

Superintendent's Update



School Board Meeting
January 7, 2021



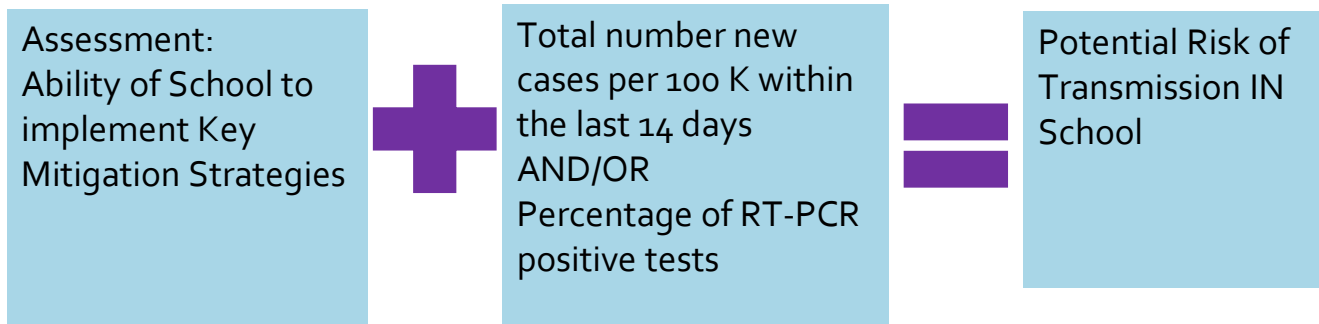
EVERY STUDENT SUCCEEDS

Due Dates for Phased Reentry

2 Weeks: <i>Confirm + Update Staff Availability</i>	Schedule Sent to Hybrid Families	1 Week: <i>Communicate Decision Matrix Info to Families</i>	Phased Reentry	Description of Student Groups
January 6	January 8	January 11	January 19	Begin with Students with Disabilities in grades K-2 who are enrolled in the Citywide Special Education program who opt into in-person learning. Citywide self-contained students are students with Intellectual Disabilities, Autism, Multiple Disabilities or Emotional Disabilities (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).
January 11	January 12	January 19 (Tuesday bec. 1/18 is a holiday)	January 26	Expand to include: <ul style="list-style-type: none"> • Students with Disabilities in grades 3-5 who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators). • Early Childhood Special Education students who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators). • Students with Disabilities in grades K-5 who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, community health metrics and decision matrix indicators). • English Learners in grades K-5 (contingent upon staffing, building capacity, community health metrics and decision matrix indicators)
January 19 (Tuesday bec. 1/18 is a holiday)	January 20	January 25	February 2	Expand to include: <ul style="list-style-type: none"> • Students with Disabilities in grades 6-12 who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators). • Students with Disabilities in grades 6-12 who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators). • English Learners in grades 6-12 (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).
January 25	January 26	February 1	February 9	Expand to include all remaining students in grades PreK-5 who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).
February 1	February 2	February 8	February 16	Expand to include all remaining students in grades PreK-12 including Adult Education who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).

Dynamic School Decision Making

- When deciding to open, close, or reopen schools, CDC recommends the use of 3 core indicators:
 - **Two** measures of community burden (number of new cases per 100,000 persons in the past 14 days; and percentage of RT-PCR tests that are positive during the last 14 days); **AND**
 - **One** self-assessed measure of school implementation of key mitigation strategies.
- The community indicators are a measure of the level of **community transmission**.
- While increasing community burden increases the risk of introduction of SARS-CoV-2 to a school, **the risk of transmission within the school is dependent on the implementation of the 5 key mitigation strategies within each school.**



Decision Matrix Indicators

- *VDH Interim Guidance for Mitigation Measures in K-12 School Settings*
(link is [here](#))
- **Alexandria Department of Health and ACPS Collaboration**
 - Dynamic School Decision Making Guidance
 - Levels of Community Transmission
 - Levels of School Impact
 - Decision Matrix for Transitioning Between Methods of Instruction

Levels of Community Transmission

Criteria	Level of Community Transmission		
	Moderate Risk (or less)	Higher Risk	Highest Risk
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Single outbreak or sporadic outbreaks in school. Size of outbreaks remains small.	Several outbreaks in school within short time period; size of outbreaks is significant (e.g. multiple classrooms or grade levels impacted)
Staff capacity to conduct classes and school operations [†]	Normal	Strained	Critical

* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.



Levels of School Impact

Staffing & capacity levels impact the division's ability to implement key health and safety mitigation measures.*

NORMAL	75-100%	Schools and/or Division is Operating at 75-100%
STRAINED	50-75%	Schools and/or Division is Operating at 50-75%
CRITICAL	Under 50%	Schools and/or Division is Operating Under 50%

Impacted Areas: *Facilities; Health Services; Instructional Delivery; School Nutrition Services; Transportation



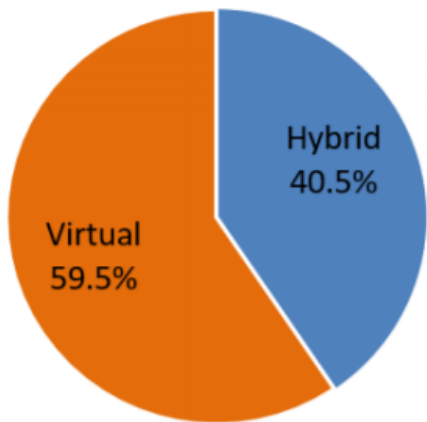
Decision Matrix for Transitioning Between Methods of Instruction

