Enhanced Continuity of Learning Plan 5.0:
Reimagining Schools

School Board Meeting
Thursday, October 15, 2020

EVERY STUDENT SUCCEEDS

Essential Questions

1. In what ways are we **engaging our staff, students, and community** to learn more about their needs and gather feedback on their experience with our Virtual PLUS+ model?

2. How are we **reflecting and iterating** on the Virtual PLUS+ model, specifically focused on improving the instructional experience and PreK- 2 schedule?

3. What are our teams doing currently to **prepare for staff and students to safely return** to in-person learning at our buildings?

4. When will we **provide updates and share detailed in-person plans** with our staff and families?

5. What is our **recommendation** to the School Board to feasibly **transition to in-person** instruction?

Voices Tonight

- Ms. Julia Burgos
- Ms. Ingrid Bynum
- Dr. Stephen Haering
- Dr. Alicia Hart
- Mr. Kurt Huffman
- Dr. Gerald R. Mann, Jr.
- Mr. Rene Paschal
- Mr. Clinton Page
- Ms. Pierrette Peters
- Ms. Terry Werner

Key Messages + Our Assumptions

- We are guided by **public health** experts (CDC + AHD)

- We base all of our decisions on **conditions** every nine (9) weeks

- We are **enhancing** our virtual instruction model

- We plan to **phase** most vulnerable students beginning the second nine weeks (November 5, 2020)

Guiding Principles from 4.0… into 5.0

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

Alexandria City Public Schools

Monitoring COVID in Alexandria (½)

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key mitigation strategies: • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented **all 5** strategies correctly and consistently	Implemented **all 5** strategies correctly but inconsistently	Implemented **3-4** strategies correctly and consistently	Implemented **1-2** strategies correctly and consistently	Implemented **no strategies**

CDC – Dynamic School Decision-Making

- To inform beginning, continuing, pausing, and decreasing in-person learning
- To assess ability to implement prevention and mitigation strategies
- Primary (listed) and secondary strategies

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Monitoring COVID in Alexandria (2/2)

Core Indicators, Alexandria City, 10/13/2020

Total number of new cases per 100,000 persons within the last 14 days* — **127.1**

Percentage of RT-PCR tests that are positive during the last 14 days** — **3.8%**

Ability of the school to implement five key mitigation strategies — VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Alexandria City or Northern Region, 10/13/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days† — **24.2%**

Percentage of hospital inpatient beds in the region that are occupied‡ — **76.7%**

Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡ — **4.4%**

Existence of localized community/public setting COVID-19 outbreak§ — Please refer to the Daily Region Metrics dashboard for information on outbreaks.

Alexandria Indicators (10/13/2020)

- **Core Indicator 3 - Ability to Adhere to Mitigation:**
  - Consistent and Correct Mask
  - Physical Distancing
  - Hand Hygiene/Respiratory Etiquette
  - Cleaning + Disinfection
  - Contact Tracing/Collaboration w/Health
- **Updated Daily**

https://www.vdh.virginia.gov/coronavirus/key-measures/pandemic-metrics/school-metrics/

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SPRINT 1: Virtual PLUS+ and In-Person Learning

| Sept 21 - Sept 25	Sept 28 - Oct 02	Oct 05 - Oct 09	Oct 12 - Oct 16
Gather Feedback			
	Test / Pilot School Based Adjustments		
		Update Virtual PLUS + Model Expectations	Communication + Board Approval
Research Approaches	Update Feasibility Model + Gather Data		
		Determine Feasibility	Communication + Board Approval

Collaborative Teams Across ACPS

Virtual PLUS+ Learning Advisory Team, Virtual PLUS+ Instruction + Virtual PLUS+ Partners

Allows for ongoing engagement of building-level staff and community partnerships, and for progress monitoring the impact of latest division-level decisions.

