

# *Enhanced Continuity of Learning Plan 4.0: Reimagining Schools*



School Board Meeting  
Friday, July 17, 2020



**EVERY STUDENT SUCCEEDS**

# Essential Questions

1. What are we learning about reopening preferences and needs across our surveyed **staff and families**?
2. How are our teams **progressing** in their planning of the Continuity of Learning Plan 4.0 and our efforts with **master scheduling**?
3. How do we plan to **continue the conversation** and further our communication?
4. What **future milestones** should we expect as a division?

# Our Guiding Principles

**Increase Equitable  
Access to Improve  
Learning Outcomes  
for All Students**

**Ensure the Voices  
of Parents,  
Families, Students**

**Study Lessons  
Learned and Data  
for Preparation and  
Execution**

**Value Community  
Coordination and  
Collaboration**

**Build Trust and  
Allow Creative  
Ideas for Reopening**

**Embrace Flexibility  
While Facing  
Unprecedented  
Challenges**

**Ensure Clear,  
Consistent, and  
Frequent  
Communication**

**Ensure Students  
Have Access to  
Technology and  
Connectivity**

# Cross-Functional Planning Teams

<p>Social, Emotional, and Academic Learning (SEAL)</p> <p><i>Drs. Julie Crawford and Gerald R. Mann, Jr.</i></p>	<p>Human Resources, Capital Investments, and Technology</p> <p><i>Dr. Stephen Wilkins and Sandra Hardeman</i></p>	<p>Health and Safety</p> <p><i>Drs. Alicia Hart and Marcia Jackson</i></p>	<p>Financial Management</p> <p><i>Dominic Turner and Robert Easley</i></p>	<p>School and Community Relations</p> <p><i>Julia Burgos and Kurt Huffman</i></p>
<ul style="list-style-type: none"> <li>• Curriculum and Instruction - <i>Dr. Gerald R. Mann, Jr. (co-chair)</i></li> <li>• Accountability - <i>Clinton Page</i></li> <li>• Professional Learning - <i>Cory Kapelski</i></li> <li>• Student Support Services - <i>Dr. Julie Crawford</i></li> <li>• Technology - <i>Dr. Elizabeth Hoover</i></li> </ul>	<ul style="list-style-type: none"> <li>• Capital Improvement Program (CIP) - <i>Erika Gulick</i></li> <li>• Facilities - <i>John Finnigan</i></li> <li>• Human Resources - <i>Sandra Hardeman (co-chair)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Personal Protective Equipment - <i>Mark Carlson</i></li> <li>• School Nutrition - <i>Cynthia Hormel</i></li> <li>• Security - <i>John Contreras</i></li> <li>• Student Health - <i>Dr. Elaine Gerard</i></li> <li>• Transportation - <i>Kifaya Hamad</i></li> </ul>	<ul style="list-style-type: none"> <li>• Budget - <i>Robert Easley (co-chair)</i></li> <li>• Payroll - <i>Michael Covington</i></li> <li>• Procurement - <i>Dayanna McMullen</i></li> </ul>	<ul style="list-style-type: none"> <li>• Communications - <i>Helen Lloyd</i></li> <li>• Family and Community Engagement (FACE) - <i>Krishna Leyva</i></li> <li>• Family Outreach - <i>Taneika Tukan</i></li> <li>• Partnerships - <i>Kurt Huffman (co-chair)</i></li> </ul>

# Our Outputs *(In Progress)*

Address  
Essential  
Questions from  
VDOE

Determine  
Instructional  
Models and Design  
Action Plans



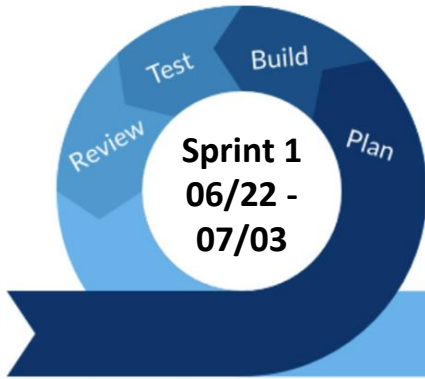
Create Materials  
for Staff,  
Students, and  
Community