		Level of Community Transmission <i>(considers new cases per 100,00 and positivity rate)</i>		
		Moderate Risk (or less)	Higher Risk	Highest Risk
Levels of School Impact <i>Staffing + capacity has an impact on health + safety mitigation ability as well as the following:</i> <ul style="list-style-type: none"> • Facilities • Health Services • Instructional Delivery • School Nutrition Services • Transportation 	Normal	Hybrid	Hybrid	Modified Hybrid
		Hybrid		Modified Hybrid
	Strained	Hybrid	Modified Hybrid	100% Virtual
		Modified Hybrid		
	Critical	Modified Hybrid		100% Virtual
		Modified Hybrid		

Hybrid: Full Phased Reentry Plan
Modified Hybrid: Prioritizing Groups Using Phased Reentry Plan
100% Virtual: 100% of Students Receiving Instruction Virtually

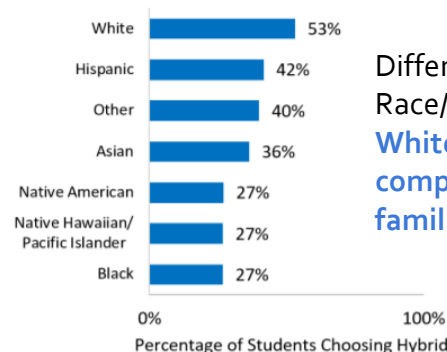


Family Choice Form Results (1)



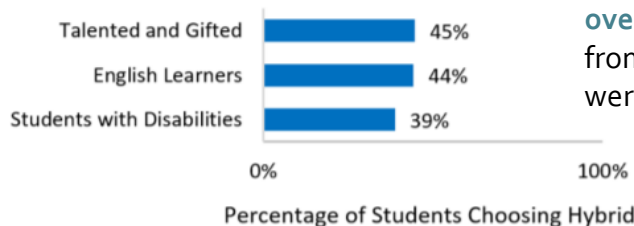
Overall 59.5% of families opted to remain Virtual. This includes 17% of families that did not complete the form.

Percentage of Students Choosing Hybrid by Race and Ethnicity



Differences were seen across Race/Ethnicity with a high of 53% of White families opting for Hybrid compared to a low of 27% of Black families.

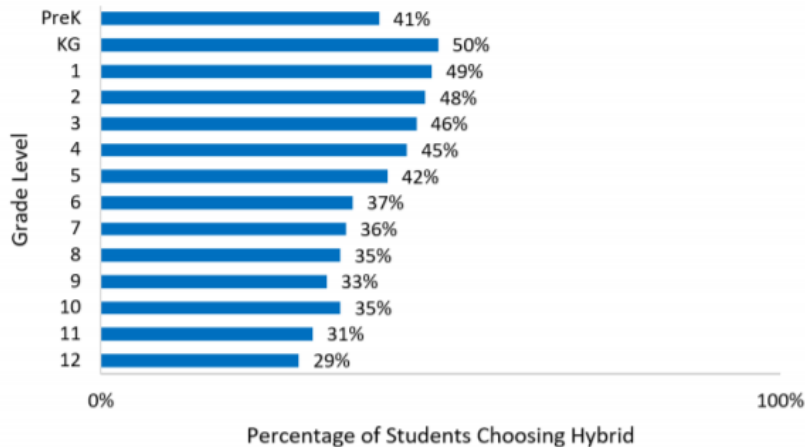
Percentage of Students Choosing Hybrid by Special Program



No large differences by overall Special Program from overall division trends were noted.

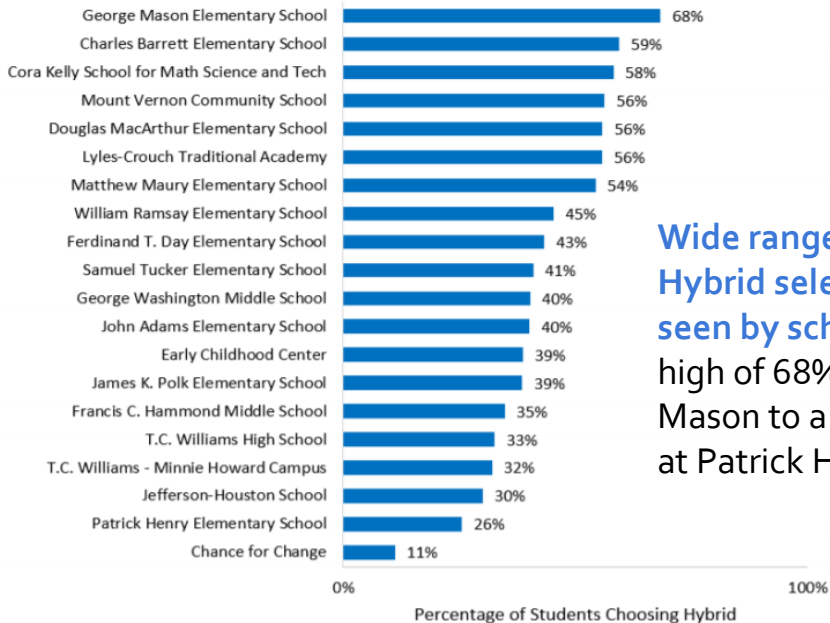
Family Choice Form Results (2)

Percentage of Students Choosing Hybrid by Grade Level



Differences were noted across grade level with higher rates of Hybrid selected for the youngest ACPS students.

Percentage of Students Choosing Hybrid by School



Wide ranges of Hybrid selection were seen by school with a high of 68% at George Mason to a low of 26% at Patrick Henry.

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Superintendent

Dr. Gregory C. Hutchings, Jr.

School Board

Cindy Anderson, *Chair*
Veronica Nolan, *Vice Chair*

Meagan L. Alderton
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Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher Suarez
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