Enhanced Continuity of Learning Plan 4.0:

Reimagining Schools

Wednesday, July 29th

Alexandria City Public Schools

EVERY STUDENT SUCCEEDS

1

Check in: How do you like to be shown gratitude?

1 Shout me out in a public way!

2 Send me a private note, message, or phone call please!

3 I love small gifts or tokens!

4 Be present! I know you appreciate my work when you show up focused and ready to go.

- **Step Up, Step Back: We encourage you to share, make space to learn from others**

- **If possible, keep your video on to keep the conversation personable**

- **Use the chat function throughout**

- **Discussion will be recorded to capture takeaways to share in the future**

Where are we today?

We Are Here! → Best Fit Model

ACPS Plans + Models

Internal Data

External Data + Models

Thought Partners + National Guidance

Moving towards August 7th Board Meeting

Last Week

What are our **designs** for Virtual and for Hybrid?
(success criteria, assumptions)

How might we support schools and families in either model?
(guidance, actions)

This Week

How will our students and staff experience our designs for 100% Virtual and Hybrid?

Are the hybrid and virtual models **feasible** within our constraints?

Next Week

How can we build an understanding of our recommended model with our Board and ACPS Community?

Today at a Glance

This Zoom

Now to 9:30 am

- Retrospective
- Sharing Trends from Day In the Life
- Feasibility Update

CFPT Zoom

~ 9:30 am to 11 am

- Finishing Touches & Adjustments to Playbooks

- **DUE 5PM TODAY**

*Reminder: please upload your Zoom Recordings into the Google Doc. Sahar is here to assist you if you have any questions.

Thank you!!!

Thank you for coming together as one Cross Functional Planning Team! You've brought some serious work ethic and dialogue to our planning conversations...

We Prioritized & Created Guidance for

24 Core Areas across 5 different CFPTs

Planning Sessions

We've come together as a Cross Functional Planning Team for

50+ Hours of collaboration across teams, including M/W Design sessions, alignment meetings, and scheduling guidance conversations

And involved

100+ Division leaders in the Reopening planning meeting process

And of course...

1 Reopening playbook with synthesized division-level guidance, school action steps, and aligned resources for school leaders

3+ Sample virtual schedules for our elementary, middle, and high school learners

We could no have done this without our community!

22,000 + Views of FAQs & Community Chats

12,000 + Survey Responses from our staff and families

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What is a Retrospective?

- At set time intervals throughout a project, we create a space to r**eflect on and discuss what worked well and what didn't so that we can improve.**
- We focus the conversation and data collection on **what enabled / prevented our team from hitting work goals so that we can understand broadly:**
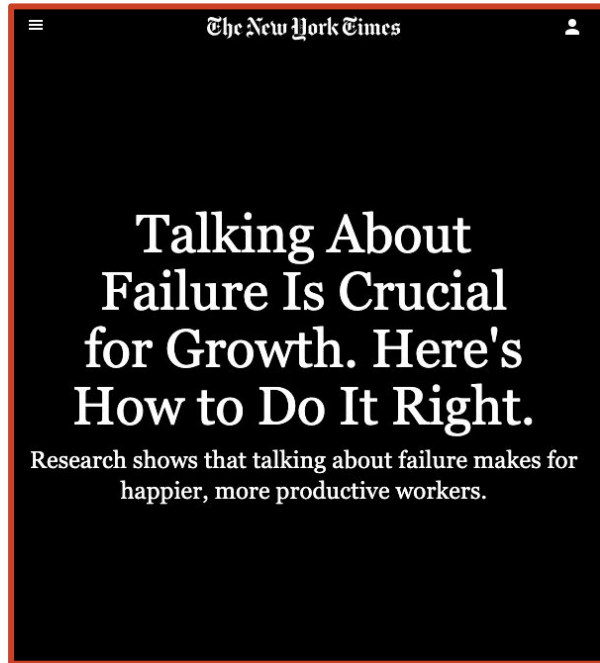
| What should we **continue** doing? | What should we **stop** doing? | What should we **start** doing? |

- This information is then used to **pivot** our approach - adopting new action steps, adjusting our roles and responsibilities, improving our processes, etc.