Submit our  
Comprehensive  
Reopening Plan

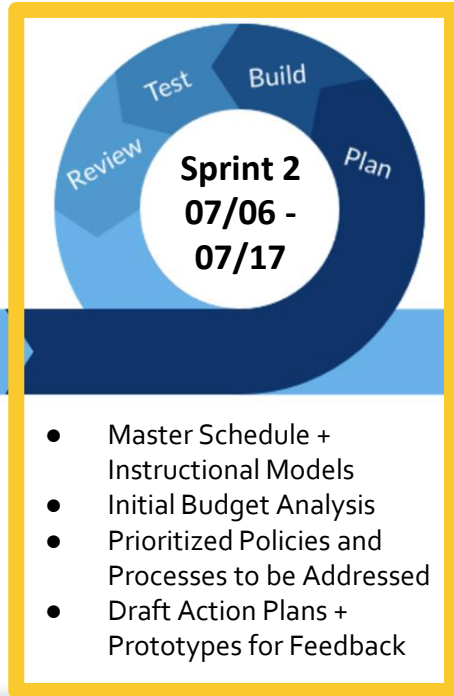


# A Sprint Approach Guides Our Planning

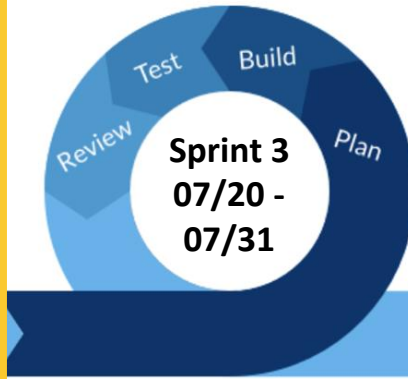
## CURRENT WORK



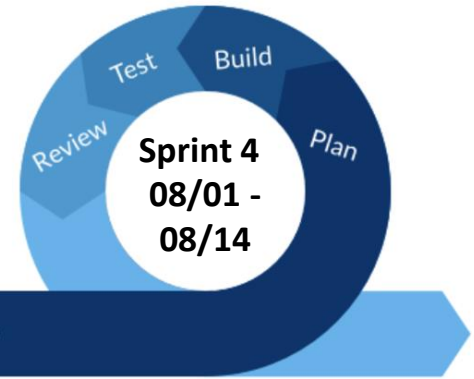
- Benefits and Risks Associated with Each Reopening Model
- Calendar + Guiding Tools for Sprints 2 + 3
- Current Budget



- Master Schedule + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback



- Action Plans + Prototypes
- Increased Stakeholder Involvement Through Community Conversations
- School Leader Planning
- Budgets Finalized
- Updates to Policies and Processes Proposed



- Comprehensive Reopening Report
- Plans Submitted to VDOE
- Student Scheduling
- Transportation Planning
- Guidance for Students and Families

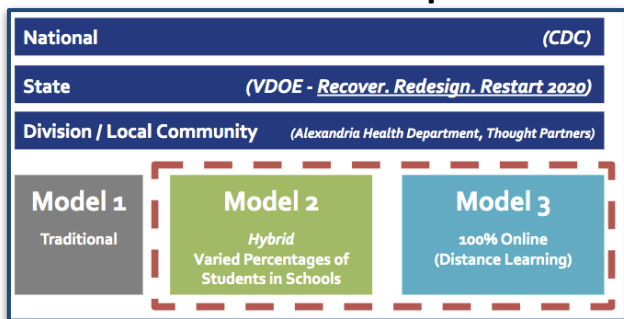
# Accomplishments from 7/06 – 07/16

- ✓ We initiated **Cross Functional Planning Teams**, expanding the cohort of leaders and staff who are involved in discussion, analysis, and decision making.
  - ✓ Our teams reviewed **Staff and Family Survey Data** to build a deeper understanding of needs and requirements for reopening models.
  - ✓ We **evaluated schedule** options that aligned to hybrid + virtual models, highlighting implications, and considerations across financial, operational, staffing, safety, etc.
- ☐ We **prepared prototypes** for discussion with school leaders, community members, and Thought Partners.



