

# Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update



School Board Work Session  
Thursday, January 14, 2020

# Essential Questions

1. What **guidance, inputs + health data** inform the **decision-making process** for phasing students back to a **Hybrid Learning Model**?
2. What **Decision Matrix Indicators** are we using for phasing students back to a **Hybrid Learning Model**?
3. What is the **staff + students' ability** to return?
4. What is the **hybrid instructional model** designed for our students and teachers?
5. What **professional learning** will be implemented to engage and prepare our staff?
6. What **technology tools** will support teaching and learning within the hybrid model?
7. How will the **facility processes and safety measures** be implemented?

# 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, community health metrics, and decision matrix indicators**

## 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

# Public Health Indicators – 1/14/21

## 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, 1/14/2021

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\*\*



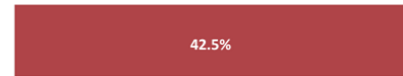
Ability of the school to implement five key mitigation strategies

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.

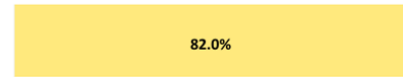
## Secondary Indicators, Alexandria City or Northern Region, 1/14/2021

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.

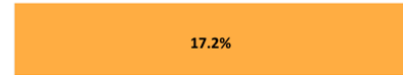
Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†



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 Reentry Timeline with Milestone Dates

<b>2 Weeks:</b> <i>Confirm + Update Staff Availability</i>	<b>Provide Class Assignment/ Course Information to Hybrid Families</b>	<b>1 Week:</b> <i>Communicate Decision Matrix Info to Staff + Families</i>	<b>Phased Reentry</b>	<b>Description of Student Groups</b>
<b>January 13- 15</b> <b>UPDATED</b>	<b>January 15</b> <b>UPDATED</b>	<b>January 19</b>	<b>January 26</b>	<p>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. Citywide self-contained students are students with Intellectual Disabilities, Autism, Multiple Disabilities or Emotional Disabilities (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</p> <p>Expand to include:</p> <ul style="list-style-type: none"> <li>• <b>Students with Disabilities in grades 3-5</b> who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</li> <li>• <b>Early Childhood Special Education</b> students who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</li> <li>• <b>Students with Disabilities in grades K-5</b> who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, community health metrics and <b>decision matrix indicators</b>).</li> <li>• <b>English Learners in grades K-5</b> (contingent upon staffing, building capacity, community health metrics and <b>decision matrix indicators</b>)</li> </ul>
<b>January 19</b>	<b>January 20</b>	<b>January 25</b>	<b>February 2</b>	<p>Expand to include:</p> <ul style="list-style-type: none"> <li>• <b>Students with Disabilities in grades 6-12</b> who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</li> <li>• <b>Students with Disabilities in grades 6-12</b> who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</li> <li>• <b>English Learners in grades 6-12</b> (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</li> </ul>
<b>January 25</b>	<b>January 26</b>	<b>February 1</b>	<b>February 9</b>	<p>Expand to include <b>all remaining students in grades PreK-5</b> who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</p>
<b>February 1</b>	<b>February 2</b>	<b>February 8</b>	<b>February 16</b>	<p>Expand to include <b>all remaining students in grades PreK-12 including Adult Education</b> who opt into in-person learning (contingent upon staffing, building capacity, community health metrics, and <b>decision matrix indicators</b>).</p>

# Decision Matrix Indicators

- *VDH Interim Guidance for Mitigation Measures in K-12 School Settings* (link is [here](#))
- **Alexandria Department of Health and ACPS Collaboration**
  - Considerations for Transitioning Between School Instructional Models
  - Levels of School Impact
  - Decision Matrix for Transitioning Between Methods of Instruction

# Considerations for Transitioning Between School Instructional Models

Criteria	Level of Community Transmission		
	Moderate Risk (or less)	Higher Risk	Highest Risk
Number of new infections per 100,000 population over prior 14 days	<50	50-200	>200
COVID-19 PCR test positivity as a 7-day average	< 5%	5 – 10%	>10%

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	Single outbreak or sporadic outbreaks in school. Size of outbreaks remains small.	Several outbreaks in school within short time period; size of outbreaks is significant (e.g. multiple classrooms or grade levels impacted)
Staff capacity to conduct classes and school operations <sup>†</sup>	Normal	Strained	Critical

\* A cluster is defined as 2 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.

