

# *Hybrid Reopening 5.0 Update:*

**Spring,  
Summer,  
and Fall  
Updates**



**School Board Meeting  
Thursday, April 22, 2021**



Alexandria City Public Schools

**REVISED 4/22/21**

# Essential Questions

1. What is the **current health guidance** from the Centers for Disease Control and Prevention (CDC), Virginia Department of Health (VDH), + the Alexandria Health Department (AHD)?
2. What are some updates regarding the listed focus areas below?

- **3 Feet Social Distancing**
- **Playground/Recess Guidelines**
- **Samuel Tucker Calendar Proposal**
- **Summer Learning for All Plan**
- **Return-to-Work Status + Classroom Monitors**
- **Fall Space Planning, Ventilation + IAQ Update**



# Public Health Indicators – 4/22/21

## CDC K-12 SCHOOL METRICS

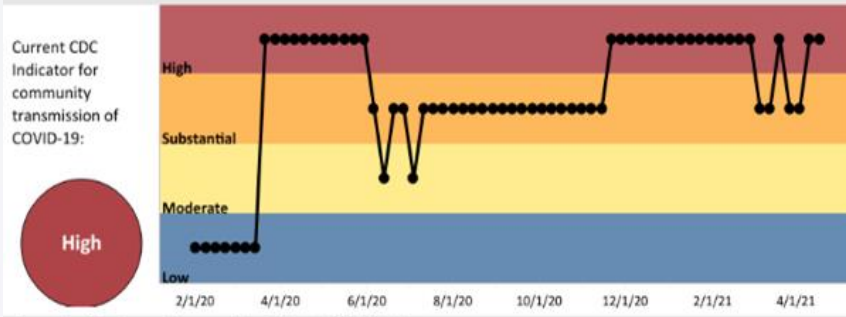
The CDC have published a revised set of indicators and Thresholds for Community Transmission of COVID-19 (reported over 7 days) in the CDC's new Operational Strategy for K-12 Schools through Phased Mitigation. These indicators and thresholds can be used to assess the current level of community transmission (low, moderate, substantial or high) and help communities better understand which mitigation strategies, learning modes, and testing are recommended based on the level of community transmission.

VDH also recommends that schools evaluate the transmission in school, or "Level of Impact to School" which is described in the revised VDH/VDOE Interim Guidance for PreK12 Reopening. ([www.vdh.virginia.gov/content/uploads/sites/182/2021/01/Interim-Guidance-to-K-12-School-Reopening.pdf](http://www.vdh.virginia.gov/content/uploads/sites/182/2021/01/Interim-Guidance-to-K-12-School-Reopening.pdf)). Schools should continue to implement the five key mitigation strategies (masks, physical distancing, hand hygiene/respiratory etiquette, cleaning/disinfection, and contact tracing in collaboration with the local health department) no matter the level of community transmission.

**A school division's capacity to successfully implement mitigation strategies, the level of school impact, AND local community disease data should be carefully factored into school operations plans.** The CDC indicators and thresholds serve to inform decision making, but should not solely dictate the decisions that school divisions make to best serve their communities.

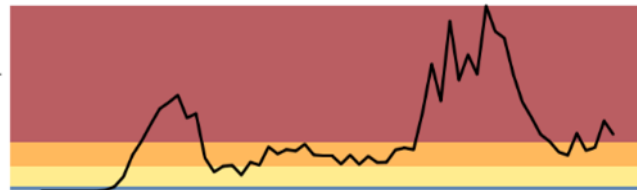
For more information on each of the CDC indicators please visit: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html>

## Combined Core Indicator, Alexandria City, 4/17/2021

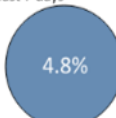


## Core Indicators, Alexandria City, 4/17/2021

Total number of new cases per 100,000 persons within the last 7 da..



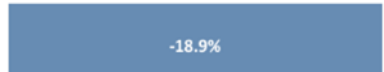
Percentage of NAAT (PCR) tests that are positive during the last 7 days\*\*



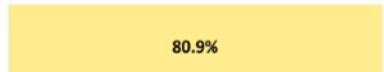
## Secondary Indicators, Alexandria City or Northern Region, 4/17/2021

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.

