activities to continue the educational momentum for all learners. Classwork during Set Up for Success week will not be graded. Graded work and full eLearning will begin statewide on March 30. - Technology and WiFi Access: The district plans to send a survey to all families to determine need for a mobile device at home. 51,000 devices are usually used in school that may be used as loaner devices. District staff will coordinate transfers between schools where needed. Families of students in grades K-12 will be surveyed by ParentLink telephone call (in English and Spanish) to determine if they have a need for a mobile device at home to access eLearning. The district is purchasing new devices and finalizing the loan plan, at which point details will be sent to families by phone call, text message, and email, and posted on the district website. - Teacher Training: The district distributed step-by-step videos to help teachers become familiar with using and uploading assignments and instruction on Edsby. - Parent Training: The superintendent posted a dedicated parents' guide about expectations, processes, and recommendations for setting up and supporting their children's participation in eLearning. Teachers will set up specific hours when they will be available via Edsby to answer questions. The district has set up hotline phones for eLearning support, technology support, mental health support, and general questions. -Special Populations Support: The Florida Bureau of Exceptional Education and Student Services has given school districts flexibility in how services and supports may be provided. This may include delivering special education and related services through instructional telephone calls, homework packets, internet-based or virtual lessons and/or therapies and other available distance-based learning approaches—this also may identify which special education and related services, if any, could be provided at the child's home. The Bureau will work closely with school staff and families to provide services and supports to students with IEPs through distance learning but are not articulating any on their website right now. 	<p>Both</p>	<p>Edsby and Clever</p>
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Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Orange, FL	4/1/20	<p>Orange County Public Schools shared educational activities for independent learning, designed as optional enrichment opportunities during the additional weeks of spring break. Starting March 30, PreK-12 began teacher-facilitated distance learning. Teachers will communicate the specific platform and hours of instruction with families.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Digital resources are available through the online applications LaunchPad and Canvas, which includes recommended material for self-paced daily use by the student, organized by subject area. Elementary, ESE, and ELL students can acquire offline options through packet distribution as well. Teachers are facilitating distance learning and each class varies in specifics as to where lessons are housed, how to contact the teachers, and whether instruction is self-paced or live. Parents and students should plan for 30-45 minutes of instruction per content area or class. The assignments are graded. - Technology and WiFi Access: Students can request a hotspot if the internet connection is poor at home. Hotspots are distributed based on availability for middle and high school students only. These students should also have their devices at home with them. Teachers are responsible for contacting families and processing any requests for devices and/or offline packet distribution (including pre-stamped envelope to return the completed work to school). - Teacher Training: The instructional continuity plan delineates what teachers and students are expected to do by grade level during the weeks of closure to continue with a standards-aligned curriculum during distance learning. Teachers have the flexibility to add supplemental resources and teacher-created materials to all assignments. Teachers should communicate all assignments with due dates to parents and students. The document provided by the district includes guidance on systems for content delivery, attendance, monitoring work, marking grades, and options for communicating with families. They link to resources about instructional delivery as well as curricular items for teachers to draw on. - Parent Training: A parent site on LaunchPad helps caregivers learn more about the available digital resources and detailed instructions for how to use Canvas. The district hosted a virtual lunch and learn for parents on March 27 to support parents in engaging their child appropriately regarding the virus. - Special Populations Support: The district provided specific guidance on implementing IEPs in different circumstances, as well as resources for students based on various personalized needs. 	Both	LaunchPad and Canvas
Palm Beach, FL		No information available		

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Gwinnett County, GA	4/9/20	<p>Gwinnett County Public Schools is providing online instruction to students that is monitored and graded by their teachers. The district had online learning capabilities before COVID, and was able to switch quickly to their "Digital Learning Days" model. There is no mention of teacher training or providing devices on the district website, but these may have been provided in the past.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district uses an online platform for Digital Learning Days, which are considered online school days. Teachers post assignments daily, students are expected to turn them in, and teachers are available for support. Teachers may use video conferencing for lessons or other strategies for student interaction, such as discussion boards, but this is not required. They have used this program in the past for inclement weather. Starting the week of April 13, Fridays will be a catch-up day, where there will be no new assignments, and instead, students can review or participate in other enrichment activities. - Technology and WiFi Access: Chromebooks are provided for students whose absence from online learning indicates that they do not have a device. - Parent Support: The district has a PDF of tips for parents to support at-home learning success. 	Asynchronous	Digital Learning Days

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Wake County Schools, NC	4/9/20	<p>Wake County Public School System is closed through at least May 15. The district plans to begin formal remote learning on April 13.</p> <ul style="list-style-type: none"> - Distance Learning Plan: "Continuous learning" may include pre-recorded lessons, "real-time," or "live" sessions with teachers and students, and/or printed materials when appropriate. District and schools provide synchronous learning, but do not require participation due to device limitations. Most will use Canvas, Google Classroom, or Seesaw. Teachers are directed to contact students to set up 1:1 conferences via video or phone calls. The district is waiting for guidance from the state of North Carolina on grading; however, all high school seniors have been placed on pass/fail and will receive a "pass" based on grades in early March. - Technology and WiFi Access: Teachers were directed to call homes to inquire about internet access and will contact parents to distribute Chromebooks and 15,000 WiFi hotspots. - Teacher Training: The district is distributing laptops to teachers as needed and has started remote training for teachers and staff around the delivery of distance learning activities. - Special Populations Support: The remote learning site has specific resources for students with disabilities. Upcoming annual review or transition meetings may be conducted virtually. Teachers are supposed to reach out to families to discuss specific learning activities for students with IEPs, although they caution that these activities and related services will look a lot different than they did prior to school closure. 	Both	Most will use Canvas, Google Classroom, or Seesaw

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Montgomery County, MD	4/9/20	<p>Montgomery County Public Schools moved to remote learning on March 30. Phase 1, during the week of March 30, included teacher and family training, orientation, and a time for teachers to individually connect with their students. Phase 2 of remote learning began on April 7, which was an introduction to remote learning lessons.</p> <ul style="list-style-type: none"> - Distance Learning Plan: The district has a phased approach to remote learning. Phase 1 consisted of training, teacher check-ins, schedule creation, and catching up on past work. Phase 2, which began April 7, is a combination of live and recorded direct instruction, framing of activities, independent/self-paced work, live teacher support, checks for understanding and reteaching, and submission of graded assignments. For elementary students, remote learning is more packet-based with teacher check-ins. - Technology and WiFi Access: The district provides information on free internet access through Comcast and is distributing hotspots. Devices have been distributed to those who need them. - Parent Support: The district provides a webinar and instructional resources to help families access online resources. - Special Populations Support: The district's website resource pages include resources for English language learners. <p>Resources to explore: Website has good use of visuals to explain remote learning.</p>	Both	Not specified

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Dallas ISD, TX	4/9/20	<p>Dallas Independent School District is closed indefinitely. Distance learning is in place as described on the district's "At Home Learning Plans" microsite, which appears more substantial for middle and high school students.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Elementary school students are directed to access programming on public television, existing digital platforms through Clever, or self-directed activities from a list of resources curated by grade level. Classroom teachers also sent home a hard-copy home learning plan with recommended activities for reading, math, science, and social studies. Middle and high school students access required assignments from teachers through Google Classroom or Powerschool platforms. These teachers may start using Zoom for some lessons or activities. Additional resources are listed on the microsite, including virtual field trips. The district reports teachers have used phone calls, email, Microsoft Teams, and Zoom to reach more than 98% of enrolled students. - Technology and WiFi Access: Devices provided upon request for middle and high school students. The district may begin providing hotspots. - Teacher and Parent Training: Help desks are available for technology and learning issues for teachers, students, and parents. - Special Populations Support: The At Home Learning Plans website includes resources. Additionally, the district provides special education services by video conferencing and internet-based lessons based on the information in the student's current IEP/504 plan. The district will provide paper packets available for pickup. 	Both	Clever, Google Classroom, Powerschool, Zoom, Microsoft Teams

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Charlotte-Mecklenburg, NC	4/9/20	<p>Charlotte-Mecklenburg Schools is closed for two teacher work days and spring break until remote learning resumes on April 20. The district updated its supplementary resources portal and is beginning virtual learning for students in grades 4 and up.</p> <ul style="list-style-type: none"> - Distance Learning Plan: Due to challenges with devices and internet access, the district is implementing a physical resources learning plan for students in grades K-3 with downloadable content and activities for core subjects. Students in grades 4-12 have weekly schedules of assignments and instruction posted by teachers in Canvas. Students are encouraged to participate in synchronous and asynchronous learning opportunities but flexibility is granted and grades will "do no harm." Feedback is provided. - Technology and WiFi Access: The district is rolling out a Chromebook take-home process in which students in grades 4-12 have log-in instructions for connecting to WiFi with their in-school devices and school resources at home. Spectrum Media and Sprint Mobile are providing 60 days of free internet. Ensuring students had internet connectivity to access online learning opportunities was identified as an immediate need; the CMS Foundation received a \$1 million donation for 6,000 mobile hotspots and six months of free internet. - Parent Training: Videos and documents uploaded by the chief school performance officer encouraged parents to maintain routines, limit children's news exposure, and update contact information to receive the latest communications about supplemental learning opportunities. A video is available that orients parents and students to remote learning, including suggestions for participation norms to promote engagement. 	Both	Canvas
Loudoun County, VA		<p>Continuity of Learning Plan: Teachers received PD on March 18 on developing and delivering lessons in different platforms; teachers launched follow-up lessons and supports for students to address previous content on March 30th; teachers will begin delivering new content on April 15 after two days of additional PD; the SPED and EL Offices have been involved in the planning and delivery of lessons. Chromebooks are being provided to grades 3-12 with packets being provided for K-2. https://www.lcps.org/ContinuityOfEducation</p> <p>We will contact all sponsors of program evaluations via Google Meet in April to discuss changes to data collection methods (e.g., virtual focus groups with principals and teachers, incompleteness of student outcome data). Also considering a one-time survey focused on social-emotional adjustments that stakeholders are making right now. Currently working on a guide for cross-functional teams involved in managing complex initiatives. We have reached out to different stakeholders (MTSS, Equity, etc.) to discuss changes to data applications for 2020-21.</p>	Both	Google Classroom and Edmentum

Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Prince William, VA			Asynchronous only	
Alexandria, VA			Asynchronous only	
District of Columbia		DCPS prepared printed packets of learning materials for every grade level from Pre-K through 8th grade and each graduation requirement course for 9-12th grade. These activities will continue classroom learning at home and engage students during a period of school closure. These instructional materials were designed to meet the needs of all students including English Learners and students with special needs. DCPS families can pick up hard copies of distance learning printed materials at their school on designated days when notified by DCPS via social media and email. Instructional materials are also available at bit.ly/DCPS ICP .	Asynchronous only	
Virginia Beach, VA		Working on Continuity of Learning model through April, with new learning launching after that. 1:1 division with Schoology as a learning management system. Department of Technology working to fulfill requests from families for free wireless hot spots. Research and evaluation staff reviewing resources available to inform the division's response and plan.	Both	Schoology

Comparison School Divisions' Distance Learning Approach and Associated Technology

<p>Manassas, VA</p>		<p>Phase 1: Instructional Review In the first phase of the school closure, MCPS provided families with paper instructional activities and online activities designed to review key learning concepts. During this time, teachers may have been reaching out to their students, connecting with them and providing digital activities.</p> <p>Phase 2: Device Distribution Our second phase of distance learning will begin next week (April 6-10) with device distribution for all families who indicated they needed one through our survey. School principals are in the process of communicating to their families how and when they can pick up devices. If you have questions about device distribution, please reach out to your school principal. While we are able to provide devices, families will need to arrange for internet service. Many service providers are providing free or reduced service packages through this pandemic.</p> <p>Phase 3: Distance Learning While the teachers have already been providing learning opportunities, beginning the week of April 20, all PreK-12 students will begin a more formal distance learning model using our digital resources familiar to students at each grade level. These digital opportunities are available to all students. MCPS recognizes that not all families have digital access so we will also be mailing instructional packets to all students in PreK-8th grade</p> <p>Grades 5-12 will use Schoology as their primary communication tool for instruction. Students can expect:</p> <ul style="list-style-type: none"> • One (1) 30-minute video lesson per week per class • One (1) 30-minute formative assignment per week per class • Teachers will offer one (1) live touch base opportunity time (30 minutes) per week per class • Students can also email teachers or leave messages on class phones for support, questions, and help. <p>Grades 1-4 will use the school website- grade level pages- as their primary communication tool for instruction. Families can expect:</p> <ul style="list-style-type: none"> • Teachers will assign two specific lessons in i-Ready each week (one reading and one math) for each student • One (1) enrichment lesson or activity in Science and Social Studies per week 	<p>Both</p>	<p>Schoology</p>
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Comparison School Divisions' Distance Learning Approach and Associated Technology

District	Date of Information	Detailed Approach	Synchronous, Asynchronous, or Both	Associated Technology
Manassas, VA, continued		<ul style="list-style-type: none"> • Teachers will check in with each student on their roster once a week through email, phone call, and class “Zoom” sessions. If your child is an English learner, you will also have the ESOL teacher check in with your student. <p>Pre-K and Kindergarten will focus on supporting literacy and math skills using the school website- grade level pages. Families can expect:</p> <ul style="list-style-type: none"> • One (1) enrichment lesson or activity in literacy and math per week • Use of Footsteps2Brilliance • Teachers will check in with each student on their roster once a week through email, phone call, class “Zoom” sessions, etc. <p>Special Programs will focus on supporting instruction at all levels by collaborating with general educators to ensure accommodations, modifications, and accessibility are integrated into lessons. Families can expect:</p> <ul style="list-style-type: none"> • Teachers will check in with each student weekly on their roster through email, phone call, class “Zoom” sessions and/or offer one (1) live touch base opportunity as described per grade level above. • For students participating in special class settings, specific video lessons and activities will be posted as described per grade level above. 		
Henrico, VA		<p>After spring break all K-5 students will be provided with optional opportunities for review and enrichment through a Virtual Learning page. 6th - 12th grade will be provided with continued optional opportunities for review and enrichment through Schoology. All middle and high school students have laptops, working on getting chrome books to elementary school students that need a laptop.</p>	Both	Schoology

From: [Luftglass, Maribeth](#)
To: [Smith, Marty K.](#); [Brabrand, Scott S](#)
Subject: RE: 2:30pm briefing
Date: Wednesday, April 15, 2020 1:39:00 PM

As far as I know, we are the largest K12 Blackboard site.

From: Smith, Marty K.
Sent: Wednesday, April 15, 2020 1:23 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: 2:30pm briefing

Maribeth can answer the client size question. Earlier I asked ORSI to pull some information together on what other large jurisdictions are doing.

Sent from my iPhone

On Apr 15, 2020, at 1:04 PM, Brabrand, Scott S <ssbrabrand@fcps.edu> wrote:

Questions for 2:30

Are we bb largest client? If not what number?

What platforms are the school districts that are 1-10 percent using?

NYC, Miami Dade, LA, Chicago, etc

Sent from my iPhone

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 12:50:12 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Torre, John <jjtorre@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Fowler, Julie P. <JPFowler1@fcps.edu>
Subject: Re: blackboard possible hacking

We may need to incorporate some of this in the presentation.

Sent from my iPad

On Apr 15, 2020, at 12:42 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

Ok with me. Obviously we wouldn't share names/specifics. There was one we were unable to trace due to their use of sophisticated IP blocking

capabilities.

From: Torre, John
Sent: Wednesday, April 15, 2020 12:41 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: RE: blackboard possible hacking

We will share this with media (they are asking about the bad behavior) unless you object

From: Luftglass, Maribeth
Sent: Wednesday, April 15, 2020 12:39 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: RE: blackboard possible hacking

And, we have involved FCPD as appropriate.
Thanks,
Maribeth

From: Luftglass, Maribeth
Sent: Wednesday, April 15, 2020 12:38 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: RE: blackboard possible hacking

We are doing away with guest links. We were able to catch/identify several students from yesterday and the schools are addressing through the SR&R process.

Thanks,
Maribeth

From: Corbett Sanders, Karen (School Board Member)
Sent: Wednesday, April 15, 2020 12:24 PM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K.

<mksmith@fcps.edu>; Meren, Melanie K (School Board Member)
<mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: RE: blackboard possible hacking

My concern is that the guest links are being accessed by IP addresses via virtual private networks that make the IP addresses irrelevant. If that is the case, we may need to raise the issue to the attention of legal authorities.