† This assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

# Levels of School Impact

Staffing & capacity levels impact the division’s ability to implement key health and safety mitigation measures.\*

<b>NORMAL</b>	75-100%	Schools and/or Division is Operating at 75-100%
<b>STRAINED</b>	50-75%	Schools and/or Division is Operating at 50-75%
<b>CRITICAL</b>	Under 50%	Schools and/or Division is Operating Under 50%

**\*Impacted Areas: *Facilities; Health Services; Instructional Delivery; School Nutrition Services; Transportation***



# Decision Matrix for Transitioning Between Methods of Instruction

		Level of Community Transmission <i>(considers new cases per 100,00 and positivity rate)</i>		
		Moderate Risk (or less)	Higher Risk	Highest Risk
<b>Levels of School Impact</b> <i>Staffing + capacity has an impact on health + safety mitigation ability as well as the following:</i> <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Health Services</li> <li>• Instructional Delivery</li> <li>• School Nutrition Services</li> <li>• Transportation</li> </ul>	Normal	Hybrid	Hybrid	Modified Hybrid
		Hybrid	Modified Hybrid	100% Virtual
	Strained	Hybrid	Modified Hybrid	100% Virtual
		Modified Hybrid	100% Virtual	100% Virtual
	Critical	Modified Hybrid	100% Virtual	100% Virtual
		100% Virtual	100% Virtual	100% Virtual

**Hybrid:** Full Phased Reentry [Plan](#)

**Modified Hybrid:** Prioritizing Groups Using Phased Reentry Plan [Prioritization Matrix](#)

**100% Virtual:** 100% of Students Receiving Instruction [Virtually](#)

# A Week in ACPS: Students + Teachers

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

# Prioritization for Modified Hybrid

	Prioritized Urgency to Return
<b>Vulnerable Students at Risk Remotely</b> <i>E.g. Special-Education Students, homeless students, EL learners, students without internet access, students without devices, students at risk from domestic violence, students with academic loss</i>	HIGH
<b>Children of Parents who Require Childcare</b> <i>Children of essential workers, children of other dual-income parents who must work outside the home</i>	HIGH
<b>Academically Vulnerable Students</b> <i>Students with academic concerns last school year; MAP Data</i>	HIGH
<b>General Student Population</b> <i>PreK, K-2; 3-5; 6-8; transitional approach</i>	MED
<b>Students Whose Parents do not Desire an In-Person Return</b> <i>Students whose parents are worried about safety in schools or other factors</i>	LOW
<b>Students at High Risk if Infected by the Virus</b> <i>Students with personal-health risks; students living with elderly family members or others with risks to personal health</i>	LOW

# Virtual PLUS+ School Schedules

VirtualPLUS+  
**Preschool**  
Sample Schedule

VirtualPLUS+  
**Elementary**  
Sample Schedule

VirtualPLUS+  
**Middle School**  
Sample Schedule




VirtualPLUS+  
**High School**  
Sample Schedule

[Early Childhood Full Day Student Sample Schedule](#)  
[Early Childhood Special Education Autism Student Sample Schedule](#)  
[Early Childhood Special Education Half Day Student Sample Schedule](#)

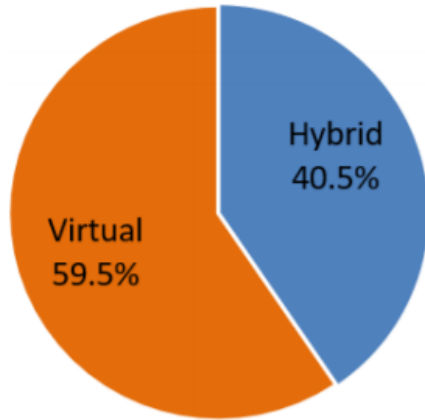
[Elementary Student Sample Schedules](#)  
[Elementary Student Sample Schedule for K-8 Schools \(J-H and PH\)](#)

