

# Enhanced Continuity of Learning Plan 5.0: Reimagining Schools



Special Called School Board Meeting  
Wednesday, October 21, 2020



**EVERY STUDENT SUCCEEDS**

# Essential Questions

1. What are the **national insights + barriers** for transition planning?
2. How is the division **assessing feasibility** in 5.0?
3. What are the current **building capacity + staffing constraints**?
4. What **guidance + inputs** informed the **decision-making process** for phasing students back to in-person learning?
5. What is our **recommendation** to the School Board to feasibly **transition to in-person learning** for all students?

# Snapshot: How Divisions are Phasing In Students Across The Country

## National Insights + Trends:

### What Works for Transition Planning

- **Team Structure** - Dedicated transition teams and task forces collaborate around phasing in students
- **Adjustments to Instructional Practices** - Refinement of virtual instructional practices via teacher observations, and teacher PD
- **Physical Spaces** - Creativity around using physical spaces to accommodate students
- **Evaluation Criteria for Determining Phase-In Process** - Across the country, the three primary criteria for phasing in students includes
  - *Students' instructional needs*
  - *Staff availability + staffing structures*
  - *Building Capacity + Facility Safety*
- **Continuous Stakeholder Engagement** - Quick adjustments to hybrid learning model are made possible with continuous community feedback
- **Simulation Planning** - Once hybrid model was determined, collaboration with staff and families for in-person learning simulations

## National Insights + Trends:

### Barriers to Successful Transition Planning

- **Teacher Preparedness** - Instructional tactics and best practices in a hybrid model differ substantially compared to 100% virtual and 100% in-person
- **Safety** - Maintaining six feet social distance in buildings with fidelity is an ongoing challenge.
  - A number of districts nationally have opted for three ft. social distancing to accommodate returning students
- **Maintaining Flexibility and Fluidity Across Hybrid Models** - Fluctuating ratio of students and staff often necessitates rapid changes in hybrid model scheduling and staffing structures
- **Fundamentally, the Culture of Learning Shifts** - mindsets and morale for students, staff, and families if impacted and must be continuously addressed
- **School Day Change** - wearing masks, routines disrupted and fewer transitions, small group instruction, **different teachers**, no sharing of materials, lunch in classrooms, recess changes, etc.

# In-Person Learning by Student Groups

## Vulnerable Students at Risk Remotely

*E.g. Special-Education Students, homeless students, EL learners, students without internet access, students without devices, students at risk from domestic violence*

## Children of Parents who Require Childcare

*Children of essential workers, children of other dual-income parents who must work outside the home*

## Academically Vulnerable Students

*Students with academic concerns last school year; MAP Data*

## General Student Population

*PreK, K-2; 3-5; 6-8; transitional approach*

## Students Whose Parents do not Desire an In-Person Return

*Students whose parents are worried about safety in schools or other factors*

## Students at High Risk if Infected by the Virus

*Students with personal-health risks; students living with elderly family members or others with risks to personal health*

### Prioritized Urgency to Return

HIGH

HIGH

HIGH

MED

LOW

LOW

# 'Knocking Out' Our Constraints

✓ **STUDENTS**  
prioritized based on need, education equity, family preference

✓ **INSTRUCTIONAL MODEL**  
schedules, technology, pacing

✓ **PPE + HEALTH/SAFETY TRAINING**  
procurement, cleaning protocols, ability to monitor, health mitigations from AHD

✓ **TRANSPORTATION**  
modified routes, bus capacity, driver support, monitors

## **BUILDING CAPACITY**

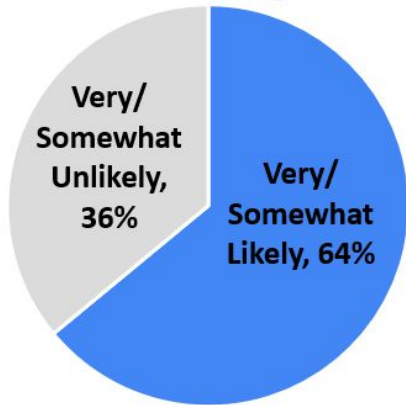
- **Current Actions to Mitigate Constraint:** Exploring Additional Building Options, Facilities + Operations Analysis
- **Barriers:** # of students opting to return exacerbate limited square footage

## **STAFF ABILITY TO RETURN**

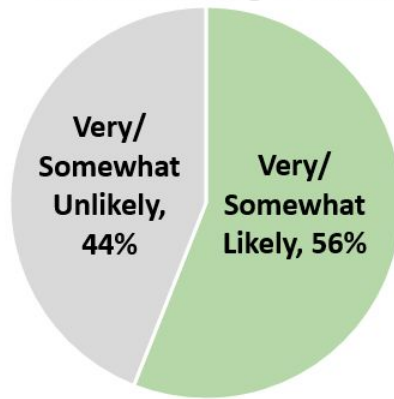
- **Current Actions to Mitigate Constraint:** Table Top Exercises and Training, Simulation Planning
- **Barriers:** Staff health concerns, child care, family-life obligations