Why do we take a look at what worked and what didn't?

The New York Times

Talking About Failure Is Crucial for Growth. Here's How to Do It Right.

Research shows that talking about failure makes for happier, more productive workers.

"Taking the time to reflect on and communicate about unwanted outcomes can go a long way in creating more congenial, trusting and ultimately productive workplaces."

- Frame it in a question + hypothesis - changes the tone

- Discussion prevents replication

- Complexity reduces blame and increases learning

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We will focus today on <u>these two topics</u> to uncover ways to improve our support of our students, our staff and our families throughout the reopening process

How we worked together in teams to make decisions and provide guidance

How we shared updates and supported the felt needs of students, staff, and families

Retrospective Rounds

Each round, discuss the question for these focus areas.

How we worked together in teams to make decisions and provide guidance

How we shared updates and supported the felt needs of students, staff, and families

Round 1
WHOLE GROUP

What should we **continue doing?**

Round 2
BREAKOUT 1

What should we **stop doing?**

Round 3
BREAKOUT 2

What should we **start doing?**

For each round, share your feedback **here**

Let's Show Some Gratitude!

Add to the padlet: someone you learned something from these past two weeks!
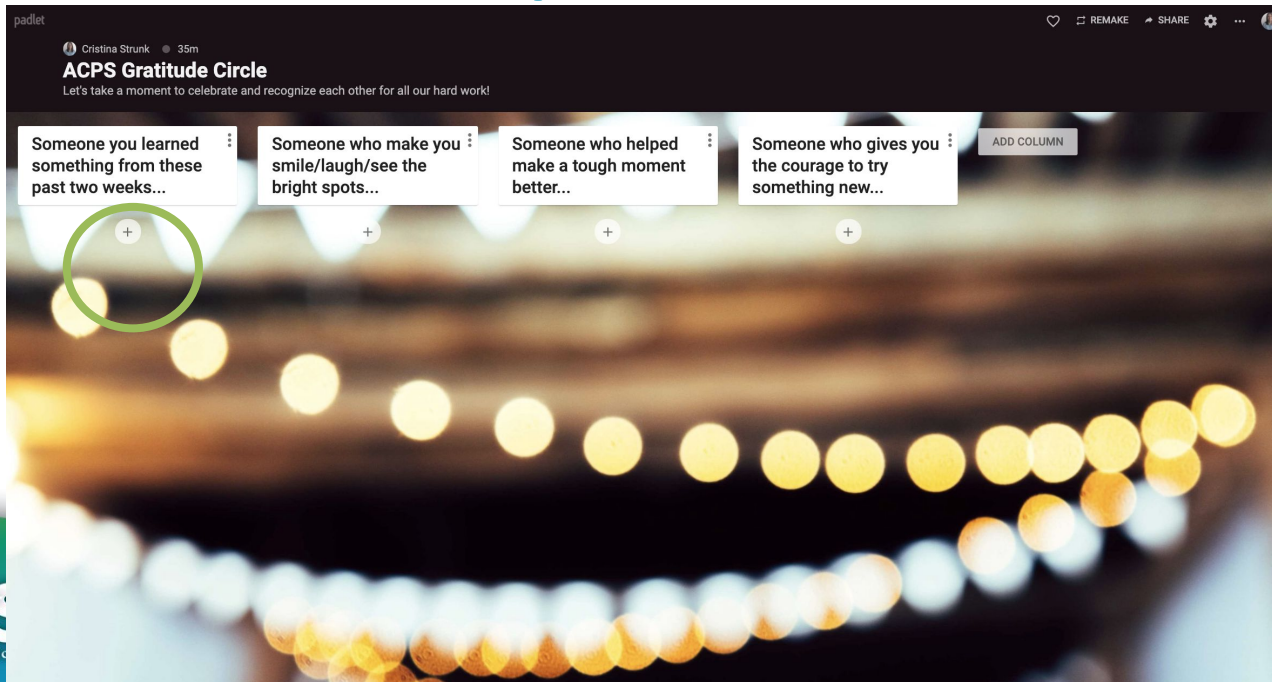
Let's Show Some Gratitude!

Shout out someone who make you smile/laugh/see the bright spots.