- Schedule Guidance + Instructional Models
- Initial Budget Analysis
- Prioritized Policies and Processes to be Addressed
- Draft Action Plans + Prototypes for Feedback

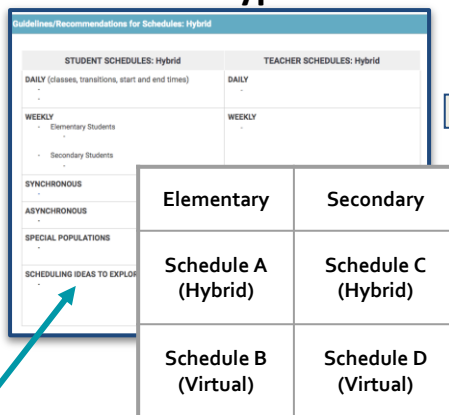
## Resources + Samples



As CFPTs, we reviewed National and State guidance, as well as dig into [example schedules](#) from [Northern VA divisions](#) (and others).

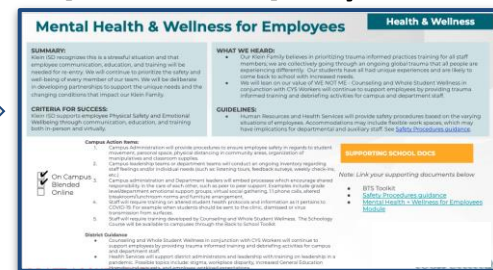
*These models are tested for feasibility (e.g., staffing, cost, matching family needs).*

## ACPS Schedule Prototypes



Detailed models outlining student instruction and **what** will be expected to support the “school day” and student learning.

## [Stakeholder] Playbooks



Guidance to different stakeholder groups on **how** to implement (tools, division guidance, actions, and examples).

*These documents form the foundation for our Comprehensive Reopening Plan.*



# Team Updates (1)

Cross-Functional Planning Team	Core Area (s)
<b>Social, Emotional, and Academic Learning (SEAL)</b>  <b>Drs. Julie Crawford and Gerald R. Mann, Jr.</b>	<b>Accountability</b> <i>(Survey Results)</i>
	<b>Curriculum and Instruction</b> <i>(Master Schedules)</i>
	<b>Professional Learning</b>
	<b>Student Support Services</b>
	<b>Technology</b>

# Survey – Participation Summary

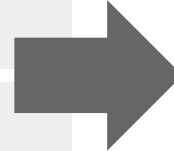
## Historic Participation Rates

### 11,852 Family Survey Responses

- Historic participation rates within all groups
- Continued reduction in underrepresentation while work remains to fully eliminate (Hispanic/Latino -16% pts and Black/African American -6% pts)

### 2,077 Staff Survey Responses

- Estimated response rate of 85% of all staff
- Lower response rates in transportation (25%) and facilities/maintenance (18%)

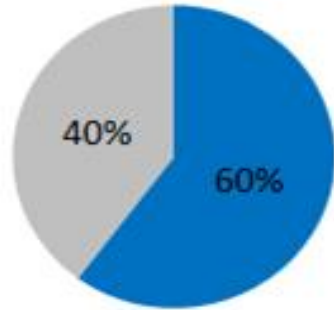


### Survey Limitations

- Unique needs and attributes of non-respondents is possible.
- In rapidly changing environment stakeholder perceptions may also change quickly.
- Survey is only one data collection source and needs to be balanced with all other available data.

# Current Family Preference

## Family Preference Between Two Reopening Models



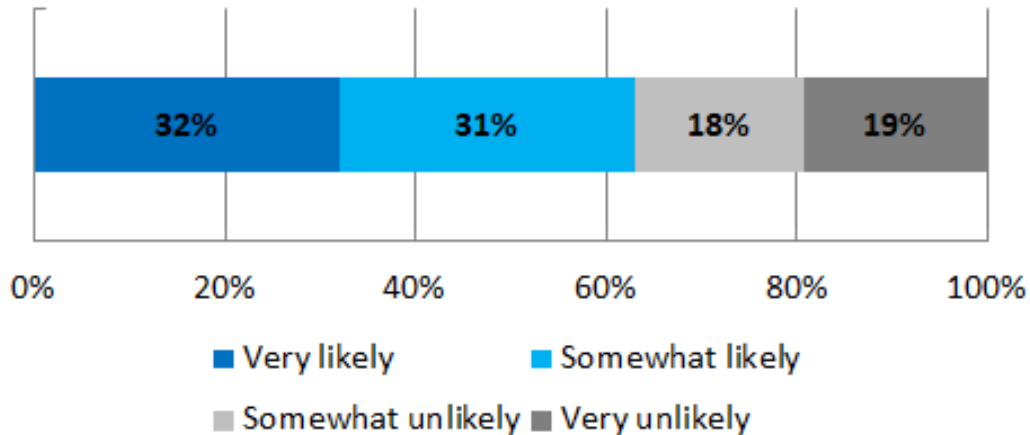
- A Hybrid Approach: Partial virtual learning and partial in-school instruction following state health orders, social distancing and social gathering guidelines
- A Fully Virtual Approach: 100% virtual learning with refinements based on feedback from students, staff and families regarding distance learning in March through June