MONDAYS

ACPS 5.0 FEEDBACK LOOP
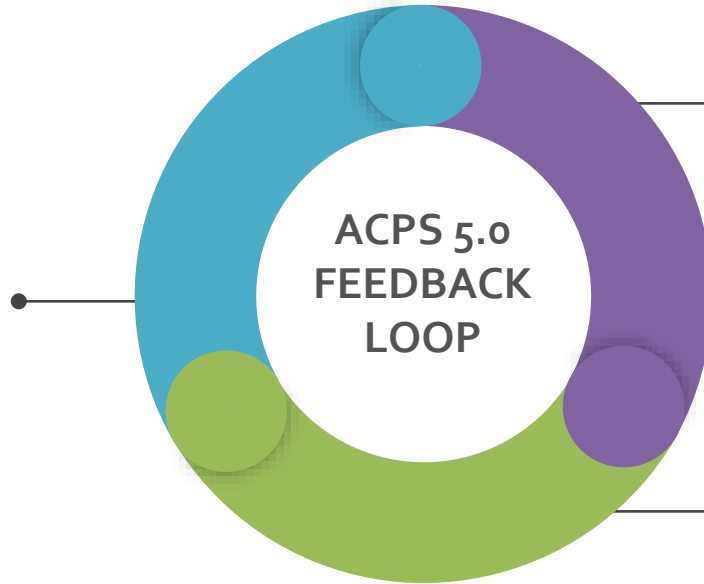
School Transition Team

Informs communication and supports needed for families and staff, and provides protected time for principals to collaboratively design solutions to pressing challenges.

WEDNESDAYS

Division Transition Team + Project Leads

Serves as the throughline for all teams, and supports decision-making and information-sharing around transitioning to in-person learning.

THURSDAYS

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Update on Virtual PLUS+

Survey Participation Summary Slides

Continued Strong Participation

7,439 Family Survey Responses
- Continued reduction in underrepresentation while work remains to fully eliminate (Hispanic/Latino -9% pts, Black/African American -6% pts)
- 20% of all surveys completed in Spanish.
- SWD (-1% pt) and TAG (-4% pts) largely consistent with overall population while EL families (-17% pts) were underrepresented.

2,060 Staff Survey Responses
- Continued strong response rate of approximately 77% of all staff.
- Highest staff response rates were seen at the elementary and K-8 levels with rates ranging from 85-100%.
- Lower response rates were seen within transportation (21%) and food/nutrition (32%) staff.

5,952 Student Survey Responses
- Exceeded rates of student participation on spring pulse surveys.
- Student survey respondents were representative to population across White and Black/African American groups.
- Hispanic students (-15% pts) were underrepresented within the student survey.

Limitations
- In changing environment stakeholder perceptions may also change.
- Survey is only one data collection source and needs to be balanced with all other available data.

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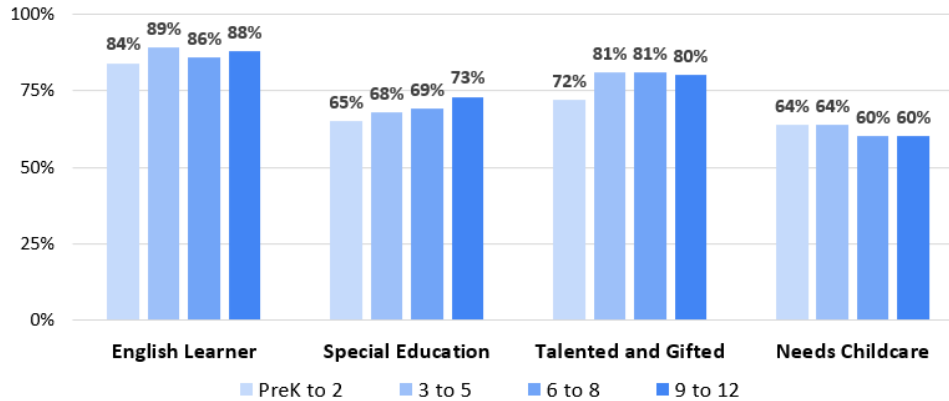
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Overall Reopening Measures

| Percentage in Agreement:	Families	Staff	Students
Satisfied with the academic support/instructional resources	80%	77%	83%
Satisfied with social & emotional support my child/I am receiving	75%	75%	78%

Family Satisfaction with Academic Support by Group and Grade Band

- **Families, staff, and students reported similar rates of satisfaction** with academic support/instructional resources and social and emotional support, ranging from 75% to 83%.

- Families of older students reported slightly higher rates of satisfaction.