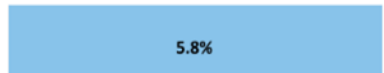
Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†



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.

# Phased Re-Entry Process

The principals and central office staff engaged in the development of a process and timeline for the phased reentry of PreK-12 students. The process is detailed below:

<b>Step 1: Confirming Intent of Current Hybrid Students</b>	<ul style="list-style-type: none"><li>• Principals worked with their School Support Teams (SSTs) and registrars to confirm the intent of current hybrid students who have not attended hybrid instruction to date.</li><li>• Schools are calling parents to confirm the intent of hybrid students who have not attended to date.</li><li>• Upon confirmation, hybrid students who have not attended by Tuesday, April 13, 2021, will be converted back to virtual.</li></ul>
<b>Step 2: Process For Accepting Additional Hybrid Students</b>	<ul style="list-style-type: none"><li>• School Teams are finalizing which homerooms, teams, and/or content teachers have the capacity for accepting additional hybrid students. It is important to note the acceptance of new students is contingent upon each school's existing seating capacity.</li><li>• School Teams are using the <i>Hybrid Prioritization Matrix</i> to internally identify students for hybrid instruction and will directly contact parents regarding the phased re-entry timeline.</li><li>• <b>Hybrid Prioritization Matrix</b><ul style="list-style-type: none"><li>■ <b>1 - Special Populations</b> - Special Education/English Learners/504 Students/Students Experiencing Homelessness</li><li>■ <b>2 - Social, Emotional, and Academic Learning (SEAL) Support</b> - Virtual Students Referred For SEAL Support Mondays</li><li>■ <b>3 - Students who have earned a grade of D or F</b></li><li>■ <b>4 - Multi-Tiered Systems of Support (MTSS)</b> - Students being progress monitored through MTSS</li><li>■ <b>5 - Technology</b> - Students unable to access technology effectively</li><li>■ <b>6 - Student/Family Choice</b> - Students who now want to access hybrid instruction</li><li>■ <b>7 - New Students</b> - New Students enrolled as of January 2021</li></ul></li></ul>

# Phased Re-Entry Timeline: 6 Ft. Social Distancing

<p><i>Confirm + Update Current Hybrid Student Intent + Identify/Confirm New Hybrid Students Based Upon Prioritization Matrix</i></p>	<p>Update Powerschool Information For New Hybrid Students + Provide List To Transportation</p>	<p>Class Assignment/ Course Information Sent to New Hybrid Families</p>	<p>Phased* Reentry <i>(Tuesdays)</i></p>	<p>Description of Student Groups Based Upon Prioritization Matrix Hybrid Prioritization Matrix</p> <ul style="list-style-type: none"> <li>■ 1 - Special Populations</li> <li>■ 2 - Social, Emotional, and Academic Learning (SEAL) Support</li> <li>■ 3 - Students Who Are Academically Struggling</li> <li>■ 4 - Multi-Tiered Systems of Support (MTSS)</li> <li>■ 5 - Technology</li> <li>■ 6 - Student/Family Choice</li> <li>■ 7 - New Students</li> </ul>
<p>April 9</p>	<p>April 12</p>	<p>April 16</p>	<p>April 20 (Cohort A) April 22 (Cohort B)</p>	<p>Expand to include:</p> <ul style="list-style-type: none"> <li>● Students in grades PreK-5 Students who meet the criteria of the prioritization matrix who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).</li> </ul>
<p>April 16</p>	<p>April 19</p>	<p>April 23</p>	<p>April 27 (Cohort A) April 29 (Cohort B)</p>	<p>Expand to include:</p> <ul style="list-style-type: none"> <li>● Students in grades 6-12 who meet the criteria of the prioritization matrix who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and decision matrix indicators).</li> </ul>