Karen

From: Brabrand, Scott S

Sent: Wednesday, April 15, 2020 12:20 PM

To: Corbett Sanders, Karen (School Board Member)

<kcorbettsan@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K.

<mksmith@fcps.edu>; Meren, Melanie K (School Board Member)

<mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>

Subject: Re: blackboard possible hacking

Karen,

I share your concerns and our training on a new tool today was to address this

The guest link in BB Collaborate appears to be the culprit versus hacking into the system

That link allowed students or anyone to sign in who simply got the link or got the link forwarded

Maribeth and Marty can add any additional context.

Scott

Sent from my iPhone

From: Corbett Sanders, Karen (School Board Member)

<kcorbettsan@fcps.edu>

Sent: Wednesday, April 15, 2020 12:12:23 PM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S

<ssbrabrand@fcps.edu>

Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K.

<mksmith@fcps.edu>; Meren, Melanie K (School Board Member)

<mkmeren@fcps.edu>

Subject: blackboard possible hacking

I am very concerned about the prevalence and persistent nature of the interruptions at the secondary level yesterday on blackboard. Are we sure that this is not a situation of hacking.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it--even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: [Luftglass, Maribeth](#)
To: [DIT SMT](#); [Siegl, Jim F.](#)
Subject: FW: 2:30pm briefing
Date: Wednesday, April 15, 2020 1:37:26 PM

See question below. Thanks.

From: Brabrand, Scott S
Sent: Wednesday, April 15, 2020 1:04 PM
To: Smith, Marty K. <mksmith@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: 2:30pm briefing

Questions for 2:30

Are we bb largest client? If not what number?

What platforms are the school districts that are 1-10 percent using?

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Sent from my iPhone

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 12:50:12 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
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From: [Blackboard Collaborate Support](#)
To: [Luftglass, Maribeth](#)
Subject: [External] Blackboard Collaborate Invitee
Date: Wednesday, April 15, 2020 1:25:54 PM

Maribeth Luftglass:

You are invited to attend the following Blackboard Collaborate session:

Name: Special Electronic School Board Meeting
Starts: April 16, 2020 6:00:00 AM EDT
Ends: N/A

Join Session:

Join your session up to 15 minutes before it starts.

• **Your link:** [Join the Blackboard Collaborate session](#) (This link is associated with your account. Don't share with anyone else.)

Session dial-in:

Call in anonymously. Attendees using this PIN appear as anonymous callers in the session.

• [REDACTED]

From: [Smith, Marty K.](#)
To: [Brabrand, Scott S](#)
Cc: [Luftglass, Maribeth](#)
Subject: Re: 2:30pm briefing
Date: Wednesday, April 15, 2020 1:22:46 PM

Maribeth can answer the client size question. Earlier I asked ORSI to pull some information together on what other large jurisdictions are doing.

Sent from my iPhone

On Apr 15, 2020, at 1:04 PM, Brabrand, Scott S <ssbrabrand@fcps.edu> wrote:

Questions for 2:30

Are we bb largest client? If not what number?

What platforms are the school districts that are 1-10 percent using?

NYC, Miami Dade, LA, Chicago, etc

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From: [REDACTED]
To: [Superintendent Brabrand](#); [Ivey, Frances W](#); [Zuluaga, Fabio](#); [Presidio, Sloan](#); [Smith, Marty K.](#); [Luftglass, Maribeth](#)
Cc: [Anderson, Ricardy J \(School Board Member\)](#); [Keys-Gamarra, Karen A \(School Board Member\)](#); [Omeish, Abrar \(School Board Member\)](#); [Sizemore Heizer, Rachna \(School Board Member\)](#); [McLaughlin, Megan \(School Board Member\)](#); [Tholen, Elaine V \(School Board Member\)](#); [Meren, Melanie K \(School Board Member\)](#); [Derenak Kaufax, Tamara \(School Board Member\)](#); [Corbett Sanders, Karen \(School Board Member\)](#); [Frisch, Karl V \(School Board Member\)](#); [Cohen, Laura Jane H \(School Board Member\)](#); [Pekarsky, Stella G \(School Board Member\)](#); [Boateng, Kimberly A](#)
Subject: [External] FCPS Administration Report Card on Covid-19 response
Date: Wednesday, April 15, 2020 1:18:18 PM

Dear Mr. Brabrand and the FCPS Administration,

As a taxpayer and parent in the Fairfax County School system, I wanted to provide you with a report card on your effectiveness and ability to lead and deliver during a crisis.

Leadership and Communication - F
Crisis Management - F
IT Infrastructure and Capabilities - F
Emergency Preparedness - F
Curriculum and Learning - F
Providing Support for Free Meals - A

I'm totally confused and disappointed by the response of one of the most well-funded school systems in the country to this current crisis in terms of actual EDUCATION. Living in the 2nd or 3rd richest county in the country and providing well above average per-student funding to the county school system provides ample resources for an adequate response to this crisis. You will say "this is unprecedented" and yes it is. However, every school system in the country is going through the same situation. Many small school systems have responded much faster and much more comprehensively. Many private schools with limited funding have responded much faster and more comprehensively. You should all be embarrassed about how you have represented our county during this time.

[REDACTED]
[REDACTED] The communication has been scant at best. The learning opportunities have been minimal if non-existent since this situation started a month ago and FCPS decided to be an ostrich and stick its proverbial head in the sand and hope it all goes away.

Some direct feedback - my high school in Baltimore which has 1200 students, 80% of which receive financial aid due to attend the school (so these are not "rich" kids) took 1 week to respond and moved ALL classes online (instructor lead) with without really skipping a beat (and that week just happened to be the planned spring break). How many weeks has FCPS gone without classes and any education? They will have "regular" grading for the entire year (with very few exceptions) and fully complete the planned curriculum as designed. What is the FCPS plan, busy work, "office hours" and ignore the 4th quarter all together?

[REDACTED]
Why is FCPS not prepared for online learning at this time? I have examples from California, Alaska, Colorado, Maryland, other Virginia Counties (Franklin County in rural SW VA), Texas, Minnesota, Massachusetts, Connecticut, and New Jersey which have all responded better and more effectively and quickly than FCPS.

For the most recent data that I can find, FCPS spends approximately 35% of their annual budget on "support services" versus 65% on actual student education, that is a lot of money on staff and support services. Given that level of funding, I'd expect better leadership and actual ability to 'support' the students.

As to direct learning - [REDACTED]

[REDACTED]

Other than that ZERO attempts at education or learning opportunities. Now, after weeks and weeks of prep, we come to "distance learning" and stillnothing. One teacher basically said I'll send assignments and let me know if you have questions. No grades for the rest of the year? It seems it is up to each teacher and what they want to do going forward? What are the standards of learning being applied to the students and the school year? Mr. Zuluaga, as the assistant superintendent of region 2, how are you "ensuring education excellence, equality, and student achievement" during this time? Where can the "essential content standards" be found for each class so that we know that our students are prepared for success in subsequent courses?

It appears, that the FCPS online system broke on the first day of trying to use it (after weeks of planning and preparation). Two-hour delay announced before day two due to "security" updates. Now day two is cancelled due to "more technical issues". Given the overall confusing IT system and multiple portals and tools online, it is no wonder that there are IT and security issues. Email, FCPS 24-7 Blackboard, Horizon, Blackboard Collaborate, Google G-Suite, Google Classroom, Library Catalog, Library eBooks and Databases, Online Textbooks, and Naviance (wow, that's a lot of systems) are not integrated and students have to jump through hoops to find things and communicate with different departments/teachers. Blackboard has had very public security issues reported starting in 2011 through 2019, so it should no surprise that an FCPS specific security audit and strategy should have been in place long ago. No other school systems seem to be reporting security issues with Blackboard at this time. It would appear that the FCPS implementation and customization and use of Blackboard are flawed. This shows that the IT Department is not effective and not prepared to handle the complications of such a system. Blaming "Blackboard" for the issues and "sharing frustration" is not really comforting and shows a lack of ownership and leadership. Ms Luftglass should speak directly to this issue and own the resolution. The IT Department's Vision is to "create a totally connected community where technology is available where and when we need it, and is appropriate to your needs." It would seem that this vision is vastly unfulfilled in this most important time. The poor performance and lack of readiness show a complete lack of a plan and testing and a fundamental lack of understanding of networks and systems. FCPS needs to overhaul its entire IT plan, systems, and infrastructure.

Now to leadership - it is missing. Mr. Braband, bluntly, you have failed to lead during this crisis. You may be leading internally, but you are not leading externally to the community that you are supporting. The communication has been weak and lacking. There is a lack of clarity and purpose and consistency. You come across as a victim and things are not in your control. Leaders lead. There is a lack of a message, there isn't a clear messenger, there is not a consistent messaging framework. "A leader's role in a crisis is to paint a picture of reality and give hope." Ginni Rommetty, CEO IBM, June 2014. I cannot say that I understand the reality of FCPS's current situation nor the response. I definitely do not have any hope that quality education will be provided going forward this year and maybe next.

The administration deserves a failing grade so far on your response and stewardship of education within Fairfax County during this crisis. I hope you can make it better or we need drastic changes within the administration very soon. How are you going to make it better?

Sincerely,

[REDACTED]

From: [Meren, Melanie K \(School Board Member\)](#)
To: [Luftglass, Maribeth](#); [Corbett Sanders, Karen \(School Board Member\)](#); [Brabrand, Scott S](#)
Cc: [Smith, Marty K](#)
Subject: Re: blackboard possible hacking
Date: Wednesday, April 15, 2020 1:05:06 PM

I'm glad FCPD is involved, and should be investigating two areas: potential criminal activities due to hacking, and the hate speech shared on Blackboard.

Glad students have been identified and SR&R is in effect.

MKM

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To: [Smith, Marty K.](#); [Luftglass, Maribeth](#)
Subject: 2:30pm briefing
Date: Wednesday, April 15, 2020 1:04:25 PM

Questions for 2:30

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From: [Luftglass, Maribeth](#)
To: [Smith, Marty K.](#)
Subject: RE: Bb is back up
Date: Wednesday, April 15, 2020 12:57:00 PM

Yep. My confidence is low.

From: Smith, Marty K.
Sent: Wednesday, April 15, 2020 12:56 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: Bb is back up

We'll see how confident they are with this fix and we await their response by this afternoon.

Sent from my iPad

On Apr 15, 2020, at 12:54 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

FYI

From: Calderon, Allison H.
Sent: Wednesday, April 15, 2020 12:09 PM
To: DIT SMT <DIT_SMT@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>; Cole, Kevin <kdcole@fcps.edu>; Kelley, Derek <dlkelley@fcps.edu>; Watson, David <DAWatson@fcps.edu>
Subject: Bb is back up

Effectively there were some DB queries that were causing a strain on the DB and in turn the apps. They had to kill the SQL and restart all the apps. They removed several building blocks that we weren't using as part of the effort to get us restored in case they were somehow impacting us.

Thanks
Allison

Allison Calderón
Coordinator, IT Project Management
Fairfax County Public Schools
Office: 703.503.7417
Mobile: 571.205.9634

From: [Luftglass, Maribeth](#)
To: [SPAM REMOVAL](#)
Subject: FW: [External] VPN Not Supporting All Users
Date: Wednesday, April 15, 2020 12:40:00 PM
Attachments: [image001.png](#)

From: Brooks Gearhart [mailto:brooks.gearhart@alliance-it.com]
Sent: Wednesday, April 15, 2020 12:09 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Subject: [External] VPN Not Supporting All Users

Good Afternoon Maribeth,

I hope you have been well and staying healthy. Unfortunately I've seen there have been some issues onboarding students and teachers to Blackboard. We are hearing from school districts we work with that the VPN/MPLS circuit in place for remote learning can't support the amount of remote users they need. Maintaining security for students and staff is of the utmost importance when determining how they will access the network.

This issue has recently come to light as students, staff, and teachers begin utilizing online learning applications and accessing the network when the return from spring break. We realize most districts have something in place and don't want to implement a whole new VPN, so we know it is important to be able to supplement what you have without adding hardware.

We partnered with a company called NetFoundry to address this. Here are the bullet points:

Instant- if you decide you want a network, you can have it in fifteen minutes, with no hardware

Secure – following a Zero Trust security model with least privileged access and software defined perimeter, our solution is far more secure than traditional remote access models.

Performance – with its proprietary software, improves performance 2x-3x vs. unprotected Internet

Value – our web orchestration platform, with no cap-ex, and simple interface makes private networking more affordable and scalable

I'd be happy to discuss further and demonstrate the capabilities if this could help Fairfax County Public Schools.

Please let me know so we can set something up for this afternoon or tomorrow.

All the best,

Brooks



Brooks Gearhart | Business Development Rep
7010 Hi Tech Drive | Hanover, Maryland 21076
Office (443) 561-0485 | Mobile 443-721-7695
brooks.gearhart@alliance-it.com | web: www.alliance-it.com

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From: [Luftglass, Maribeth](#)
To: [Ivey, Frances W](#); [Smith, Marty K](#)
Cc: [Presidio, Sloan](#); [Brabrand, Scott S](#); [Kneale, Marcy G](#); [Torre, John](#)
Subject: RE: 2:30 pm Today if you are ready
Date: Wednesday, April 15, 2020 12:40:00 PM

Yes.

Thanks,
Maribeth

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 12:25 PM
To: Smith, Marty K. <mksmith@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: RE: 2:30 pm Today if you are ready

Great tHANKS

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 12:22 PM
To: Ivey, Frances W <FWIvey@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: Re: 2:30 pm Today if you are ready

That will work.

Sent from my iPad

On Apr 15, 2020, at 11:34 AM, Ivey, Frances W <FWIvey@fcps.edu> wrote:

If you have updated information on the BB Collaborate issues we can adjust Senior Leadership and have you come at 2:30 pm. Just let me know.

Thanks

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: [Luftglass, Maribeth](#)
To: [Brabrand, Scott S](#); [Corbett Sanders, Karen \(School Board Member\)](#)
Cc: [Muhlberg, Ilene](#); [Smith, Marty K.](#); [Meren, Melanie K \(School Board Member\)](#); [Torre, John](#)
Subject: RE: blackboard possible hacking
Date: Wednesday, April 15, 2020 12:26:00 PM

That's correct. The Blackboard security challenges are associated with using guest links rather than direct individual links, and the other Blackboard issues are associated with them not being able to handle our load. The new feature we enabled last night was to correct the security challenge. Blackboard has not yet fixed the load challenges, although they are actively working on it 24 / 7.
Thanks,
Maribeth

From: Brabrand, Scott S
Sent: Wednesday, April 15, 2020 12:20 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: Re: blackboard possible hacking

Karen,

I share your concerns and our training on a new tool today was to address this

The guest link in BB Collaborate appears to be the culprit versus hacking into the system

That link allowed students or anyone to sign in who simply got the link or got the link forwarded

Maribeth and Marty can add any additional context.

Scott

Sent from my iPhone

From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Wednesday, April 15, 2020 12:12:23 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>
Subject: blackboard possible hacking

I am very concerned about the prevalence and persistent nature of the interruptions at the secondary level yesterday on blackboard. Are we sure that this is not a situation of hacking.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it--even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: [Brabrand, Scott S](#)
To: [Corbett Sanders, Karen \(School Board Member\)](#); [Luftglass, Maribeth](#)
Cc: [Muhlberg, Ilene](#); [Smith, Marty K.](#); [Meren, Melanie K \(School Board Member\)](#); [Torre, John](#); [Foster, John](#)
Subject: Re: blackboard possible hacking
Date: Wednesday, April 15, 2020 12:25:42 PM

[REDACTED]

[REDACTED]

Sent from my iPhone

From: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Sent: Wednesday, April 15, 2020 12:23 PM
To: Brabrand, Scott S; Luftglass, Maribeth
Cc: Muhlberg, Ilene; Smith, Marty K.; Meren, Melanie K (School Board Member); Torre, John
Subject: RE: blackboard possible hacking

My concern is that the guest links are being accessed by IP addresses via virtual private networks that make the IP addresses irrelevant. If that is the case, we may need to raise the issue to the attention of legal authorities.