[Middle School Student Sample Schedule](#)  
[K-8 Middle School Student Sample Schedule \(J-H and PH\)](#)

[High School Student Sample Schedule](#)

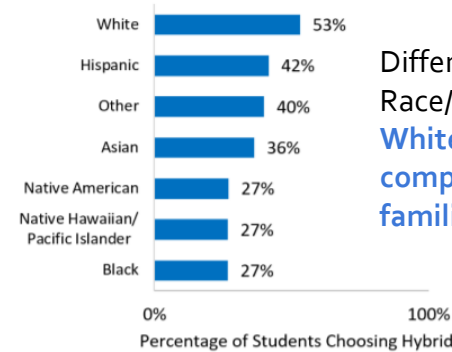
Key	
	= live, teacher-directed instruction (synchronous)
	= independent work (asynchronous)
	=small group instruction

# Family Choice Results



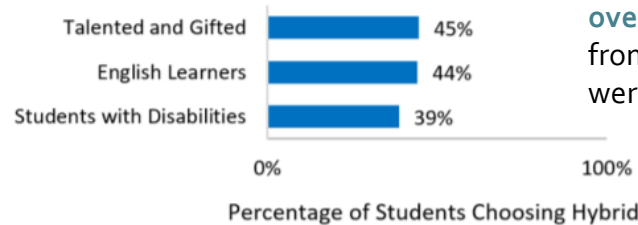
Overall 59.5% of families opted to remain **Virtual**. This includes 17% of families that did not complete the form.

Percentage of Students Choosing Hybrid by Race and Ethnicity



Differences were seen across Race/Ethnicity with a **high of 53% of White families** opting for Hybrid compared to a **low of 27% of Black families**.

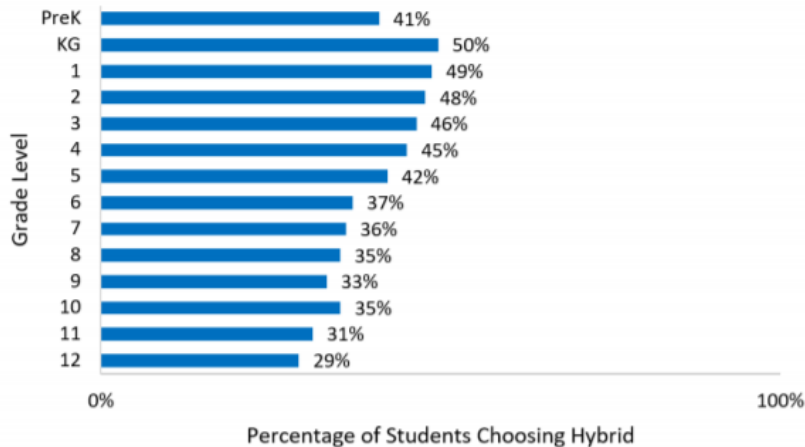
Percentage of Students Choosing Hybrid by Special Program



No large differences by overall Special Program from overall division trends were noted.

