

Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update



School Board Meeting
Thursday, December 17, 2020



EQUITY FOR ALL 2025

REVISED 12/17/20

Essential Questions

1. What **guidance, inputs + health data** inform the **decision-making process** for phasing students back to a **Hybrid Learning Model**?
2. What is the **staff + students' ability** to return?
3. What is our **updated timeline** for phasing students back to a **Hybrid Learning Model**?
4. What **instructional model + schedule** will be implemented for our students + staff?
5. What **professional development** are we offering for **concurrent teaching**?

Key Messages + Our Assumptions

- We are guided by **public health** experts (CDC + AHD)
- We are **enhancing** our virtual instruction model
- We plan to **phase in** students (PreK-12) based upon the School Board motion for approval through February 2021 contingent upon **staffing, building capacity, and community health metrics**

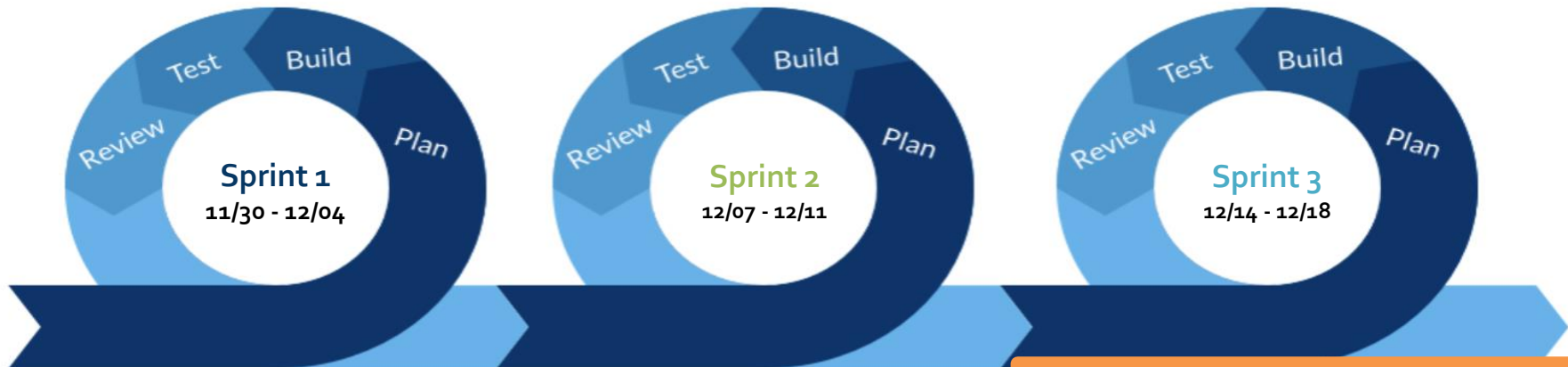
Guiding Principles from 4.0... into 5.0



Revised Phased Reentry Plan

January 19, 2021	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, and community health metrics).
January 26, 2021	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 and community health metrics).● Early Childhood Special Education students who opt into in-person learning (to be housed at the Early Childhood Center) (contingent upon staffing, building capacity and community health metrics).● 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, and community health metrics).● English Learners in grades K-5
February 2, 2021	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 and community health metrics).● 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, and community health metrics).● English Learners in grades 6-12
February 9, 2021	Expand to include all remaining students in grades PreK-5 who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics).
February 16, 2021	Expand to include all remaining students in grades PreK-12 including Adult Education who opt into in-person learning (contingent upon staffing, building capacity, and community health metrics).