# Phased Re-Entry Planning Process: 3 Ft Social Distancing

## Step 3: Updating On Planning Process For 3ft Social Distancing

- Bus transportation will transition to **3ft. social distancing** on **April 20, 2021**.
- School principals will work with the Facilities Department and custodial staff to **readjust classroom spaces to 3 ft. social distancing** by **April 26, 2021**.
- Facilities will provide an update to schools on space and capacity at 3-ft. social distancing by **April 27, 2021**.
- Cafeteria Managers + Principals will **confirm School Nutrition Services Food Orders** by **April 30, 2021**.
- Human Resources will **confirm any staff members approved for FMLA** or other forms of leave or absence.
- Human Resources will **confirm those staff whose temporary remote-status for child care needs expires on May 3, 2021**. Those staff will be available for on-site work on **May 3, 2021**, unless approved for FMLA or other leave.
- School principals will **continue contacting additional parents and students** based on the Hybrid Prioritization Matrix. Most schools should have contacted families that fall within Priorities 1-4. School teams will begin prioritizing groups 5-7 (*Please refer to the phase re-entry timeline*).
- The **Citywide Program** for students with specialized needs will expand to four days of in-person learning.

# Phased Re-Entry Timeline: 3 Ft Social Distancing

<i>Confirm Teachers Returning For Hybrid Instruction</i>	<i>Identify/ Confirm New Hybrid Students Based Upon Prioritization Matrix Priorities 5-7</i>	Update Powerschool Information For New Hybrid Students + Communicate List To Transportation	Class Assignment/ Course Information Sent to New Hybrid Families	Phased* Reentry	Description of Student Groups Based Upon Prioritization Matrix
April 20	April 23	April 26	April 30	<b>Proposed Dates</b> May 4 (Cohort A) May 6 (Cohort B)	<b>Expand to include:</b> ● Students in grades PreK-5 who meet the criteria of the prioritization matrix who opt into in-person learning.
April 27	April 30	May 3	May 7	<b>Proposed Dates</b> May 11 (Cohort A) May 13 (Cohort B)	<b>Expand to include:</b> ● Students in grades 6-12 who meet the criteria of the prioritization matrix who opt into in-person learning.

# Spring Transition: Recess + Playground Equipment

## Playground Equipment Logistics

In working with the Alexandria Health Department a plan has been devised that allows use of the playground equipment while ensuring safety for all. This plan includes the following:

- Strict hand washing or sanitizing before and after recess.
- A recess zone schedule, which includes the playground area as a zone, must be followed for contact tracing measures.
  - *This schedule must include a breakdown of days, times, and student groupings that will be utilizing the playground equipment.*
- Students must maintain a minimum of 6 feet from others while playing due to increased exhalation.
- A sanitation plan for cleaning the equipment daily is in place at all school locations.
- Others outside of ACPS are prohibited from using the playgrounds during school hours.

## Other Recess Equipment Logistics

- Strict hand washing or sanitizing before and after recess.
- Recommend recess equipment are items that can be used individually or in pairs, are not porous, and can be cleaned effective without breakdown of the material.
- Allocate separate bins of recess equipment for each student grouping/cohort/class, which is only used during recess, and cleaned between recess periods.
- Discourage children from bringing equipment from home.
- Students still must maintain a 6 foot distance from others while playing with equipment.



# Samuel Tucker Calendar Proposal (1)

## Why Amend the Modified Calendar for 2021-2022?

<b>Maximize Learning Options</b>	<ul style="list-style-type: none"><li>● An August 9, 2021, start date affords families + staff the option to fully participate in ACPS Summer Learning for All (July 6-30, 2021)</li><li>● Tucker families historically have high enrollment numbers in summer learning programs</li></ul>
<b>Secure Needed Downtime</b>	<ul style="list-style-type: none"><li>● Families + staff who prefer a longer break can enjoy two additional weeks with a shift from July 26 - August 9, 2021</li><li>● In this transition year of a division-wide shift to an earlier start date, a two week later start matches the six-week summer break normally associated with the modified calendar.</li></ul>
<b>Preserve Intersession Framework</b>	<ul style="list-style-type: none"><li>● The Intersession program represents an innovative intervention strategy to address disrupted learning</li><li>● This proposal maintains the commitment to Tucker's programmatic status as a Modified Calendar School</li></ul>