- **Larger differences emerged within family satisfaction when investigating specific student groups**.
  - **Families with students with disabilities** reported lower academic (68%) and social emotional (64%) satisfaction. Satisfaction ratings were lowest for families with the youngest students with disabilities.
  - **Families with a continued need for childcare** reported the lowest satisfaction ratings for academic (63%) and social emotional (59%) supports across all groups.
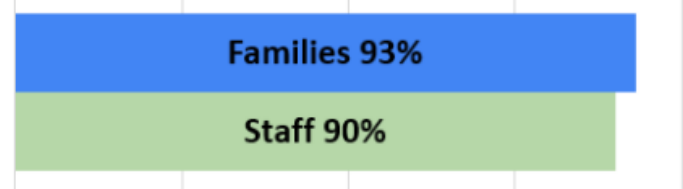
Overall Reopening Measures

Over 90% of families and students reported adequate technology resources.

Families 93%

Staff 82%

Students 95%
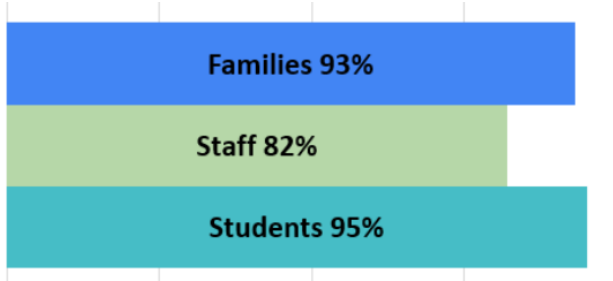
Families and staff reported **high marks on regular and timely messaging** about Virtual PLUS+.

Regular and Timely Messaging

Families 93%

Staff 90%

There was a **45% reduction in families reporting a need for childcare** compared to the beginning of the school year.

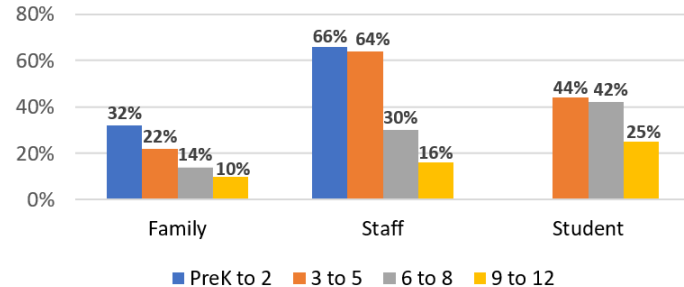| Number of Families *NEEDING* childcare support:	Families
At start of school year	2,461
Still in need of childcare support currently	1,345

Instruction + Scheduling

The biggest challenge reported across all stakeholders was the amount of screen time.

Biggest Challenges for Students this School Year	Families	Staff	Students
Amount of Screen Time	51%	56%	48%
Distractions during school day	25%	32%	32%
Staying on track during class	22%	34%	34%
Virtual instruction not meeting individualized needs	20%	35%	21%
Technology-related	18%	45%	11%

Lower grade-levels across all stakeholder groups showed higher rates of reporting "too much" synchronous instruction.

% Reporting "Too Much" Synchronous Instruction
Lower Grade Levels report "Too Much" more than Higher Grade Levels.

Family: 32% (PreK to 2), 22% (3 to 5), 14% (6 to 8), 10% (9 to 12)
Staff: 66% (PreK to 2), 64% (3 to 5), 30% (6 to 8), 16% (9 to 12)
Student: 44% (3 to 5), 42% (6 to 8), 25% (9 to 12)

Legend: PreK to 2 | 3 to 5 | 6 to 8 | 9 to 12

Virtual PLUS+ Adjustments and Enhancements

01 PreK - 5 Instruction
- K-2 Schedule Adjustment
- PreK-5 Learning Instructional Packets
- Define "Breaks" for Families
- Virtual Tactics: Breakout Rooms; Mini Lessons