Reopening Sprint Plans through December 18



Sprint Goals

- ✓ Launch Family Choice Form
- ✓ Engage with teachers from other districts to learn about hybrid instruction
- ✓ Confirm guardrails for hybrid instructional models (must-dos + may-dos)
- ✓ Update 5.0 Plan

- ✓ Confirm schedule structure (# of days in-person vs. virtual) and instructional model
- ✓ Continue updating 5.0 Plan

- Develop plan for scheduling in-person and virtual days
- Finalize January and February Phased Re-Entry Plans
- Communicate with staff and families
- Submit 5.0 Hybrid Plan to the State (January 2021)

Nov 30: Virtual PLUS+ Advisory

Dec 7: Virtual PLUS+ Advisory

Dec. 15: Thought Partner Meeting

Dec 2: DTT/STT Session

Dec 9: DTT/STT Session

Dec 16: DTT/STT Session

Planning Sessions to Reach Goals

Health Mitigation Indicators

CDC K-12 SCHOOL METRICS

The Centers for Disease Control and Prevention (CDC) have published a set of *Indicators for Dynamic School Decision-Making*. These indicators and thresholds can help communities better understand the risk of introduction and transmission of COVID-19 in schools. Local decision makers can consider these indicators to help guide decisions related to school programming. The first two "core" indicators of disease transmission are intended to be combined with the third core indicator - a school's self-assessed measure of their ability to implement five key mitigation strategies (masks, social distancing, hand hygiene/respiratory etiquette, cleaning/disinfection, and contact tracing in collaboration with local health departments).

In order to make this CDC framework useful for school districts, VDH has compiled and provided these indicators below.

For more information on the CDC framework and to view the thresholds for each indicator, please visit <https://www.cdc.gov/coronavirus/2019-ncov/c...>

Risk of Transmission in Schools

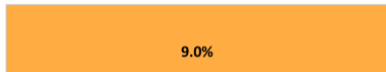


Core Indicators, Alexandria City, 12/17/2020

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



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



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.

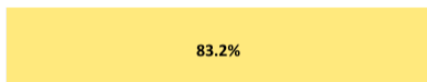
Secondary Indicators, Alexandria City or Northern Region, 12/17/2020

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†



Percentage of hospital inpatient beds in the region that are occupied‡



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



Existence of localized community/public setting COVID-19 outbreak§

Please refer to the *Daily Region Metrics* dashboard for information on outbreaks.

Intent-to-Return Form: Staff + Students

Staff Zoom Video
Announcement
Dr. Gregory C. Hutchings, Jr.

Results of
Staff Form

We are here!

Family Choice Form

✓ November 9

✓ November 9 - 11

✓ November 13

✓ December 1-2

All Staff
Complete Intent
to Return Form

**Community
Meetings** for
families, staff,
and students

December 2-18

Collecting Family +
Student's Data on
Family Choice Form

Hybrid Return Timeline For Staff

All staff will have **access to buildings beginning January 11, 2021, contingent upon community health metrics** and will include:

- **Time** to set up classrooms and school-based offices
- **Professional Learning** to support concurrent teaching and required health trainings
- **Simulation** for each school site to prepare for instruction and internal logistics
- **Opportunities** to review health and safety practices

Note: Principals will provide specific schedules for staff by January 4, 2021.

Takeaways from Last Week: 12.7 (1)

- Last Monday, we gathered feedback and ideas on hybrid **scheduling** and **instructional models**.
- **Out of 124 responses** in the closing survey, we heard from teachers and leaders:
 - those that rated **current comfort level** with concurrent teaching as a 1 or 2 most frequently cited needing to know more about **classroom safety + technology** routines/supports.
 - Appreciated the space to offer feedback, voice concerns, and ask questions, which led to the creation of an FAQ doc.
 - For example: Having staff return before students to get comfortable teaching from their classrooms

We gathered your questions and are building an FAQ guide to share soon!

Virtual PLUS+ Learning Advisory Team
December 7, 2020

Resources from session: [Slides](#) and [Homebase document](#)

Question Topics:

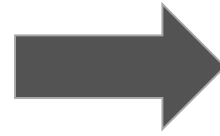
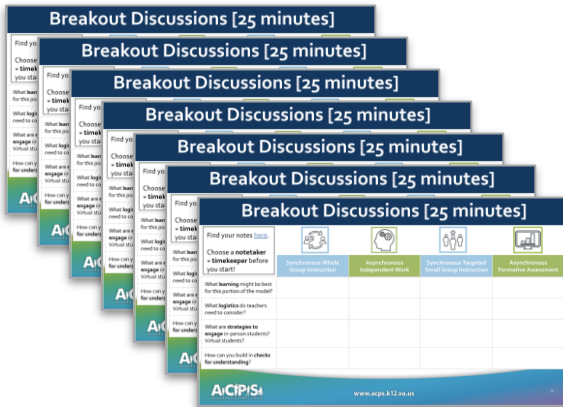
Scheduling	Instruction	In-Classroom Experiences	Technology	Preparations for Hybrid	Health Concerns
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Scheduling

- How will we meet the needs of kids who need access to the special education teacher, EL teacher, and/or the general education teacher throughout the day but could be split into virtual and in-person?
How will EL, SPED and other services work in a hybrid model?
 - **ANS:** The schedule for Virtual PLUS+ and the hybrid model will be very similar and services for EL and Special education will continue as they currently are. For EL students in the International Academy model at T.C. Williams and F.C. Hammond, additional adjustments may be made and shared.
- How will the same groups be formed from different homerooms? EL/SPED/TAG? How will Elementary TAG teachers be used in a concurrent teaching model?
 - **ANS:** TAG services will be delivered in the concurrent teaching model.
- Will Mondays remain a planning/asynchronous day? Have we considered using Wednesdays as planning/cleaning days with the 2 days virtual/in-person?
 - **ANS:** Mondays will remain our planning day. We would like to keep schedules as consistent as possible for staff and families. We have discussed switching to Wednesdays for mid-week cleaning but determined this was not necessary as we will have thorough cleaning daily throughout our building. Staff will have the option to work from home on Mondays or work from the buildings.

Takeaways from Last Week: 12.7 (2)

School teams began **building ideas** for **instruction, engagement, logistics, and checks for understanding** in a concurrent model. We collected all their ideas for creating a **Day in The Life activity** with school and division leaders on Wednesday.



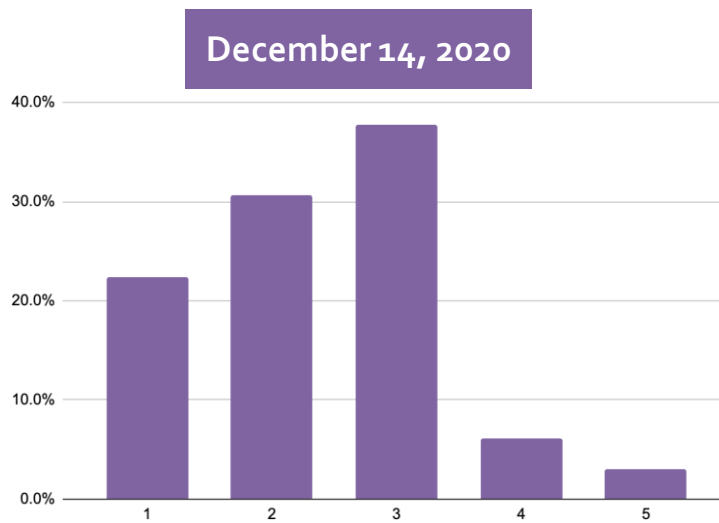
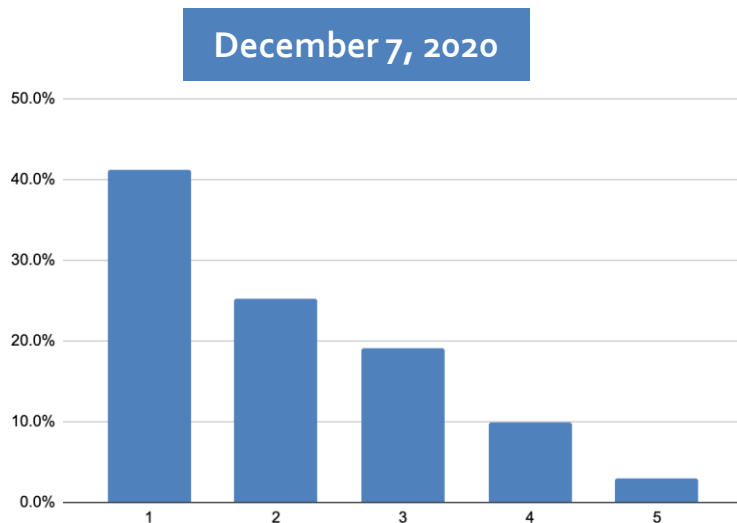
Whole Group Hybrid Instruction Notes				
				