Karen

From: Brabrand, Scott S
Sent: Wednesday, April 15, 2020 12:20 PM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Torre, John <jjtorre@fcps.edu>
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Sent from my iPhone

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Sent: Wednesday, April 15, 2020 12:12:23 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Muhlberg, Ilene <idmuhlberg@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>
Subject: blackboard possible hacking

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Karen Corbett Sanders
Chair and Mt. Vernon District Representative
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From: [Ivey, Frances W](#)
To: [Smith, Marty K.](#)
Cc: [Luftglass, Maribeth](#); [Presidio, Sloan](#); [Brabrand, Scott S](#); [Kneale, Marcy G](#); [Torre, John](#)
Subject: RE: 2:30 pm Today if you are ready
Date: Wednesday, April 15, 2020 12:25:27 PM

Great tHANKS

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 12:22 PM
To: Ivey, Frances W <FWIvey@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: Re: 2:30 pm Today if you are ready

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Sent from my iPad

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Thanks

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: [Corbett Sanders, Karen \(School Board Member\)](#)
To: [Luftglass, Maribeth](#); [Brabrand, Scott S](#)
Cc: [Muhlberg, Ilene](#); [Smith, Marty K.](#); [Meren, Melanie K \(School Board Member\)](#)
Subject: blackboard possible hacking
Date: Wednesday, April 15, 2020 12:12:24 PM

I am very concerned about the prevalence and persistent nature of the interruptions at the secondary level yesterday on blackboard. Are we sure that this is not a situation of hacking.

Karen

Karen Corbett Sanders
Chair and Mt. Vernon District Representative
Fairfax County School Board
Tel.: 571-279-7923

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From: [Brooks Gearhart](#)
To: [Luftglass, Maribeth](#)
Cc: [Smith, Marty K.](#); [Brabrand, Scott S](#)
Subject: [External] VPN Not Supporting All Users
Date: Wednesday, April 15, 2020 12:08:52 PM
Attachments: [image001.png](#)

Good Afternoon Maribeth,

I hope you have been well and staying healthy. Unfortunately I've seen there have been some issues onboarding students and teachers to Blackboard. We are hearing from school districts we work with that the VPN/MPLS circuit in place for remote learning can't support the amount of remote users they need. Maintaining security for students and staff is of the utmost importance when determining how they will access the network.

This issue has recently come to light as students, staff, and teachers begin utilizing online learning applications and accessing the network when the return from spring break. We realize most districts have something in place and don't want to implement a whole new VPN, so we know it is important to be able to supplement what you have without adding hardware.

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Performance – with its proprietary software, improves performance 2x-3x vs. unprotected Internet

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I'd be happy to discuss further and demonstrate the capabilities if this could help Fairfax County Public Schools.

Please let me know so we can set something up for this afternoon or tomorrow.

All the best,
Brooks



Brooks Gearhart | Business Development Rep
7010 Hi Tech Drive | Hanover, Maryland 21076

Office (443) 561-0485 | Mobile 443-721-7695

brooks.gearhart@alliance-it.com | web: www.alliance-it.com

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From: [Luftglass, Maribeth](#)
To: [Mooney, Nicole](#); [Foland, Mike](#); [Siegl, Jim F.](#); [DIT SMT](#); [Nazario, Susan](#); [Kim, John](#)
Cc: [Downey, Paul J.](#); [Boyer, Rebecca R](#)
Subject: RE: A concern about LGBTQ students during distance Learning
Date: Wednesday, April 15, 2020 11:56:14 AM

That sounds like a great solution, assuming Blackboard ever comes up and can handle our load.

From: Mooney, Nicole
Sent: Wednesday, April 15, 2020 11:13 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Foland, Mike <jmfoland@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>; Boyer, Rebecca R <RRBoyer@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

Hi MaryBeth,

BB Collaborate will pull the first and last name of the student. I can check with the vendor and ask if it is an option to only pull the last name field into Collaborate. (Risk: students with same last name)

IT FASTeam is the System Administrator and we are the only role with permissions to change student name. SIS overwrites those changes each night. It is possible that the System Admin logs in every morning and sets 13 student's names.

We think we have a solution. We are currently testing a User Exception account that we can use for these students. The User Exception account would allow an admin to change student names and no SIS transactions will be sent for that student to change it back as long as the exception is active. (Risk: It will also not allow ANY changes that come from SIS for those 13 students) We are waiting for the Bb environments to come back up so we can test. Once the environments are up and we've tested, this could be implemented immediately.

We'll keep you updated.

Thanks,

Nicole

IT FASTeam

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:06 AM
To: Foland, Mike <jmfoland@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

Few additional questions re: this topic:

Can last name only be displayed in Bb Collaborate?

Who is the system administrator? Is that for the entire Blackboard system, or per course? Can a teacher make a name change, temporarily?

Could we change the 13 students each day until we have a better solution?

From: Foland, Mike

Sent: Wednesday, April 15, 2020 9:10 AM

To: Mooney, Nicole <jnmooney@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'd already reached out to Susan and John, they are on my team.

Mike

From: Mooney, Nicole <jnmooney@fcps.edu>

Sent: Wednesday, April 15, 2020 9:05 AM

To: Foland, Mike <jmfoland@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'm adding Susan Nazario and John Kim to this conversation. Susan is currently testing if we can change configuration in Blackboard so that System Admin has privileges to change Student first and last name (in Blackboard) and SIS will not overwrite it the next day.

Nicole

From: Foland, Mike <jmfoland@fcps.edu>

Sent: Wednesday, April 15, 2020 8:52 AM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

If we change in SIS, it will propagate to all applications using student name, will also display on all documents generated; progress/grade reports, mailing labels, transcripts etc. as the students' legal names. If any of the students are registered for summer courses, it will appear one way temporarily and then revert when the SIS name is changed back. For what it is worth, if done, I anticipate push back after changed back.

From Michelle Van Dyke regarding reporting implications:

“For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI.”

Regards,

Mike

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:31 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about making the change of the 13 students in question in actual SIS first name and then revert back in June.

From: Siegl, Jim F.
Sent: Wednesday, April 15, 2020 8:27 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

FYI-This question came up on the call occurring now, Nicole answered that even if a BB Admin manually changes a name, it is reset each night (In google our work around is to set the user outside of any updates)

The working team has discussed that this is this is one of the rare acceptable reason to enable guest links and JUST send the guest link to the student that needs this to protect their privacy (we have confirmed that in the student view, when guest access is enabled the student does not see the guest link, the teacher must communicate the link to a guest)

Worth noting, this topic has also gained some press recently in North Carolina at the state level
<https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:18 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning
Importance: High

Will the process for name change exceptions work in Bb Collaborate?

From: Siegl, Jim F. <jfsiegl1@fcps.edu>
Sent: Tuesday, April 7, 2020 4:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

For context, we currently have 13 students in the “name change” exceptions container

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 3:49 PM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about updates for those cases in the “secret” directory opt out category?

From: Siegl, Jim F.
Sent: Tuesday, April 7, 2020 3:47 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I reached out to Brunda and she confirmed that SIS name change are pushed down to AD through the IDM drive. From there, the Service Desk nightly process (Google Apps Directory for Sync) updates the first and last name on change for any G Suite user

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 2:59 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>

Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco
Sent: Tuesday, April 7, 2020 2:57 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:5714234010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

We'll draft a response. It's not going to satisfy him. G Suite accounts are automatically fed by SIS.

From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mngkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Mr. Rigby,

Thank you for bringing this concern to our attention.

I will have our team review it and address these concerns as soon as possible.

Sincerely,

Scott Brabrand

Sent from my iPhone

From: Rigby, Robert N <rrigby@fcps.edu>
Sent: Tuesday, April 7, 2020 2:29 PM
To: School Board Members with Clerk and Deputy Clerks; Brabrand, Scott S; Johnson, Teresa L; Duran, Francisco

Subject: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



From: [Luftglass, Maribeth](#)
To: [DIT SMT](#)
Subject: FW: FCPS distance learning plan
Date: Wednesday, April 15, 2020 11:54:26 AM

From: Brabrand, Scott S
Sent: Wednesday, April 15, 2020 11:36 AM
To: Smith, Marty K. <mksmith@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>
Subject: Fwd: FCPS distance learning plan

Fyi - bring our options with or without bb

Sent from my iPhone

From: Galitzer, Amy J. <AJGalitzer@fcps.edu>
Sent: Wednesday, April 15, 2020 11:32:56 AM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>
Subject: FCPS distance learning plan

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Luftglass, Maribeth](#)
To: [Kretzer, Sandy](#); [Jewell, Tracey D.](#)
Cc: [DIT SMT](#)
Subject: RE: DRAFT cancel message
Date: Wednesday, April 15, 2020 11:53:35 AM

They didn't.

From: Kretzer, Sandy
Sent: Wednesday, April 15, 2020 11:40 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Cc: DIT SMT <DIT_SMT@fcps.edu>
Subject: RE: DRAFT cancel message

I kept hoping they could resolve their issue(s) quickly. ☹️

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 11:09 AM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Cc: DIT SMT <DIT_SMT@fcps.edu>
Subject: FW: DRAFT cancel message

From: Torre, John
Sent: Wednesday, April 15, 2020 11:08 AM
To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>
Cc: Thomas, Kathleen <knthomas@fcps.edu>
Subject: DRAFT cancel message

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Fairfax County Public Schools](#)
To: [Luftglass, Maribeth](#)
Subject: Ongoing Blackboard Technical Issues
Date: Wednesday, April 15, 2020 11:47:24 AM
Attachments: [ATT00001.png](#)



Dear FCPS Parents and Guardians,

Due to ongoing technical issues with the Blackboard 24/7 system, teacher-led instruction is canceled for the remainder of today, April 15. FCPS is working closely with the Blackboard technical team to address these issues.

FCPS apologizes for the inconvenience and unexpected disruption to scheduled distance learning today. We share your frustration and updates will be provided as soon as there is more information.

Please continue to access learning resources and live streaming of instructional programming for elementary, middle, and high school students available on [local cable channels](#). Additional distance learning resources by grade level are available on the FCPS website: [Distance Learning Plan](#).

Thank you for your patience and understanding.

Fairfax County Public Schools

Parents of FCPS students may update contact information online through [weCare@School](#) a feature of [FCPS 24-7 Learning: Parent View](#) (Blackboard) or by contacting the student information officer at their child(ren)'s school to have the contact information updated in the student information system

FCPS employees may update contact information through [UConnect](#)

Individuals with no affiliation to the school system must fill out the [Removal Request](#) to have their contact information removed from eNotify

From: [Ivey, Frances W](#)
To: [Smith, Marty K.](#); [Luftglass, Maribeth](#); [Presidio, Sloan](#)
Cc: [Brabrand, Scott S](#); [Kneale, Marcy G](#); [Torre, John](#)
Subject: 2:30 pm Today if you are ready
Date: Wednesday, April 15, 2020 11:34:17 AM

If you have updated information on the BB Collaborate issues we can adjust Senior Leadership and have you come at 2:30 pm. Just let me know.

Thanks

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: [Corbett Sanders, Karen \(School Board Member\)](#)
To: [Torre, John](#); [Brabrand, Scott S](#); [Luftglass, Maribeth](#)
Cc: [Muhlberg, Ilene](#); [Derenak Kaufax, Tamara \(School Board Member\)](#)
Subject: FW: [External] Request for Independent Investigation into Handling of COVID-19 and Distance Learning
Date: Wednesday, April 15, 2020 11:31:07 AM

Can someone provide a draft response to this ASAP?

Thanks

Karen

From: [REDACTED]
Sent: Wednesday, April 15, 2020 11:26 AM
To: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Subject: [External] Request for Independent Investigation into Handling of COVID-19 and Distance Learning

Karen,

My name is [REDACTED] and I'm both a resident of Fairfax County and a proud parent of a first grade student at [REDACTED] Elementary School.

I have refrained from expressing my opinion as to how the school system has handled this uncertain and stressful period. However, I've seen enough to request that the school board launch an independent investigation into both the excessive delay and overall handling of the virtual education of students in Fairfax County.

As I'm sure you know, most school districts in the area are well ahead of Fairfax and took the appropriate steps leading up to the shutdown. It is now April 15th and our students are woefully behind. I'm mindful of the size of the county, the technical and security issues at hand and the fact that this is an unprecedented set of challenges that we're all experiencing. But I've lost all confidence in both the school board and Dr. Braband's handling of this situation.

I have three requests:

- 1) Please take the steps necessary to catch up and ensure that there will be no further delays to lack of planning (as I'm sure you know, students are not participating in distance learning today)
- 2) Announce an independent investigation into the handling of this matter
- 3) Pending the results of the investigation, consider asking Dr. Braband and members of the school board to resign - allowing for the election of a new board

I am appreciative of [REDACTED] regular communication and commitment to [REDACTED]. By all accounts, she seemed prepared. But it's clear that this is a county-wide issue that must be addressed.

Best,

[Redacted]

--

[Redacted]

From: [Smith, Marty K.](#)
To: [Presidio, Sloan](#)
Cc: [Torre, John](#); [Cabinet \(Superintendent\)](#); [Johnson, Teresa L](#); [Luftglass, Maribeth](#)
Subject: Re: Version 2
Date: Wednesday, April 15, 2020 11:19:22 AM

[REDACTED]

[REDACTED]

On Apr 15, 2020, at 11:15 AM, Presidio, Sloan <sjpresidio@fcps.edu> wrote:

[REDACTED]

From: Torre, John <jjtorre@fcps.edu>
Sent: Wednesday, April 15, 2020 11:13 AM
To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Johnson, Teresa L <TLJohnson4@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Version 2

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S
To: [Sizemore Heizer, Rachna \(School Board Member\)](#)
Cc: [Luftglass, Maribeth](#); s
Subject: Re: Blackboard
Date: Wednesday, April 15, 2020 11:17:39 AM

Sent from my iPhone

From: Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>
Sent: Wednesday, April 15, 2020 11:16:45 AM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Blackboard

Do we have a timeframe of when the issues with Blackboard will be resolved – both the security issues and the connectivity issues?

Thanks
Rachna

Rachna Sizemore Heizer, J.D.
At Large Representative
Fairfax County School Board

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it--even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: [Sizemore Heizer, Rachna \(School Board Member\)](#)
To: [Brabrand, Scott S](#)
Cc: [Luftglass, Maribeth](#)
Subject: Blackboard
Date: Wednesday, April 15, 2020 11:16:48 AM

Do we have a timeframe of when the issues with Blackboard will be resolved – both the security issues and the connectivity issues?

Thanks

Rachna

Rachna Sizemore Heizer, J.D.
At Large Representative
Fairfax County School Board

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it--even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

From: [Mooney, Nicole](#)
To: [Luftglass, Maribeth](#); [Foland, Mike](#); [Siegl, Jim F.](#); [DIT SMT](#); [Nazario, Susan](#); [Kim, John](#)
Cc: [Downey, Paul J.](#); [Boyer, Rebecca R](#)
Subject: RE: A concern about LGBTQ students during distance Learning
Date: Wednesday, April 15, 2020 11:12:51 AM

Hi MaryBeth,

BB Collaborate will pull the first and last name of the student. I can check with the vendor and ask if it is an option to only pull the last name field into Collaborate. (Risk: students with same last name)

IT FASTeam is the System Administrator and we are the only role with permissions to change student name. SIS overwrites those changes each night. It is possible that the System Admin logs in every morning and sets 13 student's names.

We think we have a solution. We are currently testing a User Exception account that we can use for these students. The User Exception account would allow an admin to change student names and no SIS transactions will be sent for that student to change it back as long as the exception is active. (Risk: It will also not allow ANY changes that come from SIS for those 13 students) We are waiting for the Bb environments to come back up so we can test. Once the environments are up and we've tested, this could be implemented immediately.

We'll keep you updated.

Thanks,

Nicole

IT FASTeam

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:06 AM
To: Foland, Mike <jmfoland@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <sjnazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

Few additional questions re: this topic:

Can last name only be displayed in Bb Collaborate?

Who is the system administrator? Is that for the entire Blackboard system, or per course? Can a teacher make a name change, temporarily?

Could we change the 13 students each day until we have a better solution?

From: Foland, Mike
Sent: Wednesday, April 15, 2020 9:10 AM

To: Mooney, Nicole <jnmooney@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'd already reached out to Susan and John, they are on my team.

Mike

From: Mooney, Nicole <jnmooney@fcps.edu>

Sent: Wednesday, April 15, 2020 9:05 AM

To: Foland, Mike <jmfoland@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

I'm adding Susan Nazario and John Kim to this conversation. Susan is currently testing if we can change configuration in Blackboard so that System Admin has privileges to change Student first and last name (in Blackboard) and SIS will not overwrite it the next day.

Nicole

From: Foland, Mike <jmfoland@fcps.edu>

Sent: Wednesday, April 15, 2020 8:52 AM

To: Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>

Cc: Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>

Subject: RE: A concern about LGBTQ students during distance Learning

If we change in SIS, it will propagate to all applications using student name, will also display on all documents generated; progress/grade reports, mailing labels, transcripts etc. as the students' legal names. If any of the students are registered for summer courses, it will appear one way temporarily and then revert when the SIS name is changed back. For what it is worth, if done, I anticipate push back after changed back.