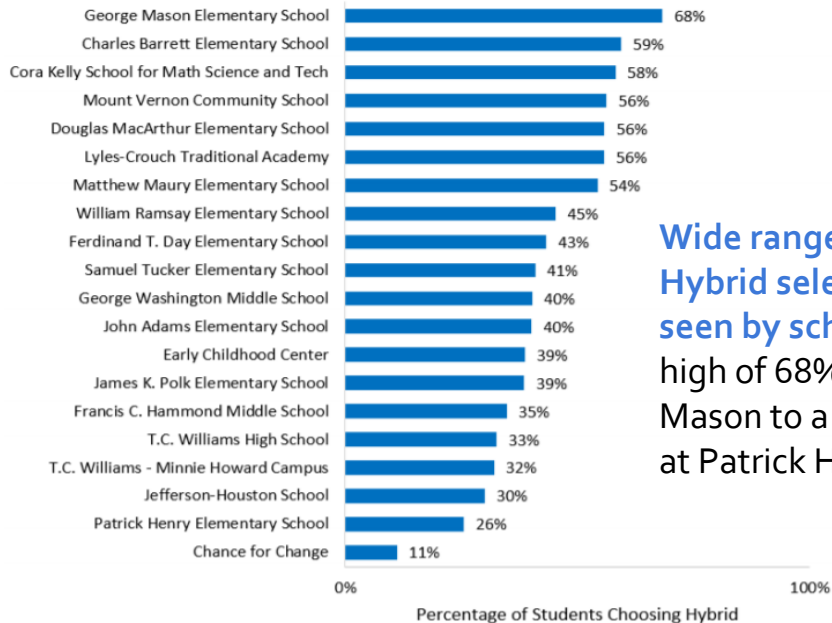
# Family Choice Results by School/Grade

## Percentage of Students Choosing Hybrid by Grade Level



Differences were noted across grade level with **higher rates of Hybrid selected for the youngest ACPS students.**

## Percentage of Students Choosing Hybrid by School



**Wide ranges of Hybrid selection were seen by school with a high of 68% at George Mason to a low of 26% at Patrick Henry.**

# Staffing: Plan to Hire Classroom Monitors

<b>Job Description</b>	<ul style="list-style-type: none"><li>● Basic Qualifications: HS degree/GED and background check</li><li>● Minimum wage (\$15.48) or outsource fee (\$25.00 estimate)</li><li>● 7.5 hour work day, 4-day work week, Tuesday - Friday</li></ul>
<b>Needs Analysis + Hiring Timeline</b>	<ul style="list-style-type: none"><li>● Determine number of classroom monitors needed at each school</li><li>● Fill the vacancy by: internal staff, substitute, or outsource</li><li>● Timeline to fill:<ul style="list-style-type: none"><li>○ <b>January 15</b> - Principals completed internal staff available to monitor</li><li>○ <b>January 20</b> - HR recruits from pool of substitutes and casual workers</li><li>○ <b>February 15</b> - HR outsources to temp agency, if needed</li></ul></li></ul>
<b>Operational Training at Schools</b>	<ul style="list-style-type: none"><li>● Schools provide: COVID-19 Safety Guidelines Orientation, Classroom Management, and School Safety (i.e., fire drills, etc.)</li><li>● Paid training day, one-week prior to start date (suggested)</li></ul>

# Cost Options for Classroom Monitors

Internal Hire	ACPS Substitute and Casual Applicant Pool		
	150 Monitors	250 Monitors	Plus additional costs: <ul style="list-style-type: none"> <li>• Social Security</li> <li>• Workers Compensation</li> <li>• Unemployment Insurance</li> </ul>
5 Day Weekly Cost	<b>\$81,270</b>	<b>\$135,450</b>	
4 Day Weekly Cost	<b>\$65,016</b>	<b>\$108,630</b>	

Outsource	Temp Agency Service Contract		
	150 Monitors	250 Monitors	Plus additional costs: <ul style="list-style-type: none"> <li>• Fingerprinting</li> <li>• Background Check</li> <li>• TB Test</li> </ul>
5 Day Weekly Cost	<b>\$131,250</b>	<b>\$218,750</b>	
4 Day Weekly Cost	<b>\$105,000</b>	<b>\$175,000</b>	

**NOTES:**

- 1) Based on 7.0 hour day; 35 hours per week; \$15.48 (minimum wage) or \$25.00 for outsource
- 2) The ACPS applicant pool is 1127 persons. Forty persons expressed interest for classroom monitor positions as of January 12
- 3) Outsourcing weekly cost is contingent on the total employees supplied.