- A majority of family survey respondents currently prefer the Hybrid Approach.
- White families (**72%**) were most likely to prefer the Hybrid Model compared with Hispanic/Latino (**53%**) and Black/African American (**48%**) families.
- PreK-2 (**65%**) and grades 9-12 (**63%**) families were more in favor of the Hybrid Approach compared to grades 3-5 (**58%**) and 6-8 (**54%**).

*\*ACPS 2020 Survey*

# Current Staff Return On-Site

## Likelihood that Staff will Return to Work On-Site



*\*ACPS 2020 Survey*

- **63%** of staff survey respondents currently feel it is somewhat to very likely they return to work on-site this fall.
- Highest likelihood of return were seen within support staff (**73%**) with school-based licensed staff (**60%**) and central office staff (**60%**).
- No large differences were seen across staff grade-bands with all falling within three percentage points of each other.

# Top Factors Influencing Family and Staff

Factors Influencing Reopening Preferences/Likelihood to Return to Work On-Site			
<u>Families- Top 5 factors</u>	<u>Families</u>	<u>Staff- Top 5 factors</u>	<u>Staff</u>
My child's physical health and safety	56%	Personal physical health and safety	63%
My child's engagement in learning	33%	My family's physical health and safety	54%
My family's physical health and safety	32%	Student needs	39%
My child's social needs	28%	Personal mental health needs (e.g., stress, anxiety)	25%
My child's mental health needs (e.g., stress, anxiety)	20%	Childcare needs	17%

*\*ACPS 2020 Survey*

- Both family and staff reported **physical health and safety as the top factor** in their current decision-making. Family and staff also both reported the **learning and needs of students** as primary drivers in decision making.
- Family responses did vary based on model preference with families selecting the **Hybrid Approach prioritizing learning (50%) and social needs (44%)** of students where families selecting the **Fully Virtual Approach overwhelmingly cited their student's physical health and safety (87%)**.
- Factors for **staff varied slightly by position category**, with support staff and other staff reporting financial considerations among the top five.

# Support of Safety Measures

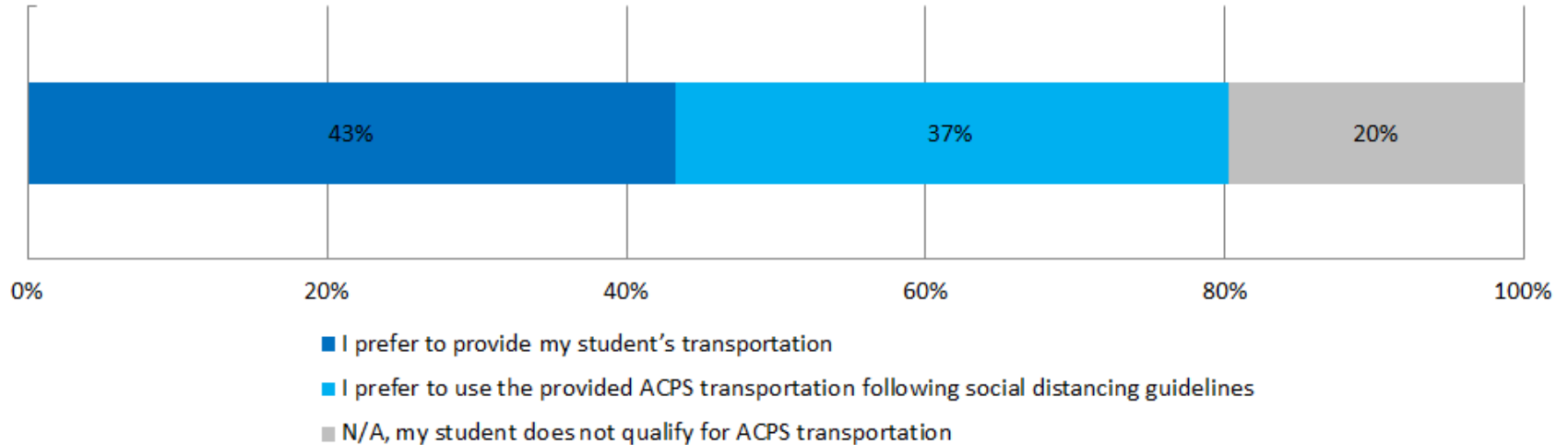
<b>Support of Safety Measures</b>		
<b><u>Percentage in support of:</u></b>	<b><u>Families</u></b>	<b><u>Staff</u></b>
Wearing a face mask	88%	90%
Participating in on-site temperature checks	93%	93%
Using hand sanitizer regularly	95%	96%
Participating in regular hand washing	97%	97%
Using disinfectant wipes on surfaces	96%	95%
Maintaining social distancing	93%	93%
Limited classroom seating to maintain social distancing	92%	-
Students having meals in the classroom instead of the cafeteria	88%	64%
Personally ensuring students and staff follow all safety measures	-	86%