From Michelle Van Dyke regarding reporting implications:

"For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI."

Regards,

Mike

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:31 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about making the change of the 13 students in question in actual SIS first name and then revert back in June.

From: Siegl, Jim F.
Sent: Wednesday, April 15, 2020 8:27 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

FYI-This question came up on the call occurring now, Nicole answered that even if a BB Admin manually changes a name, it is reset each night (In google our work around is to set the user outside of any updates)

The working team has discussed that this is this is one of the rare acceptable reason to enable guest links and JUST send the guest link to the student that needs this to protect their privacy (we have confirmed that in the student view, when guest access is enabled the student does not see the guest link, the teacher must communicate the link to a guest)

Worth noting, this topic has also gained some press recently in North Carolina at the state level <https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:18 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning
Importance: High

Will the process for name change exceptions work in Bb Collaborate?

From: Siegl, Jim F. <jfsiegl1@fcps.edu>
Sent: Tuesday, April 7, 2020 4:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

For context, we currently have 13 students in the “name change” exceptions container

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 3:49 PM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about updates for those cases in the “secret” directory opt out category?

From: Siegl, Jim F.
Sent: Tuesday, April 7, 2020 3:47 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I reached out to Brunda and she confirmed that SIS name change are pushed down to AD through the IDM drive. From there, the Service Desk nightly process (Google Apps Directory for Sync) updates the first and last name on change for any G Suite user

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 2:59 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco
Sent: Tuesday, April 7, 2020 2:57 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:5714234010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

We'll draft a response. It's not going to satisfy him. G Suite accounts are automatically fed by SIS.

From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Sent from my iPhone

From: Rigby, Robert N <rrigby@fcps.edu>
Sent: Tuesday, April 7, 2020 2:29 PM
To: School Board Members with Clerk and Deputy Clerks; Brabrand, Scott S; Johnson, Teresa L; Duran, Francisco
Subject: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#)
Cc: [DIT SMT](#)
Subject: RE: DRAFT cancel message
Date: Wednesday, April 15, 2020 11:11:24 AM

Thanks for sharing. No real edits from me. Though it did just occur to me that we have crashed at approximately the same time each day. That may just be related to load, but I mention it only if there's an activity that's relevant.

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 11:09 AM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Cc: DIT SMT <DIT_SMT@fcps.edu>
Subject: FW: DRAFT cancel message

From: Torre, John
Sent: Wednesday, April 15, 2020 11:08 AM
To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>
Cc: Thomas, Kathleen <knthomas@fcps.edu>
Subject: DRAFT cancel message

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Luftglass, Maribeth](#)
To: [Jewell, Tracey D.](#)
Cc: [DIT SMT](#)
Subject: FW: DRAFT cancel message
Date: Wednesday, April 15, 2020 11:08:34 AM

From: Torre, John
Sent: Wednesday, April 15, 2020 11:08 AM
To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Johnson, Teresa L <TLJohnson4@fcps.edu>
Cc: Thomas, Kathleen <knthomas@fcps.edu>
Subject: DRAFT cancel message

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Torre, John](#)
To: [Cabinet \(Superintendent\); Presidio, Sloan; Luftglass, Maribeth; Johnson, Teresa L](#)
Cc: [Thomas, Kathleen](#)
Subject: DRAFT cancel message
Date: Wednesday, April 15, 2020 11:07:58 AM

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Luftglass, Maribeth](#)
To: [DIT Management Team](#)
Subject: FW: Virtual Learning Classes Cancelled for Today
Date: Wednesday, April 15, 2020 10:56:46 AM

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 10:55 AM
To: Principals All <Principals_All@fcps.edu>; Leadership Team <Leadership_Team@fcps.edu>
Cc: Leadership Team Executive Administrative Assistants
<LeadershipTeamExecutiveAdministrativeAssistants@fcps.edu>; FCPS Central Office Directors
<FCPSCentralOfficeDirectors@fcps.edu>
Subject: Virtual Learning Classes Cancelled for Today
Importance: High

A message will come out shortly from FCPS that we are cancelling online instruction for today due to technical difficulties. We apologize for all of the inconvenience and confusion that has occurred and we are working furiously with Black Board Collaborate to resolve. We will provide an update later today on next steps.

Thank you ALL.

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042

Phone: 571 423 1020



From: [REDACTED]
To: [Tholen, Elaine V \(School Board Member\)](#)
Cc: [Tyson, Douglas](#); [Brabrand, Scott S](#)
Subject: [External] Why is FCPS failing at Distance Ed
Date: Wednesday, April 15, 2020 10:55:34 AM

Mrs. Tholen

Thank you for your public service. I'm writing as a frustrated parent of 2 FCPS students. While I fully understand the challenges facing the school system due to the COVID-19 pandemic, FCPS's distance learning attempts is a DISASTER. I have two other children in the catholic school system- and they have been doing on-line learning without a single issue for 3 weeks. I understand that FCPS has a lot more student but they also have A LOT MORE resources.

Let's wake up and get FCPS on the right track.

For weeks, FCPS was off from school and allegedly preparing for the Distance Learning experience. The roll out date was yesterday, April 14th and the system crashed and blackboard was off-line. Today, day 2, schools were delayed for 2 hours because of another issue and just now I got an email saying that blackboard crashed again. Blackboard has been part of FCPS for years - no reason why it has not been perfected. Let's dedicate the resources to get this right.

What is going on with one of the premier public school systems in the country. Why can't FCPS get their act together on this?

We need someone at FCPS to take charge and make on-line learning a priority. This must become serious for everyone. The system has lots of dedicated teachers who want to do what is right for the students and the school system but it seems that the system is failing them at every level. I spent 2 hours yesterday (during my work hours) to help my 8 year old with his class. The teachers are present and want to teach but their hands appear tied because of the lack of technology.

Please let's put the combined resources of the FCPS infrastructure behind our dedicated teachers so that we can start to return to some level of education. What is being done is not fair to the students or teachers.

Please intervene to make sure that my tax dollars are not being wasted on delays and lack of resources. We need better leadership, responsibility and accountably.

I look forward to your positive response.

[REDACTED]

From: [Calderon, Allison H.](#)
To: [Luftglass, Maribeth](#); [Cole, Kevin](#); [Jewell, Tracey D.](#); [DIT SMT](#)
Cc: [Shelton, Neal](#)
Subject: RE: Bb summary
Date: Wednesday, April 15, 2020 10:54:47 AM

https://docs.google.com/spreadsheets/d/1qf0QZgUPfxuPlzMiwTaKGMwv_McfiMN4B-aHu1QYc7c/edit#gid=0

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:54 AM
To: Cole, Kevin <kdcole@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

Where's the list of Bb contacts?

From: Cole, Kevin
Sent: Monday, April 13, 2020 7:47 PM
To: Calderon, Allison H. <AHCalderson@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

Hi Kevin,

Sure, so the next update is the following:

We have seen performance improvement since the last call. The site appears to be moving faster consistently. The only changes that have occurred at this point are 1) the LDAP servers have been rebooted and 2) all application servers for Blackboard are back in the LB pool. The team has a plan of meeting by 6:15AM to begin monitoring the system closely. Also, Blackboard intends to add additional resources to the environment this evening (10 additional appservers).

I should be able to join the call as well at 7:50PM as we just ended the other call.

Thanks.
-Michelle

Kevin D. Cole, IT Project Manager

Office: ☎ 703.503.7406 | **Mobile:** ☎ 703.380.8261 | **FAX:** ☎ 703.503.7502

From: Calderon, Allison H. <AHCalderon@fcps.edu>
Sent: Monday, April 13, 2020 5:24 PM
To: Cole, Kevin <kdcollection@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

I have logged into the call and the team is still actively troubleshooting/brainstorming.

Allison

From: Cole, Kevin <kdcollection@fcps.edu>
Sent: Monday, April 13, 2020 5:17 PM
To: Jewell, Tracey D. <TDJewell@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Calderon, Allison H. <AHCalderon@fcps.edu>; Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

Below is the summary that Michelle provided. I am also adding Neal.

Hi Kevin,

Here is the summary of today's events:

The Fairfax County Production Blackboard site began to experience performance issues around 9:57AM this morning. Upon investigation, we found that there was contention with java connections on all application servers that were related to "connection reset by peer" messages when attempting to reach the FCPS LDAP environment from Blackboard. At this time, we attempted to clear the issue by restarting the environment however the issue immediately returned. At this point, we engaged both the Network and System Admin teams from FCPS and Network, Operations, Webtech, Storage and Product Development teams from Blackboard on a troubleshooting session to determine the root cause. Since 11:50AM, we have checked and verified several areas including firewall, network, server and configuration, all of which show as operating successfully. The errors that we are seeing are within the Blackboard logs which show the connections being reset. Steps that have been tried thus far include isolating the LDAP environments between the on-premise versus the Cloud, disabling the Parent Portal, attempting to test against a single LDAP server as well as a single Blackboard application server. Improvement in performance was only achieved when LDAP was completely disabled. At this point, we still have the entire team engaged and troubleshooting. We are still exploring the possibility of network issues or certificate issues as we still do not have a clear indication of the root cause. Both Blackboard and FCPS will continue working throughout the evening and report back as soon as we have additional data.

Please let me know if you have questions.

Thanks.
-Michelle

Kevin D. Cole, IT Project Manager

Office: ☎ 703.503.7406 | Mobile: ☎ 703.380.8261 | FAX: 📠 703.503.7502

From: Jewell, Tracey D. <TDJewell@fcps.edu>

Sent: Monday, April 13, 2020 5:00 PM

To: DIT SMT <DIT_SMT@fcps.edu>

Cc: Cole, Kevin <kdcollection@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>

Subject: Bb summary

Here are my notes from the call. Others should add, if needed:

- At 9:57 this morning, we were contacted by Bb over some visible connection errors. Beginning at that point, users were experiencing:
 - Errors logging in
 - Slowness accessing pages
 - Slowness and difficulties with Collaborate sessions
- We began working with Blackboard to narrow in on authentication processes and attempted several different configurations to eliminate possible factors
- At this point, the problem seems to reside in the LDAP authentication, and we are actively working to resolve that issue

Tracey Jewell

Director, IT Support Services

703.503.7737

🐦 @FCPS_IT

From: [Jewell, Tracey D.](#)
To: [Luftglass, Maribeth](#)
Subject: RE: Follow Up Question
Date: Wednesday, April 15, 2020 10:54:42 AM
Attachments: [image001.png](#)

Nicole confirmed that no, it's a hard feed from SIS to Bb and the course administrator cannot change. They are working on whether the SYSTEM administrator could change and override the nightly feed.

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:01 AM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: RE: Follow Up Question

Can the course administrator change the name to student 1 and student 2, then it would be overwritten the next night?

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 9:58 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: Follow Up Question

Short of sending them guest links under supervision, we don't have a current way to do it. If they are supervised by a staff member, then the staff member could be added to the synchronous session and "project" the presentation to the student.

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 9:54 AM
To: Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: FW: Follow Up Question

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 9:33 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Lane, Jamie <jslane@fcps.edu>
Cc: Duran, Francisco <[>; Foster, John <\[jefoster@fcps.edu\]\(mailto:jefoster@fcps.edu\)>; Falconi, Robert M <\[rmfalconi@fcps.edu\]\(mailto:rmfalconi@fcps.edu\)>; Scanlan, Dana M <\[dmscanlan@fcps.edu\]\(mailto:dmscanlan@fcps.edu\)>
Subject: RE: Follow Up Question](mailto: added to the synchronous session and)

[REDACTED]

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 9:30 AM
To: Ivey, Frances W <FWIvey@fcps.edu>; Lane, Jamie <jslane@fcps.edu>
Subject: RE: Follow Up Question

Options are being investigated, but currently, names cannot be blocked.
Thanks,
Maribeth

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 9:11 AM
To: Lane, Jamie <jslane@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: Follow Up Question

Thanks Please check with your SBTS and I will check with Maribeth as well to see if she knows.
Thanks

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: Lane, Jamie <jslane@fcps.edu>
Sent: Wednesday, April 15, 2020 9:08 AM
To: Ivey, Frances W <FWIvey@fcps.edu>
Subject: RE: Follow Up Question

Good Morning,

[REDACTED]

[REDACTED] My SBTS is doing trainings but should be able to get me an answer later today.

Jamie S. Lane
Principal, Oakton High School



From: Ivey, Frances W <FWIvey@fcps.edu>
Sent: Wednesday, April 15, 2020 9:05 AM
To: Lane, Jamie <jslane@fcps.edu>
Subject: Follow Up Question

[REDACTED]

[REDACTED]

[REDACTED]

Thanks Jamie

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: [Luftglass, Maribeth](#)
To: [Cole, Kevin](#); [Calderon, Allison H.](#); [Jewell, Tracey D.](#); [DIT SMT](#)
Cc: [Shelton, Neal](#)
Subject: RE: Bb summary
Date: Wednesday, April 15, 2020 10:53:55 AM

Where's the list of Bb contacts?

From: Cole, Kevin
Sent: Monday, April 13, 2020 7:47 PM
To: Calderon, Allison H. <AHCalderson@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

Hi Kevin,

Sure, so the next update is the following:

We have seen performance improvement since the last call. The site appears to be moving faster consistently. The only changes that have occurred at this point are 1) the LDAP servers have been rebooted and 2) all application servers for Blackboard are back in the LB pool. The team has a plan of meeting by 6:15AM to begin monitoring the system closely. Also, Blackboard intends to add additional resources to the environment this evening (10 additional appservers).

I should be able to join the call as well at 7:50PM as we just ended the other call.

Thanks.
-Michelle

Kevin D. Cole, IT Project Manager

Office: ☎ 703.503.7406 | **Mobile:** ☎ 703.380.8261 | **FAX:** ☎ 703.503.7502

From: Calderon, Allison H. <AHCalderson@fcps.edu>
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Cc: Shelton, Neal <NShelton@fcps.edu>
Subject: RE: Bb summary

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Sent: Monday, April 13, 2020 5:17 PM
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Cc: Calderon, Allison H. <AHCalderon@fcps.edu>; Shelton, Neal <NShelton@fcps.edu>
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Thanks.
-Michelle

Kevin D. Cole, IT Project Manager

Office: ☎ 703.503.7406 | **Mobile:** ☎ 703.380.8261 | **FAX:** ☎ 703.503.7502

From: Jewell, Tracey D. <TJewell@fcps.edu>
Sent: Monday, April 13, 2020 5:00 PM
To: DIT SMT <DIT_SMT@fcps.edu>
Cc: Cole, Kevin <kdcole@fcps.edu>; Calderon, Allison H. <AHCalderon@fcps.edu>
Subject: Bb summary

Here are my notes from the call. Others should add, if needed:

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 - o Errors logging in
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 - o Slowness and difficulties with Collaborate sessions
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- At this point, the problem seems to reside in the LDAP authentication, and we are actively working to resolve that issue

Tracey Jewell

Director, IT Support Services

703.503.7737

 @FCPS_IT

From: [Luftglass, Maribeth](#)
To: [Caldwell, Lucy H](#)
Cc: [Torre, John](#)
Subject: RE: DRAFT talking points/today
Date: Wednesday, April 15, 2020 10:49:00 AM

Blackboard went down again, so hold on this for now. It's coming back up, but it's still a nightmare.

From: Caldwell, Lucy H
Sent: Wednesday, April 15, 2020 10:46 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Torre, John <jjtorre@fcps.edu>
Subject: DRAFT talking points/today

Good morning- please take a read and let me know if these are ok. Media calling. Thanks! Lucy

- While the majority of distance learning experiences were favorable and positive on distance learning launch day (Tuesday, April 14), some security issues arose.
- These issues involved actions disruptive online participants (who may or may not have been students). The behaviors involved expressions of foul and inappropriate language that may be upsetting to staff or students.
- FCPS apologizes for any disruptive behaviors students may have seen or heard. While it has been determined that these incidents were very limited in scope, FCPS does not want *even one* student to have such an experience and are making changes to ensure a positive, safe learning environment. This is an evolving process for everyone.
- FCPS issued a 2 hour delay statement for Wednesday, April 15 to enable FCPS IT staff and online learning system vendor to address the issue by adding enhanced security features.
- To provide teachers with additional time to make security modifications to their Blackboard accounts, it was decided to cancel distance learning for the day and principals sent messages to all families via email.
- While this is an unprecedented and difficult time for everyone, and FCPS is working hard to provide students with engaging educational experiences.
- Parents are encouraged to learn more about responsible digital citizenship and discuss these important concepts with their children. FCPS offers extensive resources addressing [digital citizenship and technology literacy](#).
- Ensuring that students use technology safely, responsibly, and ethically is a shared responsibility.
- During this uncertain time, extensive distance learning is a significant challenge for all of us; we are all in this together and trying to make it work.