	Synchronous Whole Group Instruction	Asynchronous Independent Work	Synchronous Targeted Small Group Instruction	Asynchronous Formative Assessment
What learning might be best for this portion of the model?	Practices: <ul style="list-style-type: none"> SEAL/Morning meeting - whole group Brief introduction to each subject/unit Movement breaks Mini lessons for core content Whole group incentives for motivation and/or participation Hands on materials & something to engage at home students Prioritized- everyone is part of morning meeting to create community, everyone has same expectations to be online at all times Tools: <ul style="list-style-type: none"> Canvas/SeeSaw Considerations: <ul style="list-style-type: none"> Students will all be online and can hear all conversations that are going on whether or not they are at home or 	Practices: <ul style="list-style-type: none"> Timing of asynchronous learning with virtual students vs. in person students Fine Motor skills for younger students Self-paced model Layered curriculum (menu of curriculum options) Tools: <ul style="list-style-type: none"> Similar to what we're seeing now - using Canvas/SeeSaw Students completing independent tasks like Dreambox, Nearpod, MyOn, RazKids, Epic, ACP's Learning Packets Canvas Modules <ul style="list-style-type: none"> Quick grader Considerations: <ul style="list-style-type: none"> More STEM Project to engage student participation and accountability Continue to use the asynchronous assignments 	Practices: <ul style="list-style-type: none"> Reading/Math groups - working towards their level Using support staff Forming targeted groups that match student needs Intervention groups Office hours Project based learning Tools: <ul style="list-style-type: none"> Strong rubrics that address areas Considerations: <ul style="list-style-type: none"> Posting the link on clever that can be seen by grade level. Multi-steps become a challenge for some students. 	Practices: <ul style="list-style-type: none"> Application based learning (analysis, synthesis and evaluation) Tools: <ul style="list-style-type: none"> Strong rubrics that address areas Considerations: <ul style="list-style-type: none"> Posting the link on clever that can be seen by grade level. Multi-steps become a challenge for some students.

Takeaways from This Week: 12.14

- This past Monday, we **brought the same group together (over 270 voices)** including teachers, APs, Principals, and district leaders to **provide additional updates and get their feedback and ideas** as we prepare for the return in January.
- We provided **updates on the following** to staff and captured questions as well as feedback from staff:
 - Staff Intent to Return and Family Choice Form
 - Sprint Plan
 - Concurrent Teaching, Schedule, Instructional Model + Technology
 - Reminders of Health + Safety
 - Updates on Health Mitigation Indicators
 - Preview of Professional Learning to Support Concurrent + Virtual Teaching

Takeaways from 12.7 and 12.14

On a scale of 1-5, what is your comfort level for implementing concurrent teaching at this time?



1: I need a lot more information and 5: I would feel comfortable implementing concurrent teaching tomorrow

Our Schedule + Instructional Model

DECISION

PreK-12 schedules will be built around 2 days a week in-person, 3 days virtual, Mondays remain same (asynchronous) and concurrent teaching as the instructional model.

Our Rationale (based on feedback)

- ✓ Our current building and staff capacities make concurrent the most feasible hybrid model
- ✓ Our staff and families value stability, simplicity, minimal disruptions, and safety throughout the transition to hybrid
- ✓ Our teachers are hitting their stride with the Virtual PLUS+ schedule
- ✓ Our staff and families want to remain with the same teachers and students

We Need Your Help!

- Sharing this decision with your stakeholders and serving as ambassadors of this process
- Designing innovative solutions, together

Concurrent Teaching + ACPS

Definition

In-person and virtual schedules are the same, and teachers are delivering instruction simultaneously for students in-person, on campus and virtually, at home or in the classroom.