# Families + Staff Constraints: Likelihood to Return

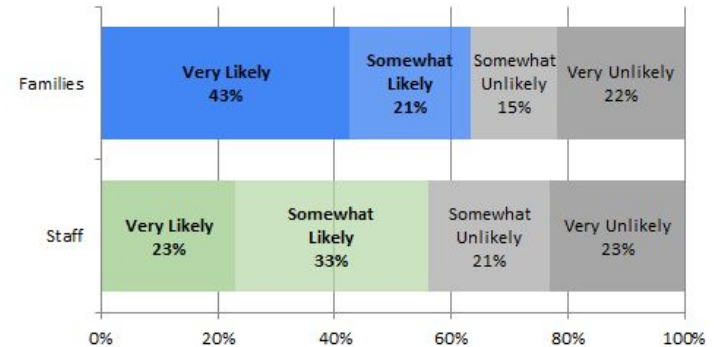
Families Returning to School



Staff Returning to Work



Likelihood of Return



- 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.



# Building Capacity Update

A Facility	B Current Student Enrollment	C Estimated Students to Return in Person	D Social Distanced Student Capacity	Building Utilization by In-Person Return Models		
				E	F	G
				5 Days per Week Return In Person	2 Days per Week Return In Person	1 Day per Week Return In Person
Charles Barrett	514	370	190	194%	97%	39%
Cora Kelly	295	201	105	192%	96%	38%
Douglas MacArthur	560	386	181	213%	107%	43%
Ferdinand T. Day	592	332	185	180%	90%	36%
George Mason	379	303	111	273%	136%	55%
James K. Polk	731	431	217	199%	99%	40%
Jefferson-Houston	638	370	233	159%	79%	32%
John Adams/ECC	838	486	269	181%	90%	36%
Lyles-Crouch	444	302	123	246%	123%	49%
Matthew Maury	347	274	107	257%	129%	51%
Mount Vernon	863	578	239	242%	121%	48%
Patrick Henry	911	501	299	168%	84%	34%
Samuel W. Tucker	748	479	220	218%	109%	44%
William Ramsay	600	378	196	193%	97%	39%
Francis C. Hammond	1421	796	559	142%	71%	28%
George Washington	1561	937	393	238%	119%	48%
Minnie Howard	970	553	296	187%	93%	37%
King Street	3203	2018	1181	171%	85%	34%
<b>Totals</b>	<b>15615</b>	<b>9694</b>	<b>5104</b>	<b>190%</b>	<b>95%</b>	<b>38%</b>

Red: Not Feasible; Green: Feasible

Building capacity is one of two constraints that limits the ability to accommodate all families reporting likely to return in-person at all neighborhood schools more than one day a week.

- Assumes a **100% staff ability** to return rate
- Enrollment reflects most recent enrollment data (**October 2020**)
- Estimated student in-person return based on most recent family survey reporting **likely to return**
- Social distancing capacity is based on **six feet** of social distancing guidelines
- Updated capacity data takes into account a **“field verification” factor** (consideration of classroom design and excess furniture)
- **Three different return scenarios** based on scheduling options for the return to in-person

# Building Capacity + Staffing Survey

A Facility	B Current Student Enrollment	C Estimated Students to Return in Person	D Social Distanced Capacity Based on Staff to Return in Person	Building Utilization by In-Person Return Models		
				E 5 Days per Week Return In Person	F 2 Days per Week Return In Person	G 1 Day per Week Return In Person
Charles Barrett	514	370	108	342%	171%	68%
Cora Kelly	295	201	53	378%	189%	38%
Douglas MacArthur	560	386	130	297%	148%	59%
Ferdinand T. Day	592	332	105	315%	157%	36%
George Mason	379	303	64	472%	236%	94%
James K. Polk	731	431	144	300%	150%	40%
Jefferson-Houston	638	370	145	256%	128%	51%
John Adams/ECC	838	486	146	332%	166%	36%
Lyles-Crouch	444	302	88	345%	172%	69%
Matthew Maury	347	274	60	453%	227%	51%
Mount Vernon	863	578	143	404%	202%	81%
Patrick Henry	911	501	149	335%	168%	34%
Samuel W. Tucker	748	479	123	390%	195%	78%
William Ramsay	600	378	146	259%	130%	39%
Francis C. Hammond	1421	796	281	283%	142%	57%
George Washington	1561	937	232	403%	202%	48%
Minnie Howard	970	553	126	439%	220%	88%
King Street	3203	2018	673	300%	150%	34%
<b>Totals</b>	<b>15615</b>	<b>9694</b>	<b>2916</b>	<b>332%</b>	<b>166%</b>	<b>66%</b>

Red - Not Feasible; Green - Feasible

Building capacity plus staff ability to return significantly limits the ability to accommodate all families reporting likely to return in-person at all neighborhood schools more than one day a week.