Let's Show Some Gratitude!

Shout out someone who helped make a tough moment better!

Let's Show Some Gratitude!

Shout out someone who gives you the courage to try something new.

How We Continue

Communicate & Share Learnings

Leverage existing communications to share individual thoughts and ideas you gleaned through this process, and to build upon communications to share your story

Leverage Tools & Materials

Be an 'ambassador' of this process by presenting on learnings and reflections, and use the protocols you experienced on M/W!

Themes from Day In The Life

TEAM	GUIDANCE TO CHECK WE HAVE
SEAL + C&I	**Virtual Learning Expectations** ❏ Instructional strategies that are mask-wearing friendly ❏ Developing + monitoring teacher evaluation systems for at-home learning ❏ Guidance for principals on how they should move through a building to observe classes in person, and how to observe classrooms virtually throughout the week ❏ Developing and monitoring new IEP's for home learning. **Co-teaching + Creative Staffing** ❏ More detailed guidance on how to engage with and utilize substitute teachers **SEL** ❏ Guidance around setting up times for schools to come together and fellowship (i.e. daily in-person or streamed morning meetings)

Themes from Day In The Life

TEAM	GUIDANCE TO CHECK WE HAVE
HR/CI/IT	**IT Support** ❏ Instructions for how division will maintain wifi- connectivity and access + trouble-shooting (i.e. access to hot spots, mi-fis, etc.) ❏ Guidance around what kind of ad-hoc tech support will be available to staff and students throughout the day **HR + Staffing** ❏ Guidance for requesting additional staffing support to monitor people's health throughout the day ❏ Guidance around monitoring and following up on attendance (data accuracy) **Staff Mental Health + Wellness** ❏ Guidance around recommended staff self care and wellness activities / supplies / time to allow into schedule ❏ Guidance around handling teacher absences / teacher refusal to work ❏ [HR + Health & Safety] Guidance around what happens when people forget / refuse to follow safety procedures

Themes from Day In The Life

TEAM	GUIDANCE TO CHECK WE HAVE
H&S	**Student Health, Screening, Signage & PPE** ❏ Details around PPE management and restocking at school-level ❏ Steps for how non-instructional staff can support students and staff assessing exposure and health throughout the school day ❏ Clarity around signage - will signage differ for ES, MS, HS in the amount of visuals vs. words? ❏ Clarity around contact tracing protocol, and a principal's and teachers' roles ❏ Clear protocols for principals to access supports--admin, SST, nurse, etc ❏ Guidance for how to work with nurses to monitor student symptoms and potential positive cases ❏ Expectations for at-home screening procedure for all employees (i.e. taking your own temperature daily, etc.) ❏ Clarity around materials + supplies students and staff can / cannot bring from home (i.e. lunch, change of clothes, etc.) ❏ Guidance around 'mask breaks' for students and staff throughout the day **Nutrition** ❏ In-person lunch protocols **Cleaning & Sanitation** ❏ Guidance for principals on what they can/cannot ask custodians to do ❏ Professional Learning topics that custodians, meal service and other non-instructional staff will receive **Security** ❏ Detailed guidance around emergency drills and emergency activation plans

Themes from Day In The Life

TEAM	GUIDANCE TO CHECK WE HAVE
SCR	**Communication Channels for Requesting Additional Support** ❏ Communications for tech support for families learning at home ❏ Who owns what for daily communication around attendance and updates? ❏ 'COVID Help-Hubs' - what will this support look like, and what kinds of areas will they support staff and families with?

Themes from Day In The Life

Alignment to Vision 2025

- ❏ **Equity** must be at the forefront--we first need to deeply understand what students, families, staff need and provide supports tailored to those needs. One size won't fit all.

- ❏ We must be **trauma-informed** as we develop expectations, plans, and supports.

- ❏ This demands **innovation**→ It isn't impossible to execute our plan; we need to be creative in our approach.

- ❏ We need to create a **welcoming** environment for leaders, families, staff, students at ACPS.