*\*ACPS 2020 Survey*

- A vast majority of families and staff reported strong support for safety measures.
- Students having meals within classrooms was the least supported measure by staff (64%).
- Mask-wearing was supported at equivalent rates (88% to 95%) across grade-level bands across family and staff respondents.

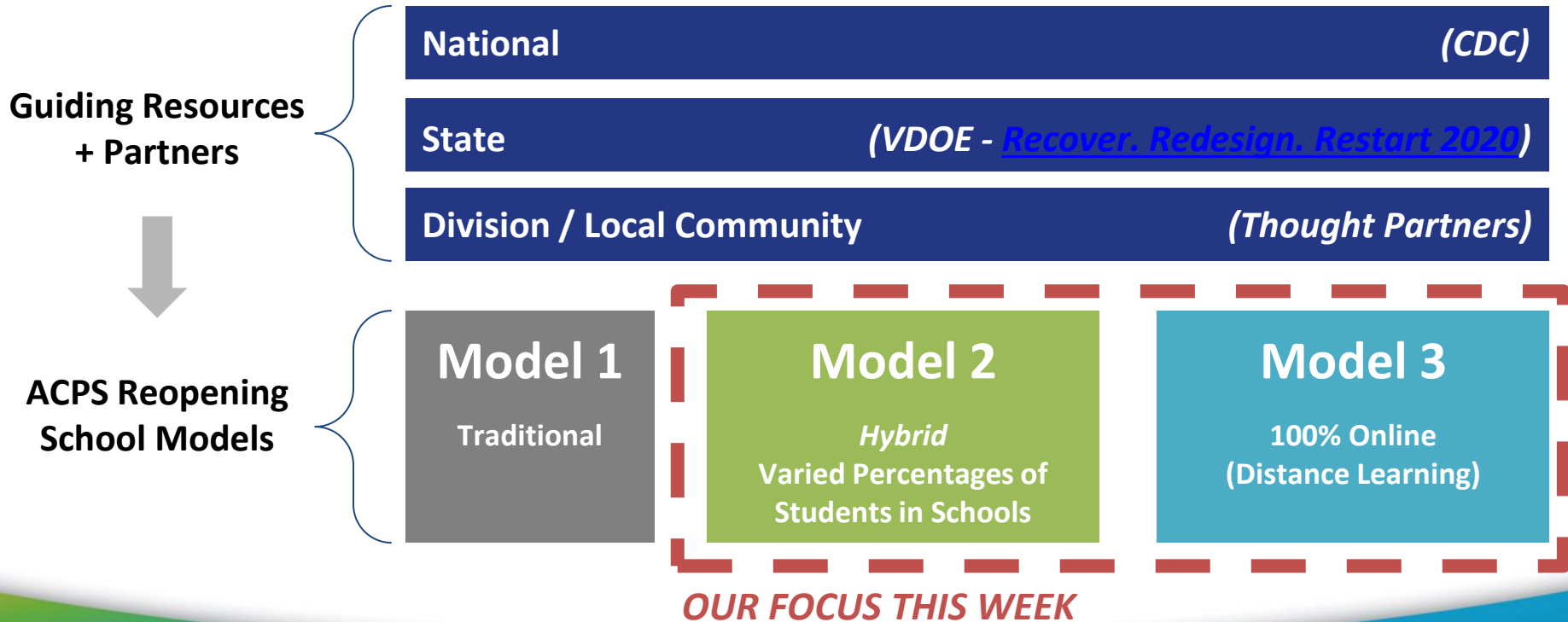
# Current Family Transportation Plans

## Transportation Needs for All Families



- 37% of all family responses report current plans to use ACPS transportation with no difference in ratio between all respondents and those selecting the Hybrid Approach. *\*ACPS 2020 Survey*

# ACPS Broad Reopening Models





# In Three Days...

## We Analyzed

**18**

Example schedules and plans from districts in NoVA, the DMV, and across the US

## Informed By

**13,000+**

Responses from staff + family surveys

**7**

Community conversations with families, principals, and Core Planning Areas

## Planning Sessions

We've come together as 4.0 CFPTs to focus on scheduling during

**4**

1-2 hour small group sessions

And involved

**100+**

Division leaders, including principals, teachers, and parents

## To Create

**2-3**

Schedule samples with division guidance to support school leaders

# Schedule Prototypes: Design Considerations

	Elementary	Secondary
Hybrid	Schedule A (Hybrid)	Schedule C (Hybrid)
Virtual	Schedule B (Virtual)	Schedule D (Virtual)

- **Days Attending**
  - Number of days in person attending (eg., two days a week in-person, three days a week virtual)?
  - Consecutive days vs alternating days (eg., AB Schedule/AABB Schedule)?
  - Students attending the entire SY vs. certain weeks?
- **Who Attends**
  - Most students vs all students (eg., extra instruction for specific groups)?
  - Entire grades vs some grades? Which students attend on which days? Do some students attend more than others? What do our students need?
- **Synchronous (In Person and Virtual)**
  - What is prioritized during in-person time?
  - What are the expectations for synchronous and asynchronous time by: grade level, subject, etc.?
  - Will we adjust what courses are offered such as electives and specials?