# Samuel Tucker Calendar Proposal

ACPS Modified Calendar 2021-2022 Draft	July 2021							August 2021							September 2021							October 2021																																																											
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<ul style="list-style-type: none"> <li>Student Days</li> <li>Holidays</li> <li>Prof Development School</li> <li>Prof Development Division</li> <li>Teacher Work Days</li> <li>New Teacher Orientation</li> <li>Early Release-Conferences</li> <li>Intercession</li> </ul>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4																																														
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2 Prof Development (School)	24-26 Thanksgiving						17 - TWO	20-31 Winter Break						25	31	17 Martin Luther King Day	18 Prof Development	21 President's Day							18 Prof Development	24 full day conference	25 half day conferences																																																						
April 2022							May 2022							June 2022							July 2022							SUMMARY																																																					
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18 Intercession	11-15 Spring Break, 18 Prof Development						28 Memorial Day						18 Early Release	19 Memorial Day	13 Prof Dev, 14 TWO																																																																		

- **Start Date**
  - August 9, 2021
- **Intercession Change**  
Two-Weeks to One-Week
- **Fall Intercession**
  - October 18-22, 2021
- **Spring Intercession**
  - April 4-8, 2022
- **End Date**
  - June 11, 2022
- **Teacher Return Date**
  - July 30, 2022

# Summer Learning for All Plan (1)

July 6 - July 30 (Traditional Four Week Session) + August 2 - August 12 (Additional Targeted Virtual Two Week Session)

## Elementary School Offerings

- Pre-K
- Kindergarten – 2<sup>nd</sup> grade
- 3<sup>rd</sup> – 4<sup>th</sup> grade
- Summer Language Academy
- Music Camp
- Kindergarten Prep (K-PREP)



## Middle School Offerings

- Music Camp
- Theater Camp
- Summer Bridge Dual Language
- Summer Bridge AVID EXCEL
- Summer enrichment
- Boost Courses
- Middle School Prep



## High School Offerings

- AP Boot Camp
- AP Calculus Boot Camp
- Boost Courses
- New Credit Courses
- Credit Recovery
- Summer Literacy Program
- Summer Bridge GW Health Sciences Program
- JumpStart



# Summer Learning for All Plan (2)

## Targeted Reading + Math Intervention - Summer Learning for Students with Disabilities

- Have demonstrated difficulty mastering content in either area in order to progress in the general education curriculum.
- Instructed utilizing reading and math intervention programs designed to address gaps in learning as well as increase reading and math skills.
- Other individual needs, such as behavior and social skills, will be addressed as needed.

## Extended School Year (ESY)

- Special education and/or related services provided beyond the normal school year for the purpose of providing a free appropriate public education (FAPE) to a student with a disability.
- Consideration of ESY services is a part of the IEP process.
- ESY services, if deemed necessary by the IEP team, will vary in type, length of time, and inclusion of related services, depending on the individual needs of the student.

# English Learner (EL) Services

EQUITY FOR ALL 2025



## How English Learners will be supported in the programs:

- Teacher lesson guides will include strategies for scaffolding instruction
- Integration of culturally relevant texts
- Professional learning for all summer learning teachers on integrating EL best practices
- Opportunities for collaboration between general education teachers and EL teachers
- Instruction from an EL teacher through co-teaching and/or small differentiated groups
- Daily opportunities for practicing all four language domains (listening, speaking, reading, and writing) to ensure content mastery and language development

# SEAL + Student Support Teams

## Participants

- K-12 Students

## Program Overview + Vision

- The goal of summer SEAL is to maintain students' social-emotional and academic development in preparation for the 2021- 2022 school year (Tier 1)
- Summer Student Support Teams will continue to provide targeted skill development and services to students (primarily Tier 2 + 3)

## Components

- Daily SEAL lessons
- Individual counseling and supports
  - Academic
  - Social-Emotional
  - College + Career
  - Health + Wellness
- Additional opportunities
  - Focus sessions + small groups



What does success look like for you in school?  
Using a complete sentence, complete this thought:

*Success for me would be...*



# Summer Learning Milestones

MARCH

APRIL

MAY

JUNE

JULY

Plan

Refine

Implement

Identify staffing needs

Procure materials + update curricular resources

Finalize staffing (teachers + administrators + support staff)