- This table factors in recent staff survey reported ability to return in-person by school
- Enrollment reflects most recent enrollment data (*October 2020*)
- Estimated student in-person return based on most recent family survey reporting **likely to return**
- Social distancing capacity is based on **six feet** of social distancing guidelines
- Updated capacity data takes into account a “**field verification**” factor (consideration of classroom design and excess furniture)
- **Three different return scenarios** based on scheduling options for the return to in-person





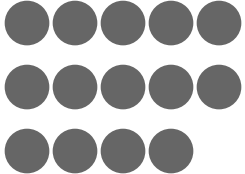
# Building Capacity + Staffing Scenario

Building capacity plus staff ability to return significantly limits the ability to accommodate all families reporting likely to return in-person at all neighborhood schools more than one day a week.

## 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.

TUES + WEDS Cohort A (In-Person)	THURS + FRI Cohort B (In-Person)	Students Who Still Need Virtual or In-Person Instruction
		
Five Students, 2x/Week	Five Students, 2x/Week	Remaining 14 Students

If we were to bring back **five students**, two days a week, from a 1st grade classroom of 24 students; then we would need to hire an additional teacher to accommodate the remaining 14 students and also identify an additional classroom space.

# Where We Are Now

Our numbers speak  
for themselves

## We Prioritized and Created Guidance for

5

Continuity of Learning Plans,  
spanning from March through  
October

## Planning Sessions

We've come together across various  
Transition Teams for...

50+

Hours of collaboration across teams,  
including bi-weekly feedback  
sessions at schools, alignment  
meetings, and scheduling guidance  
conversations

And  
involved  
275+

Classroom, division, and  
community leaders in the  
Virtual PLUS+ refinement  
and transition planning  
process

## And of course...

60,000+

Website visits since the Virtual  
PLUS+ announcement.

30

Virtual PLUS+ Partners pivoted  
their work to a virtual platform to  
provide academic tutoring,  
mentoring, health, wellness, and  
other supports to students and  
staff

## We could not have done this without our community!

10,000+

Calls to multilingual Helpline

80,000

Multilingual print mailings  
sent to homes

15,000+

Reopening of Schools  
survey responses

[Virtual PLUS+ Learning Advisory Team Roster](#)

# Artifacts of Our Collaboration in 5.0

Vulnerable students at risk remotely with

	Brainstormed Ideas/Potential Adjustments	<ul style="list-style-type: none"> <li>Asynchronous social studies + science</li> <li>Common breaks (lunch)</li> <li>ENCORE in the afternoon</li> <li>Shorter instructional day</li> <li>Division Learning Packets (Beginning of Q2 → Nov 4)</li> <li>Define "breaks" for families</li> </ul>	<ul style="list-style-type: none"> <li>Build in self care, sustainability</li> <li>Support staff in implementation of concise mini-lessons; best practice in a virtual environment calls for more precise language to reduce "I do / We do" direct instruction to 7-10 minutes.</li> <li>Evaluate pace of events this fall                             <ul style="list-style-type: none"> <li>October 12 PD:                                     <ul style="list-style-type: none"> <li>Choice PD options?</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Add more family communication</li> <li>Revisit scheduling to be appropriate for testing requirements</li> <li>Assessments</li> <li>Headsets for students (virtual)</li> <li>Closed captioning for students with impairment</li> </ul>
High				
High				
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High				
High				
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High				
High				
High				
Medium				