# Hybrid Learning Information to Parents

Communication to families, who chose the hybrid model, will include the following information:

- Cohort days (A/B) their student is scheduled
- Return date (contingent upon community health metrics, staffing and building capacity)
- Teacher Return Information (able to return/not able to return)
- Person to contact at their school if they have questions or wish to update their learning choice
- Information about meals, transportation, registration documents, and immunization requirements

School and FACE staff will reach out to Hybrid families who:

- Do not have an email on file
- May need assistance

Virtual PLUS+ Helpline:

- Families can also call the Helpline for further assistance


# Concurrent Instruction Professional Learning Update

## Concurrent Teaching Health and Safety Protocols

We are excited to be welcoming students and staff back into our buildings. The following module will guide teachers and staff through the health and safety protocols to keep us all safe.

During this asynchronous learning time, you'll engage with content by moving through a Canvas module. You can complete learning activities in sequential order by using the next and previous buttons at the bottom of the screen. If at any point you lose your place, you can check your progress from the [Modules tab](#) to the left. The content you have viewed or completed will show up with a green checkmark, new content will be noted with a gray circle.


To begin, let's view a short video that will walk us through a day in the life of staff and students that are returning to our buildings.



Staff Simulation Video

### Agenda

- Mask use and maintenance
- Handwashing
- Social Distancing
- Cleaning
- Transportation



Help Protect Yourself and Others from COVID-19

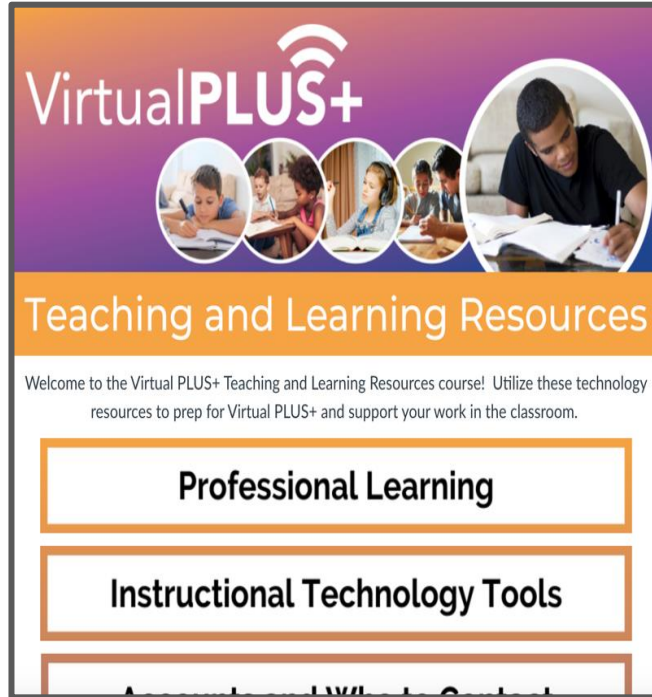
- Stay 6 feet from others
- Wear a mask
- Wash your hands often

ACIPIS  
www.acps.k12.va.us

The Office of Talent Development, in collaboration with Technology Services and Student Services, is developing and publishing resources.

- **Technical**
  - Presentation for School Staff
  - Canvas Module
  - Classroom Technology - *Coming Soon*
- **Instructional**
  - Canvas Page with Resources For Teachers
    - Hybrid Model Outline
    - Instructional Planning Resources
    - Instructional Delivery Resources
  - *\*Online self-paced course coming soon.\**
- **Personal**
  - *Coming Soon*

# Concurrent Virtual PLUS+ Update



The banner features a purple-to-orange gradient background. At the top left, the text 'Virtual PLUS+' is displayed in white, with a white Wi-Fi symbol above the 'S'. Below this text are five circular images showing diverse students in a classroom setting. To the right of these images is a larger circular image of a male teacher leaning over a desk, looking at a student's work. Below the images, the text 'Teaching and Learning Resources' is written in white on an orange background. Underneath this, a white box contains the text: 'Welcome to the Virtual PLUS+ Teaching and Learning Resources course! Utilize these technology resources to prep for Virtual PLUS+ and support your work in the classroom.' Below this text are three stacked rectangular boxes with orange borders. The top box is labeled 'Professional Learning', the middle box is labeled 'Instructional Technology Tools', and the bottom box is partially visible and labeled 'Assessment Tools & Support'.