Host school simulations for each campus

Launch Summer Learning July 6th

**Deliverables:**

- 2021 Staffing Needs Inventory
- Planning Checklist

Identify prioritized students for in-person learning

Begin transportation + food services planning

Host professional learning days (June 28-29)

Summer learning participation survey + overview on ACPS website

**Deliverables:**

- Draft of school day schedule
- Outline of professional learning days

**Deliverables:**

- Master schedules finalized and communicated

*August 2-12: Additional targeted instructional support*

**Deliverables:**

- Communication with prioritized students for in-person learning

# Process for Return-to-Workplace

## Transition from temporary-remote status to on-site availability

### CHILDCARE REVIEW PROCESS

1. Webinar notice on April 9, 2021, to inform staff to be available starting May 3, 2021, or apply for FMLA
2. Publish recorded-webinar and FAQ
3. Process FMLA or other absence per routine HR policy

### HEALTH REVIEW PROCESS

1. Monthly health verification with employee
2. HR contacts health care provider to verify status
3. Patient/employee referred for additional medical review

# Fall Reopening - Space Needs + Considerations

## Assumptions

Returning Students

- Utilizing FY22 Enrollment Projection of 16,097

Distancing

- 3 ft between student desks
- 6 ft between teacher + 1<sup>st</sup> row of student desks

Costs/  
Sq. Ft

- \$20-\$30/Sq.Ft (Leasing Cost)
- \$50-100/Sq. Ft (Outfitting Costs)\*

*\*Outfitting cost/square foot estimate shown is for basic needs such as technology/minor improvements. This cost is not indicative of a full retrofit of a leased space to a traditional school design.*

# Fall Reopening - Strategies to Address

Use all available space within facilities

Partner w/City on available city-owned space

Order and install mobile classrooms (where possible)

Lease external space

Explore opportunities of non-traditional spaces

# Fall Reopening - Tasks + Timeline

Activity	Action to Date	Next Steps
<b>Use of Available ACPS Space</b>	<ul style="list-style-type: none"> <li>Classrooms being reconfigured to 3 ft will allow us an opportunity to continually refine estimates for space needs</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and reconfiguration ongoing; reconfiguration completion by <b>04/26/21</b></li> </ul>
<b>Submit Formal Fall Space Requests to City</b>	<ul style="list-style-type: none"> <li>Requests sent to City on <b>04/12/21</b></li> </ul>	<ul style="list-style-type: none"> <li>Formal ACPS/City small group formed to discuss fall space planning. First meeting held on <b>04/19/21</b></li> <li>Working through requests and associated logistics from both ends</li> <li>Updates on progress will be provided during future School Board meetings</li> </ul>
<b>Mobile Classrooms</b>	<ul style="list-style-type: none"> <li>Assessing feasibility by school/zoning regulations</li> <li>Receiving timeline information from vendor</li> </ul>	<ul style="list-style-type: none"> <li>Present costs for mobile classrooms (where installation is feasible)</li> <li>If approved, procure mobile classrooms for specified sites</li> <li>Work with City partners on permitting requirements for installation of mobile classrooms</li> <li><i>Timeline is currently tracking for <b>October 2021</b>. This is due to manufacturing schedules, as many entities are using this same approach to create additional space</i></li> </ul>
<b>Leased Space</b>	<ul style="list-style-type: none"> <li>Have investigated options for leased space to date; two potential spaces identified at this time</li> </ul>	<ul style="list-style-type: none"> <li>Continue to look for space to lease</li> <li>If approved, sign leases to secure space</li> </ul>
<b>Investigate Non-Traditional Space</b>	<ul style="list-style-type: none"> <li>Reaching out to religious organizations/others to see if any space options are available</li> </ul>	<ul style="list-style-type: none"> <li>Discussions ongoing</li> </ul>

# Ventilation + IAQ Update: Essential Questions Addressed

What CDC and ASHRAE guidance has ACPS implemented?

What metrics are monitored via our BAS systems?

Who is responsible for IAQ management?

How can stakeholders share their concerns?

How have ventilation, IAQ and project updates been communicated?

What supplemental actions/next steps are being taken?