Lucy H. Caldwell

Director News & Information

Fairfax County Public Schools

Office- 571-423-1218

Cell- 571-294-9184

Lucy.caldwell@FCPS.edu

Follow FCPS on [YouTube](#), [Facebook](#), [Twitter](#), and [Instagram](#)

From: [Baenig, Rebecca G](#)
To: [Zuluaga, Fabio](#); [Ivey, Frances W](#)
Cc: [Pearson, Jay W.](#); [King, Nardos E](#); [Tyson, Douglas](#); [Torre, John](#); [Luftglass, Maribeth](#)
Subject: RE: today
Date: Wednesday, April 15, 2020 10:45:20 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

I've had 5 already cancel. Teachers can't access BB to make the necessary changes. I've advised the principals to make up the sessions as they are able.

Eagle View
Olde Creek
Wakefield Forest
Poplar Tree
Franklin MS

From: Zuluaga, Fabio <fezuluaga@fcps.edu>
Sent: Wednesday, April 15, 2020 10:44 AM
To: Ivey, Frances W <FWIvey@fcps.edu>
Cc: Baenig, Rebecca G <RGBaenig@fcps.edu>; Pearson, Jay W. <jwpearson@fcps.edu>; King, Nardos E <neking@fcps.edu>; Tyson, Douglas <DATyson@fcps.edu>; Torre, John <jjtorre@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: FW: today

Hi Frances – We may have to send something to our communities... I asked this principal to wait --
Fabio

From: Usher, Felicia <fcusher@fcps.edu>
Sent: Wednesday, April 15, 2020 10:38 AM
To: Menuey, Brendan P. <BPMenuey@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>; Gros, Penny <pmgros@fcps.edu>; Claude, Michelle M. <MMClaude@fcps.edu>
Subject: FW: today

Hi All,

I plan to cancel classes today because no one can get into 24/7 to make the changes, due to the system crashing. Any objections?

Felicia Usher

Principal

Weyanoke Elementary School

(703) 813-5400

 WeyanokeES.fcps.edu

 [@EducatingUsher](https://twitter.com/EducatingUsher)

 [@WeyanokeES](https://twitter.com/WeyanokeES)

From: Trout, Lindsay <LTrout@fcps.edu>
Sent: Wednesday, April 15, 2020 10:36 AM
To: Principals ES All <PrincipalsESAll@fcps.edu>
Subject: today

Team,

I have just sent a message to Dr. Ivey and Dr. Brabrand requesting that the county send out a cancelation for all of today's EVERYTHING.

Will let you know when I hear back.

Lindsay Trout
Proud Principal
Terraset Elementary
703.390.5600
TerrasetsES.fcps.edu

From: [Luftglass, Maribeth](#)
To: [DIT SMT](#)
Subject: FW: cancelling for the day
Date: Wednesday, April 15, 2020 10:44:58 AM

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 10:38 AM
To: Presidio, Sloan <sjpresidio@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Torre, John <jjtorre@fcps.edu>
Subject: Fwd: cancelling for the day

Sent from my iPhone

Begin forwarded message:

From: "Trout, Lindsay" <LTrout@fcps.edu>
Date: April 15, 2020 at 10:34:45 AM EDT
To: "Ivey, Frances W" <FWIvey@fcps.edu>, "Brabrand, Scott S" <ssbrabrand@fcps.edu>
Cc: "Goodloe, Amy T." <atgoodloe@fcps.edu>, "Hood, Greg" <gshood@fcps.edu>
Subject: cancelling for the day

[REDACTED]

[REDACTED]

From: [Tyson, Douglas](#)
To: [Luftglass, Maribeth](#)
Cc: [Pierson, Cherith L.](#)
Subject: Fwd: Blackboard down
Date: Wednesday, April 15, 2020 10:39:54 AM

Maribeth,
Should Cherith wait for something central to come out?
Thank you
Douglas

Sent from my iPhone

Begin forwarded message:

From: "Pierson, Cherith L." <CLPierson@fcps.edu>
Date: April 15, 2020 at 10:18:36 AM EDT
To: "Tyson, Douglas" <DATyson@fcps.edu>
Subject: FW: Blackboard down

Douglas,
Any thoughts on what the county message is going to be with BB down again before I put anything out?

From: Ojeda, Christine M <cmojeda@fcps.edu>
Sent: Wednesday, April 15, 2020 10:17 AM
To: Pierson, Cherith L. <CLPierson@fcps.edu>; Niccolls, Jennifer <jniccolls@fcps.edu>; Craig Kuhn, Jordan <JLCraigKuhn@fcps.edu>
Cc: Clark, Asta-Dianne <aclark@fcps.edu>; Song, Tina L <tlsong@fcps.edu>
Subject: Blackboard down

Blackboard is currently down and our lesson starts in 15 minutes. Want to understand what to tell parents...

Are we saying just keep trying to get in?
If it's down at 10:30, class is canceled?
Push back instruction again until it's up?

Want to have a cohesive message because our parents are already messaging us!
Thanks

Christine Ojeda
Kindergarten Teacher
Churchill Road ES
703.288.8400

From: [Ivey, Frances W](#)
To: [Presidio, Sloan](#); [Smith, Marty K.](#); [Luftglass, Maribeth](#); [Kneale, Marcy G](#); [Torre, John](#)
Subject: Fwd: cancelling for the day
Date: Wednesday, April 15, 2020 10:37:53 AM

Sent from my iPhone

Begin forwarded message:

From: "Trout, Lindsay" <LTrout@fcps.edu>
Date: April 15, 2020 at 10:34:45 AM EDT
To: "Ivey, Frances W" <FWIvey@fcps.edu>, "Brabrand, Scott S" <ssbrabrand@fcps.edu>
Cc: "Goodloe, Amy T." <atgoodloe@fcps.edu>, "Hood, Greg" <gshood@fcps.edu>
Subject: cancelling for the day

[REDACTED]

[REDACTED]

From: [VanDenburg, Tom](#)
To: [Nie, Connie](#); [Luftglass, Maribeth](#)
Subject: RE: BbCU
Date: Wednesday, April 15, 2020 10:14:37 AM

Yes, indeed. Thanks for tackling these issues.

From: Nie, Connie <YNie@fcps.edu>
Sent: Wednesday, April 15, 2020 10:13 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: RE: BbCU

By the way, we received two more incidents from Falls Church HS from yesterday. Hopefully today will be better after the change.

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:09 AM
To: VanDenburg, Tom <tvandenburg@fcps.edu>; Nie, Connie <YNie@fcps.edu>
Subject: RE: BbCU

Were the specific students identified?

From: VanDenburg, Tom
Sent: Wednesday, April 15, 2020 10:06 AM
To: Nie, Connie <YNie@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: BbCU

Nice work collecting this data, and matching up to our Google records. It appears these individuals didn't try to anonymize their locations, which works for us.

From: Nie, Connie <YNie@fcps.edu>
Sent: Wednesday, April 15, 2020 9:59 AM
To: VanDenburg, Tom <tvandenburg@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: FW: BbCU

FYI.

From: Nie, Connie
Sent: Wednesday, April 15, 2020 9:57 AM
To: Brown, Tim <TWBrown@fcps.edu>
Cc: Mikhail, David K. <DKMikhail@fcps.edu>; Cook, Andrea M <amcook@fcps.edu>
Subject: FW: BbCU

Tim:

We have heard back from BBC. Please "Summary Username-IP.txt" file for a correlation between IP and username. I cross-reference the IP address with Google. If you look at the IP addresses, there is a clear link between the IP address and household members.

Please feel free to give me a call at my home number below if you have any questions. I am free for the next 20 minutes.

Connie


From: Mikhail, David K. <DKMikhail@fcps.edu>
Sent: Tuesday, April 14, 2020 2:40 PM
To: Nie, Connie <YNie@fcps.edu>
Cc: VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: Fwd: BbCU

Connie,

FYI - the HS principals are becoming more vocal in regards to BB Collaborate misuse.

The school below had multiple incidents in one day - teachers said they would not use this tool until they can ensure the virtual environment is safe for use by staff and students.

One other item of note - teachers are unable to post the recording of their sessions because the content is inappropriate at times.

Thanks,

David Mikhail
Network Security
Fairfax County Public Schools
[703-329-7531](tel:703-329-7531) (O)
[571-722-7861](tel:571-722-7861) (C)

Begin forwarded message:

From: "Brown, Tim" <TWBrown@fcps.edu>
Date: April 14, 2020 at 2:27:46 PM EDT
To: "Mikhail, David K." <DKMikhail@fcps.edu>
Cc: "Cook, Andrea M" <amcook@fcps.edu>
Subject: BbCU

David-

Do you have a few minutes to talk about reporting in Collaborate ultra?

Timothy W. Brown
Fairfax High School
Fairfax County Public School
M: 703.732.0762
M: 703.831.7066
[See my Schedule Time](#)

From: [Nie, Connie](#)
To: [Luftglass, Maribeth](#); [VanDenburg, Tom](#)
Subject: RE: BbCU
Date: Wednesday, April 15, 2020 10:11:39 AM

Yes, in this case. The students did not bother to hide their IP addresses in this case, so the IP address links back to their household IP used to log into Google G Suite. The school admin will know which in the household is their student.

Connie

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 10:09 AM
To: VanDenburg, Tom <tvandenburg@fcps.edu>; Nie, Connie <YNie@fcps.edu>
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Timothy W. Brown

Fairfax High School

Fairfax County Public School

M: 703.732.0762

M: 703.831.7066

[See my Schedule Time](#)

From: [Michelle Simon](#)
To: [Downey, Paul J.](#); [Adam Dolan](#); [Amy Kolsky](#); [Boyer, Rebecca R](#); [Calderon, Allison H.](#); [Cole, Kevin](#); [DeBoeser, Tom](#); [DIT SMT](#); [Foley, Rebecca](#); [Ho, Dean](#); [Hudson \(VPN\), Keith](#); [Mooney, Nicole](#); [Murray, Kevin](#); [Nasir, Sher Tariq](#); [Nikki Greaux](#); [Parry, Colton](#); [Scott Persky](#); [Rich Driscoll](#); [Sateesh Biruduraju](#); [Shelton, Neal](#); [Wong, Billy](#)
Cc: [Belyea, John E](#)
Subject: [External] RE: Blackboard Issues - 4/15
Date: Wednesday, April 15, 2020 10:11:22 AM

Hi Paul,

We are currently working to diagnose the issue, which appears at the moment to be different than previous days. I will update everyone shortly when the site is restored.

-Michelle

From: Downey, Paul J. <pjdowney@fcps.edu>
Sent: Wednesday, April 15, 2020 10:10 AM
To: Adam Dolan <adam.dolan@blackboard.com>; Amy Kolsky [REDACTED]; Boyer, Rebecca R <RRBoyer@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>; Cole, Kevin <kdcole@fcps.edu>; DeBoeser, Tom <tdeboeser@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Foley, Rebecca <rmfoley1@fcps.edu>; Ho, Dean <dtho@fcps.edu>; Hudson (VPN), Keith <hudsonvpn@fcps.edu>; Michelle Simon [REDACTED]; Mooney, Nicole <jnmooney@fcps.edu>; Murray, Kevin <kmurray@fcps.edu>; Nasir, Sher Tariq <stnasir@fcps.edu>; Nikki Greaux [REDACTED]; Parry, Colton <cparry1@fcps.edu>; Scott Persky [REDACTED]; Rich Driscoll [REDACTED]; Sateesh Biruduraju [REDACTED]; Shelton, Neal <NShelton@fcps.edu>; Wong, Billy <ckwong@fcps.edu>
Cc: Belyea, John E <JBelyea@fcps.edu>
Subject: RE: Blackboard Issues - 4/15
Importance: High

We are seeing hanging and slowness in BB Learn as of 10 AM today

Paul Downey Coordinator, Application Support Fairfax County Public Schools
Office 703-503-6040 Mobile: 703-909-8787 pjdowney@fcps.edu

From: Downey, Paul J.
Sent: Tuesday, April 14, 2020 8:57 AM
To: Adam Dolan <adam.dolan@blackboard.com>; Amy Kolsky [REDACTED]; Boyer, Rebecca R <RRBoyer@fcps.edu>; Calderon, Allison H. <AHCalderson@fcps.edu>; Cole, Kevin <kdcole@fcps.edu>; DeBoeser, Tom <tdeboeser@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Foley, Rebecca <rmfoley1@fcps.edu>; Ho, Dean <dtho@fcps.edu>; Hudson (VPN), Keith <hudsonvpn@fcps.edu>; Michelle Simon [REDACTED]; Mooney, Nicole <jnmooney@fcps.edu>; Murray, Kevin <kmurray@fcps.edu>; Nasir, Sher Tariq <stnasir@fcps.edu>; Nikki Greaux [REDACTED]; Parry, Colton <cparry1@fcps.edu>; Persky [REDACTED]; Rich Driscoll [REDACTED]; Sateesh Biruduraju [REDACTED]

[REDACTED]; Shelton, Neal <NShelton@fcps.edu>; Wong, Billy
<ckwong@fcps.edu>

Cc: Belyea, John E <JBelyea@fcps.edu>

Subject: Blackboard Issues - 4/14

Importance: High

We are starting to get reports of slowness and inaccessibility.

Paul Downey Coordinator, Application Support Fairfax County Public Schools

[]

This email and any attachments may contain confidential and proprietary information of Blackboard that is for the sole use of the intended recipient. If you are not the intended recipient, disclosure, copying, re-distribution or other use of any of this information is strictly prohibited. Please immediately notify the sender and delete this transmission if you received this email in error.

From: [FCPS News You Choose](#)
To: [Luftglass, Maribeth](#)
Subject: Mantua ES directions to access Teacher's Virtual Classrooms
Date: Wednesday, April 15, 2020 10:11:05 AM

Having trouble viewing this email? [View it as a Web page.](#)

[Mantua Elementary School banner](#)



Directions to access Teacher's Classrooms

Dear Mantua Families,

As of today, April 15, 2020, in order to support increased digital security and privacy, all previously used links for students to access their Virtual Instruction are NO LONGER AVAILABLE.

There is a new process for students to access their Virtual Classrooms, and those directions are below. Also, as mentioned in our previous email, our delayed opening schedule for April 15, 2020 is as follows.

Teachers will only meet ONCE today, April 15, 2020 with their classes.

Instruction Time Grade Level

12:30 – 1:30	Kindergarten
1:30 – 2:30	1st Grade
2:30 – 3:30	2nd Grade
3:30 – 4:30	3rd Grade
12:30 – 1:30	4th Grade
1:30 – 2:30	5th Grade
2:30 – 3:30	6 th Grade

In order to access the Virtual Classroom sessions with teachers, use the following steps:

- All students will need to log into their FCPS Blackboard 24/7 account with their student number and their FCPS password.
<https://fcps.blackboard.com/>
- Click on the grade level course.
- Look for the Blackboard Collaborate Ultra tab on the left menu. Click on that tab.
- Students will see all the sessions at their grade level.
- Students should click on their teacher's session button to join the session.
- The student's name as it appears in SIS will automatically show up and they will click "JOIN" to enter the session.
- Parents are NOT able to access this on their Blackboard Parent account.
- Students are permitted to log in 15 minutes early.