- **Asynchronous Guidance (Virtual)**
  - What is prioritized during asynchronous time?
  - What is not happening during asynchronous time?
- **Teacher Considerations**
  - Looping with students?
  - Is there a day that no students will be in the building (i.e., teacher planning day)?
  - What teacher hours/contracts should we keep in mind when planning?

# What We Heard: Principals + Work Groups

"[I feel] listened to; thank you!"

"We are all focused on the best scenario (socially and academically for students). We are committed to supporting and equipping teachers to do this work."

"Thank you for making us a part of the process!"

"Equity is always my concern. Equity of instruction, access, and opportunity for learning, remediation and enrichment."

"We are getting closer to making a decision."

"[I need clarity about] Specifics on expectations for the entire ACPS community."

How do the reopening decisions of area schools impact our staff decisions?

# What We Are Testing: Hybrid AB(C) Model

## Emerging Questions and Barriers

- Planning time for collaboration (genEd + SpEd teachers + EL teachers)
- Different requirements/toll on teachers across different roles
- Attendance
- Not creating/reinforcing “those kids”
- Capacity for in person varies across school buildings→ having options to spread students out
- Increasing in-person learning time depends on capacity

[1 Day / Week]	Day 1	Day 2	Day 3	Day 4
<b>PLAN</b> (Planning, collaboration, PLCs)	<i>In Person</i> <b>A</b>	<i>In Person</i> <b>A</b>	<i>In Person</i> <b>B</b>	<i>In Person</i> <b>B</b>
	<i>Virtual B</i> (synchronous + asynchronous time daily)	<i>Virtual B</i> (synchronous + asynchronous time daily)	<i>Virtual A</i> (synchronous + asynchronous time daily)	<i>Virtual A</i> (synchronous + asynchronous time daily)
	<i>In Person C</i> (special populations)	<i>In Person C</i> (special populations)	<i>In Person C</i> (special populations)	<i>In Person C</i> (special populations)

# What We Are Testing: 100% Distance Learning Model

[1 Day / Week]	Day 1	Day 2	Day 3	Day 4
PLAN	Blocks/ Subjects	Blocks/ Subjects	Blocks/ Subjects	Blocks/ Subjects