2025

EQUITY FOR ALL



## Ventilation - ACPS Implementation of CDC Guidance (1)

2025

EQUITY FOR ALL



Alexandria City Public Schools

Category	Recommendation	Status	Notes
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	Ensure systems are serviced and meeting code requirements	Implemented	<ul style="list-style-type: none"> <li>✓ Annual and Quarterly HVAC Preventative Maintenance</li> <li>✓ Repairs</li> <li>✓ Continuation of planned HVAC projects</li> </ul>
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	Set HVAC systems to bring in as much outside air as the system will safely allow	Implemented	<ul style="list-style-type: none"> <li>✓ Set through BAS system</li> </ul>
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	Increase the HVAC system's total airflow supply to occupied spaces when you can	Implemented	<ul style="list-style-type: none"> <li>✓ Set through BAS system</li> </ul>
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	Consider running HVAC systems at max outside air flow for 2 hours before and after school	Implemented	<ul style="list-style-type: none"> <li>✓ Scheduled through BAS system</li> </ul>
Filter and/or clean the air in your school	Improve the level of air filtration as much as possible without significantly reducing airflow	Implemented	<ul style="list-style-type: none"> <li>✓ Installation of MERV-13 Filters in HVAC systems</li> </ul>
Use exhaust fans in restrooms and kitchens	Inspect and maintain exhaust ventilation systems in restrooms and kitchens	Implemented	<ul style="list-style-type: none"> <li>✓ Regularly checked by Building Engineers and Custodial Staff</li> </ul>
Use exhaust fans in restrooms and kitchens	Ensure restroom and kitchen exhaust fans are on and operating at full capacity while the school or childcare program is occupied and for 2 hours afterward	Implemented	<ul style="list-style-type: none"> <li>✓ Regularly checked by Building Engineers and Custodial Staff</li> </ul>
Open windows in transportation vehicles	Open windows in transportation vehicles when it does not create safety hazard	Implemented	<ul style="list-style-type: none"> <li>✓ Part of "Return to School" Operational Guidance</li> </ul>

## Ventilation - ACPS Implementation of CDC Guidance (2)

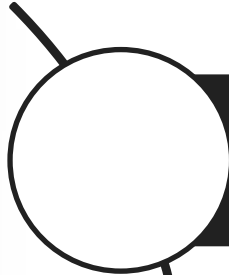
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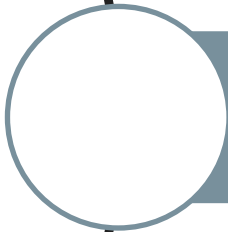


Category	Recommendation	Status	Notes
Filter and/or clean the air in your school	Consider HEPA-filtered air purifiers, especially in higher risk areas	Targeted Implementation; Full Implementation in Progress	✓ Installed in high risk areas such as clinics and health annexes
Filter and/or clean the air in your school	Consider using ultra-violet germicidal irradiation (UVGI)	Targeted Implementation	✓ Installed at one school location (LCTA)
Bring in as much outdoor air as possible	If safe to do so, open windows and doors	Targeted Implementation	✓ Classroom doors can remain open throughout the day (has been encouraged pre-pandemic)
Bring in as much outdoor air as possible	Consider having activities, classes, or lunches outdoors when circumstances allow	Targeted Implementation	<ul style="list-style-type: none"> <li>✓ Outdoor recess and mask breaks already implemented</li> <li>✓ Discussions ongoing regarding outdoor lunches</li> </ul>
Bring in as much outdoor air as possible	Use child safe fans to increase effectiveness of opening windows	Did Not Implement	<ul style="list-style-type: none"> <li>• We are not recommending opening windows, so would not implement this recommendation</li> </ul>
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	Disable demand-controlled ventilation controls that reduce air supply based on occupancy or temperature	Did Not Implement	<ul style="list-style-type: none"> <li>• Overriding the system is not the favored approach based on system functionality; we can manipulate parameters without having to disable system</li> </ul>
Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation	For simple HVAC systems controlled by a thermostat, setting the fan control switch from "Auto" to "On" will ensure the HVAC system provides continuous air filtration and distribution.	Did Not Implement	<ul style="list-style-type: none"> <li>• Setting from "Auto" to "On" does not allow the opportunity to quickly adjust based on temperature and/or humidity changes. The inability to quickly address can create a favorable environment for mold, etc.</li> </ul>