Virtual PLUS+

Teaching and Learning Resources

Welcome to the Virtual PLUS+ Teaching and Learning Resources course! Utilize these technology resources to prep for Virtual PLUS+ and support your work in the classroom.

Professional Learning

Instructional Technology Tools

Assessment Tools & Support

All Professional Learning opportunities for the shift to hybrid instruction will be housed in the [Virtual PLUS+ Teaching and Learning Resources](#) Canvas page.

- Consistent and well trafficked location
- All teachers have access already
  - No new registration
- Professional Learning around the hybrid model will prioritize
  - Asynchronous learning
  - Focused topics
  - Flexible participation
  - School based support

# Technology Updates

## Week of:

- **January 10** - Equipment received, inventoried + assigned
- **January 19** - Cameras + Monitors delivered to schools
- **January 25** - Bandwidth increased

## Professional Learning

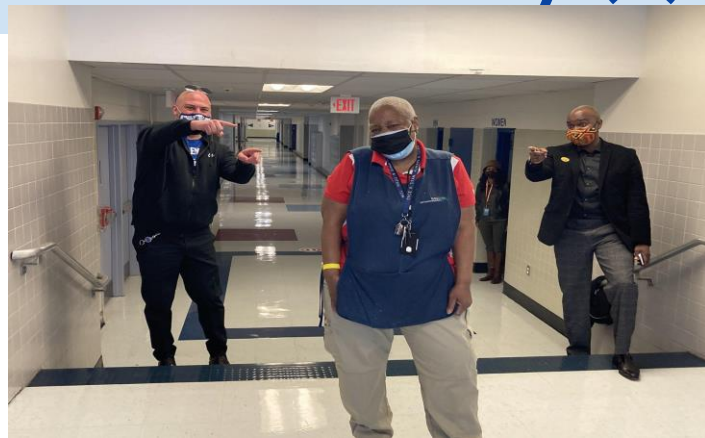
Teacher support provided through webinars, videos, and documents (ongoing starting the week of January 19, 2021)



# Our Commitment to Health + Safety (1)

## Facility Setup Process

- **Classrooms** have been setup per social distancing guidelines
- **Non-instructional areas** are being reviewed with Principals for type of use/proper setup
- **Signage + Floor distancing decals/markers** installed
- Minor **adjustments** being made based on building leadership feedback





# Our Commitment to Health + Safety (2)

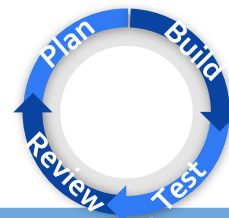
EQUITY FOR ALL 2025



## Safety Measures Continue

- **Delivering** PPE this week to all classrooms to be used for hybrid
- **Supporting** training efforts for those returning
- **Investigating** onsite screening technology options