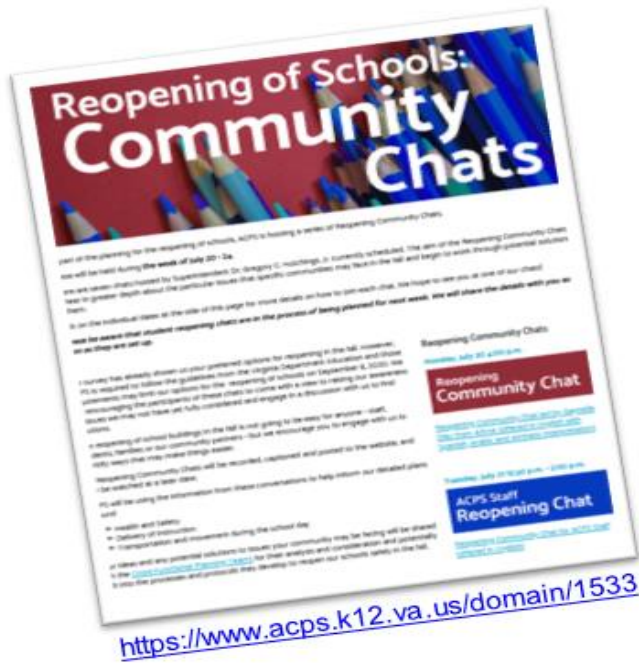
## Emerging Questions and Barriers:

- Overall, slight preference for splitting across days of learning.
- Working to build additional time for special populations.
- Having clear expectations **across the division** is crucial → Let's get clear on synchronous + asynchronous expectations!
- What does planning for staff look like daily?
- Are the same staff going to be teaching in-person and virtual?
- Is there a possibility to phase in grades over time?
- What does professional development for staff look like?

# Team Updates (2)

Cross-Functional Planning Team	Core Area (s)
<b>School and Community Relations</b>  <b>Julia Burgos and Kurt Huffman</b>	<b>Communications (<i>Community Chats</i>)</b>
	<b>Family and Community Engagement (FACE)</b>
	<b>Partnerships</b>

# Reopening of Schools: Community Chats



## ***Chat Schedule***

**Monday, July 20 at 4:00 p.m.** Reopening Community Chat with ARHA (*offered in English with Spanish, Amharic, and Arabic interpretation*)

**Tuesday, July 21 at 12:30 p.m.** Reopening Community Chat for ACPS Staff (*in English*)

**Tuesday, July 21 at 4:00 p.m.** Reopening Community Chat for Families with Students with Disabilities (*in English, with Spanish, Amharic, and Arabic*)

**Wednesday, July 22 at 4:00 p.m.** Reopening Community Chat in Arabic

**Thursday, July 23 at 12:00 p.m.** Reopening Community Chat with the Parent Teacher Advisory Council (*in English, with Spanish, Amharic, and Arabic interpretation*)

**Thursday, July 23 at 4:00 p.m.** Reopening Community Chat in Spanish

**Friday, July 24 at 4:00 p.m.** Reopening Community Chat in Amharic

# Student-Focused Reopening Community Chats

*School Board Representatives, Lorraine Johnson and Ashley Sanchez-Viafara, to lead Student-focused Reopening Community Chats*

- Chats scheduled for July 28, 2020, for each school level:
  - 9:00 a.m. Elementary School**
  - 9:30 a.m. Middle School**
  - 4:00 p.m. High School**
- Details and Zoom links available on **Reopening Chats** page:  
<https://www.acps.k12.va.us/domain/1533>