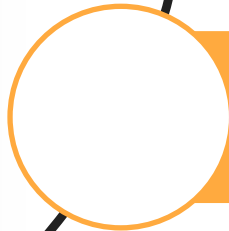
# Ventilation - ASHRAE: Industry Experts



The American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) is an industry-leader in the area of HVAC



CDC has referenced ASHRAE in their Covid-19 guidance



ASHRAE has released guidance documents on how to improve ventilation in the age of Covid-19; the next slide references the following ASHRAE guidance documents

- Guidance for the Reopening of Schools (August 2020)
- Core Recommendations for Reducing Airborne Infectious Aerosol Exposure (January 2021)

# Ventilation - ASHRAE Recommendation Implementation

*Guidance for the Reopening of Schools (6 Noted Recommendations, 4 Relative to HVAC)*

- Inspection and Maintenance of Systems **(Implemented)**
- Ventilation to bring in outdoor air **(Implemented)**
- Filtration of MERV-13 or higher **(Implemented)**
- Air cleaners to supplement ventilation as needed **(Targeted Implementation)**

## *Core Recommendations for Reducing Airborne Infectious Aerosol Exposure*

- Follow public health measures such as social distancing, wearing masks, PPE, etc. **(Implemented)**
- Ventilation, Filtration and Air Cleaning Practices such as **(Implemented)**
  - MERV 13 or higher filters
  - Provide and maintain minimum outdoor airflow rates
  - Use air cleaners for which evidence of safety and effectiveness are clear
- Air Distribution **(Implemented)**
  - Where directional airflow is not required, promote mixing of space air without causing strong currents
- HVAC Operation **(Implemented)**
  - Maintain temperature/humidity design setpoints
  - Maintain clean air supply required for design occupancy
  - When necessary, flush spaces between occupied settings
  - Limit re-entry of contaminated air through energy recovery devices, outdoor air, and other sources
- System Commissioning: Verifying HVAC systems are operating as designed **(Implemented)**