02 Staff Support
- Self-Care + Sustainability
- Monday Schedule
- October Professional Development Day

03 Assessment / Progress Monitoring
- Headsets for all English Learner Students
- Create Assessment Windows

04 Synchronous / Asynchronous
- Asynchronous Engagement
- Guidance for Teachers, Students + Families

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K-2 Schedule Samples

Time of Day	Schedule I	Time of Day	Schedule II	Time of Day	Schedule III
20 Min	Social Emotional Academic Learning (SEAL)	20 Min	Social Emotional Academic Learning (SEAL)	30-45 Min	New Asynchronous / Small Group Rotations
90 Min	English Language Arts (ELA) +Social Studies Block	60-70 Min	Math + Science Block	90 Min	English Language Arts (ELA) + Social Studies Block
60-70 Min	Math + Science Block	30 Min	Encore	30 Min	Encore
60 Min	Lunch + Recess	30-45 Min	New Asynchronous / Small Group Rotations	60 Min	Lunch + Recess
30-45 Min	Intervention + Enrichment (I/E)	60 Min	Lunch + Recess	20 Min	Social Emotional Academic Learning (SEAL)
30 Min	Encore	90 Min	English Language Arts (ELA) +Social Studies Block	60-70 Min	Math + Science Block
30-45 Min	New Asynchronous / Small Group Rotations	30-45 Min	Intervention + Enrichment (I/E)	30-45 Min	Intervention + Enrichment (I/E)
30-60 Min	Office Hours	30-60 Min	Office Hours	30-60 Min	Office Hours

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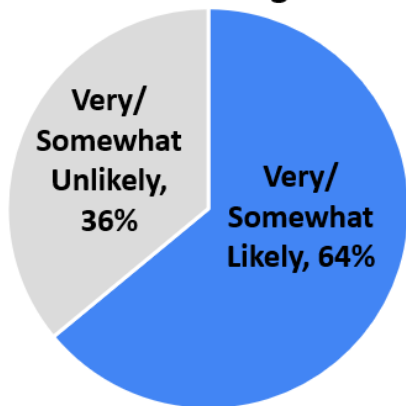# Deep Dive: Virtual PLUS+ Partners

- A continued collaborative connecting families to partners+ child care/full day programs

- Weekly Virtual PLUS+ Partner meetings to discuss strategies for increased enrollment

- ACPS + Alexandria City Department of Community and Human Services announces additional opportunities

- 30+ partners providing more supports and services to ACPS

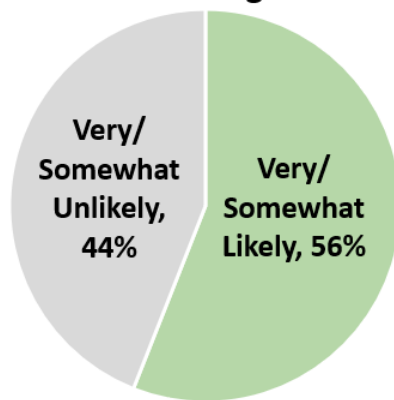| Free for Families Through Title I, Title IV + City Support	Provider Fee Based Sliding Income Scale, Scholarships, etc.	Supported by 21st Century Community Center Grant Program
Full School Day + After School	Full School Day + After School	After School Only
260 Approximate Slots Filled with Rolling Increasing Enrollment	600 Approximate Slots Available + Being Filled with Rolling Increasing Enrollment	250 Approximate Slots FIlled

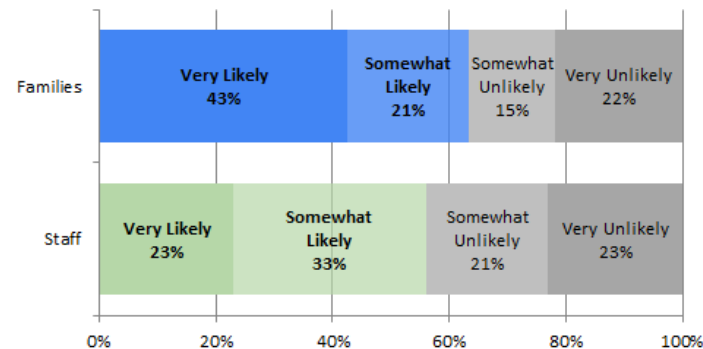# Transition Planning to 5.0: Likelihood to Return

Families Returning to School

Very/Somewhat Unlikely, 36%
Very/Somewhat Likely, 64%

Staff Returning to Work

Very/Somewhat Unlikely, 44%
Very/Somewhat Likely, 56%

Likelihood of Return

Families:
Very Likely 43% | Somewhat Likely 21% | Somewhat Unlikely 15% | Very Unlikely 22%

Staff:
Very Likely 23% | Somewhat Likely 33% | Somewhat Unlikely 21% | Very Unlikely 23%

- **Nearly two-thirds of families and over half of staff and reported either very or somewhat likely to return** if an in-person option was offered.
- **There were differences also within the likely to return category** with 43% of families responding "very likely" compared to 23% of staff.