# Outreach to Families

## **Our Building-Specific and Division-Wide Parent Liaisons Provided Information via**

- Phone calls
- Text/hotline messages
- Emails to families throughout Alexandria

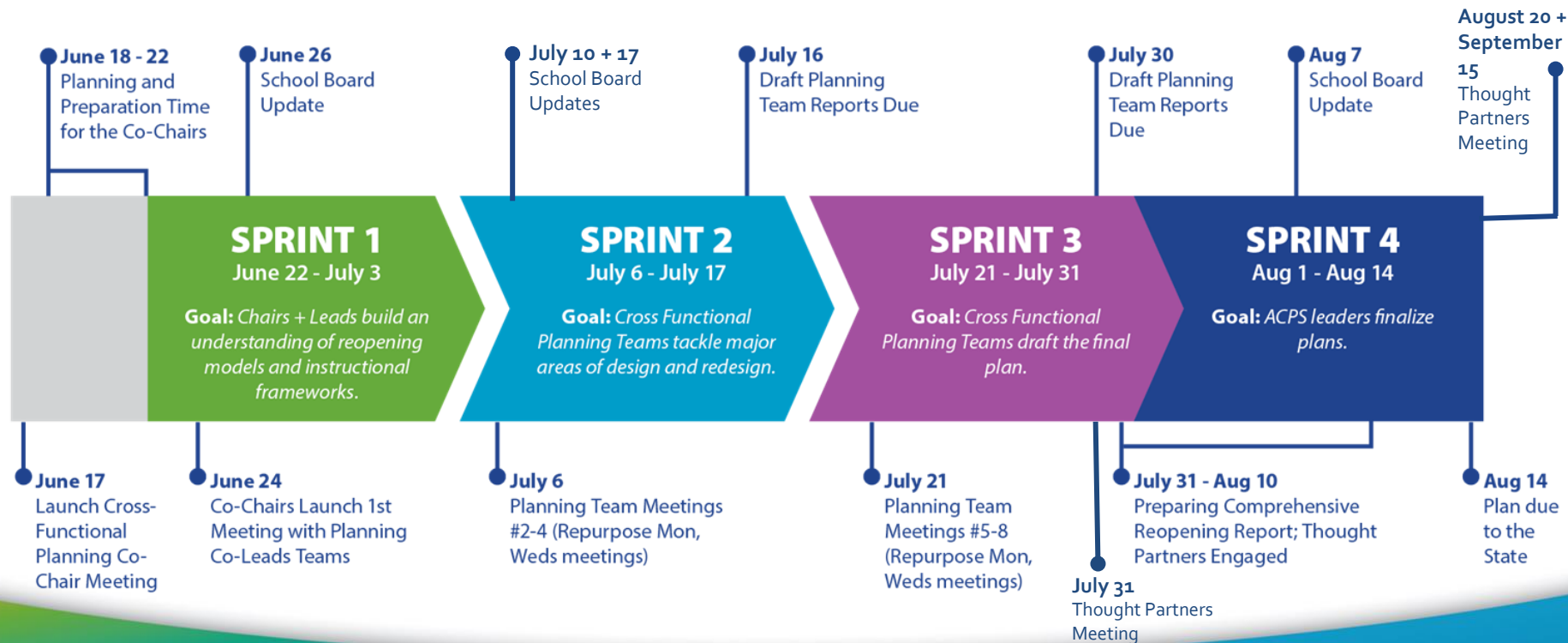
## **Support and Outreach for Our Family Survey Resulted in Increased Participation Rates**

- Parent liaisons placed more than 325 calls to parents using targeted outreach lists
- Response rate of Latino families increased from 13% to 21%
- Response rate of Black/African American families increased from 15% to 19%

## **Facilitate Reopening Chats with Community Partners**

- Recruited community partners to moderate chats and invite families to join them

# Looking Ahead: Plan for Next Month



# Upcoming Deliverables: 8/7/2020

- **Schedule Prototypes and Day in the Life Examples**
  - *including Transportation, Facilities, Meal Service, Teacher and Staff Supports*
- **Playbooks to Guide Different Stakeholder Communications**
  - *including Principal / Assistant Principals, Staff, Students, and Families*
- **Outputs from Community Conversations and Engagement**
- **Cross-Functional Planning Team (CFPT) Updates**

Social, Emotional,  
and Academic  
Learning (SEAL)

Human Resources,  
Capital  
Investments, and  
Technology

Health and Safety

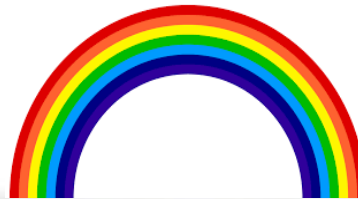
Financial  
Management

School and  
Community  
Relations

**“Unity is strength. . . when there is teamwork and collaboration, wonderful things can be achieved.” - Mattie Stepanek**



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**Superintendent**  
Dr. Gregory C. Hutchings, Jr.

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