# Ventilation - Building Automation Systems (BAS)

**Patrick Henry Elementary School**  
**RTU 4**

MISC

Located: Roof  
Serves: First Floor Academic Wing

- RTU 1
- RTU 2
- RTU 3
- RTU 4
- RTU 5
- RTU 6
- RTU 7
- RTU 8
- RTU 9
- RTU 10
- RTU 11
- RTU 12

**EA Damper** 100.00 %    **EAD Pos** 97.69 %    **EA Temp** 72.23 °F    **EA Bypass Damper** 100.00 %

**EA CFM** 3726 cfm    **Exhaust Fan** Start/Stop: ON, Status: ON, VFD Speed: 49.94, Alarm: OFF, Runtime: 6632.55 h

**OA CFM 1** 2030 cfm    **OAD Pos 1** 97.71 %    **Energy Recovery** OFF

**OA Damper** 100.00 %    **OAD Pos 2** 98.06 %

**Econ Damper** 100.00 %    **Econ CFM** 2696 cfm

**EA Temp** 73.22 °F    **EA Hum** 47.55 RH    **Toilet Relief Fan** ON

**RA Temp** 70.88 °F    **RA Hum** 51.04 RH

**RA Dmptr Pos** 3.27 %    **MA Temp** 59.90 °F    **LTD** OFF    **HC Temp** 60.06 °F

**Supply Fan** Start/Stop: ON, Status: ON, VFD Speed: 50.90, Alarm: OFF, Runtime: 8570.68 h

**SA Temp** 55.05 °F    **Supply Static** 1.12 in H2O

**High Static** OFF    **Building Static** 0.74 in H2O

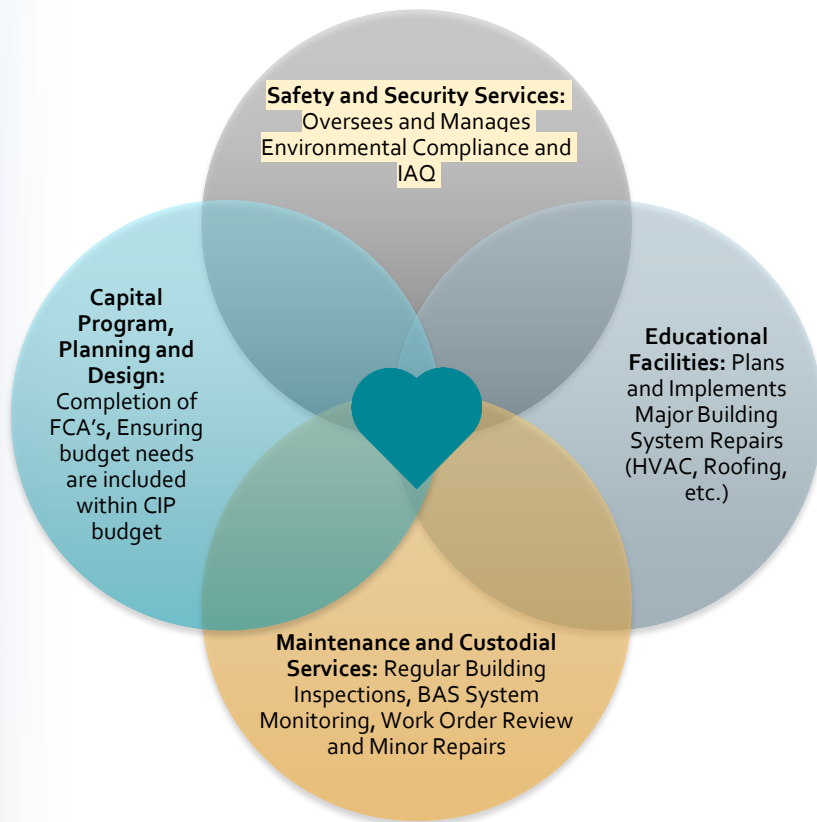
**HCV Valve** 0.00 %    **CCV Valve** 43.05 %

**HCV Pos** -0.41 %    **CCV Pos** 42.90 %

#COM

27 % RH

# Indoor Air Quality - Accountability + Stakeholder Involvement



Stakeholders always have an opportunity to provide their feedback on issues/concerns in the following ways:

- Submission of a Work Order
- Phone Call and/or Email to Department
- Direct Conversation with Team



# Ventilation and IAQ Additional Supplemental Actions

## Order and Install HEPA-air purifiers in classrooms

- 1500 Units; Help mitigate IAQ concerns with adjustment to 3 ft (plan to begin install week of **04/26**)
- Cost of \$631K for units; ~ \$100K for replacement filters
- Storage of Units/Recurring Maintenance (long-term considerations)

## Review and Expansion of IAQ Management Plan w/External Contractor

- Focus on lessons learned to strengthen program
- In planning phase

## Leverage upcoming FCA's to address/mitigate concerns prior to fall

- Creates baseline of needed replacements/repairs for all facilities
- Provides cost estimates for recommendations; can fold into CIP budget planning process
- Strategic vision is to design systems to include noted needs, not an ad-hoc reactive approach
- Better results and cost savings

## Website Updates

- Updating Safety and Security, Educational Facilities and Maintenance and Custodial Services webpages by end of summer
- Will make updates easier to find/link to school facility updates

# Indoor Air Quality - Ventilation vs IAQ

Ventilation is a *component* of IAQ; however, it is not the total sum of IAQ

- Quality HVAC (2017-Current)
- Control of Moisture and Mold (2018-Current)
- Strong Integrated Pest Management (IPM) (2019-Current)
- Effective Cleaning and Maintenance (2018-Current)
- Smart Materials Selection (2018-Current)
- Aggressive Source Control (2019-Current)
- Integrated Energy Management (2019-Current)

Source: EPA "Indoor Air Quality Tools for Schools Approach" <https://www.epa.gov/iaq-schools/iaq-tools-schools-approach-providing-framework-success>

# Questions and Discussion



## Phased Reentry Plans

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## Frequently Asked Questions (FAQs)

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