Thank you,
Jan-Marie Fernandez
Principal
Mantua ES

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to meluftglass@fcps.edu using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools - 8115 Gatehouse Road - Falls Church, VA 22042



From: [Downey, Paul J.](#)
To: [Adam Dolan](#); [Amy Kolsky](#); [Boyer, Rebecca R](#); [Calderon, Allison H.](#); [Cole, Kevin](#); [DeBoeser, Tom](#); [DIT SMT](#); [Foley, Rebecca](#); [Ho, Dean](#); [Hudson \(VPN\), Keith](#); [Michelle Simon](#); [Mooney, Nicole](#); [Murray, Kevin](#); [Nasir, Sher Tariq](#); [Nikki Greaux](#); [Parry, Colton](#); [Persky](#); [Rich Driscoll](#); [Sateesh Biruduraju](#); [Shelton, Neal](#); [Wong, Billy](#)
Cc: [Belyea, John E](#)
Subject: RE: Blackboard Issues - 4/15
Date: Wednesday, April 15, 2020 10:09:52 AM

We are seeing hanging and slowness in BB Learn as of 10 AM today

Paul Downey Coordinator,Application Support Fairfax County Public Schools
Office 703-503-6040 Mobile: 703-909-8787 pjdowney@fcps.edu

From: Downey, Paul J.
Sent: Tuesday, April 14, 2020 8:57 AM
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Boyer, Rebecca R <RRBoyer@fcps.edu>; Calderon, Allison H. <AHCalderon@fcps.edu>; Cole, Kevin <kdcole@fcps.edu>; DeBoeser, Tom <tdeboeser@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Foley, Rebecca <rmfoley1@fcps.edu>; Ho, Dean <dtho@fcps.edu>; Hudson (VPN), Keith <hudsonvpn@fcps.edu>; Michelle Simon <[REDACTED]>; Mooney, Nicole <jnmooney@fcps.edu>; Murray, Kevin <kmurray@fcps.edu>; Nasir, Sher Tariq <stnasir@fcps.edu>; Nikki Greaux <[REDACTED]> Parry, Colton <cparry1@fcps.edu>; Persky <[REDACTED]>; Rich Driscoll <[REDACTED]>; Sateesh Biruduraju <[REDACTED]>; Shelton, Neal <NShelton@fcps.edu>; Wong, Billy <ckwong@fcps.edu>
Cc: Belyea, John E <JBelyea@fcps.edu>
Subject: Blackboard Issues - 4/14
Importance: High

We are starting to get reports of slowness and inaccessibility.

Paul Downey Coordinator,Application Support Fairfax County Public Schools

From: [Luftglass, Maribeth](#)
To: [VanDenburg, Tom](#); [Nie, Connie](#)
Subject: RE: BbCU
Date: Wednesday, April 15, 2020 10:09:00 AM

Were the specific students identified?

From: VanDenburg, Tom
Sent: Wednesday, April 15, 2020 10:06 AM
To: Nie, Connie <YNie@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: BbCU

Nice work collecting this data, and matching up to our Google records. It appears these individuals didn't try to anonymize their locations, which works for us.

From: Nie, Connie <YNie@fcps.edu>
Sent: Wednesday, April 15, 2020 9:59 AM
To: VanDenburg, Tom <tvandenburg@fcps.edu>
Cc: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: FW: BbCU

FYI.

From: Nie, Connie
Sent: Wednesday, April 15, 2020 9:57 AM
To: Brown, Tim <TWBrown@fcps.edu>
Cc: Mikhail, David K. <DKMikhail@fcps.edu>; Cook, Andrea M <amcook@fcps.edu>
Subject: FW: BbCU

Tim:

We have heard back from BBC. Please "Summary Username-IP.txt" file for a correlation between IP and username. I cross-reference the IP address with Google. If you look at the IP addresses, there is a clear link between the IP address and household members.

Please feel free to give me a call at my home number below if you have any questions. I am free for the next 20 minutes.

Connie


From: Mikhail, David K. <DKMikhail@fcps.edu>
Sent: Tuesday, April 14, 2020 2:40 PM
To: Nie, Connie <YNie@fcps.edu>
Cc: VanDenburg, Tom <tvandenburg@fcps.edu>
Subject: Fwd: BbCU

Connie,

FYI - the HS principals are becoming more vocal in regards to BB Collaborate misuse.

The school below had multiple incidents in one day - teachers said they would not use this tool until they can ensure the virtual environment is safe for use by staff and students.

One other item of note - teachers are unable to post the recording of their sessions because the content is inappropriate at times.

Thanks,

David Mikhail
Network Security
Fairfax County Public Schools
[703-329-7531](tel:703-329-7531) (O)
[571-722-7861](tel:571-722-7861) (C)

Begin forwarded message:

From: "Brown, Tim" <TWBrown@fcps.edu>
Date: April 14, 2020 at 2:27:46 PM EDT
To: "Mikhail, David K." <DKMikhail@fcps.edu>
Cc: "Cook, Andrea M" <amcook@fcps.edu>
Subject: BbCU

David-

Do you have a few minutes to talk about reporting in Collaborate ultra?

Timothy W. Brown
Fairfax High School
Fairfax County Public School
M: 703.732.0762
M: 703.831.7066
[See my Schedule Time](#)

From: [Luftglass, Maribeth](#)
To: [Foland, Mike](#); [Mooney, Nicole](#); [Siegl, Jim F.](#); [DIT SMT](#); [Nazario, Susan](#); [Kim, John](#)
Cc: [Downey, Paul J.](#)
Subject: RE: A concern about LGBTQ students during distance Learning
Date: Wednesday, April 15, 2020 10:06:20 AM

Few additional questions re: this topic:

Can last name only be displayed in Bb Collaborate?

Who is the system administrator? Is that for the entire Blackboard system, or per course? Can a teacher make a name change, temporarily?

Could we change the 13 students each day until we have a better solution?

From: Foland, Mike
Sent: Wednesday, April 15, 2020 9:10 AM
To: Mooney, Nicole <jnmooney@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I'd already reached out to Susan and John, they are on my team.

Mike

From: Mooney, Nicole <jnmooney@fcps.edu>
Sent: Wednesday, April 15, 2020 9:05 AM
To: Foland, Mike <jmfoland@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <snazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I'm adding Susan Nazario and John Kim to this conversation. Susan is currently testing if we can change configuration in Blackboard so that System Admin has privileges to change Student first and last name (in Blackboard) and SIS will not overwrite it the next day.

Nicole

From: Foland, Mike <jmfoland@fcps.edu>
Sent: Wednesday, April 15, 2020 8:52 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

If we change in SIS, it will propagate to all applications using student name, will also display on all documents generated; progress/grade reports, mailing labels, transcripts etc. as the students' legal names. If any of the students are registered for summer courses, it will appear one way temporarily and then revert when the SIS name is changed back. For what it is worth, if done, I anticipate push back after changed back.

From Michelle Van Dyke regarding reporting implications:

“For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI.”

Regards,

Mike

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:31 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about making the change of the 13 students in question in actual SIS first name and then revert back in June.

From: Siegl, Jim F.
Sent: Wednesday, April 15, 2020 8:27 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

FYI-This question came up on the call occurring now, Nicole answered that even if a BB Admin manually changes a name, it is reset each night (In google our work around is to set the user outside of any updates)

The working team has discussed that this is this is one of the rare acceptable reason to enable guest links and JUST send the guest link to the student that needs this to protect their privacy (we have confirmed that in the student view, when guest access is enabled the student does not see the guest link, the teacher must communicate the link to a guest)

Worth noting, this topic has also gained some press recently in North Carolina at the state level <https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:18 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning
Importance: High

Will the process for name change exceptions work in Bb Collaborate?

From: Siegl, Jim F. <jfsiegl1@fcps.edu>
Sent: Tuesday, April 7, 2020 4:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

For context, we currently have 13 students in the “name change” exceptions container

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 3:49 PM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about updates for those cases in the “secret” directory opt out category?

From: Siegl, Jim F.
Sent: Tuesday, April 7, 2020 3:47 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I reached out to Brunda and she confirmed than SIS name change are pushed down to AD through the IDM drive. From there, the Service Desk nightly process (Google Apps Directory for Sync) updates the first and last name on change for any G Suite user

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 2:59 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco
Sent: Tuesday, April 7, 2020 2:57 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:(571)423-4010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

We'll draft a response. It's not going to satisfy him. G Suite accounts are automatically fed by SIS.

From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools

8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [VanDenburg, Tom](#)
To: [Nie, Connie](#)
Cc: [Luftglass, Maribeth](#)
Subject: RE: BbCU
Date: Wednesday, April 15, 2020 10:05:55 AM

Nice work collecting this data, and matching up to our Google records. It appears these individuals didn't try to anonymize their locations, which works for us.

From: Nie, Connie <YNie@fcps.edu>
Sent: Wednesday, April 15, 2020 9:59 AM
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Subject: FW: BbCU

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Cc: Mikhail, David K. <DKMikhail@fcps.edu>; Cook, Andrea M <amcook@fcps.edu>
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Please feel free to give me a call at my home number below if you have any questions. I am free for the next 20 minutes.

Connie


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Sent: Tuesday, April 14, 2020 2:40 PM
To: Nie, Connie <YNie@fcps.edu>
Cc: VanDenburg, Tom <tvandenburg@fcps.edu>
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Connie,

FYI - the HS principals are becoming more vocal in regards to BB Collaborate misuse.

The school below had multiple incidents in one day - teachers said they would not use this tool until they can ensure the virtual environment is safe for use by staff and students.

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Thanks,


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Network Security
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Fairfax High School
Fairfax County Public School
M: 703.732.0762
M: 703.831.7066
[See my Schedule Time](#)

From: [Nie, Connie](#)
To: [VanDenburg, Tom](#)
Cc: [Luftglass, Maribeth](#)
Subject: FW: BbCU
Date: Wednesday, April 15, 2020 9:58:38 AM
Attachments: 

FYI.

From: Nie, Connie
Sent: Wednesday, April 15, 2020 9:57 AM
To: Brown, Tim <TWBrown@fcps.edu>
Cc: Mikhail, David K. <DKMikhail@fcps.edu>; Cook, Andrea M <amcook@fcps.edu>
Subject: FW: BbCU

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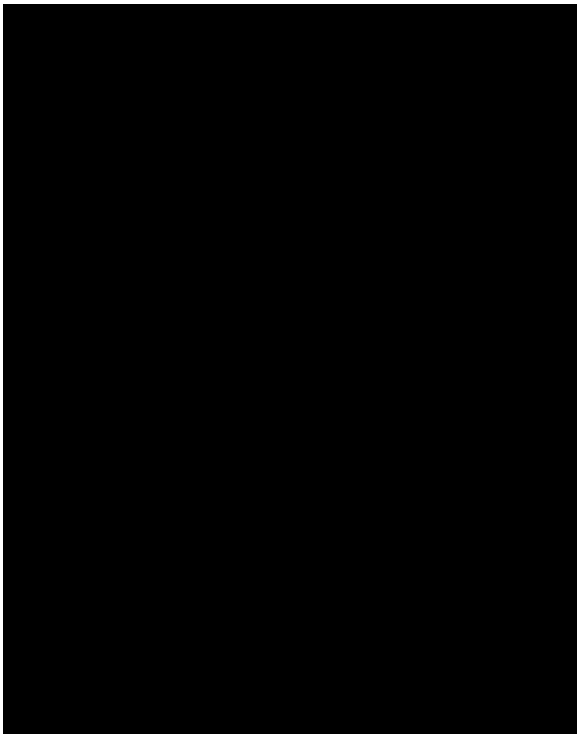
Event Description	IP Address	Date	Login Type
		Apr 14, 2020, 9:37:49 PM EDT	Google Password
		Apr 14, 2020, 9:06:44 AM EDT	Google Password
		Apr 13, 2020, 4:48:07 PM EDT	Google Password
		Apr 13, 2020, 2:49:08 PM EDT	Google Password
		Apr 13, 2020, 2:48:58 PM EDT	Google Password
		Apr 12, 2020, 11:57:13 AM EDT	Google Password
		Apr 7, 2020, 2:33:45 PM EDT	Google Password
		Mar 29, 2020, 4:21:42 PM EDT	Google Password
		Mar 28, 2020, 11:34:23 AM EDT	Google Password
		Mar 27, 2020, 1:08:49 PM EDT	Google Password
		Mar 27, 2020, 11:10:04 AM EDT	Google Password
		Mar 25, 2020, 6:54:35 PM EDT	Exchange
		Mar 25, 2020, 6:54:33 PM EDT	Google Password
		Mar 25, 2020, 2:27:49 PM EDT	Google Password
		Mar 22, 2020, 7:28:40 PM EDT	Google Password
		Mar 21, 2020, 10:08:27 PM EDT	Google Password
		Mar 21, 2020, 10:07:47 PM EDT	Google Password
		Mar 21, 2020, 12:06:22 PM EDT	Google Password
		Mar 21, 2020, 11:51:35 AM EDT	Google Password
		Mar 20, 2020, 2:10:20 PM EDT	Google Password
		Mar 20, 2020, 1:59:52 PM EDT	Google Password
		Mar 19, 2020, 8:49:27 PM EDT	Google Password
		Mar 19, 2020, 6:40:59 PM EDT	Google Password
		Mar 18, 2020, 12:35:20 PM EDT	Google Password
		Mar 17, 2020, 12:34:31 PM EDT	Google Password
		Mar 16, 2020, 7:25:52 PM EDT	Google Password
		Mar 16, 2020, 5:09:06 PM EDT	Google Password
		Mar 16, 2020, 12:27:32 PM EDT	Google Password
		Mar 14, 2020, 8:47:14 PM EDT	Google Password
		Mar 14, 2020, 4:36:41 PM EDT	Google Password
		Mar 10, 2020, 6:10:47 PM EDT	Google Password
		Mar 10, 2020, 3:48:19 PM EDT	Google Password
		Mar 7, 2020, 7:44:58 PM EST	Google Password
		Mar 7, 2020, 7:41:56 PM EST	Google Password
		Mar 4, 2020, 6:42:37 PM EST	Google Password
		Mar 4, 2020, 6:41:35 PM EST	Google Password
		Mar 3, 2020, 1:01:13 PM EST	Google Password
		Mar 3, 2020, 12:50:23 PM EST	Google Password
		Mar 3, 2020, 12:50:06 PM EST	Google Password
		Mar 2, 2020, 8:24:26 PM EST	Google Password
		Mar 1, 2020, 3:43:43 PM EST	Google Password
		Feb 29, 2020, 9:46:57 PM EST	Google Password
		Feb 29, 2020, 11:17:58 AM EST	Google Password
		Feb 26, 2020, 7:33:21 PM EST	Google Password
		Feb 18, 2020, 6:14:27 PM EST	Google Password
		Feb 18, 2020, 6:14:07 PM EST	Google Password
		Feb 18, 2020, 6:12:08 PM EST	Google Password
		Feb 18, 2020, 6:11:45 PM EST	Google Password
		Feb 18, 2020, 6:11:07 PM EST	Google Password
		Feb 17, 2020, 7:08:03 PM EST	Google Password
		Feb 17, 2020, 2:00:14 PM EST	Google Password

Feb 16, 2020, 4:38:59 PM EST	Google Password
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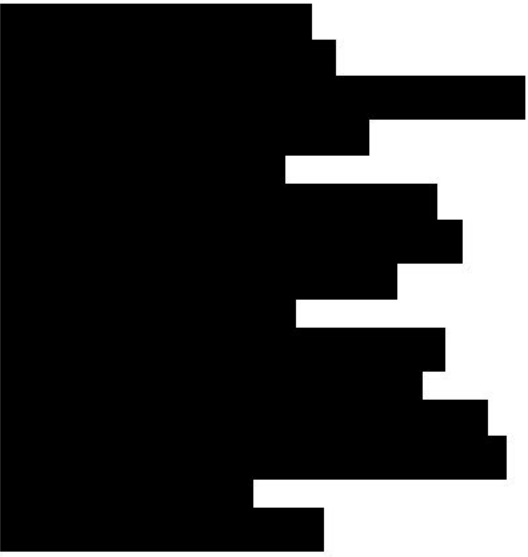


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Oct 19, 2019, 1:34:21 PM EDT	Google Password