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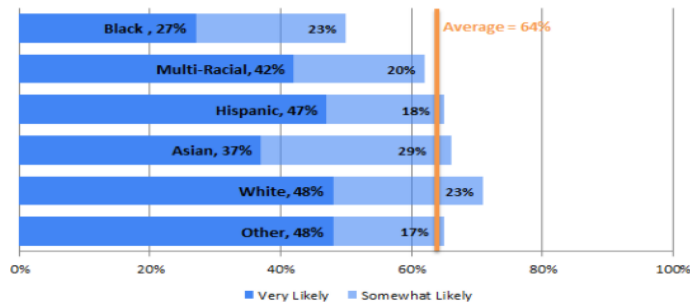# Transition Planning to 5.0: Likelihood to Return

Differences in families likelihood to return in-person emerged across groups + by race/ethnicity.

High variability of families likelihood to return by school + differences when compared to staff within school.

Likelihood of Families Returning by Group

- English Learners, 48% | 19%
- Special Education, 43% | 20%
- Talented and Gifted, 39% | 21%
- Needs Childcare, 62% | 20%

Average: 64%

■ Very likely ■ Somewhat likely
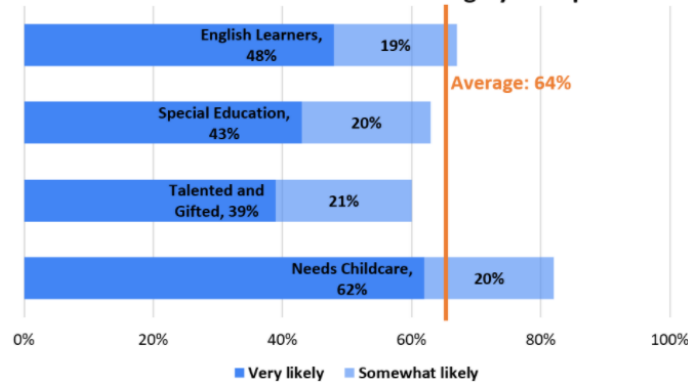
Percentage of Families Likely to Return by Race/Ethnicity

- Black, 27% | 23%
- Multi-Racial, 42% | 20%
- Hispanic, 47% | 18%
- Asian, 37% | 29%
- White, 48% | 23%
- Other, 48% | 17%

Average = 64%

■ Very Likely ■ Somewhat Likely

By School	Families Likely Return	Staff Likely Return
Early Childhood Center	55%	47%
John Adams Elementary School	58%	50%
Charles Barrett Elementary School	72%	56%
Ferdinand T. Day Elementary School	56%	54%
Cora Kelly School for Math, Science and Technology	68%	51%
Lyles-Crouch Traditional Academy	68%	68%
Douglas MacArthur Elementary School	69%	65%
George Mason Elementary School	80%	52%
Matthew Maury Elementary School	79%	47%
Mount Vernon Community School	67%	58%
James K. Polk Elementary School	59%	67%
William Ramsay Elementary School	63%	68%
Samuel W. Tucker Elementary School	64%	52%
Patrick Henry K-8 School	55%	55%
Jefferson-Houston PreK-8 IB School	58%	58%
Francis C. Hammond Middle School	55%	50%
George Washington Middle School	60%	58%
T.C. Williams High School - Minnie Howard	57%	44%
T.C. Williams High School - Satellite	TS	TS
T.C. Williams High School - King Street	63%	56%
Chance for Change Academy	TS	TS