# Hybrid Reopening Sprint Plans through March 31, 2021



## Sprint 1 January 11-29

## Sprint 2 February 1-19

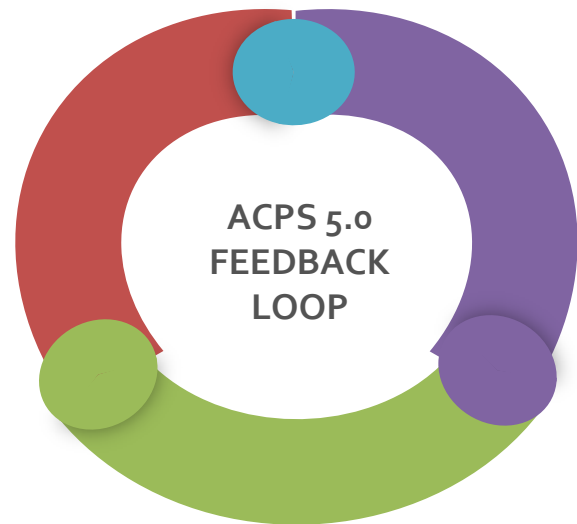
## Sprint 3 February 22-March 12

## Sprint 4 March 15-26

	Sprint 1 January 11-29	Sprint 2 February 1-19	Sprint 3 February 22-March 12	Sprint 4 March 15-26
Sprint Goals	<ul style="list-style-type: none"> <li>Submit 5.0 Plan to State</li> <li>Continue updates for Virtual PLUS+</li> <li>Planning underway for K-5 Citywide, K-5 Self-Contained and K-5 EL</li> <li>Initiate updated professional learning K-12</li> <li>Fill classroom monitor vacancies</li> </ul>	<ul style="list-style-type: none"> <li>Continue updates for Virtual PLUS+</li> <li>Planning underway for 6-12 Citywide, 6-12 Self-Contained, 6-12 EL, Adult Ed and remaining K-12 learners</li> <li>Deliver professional learning K-12</li> <li>Social, Emotional and Academic Learning Loss Analysis and Support Plan for Q1 and Q2</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on Virtual PLUS+ adjustments</li> <li>Capture feedback on what supports teachers and leaders need across K-12</li> <li>Reflect on professional learning needs</li> <li>Establish plan to conclude academic school year</li> </ul>	<ul style="list-style-type: none"> <li>Identify adjustments to Virtual PLUS+ post Spring Break</li> <li>Design supports for teachers and leaders across K-12</li> <li>Complete Summer 2021 Learning Plan</li> </ul>
Planning Sessions to Reach Goals	<p>Jan 11 Virtual PLUS+ Advisory</p> <p>Jan 13: DTT/STT Session</p> <p>Jan 20: DTT/STT Session</p> <p>Jan 25 Virtual PLUS+ Advisory</p> <p>Jan 27: DTT/STT Session</p>	<p>Feb 3: DTT/STT Session</p> <p>Feb 8 Virtual PLUS+ Advisory</p> <p>Feb 10: DTT/STT Session</p> <p>Feb 17: DTT/STT Session</p>	<p>Feb 22 Virtual PLUS+ Advisory</p> <p>Feb 24: DTT/STT Session</p> <p>Mar 3: DTT/STT Session</p> <p>Mar 8 Virtual PLUS+ Advisory</p> <p>Mar 10: DTT/STT Session</p>	<p>Mar 22 Virtual PLUS+ Advisory</p> <p>Mar 24: DTT/STT Session</p>
School Board Updates	<p>Jan 14: School Board Meeting</p> <p>Jan 28: School Board Meeting</p>	<p>Feb 11: School Board Meeting</p>	<p>Feb 25: School Board Meeting</p> <p>Mar 11: School Board Meeting</p>	<p>Mar 25: School Board Meeting</p>

# Next Steps

- **Continue to Monitor** Public Health Indicators + School Level Safety Metrics
- **Communicate** the Decision Matrix Information to Families + Community (Weekly on Mondays) for Planning
- **Provide** Class Assignment + Course Information to Hybrid Families
- **Continue to Finalize** Staffing + Confirm/Update Staff Availability
- **Provide** Updates Regarding Professional Learning + Supports to Prepare Staff for A Successful Transition to In-Person Learning
- **Develop** a Reopening Project Plan





# Questions and Discussion



## Virtual PLUS+ Phased Reentry Plans

**Dr. Gregory C. Hutchings, Jr.**  
Superintendent of Schools  
[gregory.hutchings@acps.k12.va.us](mailto:gregory.hutchings@acps.k12.va.us)



## Virtual PLUS+ Phased Reentry FAQs

**Dr. Terri H. Mozingo**  
Chief of Teaching, Learning, and Leadership  
[terri.mozingo@acps.k12.va.us](mailto:terri.mozingo@acps.k12.va.us)

---

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

**School Board**  
Meagan L. Alderton, Chair  
Veronica Nolan, Vice Chair

Cindy Anderson  
Ramee A. Gentry  
Jacinta Greene  
Margaret Lorber

Michelle Rief  
Christopher A. Suarez  
Heather Thornton