Event Description

IP Address

Date Login Type

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Apr 14, 20 Google Password
Apr 14, 20 Google Password
Apr 14, 20 Google Password
Apr 14, 20 Google Password
Apr 13, 20 Google Password
Apr 11, 20 Google Password
Apr 10, 20 Google Password
Apr 8, 202 Google Password
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Apr 6, 202 Google Password
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Apr 4, 202 Google Password
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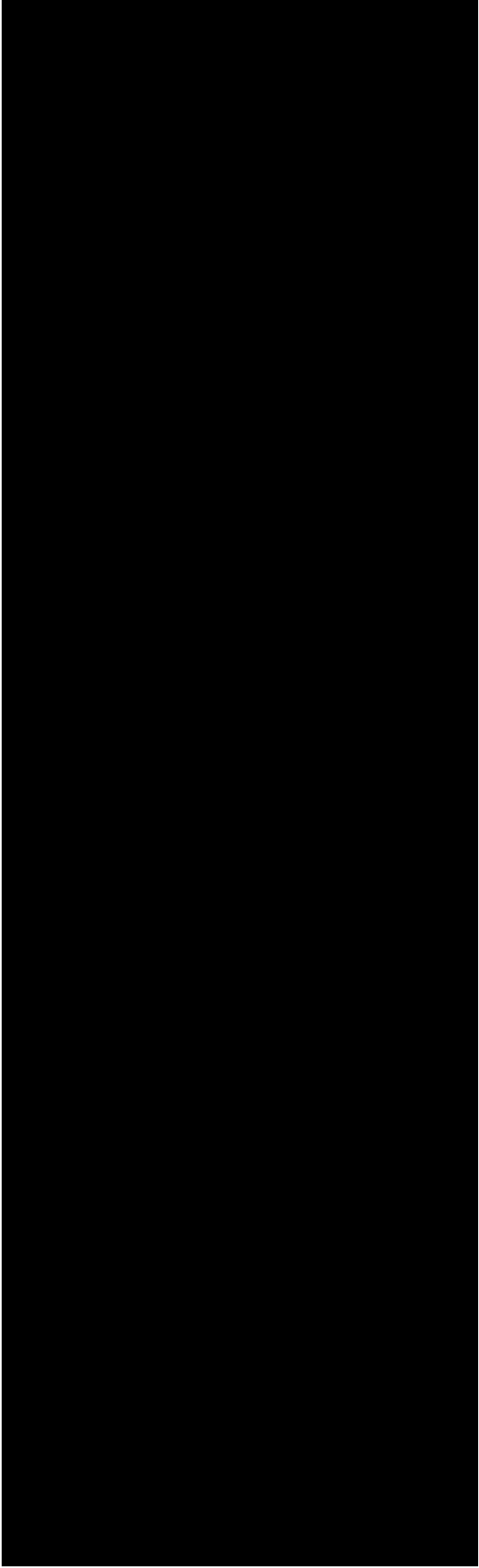
Event Description

IP Address

Date

Login Type

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Oct 23, 2019, 2:11:31 PM EDT	Google Password
Oct 22, 2019, 9:17:33 PM EDT	Google Password
Oct 22, 2019, 7:20:16 PM EDT	Google Password
Oct 21, 2019, 9:25:58 PM EDT	Google Password
Oct 21, 2019, 9:25:55 PM EDT	Google Password
Oct 21, 2019, 7:07:00 PM EDT	Google Password
Oct 21, 2019, 3:33:09 PM EDT	Google Password
Oct 20, 2019, 9:45:15 PM EDT	Google Password
Oct 20, 2019, 9:05:37 PM EDT	Google Password
Oct 19, 2019, 7:44:54 PM EDT	Google Password
Oct 18, 2019, 7:31:50 PM EDT	Google Password

Thanks,

David Mikhail
Network Security
Fairfax County Public Schools
[703-329-7531](tel:703-329-7531) (O)
[571-722-7861](tel:571-722-7861) (C)

Begin forwarded message:

From: "Brown, Tim" <TWBrown@fcps.edu>
Date: April 14, 2020 at 2:27:46 PM EDT
To: "Mikhail, David K." <DKMikhail@fcps.edu>
Cc: "Cook, Andrea M" <amcook@fcps.edu>
Subject: BbCU

David-

Do you have a few minutes to talk about reporting in Collaborate ultra?

Timothy W. Brown
Fairfax High School
Fairfax County Public School
M: 703.732.0762
M: 703.831.7066
[See my Schedule Time](#)

From: [Luftglass, Maribeth](#)
To: [Yocom, Julie A](#)
Subject: RE: Client Communications
Date: Wednesday, April 15, 2020 9:58:00 AM

We need to see them.

Thanks,
Maribeth

From: Yocom, Julie A
Sent: Wednesday, April 15, 2020 9:05 AM
To: DIT SMT <DIT_SMT@fcps.edu>
Subject: Client Communications

Good morning,

Would you like to see the CC's providing feedback on Distance Learning or should I close them out? Some are entered as a Question, rather than a Comment, but there is no question asked or to answer.

Please advise,

Julie

Julie Yocom
Executive Administrative Assistant to
Maribeth Luftglass, Assistant Superintendent,
Information Technology

From: [Luftglass, Maribeth](#)
To: [Dit Smt \(DIT_SMT@fcps.edu\)](mailto:Dit_Smt(DIT_SMT@fcps.edu))
Subject: FW: Important Info regarding SIS Name of Record
Date: Wednesday, April 15, 2020 9:30:00 AM

From: Ivey, Frances W
Sent: Wednesday, April 15, 2020 9:28 AM
To: Principals All <Principals_All@fcps.edu>; Leadership Team <Leadership_Team@fcps.edu>
Cc: Leadership Team Executive Administrative Assistants <LeadershipTeamExecutiveAdministrativeAssistants@fcps.edu>; Glaser, Jennifer T. <JTGlaser@fcps.edu>; Klimenko, Noel C. <ncklimenko@fcps.edu>
Subject: Important Info regarding SIS Name of Record
Importance: High

As we are moving to this more secure Blackboard Collaborate Ultra process, it should be noted that students will automatically join the session with their SIS name of record displayed for all participants. Any student that goes by a different name for personal reasons, such as transgender, should be notified as soon as possible that the current process will display their SIS name of record.

We are looking into technical solutions to this situation and will share any updates as they become available. For now, it is suggested that a student who does not want their SIS name to be displayed, to plan to view the recording asynchronously and/or email their teacher to set up a phone call during office hours.

Action: Principals, directors of student services, assistant principals, and school counselors work together to identify and notify any known student and parent/guardian who goes by a different name. We are asking that this notification happens this morning prior to the opening of distance learning today.

Frances W. Ivey, PhD
Deputy Superintendent
8115 Gatehouse Road
Falls Church, VA 22042
Phone: 571 423 1020

From: [Zuluaga, Fabio](#)
To: [Luftglass, Maribeth](#)
Cc: [Ivey, Frances W](#); [Smith, Marty K](#); [Baenig, Rebecca G](#); [Pearson, Jay W](#); [King, Nardos E](#); [Tyson, Douglas](#); [Presidio, Sloan](#)
Subject: FW: Tomorrow- 2 hour delay
Date: Wednesday, April 15, 2020 9:29:38 AM

Good Morning Maribeth – I do not believe we are going to be ready at Glasgow MS to start the day with synchronous lessons using blackboard 24-7 by 10:00 a.m. today.

They have planned some very strong asynchronous lessons there and they can start the day that way!

The volume there is unreal.... Fabio

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 14, 2020 9:20:16 PM
To: School Board Members <SchBoard@fcps.edu>
Cc: Leadership Team <Leadership_Team@fcps.edu>
Subject: Tomorrow- 2 hour delay

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: [Foland, Mike](#)
To: [Mooney, Nicole](#); [Luftglass, Maribeth](#); [Siegl, Jim F.](#); [DIT SMT](#); [Nazario, Susan](#); [Kim, John](#)
Cc: [Downey, Paul J.](#)
Subject: RE: A concern about LGBTQ students during distance Learning
Date: Wednesday, April 15, 2020 9:09:33 AM

I'd already reached out to Susan and John, they are on my team.

Mike

From: Mooney, Nicole <jnmooney@fcps.edu>
Sent: Wednesday, April 15, 2020 9:05 AM
To: Foland, Mike <jmfoland@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>; Nazario, Susan <sjnazario@fcps.edu>; Kim, John <JKim81@fcps.edu>
Cc: Downey, Paul J. <pjdowney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I'm adding Susan Nazario and John Kim to this conversation. Susan is currently testing if we can change configuration in Blackboard so that System Admin has privileges to change Student first and last name (in Blackboard) and SIS will not overwrite it the next day.

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Cc: Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

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From Michelle Van Dyke regarding reporting implications:

"For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI."

Regards,

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Subject: RE: A concern about LGBTQ students during distance Learning

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Worth noting, this topic has also gained some press recently in North Carolina at the state level <https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

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Importance: High

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Jim

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Sent: Tuesday, April 7, 2020 2:59 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco
Sent: Tuesday, April 7, 2020 2:57 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:5714234010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

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From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning



[Redacted]

[Redacted]

[Redacted]

[Redacted]

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Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

[Redacted]

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[Redacted]

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[REDACTED]

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Subject: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Google Suite and parents and students have no guidance on who to contact to get things

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Smith, Marty K.](#)
To: [Luftglass, Maribeth](#)
Subject: Re: BBCU and SIS Display Name
Date: Wednesday, April 15, 2020 9:02:42 AM

Thanks.

Sent from my iPad

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Brabrand, Scott S <ssbrabrand@fcps.edu>; Foster, John <jefoster@fcps.edu>
Cc: Presidio, Sloan <sjpresidio@fcps.edu>; Luftglass, Maribeth
<meluftglass@fcps.edu>; Johnson, Teresa L <TJohnson4@fcps.edu>; Klimenko, Noel
C. <ncklimenko@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>
Subject: BBCU and SIS Display Name
Importance: High

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

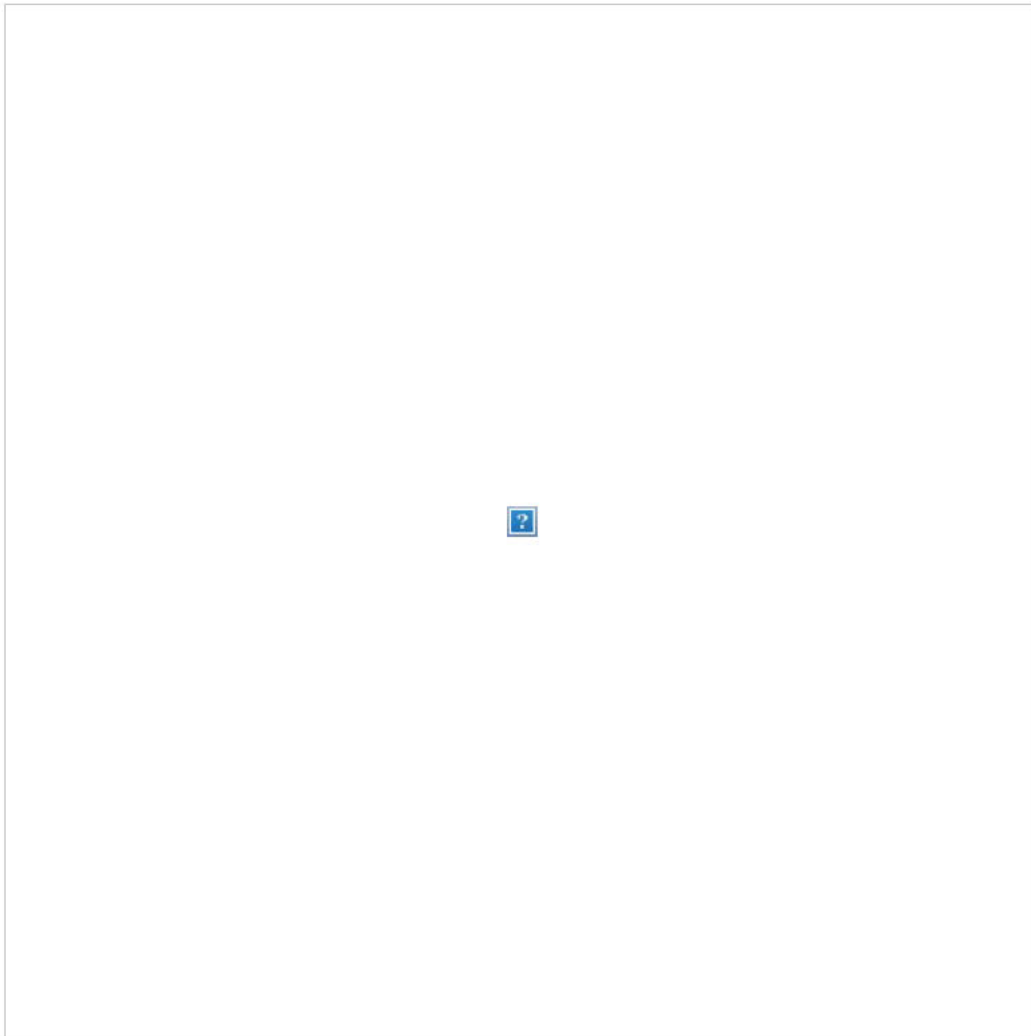
[REDACTED]



Jennifer Glaser
Director, Counseling and College and Career Readiness
Fairfax County Public Schools
571-423-4850

From: [Teaching with Primary Sources, Virginia](#)
To: [Luftglass, Maribeth](#)
Subject: [External] Teaching Online with Primary Sources
Date: Wednesday, April 15, 2020 8:53:51 AM

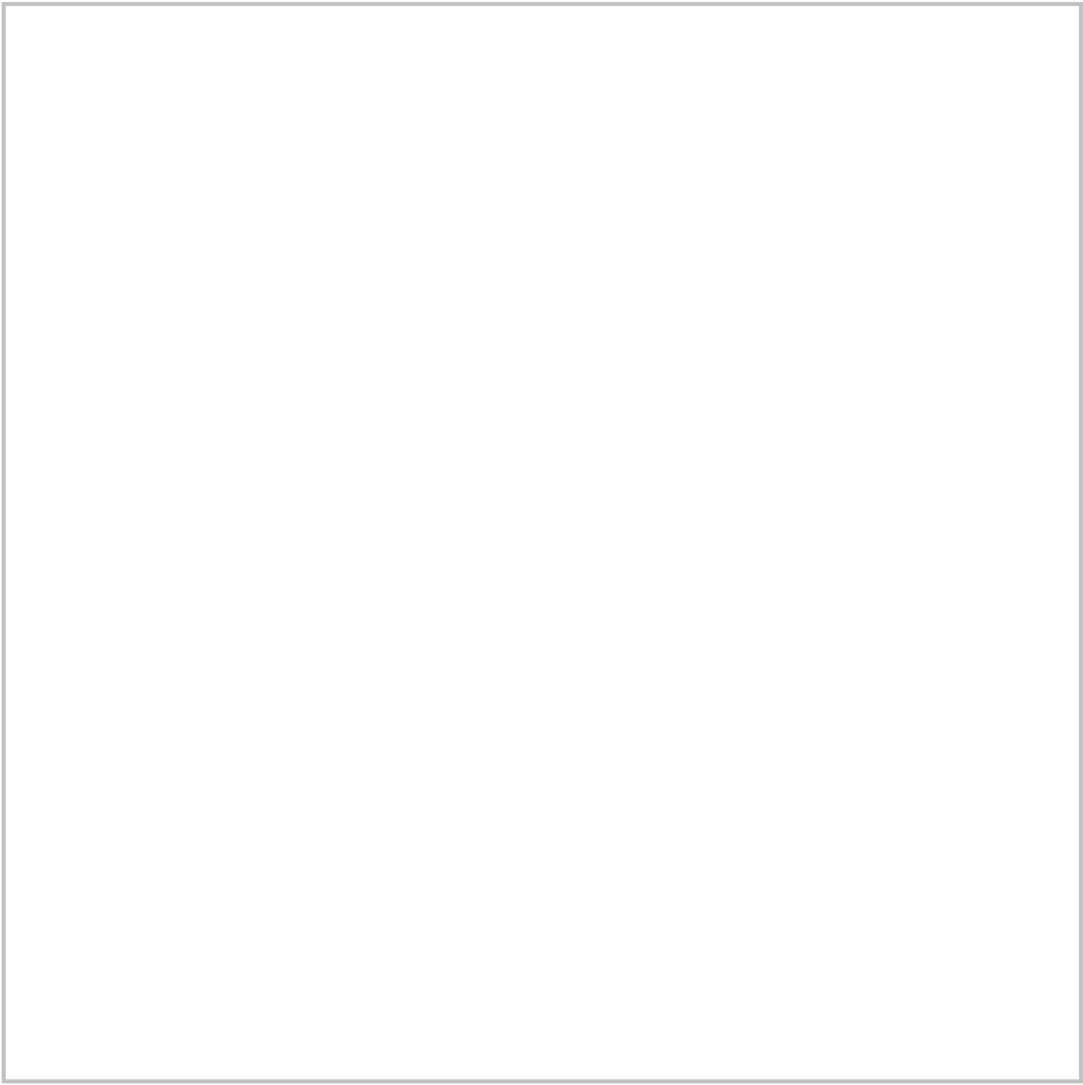
[View this email in your browser](#)



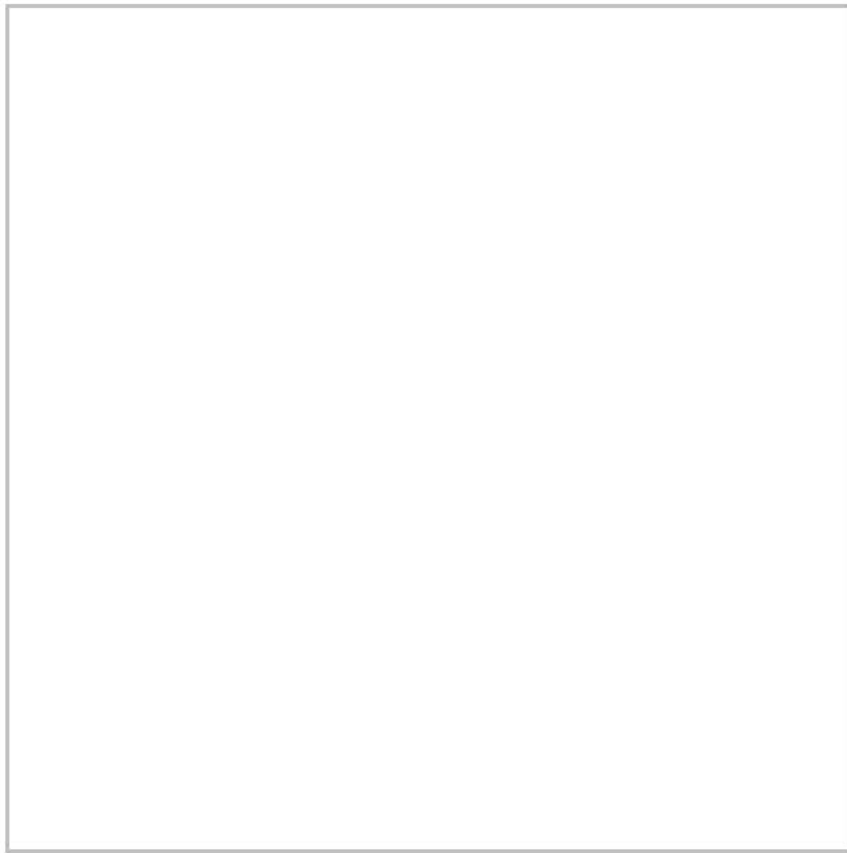
Over the next weeks, we'll be featuring the Library's online resources that support distance learning and may be of particular interest to you and your students. As always, please let us know how we can help!