- ❏ Our commitment to **excellent instruction** should be evident in gathering data, providing accommodations so all students can access curriculum, delivery is adjusted to build engagement + collaboration + depth of understanding

Feasibility Analysis

constraints

Model is possible within current constraints and available resources

Informed by...
- Capacity
- People
- Equipment
- Time
- Funding

input

Model supports ACPS community, staff needs and preferences

Informed by...
- Thought Partners
- Initial Survey Results
- Community Chats
- Emails + FAQs

alignment

Model is aligned to ACPS 2025: Equity for All

Informed by...
- Mission + Vision
- How does this plan living the Core Values… (heart and soul)

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Feasibility Analysis
Decision Tree

Is it feasible to open our schools for in person learning starting on Sept 8th

Based on our understanding and assessment of ACPS constraints, community input + vision

Yes

If Yes, how many students can we accommodate, per CDC + Health Dept Recommendations?
- All Students
- Subset of Students

No

If No, at what date or at what change in conditions will we reassess?

If there are any no's, then it is NOT Feasible

More Information or Decision

Can we gather information this week? Or do we have to make another assumption?

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Reminder

Continue to work with your teams on your Playbooks. They are due **today EOD.**

Natalie has office hours available today for final review with your team:
2:00 - 2:30
3:00 - 3:30

What if our team finishes before 11AM?

❏ Did we check that applicable decisions in **our workbook** are included in our playbook?

❏ Did we notice any **themes across our Day in the Life activities** that we want to address in our guidance?

❏ Did we **minimize 'edu-speak'** where possible in our guidance?

…if you can say **'yes!'** to all 3 of these questions, than you're good to go!

Enhanced Continuity of Learning Plan 4.0:

Reimagining Schools

Monday, July 27nd

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EVERY STUDENT SUCCEEDS

Check in: Which picture resonates with you today and why?

- **Step Up, Step Back: We encourage you to share, make space to learn from others**

- **If possible, keep your video on to keep the conversation personable**

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- **Discussion will be recorded to capture takeaways to share in the future**

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Today at a Glance

This Zoom

Now to 11:00 am

- Scheduling Guidance Update
- Trends in Playbooks & Next Steps
- **Breakout Rooms** - Day In the Life
- Whole-Group Share Out + Closing

CFPT Zoom

~ 9:45 am to 11 am

- Continue to Build Playbooks
- Focus on Core Area Guidance + Decisions for Schedule Prototypes

Schedule Guidance Update

Last week: EDT + Principals met to review + provide feedback on hybrid schedules, and begin drafting virtual schedules.
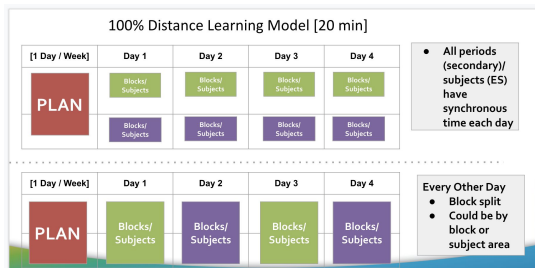
Wins: We have feedback across stakeholder groups on shifts needed for hybrid schedules + focus areas for 100% virtual schedules for each grade band.

Key Takeaways: ES + Secondary have different constraints in virtual schedules; we need division-wide expectations that are flexible enough for school leaders while creating continuity for families + students.

Next Steps: Principals build test virtual schedules in planning cohorts; schedule office hours; testing on Friday to ensure vertical alignment + cohesive experience.

Playbook Checklist for Success

❏ Clear criteria for success that is aligned to Guiding Principles

❏ **Division Guidance** outlines what central office and departments will do to support schools, and (if applicable) by when

❏ **Division Guidance** and school actions answer **all** the aligned VDOE Essential Questions

❏ **What We Heard** references survey data, community chats, and/or other stakeholder engagement data

❏ **School Action Steps** are specific, actionable, and (if applicable) time-bound - not more questions for principals and teams to ask themselves

❏ Designate hybrid, virtual, or both for your guidance / actions

❏ Applicable resources are linked, and contact information is added

Trends Across Playbooks

✔ ❑ Clear criteria for success that is aligned to Core Principles ('we will be successful if…')

✔ ❑ **Division Guidance** outlines what central office and departments will do to support schools, and (if applicable) by when