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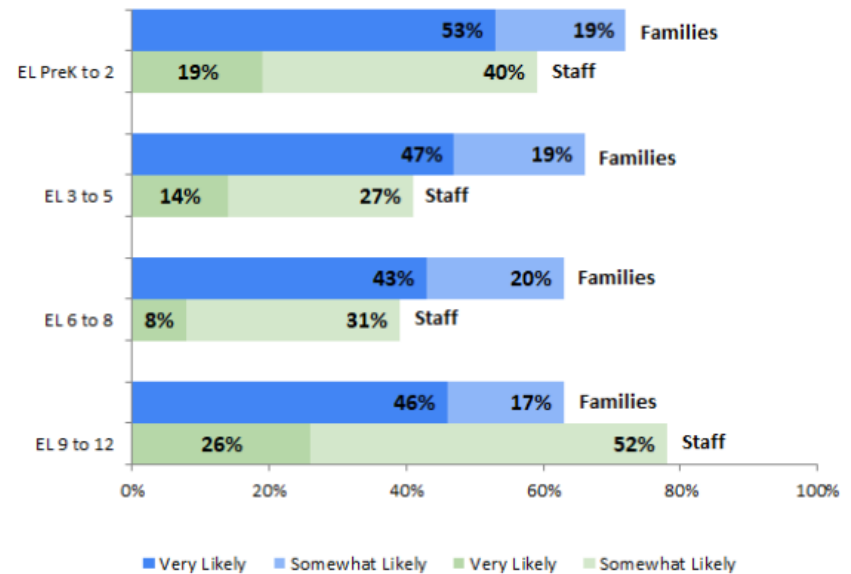
Transition Planning to 5.0 - Likelihood to Return

Increased likelihood to return in earlier grade levels for SWD and EL families.

Differences exist between SWD and EL families and staff likelihood to return.

Likelihood of Returning among Families of Students with Disabilities and Special Education Teachers
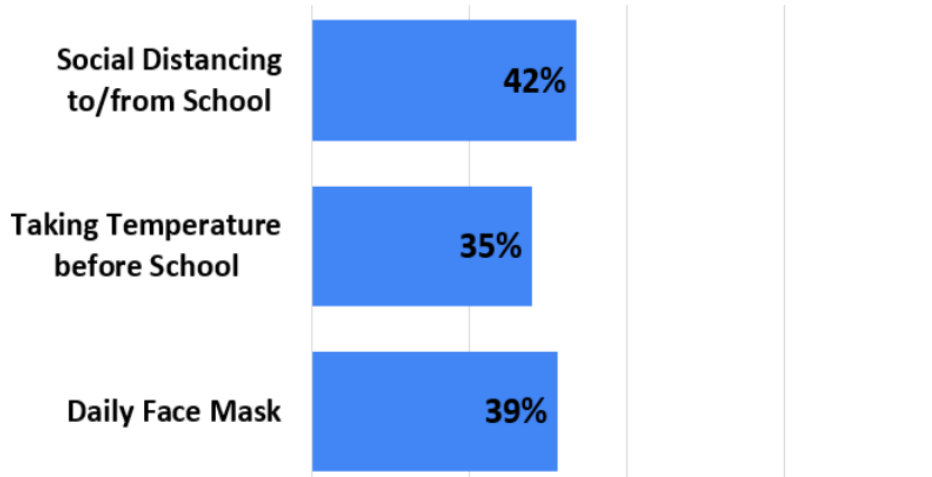
PreK to 2 SWD	Families: 53% Very Likely, 16% Somewhat Likely	Staff: 22% Very Likely, 41% Somewhat Likely
3 to 5 SWD	Families: 44% Very Likely, 21% Somewhat Likely	Staff: 18% Very Likely, 41% Somewhat Likely
6 to 8 SWD	Families: 35% Very Likely, 21% Somewhat Likely	Staff: 10% Very Likely, 45% Somewhat Likely
9 to 12 SWD	Families: 30% Very Likely, 28% Somewhat Likely	Staff: 7% Very Likely, 28% Somewhat Likely

Legend: ■ Very Likely ■ Somewhat Likely ■ Very Likely ■ Somewhat Likely

Likelihood of Returning among Families of English Learners and EL teachers

EL PreK to 2	Families: 53% Very Likely, 19% Somewhat Likely	Staff: 19% Very Likely, 40% Somewhat Likely
EL 3 to 5	Families: 47% Very Likely, 19% Somewhat Likely	Staff: 14% Very Likely, 27% Somewhat Likely
EL 6 to 8	Families: 43% Very Likely, 20% Somewhat Likely	Staff: 8% Very Likely, 31% Somewhat Likely
EL 9 to 12	Families: 46% Very Likely, 17% Somewhat Likely	Staff: 26% Very Likely, 52% Somewhat Likely

Legend: ■ Very Likely ■ Somewhat Likely ■ Very Likely ■ Somewhat Likely

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Transition Planning to 5.0

Over one third of families reported the need for division supports in recommended safety measures.