Common Elements of this Model:

- Concurrent teaching is a part of a hybrid learning model.
- Teachers unable to be in-person can remain with their class and still teach in concurrent model.

Adjustments
ACPS Will Make

- Replicate the schedule that we currently have in place
- Teachers and Leaders will help design what concurrent teaching looks like at ACPS.
- Professional Learning to support concurrent teaching will begin in January 2021.

Current School Schedules

We will replicate the current schedule that we have in place. These are only **examples** of what a day in the life could look like. We will continue working with principals to build out our schedules for ACPS.

Early Childhood Full Day STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance

- Balance of asynchronous and synchronous learning to meet the needs of our youngest learners.
- Opportunities for differentiation across the schedule.
- Built-in time for families to connect individually with their teacher on how to support students at home if needed.

Monday	Tuesday-Friday	Type of Instruction
75 minutes	Choice Time/ Intervention and Enrichment	
30 minutes	Community Building/ SEAL Time	
10 minutes	Movement Break	
35 minutes	Small Group Instruction	
15 minutes	Read Aloud	
30 minutes	Outdoor Exploration	
10 minutes	Choice Time/ Intervention and Enrichment	
30 minutes	LUNCH	
30 minutes	ENCORE	
30 minutes	Community Building/ SEAL Time	
30 minutes	Small Group Instruction	
10 minutes	Read/ Quiet Time	

Elementary STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance

- Minutes for each block are consistent across the school division.
- The order of classes will vary from school to school.
- Additional Movement Breaks will be embedded within each core block.
- Students receiving EL services will receive services virtually through a dedicated English Language Development block.
- Special Education services will be provided in accordance with the student's IEP in a virtual format.

Monday	Tuesday-Friday	Type of Instruction
	30 minutes	SEAL
	45 minutes	ENCORE
	60 minutes	CORE Math
	60 minutes	CORE Science/Social Studies
	45 minutes* exact time dependent on school needs	Intervention/ Enrichment BLOCK
	30 minutes	LUNCH

Middle School STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance

- Minutes for each block are consistent across the school division.
- The order of classes and each student's specific schedule will vary from school to school.
- Students will take seven year-long classes.
- Classes alternate on A/B Day schedules.
- Students receiving EL services will receive instruction virtually through a dedicated English Language Development block.
- Special Education services will be provided in accordance with their IEP in a virtual format.
- A block includes the class students are assigned for the year.

Monday	Tuesday-Friday	Type of Instruction
	30 minutes	SEAL
	10 minutes	Movement Break
	60 minutes	BLOCK
	10 minutes	Movement Break
	60 minutes	BLOCK
	50 minutes	Movement Break + LUNCH
	60 minutes	BLOCK

High School STUDENT SAMPLE SCHEDULE

Schedule Facts at a Glance

- Minutes for each block are consistent across the school division.
- The order of classes will vary from campus to campus, as well as the student's specific course schedule.
- Students will take four classes during the fall semester, and four classes in the spring semester (this may vary for Satellite Campus students).
- Students receiving EL services will receive instruction through a dedicated English Language Development block.
- Special Education services will be provided in accordance with their IEP in a virtual format.
- A block includes the courses that students are assigned during the semester.

Monday	Tuesday-Friday	Type of Instruction
	90 minutes	Targeted Supports
	60 minutes	SEAL + BLOCK 1
	55 minutes	Break + LUNCH
	50 minutes	BLOCK 2
	20 minutes	Break
	50 minutes	BLOCK 3

A Week in ACPS - Students + Teachers

	Cohort	M	T	W	TH	F
Teacher	A (Hybrid)	Asynchronous Day for Students Planning Day for Teachers Professional Learning for Teachers Office Hours for Teachers	In person	In person	Virtual	Virtual
	B (Hybrid)		Virtual	Virtual	In person	In person
	C (100% Virtual)		Virtual	Virtual	Virtual	Virtual