✘ ❑ **Division Guidance** and school actions answer **all** the aligned VDOE Essential Questions on playbook page

✔ ❑ **What We Heard** references survey data, community chats, and/or other stakeholder engagement data

✘ ❑ **School Action Steps** are specific, actionable, and (if applicable) time-bound - not more questions for principals and teams to ask themselves

✘ ❑ Designate hybrid, virtual, or both for your guidance / actions

✘ ❑ Applicable resources are linked, and contact information is added

The 'Goldilocks Rule' for Writing Guidance & Action Items

❌ Too Broad

Establish procedures for pickup of ill students

❌ Too Specific

Procedures for pickup of ill students:
- Students must be taken to isolation room that has no more than 3 students at one time
- Nurse must screen parents entering building for pickup of student
- Siblings of sick students must be removed within an hour of ill student being taken to isolation room
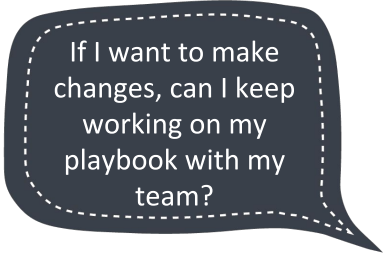
✔ Just Right

Procedures for pickup of ill students:
- **Staff will create an** Isolation room (separate but close to clinic) for students exhibiting any symptom of COVID
- **Staff will** screen parents entering building for pickup of student
- **Staff will notify parents that** siblings of sick students with COVID symptoms, should be considered ill

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How EE will support from today through Thursday

- Leaving comments and feedback

- Refining language and specificity of action steps and guidance

- Reformatting slides

- Updating 'what we heard' with applicable / new data collected from stakeholders

If I want to make changes, can I keep working on my playbook with my team?

Absolutely! Continue adding what you learned from the Day in the Life Activity and continued team conversations through **Wednesday EOD**.

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WE ARE ALL DESIGNERS

Design Thinking

Human-centered design is a creative approach to problem solving.

It's a process that starts with the people you're designing for and ends with new solutions that are tailor-made to suit their needs.

EMPATHIZE

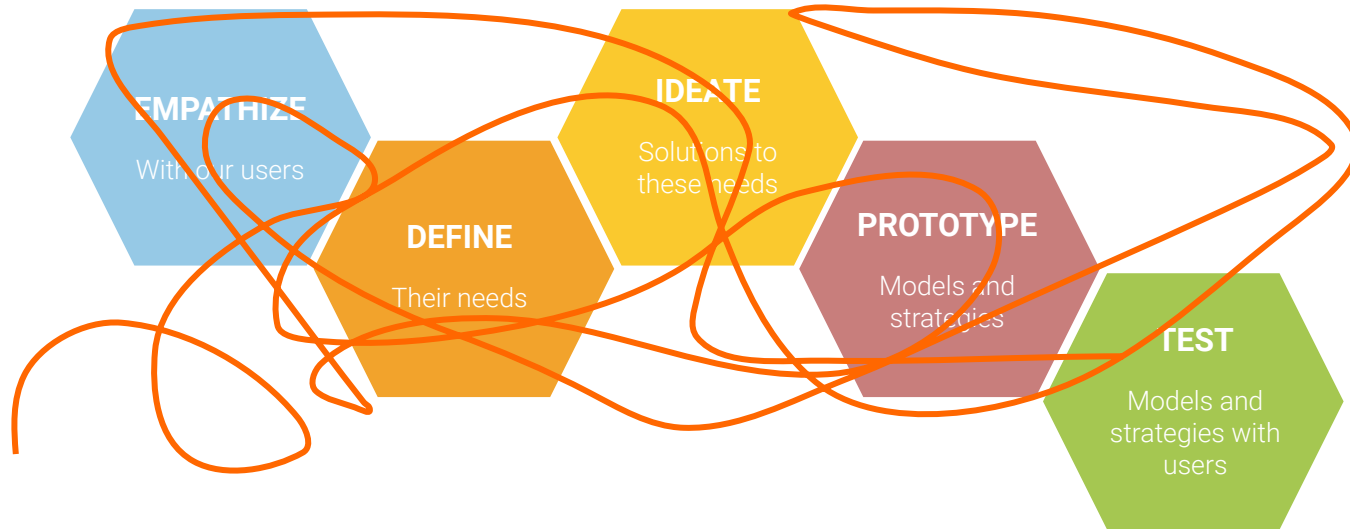With our users

DEFINE

Their needs

IDEATE

Solutions to these needs

PROTOTYPE

Models and strategies

TEST

Models and strategies with users

But sometimes, we need to start somewhere else...