[For more information, click here](#)



[For more information, click here](#)



[For more information, click here](#)

Stay healthy and stay in touch!

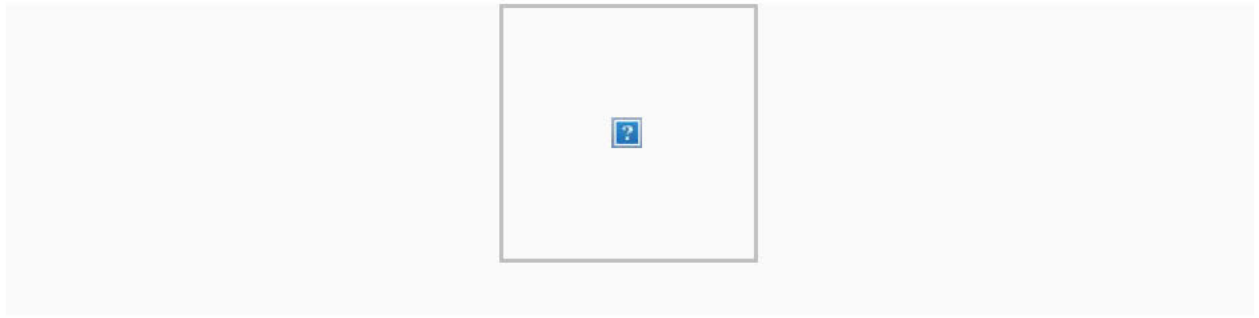


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131 Park Street, NE
Suite C-2
Vienna, VA 22180

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You can [update your preferences](#) or [unsubscribe from this list](#).



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From Michelle Van Dyke regarding reporting implications:

"For our EOY VDOE reports, we would be okay as long as the names are switched back by the time SIS comes down for EOY processing. All other reporting that we do (diploma seals, awards, discipline reports, audits, etc.) would have the changed name.

I need to check on our STI process to see what updates we are sending up at this time of year. Name changes can cause extra resolutions to avoid assigning a second STI. We can deal with that. I want to make sure they would not trigger automatic generation of a new STI."

Regards,

Mike

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:31 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about making the change of the 13 students in question in actual SIS first name and then revert back in June.

From: Siegl, Jim F.
Sent: Wednesday, April 15, 2020 8:27 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>; Downey, Paul J. <pjdowney@fcps.edu>; Mooney, Nicole <jnmooney@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

FYI-This question came up on the call occurring now, Nicole answered that even if a BB Admin manually changes a name, it is reset each night (In google our work around is to set the user outside of any updates)

The working team has discussed that this is this is one of the rare acceptable reason to enable guest links and JUST send the guest link to the student that needs this to protect their privacy (we have confirmed that in the student view, when guest access is enabled the student does not see the guest link, the teacher must communicate the link to a guest)

Worth noting, this topic has also gained some press recently in North Carolina at the state level <https://www.newsobserver.com/news/local/education/article241914151.html>

I suspect the coding for name is hard coded in the building block, but we are talking with Blackboard Collab product team on several issues, I will ask we add this question

We have a group call at 9:30 and I have this on the list to discuss

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:18 AM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning
Importance: High

Will the process for name change exceptions work in Bb Collaborate?

From: Siegl, Jim F. <jfsiegl1@fcps.edu>
Sent: Tuesday, April 7, 2020 4:07 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

For context, we currently have 13 students in the "name change" exceptions container

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 3:49 PM
To: Siegl, Jim F. <jfsiegl1@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

What about updates for those cases in the "secret" directory opt out category?

From: Siegl, Jim F.
Sent: Tuesday, April 7, 2020 3:47 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>; DIT SMT <DIT_SMT@fcps.edu>
Cc: Foland, Mike <jmfoland@fcps.edu>
Subject: RE: A concern about LGBTQ students during distance Learning

I reached out to Brunda and she confirmed than SIS name change are pushed down to AD through the IDM drive. From there, the Service Desk nightly process (Google Apps Directory for Sync) updates the first and last name on change for any G Suite user

Jim

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Tuesday, April 7, 2020 2:59 PM
To: DIT SMT <DIT_SMT@fcps.edu>; Siegl, Jim F. <jfsiegl1@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

From: Duran, Francisco
Sent: Tuesday, April 7, 2020 2:57 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Smith, Marty K. <mksmith@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

Is there anything we can do to modify the name after it has been fed by SIS?

Dr. Francisco Durán,
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
[\(571\) 423-4010](tel:(571)423-4010)



On Apr 7, 2020, at 2:55 PM, Luftglass, Maribeth <meluftglass@fcps.edu> wrote:

We'll draft a response. It's not going to satisfy him. G Suite accounts are automatically fed by SIS.

From: Smith, Marty K.
Sent: Tuesday, April 7, 2020 2:53 PM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>
Subject: FW: A concern about LGBTQ students during distance Learning

Maribeth,

Please see Robert Rigby's questions, below:

Marty K. Smith
Chief Operating Officer
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

571-423-1032 (office)
571-423-1007 (fax)

Engage.Inspire.Thrive

From: Brabrand, Scott S
Sent: Tuesday, April 7, 2020 2:51 PM
To: Duran, Francisco <fdduran@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>; Foster, John <jefoster@fcps.edu>; Kennedy, Ellen D <edkennedy@fcps.edu>
Subject: Fwd: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>
Sent: Tuesday, April 7, 2020 2:45:47 PM
To: Rigby, Robert N <rrigby@fcps.edu>; School Board Members with Clerk and Deputy Clerks <SchoolBoardMembersAndClerks@fcps.edu>; Johnson, Teresa L <TJJohnson4@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Cc: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: Re: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Rigby, Robert N <rrigby@fcps.edu>

Sent: Tuesday, April 7, 2020 2:29 PM

To: School Board Members with Clerk and Deputy Clerks; Brabrand, Scott S; Johnson, Teresa L; Duran, Francisco

Subject: A concern about LGBTQ students during distance Learning

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Fowler, Julie P.](#)
To: [Luftglass, Maribeth](#); [Smith, Marty K.](#); [Jewell, Tracey D.](#)
Subject: RE: Blackboard Breach
Date: Wednesday, April 15, 2020 8:50:16 AM

Here you go:

<https://docs.google.com/presentation/d/1yXbQQmf27s9nRSEBUM30oy1EPfj1OtPxsLxcHbK88lc/edit?usp=sharing>.

Julie Fowler
Manager of Business Operations
Chief Operating Office
Fairfax County Public Schools
Telephone: 571-423-1047

From: Luftglass, Maribeth <meluftglass@fcps.edu>
Sent: Wednesday, April 15, 2020 8:36 AM
To: Fowler, Julie P. <JPFowler1@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: RE: Blackboard Breach

If you would like to start a Google Presentation with the right template, send us the link, then we could work on it. Still in the SBTS training right now.

Thanks!

Maribeth

From: Fowler, Julie P.
Sent: Wednesday, April 15, 2020 8:34 AM
To: Smith, Marty K. <mksmith@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: RE: Blackboard Breach

I'm ready to do anything I can to help.

Julie Fowler
Manager of Business Operations
Chief Operating Office
Fairfax County Public Schools
Telephone: 571-423-1047

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 8:33 AM
To: Fowler, Julie P. <JPFowler1@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: Fwd: Blackboard Breach

Sent: Wednesday, April 15, 2020 7:26:30 AM

To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>

Subject: Fwd: Blackboard Breach

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

From: Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>

Sent: Wednesday, April 15, 2020 12:24 AM

To: Brabrand, Scott S; Corbett Sanders, Karen (School Board Member)

Subject: Blackboard Breach

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

—

KARL FRISCH

Providence District Representative
Fairfax County School Board
(571) 423-1084 office

[Facebook](#) | [Twitter](#) | [Instagram](#)

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From: [Zuluaga, Fabio](#)
To: [Frisch, Karl V \(School Board Member\)](#)
Subject: RE: [External] What is Happening with FCPS Online Learning?
Date: Wednesday, April 15, 2020 8:47:59 AM

Good Morning Karl – Do you have time for a brief phone call at 9:00 a.m. or at noon? Thanks --
Fabio

From: Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>
Sent: Wednesday, April 15, 2020 2:04 AM
To: Brabrand, Scott S <ssbrabrand@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>
Subject: Fw: [External] What is Happening with FCPS Online Learning?

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>
Sent: Wednesday, April 15, 2020 2:00 AM
To: [REDACTED] <[REDACTED]>
Subject: Re: [External] What is Happening with FCPS Online Learning?

[REDACTED]

I've spent much of the night reaching out to the Superintendent and various FCPS staff because I am angry and I want answers. I know I am not the only member of the School Board who feels this way -- I've been in touch with several who share my frustration.

As I expressed to the Superintendent in my email this evening, a few technical glitches are to be expected during a massive rollout. What I don't understand is why FCPS would roll out distance learning on a platform like Blackboard that it had already decided to ditch next year (long before COVID-19), without making sure it did not have the same/similar issues that Zoom received such widespread attention over.

I've asked School Board chair Karen Corbett Sanders to add this to the agenda for this week's school board meeting so that we can have a public examination of what the heck happened here.

As to your other point, I have asked the Superintendent to examine the way FCPS is communicating important information to parents -- especially during this closure. It is unacceptable for parents to be receiving a muddled message from FCPS and a separate, equally confusing and potentially conflicting message from their principal. In my view, we should communicate clearly and concisely with a single voice in order to avoid understandable confusion.

I've shared your email with the Superintendent and the Regional Assistant Superintendent so that I can get answers to some of your specific questions about the cost of Blackboard, etc.

If you'd like to talk by phone on Friday (after our School Board meeting on Thursday), perhaps I can share additional information with you then?

Karl

—

KARL FRISCH

Providence District Representative

Fairfax County School Board

(571) 423-1084 office

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From: [REDACTED] <[REDACTED]>

Sent: Wednesday, April 15, 2020 12:05 AM

To: Keys-Gamarra, Karen A (School Board Member) <kakeysgamarr@fcps.edu>; Omeish, Abrar

(School Board Member) <aomeish@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>

Subject: [External] What is Happening with FCPS Online Learning?

Good Evening FCPS Board Members,

About 90 minutes ago I received an email that FCPS were opening two hours late tomorrow. I had a lot of questions about what that actually means: are classes shifted by two hours? Are classes condensed? Does it mean something else? There was no place I could go to get more information. About ten minutes later I received an email from the principal of [REDACTED] that their classes for Wednesday or Friday of this week are cancelled "...to while we work to ensure we are well prepared to support our students and staff in connecting synchronously."

I have never been so frustrated, mad and angry than I am right now. You have had nearly four weeks to figure all of this out. You have likely given millions of tax payer dollars to Blackboard to figure this out and what do we have to show for it? A two hour delay on the second day of school and at least one middle school (the largest in the county) simply not having classes. I have lots of questions and would like answers but no one seems to bother or care about responding to specific questions from one individual tax-paying citizen of Fairfax County:

1. Why the two hour delay?
2. What does a two hour delay mean?
3. Are there other schools closing for the week?
4. Who made the decision about closing Glasgow Middle School?
5. How much money are you paying Blackboard?
6. Is anyone held accountable?

At this point in this entire debacle of transitioning to online classes, I believe (hope?) that we are at the low point. But, I do not believe that we are. And, this is very disappointing for my wife and me. We made a decision to move to Fairfax County because of the schools. I am a product of the FCPS system. I attended Greenbriar East, Rocky Run and Chantilly High School. I grew up in Greenbriar and my parents still live there. My parents moved here when I was in the first grade because of the school system. With my children having attended FCPS since 2011, I think the schools may be the reason we move out of the county. This entire process has demonstrated to me the lack of leadership that exists at FCPS. Who is held responsible? Who makes the decisions? Who really cares?

I realize, understand and know that none of you will respond to me in any meaningful way. You will simply chalk this up to yet another upset citizen. Or, you will tell yourself that I don't live in your district so I don't matter. That's fine. This is yet another example of none of us having any

meaningful way to petition our elected leaders because that opportunity has been taken away from us. I tried to participate in the online board meeting but there was no way for a citizen to provide input or comments. We are now left to send emails, leave messages on voicemail, fill out web forms with our grievances, or follow someone on Twitter with the hope of a response.

As you read this, please know that tomorrow morning I will have to tell my daughter, [REDACTED], that school has been cancelled yet again. She will be crying. I will be crying. She will ask about other schools and I will have to respond, "No, just yours. I don't know why. I am sorry."

-- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

From: [Luftglass, Maribeth](#)
To: [Jewell, Tracey D.](#)
Subject: RE: Blackboard Breach
Date: Wednesday, April 15, 2020 8:39:00 AM

Yes. Keep Betsy, and reschedule Madhavi.
Thanks,
Maribeth

From: Jewell, Tracey D.
Sent: Wednesday, April 15, 2020 8:37 AM
To: Luftglass, Maribeth <meluftglass@fcps.edu>
Subject: RE: Blackboard Breach

Just thinking... we have 2 PM presentations during SMT today – Madhavi and Betsy. Do you want to reschedule either or both of those to allow us time to discuss a plan B idea? We could keep Betsy and only do the discipline module update, and reschedule Madhavi.

From: Smith, Marty K. <mksmith@fcps.edu>
Sent: Wednesday, April 15, 2020 8:33 AM
To: Fowler, Julie P. <JPFowler1@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Jewell, Tracey D. <TDJewell@fcps.edu>
Subject: Fwd: Blackboard Breach

FYI

Sent from my iPad

Begin forwarded message:

From: "Brabrand, Scott S" <ssbrabrand@fcps.edu>
Date: April 15, 2020 at 8:25:46 AM EDT
To: "Smith, Marty K." <mksmith@fcps.edu>
Cc: "Foster, John" <jefoster@fcps.edu>, "Ivey, Frances W" <FWIvey@fcps.edu>
Subject: Fwd: Blackboard Breach

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Brabrand, Scott S <ssbrabrand@fcps.edu>

Sent: Wednesday, April 15, 2020 7:26:30 AM

To: Cabinet (Superintendent) <CabinetSuperintendent@fcps.edu>; Luftglass, Maribeth <meluftglass@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>

Subject: Fwd: Blackboard Breach

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>

Sent: Wednesday, April 15, 2020 12:24 AM

To: Brabrand, Scott S; Corbett Sanders, Karen (School Board Member)

Subject: Blackboard Breach

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

—

KARL FRISCH

Providence District Representative

Fairfax County School Board

(571) 423-1084 office

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