Our Commitment to Health + Safety

- ACPS is **committed to maintaining 6 feet of social distance** in our classroom setups
 - The **“Instructor Safe-Space” line** is an indicator of 6 feet of distance from the first row of student desks
 - While not required to stand behind line for the entirety of the day, it is recommended to maintain the appropriate social distance to minimize risk to yourself and students
 - **Mask enforcement will be supported by Safety and Security** but an all-hands-on-deck approach will be needed.
- Throughout the school year, **ACPS custodial staff (internal and contracted) will implement daily enhanced cleaning of**
 - Classrooms
 - Offices
 - Common areas such as restrooms, hallways, cafeterias, libraries, gymnasiums, elevators, teachers’ workrooms, etc.
 - There may be a need for limited support from all staff, including teachers, nurses, bus drivers and school nutrition, to assist in cleaning efforts to help mitigate potential spread of COVID-19 (supplies will be provided).
 - **PPE is readily available**

Read more here: [Facilities and Operations Comprehensive Guide for Return to School](#)

Capacity Update

Field Verification Exercises
Completed

Classroom Setups for All
Schools by 12/18/20*

Final Capacity Figures (By School,
By Classroom) to Principal's by
12/28/20

Key Takeaways/Points

- Field verifications were performed to give a more accurate capacity framework based on classroom configuration/furniture type rather than solely off of square footage of room
- Field verifications included socially-distanced sample of classrooms representative of smallest and largest classrooms sizes per building
- Field verifications were necessary to serve as a physical example of room setup for our custodial and building engineer staff

**At a few select schools, ongoing construction will delay classroom setup for a few rooms until after the Winter Break.*

Capacity Examples - Elementary



George Mason Elementary School Classroom - 7 Student Desks



Patrick Henry K-8 School Classroom - 8 Student Desks

Capacity Examples - Secondary



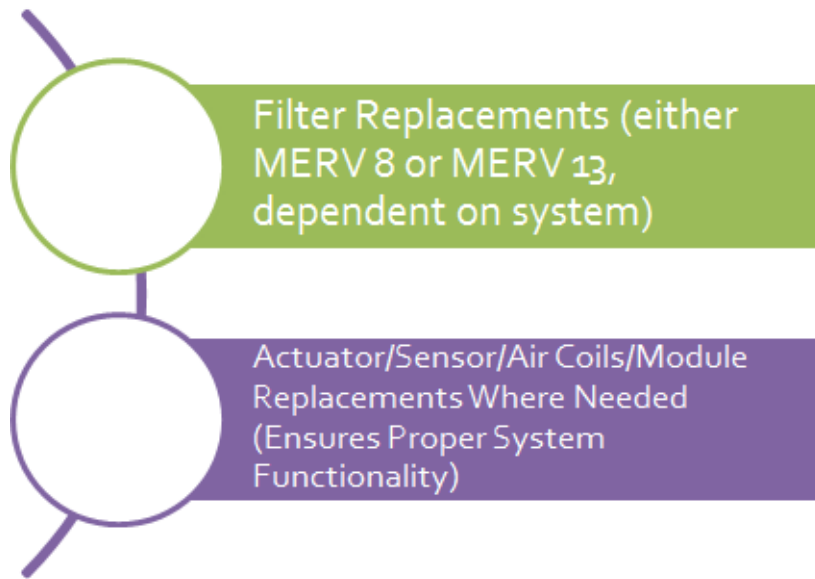
George Washington Middle School Lab - 6 Students