Racism and inequity are products of design.

They can be redesigned.

Today, we will design a Day in the Life for various stakeholder personas

Why a Day in the Life?

- A day in the life helps us to map the journey various stakeholders will take throughout the day, and will help us check our understanding of our guidance from a stakeholder's POV.

- Mapping out a day will clarify what 'gaps' we need to account for as we continue planning and sharing resources with our division, and will help us understand the **feasibility** of our schedule guidance.

- We will never be able to design and control for every detail and decision our students, staff, and family will make.

- What we *can* do is design for personas on the margins, and therefore prepare ourselves for handling the nuances and specific challenges each staff, student, and community member will bring no matter what.

Why Personas?

What is feasibility?

What it **IS**: We identify the best fit model for our opening, based on a consistent set of criteria.

What it IS **NOT**: What we see other divisions choosing, the easiest route, what is on the news.

constraints

Model is possible within current constraints and available resources

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- Funding

input

Model supports ACPS community, staff needs and preferences

Informed by...
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vision

Model is aligned to
ACPS 2025: Equity for All

Informed by...
- Mission + Vision
- How does this plan living the Core Values… (heart and soul)

You will provide feedback through Day in the Life activity

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It is OK to Not Feel OK

Proud

Accomplished

Thoughtful

Eye-opening

Confused

Disoriented

Shame

Guilt

Attacked

Defensive

Remember, these conversations will be challenging because they are meant to be. It is important we have them now so that we can continue to support our communities in the moment moving forward.
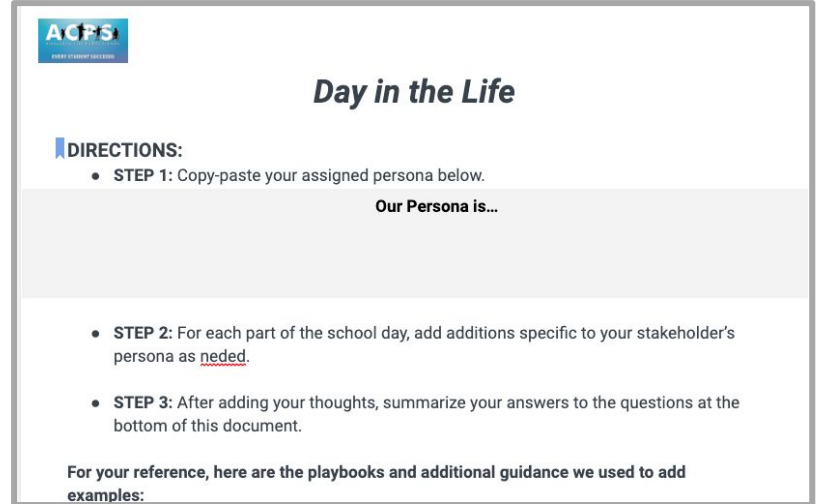
Let's get started!

STEP 1: We will put you into randomly assigned breakout rooms

STEP 2: Once in your room, navigate to the **persona table** at the bottom of your Facilitator's Agenda to find your assigned persona and Day in the Life Template to complete with your team

STEP 3: Follow directions at the top of your DITL document, and work through a day with your stakeholder

STEP 4: Once complete, answer the questions at the bottom of the document, and prepare to share your thoughts in the chat when we return whole group.

Reflecting on A Day in the Life…

Round 1	Round 2	Round 3
How did it **feel** like to go through the day wearing a different hat?	What did this experience **spark** for you?	What is this making you think about what you need to **design** for or **plan**?

Reminder

Continue to work with your teams on your Playbooks. They are due **Wednesday EOD.**

Most of Wednesday's session will give you more time to refine with your team

Tag EE in the comments if you have any questions