## School Transition Team Working Group Notes & Breakout Assignments

Scheduling Design Elementary	Scheduling Design Secondary	Planning for Prioritized Groups Elementary	Plan G
<p>Facilitator:</p> <p>Loren Brody Jasibi Crews-West Penny Hairston Hedi Haggerty Wagner Jane Richardson Kynal Johnson Elaine McSorley-Gerard Julia Burgos Marcia Jackson Bethany Nickerson Anthony Sims</p>	<p>Facilitator:</p> <p>Pierrette Peters Peter Balas Izora Everson Tricia Jacobs Michelle Hopkins John Baker Marya Runkle Clinton Page Kurt Huffman Darrell Sampson Kennetta Wood Dr. Gregory C. Hutchings, Jr.</p>	<p>Facilitator:</p> <p>Rachael Dischner Seazante Oliver PreAnn Johnson John McCain Laura Burkart Laura Basu T. Michael Carson Robert Easley Emily Dillard Julie Crawford Helen Lloyd Terry Werner</p>	<p>Facilitator:</p> <p>Jesse Chery Kimberly Erika Sandi Patric Dyan Natali Steph Terri Jenni</p>
School Simulation Planning		Timeline for In-Person	
<p>Facilitator:</p> <p>Ginja Canton Patricia Zissios Victor Powell Liza Burrell Aldana Alicia Kingcade Rene Caogan Yomarie Ortiz-Gutierrez John Finnigan E. Scott Merriman John Crites Alicia Hart Gerald Mann</p>	<p>Facilitator:</p> <p>Ginja Canton Ingrid Bynum Rene Paschal Michael Routhouska Victor Martin Tanja Mayer-Harding John Contreras Anita Cordova Cynthia Hormel Michael Covington Dominic Turner Elizabeth Hoover</p>		

### School Day Simulation Plan

This document at a glance:  
[Section 1-Overview + Planning](#)  
[Section 2-Preview of the Day + Participant Note-Catcher](#)  
[Section 3-Detailed Protocols](#)

**Section 1: Overview + Planning**

**Purpose of the School Day Simulation**

The purpose of the simulation is to provide a learning experience for administ with students, staff, and families on a daily basis. We plan to use the simulative professional learning plans for schools in ACPS. The protocols for each portio guidance in the ACPS DRAFT: Department of Facilities and Operations: Compre School.

**Date, Times and Locations**

We will be hosting a school simulation at Jefferson Houston School on **October 5 (block)**

Our simulation will include the following planning considerations:

**Before the Simulation**

### Enhanced Continuity of Learning Plan 5.0: School Information

Alexandria City Public Schools (ACPS) has established multiple ways to gather feedback from staff and families while working collaboratively to design solutions. Schools will host reflective conversations, biweekly, on Mondays. The Virtual PLUS+ Learning TLL Grade Level and Content Reps Advisory Team will meet biweekly with the Virtual PLUS+ Instruction Team. Principals meet weekly on Wednesdays from 10:30-11:30 am to synthesize feedback.

School-Level Reflection Conversations	Virtual PLUS+ Learning TLL Grade Level & Content Reps
<p><b>Who:</b> All staff</p> <p><b>When:</b> Every other Monday, time set and facilitated at each individual schools</p> <p><b>What:</b> Schools will utilize time to discuss their Virtual PLUS+ experience.</p>	<p><b>Who:</b> TLL Grade Level &amp; Content Reps - <a href="#">see list here</a></p> <p><b>When:</b> Every other week (60 mins) on Mondays 10:00 a.m. - 11:00 a.m.</p> <p><b>What:</b> ACPS Division Leaders and Education Elements will facilitate a conversation with teacher reps to celebrate successes and brainstorm solutions to challenges.</p>

Date + Time	Session	Information
October 5 Times selected by school	School-Level Reflection Conversations	Schools will utilize time to discuss their Virtual PLUS+ experiences.
October 12 10:00-11:00 am	Virtual PLUS+ Learning TLL Grade Level & Content Reps	TLL Grade Level & Content Reps - <a href="#">see list here</a> to join Zoom session. Teacher representatives are asked to bring feedback from school/grade level and will share information back with school leadership.

# Recommendation to the School Board

The Superintendent recommends that the School Board approve a **phased in approach for in-person learning for all students in grades PreK-8** according to the following timeline and contingent upon staffing and building constraints. We are still working through secondary options based upon PreK-8 building constraints and student enrollment.

<b>November 5</b>	Begin with <b>Students with Disabilities in grades K-2</b> who are enrolled in the Citywide Special Education program who opt into in-person learning.
<b>November 17</b>	Expand to include <b>Students with Disabilities in grades 3-5</b> who are enrolled in the Citywide Special Education program who opt into in-person learning.
<b>November 30</b>	Expand to include <b>Early Childhood Special Education students</b> who opt into in-person learning (to be housed at the Early Childhood Center).
<b>November 30</b>	Expand to include <b>Students with Disabilities in grades K-5</b> who receive self-contained Language Arts and Math instruction who opt into in-person learning.
<b>December 2020</b>	Expand to include <b>Students with Disabilities in grades 6-8</b> who are enrolled in the Citywide Special Education program who opt into in-person learning.
<b>January 2021</b>	Expand to include <b>all remaining students in grades PreK-5</b> who opt into in-person learning.
<b>February 2021</b>	Expand to include <b>all remaining students in grades 6-8</b> who opt into in-person learning.

# Questions + Discussion

Thank  
You!



Thank  
You!

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

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