Social Distancing to/from School — 42%

Taking Temperature before School — 35%

Daily Face Mask — 39%

Transportation Preference

ACPS transportation 31%

N/A 22%

Provide own transportation 47%
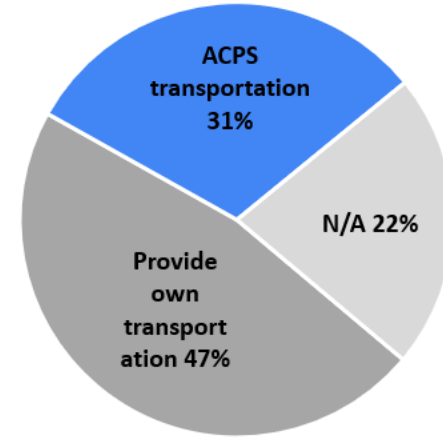
Thirty-one percent of families prefer ACPS transportation.

Higher rates preferring ACPS transportation were seen within EL (55%) and SWD (38%) families.

Assessing Feasibility in 5.0

BUILDING CAPACITY

classroom layouts, furniture, learning spaces and hallways

STUDENTS

prioritized based on need, education equity, family preference

PPE + HEALTH/SAFETY TRAINING

procurement, cleaning protocols, ability to monitor, health mitigations from AHD

STAFF AVAILABILITY

personal health conditions, direct instruction, virtual roles

INSTRUCTIONAL MODEL

schedules, technology, pacing

TRANSPORTATION

modified routes, bus capacity, driver support, monitors

The Who, When, and What for In-Person

	Knowns	Currently Determining
WHEN to Reopen	We want to start phase in approach in Q2 (November 5)	• When teachers + staff will return to buildings • When students will return to buildings
WHO to Bring Back	We will phase in beginning with most vulnerable students	• Which students and staff will be phased in first • Considerations for households, siblings, cohorts
WHAT Health + Safety Precautions	We have support from VDH and AHD; We will monitor health + safety city wide	• How to measure / implement 5 key mitigation strategies ○ Consistent + correct use of masks ○ Social distancing ○ Hand hygiene and respiratory etiquette ○ Cleaning and disinfection ○ Contact tracing in collaboration with AHD

Student Prioritization Matrix

	Number of Students	Number Hybrid	Urgency
Citywide Program (ID, AUT, MD,SEL), Students with Special Needs grades K-2	60 K-2 students	TBD	**HIGHEST** Targeting Nov 5
Citywide Program (ID, AUT, MD,SEL), Students with Special Needs grades 3-5	55 3-5 students	TBD	**HIGH** November 17
Citywide Program (ID, AUT, MD,SEL), Students with Special Needs grade PreK	125 ECSE students	TBD	**HIGH** November 30
Self Contained Language Arts and Math grades K-5	Approx. 175 K-5 students	TBD	**HIGH** November 30

Citywide Program Planning

Overall System-Wide Decision Making Processes
- #1 - Parent Survey of Student In-School Attendance
- #2 - Staff Availability Survey for In-School Work
- #3 - Hybrid Scheduling Plan
- Supply of Personal Protective Equipment (PPE)
- Facility Cleanliness + Sanitation Protocols
- Transportation
- Food Services (Breakfast, Lunch, Snacks)
- Meeting with Citywide Administrators + Staff

What Does Safety Look Like?

1st Grade Classroom at Samuel Tucker Elementary

- Using the six ft social distancing standard, we were able to fit **five** student desks in the space.

- Please note that 1 additional desk could have been included in this set up if all excess furniture from the room had been removed.

1st Grade Classroom at Samuel Tucker Elementary

View of same classroom from the doorway.