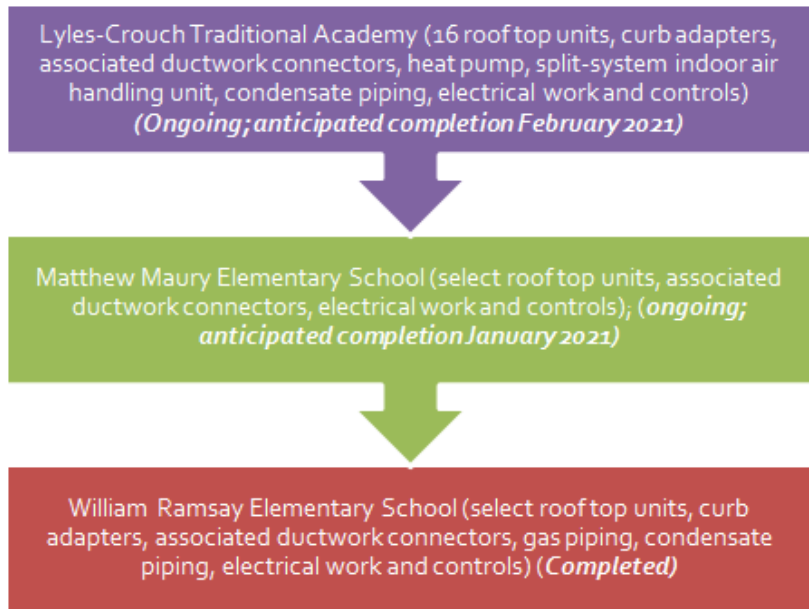
T.C. Williams High School Lab - 5 Students
(3 desks, 2 students at lab islands)

HVAC Updates

Preventive Maintenance Details



System Updates



Concurrent Teaching PL Framework - Topics

Instructional

Topics:

- Collaboration Strategies
- Engagement Strategies
- Equity
- Formative Assessment
- Instructional Planning and Delivery

Personal

Topics:

- Differentiation of Learning
- English Learner (EL), Specialized Instruction, Talented and Gifted (TAG)
- Extension and Enrichment
- Intervention

Technical

Topics:

- Canvas Usage for In-Person and Virtual Learning
- Hardware Setup and Continued Use of Platforms and Programs
- Student Collaboration Tools
- Health and Safety Protocols

Concurrent Teaching PL Framework - Delivery

Instructional

Delivery:

- Asynchronous Learning
- Professional Learning Communities (PLCs)
- School Based Coaches
- Teaching, Learning, and Leadership (TLL) Specialists

Personal

Delivery:

- Division-Wide sessions (March 5th)
- School Based Coaches
- Teaching, Learning, and Leadership (TLL) Specialists

Technical

Delivery:

- Self-Paced
- School-Wide
- Technology Integration Specialist (TIS)

Technology Updates

Camera

1080P AutoFocus
USB Webcam with
Built-in Microphone
and a 9" mini tripod



Tripod

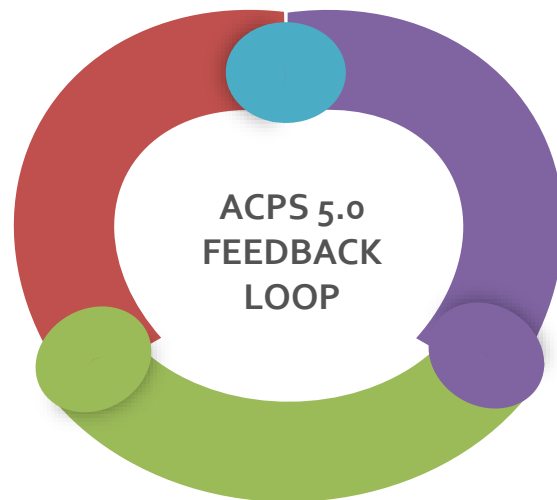
Monitor

Additional monitor to
see students live on
Zoom



Next Steps

- **Finalize** Updated Staffing + Family Choice Form (*Classroom Hybrid Logistics*)
- **Examine** 1st Semester Analysis Related to Attendance + Grades
- **Provide** Updated Timeline for Hybrid Learning
- **Provide** Updates Regarding Professional Learning + Supports to Prepare Staff for A Successful Transition to In-Person Learning



Questions and Discussion

VirtualPLUS+ PHASED REENTRY PLANS

Continuity of Learning Plan 5.0 | October 2020



VirtualPLUS+ PHASED REENTRY PLANS Frequently Asked Questions

[Virtual PLUS+ Phased Reentry Plans](#)

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[Virtual PLUS+ Phased Reentry FAQs](#)

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