- The tape along the front of the room denotes where the teacher could stand if he/she/they was in front of the classroom while teaching.

- In this example, the teacher would have to stand behind the tape in order to maintain a 6 foot distance from the front row of students.

1st Grade Classroom at Samuel Tucker Elementary

View of the classroom from the student perspective.

- Please note the circulation space provided to each student utilizing six feet of social distancing.

Example of a student desk sneeze guard.

- The guard is actually clear; the blue is a protective film that displays better for this optic.

- The sneeze guard affixes to the desk.

Social Distancing Markers

- Example of social distancing markers that can be used in hallways/other areas throughout school.

- A communication campaign of common symbols used to indicate social distancing, hand washing/hygiene and face coverings would be beneficial prior to a return to school so all would be familiar with the symbols used and their meaning.

Social Distancing Markers

Example of hallway social distancing.

- One direction on each side, with no one walking down the center of the hallway.

- Social Distancing markers and directional arrows can be used as visual indicators of where to stand and which direction to walk.

Social Distancing Markers

- Stairwells should be designated as one-directional when students are arriving and departing for the day.

- Green cones can be used on the landing to indicate the direction in which the stairs are to be used

  (i.e. green cones at the bottom of a stairwell to indicate the direction as up; red cones at the top of that same stairwell to indicate that you should not use to travel down at that time).

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Facilities Analysis Takeaways

Excess Furniture in Classrooms	There will be **excess furniture in classrooms** after space is set up to **accommodate social distancing**. Where does this furniture go? Does it remain and take up potential student space? Is the furniture stored in open space areas (i.e. cafeteria/gym)? Or, do we pay for additional warehouse space to store for the time being?
Student Belongings	For schools that do not have individual lockers, where will student belongings go throughout the day to **avoid co-mingling** with other student belongings?
Transitions	Are we going to **allow classroom transitions** throughout the day? Or will **students cohort in the same classroom** for the entirety of the day?

Simulation Preview (starting late Oct)

Why? learn, plan, practice, demystify, communicate (video, pics)

We will **host simulations at a select group of schools** with Division + School leaders, with a clear list of items to test and document:
For example: Include preparations of safety measures 6-foot barriers, plexiglass, signs in schools, arrival to schools, health screenings, transitions in buildings, meals, dismissal, etc.

Prior to any building opening, simulations + practice runs will **support smooth and safe transitions** for staff and students. Will include AHD for tabletop exercises.

Example from Chiefs for Change (link)

Recommendations to the School Board

- **Adopt a phase in approach for our most vulnerable Students with Disabilities:to be housed at Jefferson-Houston Prek-8 International Baccalaureate (IB) School**
    ○ November 5: Begin with Citywide K-2
    ○ November 17: Expand to include 3-5 Citywide students
    ○ November 30: Phase in ECSE students (housed at ECC) and students who receive self-contained Language Arts and Math instruction K-5
	Begins Nov 5 Throughout Q2

- **Allow staff to proceed with a plan to phase in an approach for our most vulnerable English Learner (EL) students**
    ○ January, 2021. Begin with K-5 (Note: End of Quarter is January 28)
    ○ Develop plan to identify additional grade and English language proficiency levels to phase in based on enrollment, capacity and instructional model
	Begins January 2021 through Q3

- **Support staff in designing *Teaching and Learning Centers* for students in kindergarten through fifth grade to open in Q3 to accommodate childcare and other services**
    ○ Centralize students at west end and east end locations, potentially at Middle Schools due to larger sites and classrooms.
    ○ Students will be assigned to T&L Centers based on their feeder patterns.
    ○ Create a process to take an in-depth poll of staff to return aligned to prioritized grade-levels
	Begins January 2021 Throughout Q3

- **Endorse development of a plan to create a Virtual School Learning Option for PreK-12 families choosing not to return to in-person learning for the foreseeable future**	**Begins Q3 2021**

Website + Communications

The process and minutes from each ACPS advisory team meeting are added to [this page](#)

Updates are shared with the community and staff via newsletters, [linked here](#)

Planning for the Reopening of Schools

Questions + Discussion

Thank You!

VirtualPLUS+ Learning

Thank You!

[Virtual PLUS+ Reopening Plan (PDF)](#)

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